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ACCEPTANCE

This dissertation, STUDENT TEACHING IN AN URBAN CONTEXT: STUDENT TEACHERS' VIEWS AND CONSTRUCTION OF IDENTITITIES, by DESHA L. WILLIAMS, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the College of Education, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chair, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

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ABSTRACT

STUDENT TEACHING IN AN URBAN CONTEXT: STUDENT TEACHERS' VIEWS AND CONSTRUCTION OF IDENTITIES
by
Desha L. Williams

There is a shortage of secondary mathematics teachers throughout the United States (Howard, 2003, Matus, 1999). This deficit is heightened in urban areas (Bracey, 2002; Howard, 2003). Understanding how urban teachers develop into highly qualified, motivated teachers of urban learners may provide guidance in decreasing the shortage of urban secondary mathematics teachers and provide direction for teacher education programs in preparing future teachers of urban learners. Thus, the purpose of this study was to examine the experiences pre-service teachers undergo during student teaching and how those experiences impact their views on teaching in an urban context, as well as how their experiences impact the construction of their identities as teachers of urban learners. Six secondary mathematics pre-service teachers who have made the conscious decision to teach in urban schools participate in this study. Phenomenology is used as a philosophical and methodological framework. The theories of teacher thinking, situated cognition, and social identity provided a foundation to examine to research questions: How do pre-service teachers experience student teaching in an urban context; how do pre-service teachers' experiences impact their views on teaching in urban schools; and how do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

Data were collected via initial interviews, journaling throughout the student teaching experience, and phenomenological interviews. Colaizzi's method for phenomenological data analysis was used to develop textual and structural descriptions of the phenomenon. This method of analysis led to concluding that constructive student teacher – cooperating teacher relationships lead to positive views of teaching in urban contexts and collective teaching dispositions. Negative relationships caused an aversion to teaching in urban environments and individualistic classroom practices. In regards to the construction of an identity as teachers of urban learners, the quality of the student teacher-cooperating teacher relationship was a factor. When an affirming relationship was present the student teachers embraced some of the characteristics of their cooperating teachers. Whereas, detrimental relationships caused the pre-service teachers to dismiss the practices of their cooperating teachers and the rejection of any performance feedback provided.

STUDENT TEACHING IN AN URBAN CONTEXT: STUDENT TEACHERS' VIEWS AND CONTRUCTION OF IDENTITIES

by
Desha L. Williams

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in
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in
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Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.
--Langston Hughes

I have held fast to the dream of holding a doctorate degree. Through this dream, I have climbed many mountains and seen wondrous things. I could not have done this on my own. I did it standing on the shoulders of great individuals of whom I now thank. Without you this would have not been possible.

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CHAPTER 1

INTRODUCTION

Who are we as teachers and how do we develop our identities as teachers? That question is the purpose of this study: to examine the experiences pre-service teachers undergo during student teaching which influence who they become as teachers, more specifically teachers of urban learners. This study provides a glimpse into the views of six pre-service secondary mathematics teachers' experiences during student teaching and how these experiences shaped their position on teaching in urban environments and development as urban teachers of secondary mathematics. The importance of this study is grounded in the need for increasing the number of qualified, motivated teachers for urban learners.

There is an increasing need for teachers of urban learners. The shortage of teachers in the United States has been well documented (Follo, Hoerr, & Vorheis-Sargent, 2002; Howard, 2003; Matus, 1999). Teacher attrition, low wages, poor working conditions, and lack of support have been reported as reasons for the demand for teachers outweighing the supply (Bracey, 2002; Ingersoll & Smith, 2003). The teacher shortage dilemma is varied among the different school regions of rural, urban, and suburban. Urban schools have a higher percentage of teacher shortage than suburban schools (Bracey, 2002; Follo et al., 2002; Howard, 2003; Matus, 1999; Ng, 2003). Not only is the shortage concentrated in urban environments, but also in secondary mathematics (Cavallo, Ferreira, & Roberts, 2005). Therefore secondary mathematics teachers in urban

education are in dire need. The shortage of teachers in urban schools has been linked to the aforementioned reasons as well as the challenges teachers may face in urban classrooms (Follo et al., 2002). Some of these challenges are argumentative students, disrespect of self, others, and property by the students, and a lack of students' interest in their education (D. Brown, 2002; Matus, 1999). Despite these challenges, there are teachers who are thriving in urban environments and their students are reaching high levels of achievement. How do these teachers construct their identities? Does it begin during student teaching or sometime thereafter? Understanding how teachers begin the construction of their identities may reduce the turnover rate of teachers in urban schools. Thus, this study followed the experiences of pre-service mathematics teachers who have made a conscious decision to teach in urban schools.

Definitions of Terms

Because the focus of this study is on how pre-service teachers experience student teaching within urban schools and how these experiences impact the construction of their identities as teachers of urban learners; definitions are needed for *urban schools* and *teacher identity*. Urban schools are (a) schools that are located in metropolitan cities or on the outer ridge of a metropolitan city serving primarily minority students and (b) schools where the students may be experiencing various situational or environmental conditions that potentially affect academic achievement and academic motivation (Kopetz, Lease, & Warren-Kring, 2006). Situational or environmental conditions include, but are not limited to, students living in low-income or poverty stricken families in which student employment is required to assist in the family's survival; students with limited parental support; students who are parents; or students living in communities where

violence is on a rampage (Kopetz et al., 2006). This definition of urban schools is representative of the context for this study in that the school sites were located in and around a metropolitan city and from responses of the participants, students were having motivational and achievement challenges. However, the causes of those challenges could not be determined.

Identity is comprised of several components and its development is complex as well as fluid. Identity

> (a) is an explicit or implicit answer to the question, 'Who am I?' (b) Consists of achieving a new unity among the elements of one's past and one's expectations for the future; (c) gives origin to a fundamental sense of sameness and continuity. (d) is arrived at by realistically appraising oneself and one's past; (e) considers one's culture, particularly its ideology, and expectations that society has for oneself (f) questions the validity of both culture and society and the appropriateness of the perceptions that others have of oneself; (g) development involves the process of integration and questioning fundamental areas, such as one's future occupation . . (h) is flexible but sustains a durable commitment to an area; (i) guarantees, from an objective perspective, one's productive integration into society [i.e. teaching]; (j) is subjective, a basic sense of loyalty and fidelity; and (k) deepens subconscious feelings of rootedness and well-being, self-esteem, confidence, and sense of purpose. (Blasi & Glodis, 1995, pp. 405 - 406)

Teacher identity or professional identity is derived from this definition. Choices in the classroom, values and beliefs about student learning, and accepted norms all contribute to the construction of a teacher's identity. Teacher identity is "how teachers define themselves to themselves and others. It is a construct of professional self that evolves over career stages" (Lasky, 2005, p.901). As teacher identity is examined in this study, it is done so with the understanding that identity is fluid and impacted by various experiences.

Rationale

Student teaching serves as the culminating requirement in completing a teacher preparation program (Koskela & Ganser, 1998; Sudzina & Coolican, 1994). It is in student teaching that pre-service teachers begin to test their positions as classroom teachers based on personal beliefs and knowledge gained in their teacher preparation programs (Gormley, Hammer, McDermott, & Rothenberg, 1993; Hudson, 2004; Sadler, 2006). Because of the strong influence student teaching has on the development of novice teachers; it is crucial to understand how student teachers experience student teaching. The viewpoints of student teachers provide information to teacher education program development. These viewpoints demonstrate the alignment of university courses to realities within urban classrooms. Student teachers' perspectives gained during student teaching also provide insight into what is needed to develop successful teachers of urban learners.

The specific elements of the pre-service teachers' field experience that foster positive perspectives of teaching in urban contexts have not been identified (Proctor, Rentz, & Jackson, 2001). Therefore, an examination of experiences within student teaching is needed to provide insight into components that assist or obstruct teacher retention for urban learners.

Research Questions and Overview of Methodology

The research questions examined in this study were as follows:

1. How do pre-service teachers experience student teaching in an urban context?
2. How do pre-service teachers' experiences impact their views on teaching in urban schools?

3. How do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

The research paradigm that was used to conduct this study was qualitative, following the tradition of phenomenology. Data was collected via interviews and journal entries. These data sources provided evidence of the six participants' experiences during student teaching from an emic perspective.

Philosophical Framework: Phenomenology

The tenets of phenomenology provided the philosophical framework for this study. "Phenomenology is oriented . . . toward describing the experiences of everyday life as it is internalized in the subjective consciousness of individuals" (Schwandt, 2001, p. 191). Therefore, the crux of phenomenology is to understand the experiences of an individual from his or her own unique perspective. Schwandt (2001) provided this definition in his book *Dictionary of Qualitative Inquiry*; however, philosophers in the field have not agreed upon a doctrine of phenomenology. Martin Heidegger stated, "there is no such thing as *the one* phenomenology" (as cited in Moran, 2000, p. 3). Three philosophers of phenomenology contributed to my philosophical framework– Edmund Husserl, Alfred Schutz, and Martin Heidegger.

Edmund Husserl is considered the father of phenomenology. He first coined the term phenomenology in his book *Logical Investigations* to mean descriptive psychology (Husserl, 1970). He focused on the description of everyday life. He called everyday life, "lived" experiences. In Husserl's phenomenology, lived experiences are comprised of two parts: an objective component and a subjective element. The two cannot be separated; they are a cohesive unit (Moran, 2000). The objective and subjective

components of lived experiences are referred to as noema and noesis, respectively. The noema component is the object of the lived experience. The noesis is the perception of the object. It is possible for two individuals to have the same noema of the object of an experience, but the noesis will differ. The noesis is developed from past experiences, personal backgrounds, and beliefs (Sokolowski, 2000; Wagner, 1970). For example, one is experiencing a tree and calls it a red oak tree. A botanist is experiencing the same tree and calls it *Quercus falcate,* whereas a carpenter calls it a table. All experience the tree, but their perceptions of it are unique. These unique perceptions are based on the background of the individual and the context of the experience. In the case of experiencing student teaching in an urban context, the participants of this study may have similar events occur, but how they internalize these events in shaping their views of teaching in urban schools and their identities as urban teachers are unique. Phenomenology offers a foundation to view the similarities and differences of these pre-service teachers.

Phenomenology also requires that before experiencing a particular phenomenon, in this case experiencing student teaching in an urban context, an individual must have a motivation for such experiences. This motivation may only exist at the subconscious level. However, it invokes intentionality. Intent is crucial, according to Husserl (1964). In forming the experiencer's intentionality, Husserl's dogma of phenomenology included a rejection of interference from outside forces, called bracketing (Moran, 2000). The concept of bracketing involves relying on oneself to make determinations of a given phenomenon. "Others" are not allowed to influence your judgment or perception of the phenomenon. This is the point where Heidegger diverged from his teacher, Husserl.

Heidegger (1996) did not see bracketing as a necessary component of developing intent. Whereas Husserl sought to describe the phenomenon, Heidegger insisted on interpreting the phenomenon based on the context in which the phenomenon occurred. In this version of phenomenology, one could not dismiss the existence of the world.

Schutz (1967), another phenomenologist, combined the tenets of Husserl's phenomenology with Max Weber's sociology. In his version of phenomenology, as one reflects on an experience, the reflection is not purely based on the individual but is influenced by social interactions with others. Conversations, other experiences, and subconscious and conscious thoughts influence how one reflects on an experience. These reflections provide a foundation for the construction of knowledge (Wagner, 1970). In the literature, Schutz was identified with the philosophies of Husserl, but Schutz's stance is more closely aligned with that of Heidegger (Heidegger, 1996; Wagner, 1970). Schutz acknowledged the importance of interpreting phenomenon in context and he also valued the social influences that impede upon the perceptions of the experiencer (Schutz, 1967; Wagner, 1970). Schutz's standpoint on phenomenology encompasses both the internal processes involved in knowledge construction and the social aspects that influence that development. The influences of the interactions of pre-service teachers with their cooperating teachers, their students, other teachers, and parents factor into how they interpret their experiences and form their identities. Thus, I used Schutz's doctrine of phenomenology as a philosophical grounding.

There are two attitudes that are presented in the philosophy of phenomenology. They are the natural attitude and the phenomenological attitude.

> The *natural attitude* is the focus we have when we are involved in our original, world- directed stance, when we intend things, situations, facts,

> and any other kind of objects. The natural attitude is, we might say, the default perspective, the one we start off from, the one we are in originally. We do not move in to it from anywhere more basic. The *phenomenological attitude*, on the other hand, is the focus we have when we reflect upon the natural attitude and all the intentionalities that occur within it. (Sokolowski, 2000, p. 42)

The natural attitude and the phenomenological attitude offer viewpoints of how pre-service teachers experience student teaching as they develop their identities as urban teachers and their views on teaching in urban contexts. The natural attitude illustrates the pre-service teachers' naïve thoughts on teaching in urban schools. The phenomenological attitude then validates or contradicts the teacher candidates' initial thoughts as they reflect upon their experience. Both positions are depicted in Chapter 4 through the journeys of each participant.

Theoretical Frameworks

Several theories comprise the theoretical framework. The selection of each theory is based on how it will support a particular research question. In examining how pre-service teachers experience student teaching and its impact on their views on teaching in urban schools, the theory of teacher thinking supplies grounding, as well as, situated cognition. In regards to how these experiences affect pre-service teachers' construction of their professional identities, social identity theory is utilized.

Theory of Teacher Thinking

The theory of teacher thinking allows a look into how teachers think about their practices in the classroom; the way they teach; why they teach that way; the way they handle conflict; and the way they handle any situation that impacts the way they do their job (Carlgren & Lindblad, 1991; Clark & Yinger, 1979; Fenstermacher, 1978; Isenberg, 1990; Shavelson, Webb, & Burstein, 1986). In the early years of teacher thinking,

teachers were seen as leaders of the classroom, the ones who made all the decisions. Teachers identified a gap in the students' knowledge and proceeded to "fix" it. The catch phrase of the day was "teacher as physician." Over the years teacher thinking evolved. Teachers were no longer seen as "the holder of all knowledge"; instead, they became reflective–constructive professionals in the classroom, attempting to understand cognitive behaviors in an academic environment. For the theory of teacher thinking to hold, a major assumption must be met. This assumption is that teacher thinking influences practice (Isenberg, 1990).

Teacher thinking examines information processing to include teacher planning, teacher decision-making, and judgment. It also examines tacit and practical knowledge (Carlgren & Lindblad, 1991; Clark & Yinger, 1979; Fenstermacher, 1978; Isenberg, 1990; Shavelson et al., 1986). In past studies on teaching, a behaviorist approach has been applied. Teacher thinking offers an opportunity to explore teachers' decision-making, judgment and teaching style from an emic perspective.

A major component of teacher thinking is planning. Since 1970, teacher planning has been studied (Clark & Yinger, 1977). Teachers either plan from objective to activity or activity to objective. In that, teachers may examine a list of objectives to be covered within a course and plan activities to meet those objectives or develop a set of activities and then determine which objectives are met (Clark & Yinger). Teachers also plan in various stages, from yearly planning to daily planning. While engaged in the various stages of planning, teachers' thoughts migrate from the content to be taught to how to evaluate the content. Teachers also take into consideration the students' interest, the

resources available to them, and management issues (Clark & Yinger, 1977; Isenberg, 1990; Porter & Brophy, 1988; Taylor, 1970).

The routine nature of planning allows teachers to focus his or her thoughts on decision making issues and issues requiring his or her best judgment. A teacher's decision-making and judgment are influenced by the teacher's epistemological beliefs, values, and tacit knowledge (Clark & Yinger, 1979; Isenberg, 1990). Interactive decision-making skills are essential for teachers. These decisions are made while teaching, which can be either instructional choices or management choices.

Judgment and decision-making are linked. After planning for a specific objective and deciding on the method of instruction, judgment is the third and final element of teacher thinking. It is judgment that directs a teacher in his or her final choice of action (Clark & Yinger, 1977; Johnson, 1955, 1972; Newell, 1968). Judgment determines which objectives are taught and which instructional methods are utilized. Inside of the teacher's judgment, the teacher also evaluates the students' abilities (Clark, Wildfong, & Yinger, 1978; Clark & Yinger, 1979). The judgments that teachers make not only include what is to be taught, how to teach it, and the students level of ability, but a teacher's judgment must also deduce the best way to keep all students engaged in the learning process.

Planning, decision-making, and judgment, are all affected by the teachers' tacit or practical knowledge. Tacit knowledge is knowledge that a person is unaware of having (Schwandt, 2001). Tacit knowledge allows teachers to access past experiences and to use those experiences to make decisions about classroom practices (Connelly & Clandinin, 1988). Practical knowledge is the beliefs or values that teachers hold about teaching and learning that affects their teaching choices (John, 2002). According to Isenberg (1990)

and Yonemura (1986), teachers who fully use their tacit and practical knowledge are effective facilitators in their classroom who can connect actions to past experiences, beliefs, or values.

To understand better the intricacies of teaching and the behind the scenes activities that are involved in teaching are the goals of the theory of teacher thinking (Clark, 1984; Clark & Lampert, 1986). The purpose of teacher thinking is to improve upon the quality of teacher performance in the classroom (Carlgren & Lindblad, 1991).

Situated Cognition

As student teachers enter into the teaching profession, they are learners. They are learning how to be effective mathematics teachers of urban learners, how to make decision about lessons, management of the classroom and other various aspects of teaching. The theory of teacher thinking gives insight into the cognitive processes in progress. Situated cognition lends support as pre-service teachers take the position as learners.

Situated cognition endorses learning in context. The theory proposes that the process of learning cannot be separated from the context of learning (Brown, Collins, & Duguid, 1989; Lave & Wenger, 1991). Within situated cognition or situated learning, one learns how to function effectively in a given situation through participation in authentic learning experience. Thus, participation in student teaching allows for pre-service teachers to have authentic interactions with situations that they may encounter once they are in their own classrooms.

Herrington and Oliver (2000) have constructed nine components to describe the principles of situated cognition.

a. Provide authentic content that reflects the way knowledge will be used in real life–non-linear design, no attempt to simplify
b. Provide authentic activities–activities that have real world relevance
c. Provide access to expert performances and the modeling of process–access to social periphery, access to expert thinking
d. Provide multiple roles and perspectives–the opportunity to express different points of view
e. Support collaborative construction of knowledge–classroom organization into small groups
f. Promote reflection–opportunity for learners to compare with experts
g. Promote articulation–publicly present argument to enable defense of learning
h. Provide coaching and scaffolding–complex open ended learning environments
i. Provide authentic assessment–multiple indicators of learning (pp. 30 -31)

These elements of situated cognition are incorporated into pre-service teachers' experience during student teaching. Pre-service teachers are placed in operating schooling in which they observe practicing teachers model their craft. In this setting, discourse occurs in regards to the pre-service teachers' performance in the classroom, providing opportunities for reflection and coaching. Within the teacher preparation program that these pre-service teachers are enrolled, assignments are employed that requires small group collaboration and demonstration of their learning. Appendix A contains the student teaching syllabus describing assignments that provide evidence of collaboration and demonstrations of learning.

Learning within a situated environment allows for interactions with the characteristics which align with the norms, values, and practices of a given context (Altalib, 2002). In the context of student teaching, perceptions are formed regarding teaching in urban schools and these perceptions assist in shaping pre-service teachers

identity. The use of context in the formation of teachers' identities segues into the use of social identity theory as another component of the theoretical framework.

Social Identity Theory

Identity as defined by Cast (2003) is "a set of meanings applied to the self in a social role or situation, defining what it means to be who one is in that role or situation" (p. 43). Social identity theory examines an "individual's knowledge that he [or she] belongs to certain social groups together with some emotional and value significance to him of his group membership" (Tajfel, 1972, p. 292). Furthermore, "social identity theory is a theory of self. It rests on a fundamental distinction between the collective self (social identity), which is associated with group membership, group processes, and intergroup behavior, and the individual self (personal identity)" (Hogg, 2003, p.463). Social roles are not singular in nature. Individuals have multiple identities (Danielewicz, 2001) The poem, *We Wear the Mask*, by Paul Laurence Dunbar (1896) can be argued to be a representation of identity.

> We wear the mask that grins and lies,
> It hides our cheeks and shades our eyes,
> This debt we pay to human guile;
> With torn and bleeding hearts we smile,
> And mouth with myriad subtleties (p. 167).

Dunbar is saying that a person hides his or her true self and reveals only a portion of his or herself that is appropriate for the given situation. We wear different "masks", or identities, with our friends and loved ones than with our employers or in other social settings. These various masks allow us to conform to the environment so that we may exist harmoniously. Identities and behaviors are companions. The behavior of an individual depicts the identity role that person wishes to display.

The formation of an identity is nurtured through social interactions with others. These interactions manifest themselves through discourses and modeling (Cast, 2003; Danielewicz, 2001). The process of the construction of an identity is as unique as the individual. The process is both internal and external. The internal process has to begin with self-identification. For example, "I am an African American woman." One must accept who one professes to be. The external process involves the interaction and examination of the behaviors of others within the role desired (Jenkins, 1996). Once the identity is formed, others must validate it as acceptable. If an identity is against the norm, the individual will risk being banned or marginalized from the community (Cote & Levine, 2002). Research indicates that the interactions and discourses with others (others that are members of the community in which access is desired) serve as models for the construction of an identity (Cote & Levine, 2002; Danielewicz, 2001). Social identity theory provides a lens to examine how experiences during student teaching impact the teacher candidates' construction of their identities within the classroom.

Background

A collaborative effort between two departments in a research university in a large southeastern U.S. metropolitan city initiated a program specifically designed to prepare teachers who are committed to teach in urban schools. The program sought and received federal funding to support its efforts. Each year the project funds a maximum of 10 scholars. The scholars are awarded a monetary scholarship that provides them with financial support as they complete the teacher education program.

The participants in this study have an earned bachelor's degree in mathematics or a related field and are either transitioning from a previous profession or entering the

teacher education program directly from their undergraduate program. Upon completion of an intensive four-semester program, these scholars receive their initial teacher certification in mathematics for grades 6 through 12 and a Master of Education degree. The program is grounded in the philosophies of constructivism and maintains a holistic approach in guiding students through reflective experiences. Within the program, teacher candidates have the opportunity to develop and strengthen their content knowledge, pedagogical styles, assessment strategies, diversity plan, and classroom management plan. They also gain a perspective of the culture of urban schools through an internship in an urban middle school and by completing their student teaching in an urban high school.

There are two urban school systems in which the scholars complete their internship and student teaching experience. Pseudonyms have been provided for the school systems and schools. The two urban school systems are Bellamy County Schools and Dominick County Schools.

Bellamy County Schools is composed of 19 middle schools (grades 6–8) and 21 high schools (grades 9–12). During the 2005-2006 school year, there were approximately 99,544 students in Bellamy County Schools, of which 51,914 students attend the county's middle and high schools. The county's ethnic demographics are 77% identify themselves as African-American, 10% as European-American, 8% Hispanic, 3% Asian, and the remaining 2% were identified as Multiracial (State Department of Education, 2006). For the 2005-2006 school year, 64% of Bellamy County's students were eligible for free or reduced-price meals and 6% of the students were classified as English Language Learners (State Department of Education, 2006).

