HOW PRE-SERVICE TEACHERS MAKE SENSE AND FORM PROFESSIONAL

IDENTITIES AS TEACHERS DURING INITIAL FIELD PLACEMENT IN AN

ALTERNATIVE AND DISCIPLINE ALTERNATIVE EDUCATION PLACEMENT

A Dissertation

by

MATTHEW JAMES ETCHELLS

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Chair of Committee,	Cheryl J. Craig
Committee Members,	Anita McCormick
	Lisa Bowman-Perrott
	Sharon Matthews
Head of Department,	Michael de Miranda

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ABSTRACT

With beginning teachers leaving teaching as a career in droves within five years of being certified, unpacking initial field placement experiences of pre-service teachers is critically important to understanding the emergence of their identities or 'stories to live by' expressed in narrative terms. This dissertation employs narrative inquiry—that is, uses narrative as a research method to study people's storied experiences—to delve into how three diverse pre-service teachers made sense of and formed their professional identities. As pre-service teachers during an initial field placement at an alternate and discipline alternative education placement in Texas, their stories offer a rich and varied tapestry of teaching, learning, subject matter, and the milieu of alternative education. Moreover, their interwoven narratives of experience illuminate the impact that connectedness has on teacher-student, and pre-service teacher-mentor relationships. These understandings make important knowledge contributions to the local, national and international research base on teaching and teacher education. Equally important are the insights this research offers about the nature of alternate and discipline alternate education campuses as sites of identity construction. Cumulatively, this dissertation study reveals—through the sharing of pre-service teachers' narratives of experiences— what could potentially be done to reduce beginning teacher attrition and to retain and sustain teachers in ways that positively develops their identities—their 'stories to live by'—and helps ameliorate their 'stories to leave by', which constitutes an escalating national and international phenomenon. The findings of this research provide valuable

insight into teacher as learner, being and becoming, the best-loved self, teachers as curriculum makers, and the metaphors pre-service teacher use to describe their experiences. The findings shine the spotlight on a distinct phase of teacher preparation during pre-service teachers' initial field placement experience. Pre-service teachers in this phase are termed cotyledon teachers, which is the original knowledge contribution of this dissertation study.

DEDICATION

To my loving wife Noura, my guiding light, who helped, supported, and encouraged me to navigate the sometimes calm, but often turbulent waters of academia. Also thank you to my family and friends for their unwavering belief in me.

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NOMENCLATURE

ADA   Americans with Disabilities Act of 1990

ADHD   Attention Deficit Hyperactivity Disorder

ATE   Association of Teacher Educators

DAEP   Discipline Alternative Educational Placement

ED   U.S Department of Education

ELL   English Language Learner

EOC   End of Course Exam

FERPA   Family Educational Rights and Privacy Act

FMR   Final meta-reflection

GED   General Education Diploma

IDEA   Individuals with Disabilities Education Act

IEP   Individual Education Plan

IMR   Initial meta-reflection

JJAEP   Juvenile Justice Alternative Education Program

JTE   Journal of Teacher Education

NBCT   National Board-Certified Teachers

OCR   Office for Civil Rights

PEIMS   Public Education Information Management System

PISA   Programme for International Student Assessment

PST   Pre-service teacher

STAAR	State of Texas Assessment of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TTE	Teaching and Teacher Education

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CHAPTER I

INTRODUCTION

 "All the world's a stage,

And all men and women merely players;

They have their exits and their entrances,

And one man in his time plays many parts…" (Shakespeare, trans 2000, 2.7.1037-1040).

As you read this dissertation, there is a strong likelihood you are in, or related in some way to the field of education. But how did you come to play the role and the type of educator you are today? As a Performing Arts undergraduate at the University of Chester, I was trained to be keenly aware of the roles we play and how, as an actor, one arrives at a final character. This raises a question about who provides the script teachers use to become who they are in a school setting; that is, how do they form their teacher identities alongside others and in context. Much like actors go to the theater to rehearse their parts; pre-service teachers (PSTs) engage in field placement experiences to construct and rehearse their roles in their journeys to become teachers. Metaphorically, the school is the theatre, the students and parents the audience, and other actors include their mentor teacher and the rest of the faculty. In this context, what do PSTs notice, contemplate, induct, deduce, and eliminate in their reflective processes as they move from being a student to becoming a teacher; from being an observer to being the observed. Teacher identity has become a leading area of education research (Beijaard, Meijer, & Verloop, 2004; Connelly & Clandinin, 1999; Middleton, 2014). Comprehending teachers' paradigm shift by understanding the narratives of their lived experience is essential in understanding how teachers navigate this "relational phenomenon" (Beijaard, Meijer, & Verloop, 2004, p. 108), or as Philips (1994) contends "listening to a story requires us to involve ourselves in another's world of time, embodiment, relationship, meaning,

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and concern." (p. 10) Understanding how PSTs navigate this metamorphosis is the focus of this research.

The United States currently has no "systematic approach to recruiting, preparing, and retaining teachers" (Darling-Hammond & Ducommun, 2007, p. 1). This is also true for university teacher preparation programs in Texas (Lyons, et al., 2015). The lack of a cohesive national approach leads to dramatically divergent experiences for new teachers, resulting in many teachers leaving the profession due to poor support from school administrators (Berry, Rasberry, & Williams, 2007, Haberman, 2012), lack of student motivation, little teacher influence over decision-making, student discipline problems, inadequate system (Berry et al., 2007; Haberman, 2012), bureaucratic impediments; such as escaping a sense of meaningless interventions (Towers & Maguire, 2017), burnout (Gavish & Friedman), class size (Borman & Dowling, 2008) lack of collegial support, (Berry et al., 2007), little or no mentoring (Darling-Hammond & Ducommun, 2007), seeking out meaningful work orientations (Yinon & Orland-Barak, 2017). However, other teachers are retained through strong principal leadership, a collegial faculty with a shared teaching philosophy, adequate resources necessary to teach, supportive and active parent community (Berry et al., 2007), increased salaries alongside increased standards, improved teaching conditions, mentoring, professional development (Darling-Hammond & Ducommun, 2007, p. 2), geographical location (Engel et al., 2011), and a sense of meaningfulness (Yinon & Orland-Barak, 2017).

The issues are not uniquely American in nature. In the United Kingdom, Barmby (2006) highlights pupil behavior, workload/marking, and salary as the top 3 factors dissuading potential teachers from entering the teaching profession. Darling-Hammond and Ducommun (2007), noted the challenge of teacher recruitment is much reduced in countries like Finland, Sweden, Norway, Netherlands, Germany, France, Australia, New Zealand, Japan, Taiwan, and Singapore due to high-

quality graduate-level teacher education, mentoring for all beginners, equitable salaries, and ongoing professional development. Although reduced, issues of teacher attrition pervade education systems worldwide, even the Finnish education system (Heikkinen, Jokinen, & Tynjälä, 2012). Internationally, there are "growing concerns about escalating rates of teacher attrition" (Craig, 2017, p. 859).

With a myriad of factors intertwined in the teaching experience, it is vital that teacher educators understand the process their PSTs are engaged in to fully understand the effects alternate field placement experiences have on PSTs' formations of teacher identity. Alternative education field placement settings have "historically been identified as difficult and challenging for teachers" (Middleton, 2014, p. 1); however, the body of research on the challenges teachers face in alternate settings is limited (Ashcroft, 1999, Blevins, Moore, & Torti, 2017; Booker & Mitchell, 2011; Dempsey, Toohey, & Martinez 2007) and research on DAEPs tends to focus on student achievement and discipline (Kocian, 2010; Martinez, 2014; Randle, 2016; Ricard, Lerma, & Heard, 2013; Turner, 2010) and this has created a gap in the literature since "the effects of these settings on teacher identity has yet to be investigated." (Middleton, 2014, p. 1) While Middleton (2014) addressed the gap in research for first year science teachers in an alternate setting in Texas and Blevins et al. (2017) addressed the gap in research for sophomore pre-service secondary school teachers' one-on-one tutoring of students in a Juvenile Justice Alternative Education Program (JJAEP), the need to better understand the experiences of PSTs in an alternate and DAEP setting in Texas is conspicuous. Furthermore, Hill-Jackson and Lewis (2010) have suggested the gap in teacher education is "the voice of teachers" (p. 34). Hill-Jackson and Lewis (2010) believed educators do their students a disservice by asking them to "understand themselves and the world they inhabit" (p. 34) without teachers firstly endeavoring "to the academic, intellectual, pragmatic and personal understanding of ourselves, our students, education, and society." (p. 34) Therefore, garnering a research-based comprehension of the full educational landscape PSTs experience during their teacher

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training is critical not only to understand the external development of PSTs through practice and assessment, but also the effect on their internal personal and teacher identity through reflection and narrative.

Statement of the Problem

The current literature does not adequately address how pre-service teachers use reflective journals to reflect, conceptualize, and form their teacher identities during their initial pre-service field placement experience at an alternate and disciplinary alternate educational placement (DAEP). Moreover, the stories of pre-service teachers' experiences, especially non-White pre-service teachers, in an alternate and DAEP setting are yet to be made sense of and to be made public.

Theoretical Framework

During a ten-week field placement at an alternate and DAEP campus in central Texas, PSTs were required to keep a reflective journal of their placement experiences and this journal constituted twenty percent of their overall grade for the course. The purpose of the reflective journal was for PSTs to think about their field experience on a deeper level than simply reacting in the moment. During week 3, 6, and 10, PSTs wrote their weekly reflection and also expressed themselves more deeply to (a) reflect beyond the previous 3 weeks of field placement experience and (b) make connections between their practical field placement experience and their theoretical university experience, termed in this research as *meta-reflections*. A meta-reflection is a reflection which occurs after the initial reflection, and was beyond, or more than the initial reflection, hence the use of the prefix *meta*.

Narrative Inquiry

What do educators do in their classrooms, in the breakroom, on playground duty, and during professional development? They story and restory their knowledge, experience, thoughts, and feelings. In school settings they are not alone. Students, parents, school administrators and staff all regale others

with their version of the epic to the mundane. Understanding these stories from the perspective of the story teller illuminates a hidden world of nuance and provides shades of color to school canvasses. We all have grand oak-tabled and marble-pillared libraries of stories within us and the narrative inquirer's role is to diligently uncover each page and each edition over time and across place. The storied lives of individuals, especially educators, engages naturally with educators' penchant for storytelling. "[N]arrative researchers describe such lives, collect and tell stories of them, and write narratives of experience" (Connelly & Clandinin, 1990, p. 2) Narrative inquirers do this by using inquiry methods such as: broadening and burrowing, storying and restorying, and narrative unity (Connelly & Clandinin, 1990). Moreover, these methods are highly appropriate for research on pre-service teachers as "taken together, broadening, burrowing and storying and restorying are the original research tools used in school-based inquiries" (Craig, You, & Oh, 2017, p. 761).

Stories are in flux, and in the storying and restorying of a narrative, the teller skews its plotline to the overarching narrative of their life, revealing acute temporal, social, and cultural entanglements. If one sees themselves as a leader, then their teacher stories will position themselves in effective leadership roles. The retelling of these stories bolsters one's narrative schema. Both the original story and the retold narrative are reflections of people and "the central task is evident when it is grasped that people are both living their stories in an ongoing experiential text and telling their stories in words as they reflect upon life and explain themselves to others" (Connelly & Clandinin, 1990, p.4)

Part of restorying is broadening and burrowing (Connelly & Clandinin, 1990). Broadening is the generalization of a story to show an element of a person's character, a social or cultural event, or the intellectual environment of a given moment (Connelly & Clandinin, 1990). For example, a teacher's story of the "golden years" or "glory days" such as the one described in Keyes and Craig (2012). The same can be said of the participants' stories of specific moments of their school experience as students

being generalizable to their overall schooling. However, to account for over-generalizing and potentially over signifying a moment, narrative inquirers also include burrowing to focus on the origin of the feeling associated with an emotional, moral, and aesthetic event (Connelly & Clandinin, 1990). The intersectionality of narrative discovery between a researcher, a therapist, (Connelly & Clandinin, 1990) and an actor developing a character (Stanislavski, 2013) is evident within each discipline; each aims to reconstruct an accurate story from the perspective of the person who experienced the story via their thoughts, feelings, and actions. The last part of the restorying process is to ask future stories of self that might change or shift the meaning of past stories. The purpose of looking back to look forward is to understand the "significance for the larger life story the person may be trying to live." (Connelly & Clandinin, 1990, p. 11)

The relationship style of narrative unity is described as "a close relationship akin to friendship" (Connelly & Clandinin, 1990, p. 4) and it takes time to develop and nurture a relationship to a point where the research can begin. Once cannot jump in to the life of another and expect to be given access their inner thoughts and feelings. Narrative unity is a "way of knowing that involves a process of self-insertion in the other's story as a way of coming to know the other's story and as giving the other voice." (p. 4) It is important first to listen to the practitioner's story just as the story comes from them in all its raw and entangled beauty. The purpose is to create a space in which both the participant and researcher feel safe to share their narratives and to find their voices to tell their story. Moreover, the intertwining of voices and stories requires openness and candor. Building this relationship is critical to enable conversations to blossom. From an actor's perspective, this process is understood as getting into character. Given an untold story, an actor in character should be accurate in knowing how their character would think and feel in a given situation. Narrative unity opens the door for researchers to look more authentically through the eyes of another.

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Deconstruction in PST Journal Reflection

The need to teach PSTs "learning strategies to become more systematic reflective thinkers" is stressed by Tack and Carney (2018, p. 52). Moreover, to aid the PSTs in becoming more reflective thinkers, Derrida's philosophy of deconstruction was taught to the PSTs in class "as an opposition to the method and the structure, since the structure is precisely something that neutrali[z]es and always fav[or]s an essential cent[er]" (Lurcaz, 2017, p. 131). Furthermore, deconstruction is "not a method, nor a procedure or a technique which may lead to some kind of "truth" or "understanding", it has no kind of programmatic message, but it is characteri[z]ed by event-like-ness. The "truth" is that "there is no [one] truth". (Lurcza, 2017, p. 131) Slattery has described deconstruction as:

> a sophisticated method of critical analysis of human artifacts such as written documents, textbooks, artwork, musical composition, films, media, and the like. Deconstruction can include contextualizing, evoking, troubling, historicizing, challenging, analyzing, and interrupting. In schools we need to deconstruct handbooks, textbooks, curriculum guides, administrative memos, letters to parents, essays written by students, test questions, visual images, students performances in sports and the arts, and any other human artifact that is a part of the teaching and learning process or school context (Slattery, 2013, p. 298).

The purpose of the meta-reflections was to engage PSTs in thinking about key deconstructive elements and to interrupt, contextualize, challenge, and trouble their original weekly journal entries on a deeper level. Slattery (2013, p. 3), further defined deconstruction terms as seen in table 1. The definition of interruption has been added with the inclusion of writer.

Table 1

Definition of elements of deconstruction

Term	Definition
Interruption	To reveal the sedimented perceptors –deeply held prejudices and their unconscious roots –and force the reader/viewer/listener to pause and reconsider these assumptions". I would also include writer in this definition
Contextualize	To critically evaluate and analyze arguments from the perspective of race, class, gender, sexuality, religion, culture, ability, language, age, ethnicity, geography, psychology, and nationality in order to understand and appreciate the complex forces that shape and influence text
Challenge	To demand a reevaluation of hidden and overt assumptions and purposeful exclusions in the representation of the text in light of status quo socio-political, cultural, and economic arrangement
Trouble	To create intellectual and emotional dissonance and discomfort for the purpose of encouraging further investigation and social action

The purpose of the journal also involved providing a lens for PSTs to capture their reflections because, for many PSTs, the schooling experiences in this research were systematically very different from when they were school students. This created a fundamental difference between the PSTs perception of education and its function and the students due to their opposing experiences as school students. The second purpose of the meta-reflections was to begin resolving issues of bifurcation –"the attempts to divide the world into "us" versus "them" pervade our society [and] unnecessarily and illogically divides human beings and inflicts tremendous pain and suffering on all of us" (Slattery, 2013, p. 5). By encouraging PSTs to make connections between the theoretical experience –university, and the

practical experience –field placement they experience the two separate experiences as a unified experience and draw on one experience to comprehend the context of the other.

Journals as Field Text

The use of reflective journals as a source of data in narrative inquiry is well documented (Barkuizen, 2016; Clandinin & Connelly, 2000; Connelly & Clandinin, 1990, 1999; Craig, Zou, & Poimbeauf, 2015; Morawski & Rottmann, 2016; Sarton, 1982). Clandinin and Connelly introduced reflective journal writing to the field of teacher education (Russell & Martin, 2014). Moreover, Clandinin and Connelly, (2000, p. 103) advocated for journals as "a method of creating field texts" and Sarton (1982, p. 25) writes that "journals are a way of finding out where I really am… [Journals] sort of make me feel that the fabric of my life has a meaning."

Clandinin and Connelly, (2000, p. 103) present a long description of an example of field notes kept by a teacher-researcher, Davies. Their analysis of the nature of her field notes deeply resonates and aligns with the nature of TEFB 322, Teaching and Schooling in Modern Society, PSTs journal entries in that "Davies's research journal is an interesting blend of detailed field notes on her visit to the school interwoven with journal reflections on how she felt about the experience." Clandinin and Connelly, (2000, p. 103) further extrapolate that the keeping of a journal enables the writer to "record the existential outward events and journal notes that recorded [their] inner responses" and "a way to puzzle out experience". What Clandinin and Connelly, (2000, p.104) refer to as a "puzzling-out quality" and a "space for struggle" was interpreted and crystallized by this researcher as meta-reflection –a specific section of the journal for PSTs to puzzle-out their field placement experience and deconstruct their narratives.

Despite the intellectual diaspora of which Clandinin and Connelly (2000, p. 104) speak, many a novice narrative inquirer might feel that journal keeping is a "time-consuming distraction with feeling

that they are not adding up to much." PSTs iterated similar feelings when keeping a journal. The seemingly extraneous smatterings of the mundane to individual PSTs are in fact adding vivid color to the canvas of their collective experience in an alternate and DAEP space, or as Clandinin and Connelly, (2000, p. 104) describe it, "what may have appeared to be insignificant nothingness at the time they were composed as a field texts may take on a pattern as they are interwoven with other field texts in the construction of research texts."

Purpose of the Study

The purpose of this study is to examine how pre-service teachers at an alternate and DAEP campus capture their field placement experiences in reflective journal entries over time and how this sense-making process illuminates their development of a sense of a teacher identity.

Educational Significance

This research is significant because the process of training, recruiting, mentoring, and retaining teachers is tremendously expensive; therefore, it is critical to gain a deeper understanding of PSTs experiences during their initial field placement because, as Dewey (1938) states, "the belief that all genuine education comes about through experiences does not mean that all experiences are genuinely or equally educative" (p. 25). Understanding how PSTs experience field placement and how this influences their teacher identity formation, especially in an alternate and DAEP setting, is important in understanding the lived experience of PSTs and how efficacious field placement is for PSTs.

Wonders and Ponders

With this background in place, I now present my research queries. My wonders and ponders revolve around one central research question and three subsidiary questions:

1. How do pre-service teacher reflections influence the formation of their professional identity (stories to live by, in narrative terms) as teachers during a field placement experience?

   (a) How do pre-service teachers choose to make sense of their field placement experience in their initial journal meta-reflection?

   (b) How do pre-service teachers choose to make sense of their field placement experience in their final journal meta-reflection?

   (c) Which narrative inquiry themes emerge from pre-service teachers' field placement experience at a DAEP?

Chapter Summary

In Chapter 1, I introduced the topic of my dissertation, how pre-service teachers' reflections influence their professional identity formation during their field placements. In addition I outlined the focus of my dissertation work, presented an overview of key understandings and terms and provided a synopsis of my research methodology. Chapter II presents the research literature that scaffolds the study I have introduced.

CHAPTER II

LITERATURE REVIEW

This research is focused on how pre-service teachers reflect on, conceptualize, and position their identity as teachers during initial field placement at an alternative and DAEP campus in Texas. To elaborate on this focus, literature pertaining to teacher education, the development of professional teacher identity, and the use of reflective journals was examined to provide context. A pre-service teacher (PST) is a college student who is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. (Virginia Wesleyan University, n.d.); a DAEP campus is an alternate education setting for students temporarily removed from regular campuses for disciplinary purposes for regular instruction (Texas Education Agency [TEA]. 2007).

Teacher Education

Teacher preparation program design varies greatly (Darling-Hammond, 2006, Darling-Hammond & Ducommun, 2007, Lyons, et al., 2015) and according to Walsh (2006) "there is presently very little empirical evidence to support the methods used to prepare the nation's teachers" (p. 1). This creates a quandary for many teachers who are trying to align their experience with what they perceive is expected from a teacher (Beijaard, 2018). According to Hattie (2009) "teachers enter classrooms with these conceptions of teaching, learning, assessment, and curriculum, and these [factors] influence how they see classrooms working, students' progression, and themselves as teaching" (p. 111). This is confounded by the statement that "social and demographic trends have focused attention on the need to help teachers perform effectively in increasingly complex classroom environments serving more and more diverse student populations" (Metcalf, 1995, p. 1). Considering the changing landscape of education in America and the likelihood of PSTs experiencing divergent field placement settings from the classroom they attended as students, it is important to ponder whether "teacher education programs can do much to

build lenses and conceptions that can lead to teachers being prepared for the rigors of the classroom" (Hattie 2009, p. 111). Garnering an understanding of the individual narratives of pre-service teacher experiences is key in appreciating how field placements might affect PST development. Much of the early narrative research on teachers focused on teachers' curriculum knowledge (Bussis, Chittenden, & Amarel, 1976) and teaching abilities (Elbaz, 1981), and not on how PSTs thought of themselves or developed as professionals. Clandinin (1985) proposed an interconnectedness to teacher thought and action as complementary sides of a cohesive experience giving a focus to the importance of gaining a deeper understanding of the lived experiences of teachers. Attaining a holistic view of teacher experiences beyond the transaction of the curriculum from teacher to students is vital in developing a deeper and more complex understanding of teachers, or as Connelly and Clandinin (1990) stated "we need to listen closely to teachers and other learners and to the stories of their lives in and out of classrooms" (p. 12) The concept of understanding teachers' lives in and beyond the classroom works to see the teacher not as a bifurcated existence, but as complete. How PSTs see themselves in the classroom is influenced by all of their previous experiences, which enables them to be teachers as curriculum makers (agents of education) rather than curriculum implementers (doing what governments expect them to do) (Clandinin & Connelly, 1992; Craig & Ross, 2008). This affects the lens they look through, the choices they make, and the stories to live by (identity narratives) they tell and re-tell and live and re-live as teaching professionals. The intersectionality of teacher education, curriculum making, and teacher identity is important to know as PSTs use their teacher identity to "explain, justify, and make sense of themselves in relation to other, and to the world at large." (MacLure, 1993, p. 113). This use of teacher identity to navigate the world is in flux as teachers reinterpret and retell their narratives, as "storytelling organisms who, individually and socially, lead storied lives." (Connelly & Clandinin, 1990, p. 2)

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Teachers as Curriculum Makers

As a concept, teachers as curriculum makers, more precisely, of teacher's stories and stories of teachers (Clandinin & Connelly, 1992, p. 363) was initially introduced by Clandinin and Connelly (1992) who expanded on Schwab's (1983) commonplaces of curriculum –teacher, learner, subject matter, and the milieu and expounded upon by Craig and Ross (2008). The process of burrowing into teachers' experiences to better understand their stories is analogous to the process actors use to empathize with, and to get into character. A deep alignment of feelings occurs when one imagines the lives of others; Clandinin and Connelly (1992, p. 363-364) describe their process as "we frown when we imagine teachers might frown and we smile when we think teachers might smile". Moreover, the image of the teacher as curriculum maker flips the script on curriculum thinking in two key ways. The first challenges the belief that the impetus of curriculum making and reform is produced by an entity external to the school system and that the curriculum is linked solely to "subject matter instead of classroom practice" (Clandinin & Connelly, 1992, p. 365). The second calls into question the belief of curriculum being dictated by the school to the teachers and not made by the teachers to the betterment of the school. Empowering teachers to be curriculum makers works to "bridge the abyss between schools as institutions of change and educators as personal and collective agents of change" (Craig, 2003, p. 123) and solidifies the image of teachers' as "knowing and knowledgeable human beings" (Craig & Ross, 2008, p. 283). As a metaphor, the difference is as unambiguous as the teacher being the chef or a waiter in a restaurant. One is the producer of the meal, while the other simply delivers it. One would be incredulous at a server who, en route, decided to add their special twist to a chef's signature dish. Much like waiters, "teachers were generally told what to do and…supervised to make sure they did it" (Clandinin & Connelly, 1992, p. 367). However, a curriculum is not a recipe set in stone and is in constant oscillation within schools because it is "an account of teachers' and students' lives over time"

(Clandinin & Connelly, 1992, p. 365). Therefore, by embracing the image of the teacher as curriculum maker as "a more appropriate metaphor for describing their curriculum world than the conduit metaphor" (Clandinin & Connelly, 1992, p. 372) moves the needle towards teacher expression. Shifting the view of teachers as a conduit (Johnson, 1987; Reddy, 1979), changes the understanding of curriculum into an organism which is being and becoming (Roth, 2002) because of teachers and not in spite of them. In the image of teacher as curriculum maker, the teacher is empowered to express their voice and knowledge of the curriculum as it lives and breathes through them. The teacher as curriculum maker accepts the reality of teaching and appreciates the teacher as "practicing an art" (Clandinin & Connelly, 1992, p. 380) of what and how to teach, "modified or circumvented in the actual moment of teaching". (Clandinin & Connelly, 1992, p. 380) Moreover, teachers standing in the image of curriculum maker migrate the transactional focus of teachers from being 'good' if they are committed to project goals (Clandinin & Connelly, 1992, p. 374) and transitions them to the image of a teacher as an ongoing learner. The teacher as learner positions the teacher in a triad since "teaching, learning, and curriculum making are reciprocal educational processes" Clandinin & Connelly, 1992, p. 373). The being and becoming of "teacher learning through curriculum making" (Clandinin & Connelly, 1992, p. 373) is embedded in this powerful notion.

Researchers and teacher-researchers play a role in developing collaborative, listening, relationship to bring teacher stories to the foreground and "creating an understanding of the teacher as curriculum maker" (Clandinin & Connelly, 1992, p. 386). In this collaborative relationship the teacher and the researcher are participating together to construct and "imagine the possibility of curriculum reform" (Clandinin & Connelly, 1992, p. 386). In this dissertation study, the storied lives of my research participants (Eloise, Esther, Kekoa) and those of the learners about whom they tell (and I re-tell) create a new story, "a lived text of researcher, teacher, and learners" (Clandinin & Connelly, 1992, p. 386). We

have become intertwined in the "cyclical nature of school time and place" Clandinin & Connelly, 1992, p. 386) and the events that occurred during the pre-service teachers' field placement provide a theatre of the mind for this study's audience to experience and to discover in it the "shape [of] our stories as we live them and tell them in classrooms" (Clandinin & Connelly, 1992, p. 386). Finally, the collaborative endeavor of unfolding stories constructs the opportunity for others to explore their stories. The accumulated effect is the "creation of a literature that records these stories but also the construction of a method of working with current and prospective teachers and researchers to educate them to the imaginative possibilities of reading this literature" (Clandinin & Connelly, 1992, p. 393). This research contributes to the creation of that literature with prospective teachers because the image of teacher as curriculum maker is an important image inside and outside of classrooms as it "strengthens the view of teachers as knowing and knowledgeable human beings" (Craig & Ross, 2008, p. 283)

Pre-service Teacher Journals

Pioneered by Clandinin and Connelly (Munby & Russell, 1998), one method to capture PSTs' curriculum making is for them to keep a reflective journal, sometimes nestled within reflective elements of portfolios (Craig, 2003) during teacher preparation, as this affords PSTs a point of reflection to construct their development in becoming a teacher and understand their field placement experience. Understanding the journey PSTs take as they progress through an initial field placement is necessary to gain a greater knowledge of their driving forces to teach. Moreover as stated by Miller (2018):

Our stories as teachers (and students) reveal more than individual foibles and interesting anecdotes; they reveal the social, cultural, and political milieu in which we live and work. They reveal the values and ideologies that shape and define us as individuals and social groups. (p. 3)

In addition, journal keeping is a "two-dimensional way to freeze time, forcing the experience into a narrative where it can be emotionally expressed, accepted as truth, and reviewed for further

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reflection" (Horrocks, 2004, p. 13). Journal writing provides pre-service teachers with a safe space to "claim identities and construct lives." (Riessman, 1993, p. 2) This construction of identity is important "because teachers are held in high esteem, one rarely thinks of them as individuals with storied lives" (Hill-Jackson, 2018, p. xv). Although PSTs find reflection a difficult process (Hatton & Smith, 1995), journal writing serves as a tool for them to explore their development and "examine unchallenged assumptions embedded in their narrative knowledge about equity and diversity" (Craig & Olson, 2002, p. 118). This facilitates teachers' ability to determine how their teaching had an effect on student success, enables them to then make a decision on the effectiveness of their instruction and formulate new instructional goals based on this information, and gives them an opportunity to reflect on their satisfactory participation in this process (Ross & Bruce, 2007). Generally, research on teacher self-assessment has been tied to student success or through observations of teacher performance. More recently research has focused on reflection and decisions that reflect change, through the use of journals as a self-assessment tool (Farrell, 2008), as a way to build knowledge community relationships (Craig & Olson, 2002), and of beginning teachers' narrative authority as knowers and sense-makers of their own experiences (Olson, 1995; Olson & Craig, 2001). Narrative authority stands in juxtaposition to hierarchical authority but does not negate or diminish the latter. Benefits to keeping a reflective journal include the ability to increase self-discovery and expression, as well as to reduce stress (Hiemstra, 2001). However, it must be noted journal writing can be daunting if given with little structure in the way of content, prompts, or formatting (O'Connell & Dyment, 2013) and the assessment, constrained prescription, and purpose of reflective journals has varied greatly across programs researched (Lindroth, 2015). Journals must be used beyond simply recall or description of experiences and should not promote isolation or make the writer feel self-conscious (Ryan & Ryan, 2012; Smith, 2011). Therefore, setting

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parameters and giving clear instructions on the content and intent of the journal activity could prevent these issues from surfacing and ensuring a positive experience for participants.

With the overarching theme of finding ways to keep teachers in the classroom well beyond their first year, the research supports the value of using journals to support educators in their own learning and self-assessment, all the while increasing self-efficacy, hence the premise of this research. Although the use of reflective journals is not ubiquitous in teacher preparation, their inclusion in narrative inquiry is common. For example, Craig and Olson (2002) used reflective journals to support the development of knowledge communities and to cultivate teachers' awakening to their own narrative authority—the idea that no one knows better than the individual teacher how to express their experiences in their own terms. Craig's research involved 15 graduate students who all taught at the same school in the United States. In the book chapter, Craig recounts journaling back and forth with English teacher Abbie Puckett. The use of journaling between Puckett, the graduate and teacher, and Craig, the researcher, enabled Puckett to navigate inconsistencies between her own experience and the knowledge of an external consultant. For Puckett "ongoing reflective storying and restorying of her experiences g[ave] her a resilience that enabled her to transcend a situation that others, even Puckett in another space and time, would have found unbearable" (Craig & Olson, 2002, p. 127). Moreover, Puckett and a history teacher who taught the same students continued to journal –sharing their experiences and disseminating their collective experiences through a research paper and book chapter (Craig & Olson, 2002). Through journaling the teachers were able to "better understand their individual and collective experiences" (Craig & Olson, 2002, p. 127), and also enrich their "narrative knowing of their students" (Craig & Olson, 2002, p. 127).

Reflective journals have also been used during pre-service teacher training at the training university and during the field placement (Lindroth, 2015). Lee (2008) outlined 4 types of journal linked to specific learning of activities for pre-service teachers:

- Dialogue journals –based on an interaction of responses between teacher and students journals

- Response journals –students' personal reactions to their educational activities

- Teaching journals –recorded the students' thoughts and reactions during their teaching

- Collaborative/interactive journals –documented the interactions between groups of students.

The journal type used by pre-service teachers in this research during field placements was a teaching journal. Overall, reflective journals provide insight into students' depth of reflection on their experience (Bean & Stevens, 2002) and create an internal dialogue (LaBoskey, 1994). Reflective journals help pre-service teachers to make links between theory and practice and to reflect on growth and actions within the classroom (Taggart & Wilson, 2005) and to reexamine past learning and assumptions (Knapp, 2012). As Knapp (2012) found, journals can be used to guide more effective and purposeful refection on pre-service teacher learning. Furthermore, an open-ended journal style enables university instructors to evaluate pre-service teachers' instructional approach in the classroom (Hume, 2009; Lee, 2008). While journal writing aids pre-service teachers' ability to reflect more purposefully "some researchers have indicated that preservice teachers may need to be taught how to reflect more appropriately and suggested that a gap between theory and practice may exist" (Lindroth, 2015, p. 67)

During field placements, reflective journals have been used to examine pre-service teachers' exploration of the challenges and success of implementing their university learning during field placement (Beeth & Adadan, 2006). They have also been used to research pre-service teacher reflection of theory to practice. Specially, if pre-service teachers were drawing on past knowledge or modeling teachers they observed during training (Davis, 2003) and development of constructivist learning theory of teaching and instructional choices (Moore, 2003). A few researched outcomes of pre-service teachers reflective journals include a rapid shift from being self-focused to being focused on student learning and behavior (Beeth & Adadan, 2006), and a shift away from learning theory to issues of teaching practice,

such as lesson planning, and time and classroom management (Moore, 2003). There is a greater need for reflection to be scaffolded before pre-service teachers can reflect efficaciously (Davis, 2003) and gaps between theory and practice exist for pre-service teachers (Beeth & Adadan, 2006). The intersection between journal writing as a reflective practice and teacher identity has been researched (Bullough, 1991; Whipp, Wesson, & Wiley, 1997). Bullough (1991) researched reflective writing of pre-service teachers to better understand how pre-service teachers develop their teacher identity. Pre-service teachers were encouraged to use metaphors in their writing to explore the relationships between their experience and their metaphors. Furthermore, they identified events from their past that affected their decisions to become teachers. The results indicated reflection was meaningful to their teacher identity development and the research helped pre-service teachers to realize their roles as teachers, not become complacent in their development, identity preferred teaching grade level, and the school environment that best suited their teacher identity. In addition, Whipp, Wesson, and Wiley (1997), researched written reflection supported self-assessment and problem-solving abilities. Journal writing also helped to develop teacher identities by reflecting on broad perspectives on student education and not isolated events during the placement, which offered insight into pre-service teachers' learning and the mentoring style or their placement mentors.

Written Reflection in Pre-service Teacher Education

Reflection defined as "deliberate thinking about action with a view to its improvement" (Hatton & Smith, 1995, p. 40) does not fully encapsulate the rationale or theory of action behind PST journal reflections. In the case of PSTs' journal reflections and meta-reflections, PSTs are thinking about not only their actions, but also their thoughts. Reflection on action alone, during a field placement, only directs reflection towards the practical and not cognitive development. PST educators endeavoring to encourage reflection need also to consider (a) how PSTs construct their reflective practices, (b) the

complexity of teaching reflection (Jay & Johnson, 2002), and (c) fostering reflection as a transformative process (Ward & McCotter, 2004). Written reflection supports the sustainability of PST reflective practices (Boud, 2001; Mortari, 2012; Mueller & Skamp, 2003; Ulusoy, 2016; Yost, Setner, & Forlenza-Bailey, 2000), although the effectiveness of journal reflections on PST development (Hatton & Smith, 1995; Morari, 2012) and the degree and scope of critical reflection has been marginal (Alger, 2006; Zhu, 2011) compared to other types of reflection such as routine, technical, and dialogic reflection (Ward & McCotter, 2004). In contrast, the use of reflective journals as an important instructional tool which should be further investigated has also been researched (Bashan & Holsblat, 2017, Lee, 2008; Lindroth, 2015). The opportunity for PST educators to gain a broader insights into the learning experiences and the changes of PSTs go through during field placement (Davis, 2003; Dunlap, 2006; O'Connell & Dyment, 2011), and their reflective journals provide significant insight not captured by other means of data collection (Phelps, 2005).

Pre-service Teacher Identity

Termed "stories to live by" (Clandinin & Conelly 1999, p. 4) in narrative inquiry, teacher identity is defined as an "ongoing and dynamic process which entails the making sense and (re)interpretation of one's own values and experiences that may be influenced by personal, social and cognitive factors" (Flores & Day, 2006, p. 220), or more simply phrased by Craig (2012) "identity-related narratives are informed by teachers' personal practical knowledge forged from experience." (p. 27). The effect of interpretation of experience on identity formation is socially contextual and linked to chronology (Erikson, 1968), thus identity and the concept of self (Mead, 1934) as a continuous state of being and becoming (Roth, 2002, Vinz, 1997) and this is also true of beginning teachers (Craig, 2012). Pre-service teachers' beliefs form a pillar of their teacher identity (Beijaard & Meijer, 2018) and these beliefs branch from their schooling, life experience, and upbringing (Beijaard & Meijer, 2018). In a

societal, shared, and collaborative setting, such as a school, pre-service teachers unpack and reframe their teacher identity as a "relational phenomena" (Beijaard, Meijer, & Verloop, 2004, p. 108) as they "assume the roles of others and monitor [their] actions" (Beijaard, Meijer, & Verloop, 2004, p. 107). The image pre-service teachers have of teaching prior to experiencing their own field placement is, typically, as a student in a traditional school setting or from film and media, not on a DAEP campus. Seeing themselves through the banking system paradigm, the teacher identity is defined as "a subject expert, whose main responsibility is to transfer subject knowledge to the students" (Vermunt, Vrikki, Warwick, Mercer, 2018, p. 143). This definition is now inconsistent with many contemporary teaching approaches where the teacher is viewed "as a learning process expert, whose main responsibility is to foster active, self-regulated and collaborative learning in the students". (Vermunt, Vrikki, Warwick, Mercer, 2018, p. 143)

Their interpretation of a teacher "as a certain kind of person and being recognized as such in a given context" (Beijaard, Meijer, & Verloop, 2004, p. 108) is drawn into question within an alternate school setting. This brings to the foreground questions of positionality and the use of "I" (Connelly & Clandinin, 1990) to help understand when we talk as teachers "whose voice is the dominant one when we write "I"" (p. 9), and when we use the word teacher as an identity label, what are the identity assumptions and connotations made with that label?

To consider what teacher images are interwoven into teacher education focuses writing on teacher identity and professional identity and its existence within the lives of pre-service teachers. Although "developing teacher identity is central to teacher education" (Cherrington, 2018, p. 160) teacher identity was greatly limited in research (Beijaard, Meijer, & Verloop, 2004), limited or nonexistent in teacher preparation textbooks for pre-service teachers (Griffin, 1999; Kauchak & Eggen, 2014; Miller Sadker & Zittleman, 2016; Parkay, 2015), including a teacher preparation textbook focused

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on preparing teachers in Texas (Parkay & Hardcastle Stanford, 2009). The lack of focus on teacher and professional identity was less evident in research texts on teacher education aimed at providers of teacher preparation courses. Moreover, there has been an increase in writing on teacher identity from a few pages within book chapters (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2010; Darling-Hammond, 2012; Darling-Hammond & Bransford, 2005; Gitomer & Bell, 2016) to multiple chapters dedicated exclusively to teacher identity (Clandinin & Husu, 2018; Kosnik & Beck, 2009). The degree of writing on teacher identity in teacher preparation textbooks and research handbooks affects the attention given to comprehending the influence of teacher identity during university pre-service teacher education.

Reflection on teacher identity is necessary in teacher education because teachers are not born teachers, nor do they "fold neatly away in the desk at the close of the school day." (Hill-Jackson, 2018, p. xiii) Rather teacher identity is developed and this identity begins taking shape during pre-service teacher education (Beijaard, Meijer, & Verloop, 2004; Flores & Day, 2006; Walkington, 2005). Moreover, PSTs experience currere and "in making the transition from student to teacher, preservice teachers create their own professional identity" (Sutherland & Markauskaite, 2010, p. 455). Teacher identity does not develop in a vacuum, just as a seed cannot grow without soil, water, and sunlight. Teacher identity is rooted in the teacher's personal identity and these two identities exist in a "dynamic configuration of personal and professional factors that more or less influence each other (Beijaard, 2018, p. 140). The interplay between personal and professional identities raises the question of how do PSTs experience this change since the idea of teacher identity or a professional identity has connotations of a bifurcation of the personal and the professional (Kosnik & Beck, 2009); however, contemplating professional and personal identities as a "convergence" (p. 131) can support teacher well-being as teachers achieve personal goals in the education system (Kosnik & Beck, 2009). Research on the

thoughts and feeling of teachers' journey through today's schools contributes to our understanding of their experience (Beijaard, Meijer, & Verloop, 2004). This acknowledgment and understanding is pertinent for pre-service teachers in an alternate setting, as their personal identity and beliefs influence how they shape and reshape their teaching (Cherrinton, 2018).

While the importance of PST reflective practices in supporting PST professional learning is well documented (Sunderland, Howard, & Markauskaite, 2009), research on pre-service teacher identity development is limited (Tack & Carney, 2018) and much of the research is focused on identity development among already qualified teachers (Flores & Day, 2006; Kosnik & Beck, 2009).

The transitional period when a student begins their journey to the teaching profession occurs when "field work is intertwined in their coursework [and] they feel that teacher identity process [began]" (Dassa & Derose, 2017, p. 102). Additionally, this transition period is supported by PSTs in classroom settings being pushed beyond their comfort zones (Brindley, Quinn, and Morton, 2009) and as they "negotiate their identities within multiple communities" (Cherrington, 2018, p. 166). Teacher identity is also influenced by the teacher's position in society, interactions with others, and interpretations of experiences (Gee, 2000; Geijsel & Meijers, 2005). This experience is influenced by the particular community of the field placement (Wegner, 1998) and being socially legitimized as a teacher (Coldron & Smith, 1999). According to Ruohotie-Lyhty and Moate (2016), developing a professional identity is an "extremely social and context-dependent process that cannot be understood without taking into account the context where it takes place and the role of an individual in making sense of this environment" (p.319); therefore, it is necessary to understand both the individual PST's personal narrative and understand the field placement environment to understand more fully the lived experience of PSTs at an alternate and DAEP campus.