Dominick County Schools has 16 middle schools (grades 6–8) and 10 high schools (grades 9–12). The county serves approximately 49,965 students, of which 23,412 students are attending the counties middle and high schools. During the 2005-2006 school year, 75% of the students qualified for free or reduced-price meals and 2.6% of the student population is classified as English Language Learners. The racial composition of the students is 86% African-American, 8% European-American, 4% Hispanic, 1% Asian, and 1% Multiracial (State Department of Education, 2006). The school sites are described in Chapter 2.

CHAPTER 2

METHODOLOGY

The methodology for this research was driven by the research questions (Pirie, 1998). The research questions were as follows:

1. How do pre-service teachers experience student teaching in an urban context?
2. How do pre-service teachers' experiences impact their views on teaching in urban schools?
3. How do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

The data needed to address these questions were collected from narrative renditions. The individualistic–subjective nature of this study, along with the search for meaning within the phenomenon, *experiencing student teaching in an urban context*, led this study to follow the methods of the qualitative research paradigm, phenomenology (Creswell, 1998). Phenomenological studies seek to describe or interpret the meaning of an experience from a holistic perspective. The primary source of data is narrative renditions of an experience told upon reflection of the phenomenon by the one who experienced it (Moustakas, 1994). This study was appropriate for a phenomenological approach because its focus was on giving voice of the experiences from the viewpoints of the pre-service teachers. Thus, their experiences are told in story format with extended quotations.

Bracketing My Position (Role of the Researcher)

Before data collection can begin in a phenomenological study, the researcher must first undergo the process of *epoche*. *Epoche* is the process of removing preconceived notions or biases that the researcher may have in order to allow the meaning that is intended by the participants to come into consciousness (Moustakas, 1994). It is not the intent of epoche to ignore or deny the researcher's position but to bracket his or her position in hopes of reaching the true meaning of the phenomenon from the perspectives of the participants. In order to bracket my position, I present my position on the phenomenon of how pre-service teachers' urban student teaching experiences affect the construction of their identities and views on teaching in urban schools.

I grew up in an African American community on the innermost outskirts on a large southeastern metropolitan U.S. city. My family was from meager means, but as a child I was sheltered from the financial realities of my home. As a teenager, my family's finances improved, and we moved to a neighborhood that would be considered middle class. I attended a high school and college that was 99% African American. It was not until I accepted my first teaching position that I was among the ethnic minority.

As a secondary mathematics teacher in a county 45 miles outside of the city limits, I worked with students who were on the extremities of the socioeconomic spectrum. They were either extremely wealthy or lived in poverty. Very few students in the county in which I worked would have been classified as middle class. Because of the economic dynamics of my students, various challenges arose in attempting to create an optimal learning environment for everyone. The students who were financially wealthy missed instructional time because of family trips or they simply chose not to attend

school. The students that were from poverty-stricken families faced the challenges that are typically associated with urban youth. Many had jobs or children of their own. Others were homeless or had siblings in which to care. These obstacles often made completing homework difficult. Students were tired when they arrived to my class. These experiences made me realize that issues typically linked to urban cities were not limited to urban schools. The students I served struggled to maintain life inside and outside of the school environment.

After 4 years of working with these students, I accepted a position with a research university in the southeastern region of the United States. In this position, I prepared secondary mathematics teachers by teaching pedagogy courses and supervising student teaching. During this time I observed the benefits and challenges of student teaching and the impact of the school environment has on the actions of student teachers. Conversations with cooperating teachers, pressures to obtain favorable reviews from cooperating teachers, and observed behaviors of cooperating teachers have influenced the pedagogical choices and classroom management styles of student teachers. After participating in three pedagogy courses, some student teachers abandoned the philosophies stressed within the teacher preparation program and adopted behaviors that are more aligned with their cooperating teachers. I expected similar results in this study.

In regards to how the experience would impact the student teachers' views on teaching in urban settings, I believed if the student teacher had a positive experience, then the student teachers would consider establishing a career within an urban environment. If the experience was negative, negative views may form or views may remain unchanged from the student teachers' initial perspectives.

Participant Selection

The participants of this study were purposefully selected. All of the participants are recipients of a scholarship sponsored by the National Science Foundation. Each year the program admits a maximum of 10 scholars. The year of the study, six scholars were admitted to the program. Each scholar was asked to participate in the study and all six agreed to share their stories. In a phenomenological study, it is vital that the participants "have experienced the phenomena, [are] intensely interested in understanding its nature and meaning, and [are] willing to participate in long interviews" (Moustakas, 1994, p. 107). It is equally important, if not more so, that the participants have the ability to reflect on the phenomenon and completely articulate their experience of the phenomenon. Based on these criteria, the participants of this study (a) were willing to participate in interviews and weekly journaling; (b) had developed a conceptual understanding of teaching in urban schools; (c) had developed intentions for their experiences during student teaching; (d) were self-reflective; and (e) were able to provide detailed accounts of their experiences. I did not supervise participants of this study during student teaching. This is in an effort to remove any power issues that may otherwise arise.

Site Descriptions

The participants of this study completed their student teaching at Harold High School located within the Bellamy County School District and Burrell High School in Dominick County Schools. Harold High serves 1,564 students matriculating through grades 9 through 12. The student population is composed of 97% African American, 1% Hispanic, 1% White, and 1% Multiracial. Fifty-eight percent of the students at Harold High are eligible for free or reduced-price meals. There are 83 teachers working with the

students of Harold High. The demographic composition of the teachers is as follows: 78.3% African American, 19.3% White, 1.2% Hispanic, and 1.2% Multiracial. Of the teachers at Harold High, five are teaching with emergency certification and five are teaching with provisional certification.

Burrell High School serves 1,255 students in grades 9 through 12. The student racial make-up is 73% African American, 12% Hispanic, 12% White, 2% Asian, and 2% Multiracial. Burrell High School has an English Language Learner community that is comprised of 4% of their student population and 54 % of the student population is eligible for free or reduced-price meals. There are 78 teachers working at Burrell High School of which 56.4% are African American, 38.5% are White, 3.8% are Asian, and 1.3% are Hispanic. Five teachers are working on emergency certification and 6 are working on provisional certification.

Data Collection and Analysis Methods

Six pre-service teachers were awarded the scholarship to support them financially as they prepare to teach urban learners. Once the pre-service teachers were identified, they were asked to participate in this study. All agreed. The pre-service teachers began their teacher preparation program during the summer semester. There was no formal contact with the participants until the middle of the fall semester. The establishment of rapport between the participants and myself began with causal conversations (Moustakas, 1994; Polkinghorne, 1989). I would ask them how their classes were going and provide words of encouragement when they appeared to become overwhelmed with the intensity of the program.

Data collection for the study began midway through the participants' second semester in the teacher preparation program. Each participant was contacted via e-mail requesting a day and times to conduct the initial interviews. Participants were given the option of conducting the interviews on the university campus or somewhere more convenient. Because all the participants had to attend classes on campus, they each decided that having the interviews on campus would be the most convenient. The interviews were conducted in my office on campus. This allowed for a quiet and private location for the participants to share their stories.

Individual interviews were scheduled for one-hour. The average interview was 40 minutes. Each interview was audio taped using cassettes (Lincoln & Guba, 1985). The purpose of the initial interviews was to gain insight into the background of the participants, their own educational experiences as a student, information on the teachers they admired as students and those they felt were ineffective. The initial interviews were also used to determine what the participants' wanted to gain from their student teaching experiences, what qualities they felt a mentor should possess, and to gather information on their ideas of urban environments, urban schools, and urban learners.

All of the interviews began with conversations on their childhood, high school experiences, and reasons for wanting to enter the teaching profession. After this data was collected, the focus of the questions was on the idea of urban. The last set of questions examined the pre-service teachers' expectations for a mentor. The interviews were semi-structured; therefore, some unique questions were asked of the participants to elaborate on previous answered questions or if a topic of interest emerged during the conversation

(Moustakas, 1994; Polkinghorne, 1989). The initial interview questions that were asked to all of the participants are located in Appendix B.

After the initial interviews were completed, they were transcribed and read in their entirety (Moustakas, 1994; Polkinghorne, 1989). Common responses centered on 13 areas: math ability, high school years, influences to teach, good teaching qualities, bad teaching qualities, anxieties, expectations for mentor, expectations for student teaching, program impact, urban defined, reasons for teaching in urban, ideas of cultural relevant teaching practices, and ideas of practices that were not cultural relevant. These categories were mutually exclusive and exhaustive of the data collected from the initial interviews (Merriam, 2001). The process of zigzagging between the transcribed interviews and emerged themes aided in identifying additional questions and a holistic understanding of each participant's expectations for student teaching was gained. I used my evaluation of the participants' initial interviews to begin construction of the textual descriptions (their journeys).

Journals were the second source of data collected. The participants were required by the university student teaching course to maintain journals. The course required three entries per week for 14 weeks. The pre-service teachers were asked to be reflective of their interactions with the cooperating teachers, other teachers, administrators, parents, and students in regards to their professional growth as a teacher of urban learners. The journals were collected monthly. After I received the participants' journals each month, I would read them in their entirety prior to looking for themes related to the research questions (Moustakas, 1994; Polkinghorne, 1989). After the reading, I searched for themes to emerge that addressed the research questions. When new themes emerged

previous journals were reexamined for the new themes (Glaser & Strauss, 1967; Merriam, 2001). The journals were examined individually across time as well as across the other participants. From 4 months of journals, 127 themes emerged. Examples of these themes are influence of the cooperating teachers, feelings of making a difference, lack of patience, frustrations, seeking assistance, and questioning of self. The journal themes were then clustered into six categories: assistance in growth, student influence, humanistic qualities, areas of concern, classroom environment, and pedagogical style (Colaizzi, 1978).

The last method of collecting data was through phenomenological interviews (Moustakas, 1994; Polkinghorne, 1989). At the students' last student teaching seminar, the participants were asked to schedule a day and time for their last interview for this study. The interviews were conducted at the university and were scheduled for an hour and a half. However, no interview was longer than an hour. Each interview was audio taped on cassettes tapes (Lincoln & Guba, 1985). Some questions asked during the phenomenological interview were designed to elaborate or clarify responses provided in the initial interviews and journals. Others were fashioned to elicit information on their development as teachers of urban learners, what contributed to that development, the relationship between the pre-service teachers and their cooperating teachers, the pre-service teachers' choice in pedagogical and management styles, and their views on teaching in an urban environment. The interviews were semi-structured (Moustakas, 1994; Polkinghorne, 1989). The phenomenological interview questions that were asked to all of the participants are located in Appendix C. Some participants were asked additional

questions when clarification was needed. After the phenomenological interviews were completed, they were transcribed and read in their entirety.

All three data sources were used to construct textual descriptions of the experience for each participant. These descriptions are rich and detailed accounts of the participants' experiences. The textual descriptions provide both the naïve and phenomenological attitudes of each participant (Colaizzi, 1978; Moustakas, 1994; Polkinghorne, 1989). As I mentioned in Chapter 1,

> The *natural attitude* is the focus we have when we are involved in our original, world- directed stance, when we intend things, situations, facts, and any other kind of objects. The natural attitude is, we might say, the default perspective, the one we start off from, the one we are in originally. We do not move in to it from anywhere more basic. The *phenomenological attitude*, on the other hand, is the focus we have when we reflect upon the natural attitude and all the intentionalities that occur within it. (Sokolowski, 2000, p. 42)

The textual descriptions are shown in each participant's journey located in Chapter 4. Each participant was provided an opportunity to read their textual description and provide approval or suggest revisions. The journeys as they appear in this dissertation have been approved as accurate and acceptable by each of the participants (Colaizzi, 1978).

From the textual descriptions, the meaning of the phenomenon is drawn, providing structural descriptions. To form the structural description, I began the analysis by reading the data to gain an in-depth awareness. Next, I separated phrases that pertained to the phenomenon from non-revelatory material. Once only relevant material remained, the statements were clustered, themes emerged, and then were phenomenological reduced into eight themes. These eight themes are (a) evidence of mentoring versus lack of mentoring; (b) individual versus collective behaviors; (c) relating to the characteristics of an urban teacher, (d) to stay or not to stay (in urban schools);

(e) influencing factors; (f) anxieties; (g) classroom management; and (h) pedagogical style. A zigzag approach between these themes and the participants' narratives was utilized to establish the structural descriptions of the phenomenon, experiencing student teaching in an urban context (Colaizzi, 1978). The structural descriptions are shown in Chapter 5. Relevant literature is integrated with the structural descriptions to provide support and validity (Creswell, 1998).

Data Collection Connection to Frameworks

Data was collected to address both of the natural attitude and the phenomenological attitude. To understand the natural attitude, which is the naïve perspective of the participants towards teaching in urban schools and their expectations for their student teaching experience, initial interviews were conducted. To address the phenomenological attitude of the participants, which is the participants' reflection of the experience, a phenomenological interview was conducted at the completion of student teaching as they reflect upon their experience. Journals maintained throughout the student teaching experience were used to gather information over time of the construction of the participants' identities and their views of teaching in urban environments.

One of the theoretical frameworks of this study is social identity theory. This theory proposes that identity is formed through discourse and modeling (Cote & Levine, 2002; Danielewicz, 2001). In search of what discourses, modeled behaviors, and activities lead to the construction of these pre-service teachers' identity as a teacher of urban learners**,** I designed interview questions to probe for evidence of these events.

Comparative Analysis of Current Literature

Creswell (2003) recommends that the literature review appear in one of two places: either before data is collected or after the data is collected and analyzed. According to Creswell, a literature review that is completed prior to the collection and analysis of data follows a positivist paradigm and should be used when the study is building from a strong theoretical base. However, a literature review that is completed after the data is collected and analyzed takes a more inductive approach by using the literature as an instrument for comparative analysis. According to Jennifer Esposito (personal communication, December 2005), reviewing the literature prior to data analysis can bias the researcher as the data is examined and can create a narrow view of the themes that may lie within the data. Because this study followed the tradition of phenomenology in which all outside influences must be bracketed in order for the meaning of the experience to emerge from the perspectives of the participants, a comparative analysis of literature was conducted after the data was analyzed.

Trustworthiness of the Data

It is important for research projects to provide the audience avenues of confirming the findings that the investigator has submitted. In a phenomenological study, this carries a heavier weight due to its subjective nature. Lincoln and Guba (1985) suggest the researchers ask themselves the following questions:

> ”*Truth value”* – How can one establish confidence in the “truth” of the findings of a particular inquiry for the subjects (respondents) with which and the contexts in which the inquiry was carried out?
>
> *Applicability* – How can one determine the extent to which the findings of a particular inquiry have applicability in other contexts or other subjects (respondents)?

> *Consistency* – How can one determine whether the findings of an inquiry would be repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context?
>
> *Neutrality* – How can one establish the degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry and not by the biases, motivations, interests, or perspectives of the inquirer? (p. 290)

These four questions have come to be known as internal validity, external validity, reliability, and objectivity for quantitative research. To better align with naturalist methodologies, the terms were altered to credibility, transferability, dependability, and confirmability, respectively (Lincoln & Guba, 1985). This study utilized techniques outlined by Lincoln and Guba to ensure a rigorous and sound study.

For the findings and interpretations of the study to be credible, I conducted prolonged and in-depth interviews with the participants, as well as, had them verify the accuracy of the interpretations. In a phenomenological study triangulation of the data is obtained through multiple participants, providing for increased credibility (Barbara Kawulich, personal communication, April 16, 2006).

Transferability to similar contexts cannot be guaranteed in a phenomenological study. The experiences and interpretations were reported in rich detail in order to provide the reader with a clear and vivid picture of the phenomenon. The reader then has to determine for him or herself the transferability of the findings.

Dependability and credibility are linked. To increase the dependability and credibility of this study, all interviews were audio taped and transcribed, creating an audit trail (Merriam, 2001). The taped interviews and original transcripts were stored in a secure location. A copy of the transcriptions was used for analysis.

The audit trail provided evidence for confirmability of the study. This procedure allows un-tampered data to be available to substantiate findings. To provide evidence of the interpretations of the data and for further confirmability excerpts from the participants' interviews were included in the report of the results.

Ethics in Research

Research studies should be conducted in a manner that preserves the honor and dignity of those who generously give of themselves, the participants. In determining how this study proceeded I had to ask myself, "Will I harm the participant psychologically, emotionally, physically, or socially?" and "How can I protect my participants from harm now and in the future as a result of this study?" It is imperative to the validity of this study and future studies to maintain a trusting and honest rapport with the participants. Therefore to protect my participants and the integrity of this study, pseudonyms were used for the participants, the cooperating teachers, the schools, and school systems.

CHAPTER 3

THE PILOT STUDY

A pilot study was conducted prior to the full study with one pre-service teacher and her two cooperating teachers. The study was conducted based on the premise that prospective urban teachers need cooperating teachers who would promote positive cultural behaviors (Follo et al., 2002). Positive mentoring experiences during student teaching can assist in assuring that novice teachers are prepared to be effective in an urban context and for urban learners. It is vital for teacher educators to understand the dynamics of the relationship between cooperating teachers and student teachers in fostering cultural behaviors that will sustain beginning teachers in urban schools. Yet there exists a lack of research addressing factors that attribute to the development of teachers who have adapted and overcome the challenges associated with teaching in urban schools. Therefore, the purpose of the pilot study was to investigate the impact that mentoring has on the development of an urban teacher's professional identity while student teaching in an urban school. The overarching research question was "How does a pre-service teacher experience mentoring while developing an identity as an urban secondary mathematics teacher?" I am including the background and results of the pilot study to demonstrate how the dissertation study has been altered and to provide a rationale for the changes.

The frameworks underpinning the pilot study were phenomenology and social identity theory. Characteristics of culturally relevant practices were used to determine whether the participant developed a teacher identity that is optimal for urban learners (Brown, 2002; Kopetz et al., 2006). Culturally relevant practices are grounded in a philosophical positioning that views education as a way to empower students to examine situations from a critical perspective (Ladson-Billings, 1995). There are certain pedagogical styles and dispositions in the classroom that are prone to aligning with the viewpoints of culturally relevant practices. Examples of pedagogical styles of culturally relevant practices are cooperative learning and project-based learning. Examples of dispositions are building caring relationships and implementing practices that allow students to take ownership of their learning (Gay, 2002; Kopetz et al., 2006; Ladson-Billings, 1995).

Differing from the dissertation study, data sources included interviews, a survey, and journals. The pre-service teacher completed a survey that measured to what degree she identified with the characteristics of an urban teacher. The cooperating teacher completed the same survey, again only to provide a basis for what the pre-service teacher experienced during student teaching. The survey as designed by Angela Love (2001; 2003; Love & Kruger, 2005) to measure teachers' beliefs regarding culturally relevant practices and its affect on student achievement. Three interviews were conducted with the pre-service teacher: one prior to student teaching, the second midway through the semester, and the third at the completion of student teaching. The pre-service teacher was also asked to maintain a reflective journal, but she only completed 1 month of entries at

the beginning of the experience. The cooperating teacher was interviewed once before student teaching began.

Context of Study

The participants of the pilot study were Sherry, the pre-service teacher, and Bettye and Priscilla, her cooperating teachers. Sherry is a 41-year-old, divorced, White woman who was reared in an upper-middle-class family in the southeastern United States. She completed her student teaching experience at Lee High School located in the Bellamy County School District and views teaching as a "calling." Lee High schools serves primarily African American students of which 44% qualify for free or reduced-price meals.

Bettye is a single, African American woman in her late 20s. She has taught for 5 years in three schools. Bettye is a teacher who views students as individuals. She did not believe a textbook can teach you everything you need to know about every type of student. She was concerned about student performance and maintaining a structured, teacher-centered classroom. Bettye stated that she attempts different strategies to meet the needs of her students. Bettye felt she had a cultural bond with the students at her school and this helped her to relate to them. According to Bettye, the key ingredients to being a successful urban teacher are being "open-minded, compassionate, structured, and organized." Because my focus was on the mentoring experience of pre-service teachers, I asked Bettye about her definition of mentoring. She responded, "A mentor would be someone who guides and assists as they [pre-service teachers] venture into education. Suggest things, shows them alternatives. Someone who guides them [and] leads them."

A conflict arose between Sherry and Bettye midway through the semester. Therefore, Sherry was transferred to another cooperating teacher's classroom, Priscilla. Priscilla is a 40-year-old, married, African American woman. She has been teaching for 5 years. Her philosophy of teaching is that "every kid can learn. It's a matter of the right tools. There are different ways [that students learn] and we try, try, try to address all [the] different learning styles with hands-on things." Priscilla was open-minded and flexible in her teaching approaches. Priscilla believed mentoring was "a lot of positive feedback and negative feedback, but not being belittling or putting people down and doing anything you can do to help whoever you are mentoring become better at what they are trying to do." According to Priscilla a mentoring relationship requires a tremendous amount of "patience and teamwork." While working with Sherry, Priscilla hoped that Sherry learned to laugh at herself, have fun with teaching yet be firm with discipline. Lastly, Priscilla wanted Sherry to realize the importance of planning.

Results

In the Results section, I retell Sherry's experiences of mentoring during student teaching. Her initial attitudes regarding teaching in an urban school and her expectations for experiencing mentoring are revealed within the naïve attitudes section. In the subsection, phenomenological attitudes, Sherry's stories are told upon reflection of her student teaching experiences. After I recap Sherry's experiences, I report the results of the culturally relevant survey, followed by the emerging themes and I conclude with an interpretation of the results in the discussion section.

Sherry's Story – Naïve Attitudes

According to Sherry, to become a successful urban teacher one must be able to influence and motivate students towards success; to encourage students to "take ownership in their learning and realize that it does make a difference and to want to further their education or be the best they can be in their life." Sherry realized that teaching in an urban school would not come without its challenges, for example, "motivation . . . transitions [in the class] . . . classroom managements . . . [and] race." Theses are the areas that Sherry hoped she would receive guidance.

Sherry viewed a mentor as "someone who would show me the day in and day out, not so much the theoretical . . . the actual hands-on; how to survive better my first year and how to cope with situations . . . motivation and support." The mentor should be honest, but compassionate: "I don't want to always hear the good. I don't think I learn as much from the good. I think pointing out things I need to work on and areas I can improve; not overwhelming; one or two things at a time and work on those and once I get those move on." Lastly, Sherry did not want the mentor to attempt to "mold" her into who they [the mentor] were; she wanted them to guide her.

Sherry's Story – Phenomenological Attitudes

At the beginning of Sherry's experience, she had high expectations for her mentoring experience with Bettye. Their initial conversations were filled with many of the ideologies presented in Sherry's teacher preparation program. This created excitement in Sherry and she looked forward to completing her student teaching with Bettye. In the next few weeks, the tone of Sherry's experience changed. She witnessed many events that she did not think were conducive to effective student learning nor beneficial in her

development as an urban teacher. Sherry felt that the rigid structure of a teacher-centered classroom neither provided novelty nor challenges for students.

While with Bettye, Sherry felt she had to "walk on eggshells." The atmosphere sometimes became volatile. Sherry stated she "never knew from minute to minute if it was going to be an explosive situation or if it was going to be an okay situation." Despite the unpredictable conditions, Sherry found value in Bettye's classroom organization. Bettye helped Sherry learn to manage grading papers, absentee students, tardy students, and make-up assignments.

Once Sherry transferred to Priscilla's class, Sherry realized that teachers are as different as students.

> Just in two days I've seen in my new classroom collaborative teaching, the Reflective Teaching Model inside and out, two teachers who work extremely close together, plan together, share their lesson plans, and come back and give feedback on how the lesson went.

By the time Sherry was assigned to Priscilla's class, there were only 2 weeks left before the students had to begin preparing for an end-of-course examination. Therefore, teaching new concepts to students were limited to two lessons. Sherry was disappointed because she was looking forward to utilizing many of the technologies that Priscilla used in her classes. Sherry did not receive much feedback from Priscilla following the two lessons. However, Priscilla did praise her on her timeliness of grading assignments and her rapport with the students. The experience ended with Sherry having a positive outlook on her experience in Priscilla's classroom.

Identifying With the Urban Teacher Identity

The survey that was administered to Sherry and Priscilla measured how closely the pre-service teacher and the cooperating teacher identified with the characteristics of a

culturally relevant teacher. Interview questions were also designed to gain information to either support or contradict the findings of the survey. Because of the sample size, statistical tests would not have been meaningful. Salient observations were used to draw conclusions. The Likert scale choices were grouped. Responses of strongly agree or agree were clustered, and responses of strongly disagree and disagree were clustered. The responses that were undecided were not clustered. The survey questions were grouped into two categories: questions that reflect culturally relevant practices and those that do not (Love, 2001, 2003; Love & Kruger, 2005). The percentage of questions that the respondents answered strongly agree or agree was calculated. Sherry answered strongly agree or agree to 96% of the questions relating to culturally relevant practices and Priscilla responded positively to 80% of the questions. These percentages demonstrate that both participants identify with many of the characteristics of a culturally relevant teacher.

Interviews provided additional evidence of Sherry's identifying with the traits of an urban teacher. In Sherry's phenomenological interview, she stated her most fulfilling experience during her student teaching was the bond she formed with her students. Forming relationships with students is one of the practices of a culturally relevant teacher (Brown, 2002; Kopetz et al., 2006). She also talked about her future classroom being one where cooperative learning and teamwork are a regular occurrence. Students would be actively engaged in hands-on and discovery learning, and the students would contribute in creating the classroom's policies and consequences. In describing herself in one word, Sherry replied, "caring."

Emerging Themes

Mentoring Attributes

From Sherry's experiences she expressed various attributes of her mentors that enhanced her student teaching experience. A mentor that allowed her to make mistakes was important. She stated, "I personally think the only way you can grow is by making mistakes. So if you are afraid to make mistakes it's not a lot of room for growth." However, as those mistakes are made, the mentor must not overwhelm the pre-service teacher with an abundance of negativity, but constructive criticism in small doses was welcomed and a positive attitude of the cooperating teacher was essential.

The structure of the student teacher–cooperating teacher relationship has to be personal, a relationship that is not only concerned with the growth of a "teacher," but also the growth of the person. This association is a link in which the student teacher not only listens to the cooperating teacher, but visa versa. Included in the structure of the relationship is respect for the pre-service teacher, as a professional. This was indicated by Sherry's approval of Priscilla's strategy of waiting 2 or 3 days to inform her of teaching techniques she would have done differently. While Bettye would tell Sherry in detail of minor mistakes immediately, she would speak only generally when complimenting her performance. Therefore, respect along with balanced positive and negative feedback are other behaviors that promote a healthy relationship between the cooperating teacher and the pre-service teacher.

Mentoring Hindrances

Sherry's interviews revealed not only behaviors that promote positive growth in a developing urban teacher but also behaviors that may hinder the budding urban teacher.

In Sherry's experience she reported, "[Bettye] wanted me to be just like her and I couldn't." Bettye's desire for Sherry to display behaviors as she would caused Sherry not to bond with Bettye and to feel "on edge" while teaching in Bettye's classroom.

Communication has to be open between the pre-service teacher and the cooperating teacher. Sherry attributed the lack of communication to the breakdown of the relationship between her and Bettye. Another attribute that Sherry stated hindered her growth in the profession is lack of planning lessons with her cooperating teachers.

Realization of Mentoring

I asked Sherry what was her idea of a mentor teacher in both her initial interview and phenomenological interview. In her initial interview Sherry stated a mentor teacher was "someone who shows me the day in and day out, not so much the theoretical . . . the actual hands-on; how to survive better my first year and how to cope with situations. Motivation and support." During her phenomenological interview Sherry's reply was a mentor was "someone who has a positive attitude about you and the classroom, someone who is there to guide you and help you grow, someone who plans with you, [and] gives you positive and negative feedback." Growth in Sherry's professional identity was evident in the change in the second definition. In the first definition, Sherry wanted specific directions in teaching strategies and wanted instruction of how to address challenges she felt would inevitably arise. At the end of her student teaching experience, Sherry had gained more confidence as a teacher. She wanted to be accepted into the classroom and wanted her voice heard. Sherry desired a more collaborative environment, but when asked whether she received any of the elements she looked for in a mentoring

teacher during her time at Lee High School, she replied, “None.” The mentoring that Sherry received was not explicit to her. She did not have a realization of being mentored.

Unexpected Mentors

Throughout conversations with Sherry, she expressed her gratitude towards her students for the advice and insight into becoming an effective teacher. Sherry’s students were unexpected mentors. They were honest and provided Sherry with ideas of how to improve upon her teaching. The students also gave Sherry validation of her decision to teach by including her in their morning handshake rituals, expressing their unhappiness with her being transferred to another class, and expressing how much they learned under Sherry’s instruction.

Other unexpected mentors were other teachers not assigned to Sherry and the instructional administrator in the school. After the incident with Bettye, the instructional administrator insisted that Sherry spend time in other classrooms until another cooperating teacher could be identified. Sherry visited other mathematics classes and classes of other disciplines. During these visits, Sherry noted other classroom management and teaching styles. She began to realize multiple ways teachers interact with students, and she incorporated portions of those experiences into her professional identity. In Sherry’s interview, she stressed the value of visiting various classrooms. The teachers’ whose classrooms she visited became a resource for Sherry and two of the teachers became a “shoulder [on which] to vent.”

Differences in Cultural Background

While completing her student teaching experience, Sherry noted the common cultural backgrounds between each of her cooperating teachers and the students. She

quickly realized that their shared cultural understandings provided for an unspoken bond. Sherry was concerned about how she would form a similar relationship. She did not talk to her cooperating teachers regarding this matter, but she felt that she must gain a cultural connection to be a successful urban teacher.

Discussion

Social identity theory states that identities are formed through observing modeled behaviors and discourse (Cast, 2003; Danielewicz, 2001). Throughout Sherry's student teaching, she observed various behaviors, and she participated in conversations that have impacted her identity formation. Some behaviors have been viewed as aspects she does not want to incorporate into her professional identity and others have been claimed as her own. Sherry stated she had seen "fear" used as a tactic to acquire student cooperation. From those types of experiences, Sherry concluded,

> I don't like putting the fear in students and students being afraid to go to class or being afraid to speak up in class. I don't think fear should be associated with school, none whatsoever. I think it should be a warm inviting place, a place where students feel comfortable. It's their classroom. We are there to mentor them. It's not my classroom.

Sherry did not realize it, but both positive and negative experiences assisted in shaping her professional identity. Sherry's observations of the use of cooperative teaching methods validated her opinion of their use, thus these behaviors were incorporated into her professional identity. Conversations throughout Sherry's experiences have led her to maintain her views of teaching as a calling and a need for caring teachers who believe in their students. According to Sherry, confidence in the students will lead to increased motivation and thus increased achievement. However, Sherry did not fully view her experiences in student teaching as mentoring. She was searching for someone, within the

profession, to confirm her abilities to teach. This was evident by Sherry's desire for increased cooperative planning and feedback. Despite, students reaffirming her effectiveness in instructing them, Sherry longed for the approval from the cooperating teacher. She had definite ideas of how she wanted her classroom to be organized but continued to seek guidance from those seasoned in the profession.

The research question for this study was how does a pre-service teacher experience mentoring while developing an identity as an urban secondary mathematics teacher. Sherry's story showed experiencing mentoring it is not always recognized within the experience as mentoring, but both discrete and obvious behaviors as well as in-depth and casual discourses (positive and negative) assist in forming the professional identity of a newcomer to the profession.

Changes in Dissertation Study and Rationale

The research question in the pilot study was how a pre-service teacher experience mentoring whiles developing an identity as an urban teacher. In the dissertation study, the research questions were altered to

1. How do pre-service teachers experience student teaching in an urban context?
2. How do pre-service teachers' experiences impact their views on teaching in urban schools?
3. How do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

The pilot study question also was composed of two varying elements: mentoring and the construction of identities. To provide greater clarity, these two components were

first separated into two questions. It was then realized that the focus of the research question in the pilot study was on the effects of mentoring on the construction of one's professional identity, thus, implying a connection between the pre-service teacher and the cooperating teacher. However, Sherry did not see her cooperating teacher as being the influencing factor for her development as a secondary teacher for urban learners. Therefore, the research questions were broadened to allow for other possibilities to influence the construction of the pre-service teachers' identities.

Within the methodology of the dissertation study, the survey and data from the cooperating teachers were eliminated. The survey limited the construction of a professional identity to that of cultural relevancy and the data from the cooperating teachers did not provide evidence of the pre-service teachers' experiences during student teaching. Therefore, the removal of those components allows the experiences of the pre-service teachers to be told from their perspective, in the true tradition of phenomenology.

CHAPTER 4

JOURNEYS THROUGH STUDENT TEACHING

Description of Participants

Six participants contributed stories of their experiences during student teaching. The participants are Ivy and Meiko, African American women in their mid-20s; Tyler, a 24-year-old White man; April and Dee, White women in their mid-20s; and Tanjala, an African American woman in her 40s. In this section, you are taken through each participant's journey. The journey begins with a narrative that led the participant into teaching, along with their expectations during student teaching and the characteristics that they hoped for in their cooperating teacher. Following the participants' initial narratives are experiences that occurred during student teaching. Lastly are stories, told in reflection, after the participants completed student teaching. Table 1 displays the participants' student teaching location and cooperating teacher. Ivy and Meiko had two cooperating teachers. However, most of the comments were reserved to one: Mrs. Gardner and Dr. Lamar, respectively. Therefore most of the interruptions regarding Meiko and Ivy are restricted to remarks regarding interactions with Mrs. Gardner and Dr. Lamar.

Table 1

Participants and Their Student Teaching Placements

Participants	District/ School	Cooperating Teacher
April	Bellamy County/Harold High School	Ms. Lee
Tanjala	Dominick County/Burrell High School	Ms. Stanley
Tyler	Bellamy County/Harold High School	Mr. Dennis
Meiko	Dominick County/Burrell High School	Dr. Lamar, Mrs. Dawson
Ivy	Dominick County/Burrell High School	Mrs. Gardner, Ms. Chris
Dee	Bellamy County/Harold High School	Mrs. Tami

April's Journey

"Mommy, can I go to school with you?" said a first grader. Her mother replied "yes." Therefore, little Miss April began her elementary school career as a student in her mother's class. April had a lot of family support in her academic growth. Not only did her mother influence her towards academic success, but her father did as well. As an instructor of mathematics at a local college, he allowed April to take his exams, who was then a middle school student. These sessions gave April enhanced confidence as she matriculated through school. Her hard work did not go un-rewarded, for she was accepted into the Governor's Honors Program in Mathematics. During April's stay at Governor's Honors and later at a nationally known research institution, she realized that her small town, middle-lower class upbringing might have not prepared her to think for herself or make sound conjectures.

From April's family's supportive nature, April learned the value of community. She also saw this through her mother's interactions with her students and the community. April's mother inspired her to become a teacher. A love of mathematics and the city

convinced her to become a mathematics teacher for urban learners. For April, a city with large buildings and several means of transportation constituted an urban environment, thus a place to "find" urban learners.

In preparing to teach urban learners, April, now 25, enrolled in an alternative preparation program. She hoped to learn to ask guiding questions, teach students to think for themselves, more about classroom management, and creating effective learning environments. April believed a teacher of urban learners was "someone who has a passion for what they are teaching, . . . someone who can effectively create a safe environment, but also not jeopardize learning in the process . . . someone who is flexible." In her classroom, she wanted to infuse brain-based practices with the philosophical stance of constructivism. April saw the ideal classroom as a place where diversity is celebrated and the students trust that her actions are in their best interest. She wanted students to make connections with their personal lives and the content, while experiencing a safe and challenging environment. The best person to guide April in becoming the teacher she envisioned was a person who "listen[s] and ask[s] guiding questions to encourage [her]." To April a mentor was someone who "give[s] advice, but also really constructive criticism," while remaining sensitive to April's feelings.

It is January and student teaching has begun. April felt some anxieties about teaching. However, she was also excited because her student teaching location followed a block-scheduling pattern. Thus, the students that April served were new to the class. In block scheduling, a yearlong academic course is taught in one semester and the students change teachers and courses each semester. Therefore, April was able to participate in "first day" activities with her cooperating teacher and witness how classroom culture is

established. Ms. Lee, April's cooperating teacher, was extremely organized. When April arrived, the syllabus and a 2-month calendar for the students were already completed. April's first impression of Ms. Lee was that she had an "I'm not playing games" type of personality. As April spoke of her first impressions of Ms. Lee, she spoke with admiration and excitement in her voice.

April's first days at Harold High School were filled with many lessons. The teachers at Harold High made unwritten rules and students' content deficits clear to April upon her arrival. Despite these things, April's desire to be a master teacher did not waiver.

Throughout student teaching, Ms. Lee made contributions to April's pedagogical development. April told stories of students having difficulty with factoring and how Ms. Lee assisted them as well as about Ms. Lee's approach to teaching the graphing of polynomials.

> They [the students] had some issues remembering how to factor today. They couldn't factor $4x^2 + 15x - 4 = (4x - 1)(x + 4)$. Part of the difficulty was that I was not sure how they were taught this concept. When Ms. Lee taught the block 70 class, the same section, I saw how she reinforced factoring. She told them to multiply 4 * −4 (or a and c) finding −16. Then they found two numbers when added equaled +15 (or b). Those numbers are 16 and -1. Then they knew what to do. So I'm still learning terminology and how their former teachers have taught these concepts. But I enjoyed this lesson. I think they made some new math connections
>
> Ms. Lee has this great worksheet about graphing polynomials. It covers linear, quadratic, cubic, and quartic functions. It helps students to find x- and y-intercepts, extrema, end behavior, and intervals of increasing and decreasing. It is fun to do and very helpful to the students. They [the students] learn a lot, can help each other, and have fun with the activity in general. They can really make connections with real versus imaginary solutions using the pictures of graphs. I found this to be a helpful activity.

Not only did Ms. Lee assist April in developing her pedagogical skills, but April also sought her guidance in issues of classroom management.

> They [the students] were out of control in terms of talking today. They have gotten very comfortable in the classroom and with where they are sitting. They sometimes talk over me. I know my personal tendency is to be accommodating. But they cannot talk over me. I talked to Ms. Lee and came up with a new seating plan for the class. It should be fun.

Other experiences during April's student teaching helped her in making decision about how her classroom would look next year. When it came to grading assignments, here was April's view:

> I'm also to the point where I am pretty sick of grading papers. But this experience is teaching me a lot about balance and really challenging me to explore how many assignments or grades that I want to give as a teacher. My Algebra II class already has around 70 grades in 5 weeks. It seems like I am always grading. I think my issue is that I spend time to correct their work, so they can see what they did wrong. This takes a lot of time. I wonder about providing answer keys to homework or quizzes. But would this be used in the wrong way?

Although April's students did a lot of homework, she was concerned about their retention of mathematical content.

> Today was kind of a bummer. They had a quiz, and they were unable to remember stuff from the day before. Connections definitely had not been made in Tuesday's class. One of the problems was to graph $y = 3^x$. On the board during the quiz were the notes for the next two sections including a graph of e^x and 2^x. So basically the answer was on the board and several students still missed the problem. One student even drew a parabola. We only have one more day on logarithms and then their test is on Friday. Hopefully it will all start to sink in tonight.

April tried to assist students achieve academic success by being reflective in her teaching practices and varying her pedagogical instructional choices.

> I graded the Algebra II Advanced test. I like to see the grade breakdown and also be able to assess what areas of weakness there were across the board. [Another teacher] was making fun of me because I had ranked the scores and was looking back to see what was missed. But I think it's important to know what areas might need to be re-emphasized.
>
> Algebra II lately has been a repeat of what we did the month before with our Precal classes. That makes the class much easier to teach

> because I can anticipate what questions the students will have. I can see why experience is so vital in becoming a good teacher.
>
> In Pre-cal we did a lot of real life application labs today. It was a good excuse for us to go outside where it was about 30 degrees warmer. We split up into groups and used the tangent function to discover the height of a tree, the school, and the flagpole. The measurements came out somewhat accurate. Both periods found the flagpole to be the tallest. There were a lot of issues measuring the tree, because of our ability to find the maximum height of the tree. Overall it was a lot of fun and gave them an opportunity to see a practical use of trigonometry (because there are so many!).
>
> I set up another game, this time using power point and teams of 3 or 4. I planned it based on the idea of ciphering at math competition. Problems were worth a certain amount of points and the points decreased as time passed.

As April reflected on her student teaching experience, she made decisions on "who" she would be as a teacher, on what contributed to her development as a teacher, and on her views of teaching in an urban school. April was not a rule breaker. She followed the rules as they are laid out to her. This personality trait led April to conclude that she would follow the school's policy on tardies and absences as well as any other policies for classroom management. Additional thoughts on classroom management focused on April's disposition.

> I learned a lot about myself in term of classroom management because I am pretty go with the flow and not much can make me lose my patience. I am pretty patient. I'll tolerate a lot of things before I get upset with somebody and so I learned a little bit more about that and how I think I am going to have to put a move on myself and make myself have a little bit of a stronger voice cause I think at times my voice gets lost and they can tell. . . . I did the survey and they students can tell that I am totally energetic and that I know what I am talking about and that I am passionate about it, but almost all of them . . . the only thing that they told I needed to work on is that I talk too fast and I erase too fast and that I needed to work on control. And those were things that could have guess about self.

During April's student teaching she was the only White person in her classroom. Being the only White person in the classroom was a new experience for her. However,

> That is not anything that bothers me or really affects who I am, I think. There is a lot of vocabulary and cultural things that I don't exactly get, but I learned a lot this semester and I had to learn a lot from students. That is kind of the environment that I want to set up where if this going to be the case, where the majority of my class is going to be another race than I am, then I'd like to learn from them and that's just the kind of attitude I take going in.

When asked what she learned from that experience, April replied,

> I learned about weave. I learned about just different vocabulary things, a lot of vocabulary. I had girl the second week of school ask me if I washed my hair everyday. I was like I didn't know at first was she trying to imply that my hair looks bad or just hadn't had an encounter where she felt comfortable asking somebody that. . . . So different things like that and just kind of . . . the school is pretty different [from] mine is (referring to her own high school).

April wanted an energetic classroom where hands-on learning was commonplace. Her philosophy of teaching was grounded in constructivism. Within her philosophy she valued students' contributions through classroom discourse, writings, and portfolios.

At the start of the program, April expected to be the kind of teacher as her former teachers were. However, after student teaching she saw differences in her former teachers' approaches to teaching and her own. When asked what she attributed to the construction of her identity, April replied

> I think just actually experiencing teaching myself and kind of seeing what has work and what doesn't work and I think just seeing a lot . . . like I was in an honors class and they were bored a lot of times and they could have done a lot of things on their own rather than listen to me lecture them about that. . . .

Ms. Lee's acknowledged contributions to April's development were mostly limited to organizational methods. However, one practice of Ms. Lee that April was not going to adapt into her identity was

> I'm not . . . she [Ms. Lee] will completely stop teaching for the day if they [the students] are being disrespectful. She will just [say], "okay you guys

> don't want to learn today, I'll sit down" and then she'll sit down and then they really don't ever catch up on that stuff. They are just kind of responsible for it on their own and she is kind of like whatever, you should have learned it that day. It is your fault. I think that I am not as cool with that. I think I'd rather the students learn. So I'm not . . . I guess . . . I want them to be quiet and to be listening, but also I want them to get the material. So I am going to do whatever I can to get through to them to get the material.

Overall, April felt her student teaching was beneficial. She attributed the success of student teaching to a mutual respect between herself, Ms. Lee, and the students. The students were her most memorable moment during student teaching.

> I just look back on the whole time and I just had a lot of fun with the kids, like with the students. That was my favorite part, just getting to know them and doing different things with them, be it an everyday lesson where they are doing class work and we are kind of interacting on questions or we played a number of review games and those were really fun just getting to know them a little bit better. That's my favorite part just interacting with the students . . .

April viewed teaching in an urban school as teaching anywhere else. There were challenges that arose; however, she was excited about teaching and interacting with students. Therefore, she was willing to overcome whatever challenges arose.

Tanjala's Journey

I open Tanjala's journey with a story that she shared with me that affected why she wanted to be a teacher.

> I was born into a family of nine children. I am number seven of nine. My father was an alcoholic and he was really abusive to my mother. We would see him give her black eyes, split her arm, do this, do that, and on and on. When I was 7, my father and mother had an argument. My father went into another room and got a gun. I think at this time they had been married 15 years. She was really tired and she let him know. She said I know it is loaded so go ahead and shoot. She told us to get ready to go over to her sister's house. My brother ran out to call the police. When the doorbell rang, my father said, "If it is the police I'm going to shoot you." In the meantime, they were arguing about something, and she was pressing my hair. I remember being on the floor by the stove while she was pressing my hair. My father went to the door and of course it was the

> police. So he came back and he shot her. We actually saw her die. The next day we went to live with my auntie. My auntie, God bless her soul, was such a strong lady. She took 8 of us. She lived in a project in a large metropolitan city. This happened in 1971. The projects were bad, but they weren't horrid, like they are now, but there was still a lot of crime. There was a million people that were kind of unmanaged living in these conditions. At my auntie's house I learned to love school. School is where I could found safety, where I could find consistency. So I just kept running to school. When I became a teenage, that place [of safety] became church. Church is where I found love and consistency. So I kept running to there. That whole experience happened over two decades or even longer of my life. This is how I developed a love for education and for helping people. My brothers would say if you want to get out of the projects you needed to go to school. So school was no problem. No question for me. I loved it anyway, so I am going. All of my brothers and some of my sisters had a love for education. So that is basically the foundation of why I am here. I really love school and I want to help women who sometimes feel like they are trapped. I think my mom may have felt trapped. It was the 70s. She didn't work. My father worked. He actually had three businesses: a moving business, a furniture business, and a trucking business. So he was doing really well, but I think she felt trapped in that abusive situation 'cause she didn't work and she had 9 kids. So I want to help women or help people, specifically women, who are in situation no matter why or whatever the cause, to know that they have options and education always brings options. It is not the only option, but it helps to open you up to a lot of different options that weren't available before.

Prior to making the decision to become a teacher, Tanjala's worked as a data analyst but found no personal rewards in this work. Therefore she took a sabbatical and worked as an urban missionary. Tanjala's found this work extremely fulfilling and thought, "I would make an even better impact as a professional teacher." So at the age of 42, Tanjala enrolled in an alternative preparation program to become a secondary mathematics teacher of urban learners.

Through her childhood experiences, Tanjala had a connection with the urban community, which she defined as "a metropolitan area, inside the city limits . . . a ghetto . . . ghetto meaning lower economic status." She believed that her connections would aid her in reaching urban youth. Connecting the content to the students' life would assist her

in teaching mathematics and her cultural connections with the students would support positive relationships and interactions. Tanjala also believed that creating a safe environment, where the students can ask questions without being ridiculed, provided further benefits to an effective learning environment.