Furthermore, PSTs' unique prior knowledge and beliefs interplay with their interpretation of their experiences and affect their interpretation of their teacher identity characteristics, their relationships with others, and the coherence of their identity formation (Sunderland, Howard, & Markauskaite, 2009). Teacher identity is also initially formed by student images of teachers, beliefs of what comprises an effective teacher, and their notion of theories of teaching (Flores & Day, 2006). Adding to this, reflection aids PSTs to better understand the complexity of teaching as they renegotiate their initial identity formation and form a more sophisticated teacher identity (Geijsel & Meijers, 2005; Korthagen & Vasalos, 2005). In essence, PSTs may reflect on their identity formation, but this reflection will become more cultivated as they progress through their educational experience.

Teacher identity development does not manifest in a vacuum; since teacher educators wittingly or unwittingly play a role, "teacher educators need to better understand why or how identities are constructed in order to be able to support the development of preservice teachers' professional identity development" (Ruohotie-Lyhty & Moate, 2016, p. 319). In addition, teacher identity is multifaceted with the teacher's sense of self as a teacher being influenced by historical, sociological, psychological, and cultural factors. (Cooper & Olson, 1996)

 Narrative plays an imperative role in this development, as PSTs are provided with a forum to wrestle with versions of their sense of being and becoming an educator, or as Rosenwald and Ochberg, (1992, p. 1) suggested "personal stories are not merely a way of telling someone (or oneself) about one's life; they are a means by which identities may be fashioned". Narrative inquiry provides a lens to construct the narrative of PSTs and observe the advent of their teacher identity.

Constructing a teacher identity has been found essential to establishing a strong sense of self-efficacy in teachers (Settlage, Southerland, Smith, & Ceglie, 2009). The nexus between professional identity development, self-efficacy, and the narrative created during field placement is summed up by

Hsieh (2016, p. 94) when she stated "how a teacher perceives himself or herself and his or her role in the classroom, based on his or her own experiences and sense of self, are critical in the establishment of the teacher's professional identity". The development of teacher identity during field placement is divided into three concepts: ownership, sense-making, and agency (Beijaard & Meijer, 2018). Ownership facilitates who one is as a teacher and the focus of their time and energy as they enter the teaching profession (Beijaard & Meijer, 2018). Agency is related to, and an outcome of, the development of self-efficacy. Sense-making, "the interaction between one's identity and one's learning focus" (Beijaard & Meijer, 2018, p. 182), is pertinent to the nascent experiences pre-service teachers engage in during initial field placement. Sense-making, through enactment and reflection, supports pre-service teachers' assimilation, accommodation, resistance or distantiation, and toleration of their interpretation of the messages they receive cognitively and emotionally. This process enables them to develop a realistic teacher identity (Beijaard & Meijer, 2018). Additionally, the growth of teacher identity helps pre-service teachers to understand themselves and their interactions in relation to their educators, students, peers, and future colleagues. (Beijaard & Meijer, 2018)

The Role of Self-Efficacy in Teacher Education

Self-efficacy is based on the theory that "psychological procedures, whatever their form, serve as means of creating and strengthening expectations of personal efficacy." (Bandura, 1977, p. 193) Therefore, pre-service teacher field placements contribute as a procedure in which pre-service teachers believe "expectations of personal mastery affect both initiation and persistence of coping behavior" (Bandura, 1977, p. 193). It is important to gain a deeper understanding of pre-service teacher self-efficacy because "people fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave with assurance when they judge themselves capable of handling situations that would otherwise be intimidating" (Bandura, 1977, p. 194). Because

the field placement setting was juxtaposed to the pre-service teachers' own school experiences for many of the participants, comments on how they developed coping skills and self-efficacy reflected in their journal writing afforded an excellent lens to view their experience and notions of self-efficacy development.

Guided by the work of Bandura (1977), the self-efficacy framework is influenced by experience of self in the past, present, and future. Self-efficacy is also influenced by student behavior and attitudes, positive and negative teacher role models, and school environment. Specifically for teacher education, "the concept of teacher self-efficacy refers to the beliefs of teachers related to their capabilities to affect the learning outcomes of students" (Rahgozaran & Gholami, 2014, p. 65). When making decisions in the classroom, teachers must feel confident about the content and pedagogical risks that they take and believe in the efficacy of their abilities to do so. If not, "judgment of his or her capabilities to bring about desired outcomes of students' engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk-Hoy, 2001 p. 783). To be successful, and therefore strong in their convictions or in the efficacy of their teaching ability, teachers must believe in their ability to positively influence student learning, despite external factors that may interfere with student success (Ashton & Webb, 1986). This is a common theme for both pre-service and in-service teachers, therefore looking at efficacy during field placement can be a strong tool in helping PSTs to self-assess their efficacy before entering the workforce and improving their pedagogy and confidence as they progress.

Concerns in Teacher Recruitment

How pre-service teachers experience their initial placement affects how they perceive their viability in the role of a teacher and can influence their future engagement with teaching as a career choice and understanding those surrounding factors is important in contextualizing the importance of

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initial PST field placement experience. Dassa and Derose (2017) state that "teacher attrition has been a global concern for many decades, with teachers leaving the profession at a higher rate than those entering" (p. 101). In the United States a third to a half of all new teachers leaves the field within the first 5 years (Dassa & Derose 2017). This raises deep concern for what happens to people as they emerge as teachers. According to the Texas Education Agency, enrollment in Texas public schools (TEA, 2017a) there are 5,359,127 million students enrolled in public school in Texas. The diversification of student population with Hispanic/Latino students account for 52.4%, African American 12.6%, and White 28.1%; 59.0 percent of whom are identified as economically disadvantaged, has led to an increase in teachers required and has led to a number of concerns in the recruitment process. This is further compounded by teacher attrition. According to the Texas Education Agency (TEA, n.d. -b) most recent data, of the 352,631 teachers employed in Texas during 2015-16 35,931 teachers left employment. During 2015-16 the Texas Education Agency report (TEA, n.d. -c) shows an average of 26.6% of beginning teachers leave after their first year of teaching. With an average national salary of $54,980 (Salary.com, n.d.) and an estimated total hiring cost at 15 percent of the annual salary of the leaver (Benner, 2000) the state hiring cost for 41,093 new hires in Texas during 2015-2016 was approximately $338 million. Wasting roughly $90 million due to teacher attrition.

International Teacher Recruitment

The issues exist not only in the United States, but elsewhere as well. In the UK (Barmby, 2006) highlighted pupil behavior, workload/marking, and salary as the top 3 factors dissuading potential teachers from entering the teaching profession. The challenge of teacher recruitment is much reduced in countries like Finland, Sweden, Norway, Netherlands, Germany, France, Australia, New Zealand, Japan, Taiwan, and Singapore, due to high-quality, graduate-level teacher education, mentoring for all beginners, equitable salaries, and ongoing professional development (Darling-Hammond & Ducommun,

2007). Bringing international teachers to America does bring forth its own issues. Dunn (2011) postulated this can lead to "cultural miscommunications" (p. 1380) and "significant problems understanding and connecting to the culture of urban American students" (p. 1381). This situation is exacerbated by the for-profit recruitment of international teachers to "fill positions that American teachers will not take" (Dunn, 2011, p. 1381).

Recruitment

One of the first concerns at the core of recruitment is the trend in the preferred disposition of candidates. Passion (Hopkins, 2017), enthusiasm (Hopkins, 2017; Ziebarth-Bovill et al, 2012), sensitivity and compassion (Hopkins, 2017), sense of humor (Hopkins, 2017) are all listed as ideal qualities. (Hopkins, 2017) Principals are looking for teachers who can connect emotionally, socially, and intellectually with students. Collaboration (Ziebarth-Bovill et al, 2012), professionalism (Ziebarth-Bovill et al, 2012), and a willing to accept additional duties (Ziebarth-Bovill et al, 2012) are also dispositions school principals seek out in candidates as they seek to foster an effective school team. The second layer of this challenge is the desired features of a school sought by candidates. Cannata (2011, p. 478) summarizes "salary and benefits, geographic location, working conditions, the social organization of school, support for new teachers, and student background characteristics" all interplay in candidates decision making process.

Although 2.2% more teachers in Texas had a Masters degree in 2017 than in 2012 (TEA, 2013; TEA 2017b), teachers with over twenty years of experience decreased by 10.4% between 2012-2017 (TEA, 13; TEA 2017b). Beginning teachers represented 7.8% of the teaching demographic in 2017 and this had increased by 11.4% since 2012 (TEA, 2013; TEA, 2017b). Teachers with 6-10 years of experience who left their positions also increased from 2012-2017 by 7.9% (TEA, 2013; TEA, 2017b); however, retention of teachers with 1-5 years of service increased between 2012-2017 by 7.3% and

these teachers represent 28% of the teachers in Texas (TEA, 2013; TEA, 2017). The overall teacher attrition in Texas has increased from 15.3% in 2012 (TEA, 2013) to 16.4% in 2017 (TEA, 2017), an increase of 7.2% in half a decade. This would indicate incentives to retain Texas teachers are incentivizing beginning teachers and teachers between 1-5 years of experience.

Misconceptions of Effective Recruitment

A number of misconceptions surround ideas of effective recruitment. The first is that increasing pay will solve the recruitment problem –the misconception that "financial incentives are the silver bullet solution for high-needs schools" (Berry et al., 2007, p. 1). A second misconception is there is a teacher shortage; however, according to Darling-Hammond and Ducommun (2007) there are more certified teachers than positions. The issues arise from school inequality and teachers who are unwilling to "work for low wages under poor working conditions" Darling-Hammond and Ducommun (2007, p. 2). Districts able to pay higher salaries "hire talented teachers away from poorer neighboring districts and that the richer districts eventually get the best teachers in the region" (Berliner & Biddle, p. 77). Dunn (2011, p. 1381) claimed the teacher shortage crisis has been "manufactured" and is in fact due to a "revolving door" (Ingersoll, 2001, p. 501) of teachers leaving education before retirement. "Addressing the maldistribution of qualified teachers may be the most vexing public school problem facing America's policymakers today." (Berry et al., 2007, p. 1).

Working Conditions

The United States currently has no "systematic approach to recruiting, preparing, and retaining teachers" (Darling-Hammond & Ducommun, 2007, p. 1). This leads to dramatically divergent experiences for new teachers, resulting in many teachers leaving due to poor support from school administrators (Berry et al., 2007; Haberman, 2012), lack of student motivation, little teacher influence

over decision-making, student discipline problems (Berry et al., 2007; Haberman, 2012), inadequate system (Berry et al., 2007; Haberman, 2012), bureaucratic impediments, lack of collegial support, (Berry et al., 2007), and little or no mentoring (Darling-Hammond & Ducommun, 2007). However, others are retained by strong principal leadership, a collegial staff with a shared teaching philosophy, adequate resources necessary to teach, supportive and active parent community (Berry et al., 2007), increased salaries alongside increased standards, improved teaching conditions, mentoring, and professional development. (Darling-Hammond & Ducommun, 2007), geographical location (Engel et al., 2011). The lack of comprehensive research is compounded because "few teacher recruitment and retention policies and programs have been formally studied or evaluated". (Berry et al., 2007, p. 2)

According to Berry et al. (2007), the outcome of the 2007 National Board Certified Teachers (NBCT) summits from North Carolina, Ohio, Oklahoma, South Carolina, and Washington highlighted 5 key recommendations to alleviate issues in recruitment and retention: transform the teaching and learning conditions in high-needs schools, prepare and support teachers for the specific challenges posed by working in high-needs schools, recruit and develop administrators who can draw on the expertise of specially-prepared teacher leaders, create a menu of recruitment incentives, but focus on growing teaching expertise within high-needs schools, and build awareness among policymakers, practitioners, and the public about the importance of National Board Certification for high-needs schools. For PSTs, successfully navigating the teaching and learning conditions of a school and being prepared and supported to grapple with the specific challenges posed by working in high-needs schools are cornerstones for building the identity of being a teacher. Facilitating experiences where PSTs can develop their professional understanding within the landscape of schools, and from a teacher's perspective, is fundamental to enculturation within their professional community. Assuming PST training is the chrysalis phase in university students donning the identity of teachers, is a tertiary

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education snafu without precise methods to record and assess their reflective practices and scaffolding their professional identity voyage. Much like a caterpillar becoming a butterfly (Jackson, 1968), the chrysalis phase is not a destruction of the caterpillar; rather a continuation and reconstruction. We should think of PST training in a similar fashion. Our goals as PST educators are not to destroy who people are before they become teachers, then create a homogeneous teachers existing as living embodiments of a university PST curriculum. Our goal should be to guide PSTs through the labyrinth of teacher education programs in a manner that assists them to emerge with a cohesive sense of school and their identity as a teacher within it.

Diversity

According to the Texas Education Agency for 2012-13 female teachers outnumber male teachers at a ratio of 2:1. Of the total teaching demographic 62.87% were White, 24.82% Hispanic, and 9.35% Black. "Schools may view recruiting a more racially diverse teaching force as a means for improving the overall ability of its staff and program to serve students" (Boyd et al, 2010, p. 90). Dee (2004) found Black teachers can be particularly effective for black students. However, Haberman (2012) noted churn is higher in schools serving diverse students in poverty. The effect being "teachers who switch schools generally move to schools with lower concentrations of minority and disadvantaged students" (Engel, Jacob, & Curran, 2011, p. 37). The result of this effect is "poor children and those of color are far less likely to be taught by a qualified teacher" (Berry et al., 2007, p. 1).

In Texas, the attrition of teachers and the effect on student outcomes is evident. The Texas Academic Performance Report 2016-17 (TEA, 2017), found that despite having similar attendance rates African American students were three times more likely to drop out and Hispanic students were two and a half times more likely to drop out on an annual basis than their White counterparts. Moreover, 6-year longitudinal TARP data show 1 in 10 African American and 1 in 9 Hispanic students dropped out of

high school compared to 1 in 33 White students (TEA, 2017). The data also show economically disadvantaged students dropped out at a rate of 1 in 9 and this number increased to 1 in 3 for English Language Learners (ELL). For the students of color in the Class of 2016 who stayed in school through grade 12, the graduation with GED rate for White students was 94.2%. Their African American peers' graduation with a GED rate was 8.5% lower. A similar disparity was evident for Hispanic students 7.2% lower and economically disadvantaged students 7.9% lower. Among ELL students 71.8% graduated with a GED, a difference of 22.4% compared to their White counterparts.

Disparity of race in Texas between teacher and student is unmistakable. During 2016-17, 52.4% of students were Hispanic, but taught by 59.8% White teachers (TEA, 2017b). Furthermore, White teachers outnumbered Hispanic teachers 2 to 1, African American teachers 6 to 1, Asian teachers 40 to 1, and American Indian and Pacific Islander teachers 150 to 1 (TEA, 2017b). Table 1 contains 2012-17 longitudinal data on teacher and students race, and percentage change from 2012-17. Over the five year period contained in the table, the number of White teachers decreased by 4.8%, the number of African American teachers increased by 8.5%, Hispanic teacher increased by 6.8%, and Asian teachers increased by 7.1%. Pacific Islander teachers had the greatest increase of 300%. Student data over the same period show the number of White students decrease by 6.3% and African American students decreased by 0.8%. All other races increased, with Asian students increasing by 16.7%. The percentage increase or decrease of teachers compared to students is disproportionate. Asian teachers are entering teaching at half the rate Asian students are entering schools. In addition, the percentage of teachers with two or more races has not increased, while the number of students with two or more races has increased by 22.2%. These trends suggest the likelihood that non-White students will be taught by a White teacher will increase over time.

Table 2

Teacher and Student Race Data and Percentage of Change for Texas 2012-17

Teacher Race	2012-13	2013-14	2014-15	2015-16	2016-17	% change from 2012-2017
African American	9.4	9.6	9.9	10.1	10.2	8.5%
Hispanic	24.9	25.2	25.6	26.0	26.6	6.8%
White	62.8	62.3	61.4	60.8	59.8	-4.8%
American Indian	0.4	0.4	0.4	0.4	0.4	0.0%
Asian	1.4	1.4	1.4	1.5	1.5	7.1%
Pacific Islander	0.1	0.1	0.2	0.2	0.4	300.0%
Two or More Races	1.1	1.1	1.1	1.1	1.1	0.0%
Student Race	2012-13	2013-14	2014-15	2015-16	2016-17	% change from 2012-2017
African American	12.7	12.7	12.6	12.6	12.6	-0.8%
Hispanic	51.3	51.8	52.0	52.2	52.4	2.1%
White	30.0	29.4	28.9	28.5	28.1	-6.3%
American Indian	0.4	0.4	0.4	0.4	0.4	0.0%
Asian	3.6	3.7	3.9	4.0	4.2	16.7%
Pacific Islander	0.1	0.1	0.1	0.1	0.1	0.0%
Two or More Races	1.8	1.9	2.0	2.1	2.2	22.2%

Note. Combined data for Texas Academic Performance Report 2012-2017. (TEA, 2013; TEA, 2014; TEA, 2015; TEA, 2016; TEA, 2017b)

These factors have cumulative effects on the educational experience of students of color, notably among them the contributing role they play in indoctrinating children in the school to prison pipeline. The school to prison pipeline (STPP) has been well researched (Heitzeg, 2009; Kennedy-Lewis, 2015; Morris, 2016; Skiba, Arredondo, & Williams, 2014), and the effects of school discipline on life outcomes is defined by Skiba, Arredondo and Williams (2014) as:

> a construct used to describe policies and practices, especially with respect to school discipline, in the public schools and juvenile justice system that decrease the probability of school success for children and youth, and increase the probability of negative life outcomes, particularly through involvement in the juvenile justice system.

Alternate schools with at-risk students have been criticized as a potential contributor to the school to prison pipeline (Kennedy-Lewis, 2015; McDaniel, Jolivette, & Ennis, 2014; Skiba & Knesting, 2011) due to punitive policies in main stream schooling which disproportionately push out, non-White, students (Morris, 2016) and the juvenile justice system having an emphasis on zero tolerance policies increasing over the last thirty years (Mallett, 2016). According to Mallett (2016), increased numbers of students have been suspended and expelled due to "criminalizing both typical adolescent developmental behaviors as well as low-level misdemeanors: acting out in class, truancy, fighting, disobedience, and other similar offences" (p. 296). Such students are then sent to a discipline alternate education programs, such as the one in this research.

Discipline Alternative Educational Placement

Discipline Alternative Education Placement (DAEP) is defined as an alternative education setting for students temporarily removed for disciplinary purposes for their regular instructional settings (Texas Education Agency [TEA], 2007). In 1995, Texas adopted the Texas Safe Schools Act (Texas Education Code [TEC], Chapter 37, 2007) to "serve as alternative education setting for students temporarily removed for disciplinary purposes for their regular instructional settings." (Texas Education Agency [TEA], 2007, p. 1). The DAEP provides an impermanent placement for students as an alternative to suspension or expulsion with a goal for students to return to and succeed in their assigned school. DAEP is an environment to "create full-time, voluntary educational programs for students who have not been succeeding in traditional school." (TEA, 2007, p. 1). Chapter 37's Discipline, Law, and Order unit is responsible for the following in Texas schools (TEA, n.d. -a):

- Provides leadership to school districts with information needed to create local disciplinary policies in line with Chapter 37 of the Texas Education Code (TEC).

- Provides a central point of contact within TEA for agency staff, parents, students, public and private agencies, and others seeking clarification concerning discipline, law and order under the Texas Education Code.

- Provides assistance in recording Public Education Information Management System (PEIMS) 425 Records Data from all school districts relating to disciplinary actions required by TEC Chapter 37 and Federal Law.

- Works with the Texas Juvenile Justice Department and other agencies on school safety.

Martinez (2014), a school principal of a DAEP campus in Texas, explained that the reason students become DAEP students varies widely from "persistent acts of misconduct" (Martinez, 2014, p. 92) such as repeated tardiness or repeatedly not wearing school identification within a certain time frame, to blatant disrespect to a teacher or principal. Other DAEP students attend for more "severe choices for behavior" (Martinez, 2014, p. 92) such as school fights, alcohol and drug related incidents, or bringing a weapon onto school premises. Finally, according to Martinez (2014, p. 92) students commonly "serving a transition period of time in a DAEP before reentering the regular school setting". This environment creates a unique school landscape for PSTs to deconstruct their field placement experience and develop their sense of teacher identity. The student and parent handbook for the school covers a range of essential school information and also includes sections on disruptions, fighting, law enforcement, security camera surveillance, and searches (Appendix C). This handbook was shared with PSTs at the start of TEFB 322 to give them time to digest the setting they would enter. The general tone of the handbook alludes to the school atmosphere and contributes to PSTs preconceptions of an alternate school. For example, students can elect to take 2, 1-credit courses in parenting I and parenting II. The school handbook (Appendix C) also states the school runs a "zero tolerance" policy for fighting which may result in arrest:

[School] High School will hold a "Zero Tolerance" policy for fighting. Fighting on the school campus or at school-sponsored events is strictly forbidden. It is each student's responsibility to report to the assistant principal or other school personnel any problems encountered with another student or any problem observed between other students that may need administrative attention. Each student is to do whatever is necessary to avoid being in a fight or to stop a possible fight between classmates. When approached by a student who you are having a problem with, do not get involved. Turn around and walk to the nearest teacher or report to administration and report the problem.

Reading the handbook prior to attending the field placement definitely begins the process of making PSTs saliently aware that this experience would be drastically dissimilar to the one most of them experienced as high school students, and the change in atmosphere in the university classroom of apprehension and anxiety each semester was palpable. Multiple students verbally expressed concern or questioned the validity of the field placement experience as part of the PST education. I attributed this anxiety and questioning to what Slattery (2013, p. 311) describes as "sedimented perceptors" and this moment supported their expedition from considering themselves as students to embracing their identity as teachers. I too had to reflect on my own sedimented perceptors after visiting the school.

I Felt Myself Take A Short Step Back

From my own experience of the school these handbook statements were necessary. I visited the school twice per semester. Once at the start, before the PSTs entered the school, and once at the end, after the PSTs had left the school. The purpose of these visits was to build a collaborative relationship with the principal, to discuss improvements to the TEFB 322 course design and field placement experience for PSTs, and to walk through the school to get a better understanding of the school environment.

During one visit on a Friday, after touring the school and arriving back in the principal's office, the principal cut the meeting short to deal with the arrival of the police to remove one of the students from DAEP. This was expected, as we had just walked through that part of the building and the atmosphere was tense. As we walked through the room, I could see one tall, broad shouldered, African American, teenage male was clearly on edge. He made direct eye contact with me and stood up to face me square on. He was taller and wider than me and I felt myself take a short step back. I had worked in inner-city London for a number of years and had not had a student take a combative stance directed at me. His response to my presence momentarily caught me off guard. The principal was quick to explain to him that I was from the university and here to see the school as the PSTs would be starting in a few weeks. Her tone was calm and friendly, but there was a degree of assertiveness in her statement. He scanned me up and down and then slowly sat back down and the tension dissipated slightly. None of the other students reacted to the situation and I felt like the three of us were in some alternate reality bubble for a moment. As we walked back to the principal's office she explained that he had a pending warrant and the police were coming that afternoon to arrest him. As I walked out of her office and through the entrance area, three officers stood in the lobby. All three were also tall and broad shouldered. While driving back to the university I reviewed how the afternoon unfolded and contemplated how a similar situation would be addressed in the British education system.

School Curriculum

Matriculation through the DAEP system is not based on age, but achieved credit since students enter the alternate school system at various stages of their education. In some cases, students only needed a few remaining credit hours to graduate with a high school diploma. To progress though the system students must achieve 70% or higher on all tests and assignments in all freshman courses because in some cases students only needed a few remaining credit hours until they complete all

required courses and electives. They must also pass the exit level Texas Assessment of Knowledge and Skills (TAKS) End of Course Exam (EOC) in math, English/Language Arts, science, and social studies.

The school used a computerized system for teaching as described in the school handbook (Appendix C):

> Edgenuity, a computer based curriculum and other supplemental resources which address Texas Essential Knowledge and Skills (TEKS) in core subjects and electives are used as alternatives to traditional classroom instruction. Our teaching staff provides intensive tutoring on an individual and small group basis. Edgenuity is web based and students may supplement regular school hours by working from other places.
>
> Within Edgenuity the following courses were taught as core curriculum: English I-IV, Algebra I and II, Geometry, Mathematical Models/Applications, Pre-Cal, Integrated Physics and Chemistry, Biology, Environmental Science, Chemistry, Physics, World Geography, World History, U.S. History, Government, Economics, and PE. One credit electives include: Classic Novel and Author Studies, Principles of Information Technology, Parenting I, Parenting II, Yearbook, Art I, Art II, Art III, Art Independent Study. Half credit electives: IDEA Writing Literacy & Comprehension I and II, Strategies for Academic Success, Digital Arts I and II, Image Design and Editing, Game Design, Psychology, Sociology, Principals of Health Science, Computer Literacy, Computer, Applications Office 2007, Health, CCR, Horticulture.

Chapter Summary

Chapter II highlights the need to understand individual PST narratives in the changing landscape of education in America, especially at alternate and DAEP schools. This is discussed through Connelly and Clandinin's (1990, p. 2) "storied lives" and their "[prospective] teacher as curriculum maker"

(Clandinin & Connelly, 1992; Craig & Ross, 2006) as a way to envisage curriculum and schooling as a fluid, multi-faceted whole. Envisioning teachers as knowledgeable curriculum makers counters the "enormous disconnect between the ubiquitous policy-burdened system and what actually happens to flesh-and-blood teachers and students in real-world schools within it" (Craig, 2012, p. 36)

Having introduced the study in Chapter I and presented the foundational literature on which it is based in Chapter II, I now direct the reader's attention to Chapter III and the research method I used to conduct this dissertation research.

CHAPTER III

METHOD

Introduction

The power, privilege, and responsibility researchers have in conducting research cannot be overlooked or skirted and the nature of creating narrative and its underlying assumptions need to be deconstructed. Qualitative research has afforded me a method to richly vivify a research area and to give it a voice in a three-dimensional narrative inquiry space (Clandinin & Connelly, 2000). Not everyone can access and interpret the complex reporting style of quantitative research, but most people can read a narrative story or article and understand a clearly written perspective. Through a postmodernistic lens, the way of seeing is in constant flux and needs constant review, modification, and deconstruction, not only for those who are being seen, but also those who are seeing.

This method chapter presents my research perspective, how I selected participants, gathered data, developed a coding scheme, and used narrative inquiry and qualitative research methods to produce the findings.

Narrative Inquiry

Before introducing Clandinin and Connelly (2000) depiction of narrative inquiry, it is important for me, like them, to acknowledge the influence of Dewey on their work and development of narrative inquiry as a methodology. According to Clandinin and Connelly (2000), Dewey saw experience as a continuity. The idea of "some imagined now, some imagined past, or some imagined future –each point has past experiences, and experiences lead to future experiences." (Clandinin & Connelly, 2000, p. 2). This is similar to Slattery's (2013) concept of prolepsis as "any experience that transcends linear segmentation of time and creates a holistic understanding of the past, present, and future simultaneously." (Slattery, 2013, p. 305). By transcending the linear segmentation of PSTs' field

placement experience through the deconstruction of their narratives one provides a space for the individual in a social context. As Clandinin and Connelly (2000, p. 2) state "people are individuals and need to be understood as such, but they cannot be understood only as individuals. They are always in relation, always in a social context". With this in mind it was important to embrace multiple narratives and "include forms of inquiry open to the shifting vantage points among various stakeholders and the intersections of competing voices" (Slattery, 2013, p. 282) These intersections are what Clandinin and Connelly (2000, p. 21) referred to as "places where narrative inquiry thinking comes into the intellectual territory of another way of thinking" and they refer to these as "boundaries," Both Slattery (2013) and Clandinin and Connelly (2000) are deconstructing the moments when the construct of their experiences was influenced by the structure of the experience of another, and this was fundamental to the development of PSTs in an alternate and DAEP environment. The experience was foreign to many PSTs' previous experience and forced them to question their preconceived ideas, or as Slattery phrased them "sedimented perceptors" defined as "an entrenched bias or assumption that is deeply buried in a person's unconscious." (Slattery, 2013, p. 311). When reading PSTs narratives it was important to recognize the layered nuance of their writing and their subtle movement away from being a university student towards developing their professional identity as teachers. If one thinks of their field placement experience as an incubator for PST development then a narrative journal is a scan of that incubator. The PST, from the inside, may not comprehend their progress saliently, but by comparing a series of scans one can see development, no matter how gradual.

Clandinin and Connelly (2000, p. 18) stated "education and educational studies are a form of experience…narrative is the best way of representing and understanding experience". The journals of PSTs provide a pathway to understand the education of PSTs in the context of a field placement experience, it was not surprising to discover that studies of educational experience are increasingly

looking to narrative inquiry as a research methodology. (Clandinin, 2006; Clandinin & Connelly, 2000; Connelly & Clandinin, 1990; Craig, 2007; Morawski & Rottmann, 2016)

Three-Dimensional Narrative Inquiry Space

The field of narratology cuts across many areas, but Clandinin and Connelly (2000) derived elements of their type of narrative inquiry from the work of Eisner and Dewey on experience. Clandinin and Connelly (2000) developed the concept of a three-dimensional narrative inquiry space as comprised of the dimensions of interaction, continuity, and situation (p. 50). They defined interaction as the interplay between the personal and the social. In the context of this research, this would be the PST's personal experience interacting with the social experience of the alternate and DAEP environment and other people in that space. Considering that each PST's experience was unique, their individual experiences in the same space would yield distinctive experiences; therefore, the need to analyze multiple journals written within the same space became clearer. What also became clear was the realization that there would not be an epiphany, or holistic moment when, as a researcher, one can express an ubiquitous narrative of alternate and DAEP field placement experience; one would instead arrive at "a set of understandings" (Clandinin & Connelly, 2000, p. 54). Clandinin and Connelly (2000) described the second aspect of a three dimensional narrative inquiry space, continuity/temporality, as past, present, and future (p. 50). To look at PST's journals over a ten week period and across two cohorts of PSTs provides an element of continuity. One could define the journals, relatively, as the present, but they also allude to the existence of a past and a future. PSTs' journal reflections are not manifested in a bubble and they leverage a multitude of past existence when iterating narrative. They also connote the use of field placement experiences as a tool kit to be utilized by their future self. The final dimension described by Clandinin and Connelly (2000, p. 50) is situation thought of as place to attend to the "physical and topological boundaries of inquiry landscapes". For Clandinin and Connelly

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(2000, p. 50) all narrative inquiry research resides within this three dimensional space since "studies have temporal dimensions and address temporal matters; they focus on the personal and the social in a balance appropriate to the inquiry; and they occur in specific places or sequences of places." To bring forth narrative inquiry is to nestle one's thinking in this space and to consider all three dimensions while navigating individual PSTs journals.

Thinking in the three dimensional narrative inquiry space also requires the narrative inquirer to consider their presence in the space too. For example, the course requirement of keeping a journal creates a lens for me, as a narrative inquirer, to look through into the experience of PSTs at an alternate and DAEP, thus becoming the architect of the design which is then critiqued, or as Clandinin and Connelly, (2000, p. 61) phrased it "we have helped make the world in which we find ourselves" and cannot see ourselves as "objective inquirers…who study a world we did not help create". In fact we "are complicit in the world we study" and this sometimes means that "our own unnamed, perhaps secret, stories come to light as much do those of our participants" (p. 62). For example, one may read a PST's narrative of their negative interaction with a mentor and this reminds one of a similar interaction with a mentor from one's teaching past. This alters the PST's narrative for the researcher, as their own past narrative is blended with the PST's present narrative.

Wakefulness

Clandinin and Connelly (2000) conceptualized the use of "a kind of inquiry that necessitates ongoing reflection, what [they] have called wakefulness" (p. 184). Wakefulness is to narrative inquiry as *wide-awakeness* (Greene, 2005) and *conscientization* (Freire, 1998) are to critical pedagogy. Greene (2005) defines *wide-awakeness* as an "awareness of what it is to be in the world" (p. 35) and Freire (1998) describes *conscientization* as a "requirement of the human condition…as a road we have to follow to deepen our awareness of the world, of facts, of events, of the demands of human consciousness

to develop our capacity for epistemological curiosity" (p. 55). All three terms are pertinent to PST reflection and identity development and influence PSTs to question "how do my intentions influence my capacity to *become*? (Rautins & Ibrahim, 2011, p. 34) This is summarized by Ayers (2001) through the lens of thoughtfulness:

> Thoughtfulness requires time and focus and wide-awakeness—a willingness to look at the conditions of our teaching lives, to consider alternatives and different possibilities, to challenge received wisdom and what is taken for granted, and to link our conduct with our consciousness— to think about what we are doing." (p. 6)

In the lens of narrative inquiry, inquirers are encouraged "to be wakeful, and thoughtful, about all of our inquiry decisions" (p. 184). Connelly and Clandinin (1990) state that narrative "relies on criteria other than validity, reliability, and generalizability" (p. 7), rather they position narrative as "having an explanatory, invitational quality, as having authenticity, as having adequacy and plausibility" (Clandinin & Connelly, 2000, p. 185). In this sense narrative inquiry research is similar to any narrative. In our everyday lives we are wakeful in considering the authenticity, adequacy, and plausibility of any story we hear. For example, the student who consistently arrives to class late blaming traffic while holding a fresh hot coffee. A student's narrative tends to trigger wakeful instructors. To better understand what is and is not wakefulness, one can juxtapose lived narratives with the narrative of theatre. In theatre, we, as an audience, are asked to suspend our wakefulness and accept the staged performance as an authentic and plausible narrative; however, elements of wakefulness remain as the audience is under no illusion that the people on stage are living out their narratives oblivious to the presence of an audience. Moreover, the audience is aware the people on stage are acting a role and this character will cease to be once the curtain is lowered. By looking at the authenticity, adequacy, and plausibility of multiple PST journal narratives, one can gleam insight into their narrative experiences in

a field placement. There is a border to their experience which is different from other experiences in a different location and there is an authenticity, adequacy, and plausibility to the intersectionality of their experiences in the same location. This meshing of narratives brings truthfulness to their individual narratives.

Resonance

Coined by Conle (1996, p. 299), resonance refers to "a way of seeing one experience in terms of another". According to Craig (2018) trustworthiness is affected by resonance since "depending on the experiences and perspectives a reader brings to the study and the resonances encountered with it." In the context of this research there are elements of resonance in deconstruction since deconstruction, as taught in TEFB 322, encourages PSTs to deconstruct their experiences to make connections. Conle (1996) extends this thinking to question what connection is made to what. The connections PSTs make from one part of their experience to the next is intriguing to understand why that connection was made in the context of the new experience, or as Conle (1996, p. 301) positions resonance "when a story reverberates within us and calls forth another in an echo-like fashion, we pull that remembered story out of a previous context and place it into a new one."

Resonance also provides an important justification for the use of coding in narrative inquiry as Conle (1996) elaborated on multiple students' stories being different, but also having elements that resembled each other. She refers to this as "resonance created through certain correspondence among all the stories…resonance becomes a group phenomenon" (p. 304). Similar to Conle's (1996) research PST in this research experience group resonance. For example, multiple PSTs had experiences that triggered comments on *in loco parentis*. Slattery (2013) would term this deconstruction because the PSTs were deconstructing their experience by bringing their university learning on in loco parentis and considering how they saw themselves in the classroom. Conle's (1996) use of resonance surpasses Slattery's (2013)

use of deconstruction as Conle's (1996) resonance accounts for a collective phenomenon. Conle (1996) further expounded that resonance is not identical between people and the "internal responsiveness are most important" (p. 304), meaning PSTs may use *in loco parentis* with variation and their grasp of the concept is secondary to the resonance it creates for connecting their experiences.

Collaboration

Narrative inquiry creates a collegial relationship between the participants and the researcher and moves the research to a deep level from more traditional methods of validity such a member checking. Member checking sees the relationship with the participant as a resource, like a coal mine. If one digs deep enough, one can get all of the information sought. Narrative inquiry approaches member checking from a collaborative stance which "emphasizes the importance of the mutual construction of the research relationship, a relationship in which both practitioners and researchers feel cared for and have a voice with which to tell their stories." (Connelly & Clandinin, 1990, p. 4) Approaching research from the stance of collaboration means open communication with the practitioner in a "collaboration involving mutual storytelling and restorying as the research progresses" (Connelly & Clandinin, 1990, p. 4) to intertwine the participant's and researcher's voices in the writing process. The two voices become blended in the narrative similar to a biography. Much like an artist painting, at times in the narrative I can clearly see the brush strokes of my narrative style. At others the narrative is a blend of both the participant and my brush strokes. We are painting together to create a more complete—but never finished-- picture because experience continues to unfurl for the participants, the researcher and readers.

Thick, Rich Description

Thick, rich description is an important means for achieving credibility in qualitative research. (Creswell & Miller, 2000, Tracy 2010) Thick description is integral in enabling the reader to come to

their own conclusion, not be told what to think by the researcher (Tracy, 2010), and achieve a feeling that the reader could have experienced the events being described in the research. (Creswell & Miller, 2000) Furthermore, thick description facilitates the reader's immersion in the experiences of PSTs necessary for being able to "delve beneath the surface to explore issues that are assumed, implicit, and have become part of participants' common sense." (Tracy, 2010, p. 843) Through this method researchers can grasp a clearer understanding of context and tacit knowledge of what PSTs reflect on in their journals, but also what they do not reflect on in their journals and "enable readers to make decisions about the applicability of the findings to other settings or similar contexts" (Creswell & Miller, 2000, p. 129).

Researcher Perspective and Sources of Evidence

To better understand my choices as an instructor in the development of TEFB 322, it is valuable for the reader of this research for me to provide a narrative of the surrounding influences that helped to develop the design of the journal and the meta-reflection aspects of the course. Connelly and Clandinin (1990) advocate for the telling of a researcher's narrative within the context of narrative inquiry as a tool of "being stories of empowerment." (p. 4)

I taught TEFB 322 for a total of 4 semesters; the first 2 semesters online, via an online learning platform, and the last 2 semesters face-to-face, on alternate weeks and via an online learning platform. I initially had PSTs keep a reflective journal as I only saw them face-to-face once at the start of the semester, for an introduction to the course, and once at the end of the semester one-on-one to discuss the course and field placement to help me find ways I could improve their educational experience. The journals provided me with a rich narrative into their experience and was my only glimpse into the alternate and DAEP beyond a tour of the school and meeting with the school Director at the beginning and end of each semester.

I had written reflective journals throughout my Drama/Theatre Studies undergraduate degree, and when I was training to be a teacher in Aberystwyth, University of Wales, back in 2001-2002, so the act of journaling, for me, was a common part of my academic landscape. This process had furthered me in deconstructing my learning experiences and what Connelly and Clandinin (1999) referred to as the linking of "knowledge, context, and identity…stories to live by." (p. 4)

During the fall break, after teaching TEFB 322 for the second semester, Jay Randle, my father-in-law and retired educator, and I were discussing the course and the journals. I recall being a little frustrated that PSTs were compartmentalizing their university experience from their field placement experience and I wanted a method to help them make greater connections between the two sphere or the university and the sphere of the field placement. Jay elaborated that while he was working as a professor at the University of North Carolina, Charlotte, in the architecture department, he had his students attend a seminar with 3 other sections of students for 4 hours a week. The purpose of these seminars was for students to present and reflect on their work, but 1 seminar hour would be presented by a member of faculty. Jay recalled a significant moment when a well-regarded member of the Liberal Arts faculty was invited to the seminar and presented on double entry journaling. This resonated with Jay and he employed double entry journaling into his teaching methodology. The use of double entry journaling was integral in helping him see the interconnectedness of his knowledge and experience. Gathering data during the busy work day and then reflecting on that data during the quiet evenings by enriching it with the supplementation of articles, statistics, and conversations over coffee all facilitated the illumination and unifying of ideas –one side of the journal with the other. Jay recounted that without the use of double entry journaling, he would not have been able to make the intellectual connections he made in the space of time that he made them. His narrative of observing this method in an academic setting, but really seeing its impact on a physical project resonated with me, since it married well with the transition

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of theory into practice, and it seemed like a logical choice to integrate a version of double entry journaling into the TEFB 322 syllabus.

This conversation was timely as the next semester, fall 2015, TEFB 322 was scheduled to include a face-to-face element, so my mind was primed to better leverage the method of journaling to unite the two sides of the PSTs experience. Serendipitously, I had also been a student in Dr. Patrick Slattery's EDCI 622 –Philosophical Theories of Education course. In this class, Dr. Slattery assigned each student a philosopher and a philosophical theory and during discussions students could respond as themselves, their philosopher, or as their philosophy. For example, I was Matthew J. Etchells, Jacques Lacan, and Existentialism. This paired well with Dr. Slattery's interpretation of the Socratic method of teaching and, as students, we found this method an excellent strategy to help us make connections between theories, theorists, and ourselves. Dr. Slattery had previously taught TEFB 322 and I was also looking to incorporate new ideas to the course to keep it interesting for the students and myself. I wanted to encourage the PSTs to engage in making connection in their learning and deconstructing their field placement experience. I decided to use part of Dr. Slattery's method by assigning each student a philosopher and I saw the rewards of this decision during class discussions and some students added their knowledge of their philosopher into their discussion posts, assignments, and journals.