In preparing to teach urban learners, Tanjala wanted to learn how to put information she learned from books into action. She wanted a mentor who would be open to sharing his or her experiences as well as communicate openly. A perfect mentor for Tanjala was "somebody who is more experienced, walking besides [her] through an experience, to guide [her] or just be there as a sounding board and possibly to be a model."

Throughout Tanjala's student teaching experience, she was constantly seeking guidance for improvement in her performance as a teacher. She used resources, such as books, peers, other teachers, her college supervisor, and her cooperating teacher, Ms. Stanley. These resources provided a source for Tanjala to improve upon her pedagogical skills. Below are some excerpts to substantiate this.

> My cooperating teacher has modeled a lot of constructivist activities for me and I feel comfortable using them in my lesson plans. However, I am still lost as to how to make Algebra more appealing. I will talk with my peers and supervising teacher for help.
>
> Started using the foldables a few weeks ago and they were a lifesaver. I found that the students are more engaged when using the foldables and they produce "neater" work, namely graphs. I am glad that my mentor teacher introduced me to this tool.
>
> I observed another seasoned teacher today. The objectives were clearly written along with the agenda. The teacher was VERY effective in leading a class discussion on finding the roots of polynomial equations. When one student inquired about the definition of a root, she asked the entire class if they knew the definition. When no one was able to explain, she said that I will draw a picture and you tell me what you notice. She drew x-y axis, an up-open parabola and from the x-axis began to draw flowers, trees, daisies, etc. The students began guessing and eventually

> stated that a root is where the parabola crosses the x-axis. This discourse was amazing. The students were actively engaged the entire session. I was so encouraged by seeing her example.
>
> Spoke with my peer about the review and I was given some good tips on conducting review sessions. One method suggested was to give the review on a day prior to the scheduled quiz/exam/test, and provide sample problems so that the students can practice/study for the exam. On the day of the exam, ask students if there are any questions about the problems. Do not work the problems, instead have the students articulate the concept, process or step that presented their problem and briefly discuss that issue.

The advice Tanjala received helped her to form reflective practices as well as be observant of her students' behaviors that may affect their opportunities to learn. Even though Tanjala was audacious enough to seek guidance, she had anxieties about being effective in an urban classroom.

> I am feeling so overwhelmed. Why am I doing this again???? Oh, I love the city and want to serve in the city. Lord, I could really use a lift today. I could use some event or some thing that would make it easier for me to choose to be positive.
>
> Today, I assessed the students on the four methods used to solve quadratic equations. The assessment was planned to be in the form of a game. Before the assessment, I conducted a review of the key issues. The review took a very long time. I feel as if I had to re-teach the lesson. The students apparently did not "get" it the first 3 times I taught it. I feel frustrated because I am running out of ideas to actively engage the students in learning.
>
> I am so tired and I am not quite sure why, the work of preparing lessons daily or the emotional work of keeping a good attitude in this atmosphere. I know that I am called/purposed/destined to be in education– so I will press on. I sure can use a break.

In spite of these anxieties, Tanjala commanded respect and took a position of authority in the classroom by not allowing students to interrupt the learning environment or break school or classroom rules.

> I told one pair of students, who I caught kissing when I exited the restroom that they had to clear the halls. The male student was very upset that I stood there until they began to walk towards the exit.

> During my discourse, I just fell silent, looked straight ahead and said that I will not be able to continue until there is silence. The silence lasted for almost thirty seconds and then there were distractions from two members of the classroom. I asked to speak with one young man, who by co-incidence was White, outside. During our conference, I asked if everything was all right with him and if I could help him in any way. He said that everything was fine; he just did not like me. I began to laugh on the inside and told him that his "liking me" was not a requirement for the class, but his respecting the class guidelines and me was a requirement. I asked him if he was ready to respect the rules of the school and the classroom. He said "no." I told him that he would not be able to return until he was ready to do so. He did not return until after the bell rang to collect his belongings. This challenge of my authority was intense and I felt a little threatened by his influence on the class' behavior.

After student teaching was completed Tanjala's responded that she was glad it was over. Tanjala realized that even though she had dealt with challenging situations during student teaching; she had anxieties about her personal safety and the support she would receive from school administration. Once she completes her scholarship requirements, she stated she would like to teach at the college level.

Tanjala saw herself as a compassionate teacher with a passion for teaching mathematics. She viewed herself as someone who strived to help others accomplish their goals. Her confidence in the classroom was correlated to her pre-lesson preparation. If she rehearsed the lesson several times prior to teaching it, she felt more confident in her abilities. Through her experience she viewed teaching as an activity where "I do it, we do it, you do it." However, she planned to incorporate the hands-on method of "foldables" introduced to her by her cooperating teacher. Tanjala attributed the construction of her identity to her faith in God, diligent search of the literature, and the events of her childhood.

> The compassion I believe really came from my faith. It is attributed to God because I really had to learn how to love people when they come to you and say I just cant stand you. Okay let it bounce off kind of thing.

> That was just something in my personal life that I had to learn. As far as being an effective teacher in other areas, I just kept searching. I was like I know there is somebody out there who has an answer for me on how to do this successfully and that is why I read a lot. I just kept looking and looking and looking. One day the light came on.

Tyler's Journey

Despite growing up in a racially diverse environment, Tyler viewed mathematics as a culturally neutral subject. He was anxious to learn how to incorporate culture into a mathematics lesson while ensuring that the content was rigorous. Tyler excelled in mathematics during his schooling years. His interest in mathematics was the driving force in his desire to become a secondary mathematics teacher. He wanted to stay "connected" to the subject. It was also Tyler's aspiration to connect his working environment with his living environment. Urban life, what Tyler called city life, appealed to him. This was why he wanted to become a secondary mathematics teacher in a city. In feeling that the urban environment aligned well with his laid-back personality, Tyler wanted "a real open kind of classroom, but obviously not one that is so open that they think that I am one of them" and wanted to "learn how to have a class that respects [him] and then be able to teach them (the students) in a beneficial way [even with] time constraints." To assist Tyler in mastering these skills, including the incorporation of cultural aspects into his lessons, he wanted a mentor who was knowledgeable of the concepts needed to be a "good" teacher and "somebody that [he] can go to for advice or support or other stuff" but "someone who wasn't going to act like it is a hassle to be open."

Tyler entered Harold High School slightly intimidated by the number of students in his classes. As Tyler continued his student teaching experience he noted several things: (a) Students lacked mathematical abilities; (b) students lacked attention during class,

which affected their retention of the material; (c) students were given worn textbooks and there were not enough desks to accommodate the students; and (d) student teaching came with frustrations because of students' being disrespectful.

Tyler taught Algebra III and AP Statistics during student teaching. He observed students not having the mathematical skills necessary to complete tasks learned in previous courses.

> I am really surprised how little these kids seem to know about fairly simple math. I don't know if that is a result of block scheduling and some haven't had math for a year or other factors, but no student could come up with equation or definition for area or perimeter of a rectangle.
>
> Most of the kids remember vaguely how to set up these proportions, but had forgotten how to set up the similarity equations.

Student engagement was also a factor that concerned Tyler.

> Every student has a TI-83 or TI-84 [calculator], but some still need a lot of guidance using them even though we have used them everyday for almost three weeks. Again, there is a serious lack of attention being paid to class discussion and Mr. Dennis or I have to repeat directions over and over again.

In addition to students' not providing him with the attention needed to master the concepts of Algebra III, Tyler found many of the students to be disrespectful in their interactions with him.

> It really infuriates me the way they act for Mr. Dennis and me because there is zero respect from many of them and I don't understand why that is. In no other class do I see such lack of respect for authority. I get kidded a lot by that class about being White, but today the line was crossed into inappropriate territory. I know I have allowed too much to be said to me before so I am not surprised, but I am disappointed that some students don't know when enough is enough, but instead you have to get mad or show disapproval to get through to their sense of right and wrong. When I did tell them that they had gone too far with their jokes, some were immediately defensive and denied a lot of what they had said.

Tyler's cooperating teacher, Mr. Dennis, provided Tyler with little guidance on how to become an effective mathematics teacher. Tyler disagreed with many of Mr. Dennis's practices.

> Mr. Dennis's policy on make up tests is not followed at all, but he doesn't do anything about it. There are students who haven't taken Test 2, which was given back in January. They are supposed to have as many days to make up that they missed but he doesn't really follow up with them. I had two students making up Test 2 and I was told to not penalize them in any way even if it did take them over a month to take it. I definitely want to have a stricter policy in my own classroom because I know some students just studied other students' tests before finally taking their own. I don't want to have to make up tons of different tests because that seems like a big waste of time if I could just enforce my own policies more efficiently.
>
> The students are completely out of control and manipulate every situation that arises to get them out of doing some real work. In my opinion, the class is a joke and I don't really see it improving until Mr. Dennis demands respect from everyone in the class.
>
> Today in Algebra III was a mess in my opinion for the most part of the day. I tried to teach the kids the theory behind the tangent function and show them the tangent line on the unit circle, but it was just over their heads. I am torn sometimes because I think it is important to learn some theory behind math because you know why you are calculating things the way you do. But I am noticing that more and more, the students are just given a few diagrams and the formulas to plug and chug without knowing exactly why they do that. I hate that because a lot of them end up using the formulas incorrectly and they can't understand what the answer should even look like to realize that their answer is illogical. After talking to Mr. Dennis, he thought that my attempt at teaching theory was unsuccessfully because of the caliber of students I have in my class. I don't want to just say that the students don't have the academic ability to learn math the right way but I don't think he does either. He has been teaching for 18 years and I respect his ideas about math but I can't help but think that he along with other math teachers at [Harold High] are somewhat jaded and are pessimistic to their students capabilities.

Despite the skeptical outlook on the students that Tyler's cooperating teacher provided, he remained hopeful for student learning and academic achievement. In this endeavor, Tyler attempted various techniques to help students master mathematical concepts. He connected prior knowledge to new concepts. He used mnemonic devices

and computer applets, and he offered test review sheets and after-school tutorial sessions. On occasions Tyler allowed his students to make "cheat sheets" to assist them in taking a test. Tyler felt that as the student wrote the material from their notes onto the cheat sheet, this would reinforce the material.

Even though Tyler was striving to reach all his students academically, he was unsure of his ability to maintain a classroom environment that was optimal for student learning.

> I don't know who started it but basically the two [students] had been exchanging words for part of class and then their argument started to escalate. I was in the process of moving the female to another seat when the male student said something to the effect of "dumb bitch" and she of course started cursing back at him. At that point I motioned for Mr. Dennis to take over. He escorted the students outside and to the office.
>
> In the other section, I was trying to move along from one section to another but I had a student, who has done this on many occasions, want[ed] me to spend individual time during a class discussion to address her own "misunderstandings". I say it like that because I am beginning to think that she just wants attention because she always has very illogical mistakes that she can somehow see by just talking me through her thought process. I mean I am glad she is realizing her mistakes, if that is what she is even doing, but she constantly needs to pull me away from the class and I find it hard to ignore her. I need to figure out a way to keep her involved without taking time away from everyone else.
>
> Today in the lesson, I was teaching about rationalizing a fraction that had radical signs in it. I started showing them one way to rationalize, because it was the way I had learned but almost immediately, hands shot up and kids started complaining that they had learned to do it a different way. But the way some students approached their complaints was stopping me in mid-sentence with "I know how to do it different!" This kind of things happens frequently and it isn't that their way is incorrect but I just HATE being yelled at like that when I am in the middle of teaching. I always tell them that if they have learned another way to do something that I want them to show me but it can never be a polite thing. I am always being snapped at and they get impatient and aggravated immediately before I can even respond. I get agitated at those times and I don't even feel like teaching them anything but I have to get over it. It is only a few students and they aren't mad at me, but it comes off that way to me and it definitely bothers me.

Tyler knew his students were capable of mastering the concepts. He hoped to teach his students to have conceptual understandings of mathematics and to be able to problem solve in reaching viable solutions.

In reflecting upon his experience, Tyler felt a good teacher was someone who

> explains stuff but does not just give you the answer, but then if you didn't know something didn't make it seem like it was a big deal to help you with it cause sometimes obviously you get impatient and now that I have been teaching for a while I've noticed that it is annoying to have to answer the same question over and over and over again. So hopefully, a good teacher just…I guess now I would think a good teacher is probably more efficient in answering the question so the entire class can get it after the first couple of times as opposed to answering it a million times, but I guess a good teacher is just someone that explains stuff well and doesn't make you feel completely stupid for asking questions.

He saw himself as a teacher who was

> pretty laid back. I spend a lot of time on the board, but not writing stuff for them to just copy down, because they seem to like me doing examples and I try to get them to do as much of the problem as I can get them to do. Sometimes they are like just walk us through, just walk us through one more problem and so I just walk them through a problem and now you are going to do some on your own, but the thing about [them] doing [problems] on their own is [what] I like.

However, he became frustrated at times with the events that occurred in his classroom:

> It is annoying because they will have a question about something and they all will have the same question and instead of just asking the questions they all are like no, no come over here. They never want to ask the question out loud cause they don't want to look stupid, but it gets so annoying because I'm like ya'll have the same question. I am going to answer it 20 times and by the time I get to answering 20 times it would have been 25 minutes and ya'll haven't done anything the whole time.
>
> A lot of times there would seem to be too many kids not listening to me .. . not that they were talking . . . its not like it would get so loud that I could not concentrated, it is just I would look around and the kids were just looking off into space and stuff and I would be like why is no one listening to me. I would kind of stand there and tap the board and some kids would pay attention then eventually everyone would get back to business.

When this would happen, Tyler would depend on students to assist in getting the class back on track.

> Yeah, some of the students were really good at that. They were the ones getting the class in order cause they would see me and be like come on everybody. So I just let them do it for me. So I didn't have to.
>
> Like it is funny like one day they were getting all rambunctious and some kid was like wont ya'll just shut the fuck up and everyone was looking at me like what was I going to do, but I has like happy cause it shut them up. I am glad he did it so that I didn't have to.

In becoming a good teacher, Tyler felt practice was the biggest influence in helping him master the skills needed. Even though Tyler had a good relationship with his cooperating teacher, he did not find that Mr. Dennis provided guidance at becoming an effective teacher. He stated that Mr. Dennis "was the most boring person to listen too. I was like falling asleep listening to him. He is very dry. . . . It's hard to focus on him 'cause he is just boring."

Tyler had different views on handling classroom management issues than Mr. Dennis. A situation occurred where a student used profanity at Mr. Dennis and he became very upset with the student, followed the student out of the classroom, and the student was referred to an administrator for disciplinary actions. When asked what he would have done in a similar situation, Tyler said,

> I wouldn't have probably followed the kids. I would not have said anything personally. He made a big deal about it in the middle of class 'cause he is very [religious] and the thing is I'm a Christian, too, but I don't take it too the extreme or like expect everyone else to have the same opinion. . . . He made a big deal of it and kid got defensive and the kid just started going there. It was only his first week or something, and he had already been kicked out of this other school.

When asked what his reaction would be if a student used profanity towards him, Tyler replied,

> In the middle class . . . I don't know. . . . I still don't think I want to send them out of the class because he is just going to walk around the school and just cause problems for somebody else . . . I don't know. . . . I would hope that I would be able to say something to him like I need to talk to you after class and just say to him that you are not going to do that and if his does it again I am going to call his mom and tell her and if she doesn't care then I will just have to give him detention or something. I don't know. If someone said that to me, I wouldn't think that I'm the personality that would get defensive and want to start fighting with the kid because that is stupid to argue with a kid especially in front for the other kids cause I noticed that these kids are not like going to take your crap. If you say something to them, they will be like man please. Who do you think you are talking to me like that? You are not going to win. They are like . . . I guess I can't say all . . . but they all . . . a lot of them seem to be defensive about something like anything that anybody says to them that is negative even if they are trying to be constructive is just seen as an attack on them and they are just going to put up this wall to defend themselves regardless of who you are, anything you have done for them in the past its like they totally forget it. It's just all of a sudden it is like a battle between you and them just because you have said one little thing to them.

Tyler was not sure how he would handle other classroom management issues that would arise in his classroom next year. He planned to talk to veteran teachers before school began to obtain ideas. However, he did see himself as a laid-back teacher who would not "pin" students "up against the wall." Even though Tyler had not determined how he would manage behavior issues, academic issues would be addressed immediately.

> I have had some kids try to get me off topic. . . . Some of them think I must be the stupidest person ever. They would come up to me in the middle of a test and start asking me questions and I am like looking right past them to the person that was sitting besides them trying to like switch their calculator. I am like are you kidding me. I am not that stupid. I can see what you are trying to do.

In Tyler's development as a secondary mathematics teacher, he felt that he was different than when he began the program. At the beginning of the program, Tyler stated

> Before I didn't understand what the big deal is. If a kid wants to sleep, I'm not going to spend my time trying to wake him up cause he's not going to learn. It's not me that is going to be failing the class, but that is not very… because if he is falling asleep then I am doing something wrong because I

> can't keep his attention. So if he is bored, then that is my problem. Hopefully I don't bore the kids. I told the kids, if you fail, then it's not just you that failed, I failed too. I failed to teach you whatever you should have learned and you failed to learn it so we have to work together as a team to figure what is going wrong here because a lot of times…almost every problem I saw with kids not doing well tied into the fact that they were not paying attention at some point. The kids that pay attention, even though they didn't make the greatest grades, they were all doing fine. They all had mostly Bs and usually Cs. The kids that were failing, it wasn't that they had a low aptitude, but just couldn't seem to focus for longer than five minutes and the period is like an hour and a half.

Meiko's Journey

Meiko, a mother of two and pregnant with her third child, grew up in an all African American educational environment. There she thrived and graduated Valedictorian of her high school class. While matriculating through high school, Meiko quickly recognized the importance of the teacher's demonstrating a caring attitude and interesting pedagogical style. Her love of mathematics and desire to "make a difference in the community" compelled her to become a high school mathematics teacher.

When asked why she enrolled in an alternative preparation program designed to prepare teachers for urban learners or as Meiko defines urban, "inner-city" learners, she replied, "[it] was a way for me to have extra money doing something I already wanted to do." Also in defining an urban learning environment, Meiko spoke of a lack of parental participation; behavior issues; and increased responsibility for urban students outside of school that affected in-school behaviors. In preparing to teach in an urban environment, Meiko wanted a mentor to teach by example and allow her to make mistakes. She "wanted someone to watch me and help guide me down a path that will prepare me for my first year of teaching." During Meiko's student teaching experience, she was

interested in learning how to react to various situations and build her self-efficacy in teaching.

Throughout Meiko's student teaching experience, she continuously spoke of how much she enjoyed the students and the difference she felt she made in the students' overall growth.

> Today [a student] showed me his test grade that he was extremely proud of. [The student] is not in our class, but he sits in on our class to review for his actual class. While everyone else is listening to Dr. Lamar, I tutor [the student]. He is really smart, but he needs a little extra attention. He showed me the A on his test and thanked me for all of my help. I wish I could explain to him how that made me feel. It is always nice to be reminded of why you made certain decisions.
>
> One of my students asked me today: Why did I decide to become a teacher even though the pay sucks. I tried to explain to him that people sometimes make decisions that are not motivated by money. I told him that I went in the teaching field for reason other than money, and I realized that teachers do not make a lot of money . . . this conversation turned into a discussion about the importance of money. I tried to explain to him that I do not believe that a profession that pays a lot of money would make me wealthy. I believe that my wealth is not measured by the amount of money that I have. I try to measure my wealth by the things that I would not trade for money! Later that day the student stopped by to tell me that my measure of wealth really made him think about things. That made me feel as if I have made an impact on his life even if he never remembers anything that I tried to teach him about mathematics.
>
> A student asked me if I would be willing to come back next year and help him if he needed help. I really felt that I made a difference in his life, despite the brief interaction that we have had.
>
> I feel that despite any situations that I might have had, I had some type of positive influence on the students. This reminds me of a quote that I really like: People don't always remember what you say, but they will remember how you made them feel.

Meiko's students were the reason she continued with student teaching. Student teaching provided Meiko with some harsh events that have affected her views on teaching in an urban context. Dr. Lamar, Meiko's cooperating teacher, did not provide her with the support and guidance that she had hoped for. On her first day at Burrell High School,

Meiko felt as though her presence was not welcomed. Further Meiko did not agree with the manner in which Dr. Lamar conducted in her class.

> I don't know about this experience. Today my teacher told me: When you get a Ph.D., you can decide what the students need to learn. I will not write any more than this because it would not be very positive.
>
> Today I saw something that I could not believe. The students were gambling in class. They even asked Dr. Lamar for change. I feel as if I should have said something, but I thought that it would be inappropriate to ask her about her classroom management. I really feel as if something should have been done about this. I can somewhat understand the music, but the card game (gambling) I was totally against. I really don't know what I should have done. I did not feel comfortable asking another teacher about the rules because I felt as if that would have been inappropriate. It felt as if I was trying to tell on Dr. Lamar.

Not only did Meiko not agree with Dr. Lamar's approach in her classroom, Meiko did not feel supported in her growth as a secondary mathematics teacher.

> I really feel as if my teacher questions my mathematical abilities. I usually do not care what other people think of me, but for some reason this thought really upset me. Maybe I was upset because I feel as if she does not like me, which could effect my completion of the program. I want to be moved, but I do not want her to win.

These types of events were not limited to encounters between Meiko and her cooperating teacher. While visiting the teachers' lounge, Meiko heard conversations that were negative regarding the students of Burrell High School. This is not what she wanted to experience during her first interaction with possible colleagues. When asked by a student would she consider returning to Burrell High School next year, Meiko replied,

> The sad thing is the fact that I did not need a break from the students, but the teachers. At this point I am sick of the negative things that are said about the students. It is really beginning to affect my opinion of some of the students and [Burrell High School]. I remember when one of my students asked me if I was going to try and teach at [Burrell High School] next year. It took everything in me not to say no. I told them that I would like to keep all of my options open. I think that I really need a new start. I would like to start off with no opinions about the students and the overall school culture.

Meiko realized that the students of Burrell High School are different from the environment in which she attended high school. She knew that she was going to have to work hard to meet the students' needs, but she refused to lower expectations of her students and hoped to learn different techniques to address her students' learning styles.

> I think that the expectations of the students are extremely low. I do not want to be one of those teachers that simply try to get them through mathematics. I really want them to learn the material because I feel that some of it is important.
>
> I am learning that not all students want to learn through the same methods. I have learned that I get a different reaction from the students, depending upon my teaching method. I hope that I will learn different instructional styles before this experience is over.

The experiences with the faculty of Burrell High School have affected Meiko's views of teaching at an inner-city school. She was torn between her passion for serving the students and interacting with negative faculty.

Meiko continued to be awed by the students of Burrell High School, as she reflected upon her experience. She was excited about teaching; however, she formed opinions about students in general and the English Language Learners she encountered.

> I went to a predominantly Black school so I expected them to be able to perform at a certain level, but then I got to see…I think I was sheltered at those schools. I was in classes with kids who wanted to do stuff and some of those kids didn't care about education and I didn't expect that. I expected…even if they didn't perform well to at least care.

When asked was the issues with the English Language Learners a process of not caring or a process of not understanding the language, Meiko replied

> I think both. I think both 'cause some of them didn't try to understand. Even if you gave them problems that they could work where language didn't have anything to do with it and you put them with a Hispanic student that could explain it to them, some of them still didn't care and some of them I think were placed wrong as well, like [Burrell High School] placed kids in Algebra II second semester who hadn't had Algebra II first semester. So it is like you are setting them up to fail and

> they know this and they got like a 20 in the class. What are they going to do? They don't understand the material, but no one will switch their schedule so . . . they just gave up.

Views on English Language Learners were not the only viewpoint Meiko formed during student teaching. She formed ideas on how a typical day in her classroom would look, but when asked how she would describe herself as a teacher, Meiko stated,

> I don't know if I consider myself a teacher yet. I feel like I haven't been able to really come into my own almost. My teachers that I was with were very different. They were different from me in what I would do. I try to switch things up, but there was a lot of criticism when that went on. So towards the end, I just went back into whatever it is going to take to get through with this student teaching experience is what I am going to do. If you want me give them a project, I'll give them that. If you want to do this, I'll do that. Whatever that's going to make me not have to do student teaching again, that's what I'll do.

Even though Meiko did not consider herself a teacher, she attributed her professional development to experience. Meiko had two cooperating teachers during student teaching and she was opposed to conducting her classroom in the manner of either of her cooperating teachers. Meiko said her cooperating teachers taught her what she did not want to do.

> I don't want to do anything they did. I don't want to be . . . I don't want it to be where my kids come in and necessarily expect the same thing everyday. . . . I don't want to teach them to the test, like Mrs. Dawson, [Meiko's other cooperating teacher], did. I am hoping to teach them well enough to where I don't have to worry about how they perform on the test. I'm not going to give them worksheet everyday . . . it's just a lot of little stuff. I learned from that school what I don't want to do. I have yet to really learn what I do want to do.
>
> Actually both of them. Mrs. Dawson, she has been teaching 39 years. I think she genuinely cares about her kids. She cares about their success. I think she loves those kids. She is just old-fashioned. She is just worksheets and tests. She is just older in her teaching methods, but I don't want to be like that either. She was very worksheet oriented, and I don't like that.

Neither Mrs. Dawson nor Dr. Lamar did lesson plans and when Meiko created lesson plans, feedback was not given or feedback was given during class as Meiko taught the lesson to the students. These actions caused the relationship between Meiko and her cooperating teachers to become nonexistent. Another incident that damaged the relationship between Meiko and Dr. Lamar occurred:

> Our communication did not start out very well because we weren't communicating in class and then she emailed [my college supervisor] about something she felt that I wasn't doing and I felt like if it was something constructive that would have helped me then she should have come to me and said something. So at that point I probably resented her. So there was no need for her to ever try to help me with anything because it was nothing she could say to me.

These events and others similar events have caused Meiko not to see any benefit in her student teaching experience. After completing her student teaching, Meiko described her views on teaching in an urban school:

> I don't know. It is one of those things were I think I want to be there . . . that is where I want to be because I feel that so many people run to the suburbs when they feel they are a quality teacher. They want to be around kids that they feel are quality kids and I think the inner-city schools still need teachers that feel like that they can be quality teachers, but it is one of those things where if it had to be like an environment like I was in, then I would prefer being close to home. There are other things that would out weight my desire to help those kids and it would almost be convenient. If I had to work in [Burrell High School] I would just choose to work somewhere close to my house. There is no need for me to fight the traffic and be in an environment that I just don't want to be in.

Ivy's Journey

Coming from a family of degreed professionals, this 27-year-old Southern native had always known she would make significant contributions to society. Ivy grew up in an environment where academic success was commonplace. She was very proud to announce that her grandmother received her master's degree at a time when few

African American people attained that level of education. Despite attending a well-accredited private school, Ivy felt unprepared for the challenges of engineering school. Ivy did well in high school mathematics and science. Therefore, she decided to major in chemical engineering. During her matriculation, she discovered that she did not possess the skills necessary to problem solve and critically analyze scenarios. Through Ivy's student teaching experience, she hoped to learn how to instill these skills in her students as well as questioning techniques, and classroom management strategies.

Deciding to become a teacher came to Ivy after a career with the government and with private corporate companies. Ivy was nervous about entering the classroom. She hoped the experiences provided during student teaching would remove her nervousness. Within her student teacher experience, Ivy wanted her cooperating teacher to be "someone who is there to ask questions of, where you feel comfortable enough to actually ask the question that you want to ask and they have the resources to either answer the question or shoot you in the right direction. Sometimes the best mentors aren't the people who know the most, but who know of the most resources. Guide."

Like the other participants in this study, Ivy was a recipient of a scholarship designed to prepare teachers to teach in urban environments. When asked why she decided to teach in an urban school, she replied, "Ya'll had money. I knew I wanted to teach math and science and I had to choose between middle school or high school and [this program] had money and would give me certification for middle school and high school. So if I don't like high school I can go to middle school and if I don't like middle school I can go to high school. Its gives me more flexibility cause I think I really want to do middle school."

Early in Ivy's student teaching experience, she found assistance from another teacher. This teacher provided advice to Ivy on ways to connect and engage her students. However, her assigned cooperating teachers did not provide Ivy with the assistance she hoped. It was because of a "humbling" experience that Ivy began receiving feedback on her lessons from her cooperating teachers.

> I tanked today. My algebra III class was awful and I messed up in so many ways. I assumed I knew the material and did not practice before giving the lesson, I did not do the worksheet, which I gave my class, and I taught them something that was incorrect. It was humbling to have to tell my students that I had done something wrong and the way they wanted to do things was right. They were kind of excited as they were right and the teacher was wrong. And my teacher looked at me and asked me if I had done my prep work and I could not say yes. I could not say that the lesson tanked because I was prepared, but the stars were not aligned. I had to admit to not being fully prepared. But my tanking ended up being a good thing. I now have set up time to meet with my collaborative teacher to 'teach' her my lesson and for her to ask the questions my students might ask. This helps me focus my thoughts and prepare so that the lesson flows better. It also forces me to not only create a lesson, but also practice a lesson. Tanking also made me more comfortable in front of my class as I no longer fear making a mistake as that has already occurred and I am more prepared for each class.

Ivy had two cooperating teachers during her time at Burrell High School, Ms. Gardner and Ms. Chris. Neither of Ivy's cooperating teachers gave her the help she wanted in becoming a secondary mathematics teacher. She saw Ms. Chris's class as a place where students were allowed to sleep and where there was a lack of teacher dedication to the students. And Ms. Gardner bluntly told Ivy at the beginning of the experience that she did not have any guidance for her.

> Mrs. Chris doing a small group is not working. Why? Because she is not dedicated to the small group and their success. Today she had something else to do and did not have time for the small group. So they were in class with the other students who are 3 sections ahead of them. It did not work well. And I was unaware that they would be in my class today, so I was not prepared with a lesson or homework for them. It was a bad class for

> them as they were lost. I now better understand how the dedication of the teacher significantly affects the level of education for students requiring 'special' instruction. It takes a lot of extra work and time and one must continue with what one has begun.

Despite the lack of support from Ivy's cooperating teachers, she developed some ideas of how she wanted her classroom to operate.

> I take notes each day on what was completed in the class. This helps me keep the classes separate and know where to start the next class period. Since my Algebra III class has a class drawer where they turn in assignments I will keep a 'What happened in class' sheet in there with extra copies of handouts/class work/project descriptions. The extra copies will only stay in there for two weeks at which time they are out of luck and will have a 0 placed in the grade book.
>
> In pre-calculus, I am having difficulty keeping the class on-task for the entire period. I think it is because they get antsy and do not know when class will be over. I think I will do an advance organizer on the board. This way during class as we cover each point I can check it off the list and the students will know how much is left to learn. This will hopefully get them to put in the extra effort to focus, as they will know how much is left to learn. And the organizer on the board will also help me.
>
> I have learned more about breaking tasks into small pieces and making sure students know my expectations for the day.
>
> I did learn that sometimes it works best to simply give the students a problem and let them figure it out themselves. I think I'll try something like that when we get back from Spring Break, as the students will want me to give them the information.

Ivy experienced some frustrations during student teach centered on classroom management. At one point during student teaching, Ivy was ready to quit.

> That's it. I'm done. The stress has reached a breaking point. This student teaching experience is not working in any of my classes. I understand this is a learning experience, but I now am screaming 'uncle.' Pre-calculus is not ready for their test. My fault. I should have created a test as the book test asks questions using the content, but in a way, which I originally thought, was similar enough. I now know that if I have to question if they will understand the question, assume that they will not and act accordingly. My algebra III student looked at me and said that she only acts right if Mrs. [Gardner] is in the class. And since Mrs. [Gardner] was out today, she did not behave. I got left in a classroom by myself, but I do not think having a substitute would have mattered. And I have added an additional

> preparation onto this madness!!!!!!! And the additional preparation meant teaching 3B today. This is a class full of the wrong mix of students. They constantly talk and have something to say about everything. Part of the problem is that a significant number of them are being forced to be in the International Baccalaureate Program and have not bought into the benefit of the class. So they act out and are disruptive.

The last month of Ivy's student teaching she stated, "Algebra III is almost over and I cannot wait. The class is out of control, my fault, learning is occurring, but not as I would like, and I am not supported at all. It is almost over."

During Ivy's final interview she stated several times that Ms. Gardner did not provide guidance and gave her the impression that she should not have any lack in content knowledge.

> Ms Gardner's personality is one where I was very afraid to ever let her know that I didn't know something and to ask her for help on something . . . [with] Ms. Gardner you might not know how to teach, but you should know every single piece of math that was ever created was kind of the feel.

Ms. Chris was the opposite of Ms. Gardner in creating a space that Ivy could ask questions openly.

> I love Ms. Chris. Ms. Chris is one the nicest, most helpful people in the world. She is one of those people who, to the detriment of self, is always there to help you. If she sees a need, she is going to try to take care of it, where it is her responsibility or not, always something pleasant to say.

When asked what her ideal support system would have been like for student teaching, Ivy stated,

> It would have been nice if [the college supervisor] would have been there more and not just hi okay bye. . . . It would have been nice to have more support from her. It would have been nice to have a cooperative teacher; Ms. Chris had graduation, senior dues, and a lot of other stuff going on. So it would have been nice to have a little bit more of her time and that was probably more of an issue of the fact that she is not very organized. . . . Ms. Gardner was a good person to have, but she never was specific enough in what she meant by no guidance or what she meant by this is

> your class. I think that one of the things . . . if I ever ended up with a student teachers one of the first things I am going to ask them to do is come up with a syllabus for this class and how you want this semester to work and lets talk about it 'cause I came into student teaching with the assumption that the rules and regulations of that classroom had to maintain. . . . Clarity was an issue, not knowing which questions to ask of my teachers was an issue and just the amount of work that goes into it.

Ivy spoke a lot of the practices of her cooperating teachers, but she was still undecided about who she wanted to be in the classroom. Ivy believed that until she determined her classroom identity that classroom managements may "be a little rocky." Being unsuccessful in the classroom was an anxiety that Ivy was faced with as she entered the classroom, but she was optimistic about her future experience. The lessons Ivy learned during student teaching, she attributed to her students.

> My students became the priority, being prepared for my students, being there for my students. Being able to see when my students were having a rough time. It didn't even have to be about math. Something is wrong. Even if you don't tell me, know that someone saw. Something's wrong, what is wrong? I really got attached to them, even the ones who were heathens to me.

Dee's Journey

Dee, a 26-year-old woman, differed from the other participants in that she had taught for 5 years prior to entering the alternative teacher preparation program. In her first year of teaching, she taught at what she classified as an urban school. For Dee, an urban school was a ". . . more densely populated [area], [with] lower socioeconomic backgrounds." She felt that urban students were more aggressive and cared more about what their friends thought about them then their education. She told the following story of an experience where she felt this was demonstrated.

> I had one class that as a class decided that I couldn't possibly fail them all and they decided that they didn't like me because I was making them do work and actually trying to get them to learn something as a class . . . in

> this class say there were 30 kids, I had 25 African American kids and 5 White kids. The 25 African American kids decided that I couldn't possibly fail them all and the 5 White kids joined in with that for about a day and then decided that I could. Maybe 20 out of 25 of my African American kids made a 20 on the next test and they were all like proud of themselves.

Dee taught at this school for one year. Then she transferred to a school located in a suburban community of a large metropolitan city, where she taught for 3 years. Her last year of teaching prior to entering the alternative teacher preparation program, Dee taught at a private Jewish school.

Before becoming a teacher, Dee grew up in a small rural town in the southeastern United States where there was one high school, one middle school, and one elementary school. Dee described her high school as a place that educated mostly White students, but there were some African American students as well. However, minority students were not enrolled in her honors and advance classes. Dee excelled in mathematics during her secondary experience. Her accomplishments in mathematics led her to major in mathematics at a small, women's liberal arts college. She completed her degree a year early.

Dee's high school mathematics teacher, Ms. Smith, and her Latin teacher, Ms. Abby, influenced her to become a high school mathematics teacher. Dee stated,

> I just really liked the way they interacted with their student and how much the kids really respected them and I could tell the differences in how much my friends and I learned from them and enjoyed the subject. . . . Ms. Smith, I always liked the way she taught and the freedom she gave us in what we did and it just made it so much more interesting for so many of my friends who did not like math and who weren't really good at it or they worked really hard at it. They actually enjoyed it when they took it from her.

There are several qualities Dee admired in a teacher. She valued a teacher who created a structured environment where the students had "freedoms" and had a sense of

an open, encouraging, energized, and caring atmosphere. An example of where Dee viewed freedoms as a positive in the classroom was

> She [Ms. Smith] was really cool because she never made us do anything. That sounds bad, but on the first day of class she told us that even though it was an honors class she knew some people would be more advanced than others. She expected some of us to be ahead or behind or learn faster than others. If we ever got bored in class, we couldn't go to sleep. We couldn't not pay attention, but she had . . . her window sills were full of puzzles. So she said if you are bored, just get up and go get a puzzle and then I know you are still paying attention, but I also know you are not disrupting the rest of the room. So I played with puzzles the entire year and made As both years.

Another example was

> I let them (the students) pick their own music that they wanted to listen to . . . like during group work or something. If they are doing individual work I let them listen to their IPOD or whatever if it is something that I think they need to do individually I let them listen to their IPOD if they wanted to. It kept them a 1000 times more focused.

Dee was very passionate in her convictions about teaching, even to the point that she was willing to challenge the administration. When speaking about the students' listening to music during class, she stated she would violate school policies on this issue. Despite her confidence in her abilities as a good teacher, Dee felt she had more to learn. She wanted to learn additional methods of teaching her students as well as more effective ways to implement a successful classroom management plan. She also had some anxieties about being observed while she was teaching.

When asked why she decided to enroll in an alternative teacher preparation program designed to prepare teachers to teach in an urban school, Dee replied,

> I live in Bellamy County and I am going to stay in the Bellamy County area for a long time. So I figured if I am going to be in this area and I am probably going to be in an urban school then I should probably . . . if there is something that I can do better to teach the urban kids then I should do that.

In Dee's preparation to teach urban learners, she wanted a mentor who was supportive and encouraging. She did not want someone who "expect[ed her] or force[ed her] to do thing the way they did them, but they want[ed her] to do things that [were] best for [her] and [her] kids." However, Dee did want a mentor in which a relationship of friendship could be established.

During Dee's time at Harold High, she encountered frustrations with students' lack of retention of material presented in previous courses and their commitment to completing mathematical assignments.

> My Algebra II class is far behind where I think they should be. They have problems with basic fractions, exponents, negative numbers, and repeating procedures with formulas.
>
> My Analysis class has major problems with basic factoring. We keep going over it, and quizzing them, but they are taking no initiative to learn how to factor.
>
> I was very frustrated because the students did well yesterday in class with factoring, but many did not even attempt the homework, which was not very lengthy at all.
>
> Again, the students did not want to work, or listen, or really participate. This is very frustrating. I want them to learn the material, and I'm letting them work in groups, but they are not doing that well. Only a few of them see the benefit.
>
> Today we retested chapter 5. I gave them the same test with a few of the questions changed, but only a few. Most of them did worse this time around. I am so frustrated with these kids!

Because of issues of motivation to complete homework, Dee developed a homework-grading scheme that she hoped would encourage students to complete homework and thus improve student academic achievement. She also stressed the importance of parent and student responsibility in education.

> We have parent conferences on Thursday, so I hope some of the parents of these kids will come in and help them take responsibility for their own education. I think that it is each student's own responsibility to earn themselves a good education and to pursue it daily.

Despite the constant struggle to maintain student involvement in their own learning, Dee remained confident in her abilities to help student rise to greater levels of academic success.

Before Dee completed student teaching but after her prior teaching experience, she viewed urban schools as schools that may be overcrowded, serving students from a lower socioeconomic background, and where students were more aggressive in their dispositions. After completing student teaching Dee stated this about the term urban,

> I don't know anymore. I used to have an actually definition and now I have no idea. I have no idea what it is supposed to be anymore. I have gotten less clear and I guess that is a good thing, but . . . I really don't know anymore what urban is suppose to be.

Dee did not find the students of Harold High School aggressive. She enjoyed her interactions with them and did not have any issues of classroom management. When asked how she would handle any classroom management issues or defiant students in the future, she stated,

> I guess I would just take him out and talk to him to see why. What has put you in this mood today that you don't feel like working? I mean everybody has a bad day when they . . . every good person can flip out every once in while because of certain events that have happened. It is not out of the realm of possibilities. I have done it, where I just been completely non-functioning for the whole day. So I probably would take him outside and try to talk to him to try to figure out what is going on and why and hopefully be able to do that without the rest of the class bouncing off the walls. I usually find as long as I keep them busy, give them something to do, they are good. They stay on task most of the time. There are more issues with staying on task then I have seen in the past. They are not defiant. They are not "I'm not going to do this." They always want me to come help them. So they are interacting really well with me and I can tell they respect me as an authority figure, but they also respect my opinion as to their work. I like that, too.

When it came to pedagogical issues, Dee wanted to continue to increase her repertoire of projects that would engage students in meaningful learning and increase

student retention of mathematical content. Dee was amazed at the amount of material that was lost from one mathematics course to the next.

> I never really experienced that before because I would teach and my kids would be a little fuzzy on it, but they would recognize stuff. If I put up . . . like we introduced function notation, f(x). They've seen it [before], if they had a good Algebra I teacher. So when they get to Algebra II they may not remember it, but they should recognize it. They should say okay [I've] seen that before, but I am really not remembering what it is about. Kind of like we do . . . I read that book, but I can't really place what it is about. I recognize something about it and these kids . . . you put up something 3 days later and they never seen it before. They don't even recognize the notation that is on the board. That is an issue for me for just daily retention. It just blows me away, how I could teach something and like 3 or 4 days later, it never happened before in their life.

To assist in creating a classroom where student retained the academic material, Dee wanted to

> lead my class, some days, into something and then put them into groups and make them do the rest on their own and try to figure stuff out. I like to make them rely on each other and figure things out for themselves a lot more than they have to rely on me because it's not always going to be someone there who knows all the answers. I know all the answers, but they're not always going to be someone there who does know all the answers. They are going to have to figure things out for themselves or they are going to have to find a resource, like another person who might know some more than they do or the book or their notes. So they are going to have to be able to find the answers on their own instead of always looking for me to answer their questions and when they do ask me questions I don't give them the answers. I always ask questions back to them.

According to Dee, her prior teaching experience was what led her to be the teacher described above. Although her cooperating teacher supported her on a daily basis and they had a good relationship, her cooperating teacher only helped her become more comfortable with the students. Dee's first year teaching experience before entering the teacher preparation program gave her the foundation needed to make classroom management decisions and decisions about her pedagogical style. The program did not redefine

her ideas of how she wanted to conduct her classroom, but provided the literature to support her actions, thus giving validity to her classroom decisions. Dee's thoughts on the impact of the student teaching experience were

> I think it was good for me to get a kind of supervised test run into an environment that I was not used to, but as far as learning more about teaching than I already knew, in general, classroom management, stuff like that, it really didn't do a lot for me, but I think I would have been a lot more timid if I had gone into a year of teaching without a year of teaching in an environment that I am not used to.

CHAPTER 5

INTERPETATIONS AND COMPARATIVE ANALYSIS WITH LITERATURE

As themes emerged in constructing the structural descriptions of the phenomenon, experiencing student teaching in an urban context, I realized that the themes aligned with specific research questions. Therefore, for each research question I discuss the results from the analysis of the participants' journeys. Intertwined with the interpretations, relevant literature is used to validate the findings. Figure 1 shows the themes that emerged and their alignment with the research questions, which were as follows:

1. How do pre-service teachers experience student teaching in an urban context?
2. How do pre-service teachers' experiences impact their views on teaching in urban schools?
3. How do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

Experiencing Student Teaching

The experience of student teaching has been considered the most vital component of a teacher's preparation program (Borko & Mayfield, 1995; Sudzina & Coolican, 1994). During the student teaching experience, both positive and negative occurrences can affect the development of pre-service teachers (Feiman-Nemser, 1983). Examples of these occurrences in this study include issues of classroom management and student

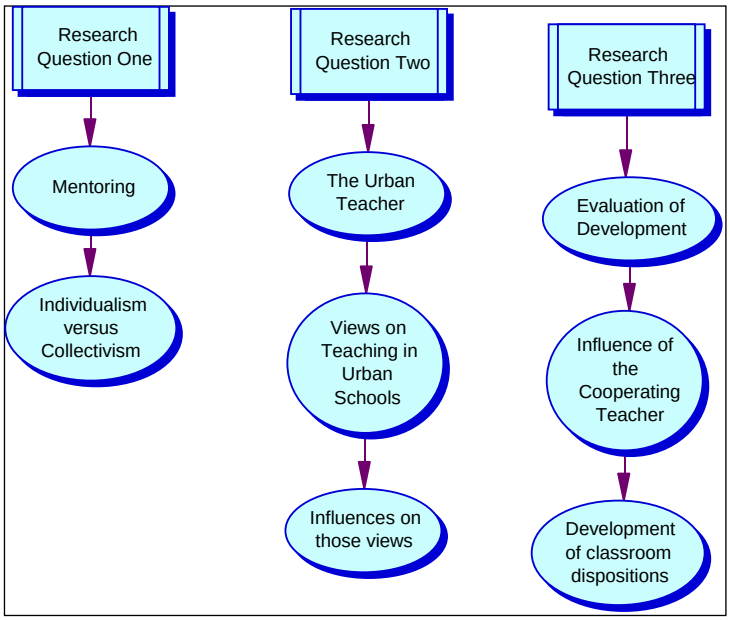

Figure 1: Themes' Alignment with Research Questions

engagement/motivation as well as occurrences of students' success. However, the prominent responses were in relation to experiences with the student teachers' respective cooperating teachers. Through journal entries and interview responses regarding student teacher–cooperating teacher interactions, a unique theme emerged: Four of the six participants displayed evidence of the development of a dichotomy between individualistic and collective characteristics. The data suggest that this dualism developed as a result of the mentoring relationship or lack of a mentoring relationship between the pre-service teachers and the cooperating teachers. Before I discuss the emerged theme of individualistic and collective behaviors, I first provide evidence and literature support for the mentoring relationship.