I knew I could not expect PSTs to have their field placement permanently on their radar and in perpetual reflection as would be expected from a Theater or Architecture student who is spending long periods of time in the studio tweaking their performance or design. What I did expect was for PSTs to have points in the semester where they took stock of their experience and for TEFB 322 PSTs this came in the form of what I called *meta-reflections*. These were more than reflections because the initial field placement entry, made in the field, was already a reflection, thus, the reflections to take stock of their experience were a meta of a series of experiences. For TEFB 322 PSTs this occurred at the end of week

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3, 6, and 10. The first and last meta-reflections are of interest as they provide a rich narrative of the start and end of PSTs field placement experiences.

I told students to let the words flow and if they wrote it I would read it. The minimum was 13 pages; 10, one-page weekly reflections and 3, one-page meta-reflections. Students were taught the concepts of deconstruction, but were not given a rubric of stringent guidelines to follow regarding how to write the journal reflections. I wanted their writing to be a compromise between my interpretation of what I expected from a reflective journal, based on my previous experiences, and what they interpreted as a reflective journal, based on their previous experiences. In this way, the process was a negotiation of our joint expectations. Connelly and Clandinin (1990) highlight the negotiation of narrative inquiry as being an important element "constructed as a caring community." (p. 4) I did not force the PSTs into my way of thinking and they were free to reflect and deconstruct any part of their experience that they felt significant to their development. I did, however, want to create a feeling of connectedness, however, according to Connelly and Clandinin (1990, p. 4) "practitioners have long been silenced through being used as objects of study…and may find it difficult to feel empowered to tell their stories." Sharing with the class multiple narratives with the class of my experience as a teacher in the United Kingdom, the United Arab Emirates, and my visits to schools in Texas was important to me. I would often spend the first 20 to 30 minutes at the start of class sharing a story and discussing the choices I made with the class and then make connections to the reading, field placement, their assigned philosophers, other PSTs in the class, or another aspect of the course. Although I had not decided to use narrative inquiry as a research method to better understand PST experience, Clandinin and Connelly (1996) describe the importance of sharing our teacher stories with others. For me, sharing these stories helped to develop a sense of community, vulnerability, and authenticity with the class.

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A few key stories I shared with to the PSTs each semester happened in Sharjah when I was Dean of Students for grades 7 to 10. It is valuable to reiterate one story I told around the concept of in loco parentis to set a tone for my university classroom setting and how I present myself as an instructor, the better to cultivate a sense of community and deconstruction for the PSTs. In the story I am a mix of an expert and outcast because I knew what to say to the boy, but my story was also marginalized as my reaction to the boy was counter to the story of the school culture and the demeanor expected of a Dean of Students, or as Connelly and Clandinin (1999) write, the notion of the teacher in Lone Ranger character roles as "doing what they wish, independent of public will and local program implementation directives" (p. 171). The colleagues who had also been Dean of Students during my time at the school were all in their mid-forties or older, male, Lebanese or Romanian, and were more distant and disciplinarian than I with the students. I wrestled with these mixed feeling my entire time in the Middle East as I found myself pulled between the needs of the students and teachers, and the expectations of the administration.

"I'm Not Your Father"

One of the 10th grade Arab boys at the school had engaged in an ongoing conflict with his young female English and Social Studies teacher from Ireland. He was an adolescent struggling with his ability to stay calm when being questioned in front of the class or asked to read. He had developed a coping mechanism of either joking around or being overly aggressive when his tactic did not distract the teacher for long enough for her to forget that she had asked him to do something and she moved on to another student. As, at the time, the Ministry of Education (MoE) in the United Arab Emirates (UAE) permitted private international schools to employ uncertified teachers in fields related to their bachelors' degree. The school in which I worked for would employ uncertified teachers directly from Irish universities the summer they graduated in subjects related to their taught subject, but not always directly related. For

example, a mathematics teacher might have an economics degree. This tended to lead to a lot of difficult adjustment for the teachers, who were also scrambling to enculturate themselves to the Middle East and also grapple with navigating a Lebanese school system.

I would take time each day to visit each grade to get an idea of how the day was going and to see if all of the students and teachers were copacetic. Each classroom door had a small oblong glass window with diamond shaped mesh between the two panes perfectly placed at my eye level, so as I walked toward a door it was like an old television coming on and the picture slowly getting bigger and clearer. As I approached the grade 10 classroom, I expected to see the teacher teaching; most likely listening to students read aloud or writing on the chalkboard that filled the front wall of the classroom. I also expected to see the students sitting in rows of paired desks and making notes with their textbook at the top of the desk and their copy book at the bottom. The school was very uniform in its approach and each classroom should have looked like a carbon copy of the last with minor variations. This is not what I saw. As I got closer to the window, what I first thought was the teacher animatedly reading to the students was actually a very distressed teacher and a very agitated grade 10 boy shouting at each other, about six feet apart because their desks touched at the front, edge-to-edge. The boy's body was tense and I could only see part of his back and right shoulder. He was leaning forward and the back of his arm was so tight I could see the three individual muscles of his triceps. The teacher's face was cerise and her tears had migrated her mascara halfway down her cheeks. As I made eye contact with the teacher through the small window I felt a pang of empathy for the cocktail of emotions she was experiencing.

At this point in the story, the pre-service teachers have empathy for the teacher too. They can imagine themselves feeling isolated, vulnerable, and feeling attacked by an aggressive young teenager. My years of experience told me this type of conflict was a deep-rooted dread for PSTs before entering

the field. Their faces told me they were upset for the teacher. Angry for the boy's behavior, and waiting for me to continue the story to illuminate what I did to support the teacher and punish the boy.

I let the moment linger for the PSTs, as I wanted them to keep visualizing the scene and continue to consider themselves in that moment, but this story was not about the teacher, they had momentarily been caught up in the story and forgotten about the theme of the lesson. The story was about the boy.

The boy realized the teacher was looking at the door and as he began to turn I opened it and could see his contorted face and the faces of the rest of the students behind him visibly distressed by the conflict. Pushing down my adrenaline, I calmly told the boy "let's have a chat shall we?" My smile was through pursed lips and my eyes were locked on his. We had known each other since he was in grade 3 and I was trying to give him a lifeline to end the escalation. Again I felt a twinge of empathy as his anger turned to hurt. Family is the strongest pull for an Arabic boy and they crave the respect of their father to see them as mature. Our relationship over the years had developed into something that resembled family. As Dean of Students my job was to be in the role of a parent. His eyes started to go cloudy and he bolted past me and down the corridor and out into the rest of the school. I let him go. He needed some time and his bag was still under his desk, so I knew he had to come back before he went home a few hours later. I looked at the teacher, who had started to compose herself. I walked the few paces to the front of the class and put my hand on her back and asked "You good?" She let out a small chortle, smiled and said "grand". I smiled back. It was hot and late in the semester. Both the students and the teachers were tired and pushing for successful final exams that were just around the corner. They were reading Julius Caesar and I looked at the class, who were still trying to gauge what would happen next and said "who knew Roman politics were so engaging". The class let out a muffled giggle of relief that the tense moment had passed.

I took a seat in the middle of the corridor at the absent corridor supervisor's desk, pulled out my phone, and made a few phone calls to parents while I waited for him to return. After around 45 minutes, he strolled through the glass double doors at the far end of the corridor with his head down. He must have taken me for the corridor supervisor and the moment he saw me he took off again. I waited. I was committed at this point and nothing would be solved by both of us running away. Plus, if he did not come back I needed to inform the Head Supervisor and the boy would be suspended for truancy, which I was trying to avoid; he had enough going on at home and his father was very strict. He was not going back into class until we had talked. He came back a second time, saw me, and took off again. The third time, he accepted the reality of his situation and came over to the supervisor's desk. I could see his time spent outside did nothing to calm him down and he had tear lines on his cheeks. "Why don't you just shout at me?" he asked in a raised and stressed voice. I could see he was struggling with my lack of male aggression compared to the other men in his life. At this point I had stood up and was directly in front of him. "Because I'm not your father," I said. He burst out in tears that came from somewhere deep and cathartic. I felt a torrent of empathy again and hugged him and I felt him squeeze a handful of shirt on the top of my back. His eyes were clenched tight, but the tears poured out anyway, and small bubbles of spit were being pushed out of his mouth. It was a raw moment, engraved in my memory and I always had the same reaction telling the story to the pre-service teachers. Many of them mirrored my emotion and I could see how seriously they took their responsibility as future educators. This was within the first thirty minutes of the first class, directly after my personal introduction, and it set the tone for the semester.

I explained the story was about in loco parentis, being in the role of a parent. Being there for your students when they needed you to be family. I had known him for eight years, how could I not have felt for him when he was hurting in class? How could I not have waited for him to come back? How

could I not have hugged him when he needed a hug? None of this was in my job description. I asked the class what a parent would do in those moments for their child. I asked what they would do as the teacher; as the dean of students. This lead to a long discussion of the purpose of education in society and our role as educators. They were initially focused on curriculum and discipline in the classroom and my personal narrative began the process of them starting to think beyond the expected transactions of teaching and towards the humanistic elements of the teaching profession. Standing at the front of the class and acting out the narrative with passion brought in loco parentis to life for my class and we unwrapped the story like an onion. It was deconstructive, before they knew what deconstruction was as a method. In their journal reflections they wrestled with the idea of in loco parentis in the context of identity formation.

Clandinin and Connelly (1996) capture my narrative of struggling to behave as an administrator in a personally conflicted moment when they write about stories of practice:

These lived stories are essentially secret ones. Furthermore, when these secret lived stories are told, they are, for the most part, told to other teachers in other secret places. When teachers move out of their classrooms onto the out-of-classroom places on the landscape, they often live and tell cover stories, stories in which they portray themselves as experts, certain characters whose teacher stories fit within the acceptable range of the story of school being lived in the school. Cover stories enable teachers whose teacher stories are marginalized by whatever the current story of school is to continue to practice and to sustain their teacher stories. (p. 25)

I never told this story when I was in the Middle East. The grade corridors and my office were my classroom, my secret places, where stories happened and I would create a cover story that fit with the expected school narrative. Telling these stories to PSTs brought my truth to their learning experiences and my narratives became part of their learning landscape. For me the Middle East was not this tough

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aggressive environment. It was an inexperienced English teacher trying to navigate teaching. It was a young Arab boy trying to navigate adolescence. It was a Dean of Students trying to navigate a role with no framework as a guide.

Narrative Inquiry Tools

Introduced to the field of narrative inquiry by Connelly and Clandinin (1990) and introduced to this dissertation in chapter I, the narrative inquiry tools of broadening, burrowing, storying and restorying are well suited to school-based inquiry (Craig, You, & Oh, 2017).

Broadening

Broadening refers to generalization in narrative inquiry when an event recalled is used in "a chronicle or incipient narrative to make a general comment about a person's character, values, way of life or, perhaps, about the social and intellectual climate of the times" (Connelly & Clandinin, 1990, p. 11). Broadening is an extended way to illuminate character traits or societal values and mirrors how narrative functions to develop the audience's understanding of a play at the theatre.

Craig (2014) provides an effective example of the use of broadening to help the reader comprehend how the school she researched, T. P Yaeger Middle School, illustrates wider issues for teachers in Texas of the "ongoing difficulties of the teaching professional and the social, historical trajectory" (p. 85), the school's professional knowledge landscape, and the "local/regional/national/international tendencies [of induction and retention of early career teachers]" (p. 86).

Burrowing

Conceptually juxtaposed to broadening, burrowing focuses on the reconstruction of the "emotional, moral, and aesthetic qualities" (Connelly & Clandinin, 1990, p. 11) of an event and then

burrows deeper to unpack the event from their perspective of the person telling the story to take an "up-close look at particular experiences" (Craig, 2014, p. 86). Burrowing helps to get to a deeper understanding of why, in the case of this research, pre-service teachers told a particular story of an experience out of all of the moments of their field placement. Why did that one moment in time become sown into their story as memorable?

Burrowing occurred in the six-years of experience of Anna Dean in stories such as her effort to navigate four principals in six years of teaching (Craig, 2014). Burrowing occurred for Shi when she shared stories of her learning from a China Study Abroad experience (Craig, Zou, & Curtis, 2018), and while unpacking meaning-making of participants' experiences to emerge their motivation, attitudes, beliefs, and values. (Curtis, 2013)

Storying and Restorying

During storying and restorying of a narrative, the storyteller narrates the overarching themes of their experience to illuminate acute temporal, social, and cultural entanglements. The retelling of these stories further shapes and guides the narrative of the teller. Both the original story and the retold narrative are reflections of people and how they share themselves with others.

Truth Claims

Craig (2018) states narrative inquiry "research texts covey truthlikeness" (p. 5) and do not seek out "one capital 'T' Truth" (p. 5) as do quantitative research methods. The degree of truthlikeness is, therefore, decided by individual readers. Moreover, what is true today may not be true tomorrow since our stories are a "continuing interpretation and reinterpretation of our experience" (Bruner, 1987, p. 12). To aid in gathering an impression of truthlikeness, each PSTs journal was analyzed. This analysis focused on PSTs' deconstruction in their initial and final journal meta-reflections to capture a sense of continuity and how PSTs write about interactions that influence the formation of their professional

identity. PST meta-reflections were considered using narrative inquiry methodologies as a lens such as wakefulness (Clandinin & Connelly, 2000), multiple I's (Connelly & Clandinin, 1990), and resonance (Conle, 1996, Craig, 2018). During my dissertation writing process methodologies such as thick rich description (Creswell & Miller, 2000, Tracy, 2010) and peer editing (Stake, 2010) were utilized to support the degree of truthlikeness the research would hold for a reader.

Selection of Participants

The three participants were selected from a population of 72 pre-service teachers who took TEFB 322: Teaching and Schooling in Modern Society in the College of Education at a large public Tier-1 research university in Texas during fall or spring of the academic year 2015-2016. Students in both classes were emailed to request consent and 20 students responded. Full initial meta-reflections (IMR) and final meta-reflections (FMR) for each participant are found in Appendix E. Table 2 contains demographic data for each participant.

Table 3
Demographic Data for Each Participant

Pseudonym	Semester	Sex	Race	Home County	University Classification	University Major	Field Placement Content Area	Field Placement Day	Field Placement Time	Mentor pseudonym
Eloise	Spring 16	Female	Hispanic	Travis, Texas	Sophomore	English	English	TH	PM	Teacher 1
Esther	Fall 15	Female	Black	Montgomery, Texas	Junior	Biomedical Science	Science	T	PM	Teacher 2
Kekoa	Spring 16	Male	Pacific Islander	Brazos, Texas	Junior	Biology	Science	F	AM	Teacher 1

Research Context

This section describes the 2 sides of PSTs' experiences by explaining the field placement school schools and TEFB 322 university course.

At the start of the course PSTs were introduced to the syllabus and course overview (Appendix A). This included an overview of the field placement alternate school and the 3 sections of its campus. As a reminder, alternate education takes place in "schools within typical schools or in separate facilities governed by public entities (e.g. school district, country, state departments of education) or private entities (e.g. for- or nonprofit), day treatment facilities, 24/7 residential facilities, and secure juvenile, and more recently as some charter schools." (McDaniel, Jolivette, & Ennis, 2014, p. 247)

The first section of the campus, the main alternative high school, was a school of choice, this is, students had to apply and be accepted to this school. This school accepted applicants for 9th through 12th grade (Martinez, 2014). The online curriculum was the same as at any high schools in the school district and the students ranged from special needs students to honors and AP students. The school offered an academic alternative, had a 75% at-risk population, and came under alternative accountability for state exams. The second section of the campus was the secondary discipline school (DAEP). Students had been removed from their home campus due to discipline issues such as possession of alcohol, truancy, theft, assault against another student, and threat against an administrator (Martinez, 2014). To create a safe environment for school employees, the classroom management was tightly controlled. The florescent lights in the DAEP were covered with a soft colored fabric to create a calm atmosphere, the blinds were drawn, and students sat in individual cubicles, separated by a wooden partition. Each student worked on a laptop facing the wall and the room was limited to fewer than eight students and two full time teachers. According to Martinez (2014), of the District's DAEP assignments from August 2013 through February 2014, 83 of 105 students were non-White. The third section of the campus was also a DAEP unit and served as an elementary discipline school for 1st grade through 6th grade. The elementary DAEP unit rarely had more than a few students at any one time. PSTs were encouraged, both by me and by their field placement mentor, to spend time in both the main school and

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DAEP. When students left the DAEP they sometimes preferred not to return to their home school and joined the main alternate school population which resulted in both the PSTs and students moving between the main school and the DAEP with regularity.

In line with the Texas Education Code (TEC), Chapter 29, Subchapter A, Special Education Program, (Special Education Programs, TEC, § 29.081, n.d.) and the school campus improvement plan (2015-2016 campus improvement plan, 2015) there are 13 identifiable categories of student who would be eligible to attend the alternate or DAEP campus.

1. was not advanced from one grade level to the next for one or more school years;

2. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with § 37.006 during the preceding or current school year;

7. has been expelled in accordance with § 37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is a student of limited English proficiency, as defined by § 29.052;

11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless, as defined by 42 U.S.C. § 11302, and its subsequent amendments; or

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

TEFB 322 – Teaching and Schooling in Modern Society

This course, taught through the College of Education at a large land grant university in Texas, was designed to serve as an opportunity for junior and senior EC-12 pre-service teaching students to explore issues in modern society that relate to education, while engaging in a 40-hour field placement experience. The syllabi (Appendix A) provides a complete description of the course, learning outcomes, and the scope and intentionality of the course.

The University, established in 1876, began as an all-White male college with circa forty students and six professors who lectured on engineering, agriculture, and military tactics (Etchells, Chalklen, & Burlbaw, 2016). Since then the University has grown to over sixty-five thousand undergraduate and graduate students, both native to Texas and international across seventeen colleges and schools. The College of Education, established in 1969, now includes four departments: Educational Administration

& Human Resource Development, Educational Psychology, Health & Kinesiology, and Teaching, Learning & Culture. TEBF 322 is a class taught within the Department of Teaching, Learning & Culture as part of the Texas State Teacher Certification. The department offers three tracks to a Bachelor of Science with a major in Interdisciplinary Studies, which includes a certification in EC-6th grade Generalist Program, Middle Grades language Arts/Social Students Specialist, or Middle Grades Mathematics/Science Specialist. The department also offers a secondary teacher certification through the aggieTEACH program. The purpose of aggieTEACH is to recruit STEM degree students to be certified in grade 7-12 education. These students are high performing students in mathematics or science. As part of the course requirements aggieTEACH students take TEFB322 on their degree plan and this course forms part of a sequence of TEFB322- Teaching and Schooling in Modern Society, TEFB 324 – Teaching Skills II, and TEFB 406 –Science in the Middle and Secondary School.

The department awarded 213 baccalaureate degrees during 2015-16 with an average matriculation time of 4.21 years. Of the 329 undergraduate students awarded degrees 23.4% were first generation college attendees and 84.1% were White only. (de Miranda, Hammer, & Slattery, 2018)

Course Assignments

The assigned coursework and required compliance material included completion of: 2 emergency contact forms, a Family Educational Rights and Privacy Act (FERPA) form, a student-activities travel form, and an online background check.

The course began by introducing students to selected ideas and figures in education. In unison with this during the introduction each PST was assigned a figure in education for the duration of the course. This gave a richness and depth to the class as students switched between responding as themselves, or as their philosopher, sometimes countering their own personal comment with a comment from their philosopher's perspective. The purpose of these assignments was for PSTs to develop critical

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thinking skills and, as what I had come to understand after the first two semesters as deconstruction.

Other assignments included a diversity focused "welcoming all students" assignment to help students think about all aspects of diversity in their classroom and a pedagogy focused learning theory assignment to help students understand a learning theory and a learning theorist. The last course specific assignment was a "trends in education" research paper to help students develop their understanding of trends in international education. Each student compared education systems in the United States with those of an assigned country that takes part in the Programme for International Student Assessment (PISA). PSTs' responded to 7 online reading and field experience discussions on alternate weeks in an online discussion. PSTs had to submit 1 original post and 1 response post.

As part of their field placement experience pre-service teachers were required to complete 10 weeks of 4 hours per week of field-based observations at the assigned alternate and DAEP. Failure to complete the required hours would result in a 5-point drop from their final grade per hour not completed or not made up due to an absence. A field experience form was developed and used as an accountability measure for attendance and engagement. This individual form was uploaded online each week and checked by me. Students were observed 4 times during their placement: twice by a university appointed observer who uploaded her feedback to a pre-service teacher feedback portal, and twice by their school mentor. The PST then had to confirm they had read and responded to the feedback. The online response had to be completed within 24 hours of receiving the evaluation link. PSTs were observed by their school mentor during week 4 to 6 and week 9 to 10 of their school placement. The completed observations forms were also uploaded online by the PST.

PSTs completed a student journal by reflecting on the activities they engaged in during their 4 hours of weekly placement. Reflections had to be at least one-page long per week and PSTs were prompted to consider how effective their activities were and how they could be improved. PSTs were

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prompted to use examples from the course reading, other sources, and personal experiences in these reflections and the purpose was for them to develop their use of deconstruction as the course progressed.

Course Reading

To support the PSTs development a number of readings were assigned to guide their thinking as they navigated the field placement experience. The readings ranged from practical documents such as what to look for during classroom observation (Classroom Observation "Look For's, n.d.), as well as theoretical and philosophical reading. Along with weekly chapters on becoming a teacher, American society, student diversity, education history, education philosophy, governance and finance, school law, curriculum, classroom management, effective teaching, educational reform, and professional development from the main course text Kauchak and Eggan (2014), PSTs also read sections of supporting texts. These included Adams, Blumenfeld, Castaneda, Hackman, Peters, and Zuniga (2013) on identity, the social construction of difference, theoretical foundations of diversity and social justice, oppression, socialization, Ames (1992) on student motivation, Freire (1996) on the theory of the banking system, Jacobs (2010) on twenty-first century curriculum, Slattery (2013) on deconstruction, postmodernism, and a glossary of philosophical terms, and Sobel (2005) on place-based education.

PSTs were also encouraged to make connections in their learning between the university elements of the course and the field placement elements of the course as shown in the eCampus example from week 6:

We have two classes left, so now is when we should start to draw all of our learning together. Using the chapter readings from an Introduction to Teaching, in loco parentis, the history of education, school funding, your figure in education, philosophy of education, social justice, ethics, banking education, place-based education, and 21st century education begin to think about how you would move education in America forward. This is the big question we need to

answer on a macro (philosophical) and micro (e.g. class ratios, school lunches, teacher schedules) levels. Please think regularly and deeply on this important issue of our time.

A key criticism of teacher education programs, such as the one described in this research, is that the university inadvertently positions PSTs' practical knowledge (Clandinin, 1992) so that they are unprepared for the competing and conflicting stories, otherwise known as cognitive dissonance (Festinger, 1957) and theory-practice divide (Korthagen, 2010) that they experience upon entering schools. Alternate and DAEP campus are an even greater step and do not simulate the experiences of many PSTs. In addition, this disconnect at universities contributes to the loss of tight connections to the field (Darling-Hammond, 2009) and contributes to the "longstanding disconnect between teacher preparation programs and what subsequently transpires in flesh-and-blood schools" (Craig, 2013, p. 25).

Research Design

This study utilized qualitative methodology (Creswell 2012; Denzin & Lincoln, 2018; Merriam 2009) because "narrative is situated in a matrix of qualitative research" (Connely & Clandinin, 1990, p. 3). Moreover, this research included the use of participants' narrative meta-reflections obtained through journals kept throughout the semesters of fall 2015 or spring 2016. The research interpreted the lived experiences of pre-service teachers and these lived experiences were analyzed using narrative inquiry (Clandinin & Connelly, 2000).

Project Summary

Procedure

This research adhered to the requirements of the Institutional Review Board for research with human subjects. It required access to education records in the form of PST journals and these were collected from participants and currently existing data, not publicly available and de-identified.

Participants were asked to take part in the research via email; no bulk mail was used. The research involved the collection and study of existing data in the form of journals from male and female participants and no vulnerable populations were involved, nor were any specific populations or individuals excluded based on gender, culture, language, economics, race, or ethnicity. The research was confidential, since the research could be identified by the Protocol Director, but the information gathered was protected because participants that volunteered their journals to the study were given pseudonyms to protect their true identity. Demographic or geographic data reported was not linked to any participant's name.

Data Analysis

The data was analyzed using narrative inquiry because, as stated by Clandinin and Connelly (2000, p. 102) "journals are a powerful way for individuals to give accounts of their experiences." The methodology of narrative inquiry provides an effective lens to view PSTs experiences and gain a deeper understanding of their lived experiences in relation to how they deconstruct their field placement experience and construct their professional identity. Bruner (1987, p. 11) ponders how thought, especially, logical thought, is scientifically researched and raises a concern that it has led some to the view that "all thought is reducible to machine computability." Bruner (1987, p. 11) juxtaposes this thinking by elaborating on the notion that "logical thought is not the only or even the most ubiquitous mode of thought." He continued to frame the idea of life as narrative (Bruner, 1987, p. 32) by writing "any story one may tell about anything is better understood by considering other possible ways in which it can be told." One of the ways to realize those other stories is to analyze the narratives of other PSTs experiencing the same school environment. Obviously, two people cannot coexist in precisely the same space simultaneously, nor can two people share by bifurcating the same experience. Nevertheless, by reading multiple narratives one can gather a flicker of the shared landscape, hence narrative inquiry

provides a platform for examination into PSTs interpretations of their field placement experience. Connelly and Clandinin (1999) examined the concept of "professional knowledge landscapes and their boarders" (p. 103). This concept included thinking about the border-crossing teachers' experiences when moving from in-classroom place to out-of-classroom place and moving from professional landscapes to personal landscapes. Gaining an understanding of the different landscapes PSTs navigate and the boarders between them provides insight into how PSTs kindle their perception of a school system and develop their teacher identity. The novelty of PSTs entering an alternate and DEAP campus provided a topographical opportunity to understand the landscapes and the borders they experience, or as Connelly and Clandinin (1999) capture the idea, "it is only when someone is new to the landscape or when something has changed about the landscape that we awaken to the borders" (p. 104).

As explained by Clandinin and Connelly (2000) explain that narrative inquiry privileges human experience over research design and coding. They state:

> We came to narrative inquiry as a way to study experience. For us, narrative is the closest we can come to experience. Because experience is our concern we find ourselves trying to avoid strategies, tactics, rules, and techniques that flow out of theoretical considerations of narrative. Our guiding principal in an inquiry is to focus on experience and to follow where it leads (p. 188)

This means that theories and themes are introduced as research texts after experiences are made public not prior to their emergence. Broadening, burrowing and storying and restorying come into play along with wakefulness on the part of researchers. Narrative resonances give rise to multi-stranded narrative themes. The richness and truthlikeness of this research comes from the PST narratives of their experiences; therefore, processing with their individual narratives in mind connotes to the intention of the research to a greater extent than to proceed with a content analysis. This research is about their

individual interactions, their individual continuity, and their individual situations. To try to gather up their experiences to a uniform Truth, would be to lose the nuance and significance of their experiences and would be counter to the intentionality of narrative inquiry.

Chapter Summary

This chapter illuminates my thinking behind the use of narrative inquiry as a methodology to story PSTs field placement journals. In Chapter IV, I present the findings for my three participants: Eloise, Esther, and Kekoa.

CHAPTER IV

FINDINGS

Introduction

In their jointly authored handbook chapter, *Cultivating the Image of Teachers as Curriculum Makers*, Craig and Ross (2008) challenged researchers interested in future narrative inquiries to investigate the "intersection of curriculum and teaching" (Craig & Ross, 2008, p. 296) with four objectives in mind: working alongside teachers, honoring practice, wakefulness to diversity, and inviting participation and insights (Craig & Ross, 2008). Their intention was to promulgate two agendas. The first was to ensure researchers pose relevant questions; the second was to encourage researchers to "follow where educational inquiry leads" (Craig & Ross, 2008, p. 296)

This chapter takes up Craig and Ross' call and describes the findings of the three pre-service teachers for their initial meta-reflection, their final meta-reflection, the comparison between the two, and how these reflections influenced their teacher stories to live by. The narratives of PSTs are valuable to gain insights into how each PST experienced the field placement within the three-dimensional narrative inquiry space of interaction, continuity, and situation.

PST lived experiences

Understanding the lens PSTs use as they approach their field experience is important to understand the narrative experience of PSTs at an alternate and DAEP. This lens is developed from their past, present, and future and is an accumulation of all of their experiences. As part of the framing of the research, each PST provided a personal narrative on their background, education, and what brought them to take the TEFB 322 course. These personal narratives help to flesh out who each of the PSTs are within the research and add nuance to their meta-reflections. Here I present Eloise's story, Esther's

story, and Kekoa's story, all of which shed light on their "stories to live by"—their identities viewed through a lens of narrative inquiry.

Eloise's Story

As foreshadowed in Chapter 3, Eloise grew up in Westchester, New York, and attended a very small, project-based school district from preschool through 7th grade. The summer before her 8th grade year, she moved with her family to Austin, Texas. In Austin, Eloise attended a large middle school and then an even larger high school. She reflected on her prior experiences this way:

> The difference between schools, both in size and curriculum, was pretty astounding and the change took me some time to transition. I personally preferred my project-based learning experiences, but that might be because I learned how to succeed in that environment rather than a test-based one. (Eloise)

Eloise comes from a legacy of educators. Both of her parents are educators; her mother was a career teacher and her father, a superintendent. On her Puerto Rican mother's side of the family, five of her mother's siblings and both of her grandparents were educators. On her father's side Eloise's aunt, uncle, and grandmother were all educators. She enrolled in TEFB 322 class because:

> it was required for my degree plan as an English major with a focus on education. I stayed in the class because I very much appreciated [Instructor's] view on education and was receptive to his teaching style. I also was very excited to gain some observational experiences outside of the classroom, as is typical with someone who preferred hands-on learning (Eloise)

Despite Eloise being the daughter of two educators, this teacher preparation class (TEFB 322) was her first step into education and was eye-opening to her because of the intensity of the role an educator plays. I wondered why Eloise had not felt this experience from conversation with her family

and I wondered if her parents had set boundaries between home and school, or if they brought their work to the dinner table too. Eloise elaborated on her thoughts in her own words:

> I think that because of the less formal environment of the dinner table, I never fully absorbed the how intense the role is. It was never taught in the same way that is expected in a classroom environment. Additionally, I, at the time, did not picture myself becoming a teacher; therefore, everything I learned was absorbed rather than consciously taken in. Once I decided to go into education, I started to apply these 'foreign but familiar' ideas to myself, which made it a bit more intense than how I remembered it. (Eloise)

Eloise extensively explored her positionality during her field placement; however, she did not comment on her university learning in either her initial meta-reflection or her final meta-reflection. Eloise explained that she did not comment on her classes at the University because she felt that the field experience was application-based. While Eloise did bring what we had learned in class or what she had learned from other classes to her experience, she decided to focus her writing on the experience rather than anything else. Eloise had just transferred from two years of Genetics to English/Education, "I kind of fought the education path for a while. It worked out in the end though!" (Eloise) –as she was enrolled in her first fully-fledged education class. Eloise felt that even if she had taken other education classes before she started observing, she still would not mention those experiences because the DAEP classroom was not a typical classroom for her, and many of those lessons, therefore, in her eyes, did not apply. Eloise started full-time teaching during the fall, 2018. Soon afterward she resolved to pursue a Masters of Education.

Eloise's Teaching Philosophy Stories

Eloise believes in teaching children how to problem solve, and how to make decisions based on their experiences to create a just society. She explained in her own words:

When I look at a classroom, kids should not be copying things from their textbooks, because that isn't learning. Using textbooks as the only form of teaching isn't challenging for students. It doesn't teach them much other than how to memorize and then regurgitating information, which isn't a skill needed in real life. The teacher's main job isn't to force information into their head; it is to help them reach those conclusions themselves. (Eloise)

For Eloise, the perfect classroom is a progressivist classroom. That is why in her class, she will use project-based, hands-on learning as she experienced it as a student. Giving students real-life simulations, or problems can contribute to teaching students how to problem solve, how to make informed decisions, and how to think outside the box. Eloise feels Problem-solving and decision making are the real necessities in today's society of creativity. Her father is a big proponent of creative thinking and entrepreneurship in his school district and for Eloise the education system as a whole should not have a goal to create uniform students because successful students need to know how to think outside the box.

Eloise feels many people complain about the world, but she feels education can offer solutions to global issues:

the world is going downhill, and creating a generation that does things differently, or looks at problems with a mind to solve them will create a better tomorrow for them. There are also those who want to shelter children from the problems of the world, and that isn't a just solution. Students should be given the chance to make their decisions as to what they want the world to be like, and how are they supposed to do that if they aren't given the opportunity to see the world realistically. As a teacher, I would use real-life problems to give my class the opportunity to create solutions that they believe in. Teachers aren't going to be giving students the right answer for their entire life, so it is our job to teach them how to find the right answer for themselves.

Eloise believes in student-centered learning and her teaching philosophy mirrors a blend of her own school experiences and is influenced by the other educators in her family. (Eloise)

<p style="text-align:center">Initial Field Placement Reflection Stories</p>

Eloise's Field Placement School System Stories

Eloise spent the majority of her time in the DAEP classroom and made multiple comments related to the school system which were intertwined with her thoughts around teachers and students generally. These comments focused around the effect the structure of the DAEP had on the behavior of the students and the teachers. She described the attitudes the students had towards the teachers as "it is evident that they have a problem with authority" (Eloise, IMR), "they're distracted from the work that they were supposed to be doing that day" (Eloise, IMR), and this "causes the students to make an excuse" (Eloise, IMR). She accounted for the students' dispositions because of "the strong disciplinary hold both teachers at [DAEP] have on them, which makes it seem to the student like the sweet and gentle teachers, [Teacher 1] and [Teacher 3] are just being mean to be mean" (Eloise, IMR). Eloise also commented that this "frustrates the teachers more, and creates more stress between everybody" (Eloise, IMR). Eloise went so far as to ponder the types of messages students received from the teachers in the DAEP when she wrote "while I do understand that sometimes the stress cannot be helped, the teachers do seem not to think about what they're doing when very loudly talking about a specific student's disciplinary problems in front of the student and in front of class. While both [Teacher 1] and [Teacher 3] take the students personal goals and mental health into consideration when doing everything, they don't take the students' emotional health into consideration when disciplining them." (Eloise, IMR) Eloise's comments expressed an understanding of how teacher identity can have an impact on the students in terms of how students react to how teachers enact their identities. However, Eloise did not comment on her understanding that both the students and the teachers are within the same system and,

therefore, both are reacting to the environment created. However, she did recognize the overall outcome that the DAEP "creates more stress between everybody." (Eloise, IMR)

Eloise's Placement Teacher Disposition Stories

In reference to the teachers' disposition during her placement, Eloise noted that the teachers worked hard to develop a positive environment for the students and she further commented that this environment was stressful for the teachers. Perhaps, unsurprisingly, this led to unreasonable expectations. This experience helped Eloise to understand that she needed to manage how she expressed her stress and not hold grudges after conflict with students. Eloise considered that the teachers and students were reacting to each other's behavior, but not did not reflect on why this behavior was happening. In addition, Eloise believed there are traits that she should exhibit within her "stories to live by", such as being calm or not holding a grudge. These characteristics would shape who she was beyond the classroom and Eloise described how she sees herself in her own words:

I consider myself to be a caring and understanding person; I tend to try and self-identify with others causing myself to be empathetic. With this, I often reflect on how I am being seen or taken in by others. While this did make me especially self-conscious in high school, I believe it to be a relatively useful skill when working with others, students or otherwise. (Eloise)

Considering Eloise's strong family background in teaching, I wondered if she had heard these desirable traits from stories her parents had told at home and she was mirroring her understanding of their teacher identities and testing them herself during her field placement. Eloise developed her thoughts around the influence her parents' stories and restorying had had on her own story:

While I have never been in the classroom while either of my parents taught, I do know the attitudes that both of them have towards education. My mom has always said that she is a "fair" teacher when asked if she is strict or not. While this might lead some to speculate that her

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students probably don't like her, the opposite is true. In fact, as stated by her students and department, because she has started teaching the higher levels of Spanish at her high school, the number of AP level classes has doubled for her department. My dad, when in the classroom and when talking about his ideal teacher from an administration standpoint, mentions that teachers, while taking on a supportive role, should not want to be or try to be the student's friend (for various reasons). (Eloise)

The stories from both of her parents helped to shape how Eloise made sense of her story as an educator and the types of connection she desired to have with her students as she continued to elaborate on her wonderings:

Both viewpoints have made me question the type of connection that I should have with my student because of the age range I will be teaching, as well as the subject. I want to be supportive as a teacher, but I do want to make sure that the students understand who is leading the classroom. (Eloise)

Eloise placed this wondering in a temporal context around whom she was being and becoming as an educator and who she didn't want to become as an educator when she commented:

However, at the time I didn't know how to do that. I knew the type of teacher that I didn't want to be, and it was easier for me to highlight those points on others. This might also be due to my dad being in administration and his conversations about teachers, mostly disciplinary. I don't know if I would say I was testing myself purposefully, because I had similar trains of thought in high school as a student, but more that I was testing others. By thinking about how I might react differently or how I might react in their position, I learned more about what I wanted to do in the classroom and what kind of teacher I want to be. (Eloise)

Her father's restorying of being an administrator dealing with teachers as a disciplinarian shaped how Eloise saw the boundaries of her emerging teacher identity as being shaped by stories of teachers she should not desire to become and she elaborated in her own words:

I would think that it identified the negative boundaries more than any other. While my dad did talk about "master teachers" and absolute rock stars in the classroom, they always had different traits or skills that gave them that title. Essentially, there is no formal way to become a master teacher other than by practice. While the same could be said for less-than stellar teachers, there is a more solidified definition of what 'not to do' than what 'to do.' (Eloise)

Eloise continued by reflection on how this related to her understanding of an effective teacher and the difficulty she had in contextualizing her father's stories of teachers when she commented:

I think it was harder for me to identify, in the language in which he praised teachers, the key traits that made them work wonders with students without being in the classroom myself. In fact, I think that it is nearly impossible to identify those traits clearly unless you see those teachers teach. It was abstract language until I saw it myself. (Eloise)

Eloise continued in her own words by describing the emphasis on the "hard lines drawn for what you can't" (Eloise) do as a teacher. As she becomes a teacher, she evokes the voice of her superintendent father as being critical to her development:

When talking about teachers who are disciplined, there was always a specific set of reasons laid out in a law or standard that they weren't hitting. Thinking back to my teacher certification classes, the same is said for how the certification process is handled. While they give suggestions on what you can do in your classroom, there are hard lines drawn for what you can't. I, now as a teacher, occasionally think to myself, "If my dad walked into this lesson, what would he have to say?" I am sure that he would say a lot, as I am still perfecting my craft, but I think about if there

are any major issues that he would comment on. Being in the classroom now has given me more perspective on what a master teacher is; it has not, however, given me more sympathy for problematic teachers. (Eloise)

The voice of Eloise's father, in her estimation, is focused on the "issues" in her teaching and has driven her to seek an element of distance for teachers she perceives as "problematic". This thinking around teacher-student interactions supported her understanding in a classroom that created negative environments for students and that teacher stress caused by students' attitudes was a key component to how teachers present themselves in a classroom.

At this stage of her development, Eloise was able to make sense of this type of situation and pull apart the actions of the students, the reactions of the teachers, and the subsequent consequence to the overall atmosphere in the classroom. Although the situation with her colleagues (Teacher 1, Teacher 3) felt somewhat negative to Eloise, it was a positive moment of comprehension when she intuited how classroom environments become manifested. Even though Eloise did not directly comment on the school system, it was clear she was thinking about the behaviors and attitudes that result from teacher and students being in a DAEP. Moreover, I wondered if Eloise was operating from the assumption that if the teachers changed their attitudes towards the students the outcome would have been different. For example, if the teachers had been nicer to the students that would then have an effect on the students to be motivated to behave. Eloise also speculated on the same thought in her own words:

I think that if those teachers changed their attitudes towards their students, the students themselves would feel less 'attacked' and more supported. Many students placed in those classes did not trust their teachers in their general education classes, much less the ones in this classroom. If they felt more supported, rather than judged in front of their peers, then they might

have been more willing to work on their assignments, much less felt more comfortable

emotionally. (Eloise)

Notably, Eloise did not draw from a specific situation in which she was able to test her

assumption of the relationship between teacher and student. Moreover, Eloise did not consider the wider

systemic influences acting upon everyone within the DAEP. It should be remembered that many of the

students in DAEP had been removed from their school for serious discipline reasons. From my own

experience of making site visits to the school, I always felt an undercurrent of tension and agitation from

the DAEP students. It was almost like an old western film when someone felt cheated at cards and

everyone at the table simultaneously slid their chairs back. It always felt like one moment before a

situation became ignited. Eloise also reflected on the saloon metaphor in her own words:

I definitely agree with this metaphor. What was interesting to me was that I never really saw the

'guns being drawn' just the stance that it could happen, the sliding back of chairs. I am not sure

if it was that the days I went were more relaxed than otherwise, but there was never an outburst.

(Eloise)

Elosie herself used a metaphor that equated the students in the DAEP to "lone wolves" and their

feelings of discomfort from a lack of a wolf pack:

I remember everyone feeling like they were cornered. It took energy and work to get the students

to be comfortable with talking to me, much less ask for help. It might be because these students

feel more comfortable in a 'pack environment' which they normally have at school, but not in

that classroom. It seemed hard for them to be isolated in an environment in which they weren't

necessarily alpha or even a part of the pack. It is like they were all lone wolves ready to protect

themselves if needed. I think that your metaphor is more accurate to the environment while my

thoughts focus more on the mindset. (Eloise)

The wolf pack metaphor evokes a visceral image that eloquently captures the disposition of the mostly male DAEP students in the way that the students position themselves during conflict by circling like a pack and howling at the moon. I witnessed this effect one Friday afternoon when one student was being arrested by local police for an offence committed outside of the school. The students who had initially stood up to protect their peer and territory, quickly backed down when two other male officers entered the room, both filling the doorway as they did.