Mentoring Relationship

Defining mentoring in a student teacher-cooperating teacher relationship has been connected to that of a guide, someone who "guide[s] learning to teach [in a] face-to-face, close-to-the-classroom [manner]" (Feiman-Nemser & Rosaen, 1997, p. 7). Incorporating the framework of social identity theory, a mentor is needed to usher a newcomer into the desired identity as a teacher of urban learners (Cast, 2003; Danielewicz, 2001). Figure 2 shows the five-factor model for mentoring as outlined by Hudson and Skamp (2001; 2003). This model has been "statistically and educationally confirmed" by Hudson through a study of 331 pre-service teachers (Hudson, Skamp, & Brooks, 2005) The five-factor model demonstrates that

> (i) personal attributes…[are needed] to exhibit…constructive dialogue; (ii) system requirements…focus on curriculum directives and policies; (iii) pedagogical knowledge…articulat[e] effective teaching practices; (iv) modeling of efficient and effective practices [are needed] and (v) feedback [is needed] for the purpose of reflection for improving practice. (Hudson, 2004, p. 139)

"Within this model, the mentor scaffolds, facilitates, and coaches the mentee toward a level of proficiency . . ." (Hudson, 2004, p. 141). According to Hudson, this mentoring model should be used to construct specific mentoring for a specific content area. Therefore in this case, mentors should model effective pedagogy for mathematics of urban learners as well as provide constructive feedback of the pre-service teachers' performance. Personal attributes of professionalism, mutual respect, open communication, and compatible personalities should also be taken into consideration according to Hudson.

Using the five-factor model, I explore each of its components in relation to the participants' experience. All of the participants had the same system requirements that were set forth by the university and each of the cooperating teachers was provided an

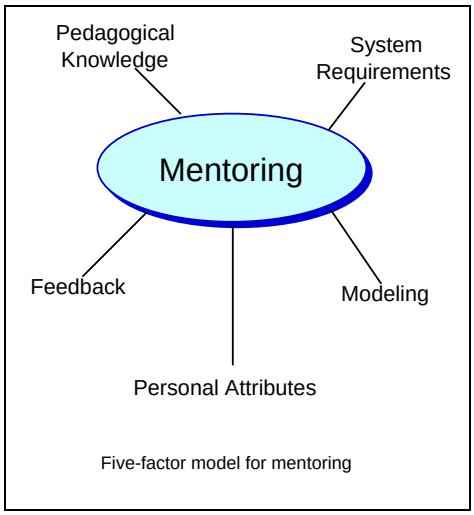

Figure 2. Five-factor Model for Mentoring

instructional package for mentoring. The syllabus that each pre-service teacher received stating the requirements and the cooperating teacher instructional package are located in Appendix A and D, respectively. Cooperating teachers were instructed to model effective practices, provide feedback to the student teachers, communicate their views on teaching, and to guide the pre-service teachers into the profession. These categories aligned with four of the elements of the five-factor model: feedback, system requirements, pedagogical knowledge, and modeling. Table 2 shows examples of statements made by the participants regarding the three components of the five-factor model, which involve the cooperating teachers.

The component not used from the five-factor mentoring model in the mentoring model for the participants of this study was personal attributes. The component of personal attributes was not considered in the placement of the student teachers. Personal attributes proved to be the catalyst for the characteristics of individualism and collectivism to develop.

Table 2

Aligning with the Five-factor Model

Feedback	Pedagogical knowledge	Modeling
But she was always there if I needed. . . . I remember telling her I hate teaching graphing trig functions. It is just something that I never liked and she was like "Oh, I got a really easy way to do it" and she taught me how to do it that way and . . . [it] is a lot easier than I was taught and I like it. So then I can teach that to the kids. (Dee)	She used these things called foldables. Which I thought was great. For each unit, . . . she would make—it is almost like a book. The kids would all get a chance to design a cover in relationship to the unit we were doing. (Tanjala)	I think I learned about little tricks, because [Ms. Lee] knew a lot of trick things [that got] through to the students faster than I did. (April)

In the case of Meiko and Ivy, there was a mismatch in the pairing of the pre-service teachers with their respective cooperative teachers. Early in the experience, both Ivy and Meiko felt that their cooperating teacher did not support their development. Feedback on lessons were either not provided or given in a manner that was not receptive to the pre-service teacher. Open communication was not present and respect as a professional was lacking.

These misunderstandings and miscommunications led to a poor working relationship (Sudzina & Coolican, 1994). In a study by Sudzina and Knowles (1992;

1993), personal conflicts, cultural misunderstandings and philosophical differences were the factors that contributed to the a "tormentor" relationship instead of a mentor relationship. Smith's (2007) study further indicated that the tension between the student teacher and cooperating teacher is also caused by the roles of novice/expert, not being well-defined. Below are excerpts from Ivy's and Meiko's interviews showing evidence of the detrimental relationship between their cooperating teachers and themselves.

> I had one cooperating teacher who looked at me and said Ms. Ivy I have zero guidance for you and this was the class I had from the very beginning to the very end. Ms. Ivy I have no guidance for you and then there was the issues because there was no guidance. She thought I was scared of the kids and I wasn't scared of the kids, I was scared of messing up cause I had no guidance and was doing something for the first time. I also didn't have books nor did I have curriculum or syllabi or what to teach them.
>
> Ms. Gardner's personality is one where I was very afraid to ever let her know that I didn't know something and to ask her for help on something. (Ivy)

> 'Cause I hated the way she taught. That is what it was. I just hated the way she taught and I had to sit there through that for a couple of weeks and I just . . . I wouldn't want to learn like that and I like math and I wouldn't want to be in a math class the way she taught it. (Meiko)
>
> I don't think Dr. Lamar and me really had a personal relationship. I think it was a mutual understanding that we were two different people. It wasn't really going to be anything to go on to make us get along. (Meiko)

In contrast, April and Dee expressed statements of admiration and respect throughout their journal writings and final interviews. April and Dee valued their cooperating teachers' recognition of the knowledge they brought into the classroom: content knowledge and pedagogical knowledge. When their cooperating teachers offered advice on their classroom performance it was received in a receptive manner. Ms. Lee's openness to learn from April, as well as, similarities in their personalities contributed to their mutual respect.

> I think we worked really well together. We are both organized. We're both really chill. We're not . . . we both very conscientious like on the ball type people. We never miss days and if we miss days were prepared 5 days in advance. She would go the first day of the month and make all the copies she needed for the month and that is kind of the type of person that I am too. It's like lets get ahead. I'd rather be ahead so I can slack off later and that is kind of the way she is and so we both got along really well in that way and I think we both realized that we both knew our stuff. She would tell me, hey, remember . . . 'cause she knew better what they needed to know for test and for standardized test and that sort of thing. So she would tell me I need to add this to this section . . . make sure they understand this, but she would never correct me [in front of the students], but we felt comfortable enough that we could correct each other, but I think we just had a mutual respect for each other.

Mrs. Tami, Dee's cooperating teacher, demonstrated the same type of respect as Ms. Lee. Dee felt the student teacher-cooperating teacher relationship was good and thus her experience was heightened by that respect.

> It was really good that she saw me as an equal and let me do what I wanted to do, but was still there if I needed her. She never forced what she wanted to do, if she wanted to do something else. But she was always there if I needed…I remember telling her I hate teaching graphing trig functions. It is just something that I never liked and she was like "oh, I got a really easy way to do it" and she taught me how to do it that way and I was like that is a lot easier then I was taught and I like it. So then I can teach that to the kids.

Through these statements, it is evident that the cooperating teacher's actions greatly affect the experiences within student teaching. It is important for cooperating teachers to create an environment where student teachers feel welcomed and respected (Baer, 1976), because it is these created settings that provide a foundation for the development of individualistic or collective behaviors.

Individualism and Collectivism

The concepts of individualism and collectivism originate from the psychology arena. Those who are encompassed within the tenets of individualism are "ambitious and

self-reliant" (Green, 2006, p. 25). From the ideologies of early philosophers, "individual success is a key idea of individualism" (Triandis, 1995,p. 20). Those who are characterized as collective display traits of "cooperativeness and sensitivity to others' demands" (Green, 2006, p. 25). Four components can be used to compare collectivism and individualism (Triandis, 1995).

1. When defining self, a collective description would be interdependent on the group and an individualistic description would be independent.
2. Personal goals do not conflict with the group's goals in a collective environment, whereas in an individualistic environment goals are not aligned.
3. The loci of cognition are duty, responsibility and traditions for a collective individual. An individualistic person is guided by personal needs.
4. Collective persons work to maintain relationships, even detrimental ones. Individualistic persons analyze the pros and cons of maintaining the relationship.

From these four distinctions, the ideas of individualism and collectivism can be subdivided into two areas: horizontal and vertical. Table 3 demonstrates the elements of each subdimension (Brewer, 2007; Green, 2006; Triandis, 1995).

These distinctions have been made when referring to ethnic-cultural characteristics (Brewer, 2007; McAuliffe, Jetten, Hornsey, & Hogg, 2003; Triandis, 1995). However, I argue that these distinctions can be applied to any "culture." Culture being defined as a set of values and norms observed within a group (Webster's new world college dictionary, 2001). Teachers are a group with accepted values and norms, thus

defining a culture. Therefore, I use the principles of individualism and collectivism in referring to the traits displayed by the participants of this study.

Table 3

Subdimensions of Individualism and Collectivism

Concept	Vertical (hierarchy)	Horizontal (equality)
Individualism	Competitive/ achievement oriented	Uniqueness of individuals
Collectivism	Acceptance of other, dutiful	Equal interdependent relations, cooperative

Triandis (1995) states, "when an individual is faced with a social situation, the situation causes a particular behavioral pattern" (p. 66). The social situations experienced by Meiko and Ivy with their respective cooperating teachers did not lend itself toward an environment of cooperation and collaboration, which led to these pre-service teachers adopting a vertical individualism persona. Dee and April received encouragement and guidance within their mentoring relationships These actions sparked a sense of belonging and interdependence: horizontal collectivism. Meiko and Ivy also spoke of a separation between their respective cooperating teacher's classes and the classes taught by them. These statements provide evidence of individualistic traits.

> We had midterms. I wrote a midterm for my class. I would do a midterm for my class and as I am leaving after class if over, oh Ms. [Ivy] can I have a copy of that and that was the midterm for her Algebra II class.
>
> One of my biggest complaints is the fact that she complained about me not preparing for her class. How can she expect me to plan for her class? I do not complain when she ask me to teach her class 15 minutes before it starts because she does not have anything planned for them. I never told her no. I simply used the plans from my Algebra II class. (Meiko)

Summary

The relationship between pre-service teachers and their respective cooperating teachers has lasting effects on how student teachers experience student teaching in an urban context. Appropriate guidance proved to be critical in assisting student teachers to have productive experiences. Affective qualities, commonalities in personalities, work ethics, and style of communication created an environment of collaboration. The pre-service teachers in an atmosphere of teamwork felt open to ask questions, seek advice, and adapt collective characteristics into how they interact with others in the profession. But those pre-service teachers who did not develop a relationship of mutual respect for the contributions each added to the classroom became self-reliant ad individualistic.

Views on Teaching in Urban Schools

Experiences during student teaching directly affected the participants' views on teaching in urban schools. Some experiences had adverse effects, while others strengthened the student teachers' convictions on teaching urban learners. Prior to examining the results of the question how do pre-service teachers view teaching in urban school after their student teaching experience, I show the connection between current literature on the retention of effective urban teachers to the participants of this study.

The Urban Teacher

It is important to examine what factors contribute to the retention of effective urban teachers in order to halt the turnover rate occurring in urban schools. A look at how these pre-service teachers align with the components for retaining motivated, qualified urban teachers provides a glimpse into the possibilities of them being retained or lost as teachers of urban learners.

"As long as one knows one's subject matter, one doesn't need anything else to teach." This is the cliché that has resonated the halls of education for many years. This cliché has proved to be incorrect and detrimental in many cases to the growth and development of children (Kincheloe, 2004). According to Haberman (1995), other characteristics, besides content knowledge, are necessary to retain effective urban teachers. Effective urban teachers that endure the challenges of urban schools should be motivated and interested in taking the responsibility of discovering ways to engage all learners. In Haberman's words, urban teachers should be "persistent." When students are unmotivated to reach their potential, effective urban teachers are diligent in finding ways to help these students maximize their capabilities. In this persistency, effective teachers of urban learners used students' outside interests to spark intrigue. Often combating educational bureaucracy, these teachers are resilient in their pursuit of student achievement (Haberman, 1995). Resilience is defined as "a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks" (Brunetti, 2006, p. 813). Other characteristics of diligent urban teachers are

- Having the ability to use reflection to inform future practice
- Realizing systemic and instructional factors are reasons for students' academic deficits and not just conditions of the home
- Having caring relationships with students, but not allowing these relationships to impact their ability to teach
- Realizing that teacher burnout is possible, effective urban teachers use teamwork as a means to protect themselves against burnout
- Owning their mistakes which in turns allows students to accept and constructively use their own mistakes (Haberman, 1995).

The participants of this study demonstrated some of these elements characterized by Haberman (1995). Five of the six participants displayed a desire to improve their craft

in order to have a positive impact on their students' academic success. For example, April made the following statement

> How do you make a boring topic interesting? My dilemma: linear programming. The kids were bored, uninterested, and confused. Linear programming combines so many processes, they couldn't believe one problem could take so long to solve. And they totally did not catch the usefulness of this concept in everyday life. When I officially become a classroom teacher, I would love to find a way to creatively teach this concept so that students realize its' usefulness rather than hate it because it's word problems. We basically hit a brick wall today.

From April's statement, one can see that every day was not viewed as a success. April used those moments to improve upon her practice. During Ivy's student teaching experience, she had a day where she almost "gave up".

> Yesterday, I gave up for a moment or two or three on my class. I was frustrated with their inability to want to learn and focus and with my inability to interest them in the lesson. I take this to heart and feel that it is my fault. There has got to be something that I may do to interest them in the class work. Maybe brainteasers that link to the lesson?

When these pre-service teachers experienced some challenges, they remained persistent in determining ways to improve their pedagogy so that they would be better teachers for their students. Even though the majority of the participants demonstrated evidence of being persistent in helping students achieve academic success, only one participant demonstrated the resilience to which Haberman (1995) referred. Dee, the only participant with prior teaching experience, stated in her initial interview,

> If they [students] are doing individual work I let them listen to their IPOD or whatever if is something that I think they need to do individually I let them listen to their IPOD if they want to. It keeps them a 1000 times more focused. I don't care what the administration says.

Dee recognized she might have to resist administrators and defend classroom actions that she felt would assist her students academically. Dee was adamant in her convictions in

regards to securing her ability to make professional decisions within her classroom. In contrast, April, a "true" pre-service teacher, stated "I would probably follow the school's set standards on that. I am pretty much a rule follower." The differences in these two participants can be explained by experience. Dee has worked in three different schools, and this experience is April's first interactions in a school as a teacher. As April's classroom experience increase, it is expected that her confidence in endorsing her pedagogical and management convictions will become stronger.

Another component of Haberman's (1995) model is reflection. Studies on reflective practices have shown its effectiveness in professional development of teachers (Schon, 1987; Thomas & Schultz, 1997). According the Schon (1996), reflective practices are a vital process in improving ones practice. This process involves critically analyzing one's craft while being guided by a seasoned veteran. The participants of this study demonstrated their commitment to reflection throughout their student teaching experience. Tanjala stated,

> Finally, I am getting a clue on the importance of unit/lesson/activity planning. Today, after reflecting on the lesson, I thought about what I could do to improve. We have been teaching quadratics for weeks and the students are not maintaining the knowledge. I have noticed that I have not provided much motivation for the students to learn. "Why do I need this?" is often the question. If in my planning I can connect the content more cohesively and to a topic of interest, I may actually keep them interested. Today, I began on a schedule of topics and activities to cover during my remaining time. It will definitely help me to be a better teacher.

Tanjala's dedication to reflecting on her practice and making changes where needed is evident. These types of statements were made by all of the participants. Reflective statements also provided evidence of how the pre-service teachers used their

mistakes to improve their practice. Ivy experienced a lesson that "bombed." This occurrence allowed her to learn from her mistakes.

> So I bombed another lesson. But this time it did not throw me for a loop as badly as the first time I bombed. I bombed and immediately wrote down the problems I had with the lesson, the information I had to correct and what I needed to do better for the next section of class. I also had to work out what strategies I needed to use to ensure that the class remembered the correct information and not the misinformation.

The theme of the teacher preparation program the participants are enrolled is "teacher as reflective practitioner." The influence of the program in this area was also clear. The participants used reflection as a means to inform practice. Statements of reflection and other interview responses also revealed the caring relationship that was constructed between the pre-service teachers and their students.

> My students became the priority. Being prepared for my students. Being there for my students. Being able to see when my students were having a rough time. It didn't even have to be about math. Something is wrong. Even if you don't tell me, know that someone saw. Something's wrong, what is wrong? I really got attached to them. (Ivy)

In Haberman's (1995) model, teachers who are retained in urban schools see systemic and institutional factors as possible causes for student academic failure. The participants of this study often became frustrated with lack of academic retention. Dee, Tyler, and Meiko saw the possibility of school scheduling being the cause of low student academic retention. The other participants saw the responsibility solely as a product of personal choice or lack of parental support. This is the area in Haberman's model in which half of the participants did not align.

The last characteristic for retaining effective urban teachers as described by Haberman (1995) is the realization that teacher burnout is possible and to be proactive in seeking collaboration in an effort to circumvent teacher burnout. The participants of this

study were collaborative as a result of their teacher preparation program requiring collaborative assignments. However, I could not determine whether these practices will continue beyond their student teaching experience.

Views on Teaching in Urban School

As I stated earlier, student teaching is the capstone event before pre-service teachers enter their own classrooms. According to a study conducted by Weiner (1990), student teaching in an urban environment strongly influences pre-service teachers' decisions to establish careers in urban schools. When the participants of this study were asked directly how their student teaching experience affected their views on teaching in an urban school, the following responses were provided:

> I don't know. It is one of those things were I think I want to be there… that is where I want be because I feel that so many people run to the suburbs when they feel they are a quality teacher. They want to be around kids that they feel are quality kids and I think the inner-city schools still need teachers that feel like that they can be quality teachers, but it is one of those things where if it had to be in an environment like I was in, then I would prefer being close to home. (Meiko)
>
> I really enjoyed it. I am still really excited about being a teacher. Like I said I think so much of…I am excited about the material and I like being with people and so it doesn't matter to me. It doesn't matter what type of school environment I am in because I enjoy those things so much it just doesn't really matter. (April)
>
> I guess I have to deal with it [challenges that come up in urban schools] I don't really see anyway around it. (Tyler)
>
> It is more challenging then I thought before, but I am not surprised. I subbed in an urban school before. So I was a little familiar with . . . but that was over a decade and a half ago, but I am still familiar with urban schools, but . . . I loved to teach in an urban area. I still love urban areas. I don't know if I want to teach teenagers. (Tanjala)
>
> I think it was good for me to get a kind of supervised test run into an environment that I was not used to [an urban environment] . . . I haven't taught in a quote on quote urban environment in a few years. So I think I

> would have been uncomfortable if I had starting teaching . . . without having a student teaching experience in a similar environment. (Dee)

Pagano, Weiner, Obi, and Swearingen (1995), who investigated how the urban setting affects teacher candidates career motivations, posited that the following factors contributed to their candidates motivations to establish a career within an urban environment: the needs of their students and conversations with their cooperating teachers and other teachers. These are the same factors that contributed to the motivations of the participants of this study to sustain a career in an urban school.

Elements That Influenced Participants' Views on Teaching in Urban Schools

Three elements influenced how the participants' viewed teaching in urban schools: students, teachers, and administrators. The urban students that interacted with the pre-service teachers were extremely influential in the motivations for the participants to establish a career in an urban environment. "Students" were reasons given as to why the pre-service teachers strived for improvement in their craft. Students were also the reason they did not give up, despite other challenges. For example, April made this statement about her students.

> I just look back on the whole time and I just had a lot of fun with the kids, like with the students. That was my favorite part, just getting to know them and doing different things with them, be it an everyday lesson where they are doing class work and we are kind of interacting on questions or we played a number of review games and those were really fun just getting to know them a little bit better. That's my favorite part, just interacting with the students.

Meiko had similar responses. She stated her most memorable moment in student teaching is "with the kids; just little situations with the kids; just conversations that we had or just conversations that we had about math or just about life period."

In two cases, either a classroom teacher or administrator made negative statements that were discouraging to the pre-service teachers. Meiko stated with disapproval, "They [classroom teachers] just talk about those kids so bad in the teachers' lounge." Dee became frustrated with administration's constant interrupts of instructional time and lack of professional respect of teachers.

> It made me feel like the administration did not have any kind of respect for our time or respect for us as professionals and often they would address teachers in front of students. Like if a teacher had done something wrong or if they just thought maybe a teacher had done something like not giving a kid a pass, they let them out of the classroom, instead of talking to them later which I feel is the professional, more appropriate thing to do when you are dealing with professionals, they would address it right in front of the students which demeans that teachers authority in front of her students and it also demeans the administration in front of the students because it means the administration does not have to show the teachers respect because they are not doing a good job for some reason. So the kids now have a feeling that their teachers is not the person they need to be in front of them. I feel a teacher needs to be not really unquestionable, but pretty close to it. The kids need to feel like the teacher is respected and is important in the classroom and if the teacher is disrespected by the administration, something like small like that, then I feel like it shows a lack of . . . breaking a link in the chain of command.

The cooperating teachers affected the overall experience of student teaching for these student teachers. Students were positive forces in strengthening the aspiration of building a career in urban schools. However, pessimistic attitudes of teachers and lack of professional support may result in pre-service teachers making the decision to teach in different areas.

Summary

Dee and April are excited about teaching urban learners. They view urban learners the same as any other type of learner. They do not see any difference in urban, rural, or suburban students. April's only reservation about teaching in an urban context is

concerns of her career affecting her family intentions. The location of her husband's job and plans on having children will take precedence over her choice of teaching positions.

April and Dee's excitement about teaching and their student teaching placement helped to reinforce their zeal, whereas, Meiko's and Tanjala's student teaching experiences had the opposite effect. Meiko truly enjoyed working with urban learners, but the negative relationship with her cooperating teacher and pessimistic attitudes of other teachers caused her to rethink her initial intention of establishing a professional career as an urban teacher. For Tanjala, who grew up in a poverty-stricken urban environment, classroom management challenges led her to have reservations about teaching teenagers. According to Fallin and Royse (2000), when student teaching assignments are not chosen with care and unconstructive experience occur, new teachers can develop negative attitudes towards teaching.

Pagano et al. (1995), concluded that student teaching in an urban setting strengthens the participants' plan on teaching in an urban school. This was due to the teacher candidates' not viewing "themselves as change agents in the school, nor the school itself as primary change agent in society" and "were more concerned about treating their students differently and trying out teaching strategies" (p. 70). This was true for Dee and April. They were not interested in finding a remedy for institutional or systemic challenges, but they were more interesting in finding new ways to engage students. Meiko was on the opposite end of the spectrum. Not wanting to be classified as "those teachers that run to the suburbs," Meiko often objected to her cooperating teacher's actions in the classroom and wanted to effect change within her school environment.

Positive or negative events during student teaching and the intentions to be a change agent were factors that contributed to the pre-service teachers' final views on teaching in an urban context. Negative events with potential colleagues overshadowed positive events with students. Student teachers, who position themselves as change agents early in their career, may decide the pressures of pursuing change are too great. Challenging injustices can result in possible "star" urban teachers not reaching their star potential (Weiner, 1990).

The Construction of an Identity

"Becoming a teacher is a continuous process and one through which a teach[er's] identity is produced and reproduced through the particular social interactions and ideologies that inform us" (Vinz, 1996, p. 6). In the construction of a teacher's identity, a teacher experiences contradictions and affirmations of their position through various encounters with the world (Vinz, 1996), which impact choice made regarding classroom management and pedagogical style. These decisions may be affected by one's anxieties and other encounters including but not limited to occurrences in one's personal life, life as a student, and observations of teachers (Proweller & Mitchener, 2004). Through an examination of these six participants' journeys, I address the stages of development of a novice teacher, how the experience of teaching provided a vehicle for the construction of an identity, alignment with the practices of their cooperating teachers, and the development of classroom dispositions, including classroom management approaches, pedagogical styles and anxieties related to entering the classroom.

Stages of Development

In the stages of development of a teacher, beginning concerns are of classroom discipline and other managerial issues. Thoughts of how he or she will manage the classroom occupy most of the novice teacher's time (Gormley et al., 1993). In the next stage, the novice teacher begins to turn his or her attention to the design of lessons and in a novice teacher's final stage of development, management issues become more automatic, their "*with-it*ness" increases, and the teacher focuses more intently on the learning of their students (Gormley et al., 1993). *With-it*ness is a concept of being proactive in classroom management instead of reactive. When a teacher's sense of *with-it*ness develops, he or she anticipates events before they occur and have the ability to circumvent negative situations (Kounin, 1979). The mastery of *with-it*ness allows teachers to make decisions about their classroom practices more effectively (Isenberg, 1990).

In the context of this study, the stages of development of the participants were evident. Most of the participants had beginning concerns of classroom discipline and other managerial issues. Dee, the participant who had 5 years of teaching experience, was concerned throughout student teaching about more effective ways to teach various topics and about student learning. As the participants continued in their student teaching experience statements regarding lesson design, content knowledge, and student achievement were made. However, classroom management remained a concern throughout student teaching and a concern for entering their own classrooms. Tables 4 through 9 demonstrate this evolution for each participant. Gormley et al.'s (1993) study examined the evaluation of the stages of development from two groups: ones who had student

teaching and others who did not. The group that had the experience of student teaching experience moved quicker through the stages of development. The pre-service teachers' attributed their transformation to being active participants in the teaching process.

Table 4

April's Evolution of Development

Time	Sample Statement
Before student teaching	I want to learn more about the environment and I think I have a lot to learn about classroom management in an urban classroom.
Beginning of student teaching	I'm also to the point where I am pretty sick of grading papers. But this experience is teaching me a lot about balance and really challenging me to explore how many assignments or grades that I want to give as a teacher.
Midway	In Pre-cal we did a lot of real life application labs today. It was a good excuse for us to go outside where it was about 30 degrees warmer. We split up into groups and used the tangent function to discover the height of a tree, the school, and the flag pole. The measurements came out somewhat accurate. Both periods found the flagpole to be the tallest. There were a lot of issues measuring the tree, because of our ability to find the maximum height of the tree. Overall it was a lot of fun and gave them an opportunity to see a practical use of trigonometry (because there are so many!).
Towards the end of student teaching	Then I tried to emphasize that they think about the real world situation so they could explain how they drew their graph. If they could explain their thought process they would be making a more accurate graph. It seemed to be a very conceptual lesson and I wished I had some sort of hands-on project for them to make better connections.

Experience as teacher

Throughout the stages of development reflecting on the experience of student teaching, itself, was the instrument that spurred the construction of the pre-service teachers' evolving teacher identities. Statements of evidence are below, followed by a story told by Tanjala in which the experience of handling a difficult situation helped her in her development as a teacher.

> My first year of teaching, I got all my classroom management issues out of the way. I just sort of went in and tried to figure stuff out. (Dee)

Table 5

Tanjala's Evolution of Development

Time	Sample Statement
Before student teaching	I hope to learn a lot about finally seeing someone put a lesson plan into action. I hope to gain an experience of seeing what I learned in the books over the summer.
Beginning of student teaching	Classroom management is a major issue again. Also, I think that I would like to look at using meaningful tasks as an action research topic to help engage more of the students from the beginning to the end.
Midway	Finally, I am getting a clue on the importance of unit/lesson/activity planning. Today, after reflecting on the lesson, I thought about what I could do to improve. We have been teaching quadratics for weeks and the students are not maintaining the knowledge. I have noticed that I have not provided much motivation for the students to learn. "Why do I need this?" is often the question. If in my planning I can connect the content more cohesively and to a topic of interest, I may actually keep them interested. Today, I began on a schedule of topics and activities to cover during my remaining time. It will definitely help me to be a better teacher.
Towards the end of student teaching	Started using the foldables a few weeks ago and they were a life-saver. I found that they students are more engaged when using the foldables and they produce "neater" work, namely graphs. I am glad that my mentor teacher introduced me to this tool.

Just practice. Just being in the classroom. (Tyler)

From this semester, from student teaching, from substituting, from being a tutor, from a little bit from everywhere (Ivy)

Experience (Meiko)

I had a student. I think I talked about him the journal. He appeared to be a White student and his mom was . . . he was mixed with something. But anyway, from the first day that I started teaching, his class was a geometry class. He [would] just sit in the back of the room and I could feel him like staring at me that did not bother me. So I would just keep teaching and on and on, but like a week or two later he would start really acting out while I was teaching, like I could be in the middle of saying something about a circle or inscribed triangle or whatever and he would just bust out HA or whatever. He would say something disruptive and the first time I did call

Table 6

Ivy's Evolution of Development

Time	Sample Statement
Before student teaching	The ability to do all these things…to implement these things that I talk about because I realize that sitting across from you in this environment I can talk about it. I can talk the talk… can I walk the walk? And I realize that that is something that is going to have to come with a little bit of experience because I am going to have to…when the kids are getting out of control and I want to scream I got to pull myself back and I can't do that. When they ask me a question, instead of me immediately giving an answer, if I am unsure, let me get back to you. I have to practice and get use to doing the things that I talks about in the trenches. So that is the big thing I want to get out of student teaching.
Beginning of student teaching	"I have to figure out a way to ensure that I am comfortable in front of the class and while mingling amongst them because inconsistent behavior on my part might/ will adversely affect the dynamics with the students and their ability to trust me."
Midway	I tanked today. My algebra III class was awful and I messed up in so many ways. I assumed I knew the material and did not practice before giving the lesson… This helps me focus my thoughts and prepare so that the lesson flows better. It also forces me to not only create a lesson, but practice a lesson.
Towards the end of student teaching	I decided to focus on Pre-calculus's problem solving abilities and let them spend more time on the trig identities than planned. It means that this chapter will take twice as long as planned, but in the long run I think it will be best for the students.

him on it and I said is there a problem? Is there something I can help you with? No, Huh and he would be sort of a little disruptive. He had two friends that he was always sitting with and they were never disrespectful to me, the 2 friends. They could get disruptive in the class, but they were never disrespectful to me, but I always felt like he was attacking me. So one day I asked him . . . one day after he was going through his normal "ha . . . I don't want to do this" and his grades was really low and if I looked at his handwriting. He writes like a 3rd grader. I mean it is probably not even a 3rd grader, but a second grader. It is never straight on the line. None of his letters are even, even if he is writing on lined paper. It is always up and down and up and down and his letters are not always complete. The "A" and it would not be in the middle, but one day I asked him

Table 7

Meiko's Evolution of Development

Time	Sample Statement
Before student teaching	I don't really know how I will create an optimal learning environment. I hope that I can learn something about this when I start my observation.
Beginning of student teaching	This summer, I truly believed that I would be an extreme disciplinarian. After this semester, I don't know if that is the way that I want to be. I want to travel on the middle road, where the classroom procedures are built upon respect."
Midway	Today I was teaching a lesson on complex numbers. I tried a few new things today and they appeared to be successful. Today was the first day that I truly felt like the students were mine. I felt a certain level of comfort with the kids that really made me feel as if I might be getting better at teaching.
Towards the end of student teaching	I think that the expectation of the students is extremely low. I do not want to be one of those teachers that simply try to get them through mathematics. I really want them to learn the material because I feel that some of it is important.

to step out into the hall so we could talk for a minute while everyone else was working and I said what is the problem? Are you doing well today or are you having a good day? Yeah and he would never look at me and he would be like Yeah. I would say okay. Is there a problem with your work or do you need some extra help with it? Can I help you do it or something? "No." So why aren't you doing it? "I don't want to" So I said is there a problem with me? I forgot what else I said, but I jumped to the quick of it . . . is there a problem with me? "No, I just don't like you". So I look at him. At first I was like ouch and then I said okay and I laughed and said you don't have to like me that is not going to affect . . . that is not what I am grading you on, but you have to respect the rules of the classroom and while I am talking there can be no other talking unless I am asking you a question. There can't be any disruptive talking or something I said and he said HUH and I said well are you ready to respect the classroom rules and he said NO. I said well I don't think you should enter classroom the again until you are ready to respect the rules and he was like well and I was like okay then you can stand right here until you are ready, let me know when you are ready and he did not come back until the end of the class. Then I let him in to get his stuff and went on. He was a little challenged.

Table 8

Dee's Evolution of Development

Time	Sample Statement
Before student teaching	I want to learn new ways to do things cause I know I've been…I've taught for 5 years and I have kind of gotten use to doing things s certain way…the way I like to do them and it's a good way, but if there is a better way then I want to learn that. New ways for teaching…new activities that I think are actually worth it.
Beginning of student teaching	They [the students] seemed to enjoy the class and said I was a good teacher. The topics are not new for me, and the students seem to like me, so I don't anticipate any problems. The students respond well to me, and I've had other teachers comment to that effect. The students in both classes have said that they like it when I teach.
Midway	Today in Algebra II, we talked about solving systems of equations. We reviewed solving by graphing and substitution and then talked about solving using elimination. I decided to talk to the students about my new homework and journal policies. I decided that when a students completes 5 homework assignments with a grade of 100, he/she will earn 25 points of homework extra credit. When a student completes 10 homework assignments in a row, he/she will earn 25 more points of homework extra credit and 5 points of test extra credit. I hope that these incentives will help motivate the students to complete homework on a regular basis. I also outlined more explicitly what I want the students to write about in their journals: a brief outline of the lesson, what was understood, what was not understood, how the student feels about the lesson in parts and as a whole, and sometimes I will add a more specific question for them to answer or reflect on.
Towards the end of student teaching	Again, the students did not want to work, or listen, or really participate. This is very frustrating. I want them to learn the material, and I'm letting them work in groups, but they are not doing that well. Only a few of them see the benefit.

After Tanjala narrated this story, I asked her how she felt now about handling challenging situations. She replied,

> He gave me a lot of experience. Now I am . . . I mean really that was good experience and now I can go back I just need to know I am the teacher. That is the fact. I am the teacher and he does not have to like me, but it is

Table 9

Tyler's Evolution of Development

Time	Sample Statement
Before student teaching	Ideally, I hope that I can learn to be as good of a teacher as I can be. I am not opposed to learning about other people cultures, but I think that just generally being aware and respecting everybody and that the most important thing that I do now is learn how to be a good teacher because if I can't do that then what is the point--hopefully I can learn some techniques or just in general learn how to have a class that respects me and then be able to teach them and in a beneficial way because time constraints, my own limitations.
Beginning of student teaching	I was pretty intimidated by the kids today. Not that they were mean or aggressive but just there were so many of them! I have a hard time being able to keep my attention on all parts of the room and while I focus on one end the other starts to drift off a little.
Midway	After teaching 30 block one way, I saw that the easiest way to define what it meant to be *i* was by writing out 3x and then manipulating a problem using the x variable and then simply replacing the x with *i* and then combing like terms from there. I think with starting with a variable x, it combined past knowledge with new material in a way that they could visually see how the imaginary part couldn't simply be combined with a real number.
Towards the end of student teaching	Today is the day before the test for my Algebra III kids and I made a review sheet that is similar to the format of the test tomorrow. I have decided that I really like the idea of a review sheet, because a big problem my kids have is not lack of knowledge. Unfortunately, they seem to not understand the directions for certain sections of the test or quizzes. I have been able to curb that problem by making sure the directions on the test match those from the warm-up and in-class activities. Also, on the last couple of tests I have created review sheets and spent time on the day before the test working through them with students. I feel like it has definitely helped many students improve their test grades. I know that I really like having practice tests for my classes in college so I can have extra practice. I realize that not every student will spend the time to complete the review sheet but I encourage them as best I can because I know it will only help them do better on the test.

> my responsibility and role to make sure that the class climate is safe for other people to learn.

Identifying with the Cooperating Teacher

Even though active participation in the process of teaching contributed to the construction of the pre-service teachers' identities, research studies have shown mentor teachers also have a significant role in the development of the student teacher and that student teachers often conform to the philosophies and practices of their mentor teacher (Booth, 1993; Zeichner, 1980). April and Tanjala found value in portions of their cooperating teachers' practice and plan to incorporate those elements into their teaching persona. Meiko and Tyler were adamant about not employing any methods of their cooperating teacher (See Table 10).

Development of Classroom Dispositions

Through actively participating in teaching and interactions with their cooperating teachers, the participants began to form classroom dispositions as a part of their teacher identities. When I use the term classroom dispositions, I am referring to the classroom management and pedagogical style in which a participant applies within their classroom, as well as, their anxieties. In Table 11, I show evidence of the development of classroom dispositions as identified by the participants.

In regards to classroom management, April follows the directives of her superiors. Meiko, Ivy, and Dee have a need for order and control in their classrooms, demonstrating a disciplinarian approach to classroom management. In contrast, Tanjala seems to take a more lenient avenue, and Tyler does not know how he will address classroom management. Pedagogical style for Tanjala and Meiko are undecided, and Tyler gravitated towards the use of direct instruction. April's instructional choice is supported by a

Table 10

Aligning with practices of Cooperating Teachers

Not adopting	Adopting
I will be nothing like her. I will be the complete opposite. I might be the extreme version of her. Cause she just bothered me just that much. (Meiko)	I definitely think I am going to steal like a bi-jillion organizational things from her. Like it was very helpful how organized she was. (April)
He is like the most boring person to listen to. He is very dry. I don't think I did learn too much from classroom management from him. (Tyler)	She used these things called foldables. Which I thought were great (Tanjala)

constructivist philosophical stance, and Ivy and Dee have chosen to use a combination between direct instruction and discovery learning.

Even though Meiko, Tanjala, and Tyler stated that they did not have any anxieties about entering the classroom, analysis of their journal entries and transcribed interviews contradicted those statements. In one entry, Tyler stated that the students sometimes take their comments too far. When conflict arose in the classroom, he looked for assistance from his cooperating teacher. Meiko, on the other hand, demonstrated her ability to take authority in the classroom, but she made statements of concern regarding student retention and motivation. Tanjala's anxiety lied in self-efficacy. She was confident in her abilities only when she has had time to rehearse the lesson. Otherwise, her confidence levels in teaching were low.

Other dispositions that emerged were humanistic qualities. These qualities were a sense of making a difference in the lives of their students, a compassion for issues that

Table 11: Classroom Dispositions

Participant	Classroom Management	Pedagogy	Anxieties
April	I would probably follow the school's set standards on that. I am pretty much a rule follower.	I'm energetic. I also want to do more hand-on stuff.	My biggest anxiety is still with making sure they don't walk all over me.
Dee	My first year of teaching, I got all my classroom management issues out of the way. I just sort of went in and tried to figure stuff out	I like to lead my students into something and then put them into groups and make them do the rest on their own and try to figure stuff out. I like to make them rely on each other	Motivation and stuff like that
Tyler	I am not very demanding or disciplinarian. I don't know. [I'll] talk to other teachers	Pretty laid back. I spend a lot of time on the board	None
Tanjala	Compassionate teacher	I am actually going through that now. Trying to figure out	None
Meiko	I let them know up what I expect of them as far as behavior, performance and I tried not to differ from that.	I don't know. I don't want it to be my where kids come in and necessarily expect the same thing everyday	None
Ivy	If you don't give them any time to make any decisions that aren't content related,	I don't know. They'll be guided activities. That is going to be one of the big things is figuring out a way to give them that constant feedback	Classroom management and walking that line between being firm but still open and available

arose outside the school environment that impact school performance, and a spirit of excitement for teaching and student success.

Summary

According to Cummins (2001), teachers view the world through a specific lens. This lens reflects not only present realities but also future possibilities for themselves and their students. The participants of this study all achieved academic success in mathematics. Their success has led them to envision a classroom where the students experience that same level of success. These expectations consequently caused frustrations and anxieties in student motivation, retention, and anxieties regarding their confidence to effectively teach.

The identities these participants envisioned for themselves and their hopes for their classrooms and students can be viewed through the tenets of collectivism and individualism. Identity "among collectivist is defined by relationships and group memberships. Individualists base identity on what they own and their experiences" (Triandis, 1995,p. 71). Ivy, who aligned with characteristics of individualism, stated that she did not know who she was a teacher, and Dee, who was distinguished within the tenets of collectivism, defined her identity as someone who would teach kids to know that they have the power to change the world. Dee described her teacher identity through her interactions with students (others), and Ivy is defining her identity through self-actualization.

Professional identity is a continual process that becomes salient over time and through experiences (Korostelina, 2002). The act of participating in student teaching helped these six pre-service teachers begin to decide who they want to be in their classrooms and whom they did not want to model. Episodes during student teaching provided evidence of progression through various stages of development and the

development of ideologies regarding classroom management and pedagogy. However, the continual nature of the process of constructing an identity has left some unsure of whom they will be in their classrooms and others with areas of anxiety.

CHAPTER 6

CONCLUSIONS

The cry from the urban community for improved student achievement and increased resources for their children has been heard loud and clear. An effort to recruit and retain motivated, highly qualified teachers for urban schools has to be a priority. In an effort to address the issue of retaining qualified urban teachers, in this study I sought to examine the following questions:

1. How do pre-service teachers experience student teaching in an urban context?
2. How do pre-service teachers' experiences impact their views on teaching in urban schools?
3. How do pre-service teachers' experiences impact the construction of their identities as teachers of urban learners?

A connection was evident that experiencing student teaching in an urban context affects student teachers' views on establishing a career in an urban school as well as the construction of their identities. When an affirming and constructive relationship was formed between the student teacher and the cooperating teacher, positive views on teaching in urban contexts were formed along with collective behaviors of collaboration and cooperation. The opposite held for unproductive cooperating teacher–student teacher relationships. The desire to make a difference in the lives of urban students was

abandoned when negative situations occurred with cooperating teachers or other faculty. These negative occurrences facilitated a rejection of the intention to work in urban environments and encouraged individualistic characteristics to form.

The construction of an identity is a process that changes as one participates in various experiences and discourses. Through participation in student teaching, the participants of this study have made some decisions about pedagogical methods, classroom management techniques, and have discovered some anxieties they have about entering their own classrooms. Incidents with cooperating teachers not only assisted the pre-service teacher in making decisions about who they will be in their classroom, but also provided a means for making decisions about whom they do not want to be in the classroom.

Figure 3 shows connections that occurred during student teaching relating to mentoring relationship, development as a teacher, and views on teaching in an urban context. If student teachers have positive mentoring experiences, then they are more likely to seek collective approaches to teaching and want to establish a career in an urban environment. Student teachers who are not provided a nurturing environment during student teaching retreat to depending on him or herself for growth and development. This isolation can lead to teacher burnout and unwillingness to continue teaching urban learners despite their initial intentions. A study conducted by Fives, Hamman, and Olivarez (2007) supports this conclusion. In their study, 49 student teachers participated to examine the relationships between support, efficacy, and burnout. The results of the study showed pre-service teachers have increased efficacy and decreased burnout when they receive support from their cooperating teachers.

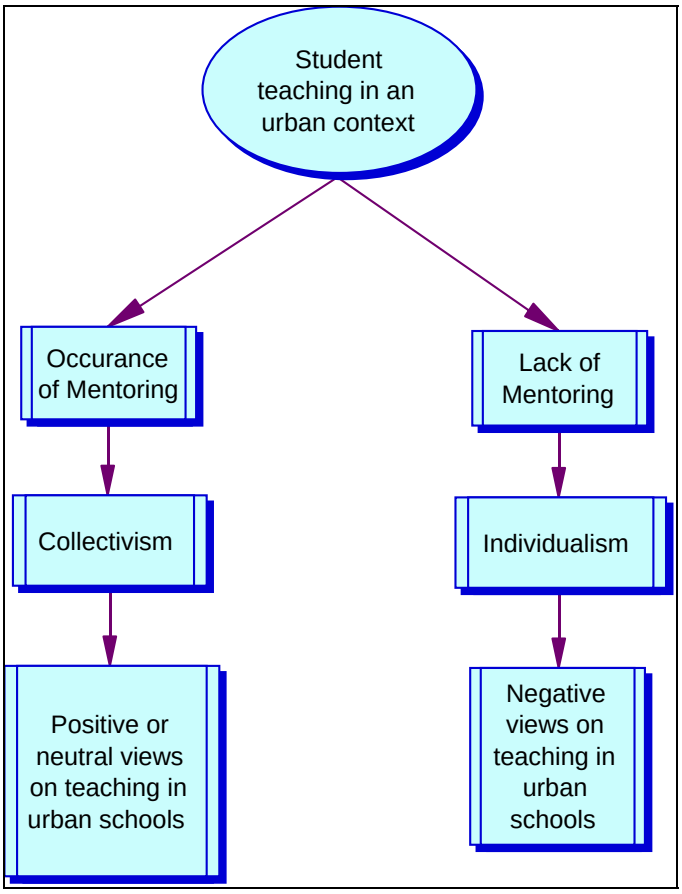

Figure 3: Effects of Mentoring on Urban Student Teachers

According to Haberman (1995), seven components are needed to retain an effective urban teacher: persistence, resilience, being reflective, observant of the possibilities of additional factors contributing to student academic difficulty, establishing a genuine caring relationship with students, recognition of the possibility and effects of teacher burnout, and the ability to accept and utilize mistakes. It is evident from this study that these qualifications should be cultivated and nurtured early in the careers of potential urban teachers (i.e., student teaching). Those who decide to teach enter into the profession with a desire to make a difference, but it is in student teaching placement that this propensity is strengthen towards making a difference in the lives of urban learners.

Figure 4 demonstrates how experiences in student teaching are interrelated to student learning. The circles are dashed to demonstrate the fluidity between each level. As student teachers have positive or negative experiences, those experiences affect how they think about pedagogical and management issues (components in teaching thinking). Once the cognitive process is complete, a judgment is made regarding the appropriate actions. These actions direct classroom discourse and instruction, thus affecting the experiences students have and the degree to which they are challenged and engaged towards academic prowess (i.e., student learning).