Eloise seemed to be forming her teacher identity by ascertaining which of her people skills would translate to her relationships with students. In this forthcoming comment she positions students and coworkers as parallel in status and asserted the importance of respecting the student's right to being treated as individuals:

I have also learned that taking students aside and talking to them one on one or taking a coworker aside and talking to them one on one, is better than trying to confront them and or discussing their personal issue in front of the class. It embarrasses and upsets that person more than if you would pull them aside and talk to them personally, and individually. The responsibility that most teachers have in the classroom is larger then what most people think when going into the profession. I am to take this responsibility very seriously, especially after seeing the repercussions when a teacher doesn't. (Eloise, IMR)

It was evident that Eloise held the responsibility of being a teacher in high regard as her desire to have an impact on her students went far beyond a wish for them to comprehend the English curriculum. Her sense of herself becoming a teacher in these comments focused around her observations of the students and teachers and her discerning how she would have been in that moment if she was the teacher. Second, her comments focused around spearheading successful interactions in other situations and considering how they would spill over into those other situations. This brought Eloise's logic to the

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point where she felt the teachers were heavily contributing to a negative environment in the DAEP. Eloise burrowed deeper into this thought and shared her perspective in her own words:

I felt, and still feel, that it was unfair. I understand that those students were placed in that classroom because of disciplinary reasons, but attacking the students won't help them like their classes or the teachers more; additionally, it doesn't help them be positively self-reflective, which was a central focus of the teachers there. (Eloise)

She continued by sharing, in her own words, her view of the type of teacher she felt would meet the needs of the students in the DAEP and how the DAEP students could potentially react to perceiving the system as ineffective:

The job of the teacher in that type of classroom isn't just to be a babysitter, which is what it looked like at times. I feel that it is to help them learn and have them reconsider the actions that put them there. However, if they feel that the education system is 'messed up' or that all teachers and educators are unfair, then this will not happen; they will end up blaming others for their anger and mistakes rather than trying to reflect and fix them. The teachers there seemed to understand this with their many activities of meditation and dream-boards, but it didn't carry out through the day. (Eloise)

I thought this tapped into Eloise's sense of teacher identity – her sense that a teacher should be fair towards their students and this was demonstrated when she wrote:

Looking back on these three weeks, I have found that I am starting to think less of the teachers working at [DAEP], in comparison to the first week. I know this isn't obvious in my first or second-week entries, but it's evident on my third. The teachers tend to talk about the students in front of them, and they tend to blame things on students even if it isn't that student's fault. From my point of view, the students look like they're being 'attacked' by the teachers when accused of

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various things. Both [Teacher 1] and [Teacher 3] automatically call out specific students when any sound is made. I do understand that a lot of the time it makes sense and even when they are correct in calling out specific students, those students get visibly angry, especially when they are wrong. Both teachers tend to do this when they are stressed, and yet again, sometimes it's just easier to blame one student, but the students just become more hostile every time this happens (Eloise, IMR)

The fact that Eloise comments on the way both teachers react in a similar manner, despite being individuals, led me to consider if Eloise herself may have been viewing the field placement through a limited scope in her initial meta-reflection. Furthermore, this limited scope encompasses the students and the teachers, but not any wider factor such as the regulations in Texas that mandate why a student would attend a DAEP. This felt like a reasonable assessment for Eloise. The only information she knew about these teachers and students was what she observed, which may not have been fair to her. Because Eloise was not privy as to the reasons why the students attended the DAEP. She did not even have a partial understanding of some reasons why they might have been there. For Eloise, they were only known to her as students. Eloise did not know the baggage they came in with, and, therefore, did not know why a teacher might have reacted in a certain way or why a student might have reacted in another. Moreover, her being there for a half a day once a week might also have influenced her point of view as she did not see everything that happened throughout the week. Eloise, at this point, did not have a solid understanding of the rules of the Texas education system and the systemic role that it might have had in the situation. Eloise felt that the general lack of information that she had at that point in her education, in many aspects, led her to only analyze the teachers and students themselves rather than the whole situation.

This confirmed the field placement was a nascent experience for her and, even though she came from a teaching family, she had not yet begun to consider how the impact of national and state education policy affects the classroom environment. There was clear continuity in her comments that she was trying to navigate how to establish productive and positive relationships between teachers and students in a DAEP classroom. Eloise reflected on this comment in her own words:

> While I wasn't a formal teacher, the students still saw me as in the realm of authority, at least academically. I think that your comments in the previous paragraph ring true in that I didn't know anything about the students being there, which led me to ask them about themselves before jumping into academics. These 'calming' or familiar conversations helped them open up before we tackled more defensive topics. I don't remember seeing either teacher have these types of conversations. (Eloise)

Eloise's Student Learning and Disposition Stories

Eloise did comment on the student's disposition in her meta-reflections, but again this was not linked back to any institutional effects that create the DAEP environment suggesting there are stages of development PSTs go through at different points in their training that gradually enable them to see more of the mechanisms of the structure of education in America such as those described by Martinez (2014) and Morris (2016). Eloise reflected on this comment in her own words:

> There was, if I remember correctly, a large list of reasons as to why students were placed into these classes, but the process it took to get them there wasn't clear to me. It didn't, until a few weeks in, occur to me to think about exactly how they got placed there past their actions. I do remember thinking, after a few weeks, that most of these students were falling even more behind in their classes than they had been, due to missing lessons. This seemed like such a huge problem for me, but it seemed to be a norm there. It wasn't that they were set up to fail but it was hard for

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them to succeed. I don't know how much I thought about the mechanisms of the structure of the education system past that point. (Eloise)

Eloise also described the students as having "a problem with authority and the strong disciplinary hold both teachers at [DAEP] have on them" (Eloise, IMR), being stressed, making excuses, and being distracted from their work when she wrote about the students reactions to the teachers "causes the students to make an excuse as to why they're distracted from the work that they were supposed to be doing that day, which frustrates the teachers more, and creates more stress between everybody." (Eloise, IMR)

For Eloise, her thinking about the students was focused on her connectedness to them and fostering strategies that would nurture respectful relationships. Eloise developed a positive sense of teacher identity when she realized the negative effect of confronting a student in front of the class. The idea of how other students being present affects the outcome of interactions was something that was evident through many of Eloise's comments and she reflected further on this idea in her own words:

I used a lone wolf metaphor above, and that stands true here. Most of these students were used to being able to handle themselves in their normal school environment, but that wasn't true here. It was like they had something to prove past being placed into these classrooms. While they were with their 'peers' they all had to hold their own. I think this is difficult when reprimanded, even if they might have been constantly reprimanded at school. In the DAEP classroom, it was harder to laugh it off because you didn't change classrooms/teachers and you couldn't outwardly commiserate due to the cubical format of the classroom. It left the students to wallow in the negativity and feel judged by not only their teachers, but their peers as well. (Eloise)

Again Eloise touched on the effect of the school system on the students' behavior, but without directly making a statement referring to the system as being complicit. The portrait Eloise paints of the

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DAEP is a bleak one with no way for students to ameliorate the monotony of being reprimanded and left to "wallow in the negativity and feel judged by not only their teachers, but their peers as well." I am left wondering about the degree to which the DAEP acclimates and enculturates its students to the school-to-prison-pipeline. Eloise reflected in her own words on the potential the DAEP has to enculturate its students to the school-to-prison-pipeline, which she terms the classroom-to-prison-pipeline:

> I did see a bit of the systematic effect, especially after seeing some kids leave and then come back. However, I don't think that I thought about it often at the moment (while in the classroom). Instead, I thought more about it when we talked about it during our class [TEFB 322]. In our class is when I analyzed the system a bit more than I had as an observer. I do think while looking at what I had written, there were undertones of a systematic classroom to prison pipeline; however, it wasn't at the forefront of my mind.

Currently Eloise has had more time and experience in her own classroom and she is able to consider the impact of institutional systematic effects on her students and she reflected further by commenting:

> Now, however, I do think about it more often. Being in the classroom now, and seeing this side of it, I see more of a direct 'pipeline' because I see a more detailed view of discipline than before. I see a lot of reports by teachers but not much intervention. If I do see intervention, it isn't often comparable with the misdemeanor if they have had a lot of issues with teachers. I also know that students who start to fall into getting in trouble or being sent to ISS are thought of as 'lost' by co-workers quickly. It also seems that gossip about specific students spread a bit faster and more efficiently than I had expected. A mixture of these things has led me to think about it more often than as an observer. (Eloise)

Eloise's perspective from her current school alludes to some of the factors that play a role in students' journey along the school-to-prison-pipeline and the bias that follows them. She also realized the less-than-positive effects of the DAEP environment when she saw the teachers talking about a student in front of other students, when she was in conflict with the students, and the level of engagement dropping during group activities. Thinking back to the acting metaphor that launched this research study, this epiphany was pivotal in the development of teacher identity because it indicated that Eloise was aware that students were a type of audience and that she was playing a role in the overall performance of the school. Eloise's thinking around the group dynamic and teacher authority in that they "both seem to be playing a role" (Eloise, IMR) indicated her emerging awareness of the interplay between the actions and reactions of students and teachers to each other. when she wrote:

> I've also noticed that when more kids are in the classroom the less, seriously everyone takes the relaxation end of day exercises that both teachers work hard to incorporate into the curriculum. Whether or not this is because they're not taking their authority seriously, or if it's the group dynamic I'm not sure, but both seem to be playing a role into the lack of respect and the student's inability to be open to new ideas. It's weird to think that I've come to be on the 'student side' of this problem, but as a third-party I feel like both students and teachers are unreasonable in what they expect the other to be able to accomplish or do. (Eloise)

Eloise continued:

> Students don't understand how hard their teachers work in most classrooms, but in [DAEP] specifically most students take their teacher stress as personal attacks, which is just as unreasonable as the teachers are when disciplining students. I'm not sure what I get from this, other than that even when I'm stressed as a teacher, I need to take into account how I'm expressing that stress to my students. I also need to learn not to hold grudges against the students

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because they feel it more personally then I might mean it to be. In fact, this idea expands to more than just working with students; it also expands to working with coworkers, administration, and people throughout my life. (Eloise, IMR)

The semantic choice Eloise made in the use of the word "attacks" (Eloise, IMR) suggested this interaction between the teacher and student felt aggressive for Eloise and was different from the interactions she experienced as a high school student and different from the narratives she had heard from her parents at home. Eloise described her thoughts and feeling in her own words when she commented:

I do feel like it was different from what I experienced from narrations by my parents as well as a student. I was in pre-AP and AP classes in high school, and therefore, wasn't exposed to serious disciplinary issues, on average. With the over-achievers in most of my classes easily bending to the teacher's will, I wasn't used to seeing teachers showing that much stress towards students. (Eloise)

Before turning her thoughts back to the teachers, Eloise briefly shifted the focus of her comment away from the teachers who taught her and her parents' stories to live by when she commented in her own words:

When my parents are stressed, which I am sure they are at times, they don't come home and tell me about how they reacted so that side of their job was foreign. I also hadn't experienced a classroom with two teachers leading, which gave the situation a different dynamic than what I was used to. The teachers might have felt more supported in their view points because the other was there experiencing it as well. Their exhaustion, annoyance, or stress was justified by the other teacher feeling similarly. I feel that the comments made by the teachers and students were

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pointed and purposefully harsh and feel that my word choice at the time represents my perspective well. (Eloise)

Eloise came to realize that the teacher stories from her previous teacher and her parents did not transfer to the DAEP environment and this led her to question the identity of her mentor teachers. She expressed this thought in her own words:

It was fairly 'unknown' territory due to the fact that it wasn't a general education classroom and there were two teachers. In one of my classes right now I have a SPED co-teacher, and this is the closest thing that I can compare with my mentor teacher's teaching identity. Even though we work together or simultaneously in the classroom, we don't have the same perspective or relationship as my mentor teachers. It might be because we aren't in the same classroom all day every day, or it might be because we are teaching whole-class lessons, but I still haven't found an equal relationship. Most of the time it seemed that the mentor teachers were there to babysit or monitor rather than teach, which might have been the key to my questioning of teacher identity. (Eloise)

Here it seemed that Eloise was distinguishing monitoring students from instructionally engaging them.

Eloise's Final Field Placement Reflection Stories

In her final meta-reflection, Eloise shifted away from commenting on the teachers and made no direct comment regarding the disposition of the teachers; however, she made multiple comments on the field placement school system. This change in the scope of Eloise's thinking beyond the classroom of others and seeing herself in "my classroom" (Eloise, FMR) in both comments is further evidence of her developing a teacher identity. It indicates she was crossing a border of ownership between watching

others teach and seeing herself teaching. This idea was an important part of her transition from university student to school teacher and Eloise reflected on this in her own words when she commented:

> I do think that I was starting to be self-reflective rather than critical. This was very important for me to realize because I didn't start to think about my personality or my subject much before the class. I always knew what types of teachers I liked, and even the type of instruction that I thought most effective; but I never included myself in the picture. This class, and these observations, were really important in helping me transition between student and teacher. (Eloise)

Eloise's Field Placement School System and Student Learning and Disposition Stories

In her final meta-reflection Eloise had continued her reflection on teacher-student relationships, but also developed her thinking to consider what was going on the classroom. This thought stemmed from her wrestling with the idea of how to engage students in an enjoyable learning environment with the outcome that she focused on the importance of hands-on learning and to making a connection with students. Ultimately, Eloise's pedagogical approach of student-centered, hands-on learning was incongruent with the structure of a DAEP classroom and this affected her future choices on the type of school she chose for her career. For Eloise the programing of the school did not match how she thought an ideal classroom should be designed. She did not blame the teachers because the students were at different levels and were in different classes so it was hard to work around that aspect. Because of this experience, Eloise's desire to be in a more traditional classroom became openly expressed and this was evident when she wrote:

> I don't think that the programing in the school matches what I think an ideal classroom should be. I don't blame the teachers because the students are at different levels and are in different classes so it's hard…. Because of this experience, I want to be in a more traditional classroom is more solidified. (Eloise)

Moreover, her comments began to frame the type of teacher Eloise was becoming; a student-centered, project-based educator. While she had heard about this type of education through her parents, she had not had much experience with other teachers who obviously felt similarly to her view of teaching. Eloise commented that "knowing that there was research and evidence behind the benefits of this type of teaching made me, again, more confident in my ideals." This was also evident when she wrote about the style of education at DAEP:

> I also want to make sure there is hands-on learning in my classroom. I know that this type of style is very difficult to do at [DAEP] but I kept thinking about how much more the students would learn and how much more they would enjoy classes if that were the style that they were taught with. (Eloise, FMR)

The lack of connection between teachers and students was also noted when she used the word "separated" when she wrote:

> I do realize that I want my classroom to be open and more of a teacher-student relationship than what is at [DAEP] right now. The students and the teachers are very separated, and I understand that is because it's a disciplinary school, but the faculty and students never really had a 'connection. (Eloise, FMR)

Eloise's Stories to Live By

Stories to live by was a continuous theme throughout Eloise's meta-reflections and there were moments in her reflections when she was unsure or surprised by her reaction and experience. Eloise also had a strong expectation of what she wanted to see in a classroom from students and teachers and this supported the development of her identity as she saw positive and negative interactions. These interactions led her to question if the school system was structured to facilitate the type of hands-on, student-teacher focused relationships she wished to create in her classroom. Eloise recognized student

behavior as a factor that affects teacher identity in the DAEP, since teachers and students are reacting to each other and Eloise believed that a mutually respectful and appreciative environment was a key to success with her students. She sought to have an impact on the connection she had with students and felt her ability to form that part of her teacher identity was inhibited by both the online style of the curriculum and the disposition of the teachers. Successful relationships were key to her sense of success, but Eloise did not write in great detail about any interaction with an individual student or name any particular students in her meta-reflections. Eloise reflected on this lack of detail in her own words:

It might be because of my inability to remember names quickly, especially since many of the students weren't there for more than one of my 'sessions', but I remember wanting to focus my meta-reflections more on the teacher than the students. Most of my interactions with the students were on a tutoring level rather than a teaching because not many students needed help with my subject area. I was showing them how to find information and process what they knew rather than teaching. (Eloise)

Eloise continued in her own words by reflecting on her understanding at the time when she commented:

While this is a big part of education, I didn't understand that at the time. I still remember working with specific students and how much their attitudes changed while working with me; but past thinking that I was there to observe the teachers and not the students (Eloise)

Realizing the disposition of the teachers and students were interrelated was an understanding that developed for Eloise.

Eloise's Role Wrestling Stories

Eloise had multiple moments in her initial meta-reflection that resulted in her wrestling with the duality of how she felt and what she would do if she was in the same position as the teachers. During

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these moments Eloise expressed feelings aligning with both the students and the teachers regarding her opinion. At this initial stage in her development, Eloise empathized with both the student and teacher perspective by feeling "both students and teachers are unreasonable in what they expect" (Eloise, IMR). Eloise further reflected in her own words on her thinking around feeling like a third-party and developed a metaphor to elaborate on her realization:

> Looking back I think that I realized that I didn't quite understand what it meant to be a teacher; that I was literally a third party transitionally. I was in the middle of fully transferring my teacher identity from an outward perspective to an inward one. This might not be the perfect metaphor, but I feel like I was audience to a debate. I walked in knowing which side I intended to agree with or follow, but with each interaction I kept thinking about counter-points or why I disagreed. In this metaphor, I was a third party, like I felt in the classroom, but I also didn't see the full perspective of either side. Additionally, I could think or disagree all I wanted but I would never jump on the stage myself and start debating too. This metaphor could also define the tense attitudes of both the teachers and the students in conjunction with my calmer stance (as a literal audience member). In this metaphor, like in the classroom, I question each side but I do take a stance. Whether or not that stance 'picked a side' is accurate in how I reflected on my observations. (Eloise)

Eloise's Affirmation of Her Career Choice Stories

Eloise affirmed her career choice in two key comments. The first was in reference to connectivity with students when she wrote" seeing that impact that you have on students, is what American teachers get out of the job." (Eloise, FMR) This comment was important for her identity formation because she imbued a sense of a group "American teachers" (Eloise, FMR) that she was becoming part of being. Moreover, she also inferred a sense of a measure of how she would gauge her

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success as a teacher "impact" (Eloise, FMR). Despite mulling over numerous less than ideal comments regarding teacher-students relationship and the type of education offered to the DAEP students, Eloise's final comments demonstrated her alignment with teaching as a profession. Furthermore, her use of the word "job" (Eloise) indicated she saw this field placement as the beginning of her teaching career as opposed to an isolated experience she had prior to beginning teaching. Her final meta-reflection provided evidence that Eloise approached education with a view that teaching was not a singularity. There was not one best way to be a teacher when she inferred there were different kinds of educators when she wrote:

> Overall, I enjoyed my time at [DAEP], and I don't know how to summarize my time there. I think it was an excellent way to start my job as an educator, and a great way to learn about what kind of educator I should be. (Eloise, FMR)

Idealized View of Teaching Stories

Concerning her idealized view of teaching, Eloise commented about teacher-student relationships and feeling connected:

> I kept thinking about what I wanted this meta-reflection to reflect, and I decided it should be about me, not about the school itself. I don't necessarily feel differently towards education itself after working with the students at [DAEP], just because as a student who was raised by educators I always watched the teacher and the rest of the class to both monitor and 'judge' what was happening. I do realize that I want my classroom to be open and more of a teacher-student relationship than what is at [DAEP] right now. (Eloise, FMR)

This comment was idealized because Eloise began by commenting that she was not going to comment on the school and that her feelings towards education were not different but made the choice that she would want her classroom to be more teacher-student orientated and open. The situation of this

DAEP was that students learnt using an online education system in a highly controlled environment and most likely would not have provided the type of interactions Eloise appeared to be seeking as a teacher. She continued her thinking around teacher-student relationship when she wrote:

The students and the teachers are very separated, and I understand that is because it's a disciplinary school, but the faculty and students never really had a 'connection.' I have always wanted that connection with students because that is what is the most rewarding part of being a teacher for my parents. Seeing that impact that you have on students, is what American teachers get out of the job because it is for sure not about the money. I also want to make sure that there is some hands-on learning in my classroom. I know that this type of style is very difficult to do at [DAEP] but I kept thinking about how much more the students would learn and how much more they would enjoy classes if that were the style that they were taught with. (Eloise, FMR)

The environment Eloise was describing connoted to two idealized outcomes. The first was the belief that Eloise would have a different relationship with the DAEP students than she observed from multiple teachers. The second was the structure of school she was describing is much closer to a non-alternative school than the one she experienced during her placement.

Eloise's view was idealized because her own narrative is telling her that the teachers are frustrated and that both the teachers and students are stressed in this environment, but she believes that her experience would somehow be different in the same environment.

Laying Eloise's Initial and Final Field Placement Reflections Alongside One Another

Eloise wrote extensively in her initial meta-reflection, but less than half of that amount in her final meta-reflection. Overall, her main focus was on identity formation, how her experience as a student affected her expectation of the education in the DAEP, and teacher-student relationships; classified in this research as teacher disposition and student learning and disposition. Eloise initial meta-reflection

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was focused around comments of the school system, her identity development, her expectations based on her experience as a student, and the disposition of the teachers and students. By her final meta-reflection, Eloise reflected far less on the disposition of the students and what she had expected of the school. Her key focus was comments on her identity development. This was a logical progression as Eloise assimilated her experience and then internalized it to interpret how it contributed to the development of her teacher identity. When comparing her initial and final meta-reflection, there was a flurry of reflection around each code title that then diminished in the final meta-reflection; with the exception of identity formation, which increased. This would bring forth the conclusion that this field placement experience created substantial reflection from Eloise in her initial meta-reflection and that much of this cognitive dissonance supported Eloise's framing and reframing of her teacher identity. This was evident when she commented:

> I kind of think of my experience in this classroom, and in others, as one like clay. In the beginning I was moldable and reactive to the things around me; after being in the classroom, in this case a kiln of sorts, for a while I started to solidify in whatever shape I had taken. With my experience I do think that my goals as a teacher or my teacher identity became strengthened and were more pointed by my final reflection. I went into this classroom ready to learn, which I most definitely did, but afterwards I started to take the information that I learned and observed and apply it to myself. Overall, my preferred teaching style and personal goals as a teacher were strengthened by my experiences. (Eloise)

For Eloise, her mentor teacher demonstrating a specific technique was initially welcomed and she would induct their example into her teaching. It was not until later that Eloise stopped to think about if she thought that the technique was effective and if it would work for her. Eloise felt that part of that thought process was that she was an only child and the daughter of educators so Eloise had a tendency to

be obedient to other educators. However, Eloise felt that she did start to grow out of that line of thinking. In her second observation-based class, which she took the following semester, Eloise felt that she was more reflective and thoughtful of what she saw or was told. Essentially, Eloise felt she started taking things with a grain of salt. These moments of reflection leading to pedagogical choices are evidence that Eloise had formed an understanding of her teacher identity as she had developed a palate for pedagogy that would be effective in her teaching. Overall, her preferred teaching style and personal goals as a teacher were strengthened by her experiences, as stated here in her own words when she describes the metaphor of the molding of clay in reference to her own creation of a story to live by:

> I kind of think of my experience in this classroom, and in others, as one like clay. In the beginning I was moldable and reactive to the things around me; after being in the classroom, in this case a kiln of sorts, for a while I started to solidify in whatever shape I had taken. With my experience I do think that my goals as a teacher or my teacher identity became strengthened and were more pointed by my final reflection. I went into this classroom ready to learn, which I most definitely did, but afterwards I started to take the information that I learned and observed and apply it to myself. Overall, my preferred teaching style and personal goals as a teacher were strengthened by my experiences. (Eloise)

Eloise reflected on her use of the clay metaphor in her own words and reiterated the idea that her teacher story is a story that encases and grows with her personal story as the center layer. She describes her teacher story as being like coats of paint of different colors and this metaphor of growth and emergence eloquently capture Eloise's story to begin by when she commented:

> I would start by saying that while I didn't mold myself; there are always outside influencers to learning or growing. If a piece of clay is molded by an artist, many artists, styles and techniques are taken into consideration before making the final product. I would also say that there was

more than one person molding me. This list might include my parents, teachers, other students, professors, mentors, etc. I am not sure what shape my clay became, but I could, in true English teacher form, describe it using adjectives. Progressive, influenced, caring, whole-child based, demanding, and many other words are words that I would use to describe my clay. Even though I have been in the kiln and my views have been solidified, that doesn't mean that they might change with different roles I take on. I don't see myself starting with an entire new piece of clay, but perhaps different coats of paint or colors will be added. However, I do believe that no matter how different my clay might look like down the line, it will always have that center layer of my experiences before I entered the classroom myself. (Eloise)

Overall, Eloise feels her reflection on the field placement was "an introspective process to try to explain the mess of thoughts that happens in my head" (Eloise). This mess of thoughts concerning one PSTs' learning to acclimate to her new role as teachers is complex and nuanced. The stories of PSTs are interwoven and have broad connections. By burrowing into the stories pre-service teachers live by their stories can be heard in ways which are distinct from each other.

Esther's Story

Esther was born and raised in Lagos, Nigeria until she moved to the U.S. with her immediate family in 2008. Esther feels growing up in Nigeria was quite fun. She grew up with very little access to technology. She had access to computers in school, but not at home, so her childhood was filled with outdoor adventures with her friends and family. Esther spent the first 12 years of her life under the British education system in Nigeria and she was always at the top of her class and, therefore, gained several promotions that allowed her to move on with her education at an early age. When Esther moved to the U.S, she was only 12 years old, but after taking a grade placement test, she tested at the 10th grade

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level. However, due to her age, the educators at her new school recommended that she stay in 8th grade. Esther recalled this moment in her own words:

> as you can imagine, my 8th and 9th grade years in the U.S. education system were quite a breeze. The education system in Nigeria was very conceptual based and there was not a lot of room for critical analysis and reasoning skills. Back when I was in Nigeria, I remember staying up to study for exams at a very early age. By the time I entered junior secondary school, 7th grade, I had developed the habit of waking up as early as 2 am to study. (Esther)

In retrospect, Ester's studying back then was just pure memorization and the exams mainly tested her ability to regurgitate facts. Esther did well in these aspects, but she faced some difficulty the U.S. when it came to classes that involved discussion and thinking outside the box. Ester continued to compare the Nigerian and U.S. education systems in her own words:

> Moving to the U.S. helped me learn crucial critical thinking and communicating skills that have helped me so far. Education in Nigeria was greatly generalized when I was growing up. There were not advanced classes and everyone was taught at the same pace. After junior secondary school, Nigerians take qualifying exams called West African Examination Council (Junior WAEC). This exam tested their abilities in arts, mathematics, and sciences. (Esther)

Esther continued:

> Depending on how well a student scores in the different subjects, the student would then be placed in arts, business, or science-based classes in their senior secondary school. After senior secondary school, students will then take the Senior WAEC and then Joint Admissions and Matriculations Board (JAMB). These exams determine a student's matriculation into university and also determines whether a student would go on to pursue medicine, engineering, law, or business in university. (Esther)

The exams occur annually so many students who fail have to repeat the process the next year. Esther feels that there are other majors in Nigeria but these four are many Nigerian parents' favorites for their children. She took the junior WAEC but moved to the U.S. immediately after and feels she commented "thank goodness" to have been able to leave the Nigerian education system. Having gone through most of the Nigerian and American education systems, Esther was curious to learn more about education and she also contemplated a career as a teacher which led her to TEFB 322. Esther has completed her high school diploma at Huntsville High School, Huntsville, Texas, and completed her Bachelors Degree in Biomedical Sciences. Esther is currently working as a Research Assistant on a National Institutes of Health (NIH) funded Postbaccalaureate Research Education Program (PREP) program at a university in Texas and she plans to continue her education by completing a Ph.D in Translational Biology and Molecular Medicine graduate school in the near future with the goal of teaching at the tertiary level as a career aspiration.

Esther's Teaching Philosophy Stories

Esther grew up in Nigeria hearing a simile and proverb which she expressed in her own words "instruction in youth is like engraving a stone. The influence of a teacher on a student is inestimable and should not be understated". She also grew up hearing that the phrase "He who learns, teaches. Learning expands great souls" and she explained her interpretation of this phrase in her own words:

> My personal philosophy is to let my wisdom and character speak for me. And so there is no end
> to my learning and my quest for wisdom. Even after I've attained the highest degree attainable
> by man, I will look for ways to learn new things in order to expand my influence on the world.
> (Esther)

In a wider context, as an aspiring teacher to be, Esther commented on her students-centered focus and on the teacher as learner in her own words:

I believe that teaching should be centered on providing an education that tailors to each student's strengths and needs. Students should be encouraged to be active participants in their own learning by constructing their own knowledge through exploration and discussion. Optimism and encouragement should be utilized in the learning environment. It is important to engage students in tasks that are developmentally appropriate and meaningful in order to facilitate the learning process. (Esther)

As a teacher, Esther believes it is important to focus on teaching in a way that challenges and supports students according to their individual strengths and needs and she commented:

I believe it is important to understand the abilities of your students as a teacher. As a practice in my classes, I plan to pre-assess students before each topic to determine the type of instruction that they need and modify my lessons and assignments appropriately. (Esther)

Esther intends to use her scientific analytic skills to ascertain the impact of her instruction on the students learning and design instruction to be reflective of their needs and she elaborates on this thinking in her own words:

Post-assessments will be used to determine if the mode of instruction was effective and to further modify it for future purposes. For projects and assignments, I plan to develop rubrics in a way that takes individual strengths and needs into consideration, In addition to these I plan to provide students with different opportunities to communicate with me about their learning so that I can incorporate their ideas and cater for them individually. (Esther)

Esther continued:

I believe that students are naturally curious and it is important to allow them to explore their curiosities. In order to do this, I plan to structure the classroom in a way that uses routines and procedures that will help students be more comfortable and confident in class. I plan to use

interesting learning activities that will grab the attention of students. I plan to use student

exploration as an instructional method that allows students to be active contributors in the

classroom, to delve into and take responsibility for their own learning. (Esther)

For Esther, classroom discussion is an essential aspect of student exploration and will be an

instrument used in encouraging students to explore their curiosities and learn from each other. She feels

in classrooms that it is not uncommon for students to get distracted and off-task. Esther also recognizes

that frustration and boredom are the chief causes of off-tasks behavior and she intends to counteract this

by tailoring each lesson and assignment in such a way that connects the material to the students' lives

and thus gives their work a purpose.

In her own words Esther continued, remarking on the type of classroom environment she wishes

to create:

In order to have a classroom that facilitates learning of students, it is important to strive for a

positive atmosphere. Optimism and encouragement should be an important aspect of the

classroom. Using, positive reinforcement and recognizing students for good works is a way to

make the classroom a safe space where students can make brilliant discoveries and risk making

mistakes as well. (Esther)

Esther feels that the classroom is a place that should encourage teachers to try and adapt new

ideas. Moreover, by communicating and forming professional relationships with veteran teachers, Esther

plans to collect ideas and increase her knowledge of the content and explore new teaching methods.

Esther thinks that most importantly she should focus on stepping into her stories to live by "through

reflection and a collection of student feedback, I aim to refine my teaching methods every day." (Esther)

Esther's Initial Field Placement Reflection Stories

Esther's PST Experience as a Student on Expectation of Education Stories

Based on her own experiences as a student in Nigeria and the U.S., Esther's interpretation of her field placement experience did not align with her conception of what she understood school should be during her field placement. The narratives of Esther's Nigerian stories to live by and U.S. stores to live by were interrupted by her first impressions of the field placement school and her initial meta-reflection was to conclude that the teachers were not as well trained as their, as she phrases, "regular high school" counterparts. In her own words Esther wrote "In my opinion, students at [School] are a little disadvantaged than their counterparts in the regular high schools because they are not getting the firsthand experience that learning from well trained teachers bring." (Esther, IMR). Esther burrowed deeper into her thoughts and she recalled an image of teaching that she had experienced as a student in her own words "The system in [School] is very different from the banking system of education that I have come to know. (Esther, IMR). Her reference to what Freire (2000) referred to as the *banking system* was also made by Kekoa, another participant in this study about whom readers will soon learn more. For Esther, the banking system was seen as the regular system, but the alternate system was perceived as something other and a secondhand experience.

Burrowing into her thinking with references to Freire's (2000) postulation on banking education and it effect of oppressive or liberating education. Freire had a deep focus in illuminating the experience of the oppressed not only to the world, but also to the oppressed themselves and he saw education as "a tool for transformation". (Souto-Manning, 2010, p. 7). Freire was also fully cognizant of the political nature of education and its use as a tool to diminish, subjugate, and marginalize minorities by the dominant culture. Freire advocated education should entail "reading words and worlds" (Souto-Manning, 2010, p. 8). By this he meant those oppressed should be able to do more than just recognize

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the words on a page. They must be able to "contest mathematical and financial inequalities" (Souto-Manning, 2010, p. 8) and become educated to be able to "read the world, to problematize it and to transform it" (Souto-Manning, 2010, p. 8) in a process called critical pedagogy.

Within critical pedagogy all knowledge is constructed in the context of its cultural and socioeconomic environment. For example, propagating the idea of construction workers in Qatar as being undereducated and low skilled serves to diminish their deaths, to point blame at the workers, and oppress their right to justice. The idea of poor working conditions, extreme environment, malnutrition, and exhaustion are submerged by the dominant culture. The same can be read in Esther's conception of regular high school and students outside of that system not having firsthand experiences or being taught by well trained teachers. Esther's writing connotes a sense of hierarchy. The regular high school is perceived as superior to the alternate school in the teaching and learning.

In the classroom, critical pedagogy plays an important role to counteract the deficit model and assumptions made when one perceives otherness. It opens the doors to multiple cultures and questions the lens the teacher views their class, the school, and the wider community. Esther's Nigerian and U.S. educations, for her, were regular, thus the alternate school was a system of otherness. I wondered if Esther realized the effects of colonization on her concept of an education system. I pondered if Esther thought of both her Nigerian education being postcolonial only after 1960 and her U.S. education being postcolonial after 1783. Metaphorically, Esther has been consuming intellectual food grown from the same soil in both of her educational experiences despite them being worlds apart. This is the only education system she has experienced and I wondered when and where she would have had the opportunity to experience an alternate education setting. Esther did comment on her Nigerian education as being "modeled after Great Britain; our colonizers" (Esther).

Although the alternate and DAEP campus were not directly the model of banking education described by Freire (2000) their construct departs from the transactional banking education in which the teacher views the learner as an empty passive vessel to be filled with the knowledge of the dominant culture. The content is delivered to students via an online program called Edginuity, but the school focus is more than content because 75% of the students are considered at-risk. In the banking model knowledge is seen as a gift of the dominant culture given to the unenlightened student. The oppressive reality of the dominant culture "absorbs those within it and thereby acts to submerge human beings' consciousness" (Freire, 2000, p. 51).

The school provides a juxtaposition to the submersion of banking education is problem-posting, which "strives for the emergence of consciousness and critical intervention of reality" (Freire, 2000, p. 81) and changes the relationships of power between teacher as the narrative and student as the docile recipient. The problem-posing method conceptualizes the teacher and students as critical co-investigators, however, because of the need for a discipline focus within the school, full dismantlement of the banking system was not realized. Esther wrestled with the structure of the classrooms, the disposition of the teachers, and especially the content delivery using computers and she commented on her thoughts of the effect of Edginuity in her own words "I don't think the computerized learning system was beneficial to some students. It was hard to quantify what their knowledge because they were just going through the motions to attain a mediocre passing grade." (Esther) This made Esther feel there was an effect on the teachers too and that they were passive in the classroom and had a "lack of motivation." (Esther)

Esther's Field Placement School System Stories

The placement school uses an online learning system and Esther described this system and how the students interact with it in her own words:

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[School] has an online education program called Edgenuity. In Edgenuity, students watch videos that are supposed to teach them the concepts necessary to their success in the course. After video lessons, they have assignments, quizzes, unit tests, and an end of course exam. With Edgenuity, students can track their progress through a course and complete the course in a short or long amount of time. (Esther)

Esther continued in her own words to comment on how teachers can monitor the students' progress and the shortcomings of the online system:

On Edgenuity, teachers can view students' progress, check answers to every assignment a student works on and monitor a student at any point in time. One of the shortcomings of Edgenuity that I observed was that a teacher could only monitor a student if they were working in the same classroom as the teacher. (Esther, IMR)

From Esther's observation during her initial field placement, she felt that the online learning system was not supporting effective students learning. Moreover, Esther observed students passing tests through a method of trial and error when she wrote:

I previously mentioned that I do not believe students learn on Edgenuity. This is because students are not very motivated to learn. Some students mute their video courses so they do not actually learn the concepts as they should. The students that listen to the lectures and take notes on them come out with notes that are very vague and barely go in depth about questions that they might have. During exams, most students guess their way through, ask their teacher to check their grade and give them the numbers that they have answered incorrectly. They them go back to the test, guess again, check their grade, and continue this process until they attain the grade that they want on the exam. This is the norm in [School]. (Esther, IMR)

Esther reflected on her initial meta-reflection in her own words:

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It was an isolated event in most of the classes I observed however, it was not atypical. Some of the teachers used this method to get students ahead when they were slacking. It reinforced bad learning habits in the students and made me think that some of the teachers at [School] were not fully dedicated to the intellectual growth of their students. (Esther)

Furthermore, Esther's comment that "this is the norm in [School]" (Esther, IMR) and "it was not atypical" (Esther) leads me to wonder how the teachers and students acted in this environment and how this apparent student apathy towards their learning affected Esther's sense of her stories to live by. For Esther, her sense of being and becoming was disrupted by the teacher and students images she experience which were counter to her previous Nigerian and U.S. student experiences. Esther reflected on her stories to live by in this way:

While at [School], I formed relationships with a few students that allowed me to impart my role as an educator who genuinely cared about the student's learning. During one-on-one tutoring sessions, I was able to use different methods to interact with students and help them with their assignments. I made it a point to make sure that after the one-on-one sessions, the student learned something they didn't know before. Seeing the students attitude slowly change towards learning motivated me to continue these practices. (Esther)

Despite Esther being perturbed by the futility of the online learning system, she still felt she was able to have an impact on students' learning and have a sense of connectedness to them.

Esther's Placement Teacher Disposition Stories

The stories Esther had experiences being taught in Nigeria and the U.S. were counter to the experience she was having during her field placement and this was reflected in her writing regarding the disposition of the placement teacher. Esther felt the teacher were "not as involved in the actual process

of teaching" and her meta-reflection would infer the teachers lacked the characteristics she felt were needed to be an effective teacher when she wrote:

> There is also a lack of motivation with the teachers in [School]. Some characteristics that teachers should possess in order to be effective in their jobs include genuine interest, passion, and individual interaction with their students. Genuine interest and passion are very important for teachers to be able to engage their students. Since [School] uses Edgenuity, teachers are not as involved in the actual process of teaching. (Esther, IMR)

What a teacher should be, for Esther, was focused around being effective and she defined this as having a "genuine interest, passion, and individual interaction with their students." (Esther, IMR) The lack of an effective teaching authority image for Esther to observe and potentially grow from. This made her struggle to see beyond a teachers' initial curriculum focus to the school's deeper and submerged hidden curriculum (Jackson, 1968).. This hidden curriculum is defined as "the attitudes, behaviors, and values that students acquire from the school milieu or environment" (Gutek, 2014, p. 436) and stands as an unspoken shadow of the official curriculum which is "the state-mandated program that prescribes the subjects transmitted in school and imposed on students" (Gutek, 2014, p. 437) The "hidden curriculum which students tacitly experience and which helps to recreate hegemony" (Apple, 2004, p. 79). This hegemony "implies that fundamental patterns in society are held together by tacit ideological assumptions, rules if you will, which are not usually conscious" (Apple, 2004, p. 69) and these rules of "power and knowledge are linked here again intimately and subtly linked through the roots of our common sense, through hegemony" (Apple, 2004, p. 79). What appeared to be normal for the teachers and students in the classroom, appeared to be abnormal for Esther, thus this abnormality was exacerbated by her multi-landscape educational story. Her critique of the school was not only formed from one school she attended as a student, but from multiple schools. Similar to Eloise's comment on

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her judging the teachers, Esther's positionality connotes an element of judgment and she questioned the teaching images she was being presented and the acceptance of the teachers as an authority figure in the classroom. I personally wondered if Esther, on some level, questioned the correlation between what she understands a teacher to be in a classroom and the absence of that expectation being met during her placement when teaching occurred.

Esther's Student Learning and Disposition Stories

Esther's expected experience in her initial meta-reflection spilled over from her feeling that the teachers' were not teaching to a similar feeling with the students. She wrote two comments in her own words and both indicated a lack of learning from the students "The first two weeks I spent in [School], I familiarized myself with the learning system of the school. From my observations, the students were not learning at all. (Esther, IMR) and as earlier noted "I previously mentioned that I do not believe students learn on Edgenuity." (Esther, IMR)

During her initial field placement Esther sought to understand the atmosphere and environment of the school and delved deeper into the students' motivation or lack thereof when she wrote:

> While the school is an alternative school that provides student with an opportunity to get their diploma at a faster pace than regular high school student, many of them go through the motions to get through their courses faster. They are mainly motivated by the thought of completing instead of actually learning. From the time I spend talking with some students, I found out that a small percentage of them wish to pursue a college education so many of the students do not feel that they will use the material they are taught in school. (Esther, IMR)

Esther's PST Experience as a Student on Expectation of Education Stories

By her final meta-reflection Esther understood the environment of the school to a greater extent and expressed her thoughts in her own words:

Apart from Edgenuity, I think [School] should factor in cooperate time when students can ask questions in the classroom. As a student, I have noticed that it sometimes takes one student asking a question for other students to understand what is being taught. In [DAEP], the students are often confused about their work too because some of them are missing lectures that are pertinent to understanding the material. (Esther, FMR)

Esther's comment infers DEAP students were not asking questions during the class time and her suggestion of possible improvements for the students has three connotations. The first is to make the DEAP class structure more similar to the education Esther experienced as a student. The second is to bring the pedagogical approach closer to the constructivist paradigm that Esther experienced during her Nigerian and U.S. education. The third is the impetus of curriculum making in a classroom should come from the teacher and not another source of information, such as an online learning system. Esther continued in her own words:

For students that attend [DAEP] from the regular school system, there should be extra tutoring available to them. After speaking to many students from [DAEP], they say that they learn the most when interns are teaching them. I took this to mean that they do not learn when the interns are not there. Even though the students in [DAEP] are there because of their behavior, they should still have the same privilege to a quality education as their counterparts; regardless of how much time they are spending in [DAEP]. (Esther, FMR)

Based on her interactions with the students, Esther asserts a number of potential improvements she would enact as an educator. This moment is notable for who Esther is becoming as an educator. Her critical analysis of the education at the school is conducted in with the same analytical and critical eye she used to recall her story as a Nigerian student and a U.S. student and she further reflected on her education as follows:

My high school education set the foundation for my success as a college student and even now as a graduate student. My experiences with a subpar education system in Nigeria contrasted with the system in the U.S has made me realize that the U.S played an important role in my growth as a student. For this reason, quality education is of utmost importance to me. (Esther)

Esther is both learning the system and making decisions around the educator she is becoming. One core value that arises for Esther is the belief that every student has the right to an equitable and quality education. Moreover, she feels that the students in the DAEP are receiving a less privileged and lower quality education than their regular school counterparts. Esther explained in her own words:

From what I have observed, students are not pushed to learn and from my discussions with [Teacher 2], I learnt that [School] pushes teachers to cut down their curriculum so that students can complete their courses faster and graduate early. While this is what teachers are told to do, my mentor teacher told me that she does not cut the curriculum as much as she is supposed to because she believes that the students need some of those concepts for their tests. [Teacher 2] always correlates her curriculum with Texas standards and decides what needs to stay in the curriculum and what could be taken out. (Esther)

Esther's Placement Teacher Disposition

The comment Teacher 2 made regarding refusing to follow the school's direction to reduce—or "water down"-- the curriculum to enable students to graduate early resonates with Esther core value and

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provides her a strong image of a teacher that she could enact in the future. During a discussion in TEFB 322, we discussed being okay with being fired for your beliefs. In hindsight, this presented the per-service teachers with an all or nothing option; to be or not to be fired for one's beliefs. Teacher 2 provides Esther with a precious lesson on how to navigate the complex and counterintuitive landscape of the alternate school system. Esther realized that while the teachers are part of the school system, they are not always complicit in the injustice that a punitive facility like a DAEP can have on student learning. Her comment on quality education could be spoken in duet with Teacher 2, as the belief is a shared value between Esther and her mentor. This indicates Esther is learning elements of the hidden curriculum from her mentor and she continued in her own words "Quality education should be the goal of [School] and not just getting students on the fastest route to graduation. Some of the students I have had the opportunity to teach have displayed a big lag in their knowledge." (Esther, FMR)

Esther's Field Placement School System and Student Learning Stories

In her final meta-reflection Esther focused on working with a 9th grade student and used the student's story as a vignette to illustrate the wider issues with the school system. In her own words, Esther returned to her issue with the online learning system:

This week, I worked with a 9th grader in [School] on his math homework. The work was focused on adding, subtracting, multiplying, and dividing numbers with different signs. As a ninth grader, the student seemed to be behind where a regular ninth grader should be. Another student I met could not use context clues to figure out the answers to simple health questions. I honestly think that [School] needs to make Edgenuity available only to students who are more advanced in their education and can handle the freedom that Edgenuity gives them. Students who are behind do not benefit from it because it does not motivate them to learn so they do the bare minimum to get through Edgenuity and they do not learn very much. (Esther, FMR)

I wonder how the potential issue of lower ability students not being able to access the education other students were able to access made Esther feel about the future outcomes for her students and Esther reflected on this inequity this way:

> I felt these students were at a learning disadvantage compared to the others. Edgenuity was not helping them with the basics, it assumed they should know those concepts and so the students struggled a lot. I'm a proponent of student-tailored learning. I wish the teachers at [School] filled the gap in knowledge for students that lacked them. (Esther)

For Esther, the use of an online learning system, when there were capable teachers in the classroom did not align with her expectation of what an education system and a teacher should be. The shift in the teacher's role from directly teaching to the class –an image familiar to Esther under the banking system, to an image of the teacher as a facilitator and monitor. This disempowering image for Esther did not sit well. Like an insect bite, the use of Edgenuity continued to irritate Esther and she returned to scratch at the issues it caused for both the teachers and the students. Esther's comment infers that she thought the teachers could have an impact on the students learning and she did not arrive at a comment that the system was having a disempowering effect on the authority her mentor has in her own classroom:

> Teachers in [School] should have a more assertive role in teaching those students who are not learning from Edgenuity and provide different opportunities for them to learn. Edgenuity provides very little variation in teaching and that does little to motivate students to learn. (Esther, FMR)

Although Esther's interaction with the curriculum during her placement were perceived less-than-positively by her, they did unpack a clear positive trajectory of the teacher she is becoming and the

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emergence of a role model that enabled Esther to enact images of herself as a curriculum maker through tutoring students one-on-one.

Laying Esther's Initial and Final Field Placement Reflections Alongside One Another

During her initial and final meta-reflections, Esther had a continued feeling that the online system the students used to learn was ineffective and led to a lack of motivation in both the teachers and the students. Moreover, Esther felt the online system meant that "a teacher could only monitor a student" (Esther, IMR). The effect on the learning was that the "students are not very motivated to learn" (Esther, FMR), take "notes that are very vague and barley go in depth" (Esther, IMR), during tests "most students guess their way through" (Esther, IMR), and that students were "mainly motivated by the thought of completing instead of actually learning" (Esther, IMR). By her final meta-reflection, Esther considered if a constructivist paradigm would help to facilitate students learning when she wrote "I think the [School] should factor in cooperate time when students can ask questions" (Esther, FMR) and "there should be extra tutoring available to them" (Esther, FMR). Esther also commented that "I honestly think that [School] needs to make Edgenuity available only to students who are more advanced in their education and can handle the freedom that Edgenuity gives them" (Esther, FMR). The contrast between her initial and final meta-reflections was that in her initial meta-reflection Esther was able to identify the outcome of the issue in the system –a lack of student motivation. However, by her final meta-reflection she was able to suggest possible solutions to the issues in the system –student questions, tutoring, and direct instruction. Furthermore, this difference indicates Esther's emergence into understanding the landscape of U.S. education as a teacher and her teacher identity –she is embodying her stories to lives by.

Esther felt that "there is also a lack of motivation with the teachers" (Esther, IMR). Since she attended school in both Nigeria and the U.S. she had a plethora of teaching images to draw from to give

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her a sphere of understanding of what at teacher is expected to be and do in the classroom. Esther felt this vivid teaching image was absent during her initial placement experience. She did have a redemptive experience with her mentor, Teacher 2, when their core values aligned and Esther saw her mentor as working against the system at the school level, but complying with the system at the state level, for the betterment of her students' learning outcomes by deciding what she would keep and cut from the curriculum.

Seeing her mentor act in this curriculum making way was an image of teaching that Esther had not seen in her initial meta-reflection and opened a door to the nuanced skills needed to survive teaching on a DAEP campus. Moreover, this moment demonstrated to Esther that her mentor felt empowered to "mediate between the curriculum and its object: the students" (Clandinin & Connelly, 1992, p. 365).

Overall, a majority of Esther's meta-reflections reflected on the use of Edgenuity and how this affected the teaching and learning. Esther also wrestled with the interplay between her student experience, her teacher experience, and the banking system of education. Being confronted with a dearth of "mostly eager and curious students" and not having the envisioned moment where she would "watch as eager hands pop straight into the air" (Esther, IMR) made Esther puzzle with the system. She questioned Edgenuity, the students, the teachers, her own education, and the inequity of U.S. education for students who are not in the regular school system. Standing in her teacher identity, Esther concluded in her final meta-reflection that DAEP students "should still have the same privilege to a quality education as their counterparts; regardless of how much time they are spending in [DAEP]" (Esther, FMR)

Esther's Stories to Live By

Esther's stories to live by was limited by what she was able to write in her meta-reflections, however, she did have a clear notion of what she expected her stories to live by to be as a teacher and this story was restoried in her initial meta-reflection when she wrote:

The idea of education that I am most familiar with is the one where a teacher stands in front of a class and teaches to classroom filled with mostly eager and curious students. The teacher would pace around the class, keeping an eagle eye on her students while pouring out her knowledge into them. (Esther, IMR)

In her image of the classroom, Esther imagines an idealized view of teaching with "mostly eager and curious students" (Esther, IMR) and an eagle-eyed teacher, everywhere at once, delivering gifts of knowledge to her ever receptive and adoring students. For Esther, this image is a mix of her initial ideal expectation and, more broadly, a pseudo-utopian Hollywood school system. This system is portrayed in a past parallel universe of an education system that has a superhero-teacher swooping in to provide a redemption story for their students in a neat and tidy one hour and forty-five minute narrative. In this idealized school, Ferris Bueller never had a day off. No students attended Saturday detention in The Breakfast Club, and there are no Mean Girls. Esther is teaching in one classroom and across the hall, Robin Williams' students stand on tables and proclaim in cadence 'Captain, my Captain.' Next to his classroom, Michelle Pfeiffer and Hilary Swank are co-teaching to help Dangerous Minds learn to become Freedom Writers. Outside their window, one can see Sandra Bullock attentively surrounded by young African American football players, while she is pouring her knowledge into them.

I wonder if Esther questions where the Black and Hispanic teachers are part of this romanticism. Unlike the pseudo-utopian high school, Esther's Nigerian education stood in bleak contrast to her idealized U.S. story and she remembered being taught in Nigeria in the following way: "My experience

is Nigeria is more of a teacher in front of a classroom filled with students absorbing as much as they can for fear of punishment" (Esther). Her own education and the expected education of her students exacerbated Esther's stories to live by as they unfolded in an environment where "the students were not learning at all" (Esther, IMR) and she expressed this difference again in her own words in her initial meta-reflection:

> When I walked into [School], I envisioned myself as that teacher; I wanted to have a class filled with students, be able to throw out questions, and watch as eager hands pop straight into the air. The system in [School] is very different from the banking system of education that I have come to know. The first two weeks I spent in [School], I familiarized myself with the learning system of the school. From my observations, the students were not learning at all (Esther, IMR)

Even after the field placement had concluded Esther was left with a less-than-positive, residual feeling regarding students' learning and she commented "I remember feeling like this even after the placement." (Esther)

Esther did write about her observation of her experiences as a student and how this influenced her thoughts on how teachers and students should interact. Esther also remarked on the inequity she noticed in the DAEP in her final meta-reflection by noting the DAEP students "should still have the same privilege to a quality education as their counterparts" (Esther, FMR). Esther further reflected on her impact as an educator despite barriers to student learning and speculated on the school system absent of, as she called the PSTs "interns":

> I noticed some of the students were ignored most of the time, the teachers they had were mostly there to watch their behavior and not offer intellectual support. Interns were mostly helping with the questions students had. So, I wonder if the students will gain any real knowledge without the help of interns. (Esther)

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To circle back to Esther's Nigerian phrase, the impact PSTs like Esther had on their students while tutoring them one-on-one was like "engraving in stone" (Esther). However, this engraving was reflected back on educators like Esther, so the influence on both the teacher and the student was "inestimable and should not be understated" (Esther). They are characters in each other's stories and their plot lines are intertwined.

Kekoa's Story

Kekoa is a first-generation college graduate, which means his family came from Palau, located in the Western Pacific, 1,340 kilometers from Guam. His parents emigrated for the sole purpose of him gaining an education in America. Kekoa considers his race as Pacific Islander on official forms. He was born in Aurora, Colorado, but the majority of what molded him as a person was the environment he grew up in America, Prospect Hill in the west side of San Antonio. Kekoa described the situation in his own words "only 2.2% of the people from that neighborhood receive a Bachelor's degree and less than 40% obtain a high school diploma or GED" (Kekoa). He continued by describing a significant moment during a mathematics class:

The most important lesson I learned in school came from my 8th grade math teacher, Mr. Murray. The class I was in was especially wild that particular day so Mr. Murry stopped the lesson mid-way to tell us 'Don't let your behaviors today lead you to what's outside my window'. (Kekoa)

About half a mile away from Kekoa's classroom window was Bexar County jail with a daily average of 3500 detainees. This moment instilled an unwavering sense motivation in Kekoa and his fellow classmates and that sentiment was captured in his comment:

The friends I had in that class all graduated from a university. One of them is about to complete their masters at the University of Texas –San Antonio, while another one is on his way to law

school. They aren't as expressive as I am, but whenever we talk about that moment we all agree that it was a surreal teaching moment. (Kekoa)

He continued to comment on how Mr. Murry's statement encouraged him to transcend his situation:

I think it was the brutal honesty of it. We all understood what side of town we lived on and the lifestyle that encompassed it. That was just the exclamation point that gave us the 'I need to get out of here' attitude. (Kekoa)

When questioned by other why he chose to teach high schoolers, Kekoa would always cite the attitudes high schoolers are perceived to have. He often had an answer that he was never fully satisfied with because he could not express the reason that extended beyond just teaching physics. One of his friends, who has a 4 year old told him "I see why people never understand why kids act out, they don't see that a toddler is a little person learning how to be a 'person'" (Kekoa). And that made sense to Kekoa, as vague as that was. Kekoa understands that high school students are just young adults learning how to be "young adults" (Kekoa). Beyond the curriculum, we teach them how to navigate some aspects of life as they continue through the transitional period between being a child to being an adult. He Kekoa has a deep rooted sense of community which is a pillar of how he approaches his teaching. He described his mother's explanation of this sense of community as unity in their village and clans in Palau through a Palauan proverb "A chimad el dodersii a chimal a chad el odersii" (Kekoa) which translates as "put out your arm and a man's hand will reach back" (Kekoa). For Kekoa this proverb means helping his students to learn aspects such as empathy, reasoning, ambition, humility, integrity, etc. and this is how Kekoa reaches back to their outstretched arms and the proverb is a reminder of the purpose that he serves as a teacher "by serving as that reminder, it constantly allows me to approach

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teaching in a two-fold manner (an educator and a mentor) while still centering my efforts around the high schoolers that I encounter each day" (Kekoa).

Growing up on the west side of San Antonio made Kekoa realize the importance of getting a higher education. He hoped to return to his old neighborhood as a teacher to help the next generation improve those statistics that he felt were stacked against him. Kekoa's sense of community, connecting, and appreciating others is a core value for him. These values led him back to teach in San Antonio and could potentially lead him to return to his cultural heritage to serve his parents' home community by teaching in Palau. He has a deep sense of giving back to others and acknowledges how he has benefitted from the service of others. For Kekoa, the TEFB 322 and the other outstanding education classes at the university helped him improve his craft as a teacher of challenging students so he could fulfill his aspirations.

The Turning Point He Had Been Searching For

One moment in TEFB 322, during the spring of 2016 with Kekoa stood out in my memory as his instructor. I was talking to the class about school dress code rules in a local school regarding the colors students were allowed to dye their hair and if that had any relevance to their academic development. The class had a discussion around the liberties of students versus school policy and the degree a school could mandate physical expectations on students. At one point the class arrived at talking about the body as a canvas and how students should be free to express who they are as individuals and how classrooms should reflect who is present in society. I remember Kekoa pulled off his baseball cap and let his long black hair unfurl. The moment was powerful and liberating for Kekoa. Not many in the class noticed, but his statement of self stuck with me that he could –for one brief moment in time –stand in his truth in our class. For Kekoa, the process of shedding the shell he had built from his first few semesters started in TEFB 322. Kekoa felt his past mistakes as a freshman had left him with few career paths from which

to choose, so he felt all of his eggs were stacked in one basket to become an educator. He was unsure of himself, his knowledge, his abilities, and even the decision that he had made to become a teacher. TEFB 322 was the turning point he had been searching for. From then on it had been new experiences for him that enabled him to start clinical teaching in San Antonio starting fall 2018.

Kekoa's Teaching Philosophy Stories

Kekoa believes that teachers have two roles to fulfill: one as a teacher in our content area, and another as an educator. Consequently, he believes that how well teachers fill those roles determines the experience that they give their students as they teach their particular content areas.

As a teacher in a content area, a teachers' job is to make their subject exciting, accessible, clear, and intrinsic to their lives. So as a science teacher, Kekoa feels it is his duty to turn the intimidating subject of science into something students can approach with confidence. For Kekoa, this can be achieved by developing a method of instruction that can best serve the different learners he will encounter on the daily basis. By differentiating his method of instruction, Kekoa thinks he will be effectively widening the avenue which students can achieve success. This scaffolds students to make the content their own and provides them with the ability to extend their knowledge to their own lives.

Although the word "educator" is a synonym for "teacher", Kekoa believes it holds a different connotative meaning. For Kekoa, there seems to be a growing gap between the education we receive and the value that we place on that education. That disconnection is embodied in the question we have heard as students and are bound to hear as teachers: when will I ever use this? Therefore, as an educator, it is our role to establish that value of learning. We need to be able to show that gaining knowledge creates you into a more articulate person, has the ability to give you access to amazing opportunities, and can provide you with a greater pathway to success. It is important for Kekoa to create an environment that

promotes curiosity, shows students that it is okay to be wrong as they search for the right answer, and encourages them to look for the information they gained in class in the world around.

As a science teacher, Kekoa understands his duty is to present the students with the best way to make the content their own and apply it to the world around them. However, as an educator, it is his goal to fuel students' into wanting to know more about the world around them. For Kekoa, a student-centered and community-based learning environment is critical to the overall success of students.

<center>**Kekoa's Initial Field Placement Reflection Stories**</center>

Kekoa's PST Experience as a Student on Expectation of Education Stories

Kekoa's narrative was partly-influenced by his perception of what he expected to see in a classroom and part of that expectation was how he anticipated the students' acceptance or rejection of him in the role of a teacher. Initially he was surprised by the respect he felt from the students when he wrote "despite being so young and fresh faced, these kids looked to me with same respect as a teacher." (Kekoa, IMR) His use of the word "despite" (Kekoa, IMR) suggested he thought the students would be disrespectful to him based on his chronology. For Kekoa, this moment of possible acceptance or rejection was important for him to feel part of the school community. The doubt that he might not be accepted by the students was based on his lack of confidence and not on any data provided by the students such as one of the students asking if he was a new student or asking if he was old enough to teach. Kekoa felt like his credibility was at stake. He always felt like he was "a kid teaching kids" (Kekoa) and he was fearful that he would not be taken seriously. Not only did he resemble the students at the school at that time, but he was much shorter than them as well. Kekoa felt like he had to dress very professionally/formally in order establish an authority presence. He was truly trying to find his teacher self during that semester.

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Kekoa also questioned his self-efficacy to become a teacher in terms of his knowledge and skill.

For Kekoa, his high school education played a large role. He considered himself to be low performing in terms of grades and study habits, but his fellow high performing university cohort made him realize the gaps and surface level understanding of fundamental topics that he had in his knowledge. He felt he had a shaky foundation in all of his core topics, which consequently led him to doubt his abilities. Kekoa had to learn how to learn while he was in college. His comments also suggested the teachers he had as a student were different from how he saw himself in the classroom when he wrote:

> Lastly I questioned the knowledge I brought to the classroom. Do I know enough to teach someone? Are my methods adequate enough for a student to learn? It feels as if I was almost thrown from one classroom to leading another, yet I know that is not the case. My grades reflect my knowledge of biology, yet that area of doubt still lingers. (Kekoa, IMR)

Here, Kekoa exhibited a questioning of his transition to becoming a teacher based on his ability to bring knowledge to the classroom. As was read previously with Esther, this transactional thinking alludes to the education Kekoa experienced in San Antonio and was what Freire (1996) referred to as the *banking system*. The idea that the teacher deposits knowledge with the students similar to a bank transaction. Kekoa's concern that he might not have had enough knowledge and skill to be able to successfully bank with the students emerged and led him to wrestle with his established knowledge of biology and his nascent knowledge of pedagogical approaches. For Kekoa, the reason for this was once again his high school education. In every TEFB course that he took Kekoa encountered what we thought was a "bad teacher" and he never contributed to those conversations because those are the only types of teachers that he experienced during his high school education. He had teachers that exhibited great empathy towards the students' socio-economic status, but his personal education was geared towards passing the TAKS test; and with the knowledge he gained, he could see the administrative pressures his

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teachers had to pass as many students as possible. Kekoa felt his education was reflective of the banking system. Hence, when he stepped into the field placement classroom and got to see the wholesome affection of the teachers coupled with their positive expectations, the environment gave Kekoa a new perspective. The manner in which the assignments were given, the way the assignments were modified, and the way the classroom was run was indeed very different for Kekoa. Unlike Esther, he saw the school as a positive pathway for these students. He felt they had been given up on more than they had been believed in to succeed. Kekoa felt the classroom environment was a step above what he had experienced growing up. He knew that he was not the usual case when it came to his secondary education and his feelings toward it. However, that was why he was so receptive and not as critical of the teachers' disposition and his expectations of the education.

Kekoa's Field Placement School System Stories

Kekoa did not discuss the school system directly. Instead he focused on his interactions with the students and his mentor and the affect those interactions had on his stories to live by. The same was the case of his comments on Placement Teacher Disposition, and PST University Learning. Kekoa's initial meta-reflection was devoid of the criticism of the system, teachers, and students, compared to some of his peers. When he did reference them, it was used as a measure of his acceptance and feeling that he had a place in the classroom, compared with writing from a position of his feelings around the deficits in the school. Kekoa also accepted the school system and did not comment on how he thought the curriculum should be delivered. From Kekoa's position, he sought to experience the field placement as it existed at the time of his field placement. He did not see it as his place to change it. Hence, he focused his comments around who he was becoming in the classroom and how that affected him and his ability to teach. Moreover, for Kekoa, the socio-economic status, the reasons why each student was there, and

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their attitudes towards learning were aspects that were not that big of shock to Kekoa as he felt they were a mirror image of the peers who had attended his school.

Stories to Connect By

In fact, part of Kekoa identified with the students. Concurrently, the emerging teacher within him wanted to see what it would be like if he gave the students what his friends in school longed for from a teacher. What Kekoa found could be best shown through his interaction with a student named Ronnie. On Kekoa's first day there Ronnie wanted to fight everyone. Ronnie was immediately labeled as a troublemaker, when in reality Kekoa recognized that Ronnie was a severe probably undiagnosed ADHD student who was never shown patience. Kekoa worked with him plenty of times, and each time he showed him patience and understanding. At the end of the semester Ronnie gave Kekoa a Mindfulness jar. On that jar he wrote a word that reminded him of Kekoa and their time spent learning biology. That word was "inspirational". Although it was a valid point to question certain aspects of the school, Kekoa felt like it was wrong for him to do that to a place where special moments like the one he shared with Ronnie had occurred. This moment also solidified Kekoa's desire to be a teacher and helped to develop a sense of community and connection. The gift of the moment also developed a sense of loyalty within his teacher identity. It resonated with his narratives of experience in his "story to live by" and he felt that the teachers operated as effectively as they could with the resources and support available at the school.

A Metaphor to Bloom By

The metaphor Kekoa used to reflect on his field placement was to think of his teacher identity as a flower, then his experience at [School] was the spring season in which it bloomed. For Kekoa, the students were the radiant sunshine his teacher identity needed to bloom. The interactions, affirmation, and underlying reassurance that radiated from them allowed him to grow. Kekoa learned how to interact and ultimately teach young adults through them. Kekoa felt high school students are normally

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straightforward when you interact with them; but the students at [School] had such raw and unapologetic feedback on a level that did not need to be decoded. Kekoa knew when he "had them" (Kekoa), and he knew when he had "lost them" (Kekoa). The moment Kekoa had with Ronnie let him know he had grown into a future teacher, but that moment might not have happened if the rest of the students at [School] did not provide such a valuable experience week after week.

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Kekoa's Final Field Placement Reflection Stories

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In his final meta-reflection, Kekoa reflected on what the field placement had meant to him in terms the impact he had had on the students, the influence his mentor had had on him, and the impact the students had on him. The cycle of seeing his students succeed, his confidence as a teacher developing, and the gift from one of his students crystallized his acceptance that he could be a successful teacher. He did not reflect on PST Experience as a Student on Expectation of Education, or PST University Learning, but he did comment on the school system, his mentor teacher, and the students.

Kekoa's Field Placement School System Stories

The curriculum at the school was mainly offered online using a learning platform, Edgenuity. As a result of this platform, the role of the teacher was less defined and Kekoa referred to himself as a tutor. Furthermore, he pondered what he had given the students and what he had gained from his experience with them when he wrote "as my time at [School] came to close, I was struck with a somber moment of reflection during my commute back home. I contemplated who had learned more during those 40 hours of observation, the students or me?" (Kekoa, FMR) The learning curve of PSTs in their first field placement is sharp, since the environment is drastically different from the one they experienced as students. This was further compounded as there was no summative project produced by the students at the end of the 40 hours for Kekoa to use as measure of his impact in the classroom. In Kekoa's case, this

curve was lessened by his own high school experience and this enabled him to acclimate to the placement environment with less internal resistance than some of his peers.

Kekoa's Placement Teacher Disposition Stories

In contrast to Eloise and Esther who commented on the lack of teaching or professional disposition of their mentors, Kekoa found himself experiencing positive relationships with both his mentor and the students when he wrote "I gained valuable advice and experience from working with my mentor teacher." (Kekoa, FMR). Both Kekoa and Eloise had the same mentor teacher; however, their perception of their mentor teacher diverged greatly. While Kekoa found the relationship valuable, Eloise commented that she "starting to think less of the teachers working at [DAEP], in comparison to the first week" (Eloise, IMR). Eloise focused less of her ability to teach than Kekoa and more on the type of educator she wished to become. As was enacted for Esther seeing her mentor as a curriculum maker, for Kekoa, his mentor teacher facilitated tutoring moments that enabled him to develop his confidence in his journey of being and becoming a teacher. He also had less of a preconceived notion of his expectation of the DAEP classroom than Eloise and these subtle difference and initial steps, that Kekoa needed more than Eloise, created a different mentoring relationship for each PST. Kekoa and Eloise had vastly different experiences also as grade school students. In 8th grade Kekoa's school experience included being reminded there was a jail less than half a mile away. In 7th grade Eloise's school was a very small, project-based school district in New York. For Kekoa, the familiarity of the atmosphere at the school definitely helped with his confidence. He felt it most likely would have taken him longer to fully inject himself into the classroom at a traditional high school. Because of that familiarity, he was able to intrinsically understand the perspective his mentor brought to the classroom. Kekoa could look at the students his mentor had in the classroom and relate each of them to a classmate that he had in school. He wished they had a teacher half as caring as his mentor and Kekoa felt there was difference between his

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mentor and the teachers he experienced as a high school student. He felt the teachers in his past only wanted his friends to succeed in their specific classroom, but his mentor wanted the students to succeed in her class, in the school that they returned to, and in life as a whole. That sentiment made him very receptive to anything and everything his mentor told him.

Student Learning and Disposition Stories

The approach Kekoa used with his students was to see them as partners in the learning process and he was enthused when he observed their developing cognition. As a result of this approach he perceived that he and the students both benefited from this partnership and this galvanized the connection of his relationship with them. For Kekoa, his intrinsic motivation came from seeing the students learn and the satisfaction that he was part of that process supported his alignment with their perspectives. The sense of community that Kekoa felt was integral to his the reason he chose to engage in teaching. This was evident when he wrote:

> Every Friday morning I approached that observation period with the intent to practice what was being taught to us and to explore methods that work for me also. As my confidence grew after every tutoring session, the results seem to grow as well. I say it time and time again but you could see the gear turning in their minds. (Kekoa, FMR)

This sentiment had continuity for Kekoa in a different situation when he wrote "these intangible experiences that can't be physically measured but stretch beyond the singular moment in which they occur are what I learned at [DAEP]." (Kekoa, IMR) Both comments were evidence that Kekoa had a connection with his students and his focus was on their development. Furthermore, seeing them achieve was a source of motivation and reassurance of his place in their community.

Kekoa's Stories to Live By

University learning was something Kekoa tried to implement directly during his field placement; however, he did not elaborate on which part of his learning impacted him. As was evident in his comment, Kekoa attempted to synergize his university experience and his field placement experience.

As Kekoa reflected on his field placement experience in his final meta-reflection, there are multiple influences on identity formation. He was operating from the expectation that he would be able to learn from the university and then implement that learning directly in the classroom. This is what I would refer to in teacher education as developing a tool kit. This method for Kekoa brought rewards as he felt the students were receptive to his tutoring. This in turn supported Kekoa seeing himself as an educator, or as he phrases himself, a tutor. Seeing a light bulb go on in a student's mind is sometimes more fundamental for the teacher than the student they are teaching. While this moment may be perfunctory for the student, for pre-service teachers, the light bulb moment in their students affirms the teacher's belief in their ability to teach and for Kekoa, the belief that he can serve the community within a classroom. For Kekoa, this moment was formed from bringing together his university learning, his learning from his mentor, and his learning from his students. He inducted all three stimuli to influence and gauge the success of his tutoring. I think this comment emerged from Kekoa's sense of community and his awareness of what others had given to him, such as his parents moving to America for his education. He saw his ability to tutor the student and "see the gear turning" (Kekoa, FMR) as a blending of all the different elements of teacher education. As commented on by Eloise, Kekoa also felt a sense of being connected to the students when he felt himself "aligning myself with new beliefs as these kids grew more and more on me." (Kekoa, FMR) Like any group, classrooms create a micro-culture and feeling accepted by that culture is an important part of becoming a teacher. Kekoa employed the knowledge he gained in TEFB 322, instead of arbitrarily tutoring the students, and saw the success of

the students in their learning affirmed that he was on the right track He felt that he was actually practicing to become a teacher.

As with Eloise, the need to have a connection with the students was important to Kekoa. Being given a gift from a student validated Kekoa's teacher identity and, again similar to Eloise, he measured his success as a teacher by the impact he felt he had on the student when he wrote:

Lastly, the gift from a student showed me that you can leave an impact someone in such a short amount of time. I have always known why I want to become a teacher, but within these 40 hours I have seen why I chose this career field. These intangible experiences that can't be physically measured but stretch beyond the singular moment in which they occur are what I learned at [DAEP]. For lack of better words, I learned what it truly means to be a teacher. For that sole reason only, I believe I was more of a student to those kids at [DAEP] than they were to me; and for that I am wholeheartedly thankful. (Kekoa, FMR)

The gift giving moment for Kekoa resonated deeply with his teaching philosophy. His student, Ronnie looked at him like he was one of the few people that chose to sit down with him. For a brief moment Ronnie acknowledged the effort Kekoa was putting forth, and within that acknowledgement Kekoa could sense Ronnie wanted to show him that he genuinely put forth effort in return when they worked together. For Kekoa, the moment lasted maybe three minutes, but it was one of the most genuine and sincere moments he experienced during the field placement and had a profound impact on the formation of Kekoa's stories to live by.

Kekoa's comment on learning to be a teacher by being a student in his classroom appears as an oxymoron. However, under the framework of this research, Kekoa was navigating his relationships with the students to inform his identity as a teacher and realize the importance of the connection with students beyond the assigned content. Further evidence that this moment was profound for Kekoa was in his use

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of phrases like "intangible experience" (Kekoa, FMR) and "beyond the singular moment" (Kekoa, FMR). Similar to Eloise's comment of judging the teacher, Kekoa embraced the bifurcation of his lived experience. In the same moment he was both a teacher and a student. For Kekoa, the limited time of the field placement to four hours per week helped him to first see himself as a mentor and gradually step into his stories to live by.

Kekoa's Role Wrestling Stories

Kekoa questioned his readiness to teach and his role in the classroom in his initial meta-reflection and used the phrase "I was almost thrown from one classroom to leading another" (Kekoa, IMR), which suggested he felt a lack of a transitional period for him to step into the identity of a teacher. This was further iterated when Kekoa questioned his role in the classroom when he wrote:

> My first three weeks here at [School] have brought upon a move from being the silent wall fly in the classroom to being an active figure alongside the teachers. However, this brought upon a questioning of my own abilities. Needless to say, it's through this self-[analysis] that I can come to the educator that I wish to be. First, I questioned my role within the classroom. What was I to in relation to the teacher? To the students? Am I merely a figure who comes by for a set time? I wanted to know my place in which I will occupy, not knowing that this is a field based placement to test us by having us doing the next best thing: tutoring. But what was my role then? Do any of the directives I give hold weight? Or are they suggestions reinforced by my mentor teacher? (Kekoa, IMR)

Kekoa's comment indicated he moved from being an observer to being active in the classroom; however, he referred to himself as a figure; not a teacher, co-teacher, or assistant teacher. He stepped into an ambiguous stage of identity formation in which he felt unable to voice a distinct label such as teacher. His lack of a distinct role also suggested he was unsure of the weight his directives and

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suggestions held with the students. For Kekoa, the intersectionality between a defined identity, confidence in his knowledge and ability, and the impact these factors had on him feeling he could contribute a voice in the classroom was significant in the affirmation of his perception of himself as a teacher. Kekoa felt he was going through a stage of self-examination. He knew he was becoming something but was unsure of what that something was at the time of his journal reflection.

He continued to role wrestle with an emerging awareness that content knowledge was sufficient for him to succeed in the classroom as a student, but there were wider factors, which he needed to induct to be successful in this context. These feelings mixed with a desire to help caused him to feel doubt and "uncertainty in myself produced a stalemate" (Kekoa, IMR) and a moment that he felt in a transitional phase as a "fly on the wall" (Kekoa, IMR). Kekoa found an internal method to push through how he felt by having confidence in himself based on his previous success as a student when he wrote:

> I questioned the knowledge I brought to the classroom. Do I know enough to teach someone? Are my methods adequate enough for a student to learn? It feels as if I was almost thrown from one classroom to leading another, yet I know that is not the case. My grades reflect my knowledge of biology, yet that area of doubt still lingers. My urge to help coupled with the uncertainty in myself produced a stalemate; a fly on the wall. However, the confidence behind one's answer usually can dictate whether or not you are correct; so can that transfer to the teaching of a subject as well? I must remember that confidence is key, from there the subject matter will flow on its own. (Kekoa, IMR)

His comment alluded that Kekoa saw the curriculum as absent from his personal lived experiences as valid contributions to his teacher development. He used multiple indicators to support identity development and for Kekoa being perceived as a teacher and having confidence in himself were reassuring in helping him to step into the role of being a teacher. Kekoa used interactions with the

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students, advice from his mentor teacher, and "through this self-analysis that I can come to the educator that I wish to be" (Kekoa, IMR) to build his confidence in his being a teacher when he wrote "I gained valuable advice and experience from working with my mentor teacher. Working with the students I found myself aligning myself with new beliefs as these kids grew more and more on me" (Kekoa, FMR). This was evidence that Kekoa had moved away from being unsure of his role in the classroom and felt part of the classroom as a stakeholder in the learning. He used key phrases like "working with" (Kekoa, FMR) and "these kids grew more and more on me" (Kekoa, FMR) to indicate he was no longer something other to them.

Overall, Kekoa had a deep desire to understand the field placement experience and grasp his role in the classroom. His enthusiasm to connect with the students and give meaning to their shared experience bodes well for his approach to education. Kekoa developed relationships beyond the banking system of education. Evidence of this was aligning his beliefs with his students and working with his mentor teacher. This sense of all stakeholder in the classroom working together for a shared success was a how Kekoa approached any relationship within the education system and outside of the education system. For Kekoa, the teaching during his field placement definitely did not feel like the banking system. He felt like he was more like a tour guide, and he took them on an adventure through science. The relationship he had with the students was a two-person team, rather than Kekoa just imparting his knowledge to them. Rather he saw himself as a teacher-as-curriculum maker and his students as curriculum makers too. Seeing that effort from the students drove him and the students to value their time together and made Kekoa want to make that time with them as valuable as possible.

Laying Kekoa's Initial and Final Field Placement Reflections Alongside One Another

Kekoa's high school experience meant that he entered the field placement with some comprehension of the students and type of environment in the DAEP and this in turn influenced what

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was not reflected upon in his meta-reflections. In his initial meta-reflection this apprehension also led Kekoa to dress very formally and question his self-efficacy. He focused on questioning his role in the classroom and he felt he was initially an observer, or as he commented "the silent wall fly in the classroom" (Kekoa, IMR). Kekoa was surprised by the students accepting him in the role of a teacher. He had felt like he was expected to be something he was still trying to identify. He realized he had less content knowledge than his university peers and commented that he felt "thrown from one classroom to leading another" (Kekoa, IMR). However, his cultural awareness of the DAEP students enabled him to develop a deep connection with students like Ronnie. This was a connection that Eloise, craved, but found elusive when attempting to provide concrete examples in her reflection.

For Kekoa, although the field placement school system of his field placement campus was very different from the one he had experienced as a student, he felt this enabled him to embrace his mentor and the students because he was more enculturated to navigating the relationships with students from socially and economically diverse backgrounds. Moreover Ronnie's gift, although monetarily insignificant, was a moment of acceptance and identity formation for Kekoa which left him with a sense of accomplishment and hope.

While his initial meta-reflection left Kekoa pondering and questioning his place in the classroom and his teacher identity, the final meta-reflection resonated with enthusiasm and affirmation that Kekoa has found his professional calling in education. He was reflective of what he had given compared to what he had gained in his relationships with the student when he wrote "I contemplate who had learned more" (FMR). Throughout the field placement Kekoa had positive relationships with mentor and the students and felt he "gained valuable experience" (FMR). Whereas understanding the teachers focus and style took some of his peers longer to comprehend, Kekoa understood his mentor was teaching beyond

the school curriculum and that impactful teaching and learning was conducted in partnership between teachers and students.

In his final meta-reflection, Kekoa had gained more direction in his experience and was implementing university theory into practice and this was evident when he wrote "intent to practice what was being taught to us and explore methods that work for me" (Kekoa, FMR). This process supported his movement from being unsure of his teacher identity to being confident that it was developing. Overall, in both the initial and final meta-reflection, Kekoa valued the relationships and the experience he gained in the DAEP and felt this experience influenced the development of his teacher identity.

Chapter Summary

The stories of Eloise, Esther, and Kekoa a nuanced view to the experiences of pre-service teachers during their initial field placement at a DAEP in Texas. Distinct themes permeate their stories and these are highlighted and discussed in chapter V.

CHAPTER V

RESEARCH THEMES

Chapter IV featured the teachers' stories of Eloise, Esther, and Kekoa. In this chapter, Chapter V, intersecting narratives and emergent themes (Clandinin & Connelly, 2000) are discussed "using their [storied] data to develop… broad themes" (Smith, 1986). Four broad themes are: 1) teacher as learner, 2) being and becoming (Vinz, 1997), 3) the best-loved self (Craig, 2012), and 4) teacher as curriculum maker (Clandinin & Connelly, 1992; Craig & Ross, 2008). To help frame the themes, discussion of positionality and metaphors are also included.

Positionality

First, it is important to understand how the PSTs positioned themselves within their meta-reflection through the use of multiple "I" comments (Connelly & Clandinin, 1990). Additionally, their use of *teachers' voice* (Sunderland, Howard, & Markausjaite, 2009) is important to understand the "measure of the extent to which a person can articulate a personal practical identity image of himself/herself as a teacher." (p. 456)

A way to understand the PSTs' shifting experiences is the use of "I" (Connelly & Clandinin, 1990). They used multiple I's in the "telling, retelling, and reliving" (p. 9) of their personal narratives. "Whose voice is the dominant one when [they wrote] "I"" (p. 9) is an important marker of teacher identity, as the PSTs move away from considering themselves as university students, entered a transitional phase, and then began to embrace the use of 'I' as a developing teacher.

The PSTs commented on their positionality and positioned themselves in three different ways: (1) as students, (2) as teachers or tutors (an in-transitive phase in which they referenced themselves as being involved in the classroom through hands-on learning, for example, but without an object such as teacher or student), and (3), with a non-education positional noun, such as an observer or third-party.

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In her initial meta-reflection, Esther saw herself in the position of a teacher when she wrote "I walked into [School] [and] I envisioned myself as that teacher "(Esther, IMR), However, this positionality changed in her final meta-reflection to thinking of herself as "a student" (Esther, FMR) and in a non-positional collaborative stage "this week, I worked with a 9th grader" (Esther, FMR). Esther uses the pronoun "I", but which "I" she is referring to is unclear. Eloise took a similar non-positional stance in her FMR of her ownership of having a classroom, but not of her teaching in it when she wrote "I also want to make sure that there are some hands-on learning in my classroom" (Eloise, FMR). The difference between Esther's use of the word "with" and Eloise's use of the word "my" is Eloise's ownership difference between Esther's ownership of the work, the actions of a teacher, and Eloise's ownership of the classroom, the spaces teacher inhabit. In context, neither Esther, nor Eloise are high school students and it can be assumed that both PSTs consider themselves in the role of teachers in their meta-reflections. Furthermore, Eloise takes ownership of being an educator and believes she is in control of the type of educator she will become, which, for her, is "an excellent way to start my job as an educator, and a great way to learn about what kind of educator I should be." (Eloise, FMR).

Kekoa situates himself in a non-positional zoomorphic stance of an insect-observer, when he refers to himself as "a fly on the wall" (Kekoa, IMR). He rationalizes this non-positional state, not due to a lack of confidence in his academic ability, but rather his uncertainty in his teaching ability when he writes:

It feels as if I was almost thrown from one classroom to leading another, yet I know that is not the case. My grades reflect my knowledge of biology, yet that area of doubt still lingers. My urge to help coupled with the uncertainty in myself produced a stalemate; a fly on the wall. (Kekoa, IMR)

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In their IMRs, both Kekoa and Eloise see themselves in third-party, transitional phases and position themselves as neither a teacher, nor student, hence in transition vacillating between the two. This is evident when Eloise wrote:

> It's weird to think that I've come to be on the 'student side' of this problem, but as a third-party I feel like both students and teachers are unreasonable in what they expect the other to be able to accomplish or do. (Eloise, IMR).