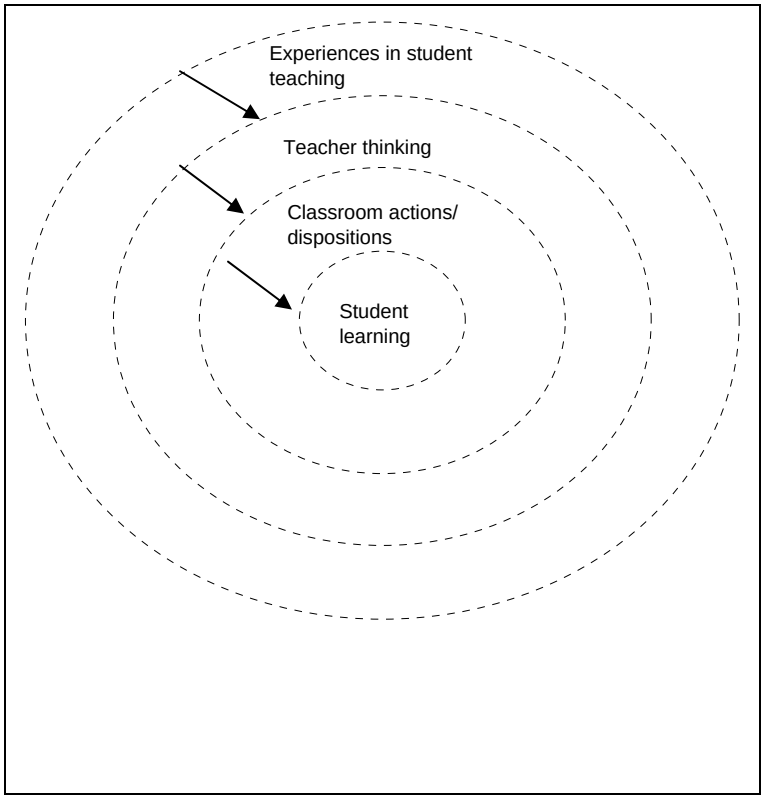

Figure 4. Connection Between Student Teaching and Student Learning

Follo et al. (2002) stated that prospective urban teachers need cooperating teachers who promote positive cultural behaviors. Current student teaching practices place a large responsibility of teacher education on the cooperating teachers in the development of future teachers (Cope & Stephen, 2001). Being a good teacher does not necessarily mean being a good mentor (Feiman-Nemser, 2001). Student teachers need cooperating teachers who are committed to teaching urban students and who have zeal, not only for their students but also for the development of new urban teachers. It was demonstrated that the lack of support and guidance from the cooperating teachers would produce animosity and an aversion to teaching in urban contexts. Therefore, to increase the retention and sustainability of teachers of urban learners, student teachers must be provided with educative experiences couched in an appropriate cooperating teacher-student teacher relationship. It is important to ensure that this relationship has the necessary tools for effective communication and partnership.

Reflection on Theoretical Framework and Epoche

The theories that were used to underpin this investigation were the theory of teacher thinking, situated cognition, and social identity theory. Social identity theory was selected as a grounding theory a priori. Social identity theory provided a lens to examine interactions between the student teachers and their cooperating teacher. In the section on epoche, I hypothesized that the student teachers would adopt the identities of their cooperating teachers based on observations and discourse. This proved to be partially true. The adoption of behaviors by the pre-service teachers was not solely based on observations and conversations with their cooperating teachers but whether personal relationships were formed.

A tenet of social identity theory is to develop the identity of a group based on the norms and values presented by the group, the group being urban teachers. The norms and values were observed but in most cases rejected. The student teachers develop identities that they felt are more beneficial to their urban learners. If acceptance of group norms is forced, opting from teaching urban students is a possibility.

The theory of teacher thinking, examines the cognitive processes involved in planning, decision-making, and judgment, while situated cognition is the cognitive process as it occurs in the learning situation (i.e., student teaching). These theories were chosen for additional support at the conclusion of the study. Teaching thinking and situated cognition were consistent factors in this study. The pre-service teachers constantly were concerned about their actions in the classroom, their lessons, and interactions with students. Tanjala became anxious about her content presentations if she was unsure of the strength of her planning. Tyler reevaluated his actions in regards to being seen as the authority in his classroom. These events of concern for student learning, student motivation, and classroom management attest to the fact that the process of teacher thinking and situated cognition was occurring.

Implications of Study

The development of qualified teachers for urban contexts is vital for the preparation of competitive students from urban environments. Leslie (1969) concluded in a quantitative study that matching student teachers with cooperating teachers based on demographic and personality data "did not produce results superior to traditional methods of student assignment." Almost 40 years later, affective factors are being shown to contribute tremendously to the development of student teachers. This study showed the

importance of placement of student teachers during initial preparation. As a result of this study, I recommend teacher preparation programs consider the selection of cooperating teachers based not only on their content competency as an effective teacher but also on savvy communication skills and personality connections with the perspective student teacher. Selected cooperating teachers of potential urban teachers should receive training to understand the fragile nature of these budding star teachers and how their actions affect the student teachers' views on establishing a career in an urban school, views on urban students, and how they construct their identities as urban teachers. Challenges are inevitable, but it is the cooperating teachers' responsibility to support, guide, and nurture the student teachers as those challenges are overcame.

Recommendations for Cooperative Teachers of Urban Pre-Service Teachers

According to Triandis (1995), "humans are evolved primates, and primates require groups to survive. . . . Thus the collectivism is a more coherent reality for all of us, whereas individualism is a bit more nebulous and depends on the social environment in which we were raised, our successes and failures, and the specific rewards we have gained from individualistic behaviors" (p. 61). Teachers have had a history of practicing their craft in isolation, but more recently evidence have indicated the value of cooperation and collaboration amongst teaching professionals (Inger, 1993; Zembylas, 2003). These ideas aligned closely with collective qualities. In order to increase these characteristics within teachers and teacher education, I make the following suggestions, adapted from Triandis's framework in regards to ethnic cultures:

1. Practicing teachers should model collective norms and make this position evident to pre-service teachers.

2. Allow pre-service teachers to feel apart of the culture of teachers and participate in collaborative events
3. Teachers should demonstrate the importance of shared goals, collaboration, and cooperation.

In saying this, I am suggesting that cooperating teachers of urban student teachers have to display collective behaviors within their classrooms and in interactions with their student teachers. As student teachers feel as they are members of the group, they are more likely to adapt collective behaviors themselves and development a positive outlook on teaching in urban schools. By developing collective behaviors, it is more likely that Haberman's criteria for retention of urban teachers will be met.

Limitations of Study

Four limitations were noted. However, these limitations do not reduce the soundness of the study. First, the nature of phenomenology does not allow for generalizations, but the reader determines if the findings are transferable to their context.

The second limitation is the single-sided perspectives presented. Within a phenomenological study, the voices of the pre-service teachers are the focus. However, the voices of the cooperating teachers were not present. It is important to hear the voices of the pre-service teachers for their viewpoints are their realities and thus affect their actions in the classroom, their views on urban teaching, and the construction of professional identities. Many of the pre-service teachers' standpoints were in direct response to interactions with their cooperating teachers, but did the cooperating teachers see their actions in the same manner as the pre-service teachers?

Thirdly, the student teachers were unintentionally placed homogeneously by ethnic group in their student teaching placement. The White pre-service teachers were placed in one school and the African American student teachers in another. Whether there was any cultural influence in the educative or non-educative experiences of the student teachers could not be examined.

The last limitation deals with the relationship I shared with the participants of the study. I did not supervise the participants in order to reduce any feelings of authority or power. However one of the participants made a statement during her interview that lends to possible power issues being present. Ivy stated that she sees me as "one of them," the professors. Seeing me as one of the professors may have caused this participant to tailor her responses.

Future Research

Ideas for future research that this study has created include a follow-up study in 3-5 years to examine the identities that the participants have constructed and reasons they remain or left the urban teaching environment. At this time, a reflective examination of how the entire preparation program has affected their classroom dispositions and pedagogical styles is also warranted. Additional ideas for future research are

- Conducting a similar study and include the voices of the cooperating teacher
- Assigning student teachers to their placement in culturally heterogeneous manner and examining their experiences
- Determining a means of selection for an appropriate cooperating teacher, based on affective factors, for a pre-service teacher

- Determining what elements should be incorporated into training sessions for potential cooperating teachers.

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APPENDIXES

APPENDIX A

Course Syllabus

Required Textbook:
Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children.* San Francisco: Jossey-Bass.

Supplementary Readings (will be provided):
Student Teaching Handbook

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Education Researcher*, *35*(7), 3–12.

Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Education Researcher*, *33*(7), 3–13.

Suggested Reading:
Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Palmer, P. J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life (1st ed.). San Francisco, CA: Jossey-Bass.

Perry, P (2002). *Shades of white: White kids and racial identities in high school*. Durham: Duke University Press.

Wilson, A. (1992). *Awakening the natural genius of black children*. New York: Afrikan World InfoSystems.

Woodson, C. (1990). *The Mis-education of the Negro*. Trenton: Africa World Press.

Assumptions Guiding our Program:

1. learning and teaching must continually adapt to changes in society and the expanding knowledge base;
2. learning is an active process;
3. quality teaching takes into account individual differences, learning styles, and backgrounds;
4. learning environments are based on the mutual respect of all participants;

5. a variety of teaching strategies and assessments are used to meet the needs of individual learners; and
6. an integrated knowledge base consisting of content, skills, attitudes, technologies, and theories is developed and demonstrated in field-based application

Course Overview:

Student teaching is designed to be the culminating experience in a teacher education program. This experience should be viewed as a natural extension of your earlier methods and clinical experiences. It will require you to apply various aspects of your professional education preparation in an actual school over a prolonged period of time. Student teaching provides you the first significant opportunity for doing what you have been preparing to do in your university studies under controlled conditions, under the supervision of a cooperating (mentor) teacher and college supervisor.

The major purposes of student teaching are to:

1. Provide direct experiences in teaching and an opportunity to practice the professional responsibilities associated with teaching.
2. Provide opportunities to apply, test, and to reflect on learning and teaching in secondary mathematic classrooms.
3. Provide opportunities for demonstrating competence in a full range of teaching functions.

Course Outcomes:

This program prepares individuals who, by integrating their knowledge, skills, and attitudes, make and implement effective educational decisions based on current data in each of the following areas:

1. content;
2. human development;
3. diversity among learners;
4. varied instructional strategies and tools, including technology;
5. the learning environment;
6. communication skills;
7. instructional planning;
8. assessment;
9. professional commitment; and
10. partnerships to support learners.

These educators work collaboratively and exhibit high standards of professionalism.

Course Guidelines:

I. Read and be thoroughly knowledgeable of the contents in the *Student Teaching Handbook.*

II. Be present at the assigned school everyday of the semester: **all absences must be made up at the end of the semester**. Students are to take their Spring Break in accordance to the high school's calendar. If teacher workdays or staff development days are scheduled during the student teaching experiences, students are to attend those scheduled events.

III. Please note that you absolutely cannot teach a class without the cooperating teacher or a school-assigned substitute teacher in the classroom. **By law you cannot be assigned to supervise students without appropriate school personnel present**.

IV. Above all, you must make your own safety and that of your students your first priority. If you have any concerns about personal safety, you must contact your supervisor immediately by telephone.

Course Requirements:

Professionalism (Principles 9 & 10) **10%**

- **Attendance and punctuality to assigned student teaching school:** You are expected to be present and on time for school each day. If for any reason you will be absent or late, notify your cooperating teacher and your college supervisor. Absences and tardiness will impact your final grade. **All missed days must be made up**.
- **Attendance and punctuality to seminars:** You are required to attend monthly professional seminars. Absences and tardiness will impact your final grade. A schedule for the seminars is on page 5.
- **Dress:** You are expected to dress professionally.
- **Demeanor**: Professional behavior is a must. How you conduct yourself with your colleagues and students in your classroom will be considered.
- **Professional Development**: Volunteer at the NCTM conference between March 22 and 24, 2007 [http://www.gctm.org/volunteer/index.htm]. Register to volunteer by February 15, 2007.

Journals (Principles 1–10) **10%**

- Journals are to be submitted monthly. A hardcopy is due at each monthly seminar and an electronic copy is also due at that time. Monthly journals should include at least three entries per week. Make sure to be reflective about your growth as a professional and the events that have occurred to impact that growth, as well as, experiences that occur through the interactions between yourself and your cooperating teacher, other teachers, administrations, parents, and students.

Observation Procedures (Principles 1–10) **30%**

- **Visits:** The College Supervisor will make approximately 6 visits for conferences or observations during the semester. These visits will include an initial conference, 4 observation visits, and a final conference. Additional observations may be deemed necessary. Observations are unannounced. *Each Sunday by 5 p.m., please submit an outline stating when you will be teaching. Include times.*
- **Evaluation:** Across the semester the student teacher will be evaluated in the areas of management, planning, instruction, and professionalism. Refer to the *Student Teaching Handbook* for indicators relating to your evaluation in each of these areas. The observations of the College

Supervisor and the observations of your cooperating teacher will be used in assessing your performance.

Action Research Project **30%**

- Each student will complete an Action Research Project (ARP) during the student teaching experience. This experience will provide you, the professional educator and an opportunity to embark on a venture that we hope will continue into your professional career. Action research is a process that investigates real issues in your classroom and may lead to improvement of classroom activities, teacher action, and/or student academic achievement. There are several parts to an action research project. First, identify a topic of interest to you, detailing why this topic is important and why it should be investigated (i.e., problem statement). Second, develop a question(s) that will guide your project (i.e., research question). Third, examine and synthesize current literature to determine what scholars say about your chosen topic (i.e., literature review). Fourth, determine how you will gather evidence that will address your question(s); then, collect your data (i.e., methodology). Fifth, examine and synthesize the collected data, drawing conclusion(s) that address your question(s) (i.e., conclusion). And last, make suggestions for further research (i.e., recommendations).

- During the first few weeks of student teaching, examine the classroom dynamics and yourself. Identify areas of interest. Topics may include, but are not limited to:

  - Mathematical tasks
  - Writing in the mathematics classroom
  - Teacher questioning
  - Reading in the mathematics classroom
  - Gender equity
  - NCTM Process standards
  - Multiculturalism
  - Dynamics of the urban classroom
  - Technology/calculator use to enhance learning
  - The urban student
  - Effective group work
  - Integrated curricula
  - Grading
  - Georgia Performance Standards
  - Assessment and alternative assessment
  - The urban teacher
  - Evaluation
  - Problem-based learning
  - High-stakes testing
  - Lesson planning

- Tracking
- Classroom management

On February 2, 2007, submit a one-paged paper stating your problem statement and research question(s) (all correspondences are done electronically). The faculty will review your statement/question and provide comments for revision by February 9, 2007. Submit your finalized question by February 12, 2007. Submit an outline of what literature you will review and the methodology you will employ to gather data by March 2, 2007. **Please include a reminder of your topic and research question.** The faculty will review your outline and provide feedback by March 9, 2007. Between March 9, and April 13, 2007 collect data. Between April 14, and April 27, 2007, analyze your data, drawing conclusions and making recommendations.

A researcher's log will be needed to document the events of your student teaching experience in relationship to your action research project topic.

Products to submit for this project:

- A 15–20-page academic paper (inclusive of references and appendices) presenting all the components of your action research project, including:
  - problem statement;
  - research question(s),
  - description of methodology;
  - explanation of findings;
  - review of relevant literature;
  - conclusion(s); and
  - suggestions for further study.

  This paper is an academic paper using Publication Manual of the American Psychological Association-5th edition (APA) citation and writing format criteria, throughout!

- Prepare a 15-minute PowerPoint presentation showcasing your project. In your presentation, include your problem statement, research question(s), literature review, methodology, data collected, conclusions, and recommendations.

Reflective Teaching Model Due February 19, 2007 20%

- Each student must pair with another student and complete a full cycle of the reflective teaching model.
  - *Planning:* During this session construct a standards-based **task** that will be classified as a lesson of high cognitive demand based on the mathematical task analysis framework.
  - *Teaching:* With your partner, tape your lesson.
  - *Debriefing:* Discussions should include, but not limited to, lesson revisions, what you learned about teaching mathematics and what you learned about student learning.

- Based on your recorded lessons, do a comparative analysis of your teaching from summer, fall, and spring. This analysis should be 3–5 double-spaced pages.

Products to submit for this assignment:

1. the original Lesson Plan;
2. 1–2 page analysis and reflection on the planning session
3. Revised Lesson Plan; highlight changes
4. 1–2 page analysis and reflection on the debriefing session
5. 3–5 page comparative analysis, along with video clips of your three lessons to support your analysis.
6. Signed RTM forms and signed mathematical task analysis forms

All clips should be integrated into document at the place where they provide evidence

Assignment	**Percentage of Grade**
Professionalism	10
Journals	10
Observations	30
RTM Cycle	20
Action Research Project	30
Total	**100**

Grading Scale:

A 100–94	**A** 93 – 90	**B +** 89 – 88	**B** 87 – 84	**B-** 83 – 80	**C+** 79-78
C 77 – 74	**C-** 73 – 70	**D+** 69 – 68	**D** 67 – 64	**D-** 63 – 60	

Rubric:

Rubrics for evaluating assignments will be posted on WebVista. Students are invited to comment and discuss rubrics to assure equitable and fair grading.

APPENDIX B

INITIAL INTERVIEW PROTOCOL

Date: _____

Name: _____

Ethnicity: _____

Age: _____

Gender: _____

1.0 How do pre-service teachers construct an urban teacher identity?

- 1.1 Describe your educational background.
- 1.2 Describe your favorite teacher.
- 1.3 Why was she or he your favorite?
- 1.4 Describe your least favorite teacher.
- 1.5 Why was she or he your least favorite?
- 1.6 What influenced you to become a teacher?
- 1.7 What influenced you to take the UMEP scholarship?
- 1.8 How has the program impacted you thus far?
- 1.9 How do you define urban?

2.0 How do pre-service teachers define urban teacher?

- 2.1 Describe how students learn best.
- 2.2 Do you think there is a difference in teaching urban students? If so what?
- 2.3 Describe how you plan to create an environment that is optimal for learning.
- 2.4 How would you describe an urban teacher?

3.0 How do pre-service teachers define mentoring?

- 3.1 What do you hope to get out of your student teaching experience?
- 3.2 Define mentoring.
- 3.3 How would you like to be mentored during your student teaching experience?

APPENDIX C

PHENOMENOLOGICAL INTERVIEW PROTOCOL

- Describe who you are as a teacher.
- Is that different from who you were when you started the program?
- What do you attribute to your development as the teacher you are?
- Has any of your former high school or college teachers impacted your development as a teacher? How?
- In what ways do you see your teaching practices relating or not relating to the practices of your cooperating teacher during student teaching?
- Tell me about the experiences you have had during student teaching.
- Tell me about your relationship and interactions with your cooperating teacher.
- How has your cooperating teacher impact how you view teaching? How?
- How do you feel about handle difficult situations?
- Do you view your school as urban? Why or why not?
- After completing your field experience, what are your views of teaching in an urban school?
- What is your most memorable experience during student teaching? Why?
- What teaching method would you say you value most in teaching? Why? Which do you value least? Why?
- What anxieties do you have about entering your own classroom?
- Motivation is sometimes an issue in classrooms. How do you plan to address motivation issues?

APPENDIX D

THE COOPERATING TEACHER'S RESPONSIBILITIES

The responsibilities presented here are related specifically to the Student Teacher program. Acceptance of a Student Teacher into your classroom implies your acceptance of these responsibilities.

As a representative of the school and the local system, you should expect the Student Teacher to work toward meeting fundamental requirements for teaching and professional excellence. The College Supervisor expects the Student Teacher to meet the college criteria for the program. Both you and the College Supervisor expect this experience to help produce a competent professional. Thus, lack of preparation, carelessness, or incompetence on the part of the Student Teacher cannot be permitted. In this respect, the Cooperating Teacher must assume an authoritative position and insist upon performance and participation at the expected level. As the classroom Cooperating Teacher and mentor, you can guide the Student Teacher as you:

1. Model

Modeling effective teaching dispositions, strategies, and protocol are important parts of your role. Encourage the Student Teacher to be observant of all aspects of your classroom and the school, and prompt discussion and critique with the Student Teacher about his or her observations.

2. Communicate

Communicate often and honestly with both the Student Teacher and the College Supervisor. Provide the rationale for classroom practices and answer questions; keep both informed about the quality of the Student Teacher's progress; serve as a resource, recommending methods, materials, and positive attitudes. The College Supervisor depends upon you for knowledge of the Student Teacher's progress during times the supervisor cannot personally be present.

3. Guide

Guide the Student Teacher in developing and maintaining a desirable and effective learning atmosphere. This responsibility involves reflecting together on observations, encouraging the Student Teacher to use time wisely and providing learning experiences to broaden the Student Teacher's understanding of instruction. You acknowledge the Student Teacher's ideas and encourage the use of initiative, while assisting his or her in efficiently planning and organizing routine duties, record keeping, and meaningful instruction.

4. Evaluate

Evaluation is a means of informing the Student Teacher of his or her achievement level and progress toward becoming a professional educator. Provide pertinent, timely and specific feedback so that he or she will be able to learn from and mediate behavior.

ORIENTATION DURING FIRST WEEK

Checklist for Cooperating Teacher

I. PRE-PLANNING

A. Get acquainted

1. Share your professional background.
2. Tour the building and locate instructional resources.
3. Introduce the Student Teacher to the staff and other faculty.
4. Arrange a meeting with the principal.

B. Prepare the pupils

Refer to the Student Teacher as another teacher, co-teacher, or intern teacher.

C. Provide a work area

1. Identify a desk or work area for the Student Teacher in an appropriate place.
2. Suggest items such as office supplies or school policy handbook that the Student Teacher needs.

D. Share professional library

1. Share or provide curriculum guides, teacher and/or student handbooks.
2. Share activity or idea books.
3. Share professional books you have found helpful on classroom management, methods, assessment, or other topics.

4. Share teacher editions of all texts Student Teacher will use.

II. ACTIVITIES FOR THE COOPERATING TEACHER TO USE DURING THE FIRST WEEK

A. At the Initial Meeting

1. Emphasize that initiative in assuming classroom responsibilities is both acceptable and expected.
2. Initiate the development of a cooperative plan for gradual assumption of duties.
3. Give assurance that creativity and effective teaching are welcomed.
4. Specify best times for daily informal and weekly conferences.
5. Discuss legal aspects of teaching (as related to the Student Teacher).
6. Discuss state, district and local school policies.
7. Discuss your own behavior management and classroom interaction philosophies.
8. Discuss lesson planning, school policy, your style and expectations for students.
9. Discuss appropriate professional dress and behavior.
10. Discuss expected attendance at staff meetings, institutes, staffing, parent-teacher conferences, and other expectations.

B. Arrange for Student Teacher to get to know students.

1. As appropriate, allow Student Teacher to see student records.
2. Encourage Student Teacher to examine samples of pupils' work.
3. Allow time for conversation and informal work with the students.

C. Provide tests, workbooks, and manuals for the Student Teacher to examine and use during the internship.

D. Share your own and the school's instructional resources with the Student Teacher.

E. Introduce Student Teacher to Media Center, A-V and technology resources, and key personnel in the school.

F. Provide the opportunity for teaching observations.

1. Structure the observation by demonstrating a particular technique.
2. Use an observation form for discussion later.

G. Provide other observation experiences, observing:

1. Other teachers.
2. Individual students.
3. Students in other settings: e.g., playground, cafeteria, and specialized classes.

H. Give the Student Teacher many informal activities to increase their classroom participation.

I. Plan with the Student Teacher; talk about ideas for instruction and for student engagement and learning.