By her final meta-reflection Eloise has assumed the position of a teacher, although she does not state it explicitly. She has taken ownership of the classroom as hers and ownership of how she will be as a teacher with her students when she writes "I do realize that I want my classroom to be open and more of a teacher-student relationship than what is at [DAEP] right now" (Eloise, FMR). Moreover, it should be noted that Eloise came to this conclusion during the final third of her field placement experience. Part of Eloise's positional growth may have been in her developing an understanding of the socialization of being a teacher and understanding the consequences of not fully contemplating the responsibility teachers have to their students. She iterates this when she acknowledges a recalibration of the expectations placed on teachers: "the responsibility that most teachers have in the classroom is larger then what most people think when going into the profession. I am to take this responsibility very seriously, especially after seeing the repercussions when a teacher doesn't." (Eloise, IMR). In her comment, Eloise alludes to a specific experience of observing an interaction between a teacher and a student which helped her to understand the importance of responsibility.

While Eloise's socialization partially occurred by proxy, Kekoa's socialization developed from the nonverbal response he received from the students. For him this begins the transition from being an observer to stepping into the identity of being the teacher when he writes "despite being so young and

fresh faced, these kids looked to me with same respect as a teacher." (Kekoa, IMR). Eloise's IMR orients around developing a comprehension of the disposition of a teacher in this excerpt:

> When I'm stressed as a teacher, I need to take into account how I'm expressing that stress to my students. I also need to learn not to hold grudges against the students because they feel it more personally then I might mean it to be (Eloise, IMR)

Both Kekoa and Eloise are developing a sense of visibility in their classrooms and an appreciation that they are sending and receiving nonverbal questions to and from their students. Unlike Kekoa, Eloise's contemplation around the positionality of herself as a teacher is expected as she comes from a teaching family. According to Eloise, she "[w]as a student who was raised by educators [who] always watched the teacher and the rest of the class to both monitor and 'judge' what was happening." (Eloise, FMR) This previous narrative as a young child and teenager enables her to easily assimilate the role of an observer and to consider multiple perspectives of interactions between teachers and students beyond her own school experiences when she noted "from my point of view, the students look like they're being 'attacked' by the teachers when accused of various things." (Eloise, IMR)

Esther, Eloise, and Kekoa reflected on their positionality as teachers and all expressed their desire to collaborate, or be in alignment with their students. This was evidenced by Esther when she wrote "I worked with a 9th grader" (Esther, FMR), Eloise when she said "I want my classroom to be open and more of a teacher-student relationship" (Eloise, FMR), and Kekoa when he wrote "working with the students I found myself aligning myself with new beliefs as these kids grew more and more on me" (Kekoa, FMR). I wondered if Esther's experience of school in Nigeria, Kekoa's cultural roots in Palau, and Eloise's teacher-focused upbringing facilitated their thinking around their positionality as educators beyond that of other PSTs included in this research, but not reported in this dissertation.

For Kekoa, the field placement happened at a time when he was very uncertain of his abilities and he felt this was captured perfectly in the previous discussion when he read the account I wrote about him. Kekoa believed his cultural roots played a role because his family gave up living in Palau for his American education. Because of that, his pride in his culture and his passion for education nearly walked hand-in-hand, since one influenced the other. The sacrifice his family made for his education gave him a deep sense of purpose and duty in his mission as an educator. In gratitude for his family members' sacrifice, he worked hard to be/become a professional of whom they could be proud.

For Eloise, this description also rang true, especially considering that she went into her field placement experience with two perspectives in mind: the side of the student as well as the side of the teacher. While she had never been in the place of the teacher in the classroom before, her family greatly influenced Eloise to think like a teacher before she had even applied to university. Eloise went into the school classroom, as well as into subsequent education/observation-based classes, having an idea of how she wanted to develop her identity as a teacher. Eloise understood that being in the classroom was very different from hearing about it from a third party, such as her family, but the ideals and teaching style that Eloise admires seemed to be things that she could transfer from her teacher identity through trial-and-error. She thought that she was influenced by her family's perspective and their view points; however, she also believed that TEFB 322 solidified her opinions, while also giving her a new perspective. Eloise felt that being an observer was a unique experience, but so was the field placement experience. The dynamic between teacher and student was a bit different than Eloise was used to and, therefore, this added new elements to her future goals as a teacher. Eloise recognizes her teacher identity formation will manifest differently from those of her parents because she will be teaching a different subject and has a different perspective. Growing up in two different teaching styles as well as being a Gen Z student had made Eloise different from others in her family. Overall, in the member checking

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process, Eloise thought that this comment was reflective of her experience of going into and during the field placement.

Finally, Esther's educational background in Nigeria possibly played a role in her positionality as she was taught to regard teachers as people with great authority and influence. So, she came into the field placement hopeful that she would be a positive influence in the lives of the students she met. As Esther became immersed in the training, she realized that she needed to switch her role to mirror that of a fellow student for the alternate and DAEP students, so she could relate with the students. Esther felt this relatability was something that is missing from the Nigerian educational systems and her respect for teachers was mostly built around pleasing them as authority figures so as to avoid punishment. This "fear" of teachers created a gap in the teacher-student relationship; making relatability almost impossible. Schooling in the U.S has helped Esther realize how important teacher-student relationships are and how essential it is to position herself in the classroom.

Teacher as Learner

Pre-service teachers stand with a foot in two stories, particularly during their practicum or field experiences. One is their learner stories that they experience while in the university setting. The other is their teacher story that they live while in and out of classrooms. When pre-service teachers experience field placements these stories become intertwined in moments when the teacher is also a learner. Esther understood this duality as important when she wrote "it is important for teachers to consider themselves as students as well so that learning will be both ways." (Esther) An example of this was when Esther tutored her students one-on-one. When I "[saw the students' attitude slowly change towards learning motivated me to continue these practices." (Esther). Similar to Kekoa and Eloise, Esther was able to have an impact on students' learning and her guiding of them gave her a sense of connectedness to her students.

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Esther's multi-landscape educational story gave her a unique lens to view her field placement. The landscape of the DAEP did not match either of her educational experiences and this led her prior to question the teaching images with which she was being presented. Kekoa questioned his own developing teacher image by pondering "who had learned more during those 40 hours of observation, the students or me?" (Kekoa, FMR) As a researcher and teacher, I personally wondered how resilient pre-service teachers are in the duality of teacher as learner and teacher as classroom manager/leader. I centered on them as they puzzled through developing their understanding of teaching, learning, subject matter, and the milieu and what confirmatory or negative moments enabled or inhibited their growth. I also pondered how a university field placement course can cultivate a teacher as learner mindset in pre-service teachers prior to entering educational landscapes with drastically different topographies than the landscapes they experienced as students. The landscape of the DAEP for Kekoa was not a foreign one, but for Eloise and Esther it was. The outcome was that Kekoa was drawn to serving an at-risk community, while Eloise and Esther will most likely gravitate toward images of classrooms that they can associate with and see themselves in. After all, this is all they have in their repertoires of experience at the present time.

Being and Becoming

Schools are anthropomorphic environments. However, everything in a school context has a distinct identity (some human, some otherwise): teacher, student, principal, curriculum, discipline, etc. Pre-service teachers' identities shift during their initial field placement and the absence of a distinct label for PSTs leads to a transitional phase in which they question themselves, their ability to be a teacher, and their place in the classroom.

Kekoa used the image of a flower as a metaphor, partly to paint the picture of the students as the sunlight helping him to grow, but also partly the nature-orientated metaphor connoted Kekoa's sense of

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harmony and balance within an ecosystem. As a researcher, I thought deeply about his flower metaphor in relation to the emergence of teacher identity and arrived at the thought that teacher identity does not form in a vacuum as an independent identity. Rather, pre-service teachers' initial teacher identities form from a stem of an already existent identity seed. As I extend the metaphor, the pre-service teachers' pre-teaching identity in this research is the cotyledon, or seedling leaves, from which their teacher identity continues to grow. As pre-service teachers learn stories to begin by (Craig, under review), the cotyledon are the only leaves present within the seed during embryogenesis and although their leaf composition is similar to the true leaves that will grow on the stem post-embryonically, they consist of a more unrefined leaf design. The neophyte teacher can be thought of as being the first true leaf and the cotyledon teacher as the phase prior; as such it should be used as a term to signify a pre-service teacher during their initial field placement.

For Eloise, her cotyledon identity grew from her teaching family legacy and this rich environment expedited the formation of her teacher identity. Esther's cotyledon identity grew from high academic expectations experienced across two educational landscapes. For Kekoa, his cotyledon identity grew from a sense of community supported by his connectedness with his mentor and students like Ronnie. Understanding pre-service teachers' cotyledon teacher stories is critical to enable university teacher educators, school mentors, and the pre-service teachers themselves to understand the soil from which their stories to live by will surface. Cotyledon teacher stories also are reflective of pre-service teachers' indistinct positionality as they transition from their student identity to their teacher identity.

During the field placement the pre-service teachers developed a sense of the educators they were becoming from their interactions with students and teachers, their feelings towards how effective they thought the curriculum was, and the overall milieu of the DAEP campus. The students and teachers with whom they interacted were their knowledge communities (Craig, 1995, 2007; Curtis, et al., 2013). Each

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PST found meaning and made sense of their experience in different ways. Eloise's sense-making revolved around her knowledge community relationship with her mentor and having an impact on her students. Through these interactions, she was guided by her philosophical approach to problem-solving and decision making in order to "create a better tomorrow" (Eloise). Sense making for Esther circled around her interpretations of the purpose of the curriculum, and for Kekoa sense making rotated around his knowledge community relationships with his mentor and students.

To burrow into Eloise's experience, she realized the environment was stressful for the teachers and students alike and as she grew into her stories to live by she realized the need to manage how she expressed her stress and to learn to not hold grudges after conflict with students. However, she did not come to fully understand the cyclical nature of conflict between teachers and students in the DAEP. Moreover, Eloise believed there were traits that she should exhibit within her stories to live by and these characteristics would shape who she was beyond the classroom. This belief was cemented by her knowledge community relationships: her father's narratives of 'good teachers' and Eloise's desire to be seen as a 'good teacher' in her father's eyes. Eloise's story of being and becoming invites us into her world and provides insight into the factors shaping who she feels she needs to become as an educator. The voice of her father is ever present for Eloise –at the dinner table, in her teaching, and in her understanding of what school should be. Both Esther and Kekoa experienced knowledge community voices from their cultures that helped guide them toward the educators they will become. Esther had a strong pragmatic sense of what school should be and who teachers should be within school. Kekoa's sturdy value of community allowed him to identify moments of significance with his mentor and students. Although their stories and knowledge community members are divergent, all three PSTs desire to be dedicated educators and all three seek to become impactful teachers who are able to connect with their students, and to have an impact on their lives as others have impacted theirs.

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As Eloise grew in her teacher identity she was able to carry forward aspects of her student identity that had initially held her back, but re-surfaced and benefited her as an emerging teacher. This was evident when she commented "I often reflect on how I am being seen or taken in by others. While this did make me especially self-conscious in high school, I believe it to be a relatively useful skill when working with others, students or otherwise. (Eloise) This self-consciousness also motivated Eloise to become "supportive as a teacher", but a teacher whose authority is recognized in "leading the classroom". (Eloise) Esther felt she had seen teachers in the DAEP reinforce bad learning habits and this observation helped her to understand the type of teacher she wanted to become would be one dedicated to the intellectual growth of her students. Kekoa had initially questioned his self-efficacy to become a teacher because he considered himself to be low performing student during high school, but this feeling began to change at university and by the time Kekoa entered the initial field placement he was well positioned to recognize that he could be a successful teacher and active in the classroom. That students accepted Kekoa's teacher image helped him to become a teacher and find his voice in the classroom. However, because it did not align with many of the teacher images he had seen as a student he was aware he was becoming something, but was unsure of what that something was during the field placement. Eloise was also going through a period of learning more about herself as a teacher, about "what kind of teacher I want to be" (Eloise) and about what type of teacher traits she did not wish to emulate. Eloise's becoming was slightly hindered by a lack of opportunity to play out her assumptions. For example, she felt that if the teachers "changed their attitudes towards their students, the students themselves would feel less 'attacked' and more supported" (Eloise), but Eloise did not experience a substitute to the *status quo*, and similar to Esther, Eloise found that she was "starting to think less of the teachers working at [DAEP]" (Eloise, IMR). Eloise had clear images of teaching from her own family and from her project-based schooling. For a teacher to talk about students in front of them and to

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attribute blame without due process did not align with the teacher Eloise was becoming. Moreover, the actions of the teachers were not congruent with the objective of encouraging students to be "positively self-reflective" (Eloise). As a collaborative researcher, I wondered if Eloise judged her mentor teachers because of the 'good teachers' her father had described. For example, Eloise was precise in her negative reflection of what she expected from the role of a teacher when she commented "the job of the teacher in that type of classroom isn't just to be a babysitter, which is what it looked like at times" (Eloise). This demonstrated that the teacher Eloise is becoming wanted to enact a teacher image beyond that of monitoring students.

Kekoa commented that he felt like "a kid teaching kids" (Kekoa) and he felt like he had to dress very professionally/formally in order establish an authority presence. Eloise noted a similar feeling of the necessity of the teacher conveying an authority image in the classroom when she commented "while I wasn't a formal teacher, the students still saw me as in the realm of authority, at least academically" (Eloise). For Eloise and Kekoa being and becoming were partly structured by the positional authority given to them by the students in the DAEP.

An important being and becoming moment for Eloise was when she included herself in the types of teachers she could become as she transitioned from student to teacher. This was evident in her elaboration:

I always knew what types of teachers I liked, and even the type of instruction that I thought most effective; but I never included myself in the picture. This class, and these observations, were really important in helping me transition between student and teacher. (Eloise)

Eloise's being and becoming was also evident in her final meta reflection when she wrote "I think it was an excellent way to start my job as an educator, and a great way to learn about what kind of educator I should be." (Eloise, FMR) This comment at the end of her field placement indicates Eloise

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perceives of education as her job and has a framework for the type of teacher she considers to be a 'good teacher.' From an instructional and research perspective I wondered if her aspiration to be a 'good teacher' will change over time as the type of teacher she is becoming changes and she surpasses her own definition of good.

For Esther, her contrasting educational experiences gave her a clear framework for the type of teacher she wishes to become –one who delivers a world-class education because "quality education is of utmost importance to me" (Esther). She also desires to deliver an education where students "have the same privilege to a quality education as their counterparts" (Esther, FMR). Overall, the motivation of Eloise, Esther, and Kekoa from the beginning to the end of the field placement was firmly focused on impacting the education of their students.

Best-Loved Self

Each of the pre-service teachers entered the field placement at a certain stage of their expectations with their "teacher visions of self and how they desire to teach" (Craig, 2013, p. 261). These visions were questioned by the reality of the DAEP. For Eloise, the discrepancy between the narratives she had heard from her family members around the dinner table and her other education classes had not prepared her for the reality of DAEP teaching. This led her to accept that she had "never fully absorbed how intense the role is. It was never taught in the same way that is expected in a classroom environment" (Eloise). Eloise's best-loved self is one who considers the students' personal goals and mental health and she saw this being emulated by her mentors to a limited extent. Eloise's best-loved self wished that her mentor teachers would carry their consideration to moments when they disciplined students and Eloise commented on observing a lack of this from her mentor teachers in her initial meta-reflection. Eloise noticed that "they don't take the students' emotional health into consideration when disciplining them." (Eloise, IMR) Eloise's best-loved self is also one where she

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meets her father's expectation of a 'good teacher'. As a superintendent and father, his expectations for her shaped two of her stories to live by. Eloise has a close relationship with her father and, while these expectations could be suffocating for some pre-service teachers', these expectations provide a standard for Eloise to achieve in her teaching and to give back to others. Esther and Kekoa have a similar sense of expectation from their family that their best-loved selves will be ones who give back to the community. The university the PSTs attended holds selfless service as a core value and that ideal was perpetuated by all three PSTS. Moreover, they all expressed a desire to have a student-centered classroom.

Kekoa believed a community-based learning environment is critical to student success and this version of his best-loved self kept a door open for difficult students like Ronnie to re-enter and re-join the community. Kekoa sees himself as an alternate version of himself if he had not had teachers like Mr. Murry and other strong teacher images in his life. For Eloise, the images of 'good teachers' that her father described gave her an image to reach for in her own teaching. Eloise was able to move towards her best-loved self, once she saw her own examples of teachers she wished to emulate and teachers she wished not to follow. She described the transition from abstract images teachers to real images of teachers "It was abstract language until I saw it myself" (Eloise). Eloise described multiple moments when she was able to discern a best-loved self, one when she realized she wanted her classroom "to be open and more of a teacher-student relationship" (Eloise, FMR), another when she expressed "I have always wanted that connection with students because that is what is the most rewarding part of being a teacher for my parents" (Eloise, FMR). Eloise also described the purpose of her best-loved self in education as having an impact on students when she wrote "seeing that impact that you have on students, is what American teachers get out of the job". Her best-loved self as a teacher echoes her own learning as a student before her family moved. Eloise's education until 8th grade was project-based and her best-loved self sees that time as the environment she would create for her students when she wrote "I

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also want to make sure that there are some hands-on learning in my classroom…the students would learn more and how much more they would enjoy classes" (Eloise, FMR). The parallel between Kekoa's return to San Antonio to find his best-loved self by teaching in the same area as his education and Eloise by regressing to the memories of her project-based education show that the best-loved self for pre-service teachers can grow from their own metaphorical stems or foundations. The intersectionality of Kekoa's deep rooted sense of community which is a pillar of how he approaches his teaching is resonated in Eloise's deep sense of family and in Esther's deep quest for wisdom for herself and her students. This quest is shared by Kekoa's best-loved self who wants his students to know the world around them. Moreover, Eloise's, Esther's and Kekoa's best-loved selves form partnerships with their students' in the learning process and all three value seeing their students cognitive development . For Kekoa, his best-loved self was galvanized through his meaningful relationships with students like Ronnie. For Kekoa "these intangible experiences can't be physically measured but [they] stretch beyond the singular moment" (Kekoa, IMR). The best-loved selves of teachers strive for moments like the amorphous experience Kekoa and Ronnie shared. Furthermore, these moments bring a sense of purpose and meaning to the lives of teachers and students alike.

Teachers as Curriculum Makers

As explained in the literature review, the teacher as curriculum maker places the impetus of curriculum making in the hands of teachers and in this research in the hands of pre-service teachers. This curriculum is expressed by pre-service teachers through both the formal and the hidden curricula. Their reflections during their initial field placement on the DAEP campus curriculum offer insights into the contribution PSTs can make towards education reform.

As an instructor of record and researcher, I wondered if the same deficit thinking that marginalizes the voices of students in schools is also at play with the voices of pre-service teachers.

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Students tend not to be recognized as valid stakeholders in the curriculum until they reenter the school system as parents, teachers, administrators, and staff. In the same way, the voices of pre-service teachers are not seen as of comparative value to in-service teachers even though the same teacher could complete their field placement on the last Friday of a term and reenter the school on the first Monday of the next term as a qualified teacher, as is often the case in Texas. The voice of the teacher as a curriculum maker is recognized in the latter story, but not the former because teachers' stories to live by are bifurcated and estranged from one another by virtue of their placements in the system. I further wonder if some teacher educators and school-based teacher-induction programs still hold to the idea of *tabula rasa* in their thinking about pre-service teachers entering the profession.

All three of the PSTs reflected on elements of the curriculum and each had insight into how the curriculum impacted students in the DAEP. Esther wrestled the online curriculum content delivery and arrived at the conclusion that "I don't think the computerized learning system was beneficial to some students" (Esther). She also drew a cause-and-effect comparison between the curriculum and its negative effect on the students and their subsequent "lack of motivation" (Esther) and them "just going through the motions to attain a mediocre passing grade." (Esther). Eloise also questioned the efficaciousness of the curriculum when she commented "I don't think that the programming in the school matches what I think an ideal classroom should be" (Eloise). For both Esther and Eloise, whose curriculum inclinations leaned toward the formal curriculum, the DAEP environment did not synergize with their desire to be curriculum makers. For example, Eloise commented "I want to be in a more traditional classroom that is more solidified." (Eloise) However, for Kekoa, who had a penchant for the hidden curriculum, the environment of the DAEP and his ability to be a curriculum maker was fostered by the one-on-one style of education. This was evident in the relationships Kekoa cultivated with the students, which was reminiscent of a two-person team, rather than a transactional, hierarchical exchange of knowledge.

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Kekoa perceived himself as a curriculum maker and his students as curriculum makers too. Their unified efforts developed a sense of shared values, which mirrored Kekoa's sense of community and service. Esther sought a more formal iteration of the curriculum to align with her images of curriculum that she developed during her education in Nigeria and America. This was partly evident when she wrote "I think [School] should factor in cooperate time when students can ask questions in the classroom" (Esther, FMR).

Esther explored the ideas of herself as a curriculum maker throughout her field placement and made multiple comments based on her perception of the curriculum. I wondered about the degree to which Esther considered the social and psychological effects the DAEP had on the students when they returned to their regular schools because she was astute in recognizing the detrimental effects of the design of the DAEP system on both the students and the teachers. For example, Esther said the "students are often confused about their work" (Esther, FMR). She also mentioned that since the "[School] uses Edgenuity, teachers are not as involved in the actual process of teaching." (Esther, IMR) She noted a dearth of what she expected to glean from the teachers' hidden curriculum in her comment that "characteristics that teachers should possess in order to be effective in their jobs include genuine interest, passion, and individual interaction with their students." (Esther, IMR) Furthermore, Esther highlighted the inequity DAEP students experienced compared to her experiences from regular school when she wrote "even though the students in [DAEP] are there because of their behavior, they should still have the same privilege to a quality education as their counterparts; regardless of how much time they are spending in [DAEP]. (Esther, FMR).

As an instructor of record and researcher, I wondered how the curriculum of DAEPs and JJAEPs could be reformed if external curriculum makers empowered teachers as curriculum makers to meet the needs of their students and recognized curriculum reform as a bottom up and not top down paradigm. I

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wondered how Esther's story of Teacher 2 refusing to follow the school's direction to water down the curriculum to enable students to graduate early might be restoried with Teacher 2 and Esther as curriculum makers. I also pondered how a TEFB 322 curriculum redesign positioning PSTs as authority voices could embrace the imperfect world of Eloise's, Esther's, and Kekoa's stories. Finally, I considered how the curriculum would change with Esther as "a proponent of student-tailored learning" (Esther), Eloise as student-centered and hands-on learning, and Kekoa as student-centered and community-based learning, each enacting their best-loved understandings of curriculum.

Metaphors

The pre-service teachers used metaphors to support the sense making of their teacher stories. I also used a number of metaphors to interpret my experience at the DAEP and to frame my interpretation of their stories.

In my metaphor of the school I drew the image of the tense atmosphere of DAEP being saloon-like, as though someone felt cheated at cards and everyone at the table simultaneously slid their chairs back. Eloise concurred with the feeling of "the sliding back of chairs" (Eloise), Although she never saw a full moment of combustion, she felt all of the ingredients were ever present. In her own metaphor, Eloise used the image of a "pack environment" (Eloise) where the students both acted with a wolf pack mentality, but also seemed like "lone wolves ready to protect themselves if needed" (Eloise). The characterization Eloise uses for the students as actors in the moment and also as an audience to the moment indicated Eloise was not a "third party" (Eloise). This was because she was in the same space, playing a role in the overall performance of the school. The use of metaphor for Eloise helped her to make sense that the stories to live by of teachers and students in a school context in which "both seem to be playing a role" (Eloise, IMR). The same DAEP conjured up a very different metaphor for Kekoa. His

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metaphor was one a flower, blooming in the spring of his field placement and the students' interactions, affirmation, and underlying reassurance that radiated from them allowed him to grow.

Other metaphors resonated with Kekoa. He later used a metaphor and referred to student thinking as him being able to "see the gear turning" (Kekoa, FMR). His perspective of observing the students was shared by Eloise and Esther. Eloise initially felt like a "third party transitionally" (Eloise) and eventually shifted her stories to live by "from an outward perspective to an inward one" (Eloise). In this inward story Eloise felt like she "was audience to a debate" in the classroom, not knowing which side of arguments with which to align. This internalized thinking and act of observation without action led Eloise to see herself as a "literal audience member" (Eloise) and to think "I would never jump on the stage myself and start debating too" (Eloise). Her metaphor also infers an image of safety for Eloise, as though seeing herself as an attendee or audience member gave her distance from being responsible or complicit in the events that unfolded before her in the classroom and in the school context.

These metaphors provided a way for pre-service teachers to play out their thoughts and feelings in a framework they can comprehend. For Esther, the limited use of metaphor suggests she had a relatively fixed view that the DAEP school system was ineffective and that did not change, so she did not intellectually wrestle to make sense of the campus through the use of metaphor.

Eloise and Kekoa saw the DAEP as a potential incubator for their teacher stories to grow and to find their authority as educators. Kekoa had initially doubted his place in the classroom as a teacher due to his own schooling and initial college grades. I used the metaphor of shedding the shell he had built to describe Kekoa's growth towards becoming an educator and this shedding left Kekoa open to experiencing a connection with students like Ronnie. In Addition, it enabled Kekoa to experience a metaphor of a phoenix rising from the ashes because he burnt the negative stories of his being a student in high school and initially at university and projected himself into a positive story of a confident,

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empowered, and impactful educator. The metaphor Eloise used to describe her becoming was one of clay being formed in a fiery kiln. She saw herself as having "more than one person molding me" (Eloise) as her "parents, teachers, other students, professors, mentors, etc." (her multiple knowledge communities) also contributed (Eloise). Both Eloise's and Kekoa's metaphors of becoming educators were facilitated by small stories of significance offered by their mentors in their knowledge community relationships. For Kekoa, he was to see the wholesome affection of the teachers coupled with their positive expectations of students and this provided him with an image he had been seeking of a teacher in service to their students. Eloise's mentor enacted an image of a skilled system navigator of the balance between state and school curriculum expectations. Although Esther did not define her metaphor as a specific moment during her field placement, she did employ the metaphor of "engraving in stone" (Esther) to describe the inestimable influence a teacher has on a students.

As written at the beginning of their stories, Esther and Kekoa also presented cultural sayings that helped to evoke their stories to live by. Esther's was "He who learns, teaches. Learning expands great souls" (Esther) and Kekoa's was "put out your arm and a man's hand will reach back" (Kekoa). Both statements of wisdom suggest giving to other and serving the community. Eloise did not have a similar saying in her family, but she demonstrated a sense of service and giving to others.

Chapter Summary

In Chapter V, I began with a discussion of positionality and then highlighted four themes that were laced throughout the three PSTs' narrative accounts: 1) teacher as learner, 2) being and becoming, 3) the best-loved self and 4) teacher as curriculum makers. To end, I discussed the metaphors preservice teachers created to support their understanding of their stories to live by, along with a metaphor I apprehended. Chapter V illuminated the PSTs' metaphorical knowing , their visions of themselves as

curriculum makers, and the ways through which the PSTs enacted their best-loved selves through their

engaging themselves as learners and expressing their best-loved view of curriculum.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research show the stories to live by of beginning teachers' authority as knowers and sense-makers of their own experiences (Olson, 1995; Olson & Craig, 2001) and how essential these understandings are to elucidating pre-service teacher identity. The PSTs' narrative authority stands in juxtaposition to hierarchical authority but does not negate or diminish the latter. This dissertation contributes to the literature nationally and internationally by introducing the concept of the cotyledon teacher as being a distinct phase a teacher experiences during their initial field placement experience. The experience is unique and fundamental to PSTs' development of their stories to live by. The cotyledon teacher phase needs to be considered carefully when university instructors are designing teacher education curriculum. Course design needs to begin with the pre-service teachers' reflecting on their desire to teach, their cultural and familial stories to begin by and an understanding of their developing identities as learners. The PSTs in this dissertation were not focused on their teaching philosophy or their pedagogical stances. Their stories were ones of connecting with other and navigating who they were becoming as teachers on educational landscapes different from the ones they had experienced as students.

From my perspective as a researcher, their experiences in the DAEP are critical to the future of education generally and teacher education specifically in America. Teachers like Kekoa need to experience moments of significance with students like Ronnie to dismantle the bifurcation and estrangement between and among teachers and students to enable PSTs to be/become empowered as curriculum makers and for students to be participants and not passengers in their learning experiences.

My Narrative Journey and Discovery of Narrative Inquiry as a Research Method

Entering any type of research, qualitative or quantitative, there is a sphere of language that proponents of that research method use. As I developed my understanding of narrative inquiry, I also developed my use of narrative inquiry terms; however, I carried a few philosophical terms, such as prolepsis, with me. Reading Clandinin and Connelly (1990) enabled me to comprehend the intersectionality between research, acting, and therapy in my own stories of experience. There is an encompassing need to broaden isolated situations and connect them to the larger whole. There is the equally important need to burrow into underlying thoughts and feelings and connect these storied perceptions with wider meaning in the world. Coming from performing arts background, thinking of Eloise, Esther, and Kekoa as characters in a play enabled me to more fully develop their stories and to see how they were interrelated within the DAEP setting. I used method acting techniques I learned as an undergraduate to imagine myself as them in the DAEP. For me, this "self-insertion in the other's story [was] a way of coming to know the other's story" (Clandinin & Connelly, 1990, p. 4). Similar to Clandinin and Connelly (1992, p. 363-364) when they described their process as "we frown when we imagine teachers might frown and we smile when we think teachers might smile". I imagined myself as thinking and feeling the same as the PSTs with whom I interacted. When Ronnie gave Kekoa the mindfulness jar, I imagined looking through Kekoa's eyes and I felt humbled by the connection I too made with Ronnie. The moment was meaningful for Kekoa and it was meaning for me too. When I recalled the story 'I'm not your father' I imagined myself back in that moment. I felt the emotion well inside me and spill onto the pages. Kekoa will never forget the moment Ronnie and he shared and the moment will continue to grow and develop—blossom--inside of him. When Eloise wondered what her father would think if he were to walking into her classroom, I imagined what my grandfather would

think in the same situation. The connections and emotions shared in the telling/re-telling and living/re-living of teacher stories are authentic and enduring.

The impact on me as an instructor and researcher has been gargantuan. I feel like the puzzle of my story in who I am being and becoming as a person, who I am as a teacher learner, who I am as my best-loved self, and who I am as a curriculum maker are all reflected in their stories of experience. The African word, *ubuntu –I am because we are*, is pertinent in this research as the process of using narrative inquiry in this dissertation created a generative cycle of unpacking my thinking and each of the pre-service teachers unpacking theirs simultaneously as well.

I originally began this research by coding eight PST initial and final meta-reflection into neat and tidy codes. I felt I had all of the data I needed to gather an accurate picture of the PSTs' field placement experiences. I was wrong. The depth of story and insight I have gained from burrowing deeply into the stories of three diverse pre-service teachers has shown me that each narrative of experience has meaning and should be told and re-told, lived and re-lived. Beyond writing university and job recommendations for students who have been in one of my classes, the relationship normally dwindles to sporadic email communications or quick chats in passing in the hallway. Where Eloise, Esther, and Kekoa are concerned, I am interested to see them grow and flourish in their careers as teachers or on whatever path they may choose to follow in the future. I feel like we have shared a profound experience by virtue of this research process and that our entwined experiences are now indelible parts of each of our stories to live by.

Limitations

There are, of course, limitations to this research as there is to any disciplined inquiry. First, the initial data source was not designed for this research purpose. PSTs kept a journal as part of a course requirement; therefore, the use of these journals and the research questions were not ergonomically

aligned and a myriad of research questions could be draw from the journals as a data source, or a specific data source could have been developed to address the research questions directly. Second, the course type affected the participants in this study. Questions about who took the course and why are not directly answered by this research, but had an impact on how PSTs chose to engage with and respond to the journal as a methodology for capturing their lived experience and teacher identity development. The question arises as to whether PSTs might have developed their teacher identities, but negated to saliently record this emergence in their reflective journals. The PSTs may have experienced a Hawthorne effect where they were influenced by the expectations that the field placement would have a developmental effect on their teacher identity and, as a consequence, acquiesced to write a journal to that affect. This could have confounded their, my and our (their and my) interpretations of their experiences.

Assumptions

This research assumed (1) PSTs who enrolled in TEFB 322 were engaged in their learning experience and were, therefore, engaged in recording their field placement experience and in the deconstructive process of meta-reflection (2) PSTs were authentic in recording their field placement experience throughout the field placement experience and did not doctor or edit their journals prior to submission (3) the PST journal was the work of the PST and not the work of another students from another field placement experience at another time, place, or academic institution. (4) PSTs were authentic in their feedback on my interpretation of their experiences.

Significance of Study and Findings

This research impacts how teacher education is conceived, how PSTs engage in curriculum making, how curriculum reform becomes potentially becomes instantiated, and how stories to begin by may shift. A key significance is the discrepancy in the pre-service teachers' theory to practice transfer, which is not direct as typically assumed. The TEFB 322 course, like many teacher education courses

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pre-service teachers' experience across the U.S is a near-perfect design to unpack teaching as a profession via the development, structure, management and finance of the culture of schooling in modern society. It was also created to analyze the milieu of secondary schooling through its historical, philosophical, ethical and moral dimensions and the role of modern schooling in a democratic society. As a result, pre-service teachers are left wandering in an intellectual labyrinth searching for clues as to who they are as teachers and how they can impact their students who themselves are presented as abstractions. The confluence of systemic issues within the DAEP left all three pre-service teachers searching for moments of meaning against a barrage of disenfranchised students, teachers trying to survive a standardized, depersonalized environment , and a learning milieu that had their curriculum making to curriculum monitoring through subservience to an online curriculum, which lacked the humanity that the youths desperately sought and needed.

The metaphor I am personally left with is one of WWI generals giving orders from their ivory towers to troops on the frontline as they are confronted with the realities of being in the trenches. The feeling of being shell-shocked and bombarded as new teachers is real and policy makers need to listen to the stories to being by of pre-services teachers' in order to better understand how they try to survive being inducted into an imperfect school system.

Recommendations for Further Study

There are myriad directions this research could be taken either by me or another narrative inquirer. The first and most obvious would be to continue to researching Eloise, Esther, and Kekoa as they progress through their teaching careers. These PSTs will have multiple stories to live by, stories to leave by, and stories to begin again by as they move toward futures that are as yet unknown. Their journeys of being and becoming is ongoing; So, too, are their narratives of experience. Second, as indicated in the diversity section of the literature review both Kekoa and Esther represent significant

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minorities in the U.S teaching population and it would be interesting to research other unique PST populations such as Native Americans, and members of the LGBTQA+ community, for example. Third, research on the storied lives of teachers in the school-to-prison-pipeline such as those of DAEP pre-service teachers and JJAEP pre-service teachers are urgently needed. The research of Blevins et al. (2017) and Middleton (2014) provide a sagacious starting point in my view. Fourth, the stories of DAEP students, parents, administrators are yet to be told. Martinez (2014) began this research on students in the same DAEP as the pre-service teachers' field placement. Fifth, using this research as model in other countries could provide valuable insights into the stories of teachers and teacher stories, especially their stories to live by, stories to leave by and stories to begin again by (Craig, under review). Sixth, a narrative inquiry of a longitudinal nature similar to Craig's research on T.P. Yaeger Middle School over a 20-year period would be eye-opening. Seventh, the development of research on PSTs' narrative authority and curriculum making warrants further exploration.

Parting Comment

I now end this research study in which I have been engaged for 3 years. I now more intimately know about society and schools being metaphorical stages and teachers, students and professors being metaphorical actors in scenes not necessarily of their making (McIntyre, 1984). I also am more cognizant of entrances and exits and their implications on teacher identity. The PSTs with whom I worked are exiting the university setting and their field-based placements and are entering schools where they have received offers of employment. As for me, I am exiting this study and finding myself positioned differently as a fully-fledged Ph.D. in Curriculum and Instruction. Thanks to this research study, I carry forward enriched understandings of plots, characters, scenes, exits and entrances into my future narrative inquiry research and my ongoing work as a dedicated teacher educator.

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COURSE SYLLABUS

Texas A&M University

College of Education and Human Development

Department of Teaching, Learning, & Culture

TEFB 322 Teaching and Schooling in Modern Society

Spring 2016

Instructor:
Matthew Etchells, Mr.
Office: 327 Harrington Tower
Office Hours: Monday 11:30-12:40, 3:00-4:10; Wednesday 1:50-4:10, and by appointment.
E-mail address: matthewetchells79@tamu.edu

Class location: Harrington 216 (EDCT 216).
Class time: Wednesdays, 5:45-8:35 pm according to schedule below.

Course Description:
This course is part of your professional development sequence to become a certified teacher in the state of Texas. You should approach this course in a professional manner. This is a face-to-face and field-based course that introduces the culture of schooling in modern society particularly the development, structure, management and finance of secondary schools; the historical, philosophical, ethical and moral dimensions of teaching; the role of school in a democratic society; and teaching as a profession. Extensive weekly field observations and participation in schools designed to analyze learning environments and content methods are an important component of the human experience in this course.

Course Learning Outcomes:
This course is discussion based and allows students opportunities to examine many issues in modern society that relate to education from the point of view of teachers, students, and society. Specifically students will:
1. Evaluate the development, structure, management, and finance of secondary schools.
2. Distinguish between various historical, philosophical, ethical, and moral dimensions of teaching.
3. Analyze the role of schools in a democratic society.
4. Investigate teaching as a profession.
5. Engage in field observation, prepare a journal of field experiences, and reflect upon those experiences.

Prerequisite: Junior or senior classification.

Required Text:
Introduction to Teaching by Donald Kauchak and Paul Eggan.5th ed. Pearson Education, Inc. New Jersey. ISBN: 13:978-0-13-283563-3

This Syllabus is intended to be a guide, not a contract. If it is in the best interest of the course to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions.

Tentative Course Schedule for TEFB 322:

★ *The instructor reserves the right to change any activities and assignments based on class needs.* ★

Sections: 594-598 Etchells			*To Do Outside of Class. Reading must be completed before the class.*					*What We Are Doing In Class*
Week	Date	Location	**Field Placement**	Chapter Reading	eCampus Discussion	Pts.	Other Assignments Due: All due times 11:59 pm (except first assignment) in eCampus	
1	1/20	Class and eCampus		1	#1	15 100	Philosopher Summary-As Assigned. 4-5 Students per week. Upload assignment by 12:01 pm on your assigned day.	Do I Want to Be a Teacher? What is the profession of teaching?
2	1/27	Class		2		100	Welcoming All Students Paper. Due Sunday **Jan 31**.	Changes in Society; Student Diversity
3	2/3	eCampus	Week 1	3	#2	15		
4	2/10	eCampus	Week 2	5	#3	15		
5	2/17	Class	Week 3	4				Education: History and Philosophy
6	2/24	Class	Week 4	6		100	Learning Theory Paper Due Sunday **Feb 28**.	What school is the right fit for you? Governance and Finance.
7	3/2	eCampus	Week 5	7	#4	15 25	Formative Observations (Assignment #6) Due Sunday **Mar 6**. Upload in eCampus.	
8	3/9	eCampus	Week 6	9	#5	15		
Spring Break March 14-18								

9	3/23	Class	Week 7	8				Ethics and Law; Curriculum and testing
10	3/30	Class	Week 8	10				Classroom Management; Effective Teaching
11	4/6	eCampus	Week 9	11	#6	15		
12	4/13	eCampus	Week10	13	#7	10 200 25	Summative Observation (Assignment #6) due. Upload to eCampus by Sunday **Apr 17.**	
13	4/20	Class				200	Completed diary (Assignment #7) due to eCampus by Sunday **Apr 24.** Signed 10 week field experience form due (see assignment #8) Sun **Apr 24.**	Reforms; Being a professional
14	4/27	eCampus			Mental Health Module	150	Trends in Education Paper Due Sunday **May 1.**	

Assignment Summary:

1. **Completion of paperwork:** At the first class meeting (or before) submit all required paperwork (below), and sign attendance sheet. All paperwork is submitted to Matthew Etchells.
   Please collate in the following order and bring to the meeting;
   - **1 copy of Syllabus**
   - **2 completed Emergency contact forms**
   - **1 completed FERPA form**
   - **1 confirmation of completed travel form.**
     https://studentactivities.tamu.edu/app/form_travel
   - **1 confirmation of completed online police check. http://www.csisd.org/**
2. **Philosophy and Major Figures in Education summary: (100 total points).** Students will develop their understanding of philosophers and major figures in education. Details and rubric will be posted on eCampus.
3. **Welcoming All Students Paper (100 total points).** Details and rubric will be posted on eCampus
4. **Learning Theory Paper (100 total points).** Students will develop their understanding of a learning theory and a learning theorist. Details and rubric will be posted on eCampus.
5. **Trends in Education Paper (150 total points).** Students will develop their understanding of trends in international education. Details and rubric will be posted on eCampus.
6. **Formative and Summative observations and evaluation: (Pass/Fail 50 total points).** Students will be observed twice by their school mentor during their school placement. The completed observations will be uploaded to eCampus by the student. Students will also be evaluated twice by an external evaluator during their school placement. The online response must be completed within 24 hours of receiving the evaluation link.
7. **Reflective Student Diary: (200 total points)** Each week each student will complete a diary entry reflecting on the activities they have engaged in during their four hours of placement. Reflections must be at least one page long per week and consider how effective the activities were and how they could be improved. Examples from the course reading, other sources, and personal experience should be inducted in these reflections.
8. **Field Experience: (200 total points)** You are required to complete 10 weeks at four (4) hour per week of field based observations at your assigned school. Failure to complete your required Field-Based Experience hours will result in a 5-point drop from your final grade per EACH hour not completed or made up due to an absence. The Field Experience Form will be used as evidence of completion.
9. **Seven online Reading and Field Experience Discussions: (100 total points)** On alternate weeks you will participate in an on line discussion on eCampus. Submit your one original post (worth 10 total points) no later than **Friday 11:59 PM** of the week it is due. Submit your one response post, except discussion #7 (worth 10 total points) no later than **Sunday at 11:59 PM** of the week it is due. Points are earned for fully and completely answering the question asked, for answering in a well thought out manner, as well as submitting posts that are grammatically correct and without spelling errors. Late posts or responses will not be accepted.

In addition to the course reading, as per the TEFB 322 timetable, additional reading and other material will be assigned linked to weekly discussions.

Final Grade (Based on a total of 1,000 possible points)

A = 900-1000	B = 800-899	C = 700- 799	D = 600-699	F = 500 and below

Submission and Completion of Work on eCampus

All work will be submitted on eCampus. Log on to TEFB 322 using http://e-campus.tamu.edu.

In addition to uploading assignments, portions of this course (particularly discussions) must be completed on line. Technology problems or issues will not be accepted as an excuse for any class activity or assignment that is late. If you have any computer problems when working on an assignment call the HELP Center at 979-845- HELP.

If your computer is not working you may go to ANY computer lab on campus and use their computers.

Late work:
A very limited policy is in place for late work. Late work will be accepted, and subjected to a 25% deduction (after grading) **per day**, for **assignments 3, 4, and 5 only**. This refers to the 3 papers described in the assignment summary. These are the **Welcoming All Students**, **Learning Theory Paper, and Trends in Education Paper.** Late discussion posts and responses will not be accepted.

Make sure your discussion posts, assignments and paperwork are submitted before the due dates/times! All assignments begin on Monday of the assigned week. Original posts are due on Friday of the assigned week. Response posts are due on the following Sunday of the assigned week.

No Extra credit:
I do not give extra work or credit. Please do not e-mail me or contact me to ask for extra credit points.

Grading issues:
I do not round up your points. For example, if you receive 899 points, you will earn a grade of a B in the course

Attendance, Participation, and Professionalism: You are beginning the journey to a career as a professional educator. You need to show the professionalism effective teachers possess. On time class attendance, meeting assignment dates, being prepared for class, and class participation show you understand the seriousness of this attribute. Attendance is a requirement. Students are expected to attend class, be on time, and to complete all assignments.

University rules regarding absences will be followed. Missed work will only be accepted for university excused absences. All other work, unless specifically mentioned in the late work section, will receive a grade of zero (0). Students are expected to make up missed work and provide official documentation regarding the absence at the next class period. Without this

evidence, the absence will be considered unexcused. Three unexcused tradies will be equivalent to one absence. Each unexcused absence will drop your final grade by a letter grade. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu . To view all Student Rules, please go to: http://student-rules.tamu.edu/rule07

Your Responsibilities:

- **You are responsible for reading your syllabus and knowing when ALL assignments, such as discussions, papers, presentations, journals and paperwork are due.**

- **You are responsible for completing ALL assigned readings, discussions, papers, presentations, journal entries and paperwork by the date and time specified.**

- **You are responsible for participating in and completing all field based experience hours in an ethical and professional manner.**

- **You are responsible for attending and participating in all scheduled classes in an ethical and professional manner.**

Course Evaluation

The course evaluation information will be e-mailed to your neo account during the last month of

classes. Please participate in the evaluation process so I can improve the course. The address for

submitting evaluation is https://pica.tamu.edu

State Board of Educator Certification (SBEC) Pedagogy and Professional Responsibilities
Standards (EC-Grade12)

Standard I.   The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.   The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.   The teacher promotes student learning by providing responsive instruction that makes the use of effective communication, techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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Texas A&M Code of Honor: An "*Aggie does not lie, cheat, or steal, nor do tolerate those who do.*" "The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics, which Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies promoting understanding and loyalty to truth, and confidence in each other."
Please visit the Academic Integrity web-site at http://aggiehonor.tamu.edu to learn more about the Aggie Honor System Office at Texas A&M University.

American with Disabilities Act Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Student Observances for Religious Holy Days

In accordance with Texas House Bill 256 and TAMU Student Rule 7: Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the Dean of Faculties website at http://dof.tamu.edu/content/religious-observance.

Statement on Plagiarism

The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

Teaching, Learning and Culture (TLAC) Statement
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those

who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an
Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

TEFB 322 Intern Policies and Procedures Field Experience

Rationale for Field Experience
To augment course instruction and gain authentic experience by working under the guidance of a
professional educator in a real classroom setting; to assist the mentor in a variety of tasks, observe
classroom management techniques and teaching strategies, and interact with students individually, in small groups, and in a whole-class setting.

Role in the Classroom
☐ TAMU students are guests in the mentor's classroom and on the assigned campus.
☐ When at the field campus, students are expected to reflect professionalism in their dress, attitude,
    speech, and
actions.
☐ They are expected to treat mentors, students, parents, other faculty, staff, and peers with respect.
☐ As deemed appropriate by the mentor, students are expected to take an active role in the
    classroom. They should not sleep, read, work on TAMU course assignments, or otherwise
    engage in activities not directly related to field experience.

Field Experience Calendar
☐ Students should be aware of and know the difference between a holiday and a staff development
    day.
☐ For field experience, the TEFB 322 student should follow the calendar of the field school.
☐ If a staff development day is scheduled on a student's field day, the student is expected to be at the
    assigned campus unless the mentor preference says

otherwise.

☐ During the administration of TAKS tests or other types of standardized testing, students are

 expected to be at the assigned campus unless specifically instructed otherwise by the
 mentor or principal. If given a choice, the student should opt to be at the campus.

Field Experience
Attendance

☐ This field experience is a professional commitment lasting 10 weeks on your assigned campus. ☐ You are required to be in attendance at all your scheduled days and times.
☐ You will need to arrive and leave at your exact scheduled times unless other arrangements have

 been made.

☐ You must only use the Intern Verification form to keep track of your days and hours

 ☐ Your mentor teacher must sign each week that you

attend.

 ☐ Students are expected to be in the designated classroom by either 8:00 am or 12:00 pm and remain

 at that campus until released by the teacher (4 hours required).

Field Experience
Absences:

☐ If a student is absent, s/he should do the following:

 1. Contact the school/mentor as early as possible (preferably before class begins) to insure that

 the mentor is aware of the absence and can plan
 accordingly.

 2. Contact the instructor **by email at :**
 matthewetchells79@tamu.edu

 3. As early as possible on the morning of the absence, complete the Field Experience Absence

 Report posted on the TLAC website. (see link on E-

Learning)

☐ **Field-Based Experience is a 40 hour requirement** Time missed because of any absence **must be made up** at the mentor's convenience and within two weeks of the absence.

Field Experience Professional
Attire

☐ At all times in the field, students represent the teaching profession; therefore, they should

dress in
      a professional manner as outlined
below:
☐ Do not wear jeans. (They may be worn for special events or special days as noted by the
school.) ☐ Cover visible tattoos.
☐ Remove body piercing other than
earrings.
☐ Wear comfortable but professional footwear - no flip flops or athletic
shoes.
☐ Before leaving home, female students should perform a "modesty check" of
necklines and
      midriffs. No skin should be showing in the mid-section, and no cleavage should be
visible.
☐ Male students shall wear shirts with
collars.
☐ If you are not absolutely certain that the attire is appropriate, do not
wear it.

Name Tags

☐ To ensure the safety of every school, and to differentiate TAMU students from
volunteers and
      other guests, TEFB 322 students are required to wear a TAMU
name tag.
☐ Each name tag will include a designated title (i.e. Mrs., Mr., Miss, Ms.) and the
student's last
      name. Authorized name tags should be purchased at *Awards and More*, 3518 S Texas Ave,
      Bryan, TX 77802 (979-696-3886). Open Mon-Fri 9-5:30, Sat 9-12, Sun Closed.
☐ On the first day in a field school, students should take their driver's license. Some schools
require
      that this license be scanned. This is a one-time only
requirement.

Field Experience
Parking

☐ Do not park in areas designated for faculty, staff, or handicapped or
visitors.
☐ On the first day ask where you should
park.

Cell Phones

☐ Cell phones and other electronic devices should be silenced during field
experience time.
☐ Students should not be engaged in phone conversations or text messaging while on
the field

campus, not even during conference period, planning time, or lunch.

☐ Use the school phone number as an emergency contact number.

Confidentiality

☐ TEFB 322 students have the same ethical obligations as a licensed teacher concerning information

about a campus, staff/faculty, and students.

☐ TAMU students should not engage in discussions inside or outside the school setting about

mentors, students, other teachers, administrators, or staff. Such discussions are unethical and may be illegal.

Emergency Contact Forms

☐ Fill out two forms; give one copy to your university instructor and one copy to the school

Texas A & M (Draft 11/15/03)   Student's Name _____ ___

Teaching, Learning, and Culture   Instructor/Date _____ Date_____

Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. **Instructors: Provide supporting evidence.** Add comments on the back or attach a separate sheet(s).

- *A.* **Attendance and punctuality**
    - *1.* Unacceptable absenteeism
    - *2.* Frequently tardy or leaves early
    - *3.* Rarely absent or tardy
    - *4.* Perfect attendance
- *B.* **Initiative**
    - *1.* Passive, depends on others
    - *2.* Has good ideas, works with limited supervision
    - *3.* Creative and resourceful
    - *4.* Demonstrates self-initiative and independence
- *C.* **Work habits**
    - *1.* Usually fails to complete assigned tasks
    - *2.* Completed assignments turned in late
    - *3.* Sometimes needs to be reminded of assignments
    - *4.* Responsible, attends to syllabus, makes no excuses except under dire distress
- *D.* **Oral communication skills**
    - *1.* Makes frequent speaking errors

2. Inarticulate, hesitates to express self
3. Uses acceptable grammar
4. Articulate, uses standard English grammar

E. Written communication skills
1. Written work demonstrates frequent grammatical errors
2. Writing is often unclear and unorganized
3. Organizes and clearly expresses ideas
4. Frequently and effectively communicates with others

F. Critical thinking skills
1. Cannot analyze
2. Struggles with initial analysis
3. Poses thoughtful questions
4. Distinguishes between relevant and irrelevant material

G. Quality of work
1. Consistently hands in poor work
2. Asks for help, then does nothing
3. Completes the minimum required
4. Reaches beyond the minimum and turns in excellent work

H. Collegiality
1. Prefers to work alone
2. Reluctant to work with others
3. Works well on a team
4. Freely shares ideas and materials

I. Respect (in action and speech) in and out of the classroom
1. Creating classroom disruptions (such as cell phone ringing or rattling paper)
2. Discusses inappropriate or personal topics
3. Inappropriate remarks or actions
4. Diplomatic, sensitive to others' needs

J. Interactions with professors, field work personnel, and children – if applicable
1. Apathetic during field placement
2. Often distracted during field placement
3. Indifferent when talking with students or teachers
4. Collaborates willingly with cooperating teacher during field placement

K. Professional dress during fieldwork – if applicable
1. Always dresses inappropriately
2. Sometimes dresses inappropriately
3. Usually dresses professionally
4. Always dresses professionally

L. Attitude toward learners – if applicable
1. Lacks interest in subject content and/or learners
2. Makes negative comments regarding subject content and/or some students
3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning

M. Commitment to excellence in teaching – if applicable
1. No attempt to implement suggestions for improvement, defensive
2. Interested in teaching but displays little enthusiasm for improving ones own skills
3. Applies suggestions from supervisors immediately
4. Appears committed to teaching

N. Appropriate attributes for morals, ethics and values for teaching
1. Exhibits behavior contrary to attributes
2. Makes verbal comments contrary to professional attributes

3. Responds to improvement to use positive attributes
4. Exemplary evidence of attributes in behavior**Additional comments**

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- ❑ Positive attributes the student possesses related to teaching
- ❑ Impediments to the student's progress related to teaching:
- ❑ Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- ❑ Extenuating circumstances expressed by the student and relative to the student's coursework:
- ❑ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- ❑ Recommendations to the Director of Field Placement regarding this student:
- ❑ Follow-up Recommendations Attached.

_____ Date _____   _____ Date _____

Individual completing this form   Student's signature acknowledges and understands the comments.

Texas A & M University

Teaching, Learning and Culture

Concern/Opportunity/Acknowledgment Form (COAF)

Name_____**UIN:**_____-_____-_____ **Date** __/__/__

Address_____

       Street   **City**   **Zip**

Telephone: **Home (_____)_____-_____**   **Major**_____

               Work (_____)_____-_____ **EMAIL** _____

Class: _____

Circle   **Freshman**   **Sophomore** **Junior**   **Senior**   **Graduate**

Projected Graduation Semester_____ **Year** _____

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions?

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

_____**Date:_____/_____/_____**

Advisor/Professor/Facilitator

Department Head Recommendation   Burlbaw@tamu.edu

**Department Head
/Designee**_____**Date:_____/_____/_____**

Dr. Burlbaw, TLAC Department Head

Action/Follow-up

APPENDIX B –PERMISSION EMAIL FROM SCHOOL PRINCIPAL TO USE FIELD

PLACEMENT SCHOOL HANDBOOK 2014-2015.

Personal email of principal has been redacted.

I would be so honored for you to use our handbook or any information that has been provided.

Thu, May 17, 2018 at 8:52 AM

I, Dr. Margie Martinez, give permission for the redacted version of the "2014-2015 school handbook", be used by Matthew J. Etchells in his dissertation, and I understand the work in this dissertation will be put into an open-access repository, where it will be available to view on the internet.

--
Dr. Margie Martinez, Principal
CSISD

APPENDIX C –REDACTED FIELD PLACEMENT SCHOOL HANDBOOK 2014-2015.

2014-2015

█████ **High School**

Student and Parent Handbook

████████████

██████████████████

█████████████

████████████

████████████ **- Principal**

████████ **– Assistant Principal**

█████████ **– Assistant Principal**

██████████ **- Dean of Students**

████████████

█████████████

████████████

█████████████

█████████████

Residency Requirements/Penalties

Every student is entitled to attend school free of tuition in the district in which he/she resides or in which his/her parents, guardian, or the person having lawful control resides. All guardianship requests must go through ███████ at Central Office. Any person who knowingly falsifies information on a form required for enrollment of a student commits an offense under Section 37.10 of the Texas Penal Code. In addition, any person who falsifies information on a form that is required for student enrollment is liable for tuition to the District for the period during which the ineligible student is enrolled.

The Board of Trustees of ███████ Independent School District has authorized the Superintendent or his designee to actively seek out any student who resides outside the District and who has enrolled in the District under false pretenses.

Bell Schedule   Might Still Change

TA 14/15 Bell Schedule		# Minutes
Breakfast	7:45 – 8:10	25
1	8:15 – 9:02	47
2	9:05 – 9:52	47
3	9:55 – 10:42	47
Break	10:42 – 10:54	12

4	10:57 – 11:45	48
5	11:48 – 12:35	47
Lunch	12:35 – 1:10	35
6	1:13 – 2:00	47
7	2:03 – 2:50	47
R.E.A.L. Talk	2:50 – 3:15	25

PREFACE

To Students and Parents:

The ▮▮▮▮▮▮▮▮ High School Student Handbook contains information that students and parents are likely to need during the school year. The handbook is organized alphabetically by topic. Throughout the handbook, the term "the student's parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Students and parents also need to be familiar with the ▮▮▮▮▮▮▮▮ ISD Student Code of

Conduct, which sets out the consequences for inappropriate behavior. The Student Code of

Conduct is required by state law and is intended to promote school safety and an atmosphere for

learning. This document may be found <u>as a separate document sent home to parents or accessed</u>

<u>on line</u>.

The Student Handbook is designed to be in harmony with Board policy and the Student Code of Conduct adopted by the Board. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy.

Please note that references to policy codes are included to help parents confirm current policy.

You may find board policy on our district web page at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.

Nondiscrimination Notice:

██████████ Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended and the amended changes effective January 1, 2009.

This document is a revised version of a document originally developed by the Chicago Office of the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) to clarify the requirements of Section 504 of the Rehabilitation Act of 1973, as amended (Section 504) in the area of public elementary and secondary education. The primary purpose of these revisions is to incorporate information about the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504. The Amendments Act broadens the interpretation of disability. The Amendments Act does not require ED to amend its Section 504 regulations. ED's Section 504 regulations as currently written are valid and OCR is enforcing them consistent with the Amendments Act. In addition, OCR is currently evaluating the impact of the Amendments Act on OCR's enforcement responsibilities under Section 504 and Title II of the ADA, including whether any changes in regulations, guidance, or other publications are appropriate. The revisions to this Frequently Asked Questions document do not address the effects, if any, on Section 504 and Title II of the amendments to the regulations implementing the Individuals with Disabilities Education Act (IDEA) that were published in the Federal Register at 73 Fed. Reg. 73006 (December 1, 2008)

██████████ ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

The following District staff members have been designated to coordinate compliance with these requirements:

♦ Title IX Compliance Coordinator
     ██████████, *Deputy Superintendent*

▉▉▉▉▉, *Director of Student Services*

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♦ Section 504 Compliance Coordinator
  ▉▉▉▉▉▉▉/Director of Special Services

▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉   **▉▉▉▉▉▉▉▉▉**

ATTENDANCE:

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual.

(State law requires)

A student between the ages of 6 and 18 **must** attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. Students are required to attend all day from 8:15 am – 3:15 pm unless they have already completed the following 17.0 credits and passed Exit Level TAKS or EOC tests:

English I	Algebra I	Int Physics/Chem	World History Speech	
English II	Geometry	Biology	World Geography	1 credit PE
English III	A 3rd Math		US History	4.5 electives

If a student has the appropriate 17 credits and has passed Exit Level TAKS or EOC tests, he/she may attend a half day schedule from 8:15 – 12:35. Our school follows the **▉▉▉▉▉▉▉** ISD official calendar. Hours of attendance are to be continuous during the school day. Students may not leave and return within the same school day except for a doctor's appointment or a court appointment. The student is expected to return to school <u>immediately </u>following the appointment and submit appropriate documentation to our office. If a student leaves the building without authorization he will be considered truant. The student's presence on school property after being told to leave is considered unauthorized and may be considered trespassing.

Students who have a medical/court appointment first thing in the morning are expected to come to school following the appointment unless so severely ill that this is not possible and must provide documentation upon return to school.

Students/parents should contact the office ████████ if the student is absent as well as provide written documentation from a parent, physician, etc., <u>immediately</u> upon returning. Documentation should include the student's full name, date(s) and reason for absence(s) as well as signature and telephone number. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 years or older.

Students with excessive excused absences (defined as more than nine in a semester), upon review by the attendance committee, may be required to submit documentation from a physician or court of law for future absences to be excused. Students with more than nine absences in a semester, whether excused or not, are subject to criminal filing procedures.

Students absent more than three consecutive days are required to bring a doctor's note or note from the court/judicial system for the absences to be excused.

A student's failure to attend school may result in assessment of penalties by a court of law against the parent and student. <u>A complaint may be filed in the appropriate court if the student is absent (excused or not) from school ten or more days or parts of days within a six-month period in the same school year, or absent (excused or not) from school three or more days or parts of days within a four-week period.</u> Students will have committed the criminal offense of "Failing to Attend School" if they have missed the defined number of days. Parents will be found to "contribute to truancy" if the school district notifies the parent as required by law, the parent with criminal negligence fails to require the child to attend school as required by law, and the child missed the defined number of absence (noted previously). This is a Class C misdemeanor.

A student who voluntarily attends or enrolls after his 18th birthday is required to attend each school day. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property is then unauthorized and may be considered trespassing

A student, who leaves ▮▮▮▮▮▮▮▮ High School, regardless of the reason, is required to complete a withdrawal form in our office, return all materials and clear all debts. Parents of students who are less than 18 years old must also sign this document.

Our building opens at 7:45 am daily. After arriving to school, students shall report to the designated room until school begins at 8:15 am. For attendance purposes, official time does not begin until 8:15 am. A student who arrives to school after 8:30 is considered absent from 1st period.

(College Days)
An approved visit to a college campus, not to exceed 2 days per school year, for 11th and 12th grade only is permissible. Verification of visit must be in writing, and student must provide name and phone number of college official and make arrangements in advance with the Attendance Office. Dates of visit are subject to Principal's discretion.

CAFETERIA SERVICES:

- Students may eat breakfast at ▮▮▮▮▮ Cafeteria. Students will be escorted there by ▮▮▮▮ staff. Caps and backpacks are not allowed on the ▮▮▮▮▮ Campus.
- Students may also choose to bring their lunch and store it until the lunch period or order from ▮▮▮▮▮.
- Lunch may be eaten in the Break Room or outside in the designated supervised area.
- A refrigerator, toaster, microwave, conventional oven, and dishwasher are available for use in the Break Room. Students are expected to wash dishes by hand (or load the dishwasher which will be turned on by staff members) and clean up after themselves.
- If the classroom teacher agrees, students may choose to eat a light, individualized size snack or enjoy an individual size soft drink/water/juice in a bottle with a twist off lid or

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- cup with secure lid while studying in the classroom. Each is expected to keep the area clean. Abuse of this privilege will limit locations whereupon food/drinks may be consumed.
- Students shall not leave campus for breakfast or lunch. If a student chooses to order breakfast or lunch from outside establishments, the orders must be placed during non-class time and be eaten during regular breakfast and lunch times. The front office needs to be notified that something has been ordered and payment must be left in the front office. Students will not be called out of class to accept deliveries.
- The District participates in the National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced price meals are available based on financial need. Information on this program is available in our office. Students are encouraged to apply for this benefit.
- Regular costs are $1.35 for breakfast and $2.50 for lunch. Reduced prices are
  $.30 for breakfast and $.40 for lunch.

CELL PHONES/ELECTRONIC GAMES/EQUIPMENT/COLLECTIBLES/TOYS:

District, campus, and teacher policies regarding telecommunication devices, including a cellular telephone, or other electronic devices must be followed. If a staff member asks a student to put a phone or electronic device away, students must do so. The school is not responsible for the replacement of any confiscated, lost, or stolen items.

Penalties: Students who violate this policy shall be subject to established disciplinary measures as outlined in the Student Code of Conduct.

COMMUNICABLE DISEASES / CONDITIONS:

To protect children from contagious illnesses, students infected with certain diseases are not

allowed to come to school while contagious. Parents of a student with a communicable or

contagious disease should phone the school nurse or principal so that other students who **may**

have been exposed to the disease can be alerted. These diseases include:

Amebiasis	Hepatitis, Viral A	Rubella (German Measles),
Campylobacteriosis	Impetigo	Including congenital
Chickenpox	Infectious mononucleosis	Salmonellosis, including
Common cold with fever	Influenza	Typhoid fever
Fifth disease	Measles (Rubella)	Scabies

(Erythema Infectiosum)	Meningitis, Bacterial	Shigellosis
Gastroenteritis, Viral	Mumps	Streptococcal disease, invasive
Giardiasis	Pinkeye (Conjunctivitis)	Tuberculosis, Pulmonary
Head Lice (Pediculosis)	Ringworm of the scalp	Whooping Cough (Pertussis)

If a student has a medical condition in which the immune system is compromised and susceptibility to disease is high, please notify the school at ███████. Parent will then be notified when the likelihood of a communicable disease outbreak is increased at school. Confidentiality will be maintained. [Further information may be found at policy FFAD.]

Texas Senate Bill 31 requires public schools to annually provide all students and parents with information relating to bacterial meningitis. If you have any questions, contact your student's campus.

COMPLAINTS BY STUDENTS / PARENTS:

A phone call or a conference with the teacher can usually address student or parent complaints or concerns simply. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at ███████ in the District's policy manual. In general, a parent or student should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees. Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific processes for complaints.

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Additional information can also be found in the designated Board policy, available in the principal's and superintendent's offices (or on the District's web site at

███████████████████

COMPUTER RESOURCES:

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety may result in withdrawal of privileges and other disciplinary actions. (See code of conduct Level III offenses).

Students and parents should be aware that electronic communications—e-mail—using District computers are not private and may be monitored by District staff.   [See policy CQ.]

- Shall have permission to use computers as designated by staff.
- Shall work only on teacher approved projects/assignments.
- Shall not use school computers to check/send email, surf, shop, play games, etc.
- Shall immediately report problems with hardware and/or software to the teacher.

CONDUCT:

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, **each student is expected to**:

♦ Demonstrate courtesy—even when others do not.
♦ Behave in a responsible manner, always exercising self-discipline.
♦ Attend all classes, regularly and on time.

- Prepare for each class and log in to or begin designated curriculum.
- Meet District or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

To achieve the best possible learning environment for all our students, ██████████ High

School rules and discipline will apply:

- During the regular school day or while a student is going to and from school on District transportation.
- During lunch periods.
- For certain mandatory DAEP and discretionary expulsion offenses, within 300 feet of school property as measured from any point on the school's real property boundary line.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When a student commits a felony, as described by Texas Education Code 37.006 or 37.0081.
- When criminal mischief is committed on or off school property or at a school-related event.
- For any mandatory expulsion offense committed while on school property or while attending a school sponsored or school related activity of another district in Texas.

As required by law, the District has developed and adopted a Student Code of Conduct that

prohibits certain behaviors and establishes standards of acceptable behavior—both on and off

campus—and consequences for violation of the standards. Students need to be familiar with the

standards set out in the Student Code of Conduct, as well as campus and classroom rules. [See

Preface for further information.]

CORRESPONDENCE COURSES:

The District permits high school students to take correspondence courses (courses by mail) for

credit toward high school graduation. A maximum of two credits may be earned through

correspondence courses. These may be taken only through Texas Tech University or The University of Texas. See Dean of Students to apply. [For further information, see policy EEJC.]

COUNSELING:

(Academic Counseling)

Students and parents are encouraged to talk with the Dean of Students, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Students who are interested in attending a college, university, or training school or pursuing some other type of advanced education should work closely with the Dean of Students. The Dean of Students can also provide information about entrance examinations and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships. Students who have financial need according to federal criteria and who complete the Recommended High School Graduation Program may be eligible under the Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. For information, see the Dean of Students.   [See policies at EIC and FJ.]

(Personal Counseling)

The district has counselors available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. *Please note*: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes. [For more information, refer to policy FFE.]

CREDIT BY EXAMINATION:

(With Prior Instruction)

A student who has received prior instruction in a course or subject—but did not receive credit for it—may be permitted by the District to earn credit by passing an examination on the essential knowledge and skills defined for the course or subject. The exam should be taken before the end of the semester following the attempted course. To receive credit, a student must score at least 70 on the examination. The attendance review committee may allow a student with excessive absences to receive credit for a course by passing an examination. A student should see the Dean of Students for information.

(Without Prior Instruction)

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction. Opportunities are scheduled during the school year for these exams and will be announced. In order to earn credit on an examination for acceleration, the required passing score is 90. A student planning to take an examination for acceleration (or the student's parent) must register with the Dean of Students, with principal approval, no later than 30 days prior to the scheduled testing date. [For further information, see EEJB.]

CURRICULUM:

Students are responsible for all curriculum materials they use. Loss or damage of these will result in student payment. Edgenuity, a computer based curriculum and other supplemental resources which address Texas Essential Knowledge and Skills (TEKS) in core subjects and electives are used as alternatives to traditional classroom instruction. Our teaching staff provides intensive tutoring on an individual and small group basis. Edgenuity is web based and students may supplement regular school hours by working from other places.

Current core courses include the following:

English I-IV, Algebra I and II, Geometry, Mathematical Models/Applications, Pre-Cal, Integrated Physics and Chemistry, Biology, Environmental Science, Chemistry, Physics, World Geography, World History, U.S. History, Government, Economics, and PE

Current <u>elective courses</u> include the following:

½ Credit

- IDEA Writing
- Literacy & Comprehension I and II
- Strategies for Academic Success
- Digital Arts I and II
- Image Design and Editing
- Game Design
- Psychology
- Sociology
- Principals of Health Science
- Computer Literacy
- Computer Applications Office 2007
- Health
- CCR
- Horticulture

1 Credit

- Classic Novel and Author Studies
- Principals of Information Technology
- Parenting I
- Parenting II
- Yearbook
- Art I
- Art II
- Art III
- Art Independent Study

Students are required to complete all freshman courses before moving on to sophomore courses or electives. Freshman courses are English I A&B, Algebra I A&B, IPC A&B, and World History A&B.

Students who have not yet completed the exit level TAKS/EOC in a specific subject will be enrolled in that subject's course even though they may have already completed required credits in that subject. The high school diploma is not awarded until the student has completed all required courses and electives as well as the exit level TAKS/EOC in all areas (Math, English/Language Arts, Science and Social Studies).

Students are required to retest on any score less than 70%. The higher of the 2 grades not to exceed a 70% will be recorded. Students will be required to complete weekly assignments given by the teacher or as determined by the formula for expected completion date. Failure to complete these assignments will result in a 0 for that weekly assignment grade. Students failing to meet the weekly assignments consistently can fail the course.

DISRUPTIONS:

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person—student or non-student—who:

♦ Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
♦ Interferes with an authorized activity by seizing control of all or part of a building.
♦ Uses force, violence or threats in an attempt to prevent participation in authorized assembly.
♦ Uses force, violence or threats to cause disruption during an assembly.
♦ Interferes with the movement of people at an exit or an entrance to District property.
♦ Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
♦ Disrupts classes while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization and disrupting the activity with profane language or any misconduct.

♦ Interferes with the transportation of students in District vehicles.

DISTRIBUTION OF MATERIAL:

(School-Related Materials)

All school publications distributed to students are under the supervision of a teacher, sponsor, and the principal and include the school yearbook.

(Materials Unrelated to School)

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapproval may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board in accordance with policy ███████████. Any student posting material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

DRESS CODE POLICY:

Students shall come to school clean and neat, wearing clothing and exhibiting grooming that will not be a health or safety hazard to themselves or others. School Board policy prohibits any clothing that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations (Board Policy FNCA).

The dress code for the District shall be as follows until altered by the appropriate authority designated by the Board:

A. **Clothing should cover the body** and should fit in such a manner as to promote the modesty of individuals and shall be in reasonable conformity with contemporary community standards for the age group involved.
   1. Shoes should be worn at all times.
   2. Clothing shall be such length or design that the mid-section of the body (midriff or underwear) shall not be exposed.
   3. No sleeveless attire/No sleepwear.
   4. No sheer or see-through clothing, unless the clothing underneath the sheer is within dress code. No distracting low-cut clothing.
   5. Hem lengths of dresses, skirts, shorts, skorts and slits, holes or tears in clothing must be below each individual's fingertips. This includes tops worn over yoga pants, leggings, tights, and form fitting pants as that is the only approved means for wearing those clothing items.
   6. Pants are not to sag inappropriately. Undergarments should not be visible at any time.
   7. Clothing shall not be worn which displays
   - Offensive, obscene, vulgar, or suggestive pictures or slogans.
   - Pictures, symbols, or slogans associated with gang activity, or subversive groups or activities which incite violence or are deemed inappropriate for a school setting.
   - Pictures or advertisement for alcohol, drugs, or tobacco products including but not limited to beer, wine, liquor slogans, or registered trademarks of such companies.
   - Membership in an exclusive group.

B. Shoes with wheels, rollerblades, skateboards or scooters are prohibited.

C. Sunglasses should not be worn inside the building.
D. Hairstyles should be simple, clean, and arranged not to cover the eyes and interfere with vision. Hairnets, picks, combs, or rollers/curlers are not allowed.
E. **Pocket chains** or spiked jewelry shall not be worn inside the building.
F. Dress standards and grooming other than those outlined in this dress code may be requested, expected, and regulated by a teacher, sponsor, coach, and/or principal, dependent on the activity.

Staff will report dress code violations in the classroom and throughout the school day. The student will be sent or escorted to the office/designated area, where a principal/designated person will issue a change of clothes. Student will be issued a school designated T-shirt or sweat pants, depending on the dress code violation. The principal/designated person will fill out the dress code violation documentation and send the student back to class with a signed copy. The teacher will use the issued documentation as admittance into class. Students refusing to comply with principal request to

conform to dress code will be sent home and discipline consequence will apply. A debt card will be completed for clothing that is not returned, and a fine will be assessed until the clothing is returned. In addition to this, if the violation consists of sunglasses, jewelry, or chain violation, the principal will confiscate the item. The confiscated item may be picked up after school. Items that are consistently confiscated will be kept by the assistant principal until the end of the school year. A student could receive several dress code violations in one day, if they make that choice. Each additional violation will result in the next level in the consequence continuum.

(Dress Code Violation Consequences per school year)

Student will conform to dress code policy before returning to class. If the student is given clothes by school personnel, the clothing must be returned at the end of the school day. A debt card will be issued if clothing is not returned. In addition to conforming to dress code regulations, the student will receive the following in the next level in the consequence continuum:

1st & 2nd   Warning with documentation for assistant principal

3rd & 4th   Saturday D-Hall – A Session

5th & 6th   Saturday D-Hall – B Session

7th & 8th   1 day ISS

9th & 10th   3 days ISS

More than ten dress code violations will be considered persistent acts of misconduct.

(Consequences for missed D-Hall assigned for dress code violations)

A referral will be written and it will be handled by the student's assistant principal.

Missed Saturday D-Halls will be handled as follows:

Missed Saturday A Session – receives a Saturday B Session

Missed Saturday B Session – receives 3 days ISS

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS:

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. Participation is a privilege.

Please note: Student clubs and organizations include consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization. [For further information, see policy FM.]

FACEBOOK

███████████ High School has Facebook and Twitter which gives updated information regarding events and activities. Please follow us at ███████████████████████

███████████████

FIGHTING:

███████████ High School will hold a "Zero Tolerance" policy for fighting. Fighting on the school campus or at school-sponsored events is strictly forbidden. It is each student's responsibility to report to the assistant principal or other school personnel any problems encountered with another student or any problem observed between other students that may need administrative attention. Each student is to do whatever is necessary to avoid being in a fight or to stop a possible fight between classmates. When approached by a student who you are having a problem with, do not get involved. Turn around and walk to the nearest teacher or report to administration and report the problem.

(Fighting Consequences)

1ST Offense: Once a physical fight takes place, each participant determined by school authorities to be actively involved in the fight will be issued a <u>disorderly</u> <u>conduct</u> <u>charge</u>. This disorderly conduct may lead to:

- Arrest
- Possible fines
- Placement at the discipline alternative campus
- Expulsion

Students involved in the fight will also be suspended for 3 days and assigned 3 days in ISS upon

return to campus.

2nd Offense: Students involved in a 2nd fight will receive:

Three days Out of school Suspension

- Venture Center placement (minimum of 30 days)
- Disorderly conduct charge filed

FOOD and DRINKS:
Having food or drinks in the classroom is at the discretion of the individual teacher.

FUND-RAISING:
Only official school organizations (student clubs or classes) may be permitted to conduct fund-raisers

for approved school purposes. An application for permission must be made to the principal at least

five days prior to the event and placed on the master calendar. All organizations that solicit money

are expected to do community service projects in gratuity to the community for its support. Except as

approved by the principal; fund-raising is not permitted on school property. [For further information,

see policies FJ and GE.] Those fundraisers that fail to meet dietary regulations will be prohibited.

GRADE CLASSIFICATION:

Students are classified according to the number of credits earned toward graduation.

0 – 6 credits = 9th grade   11 - 16.5 credits = 11th grade
7 – 10.5 credits = 10th grade   17+ credits = 12th grade

GRADING GUIDELINES:
For calculating grade point average (GPA), the grades from courses will be averaged.

Numerical equivalents used for GPA and grade reporting

90 – 100   A – Outstanding

80 – 89   B – Above Average

70 – 79   C – Average

69 – Below   F – Failing

(Accelerated courses)

Student may be placed in accelerated course based on failure to demonstrate mastery on one or more

areas of the most recent TAKS and STAAR/EOC exams.

(Retest Policy)

One retest will be taken per failing test grade. Students will retest on any score less than 70%. The
higher of the 2 grades not to exceed a 70% will be recorded. If retest is failed, the higher grade of the
two tests will be recorded. Retest option may include a formal test or informal measure deemed
appropriate by the teacher for evaluating the skill/concept.

GRADUATION REQUIREMENTS:

All students graduating from ▊▊▊▊▊▊▊ High School must complete required units of credit

and receive a passing score on the exit level TAKS test or STAAR/EOC exams. The appropriate

State of Texas Seal designating which plan was completed will be attached to the student's transcript.

In order to participate in graduation exercises, all credits must be completed with official

grades turned in to the Dean of Student's office.

HB 5 AND ENDORSEMENTS

PERSONAL GRADUATION PLAN (PGP)

A PERSONAL Graduation Plan (PGP) will be prepared for any student in a middle school or beyond

who did not perform satisfactorily on a state-mandated assessment or is determined by the district as

not likely to earn a high school diploma before the fifth school year following enrollment in grade 9.

The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member

designated by the principal. The plan will, among other items, identify the student's educational

goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. **[For additional information, see the counselor and policy EIF (LEGAL).]** For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD Committee.

Graduation Plan	Number of Credits
Minimum	**22**
Recommended	**26**
Distinguished	**26**

(Requirements for a Diploma)

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level examination. Upon the recommendation of the ARD committee, a student with disabilities may be permitted to graduate under the provisions of his or her individual education plan (IEP).

HEALTH SERVICES:

A student who becomes ill or has an accident at school should ask a teacher for a pass to the office. **Students May Not Report To The Office Without A Pass, Unless It Is An Emergency.** The student will be assessed for illness and the parent will be contacted if necessary. **Students are not permitted to call a parent from a classroom or campus phone or personal cell phone if they feel ill. For their safety, the office should be the place where the parent is contacted, since any of the student's medical information is filed there.**

If a student leaves school without seeing the office personnel or a principal, the absence will be unexcused and the student will be considered truant.

For the protection of all students, the following criteria will be used to determine whether or not a student will be sent home from school due to illness:

* HAS A TEMPERATURE

* SUSPECTED CONTAGIOUS DISEASE

* Vomiting or diarrhea

* Student is too ill to remain at school

[See *Communicable Diseases*]

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

<u>IMMUNIZATIONS:</u>

Immunizations required by the Texas Department of Health for students in Texas public schools: diphtheria, pertussis, tetanus, Haemophilus influenza type B, measles, mumps and rubella, poliomyelitis, hepatitis B, varicella (chicken pox). Students born in certain Texas counties, require hepatitis A. The office personnel will need to see the proof of immunization in the form of a physician's medical record, or a public health clinic record, with a stamped validation. New students have 30 days from entry to school to provide proof of up to date immunizations. Students who are

from out of state must present proof of immunizations at time of enrollment. The Dean of Students will request immunization records from the previously attended school.

Religious exemptions must be on file with a signed, stamped affidavit. Medical exemptions may be temporary or lifetime and need to be stated accordingly, and signed by a physician.

[For further information, see policy FFAB.]

LAW ENFORCEMENT:

(Questioning of Students)

When outside law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.
-
- (Students Taken into Custody)

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is released to a law enforcement officer or other legally authorized person, the

principal will verify the officer's identity and, to the best of his or her ability, will verify the official's

authority to take custody of the student.

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the

parent unless the officer or other authorized person raises what the principal considers to be a valid

objection to notifying the parents. Because the principal does not have the authority to prevent or

delay a custody action, notification will most likely be after the fact.

(Notification of Law Violations)

The District is also required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.[For further information, see policy GRA]
- A school administrator will report crimes as required by law. A school administrator who suspects that a crime has been committed on campus will call local law enforcement.

LIBRARY SERVICES:

Our library offers a variety of fiction and non-fiction books, and reference materials. Much of this is

available for student check out. Students are responsible for all materials used.

MEDICINE AT SCHOOL:

For the safety of all students, no student is to carry medication on campus property or on the school

bus, with the exception of an EPIPEN, DIABETIC SUPPLIES, or an INHALER, all which are to be

labeled showing the Rx and the student's name. (**STUDENTS ARE NEVER TO SHARE**

INHALERS). It is up to the parent/guardian to provide our office with a physician's order/approval

of such need, so that staff is aware of the medical condition and the medications the student has for

treatment. Students needing daily prescription medication such as ADD/ADHD medications, short term antibiotics, or pain medication, must supply the medication in its Rx labeled bottle and have a parental/guardian signed form. The forms are located our front office.

ALL CONTROLLED SUBSTANCES ARE TO BE TRANSPORTED TO SCHOOL BY THE PARENT/GUARDIAN.

Students who need "as needed PRN medications" for headaches or menstrual cramps, may keep them in the front office, as long as parental consent is on file and the medications are in the original container. Please do not send any over the counter medications in plastic bags, foil wrapping or any other way, than in the original container.

Any over the counter medications not picked up at the end of the school year will be destroyed after the last day of school. Parental consent is needed to allow the student to take them home on the last day of school. [For further information, see policy FFAC.]

PARENT INVOLVEMENT, RESPONSIBILITIES, AND RIGHTS:

███████ Independent School District believes that the best educational result for each student occurs when all three partners are doing their best: the District staff, the student's parent, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

♦ Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
♦ Review the information in the student handbook (including the attached Student Code of Conduct) with his or her child and sign and return the acknowledgment form(s) and the directory information notice. For questions call the school office (███████).
♦ Become familiar with all of the student's school activities and with the academic programs, including special programs offered in the District. Discuss with the Dean of Students or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to the student. Monitor the student's academic progress and contact teachers as needed.
♦ Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, Dean of Students, or principal, please call the

school office at ▮▮▮▮▮▮▮ for an appointment. A teacher will arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

♦ Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child.

♦ Review the child's student records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) other medical records, (10) teacher and Dean of Students evaluations, (11) reports of behavioral patterns, and (12) state assessment instruments that have been administered to his or her child.

♦ Grant or deny any written request from the District to make a videotape or voice recording of the child unless the videotape or voice recording (1) is to be used for school safety; (2) relates to classroom instruction or a co-curricular or extracurricular activity; or (3) relates to media coverage of the school as permitted by law.

♦ Temporarily remove the child from the classroom, if an instructional activity in which the child is scheduled to participate conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

♦ Become a school volunteer. For further information, see policy GKG and call ▮▮▮▮▮▮▮.

♦ Participate in campus parent organizations (PTO, booster clubs, etc.) Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.

♦ Offer to serve as a parent representative on the District-level or campus-level planning committees formulating educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact principal.

♦ Attend Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate. [See policies BE and BED for more information.]

♦ Follow ▮▮▮▮ activities and information on our Facebook page @ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

PLAGIARISM / CHEATING:

Plagiarism is a form of cheating and is "the false assumption of authorship; the wrongful act of taking the products of another person's mind [ideas or expressions], and presenting them as one's own", whether intentional or not. Students must credit the author or source for all ideas, expressions, or words used in any oral or written work. A grade of zero will be recorded for work on which student(s) have plagiarized or cheated. Cheating is further defined as giving and/or receiving information on tests, copying homework assignments, or giving/receiving assistance in other areas in which the teacher has specified that students should work alone.

PLEDGE OF ALLEGIANCE:

Each school in the district shall require students, once during each school day, to recite the pledge of allegiance to the United States flag and to the state flag. On written request from a student's parent or guardian a school district shall excuse the student from reciting a pledge of allegiance. (SB No. 83)

PRAYER:

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity. The observance of one minute of silence shall be provided at each school following the recitation of the pledges of allegiance to the United States flag and Texas flag. During the one-minute period, each student may, as the student chooses, reflect, pray, meditate or engage in any other silent activity that is not likely to interfere with or distract another student. (SB No. 83)

PROTECTION OF STUDENT RIGHTS:

No student will be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

♦ Political affiliations.
♦ Mental and psychological problems potentially embarrassing to the student or family.
♦ Sexual behavior and attitudes.
♦ Illegal, antisocial, self-incriminating, and demeaning behavior.
♦ Criticism of other individuals with whom the student or the student's family has a close family relationship.
♦ Relationships privileged under law, such as with lawyers, physicians, and ministers.
♦ Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation.

[FOR FURTHER INFORMATION, SEE EF.]

RELEASE OF STUDENTS FROM SCHOOL:

A student will not be released from school during the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal has granted approval, because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent/guardian that morning to obtain an Early Dismissal slip at the Attendance Office before school begins. The parent note will state appointment time/place and a phone number for verification. Student must sign out when he/she leaves the building and sign in upon return at the Attendance Office.

A student who becomes ill during the school day should, with the teacher's permission and a pass, report to the office. The nurse   ) will decide whether or not the student should be sent home and will notify the student's parent. If student is ill and sent home by the nurse, student must still sign out at Attendance Office.

No student may leave campus during the day without permission. If student has not signed out in Attendance Office, a penalty of truancy may be assessed.

REPORTS TO PARENTS;
Written reports of absences and student grades or performance in each class/subject are issued to parents at least once every <u>six</u> weeks.
SAFETY:

(Accident Prevention)

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

1. Avoid conduct that is likely to put the student or other students at risk.

2. Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
3. Remain alert to and promptly report safety hazards, such as intruders on campus.
4. Know emergency evacuation routes and signals.
5. Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.
6. Skateboarding is prohibited on school grounds on school days.
7. After 8:20, exterior doors will be locked with the exception of designated entrances.

(Accident Insurance)

Under state law, the District cannot pay for medical expenses associated with a student's injury. The District does make available, however, an optional, low-cost accident insurance program for students to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the main office (▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮).

(Drills: Fire, Tornado, and Other Emergencies)
From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

(Emergency Medical Treatment and Information)
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, and allergies, *etc.*). Please contact the school office at ▮▮▮▮▮▮ to update any information.

(Emergency School-Closing Information)

Only the Superintendent may decide that weather or civil emergencies require schools to be closed.

In such an emergency, local TV/radio stations (███████████████████████████████

███████████████) will have information. Students and parents should tune to any of these

stations. School will always be in session unless specifically stated otherwise.

All extracurricular activities will also be cancelled in the event of school closing; however, certain

out-of-town events may be reviewed on an individual basis.

(Security Camera Surveillance)

For safety purposes, video-audio equipment may be used to monitor student behavior on buses and in

common areas on campus.

SCHOOL FACILITIES:

(Asbestos)

A copy of the management plan as well as the re-inspection documentation is kept in the Facilities'

Department and may be examined upon request. Call ███████, Director of Facilities at ███████ for

more information.

(Building Use)

Before school, a designated teacher classroom is open for students who arrive early. Classrooms

open at 7:45 a.m. After school, students are expected to vacate the building by 3:30 p.m., unless

arrangements have been made with a teacher for an appointment, detention, or extra help. The office

closes at 4:00 p.m.

(Closed Campus)

███████████ High School is a closed campus, and students may not leave campus during lunch.

Students who leave campus without permission are considered truant. Visitors are not permitted on

campus to eat lunch with students.

(Delivery of Messages or Items)

State law does not allow classroom disruptions; therefore, neither messages nor any items (flowers, balloons, etc.) that may disrupt class will be delivered to classrooms. The student may pick up these items in the office after the last class of the day. School personnel helpers are not financially responsible for any lost item.

All arrangements concerning transportation, lunch money, *etc.,* must be handled at home before student comes to school.   Student's principal will handle emergencies.

(Extra-Help Sessions)

If a student has been absent due to illness or has failed to understand some of the curriculum, an appointment may be made with the teacher in order to obtain help.

(Pest Control Information)

The District periodically applies pesticides inside buildings. Information concerning these applications may be obtained from Operations Department at ▮▮▮▮.

(Vandalism)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and in the coming years—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to disciplinary consequences in accordance with the Student Code of Conduct.

SCHOOL SUPPLIES:

♦ Materials that are part of the basic educational program are provided at no charge to a student with state and local funds. A student, however, is expected to provide their own pencils, paper, erasers, and notebooks.

SEARCHES:

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches (searches can include but are not

limited to personal belongings such as purses, backpacks, bags, cell phones, clothing, vehicles, etc.).

Such searches are conducted without a warrant and as permitted by law.

(Vehicles on Campus)
Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Students must display their ███ ██████ High School hang tags at all times the vehicle is parked on campus. There is no charge for the initial hang tag. Additional hang tags will cost $5.

(Drug Detection Dogs)
Periodically, the District conducts searches by trained dogs. Administrators reserve the right to conduct searches of classrooms and vehicles during these searches or when reasonable suspicion exists in accordance with the law. **Students themselves are not to be searched by the dog as per district guidelines.** However students shall leave all possessions, including purses, fanny packs, backpacks and coats/jackets/sweaters/sweatshirts in the classroom during the search. An administrator is present in the classroom with a trained dog handler during the search. [For further information, see policy FNF.]

Should the dog alert on a purse, coat, etc., the owner will be called back into the room with the dog handler and administrator present. The handler will:

- Ask the student to confirm ownership of the item
- Explain to the student what has occurred (i.e. the dog has alerted on the item)
- Ask if there is any reason for the dog to alert
- List the items the dog is trained to detect
- Ask to take a look through the item to rule out the presence of drugs/alcohol/weapon/medication.

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SEXUAL HARASSMENT / SEXUAL ABUSE:

The District encourages parental and student support in its efforts to address and prevent sexual

harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss

their questions or concerns about the expectations in this area with a teacher, Dean of Students,

principal or the District Title IX coordinator for students.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature
directed toward another student or a District employee. This prohibition applies whether the conduct
is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students
are expected to treat other students and District employees with courtesy and respect; to avoid any
behaviors known to be offensive; and to stop these behaviors when asked or told to stop.
A substantiated complaint against a student will result in appropriate disciplinary action, according to

the nature of the offense and the Student Code of Conduct.

The District will notify the parents of all students involved in sexual harassment by student(s) when

the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual

abuse by an employee. To the greatest extent possible, complaints will be treated as confidential.

Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a

staff member may be presented by a student and/or parent in a conference with the principal or

designee or with the Title IX coordinator. The parent or other advisor may accompany the student

throughout the complaint process. A person who is the same gender as the student ordinarily will

hold the first conference with the student. The conference will be scheduled and held as soon as

possible, but no later than seven calendar days of receipt of the complaint. The principal (principal's

designee) or Title IX coordinator will conduct an appropriate investigation, which ordinarily will be

completed within seven calendar days of the conference. The student and/or parent will be informed

if extenuating circumstances delay completion of investigation.

The student will not be required to present a complaint to a person who is the subject of the complaint. If the resolution of the complaint by the principal (principal's designee) or Title IX coordinator is not satisfactory to the student or parent, the student or parent may, within seven calendar days, request a conference with the Superintendent or designee.

Prior to or at this conference, the student and/or parent must submit the complaint in writing. The statement must include the following: (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and/or parent's signature, and the date of the conference with the principal, the principal's designee, or the Title IX coordinator.

If the resolution by the Superintendent or designee is not satisfactory, the student and/or parent may present the complaint to the Board at the next regular meeting. Information on the procedure for addressing the Board can be obtained from any campus office or the Superintendent's office.

For more information about parent and student rights, you may request a copy of the District's Notice of Parent and Student Rights found at FNCJ(EXHIBIT) in the District's policy manual.

SPECIAL PROGRAMS:

The District provides special programs for gifted and talented students, bilingual students, migrant students, and students with limited English proficiency. A student or parent with questions about these programs should contact Director of Curriculum at ▮▮▮▮▮▮▮

Special programs are also provided for dyslexic students and students with disabilities. A student or parent with questions about these programs should contact ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations.

████████████ INDEPENDENT SCHOOL DISTRICT

Options and Requirements

For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the

district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice*

of Procedural Safeguards - Rights of Parents of Students with Disabilities.

The designated person to contact regarding options for a child experiencing learning

difficulties or a referral for evaluation for special education is:

Contact Person: ██████████ – Director of Special Services

Phone Number: ██████

DISTRITO ESCOLAR INDEPENDIENTE DE ████████████

Opciones y requisitos para proporcionar ayuda a los estudiantes que tienen dificultades en el aprendizaje o que necesitan o pueden necesitar educación especial

Si un niño está experimentando dificultades en el aprendizaje, el padre puede comunicarse

con la persona mencionada más abajo para enterarse sobre el sistema de estudios de

diagnóstico y de recomendación de la educación general del distrito para los servicios de

apoyo. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo,

incluyendo la recomendación para una evaluación para educación especial. Los estudiantes

que tienen dificultades en el aula normal deberán ser considerados para tutoría, servicios

compensatorios y otros servicios de apoyo disponibles para todos los estudiantes.

En cualquier momento, un padre tiene derecho a solicitar una evaluación para los servicios

de educación especial. Dentro de un período de tiempo razonable, el distrito debe decidir si

la evaluación es necesaria. Si la evaluación es necesaria, el padre será notificado y se le

pedirá que dé consentimiento para la evaluación. El distrito debe completar la evaluación y

el informe dentro de los 60 días de calendario desde la fecha en que el distrito reciba el

consentimiento por escrito. El distrito debe darle una copia del informe al padre.

Si el distrito determina que la evaluación no es necesaria, el distrito proporcionará al padre

una notificación por escrito que explica el motivo por el cual el niño no será evaluado. Esta

notificación por escrito incluirá información que le explica al padre los derechos que tiene si

no está de acuerdo con el distrito. Además, la notificación debe informarle al padre la

manera de obtener una copia de la *Notificación de las Salvaguardas del Procedimiento –*

Derecho de los Padres de Estudiantes con Discapacidades.

La persona designada con quien puede comunicarse en relación a las opciones que tiene un

niño que experimenta dificultades en el aprendizaje o para una recomendación para la

evaluación para educación especial es:

Nombre de la persona: – Director de Servicios Especiales

Número de teléfono:

STUDENT RECORDS:

A student's school records are confidential and are protected from unauthorized inspection or use. A

cumulative record is maintained for each student from the time that the student enters the District

until the time the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

A parent may file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Certain information about District students is considered directory information and will be released to anyone, who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to exercise such an objection was provided on the form signed by the parent to acknowledge receipt of this handbook. Should circumstances change; the parent can contact the principal to indicate his or her desire to change the original request. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in school, and most recent previous school attended.

STUDENT SCHEDULES:

Students pick up their class schedule on the first day of attending ██████████ High School. Students are expected to follow their schedules; failure to do so may result in being considered truant from assigned classes.

SUMMER SCHOOL:

Students are eligible to attend summer school at any of the districts' three high schools where classes are offered.

TARDY POLICY:

Definition: Students not physically within the confines of a teacher's room when the tardy bell rings are considered tardy. This includes returning from lunch.

❖ Tardies and tardy consequences are cumulative throughout the day not per period.

Process: Passing period is 5 minutes.

Passes: All students are expected to be in class. When out of class, the student must have a pass.

ALL STAFF MEMBERS WHO ARE IN THE HALLS ARE EXPECTED TO ASK STUDENTS FOR PASSES.

Expectation: This policy will only work effectively if we **all** carry out our responsibilities.

Teacher Responsibilities	Student Responsibilities

1. Stand at door and check roll during passing period.
2. Close door and begin class when tardy bell rings.
3. There are no "free" tardies!
4. Keep student's tardy pass for records.
5. Change rolls next day to reflect tardies rather than absences. **(Notify attendance office if rolls are changed)**
6. If students are more than 10 minutes late returning to class, they are marked absent.
	1. Be in the classroom before the tardy bell.
	2. Get admit for previous day's absence & get to 1st period class prior to the tardy bell. Attendance office opens by 7:45 a.m. Anyone still in line when the tardy bell rings will be considered tardy and will need to get a tardy pass from the office in addition to the admit for being absent.
	3. Students more than 10 minutes late returning with pass are marked truant.
	4. Tardy Consequences:
	  1st Warning
	  4th 30 minute after-school detention the following day
	  7th Extended D-Hall
	  10th 3 days ISS

	12th	5 days ISS
	5. Students refusing to serve detention or who arrive late will receive Extended D-Hall	

Assistant Principal Responsibilities	D-Hall Monitor Responsibilities
1. Sweep halls after the tardy bell looking for students without passes. 2. Referrals home for tardy violations may be accompanied by Asst. Principal phone call.	1. Ensure students arrive on time to D-Hall. 2. Maintain a quiet, controlled atmosphere. 3. Fill out discipline referral for students that have 6 or more tardies.

TESTING:

In addition to the TAKS and STAAR/EOC exams discussed in the section entitled "Graduation Requirements," 10th grade students will have the opportunity to take the PSAT in October:

Our Assistant Principals and Dean of Students also have materials available for students to register for the SAT, ACT, and TSI.

TESTING DATES for 2014-2015:

TAKS English/Language Arts Exit (Retest)   October 20, 2014

TAKS Math Exit (Retest)   October 21, 2014

TAKS Science Exit (Retest)   October 22, 2014

TAKS Social Studies Exit (Retest)   October 23, 2014

English I (EOC retest)	December 2, 2014
Algebra I (EOC retest) Window	December 1-5, 2014
US History (EOC retest) Window	December 1-5, 2014
English II (EOC retest)	December 3, 2014
Biology (EOC retest) Window	December 1-5, 2014
EOC Retest Make up tests	December 5, 2014
TAKS English/LA Exit & Retest	March 2, 2015
TAKS Math (Retest)	March 3, 2015
TAKS Science (Retest)	March 4, 2015
TAKS Social Studies (Retest)	March 5, 2015
English I (EOC)	March 30, 2015
English II (EOC	March 31, 2015
Algebra I, (EOC) Window	May 4-8, 2015
US History (EOC) Window	May 4-8, 2015
Biology (EOC) Window	May 4-8, 2015
TAKS English/LA Exit (Retest)	July 6, 2015
TAKS Math Exit (Retest)	July 7, 2015
STAAR/EOC English I (Retest)	July 7, 2015
TAKS Science Exit (Retest)	July 8, 2015
STAAR/EOC English II (Retest)	July 8, 2015
TAKS Social Studies Exit (Retest)	July 9, 2015
STAAR/EOC Algebra I, Biology, US History Window	July 6-10, 2015
SAT	October 11, 2014

	November 8, 2014
	December 6, 2014
	January 24, 2015
	March 14, 2015
	May 2, 2015
	June 6, 2015
TELPAS Window	March 16 – April 8, 20
PSAT/NMSQT	October 15, 2014

THEFT:

██████████ High School will not tolerate theft at our campus.

Any student caught stealing will be disciplined in a serious manner.

TRANSPORTATION:

(Transportation to School-Sponsored Events)

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event.

(Buses and Other School Vehicles)

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Students who live within two miles of school may ride a bus after paying a reasonable transportation fee. **If a student lives within 2 miles of the school, he will have to pay. Call the Transportation Department at** ████ **if you have any questions.**

Bus loading zone is on ████████ in front of ██████████████ School. Further information may be obtained by calling the District Transportation Office at ████████.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

♦ Follow the driver's directions at all times.
♦ Enter and leave the bus in an orderly manner at the designated bus stop nearest home.
♦ Keep feet, books, and other objects out of the aisle.
♦ Not deface the bus or its equipment.
♦ Not put head, hands, arms, or legs out of the window, holding any object out of the window, or throwing objects within or out of the bus.
♦ Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

(Private Vehicles on Campus)
- All students who park a motor vehicle of any type must register their vehicle the first day the vehicle is on campus. Vehicles are to be registered with the secretary in the main office. The student must display hang tag at all times the vehicle is parked on campus.

- Replacing lost or stolen tags will cost $5.

- Students are responsible for the security of their vehicle and permits. Therefore, they should not loan anyone their keys or permit. Any student found in violation of the regulation regarding transfer of permits will have the permit revoked immediately.

- Each vehicle that is parked on campus must have a hangtag which is interchangeable between cars. If changing vehicles or buying a new one, please notify the office immediately and register that vehicle.

- Tickets will be issued for improper parking, parking in a staff space, and/or failure to display a parking permit in the correct manner. The fine for a ticket is $5.00 and must be paid within five (5) calendar days.

- For questions regarding tickets, please contact the Assistant Principal within two (2) days of receiving the ticket. After receiving three (3) tickets for failure to purchase and display a valid parking sticker, the vehicle will be subject to towing at the owner's expense.

- Rules governing vehicle use on campus:
  – Student vehicles are to be driven only on paved areas. The use of a vehicle in an unsafe manner (i.e. excessive speed, squealing tires, driving on grass, etc.) will result in loss of parking permit, parent conference, and in-school suspension (ISS).

- Once a student arrives at school, the student is to park the vehicle and leave the parked vehicle immediately. Students are not to loiter in or around parked vehicles at any time before, during, or after school.

- Falsification of information on the registration form will result in the loss of the privilege of parking on the campus for the remainder of the school year.

- According to school board policy, "The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district."

- Parking privileges may be revoked for failure to comply with these regulations.

Fines will be assessed and parking privileges may be revoked for the following violations:

- Parking in undesignated areas (e.g. curbs, islands, faculty spots)
- Parking in the entrance to ████████ High School
- Forging parking tags.
- Not displaying parking tags
- Displaying forged or another student's parking tags

(STUDENT DROP OFF AND PICK UP)

Students may be dropped off and picked up in the ████████████████ parking lot, the ████████ School parking lot, or in front of ████████████ High School on ██████ Street – not in the driveway in front of the school. Student pick up and drop off is prohibited in the entrance to the front of the campus. This area is designated for students with handicapping conditions and limitations or extenuating circumstances, visitor parking and staff of ████████████ School. Please contact an assistant principal if you have an extenuating circumstance which warrants the use of the front entrance.

VIDEOTAPING OF STUDENTS:

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the tapes routinely and document student misconduct. Discipline will be in

accordance with the Student Code of Conduct.

A parent who wants to view a videotape following discipline of that parent's child may request access

in accordance with policy FL in the District's policy manual.

VISITORS:

(Parents and officials)

Parents and other official visitors are welcome to visit District schools. For the safety of those within the school, all visitors must first report to the front office and register with the receptionist. Parents

and guardians must have a current driver's license or photo ID. Visits to individual classrooms during instructional time by a parent are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

(Student Visitors)

Students from other districts or campuses may not visit ▮▮▮▮▮▮▮▮ High School during school hours without prior approval from a principal. Identification will be required from any person on school property. A current driver's license or photo ID will be required. Students enrolled in ▮▮▮▮▮ ▮▮▮▮▮ High School may not visit other campuses in ▮ISD during school hours without administrative approval. Failure to obtain approval is considered misconduct.

Withdrawal from School:

A parent/guardian wishing to withdraw a student from school must complete and sign the appropriate withdrawal paperwork. [For further information, see policies at EHBC, EIA, FDC, and FDD.]

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM

CONSENT FORM

Project Title: How pre-service teachers deconstruct and form professional identity as teachers during initial field placement at a discipline alternative education placement in Texas.

You are invited to take part in a research study being conducted by Dr. Lynn M. Burlbaw and Matthew Etchells, researchers from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?
The purpose of this study is to examine how pre-service teachers at a DAEP write about their field placement experience in a reflective journal and how this deconstructive process illuminates their development of a sense of a professional identity.

Why Am I Being Asked To Be In This Study?
You are being asked to be in this study because you were a students in TEFB 322 Teaching and School in Modern Society.

How Many People Will Be Asked To Be In This Study?
25 people (participants) will be invited to participate in this study locally.

What Are the Alternatives to being in this study?
None, the alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?
You will be asked to submit your reflective journal. Your participation in this study will be limited to the use of your journal and it will be retained for up to one year.

You may be removed from the study by the investigator for these reasons:
- Failure to submit reflective journal

Are There Any Risks To Me?
The things that you will be doing are no more than risks than you would come across in everyday life. The researchers will report to the TAMU IRB office (irb@tamu.edu) deviations, violations, non-compliance, unanticipated problems and adverse events involving risks to participants. The information will be handled in ways that are consistent with institutional guidelines for confidentiality and research with human subjects. Any problems or concerns will be reported and resolved as quickly as possible.

Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

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Are There Any Benefits To Me?
The direct benefit to you by being in this study is you will receive a copy of the research findings containing an analysis of your reflective journal.

Will There Be Any Costs To Me?
Aside from your time, there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?
You will not be paid for being in this study.

Will Information From This Study Be Kept Private?
The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only **Lynn M. Burlbaw and Matthew Etchells** will have access to the records.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Who may I Contact for More Information?
You may contact the Principal Investigator, Lynn M. Burlbaw, Ph.D., to tell him about a concern or complaint about this research at 979-845-8384.

For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu.

What if I Change My Mind About Participating?
This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your student status, medical care, employment, evaluation, relationship with Texas A&M University, etc.
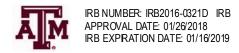
STATEMENT OF CONSENT
I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be

removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

IRB NUMBER: IRB2016-0321D   IRB
APPROVAL DATE: 01/26/2018
IRB EXPRATION DATE: 01/16/2019

PROTECTION PROGRAM CONSENT FORM

_____ Participant's Signature

_____ Printed Name
_____ Date

_____ Date

INVESTIGATOR'S AFFIDAVIT:

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____ Signature of Presenter

_____ Printed Name
_____ Date

_____ Date

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APPENDIX E –SIC ERAT SCRIPTUM PSTS JOURNAL INITIAL AND FINAL

META-REFLECTIONS

1 Eloise Meta Initial

Looking back on these three weeks, I have found that I am starting to think less of the teachers working at [DAEP], in comparison to the first week. I know this isn't obvious in my first or second-week entries, but it's evident on my third. The teachers tend to talk about the students in front of them, and they tend to blame things on students even if it isn't that student's fault. From my point of view, the students look like they're being 'attacked' by the teachers when accused of various things. Both [Teacher 1] and [Teacher 3] automatically call out specific students when any sound is made. I do understand that a lot of the time it makes sense and even when they are correct in calling out specific students, those students get visibly angry, especially when they are wrong. Both teachers tend to do this when they are stressed, and yet again, sometimes it's just easier to blame one student, but the students just become more hostile every time this happens. When talking to most of the students, it is evident that they have a problem with authority and the strong disciplinary hold both teachers at [DAEP] have on them makes it seem to the student like the sweet and gentle teachers, [Teacher 1] and [Teacher 3] are just being mean to be mean. It also causes the students to make an excuse as to why they're distracted from the work that they were supposed to be doing that day, which frustrates the teachers more, and creates more stress between everybody. While I do understand that sometimes the stress cannot be helped, the teachers do see not to think about what they're doing when very loudly talking about a specific student's

disciplinary problems in front of the student and front of class. While both [Teacher 1] and [Teacher 3] take the students personal goals and mental health into consideration when doing everything, they don't take the students emotional health into consideration when disciplining them.

I've also noticed that when more kids are in the classroom the less, seriously everyone takes the relaxation end of day exercises that both teachers work hard to incorporate into the curriculum. Whether or not this is because they're not taking their authority seriously, or if it's the group dynamic I'm not sure, but both seem to be playing a role into the lack of respect and the student's inability to be open to new ideas. It's weird to think that I've come to be on the 'student side' of this problem, but as a third-party I feel like both students and teachers are unreasonable in what they expect the other to be able to accomplish or do. Students don't understand how hard their teachers work in most classrooms, but in [DAEP] specifically most students take their teacher stress as personal attacks, which is just as unreasonable as the teachers are when disciplining students. I'm not sure what I get from this, other than that even when I'm stressed as a teacher, I need to take into account how I'm expressing that stress to my students. I also need to learn not to hold grudges against the students because they feel it more personally then I might mean it to be. In fact, this idea expands to more than just working with students; it also expands to working with coworkers, administration, and people throughout my life. I have also learned that taking students aside and talking to them one on one, or taking a coworker aside and talking to them one on one, is better than trying to confront them and or discussing their personal issue in front of the class. It embarrasses and upsets that

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person more then if you would pull them aside and talk to them personally, and individually. The responsibility that most teachers have in the classroom is larger then what most people think when going into the profession. I am to take this responsibility very seriously, especially after seeing the repercussions when a teacher doesn't.

2 Eloise Meta Final

I kept thinking about what I wanted this meta-reflection to reflect, and I decided it should be about me, not about the school itself. I don't necessarily feel differently towards education itself after working with the students at [DAEP], just because as a student who was raised by educators I always watched the teacher and the rest of the class to both monitor and 'judge' what was happening. I do realize that I want my classroom to be open and more of a teacher-student relationship than what is at [DAEP] right now. The students and the teachers are very separated, and I understand that is because it's a disciplinary school, but the faculty and students never really had a 'connection.' I have always wanted that connection with students because that is what is the most rewarding part of being a teacher for my parents. Seeing that impact that you have on students, is what American teachers get out of the job because it is for sure not about the money. I also want to make sure that there are some hands-on learning in my classroom. I know that this type of style is very difficult to do at [DAEP] but I kept thinking about how much more the students would learn and how much more they would enjoy classes if that were the style that they were taught with.

Overall, I enjoyed my time at [DAEP], and I don't know how to summarize my time there. I think it was an excellent way to start my job as an educator, and a great way to learn about what kind of educator I should be.

3 Esther Meta Initial

The idea of education that I am most familiar with is the one where a teacher stands in front of a class and teaches to classroom filled with mostly eager and curious students. The teacher would pace around the class, keeping an eagle eye on her students while pouring out her knowledge into them. When I walked into [School], I envisioned myself as that teacher; I wanted to have a class filled with students, be able to throw out questions, and watch as eager hands pop straight into the air. The system in [School] is very different from the banking system of education that I have come to know. The first two weeks I spent in [School], I familiarized myself with the learning system of the school. From my observations, the students were not learning at all.

[School] has an online education program called Edgenuity. In Edgenuity, students watch videos that are supposed to teach them the concepts necessary to their success in the course. After video lessons, they have assignments, quizzes, unit tests, and an end of course exam. With Edgenuity, students can track their progress through a course and complete the course in a short or long amount of time. On Edgenuity, teachers can view students' progress, check answers to every assignment a student works on and monitor a student at any point in time. One of the shortcomings of Edgenuity that I observed was that a teacher could only monitor a student if they were working in the same classroom as the teacher. I previously mentioned that I do not believe students learn on Edgenuity. This is because students are not very motivated to learn. Some students mute their video courses so they do not actually learn the concepts as they should. The students that listen to the lectures and take notes on them come out with notes that are very vague and

barely go in depth about questions that they might have. During exams, most students guess their way through, ask their teacher to check their grade and give them the numbers that they have answered incorrectly. They them go back to the test, guess again, check their grade, and continue this process until they attain the grade that they want on the exam. This is the norm in [School]. While the school is an alternative school that provides student with an opportunity to get their diploma at a faster pace than regular high school student, many of them go through the motions to get through their courses faster. They are mainly motivated by the thought of completing instead of actually learning. From the time I spend talking with some students, I found out that a small percentage of them wish to pursue a college education so many of the students do not feel that they will use the material they are taught in school.

There is also a lack of motivation with the teachers in [School]. Some characteristics that teachers should possess in order to be effective in their jobs include genuine interest, passion, and individual interaction with their students. Genuine interest and passion are very important for teachers to be able to engage their students. Since [School] uses Edgenuity, teachers are not as involved in the actual process of teaching. In my opinion, students at [School] are a little disadvantaged than their counterparts in the regular high schools because they are not getting the firsthand experience that learning from well trained teachers bring.

4 Esther Meta Final

For the past three weeks I have had the opportunity to work in [DAEP]. So, based on my experiences in both [School] and [DAEP], this meta-reflection will be focused on the students' learning. From what I have observed, students are not pushed to learn and from my discussions with [Teacher 2], I learnt that [School] pushes teachers to cut down their curriculum so that students can complete their courses faster and graduate early. While this is what teachers are told to do, my mentor teacher told me that she does not cut the curriculum as much as she is supposed to because she believes that the students need some of those concepts for their tests. [Teacher 2] always correlates her curriculum with Texas standards and decides what needs to stay in the curriculum and what could be taken out. Quality education should be the goal of [School] and not just getting students on the fastest route to graduation. Some of the students I have had the opportunity to teach have displayed a big lag in their knowledge. This week, I worked with a 9th grader in [School] on his math homework. The work was focused on adding, subtracting, multiplying, and dividing numbers with different signs. As a ninth grader, the student seemed to be behind where a regular ninth grader should be. Another student I met could not use context clues to figure out the answers to simple health questions. I honestly think that [School] needs to make Edgenuity available only to students who are more advanced in their education and can handle the freedom that Edgenuity gives them. Students who are behind do not benefit from it because it does not motivate them to learn so they do the bare minimum to get through Edgenuity and they do not learn very much. Teachers in [School] should have a more assertive role in teaching those students

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who are not learning from Edgenuity and provide different opportunities for them to learn. Edgenuity provides very little variation in teaching and that does little to motivate students to learn. Apart from Edgenuity, I think [School] should factor in cooperate time when students can ask questions in the classroom. As a student, I have noticed that it sometimes takes one student asking a question for other students to understand what is being taught. In [DAEP], the students are often confused about their work too because some of them are missing lectures that are pertinent to understanding the material. For students that attend [DAEP] from the regular school system, there should be extra tutoring available to them. After speaking to many students from [DAEP], they say that they learn the most when interns are teaching them. I took this to mean that they do not learn when the interns are there. Even though the students in [DAEP] are there because of their behavior, they should still have the same privilege to a quality education as their counterparts; regardless of how much time they are spending in [DAEP].

5 Kekoa Meta Initial

My first three weeks here at [School] have brought upon a move from being the silent wall fly in the classroom to being an active figure alongside the teachers. However, this brought upon the a questioning of my own abilities. Needless to say, it's through this self analyzation that I can come to the educator that I wish to be First I questioned my role within the classroom. What was I to in relation to the teacher? To the students? Am I merely a figure who comes by for a set time? I wanted to know my place in which I will occupy, not knowing that this is a field based placement to test us by having us doing the next best thing: tutoring. But what was my role then? Do any of the directives I give hold weight? Or are they suggestions reinforced by my mentor teacher? These were all answered after my first observation. Despite being so young and fresh faced, these kids looked to me with same respect as a teacher. Lastly I questioned the knowledge I brought to the classroom. Do I know enough to teach someone? Are my methods adequate enough for a student to learn? It feels as if I was almost thrown from one classroom to leading another, yet I know that is not the case. My grades reflect my knowledge of biology, yet that area of doubt still lingers. My urge to help coupled with the uncertainty in myself produced a stalemate; a fly on the wall. However, the confidence behind one's answer usually can dictate whether or not you are correct; so can that transfer to the teaching of a subject as well? I must remember that confidence is key, from there the subject matter will flow on its own.

6 Kekoa Meta Final

As my time at [School] came to close, I was struck with a somber moment of reflection during my commute back home. I contemplated who had learned more during those 40 hours of observation, the students or me? Yes it is true that my role within that classroom was to tutor the students in any science related subjects. Every Friday morning I approached that observation period with the intent to practice what was being taught to us and to explore methods that work for me also. As my confidence grew after every tutoring session the results seem to grow as well. I say it time and time again but you could see the gear turning in their minds. Then there is the content I learned from my time within the classroom. I gained valuable advice and experience from working with my mentor teacher. Working with the students I found myself aligning myself with new beliefs as these kids grew more and more on me. Lastly, the gift from a student showed me that you can leave an impact someone in such a short amount of time. I have always known why I want to become a teacher, but within these 40 hours I have seen why I chose this career field. These intangible experiences that can't be physically measured but stretch beyond the singular moment in which they occur are what I learned at [DAEP]. For lack of better words, I learned what it truly means to be a teacher. For that sole reason only, I believe I was more of a student to those kids at [DAEP] than they were to me; and for that I am wholeheartedly thankful.

APPENDIX F –SIC ERAT SCRIPTUM PST JOURNAL EXAMPLE OF WEEK 1-3

(ELOISE).

Week 1

My first impression of [DAEP] was general surprise at how young the students are. I don't know if it's because I forgot what high schoolers looked like, or if I remember myself to feel older in high school, but the students there are very young. I also didn't understand the actual separation between [School] and [DAEP] until the woman working at the front desk pointed me outside to go to the classroom I was assigned. I feel kind of badly that [DAEP] program has portables while [School] has an actual school building and classrooms, but I guess when people were deciding how to split them during the move this was a natural answer. The [DAEP] classroom itself surprised me as well. The entire cubical set up was very geared towards anti-social behavior, which yet again I didn't realize would be the natural set up for a disciplinary school. The kids seemed to do their work and keep to themselves, which causes less commotion which shows their effectiveness however much I would hate to be one of those kids.

As for the teachers, [Teacher 1], and [Teacher 3] both are very sweet and gentle women. They both seem very passionate about the techniques they use in the classroom, specifically the calming techniques. When I first walked in, because they share a classroom, I thought that they were together in one classroom because of the type of school they work in, and they needed each other for protection. It wasn't until later in the day did I realize that the class was essentially split down the middle so each had their

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own 'class' but they shared the room. I wonder why they decided to do it this way instead of having more portables. Especially since when I was talking to [Teacher 1] she mentioned that the room can fill up very quickly with the limited amount of space the two of them have.

When thinking back to what I did today, it seemed like the students liked me, which is promising. Although I did start off my introduction with, "I live in Austin, but I am originally from New York," knowing that they would immediately find that interesting and ask a lot of questions. I don't feel bad for being sneaky because I know that all of them might not be able to talk with me, but this is a way for them to want to work with me on English, even if they don't like the subject. While I know that I love English, I know that most students don't see the point in it, so getting them interested in talking to me, while working on English, was my goal.

I didn't accomplish my goal of making English interesting today though because I was asked to help a girl with genetics, the major I recently switched out of. While I didn't mind that, I was kind of surprising that [Teacher 1] would ask me to do that, full on knowing that isn't what I was there for. Although, I do understand I am in the classroom to work with students no matter the situation. So back to the student, her assignment was fill in the blank from the worksheet, but she didn't seem to understand her assignment at first. Her inability to understand what she was supposed to do wasn't because she didn't get the assignment it was because she couldn't focus on anything for more than three to four minutes at a time. While I was talking to her, she put on a blank stare and made it feel like I was talking to her in another language. I tried drawing things

out for her and making labels, but she just stared at me the same way. This was when I

started trying to relate what we were talking about back to her real life, asking if she

knew any twins or if she shared her eye color with anyone else in her family, etc. This

technique worked on her, which was good, but when it came to answering the question

the second, she looked down at the paper she would eventually become lost again and

asked me to tell her what to write. I guess she didn't understand that we were talking

through the right answer, which hopefully helps her retain the information. When we

moved on to different subjects within genetics, she kept going back to the idea of twins.

Over and over again she mentioned twins and people with two different colored eyes. So

I knew that what I was saying was going through, and she was honestly curious about it,

but she couldn't mentally move on from that point. It got me a bit frustrated because my

goal was to help her finish her assignment and we maybe got one page in her three-page

assignment when we had to start packing up. I later found out from [Teacher 1] that this

student was a special needs student and does have trouble focusing or doing work. What

was once frustration became surprised, especially since [Teacher 1] praised me because

she watched and was happy that the student was genuinely interested and asked a lot of

questions, which she normally doesn't do. When talking to [Teacher 1] about how she

wouldn't move past that subject, [Teacher 1] said that it was just impressive that she

showed any interest at all. I did notice that she became much more animated, and I was

excited that she took an interest, but I thought I wasn't doing a good job as a teacher. I

am glad to know that I was doing the best I could have in that situation. I do hope though

that next week I get to work with someone on an English assignment.

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At the end of the day, the students went through this relaxation technique that involved self-reflection and soft music. I am interested to see if this works for the students or even if they take it seriously.

Week 2

This week I started my day at [DAEP] off with sitting outside with the students and [Teacher 1] and just watching playing basketball. The kids were as wild as I was expecting them to be especially with being in such a controlled environment all day. Watching the screen won't talk with other teachers shows how proud she is of her students however much she seems to be authoritative in the classroom, which is funny to say because of how sweet and gentle she is.

My student teaching started out with hoping this didn't work on a poem, about 20 lines, about whatever topic he wanted. At first, he seemed very reluctant to work with me especially on this assignment because he said he didn't like the teacher. This motivated me to help him enjoy the project, so I immediately started asking him what he wanted to write about and asking about his likes and interests. Me talking to him about what he enjoyed, really seems to make you happier and more involved in the problem. While he kept asking me what he should write next, I made sure to tell him, "your teacher wants to hear what you have to say, and I am certain your poem would be even more interesting than mine." Following this, he seemed to enjoy the poem writing process a lot more. Although he would get distracted once in a while, he appeared to enjoy it. Later, when talking to [Teacher 1] and [Teacher 3], both seemed concerned with how distracted this student was getting. This bothered me because of how interested

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he was and how much he loved writing the poem. [Teacher 3] then has a talk with him discussing how disappointed we were, we been the three authority figures in the room, on how distracted he was while working with me. The look on his face was heartbreaking. He immediately, and visibly, went in on himself and lost all sense of excitement that he had been showing. I then tried to talk with him and make him feel better, but he wouldn't listen to because of how upset he was with the situation in general. Although, he didn't want to listen to me I told him that I wasn't disappointed in him and that I'm glad that he enjoyed writing the poem. I said to him that the teachers were just concerned because I didn't know how to handle the situation of him getting distracted because I was learning how to be a teacher. I then said that he was helping me learn how to be a better teacher, and this was a great experience. I truly enjoyed working with him, and was excited that he enjoyed working with me, but it seems like all of that went out the window when the teachers intervened. I became frustrated with the teachers because they didn't see to take into account and his feelings when accusing him of something he didn't do. They just assumed that he wasn't learning and that he was making it hard on me. He came up to me at the end of the day and apologized for disappointing me. I felt so terribly because working with him at the opposite effect; it made me excited to be a teacher. I told him, yet again, that I liked working with him. I hope that he left knowing that the fun we had writing his poem, Which turned out amazingly, by the way, wasn't all in his mind. I did not expect the teachers to be as disciplinary as they were for something slight. But they immediately blamed him

without looking at the work he accomplished. It is sad, to think that most teachers probably treat him this way at his regular high school.

Week 3

The first thing I noticed when getting to campus, was the number of kids that were here this week. It was very intimidating to see that many kids, especially because they were ganging up more than they normally do. When speaking to [Teacher 1], she also showed her stress and discussed the new students who had arrived within the past week. I didn't realize, how many students could fit in that small classroom until I saw them all outside. It worried me because I didn't know what to expect once they were actually in the classroom, Especially with how rowdy they were outside. Once they got into the class, they were relatively calm and seemed happy, which was different from the past two weeks.

My first assignment of the day was to work with a new student on a play he had to write for one of his English classes. Like the other two students, he seemed reluctant to work with me, but that started to fade once we started working. Most students are surprised with how excited I am to work with them and how much I want to hear their opinions. I don't just give them the answers, and I think that confuses them and relieve his them at the same time. When I say relieve I mean it makes them happy that I'm not just another teacher wanting to get the grade in and leave. When discussing what please work, because she had never seen one, she immediately hooked onto the idea that plays were to be dramatic. When asking, jokingly, it anything of it in his life was dramatic he immediately started telling me about how he came to [DAEP] in the first place. He

decided then, that is what he wanted to write about, and I helped him format his story. What he seemed to be talking about his story, was it his dislike of the administration of the school and how they "butt in" when they don't need to. He said this happened all the time and that they should just let them work things out by themselves. This wasn't surprising, What was surprising was that he beat up offices at the school to protect his cousin, who was the one who initially got into the fight. I didn't realize when faced with adversity. However, an imagined this adversity is, even students can create a strong sense of loyalty within the school yard. What upsets me, though, is that the student is only a freshman, and was going down the wrong path because he was following his cousin. He seemed proud, and I was not in the position to say anything about his choices, so I just worked with him on the assignment. If I saw him more often than just once a week I might have talked to him about his decisions, but I feel like that wasn't my responsibility, and now I am second-guessing not having talked to him. Is it my responsibility, Even as a student teacher, to discuss this with them?