

“WHO I AM”: SUPPORTING PRE-SERVICE TEACHER INTEGRITY WITHIN AN
EVIDENCE-BASED STUDENT TEACHING ASSESSMENT PROGRAM

by

Virginia Louise Mohr

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

Doctor of Education

in

Curriculum and Instruction

MONTANA STATE UNIVERSITY
Bozeman, Montana

April 2018

©COPYRIGHT

by

Virginia Louise Mohr

2018

All Rights Reserved

DEDICATION

I dedicate this work to my parents, who show me how to be young whatever my age; my children, Rachel, Emily, and Weston who keep me from loneliness; and my granddaughters, Adrienne and Kallia Marks, who are my daily joy.

ACKNOWLEDGEMENTS

I wish to thank Dr. Ann Ellsworth for years of support and friendship, Dr. David Henderson for introducing me to Dr. Parker Palmer's work (and living it), and Drs. Christine Rogers Stanton and Sarah Schmitt-Wilson for lending their expertise over many years.

TABLE OF CONTENTS

1. INTRODUCTION	1
Problem Statement	12
Purpose Statement.....	17
Research Questions	18
Definition of Terms.....	20
Limitations and Delimitations.....	22
Significance of Study	27
2. LITERATURE REVIEW	31
Introduction.....	31
Search Description	32
Conceptual Framework.....	33
Student Teaching	35
Integrity.....	39
Integrity and Identity.....	42
Integrity and Vulnerability.....	48
Integrity and Courage	52
Integrity and Balance	54
Integrity and Community.....	58
Integrity and Calling	66
Integrity and Writing.....	71
Integrity and Assessment	76
Integrity and the Teacher Work Sample	80
Summary of Chapter Two.....	87
3. METHODOLOGY	90
Introduction.....	90
Research Paradigm.....	90
Bounding the Case	96
Research Questions.....	98
Problem Statement	99
Methodology	101
Principles of Investigation	101
Procedures of Investigation.....	103

TABLE OF CONTENTS CONTINUED

Rationale for Methods of Investigation	107
Theoretical Analysis of Methods of Investigation.....	108
Participants.....	113
Trustworthiness of Data.....	118
Data Analysis.....	121
Conceptualizing the Data.....	123
Researcher Role	126
Conclusion	131
 4. RESULTS	 132
Introduction.....	132
Study Beginnings	136
Participants.....	138
Data Analysis Procedure.....	142
Vulnerability and Comfort (Confidence): Sheridan	143
Challenge and Courage: Mary	151
Imbalance and Balance: Lauren.....	155
Isolation and Community: Sarah	160
Labor and Calling: Holly	166
Nurturing “Who I am”	167
Nurturing Others (“Who they are”)	169
Resisting Repression.....	171
Upholding Ethics	175
Embracing Humanity	177
Grasping Joy	179
Maternal Thinking, <i>Women’s Ways of Knowing</i>	180
Holding and Comfort	182
Question Posing and Growth	187
Questioning Acceptability	190
The Teacher Work Sample	193
Vulnerability and Comfort: TWS	195
Challenge and Courage: TWS	200
Imbalance and Balance: TWS.....	204
Isolation and Community: TWS	206
Labor and Calling: TWS.....	210

TABLE OF CONTENTS CONTINUED

Clinical Evaluators.....	218
Vulnerability: CEs	219
Challenge: CEs.....	220
Balance: CEs.....	221
Community: CEs.....	222
Calling: CEs.....	223
Conclusion to Chapter Four	226
 5. CONCLUSION.....	 228
Introduction.....	228
Vulnerability and Comfort (Confidence).....	229
Challenge and Courage	233
Imbalance and Balance	234
Isolation and Community.....	234
Labor and Calling	242
Nurturing “Who I am”	242
Nurturing Others (“Who they are”)	243
Resisting Repression.....	245
Upholding Ethics	246
Embracing Humanity	249
Grasping Joy	251
Recommendations.....	252
Conclusion to Chapter Five	256
 REFERENCES CITED.....	 259
 APPENDICES	 272
APPENDIX A: Danielson Lesson Plan Format.....	273
APPENDIX B: Invitation to Participate	277
APPENDIX C: Subject Consent Form	283
APPENDIX D: Permission to Use Quotations	286
APPENDIX E: Focus Group, Interview, and Survey Questions	288

LIST OF TABLES

Table	Page
1.1: Evaluating our Teacher Work Sampling Process Survey	25
1.2: Evaluating our Teacher Work Sampling Process Survey	26
2.1: TWS Sections 2, 4, and 5 Descriptive Statistics	71
3.1: Framework and Study Propositions	102
3.2: Case Study Group	114
3.3: Coded and Interpreted Themes	125
4.1: Fall 2017 Survey Responses	136
4.2: Case Study Group	140
4.3: Questioning Examples of Participants' Maternal Approach to Teaching	189
4.4: Descriptive Statistics Measuring Professional Writing	197
4.5: Survey Items Related to Vulnerability.....	199
4.6: Journaling Items Related to Vulnerability	200

LIST OF FIGURES

Figure	Page
2.1 Mobius Strip.....	49
3.1: Henderson: An Organic Model: Inner-Outer Flow Model	109
3.2 Inner-Outer Flow for Teacher Candidates during Student Teaching.....	110
3.3 Theoretical Lenses	113

ABSTRACT

At one western, land-grant university, a student teaching exit survey given spring 2016 suggested that teacher candidates were falsifying data on their final student teaching projects—teacher work samples. An intrinsic case study on pre-service teacher integrity framed by Parker Palmer’s work, *Courage to Teach*, was undertaken over 13 weeks of interactive, online journaling and followed by face-to-face discussions when the candidates had completed their experiences. Five female pre-service teachers revealed several elements that these candidates experienced as crucial during their student teaching experiences in order to maintain integrity to whom they were as individuals and whom they were becoming as educators. Themes arising during the study included vulnerability/comfort (confidence), challenge/courage, isolation/community, imbalance/balance, and labor/calling. Results had ramifications not only for needs of teacher candidates during student teaching but also for teacher educators needing to examine their own integrity as university instructors of the next generation of this nation’s educators.

CHAPTER ONE

INTRODUCTION

Like all teacher education programs, providers in one western, land-grant university encountered standards at every turn—university accrediting standards demanded by the Northwest Commission on Colleges and Universities (NWCCU), program standards endorsed by the Council for Accreditation of Educator Preparation (CAEP), national educator standards put forth by the Interstate Teacher Assessment and Support Consortium (InTASC), Professional Educator Preparation Program Standards (PEPPS) instituted by the state, and even internally adopted standards based on the Danielson Framework for Teaching. For several semesters, the university evangelized each pre-service teacher with sermons extolling these exemplars. As a result, baptized in standards-based rhetoric, these educator interns were now considered converts and prepared for one final test—documenting their student teaching experiences via a standards-based teacher work sample project.

Watching those they had proselytized fan out across K-12 school systems within the community, state, and beyond, the university's educator preparation program settled back to comfortably to reap the rewards of nearly four years of labor. All the while, new teacher candidates encountering their first days of student teaching almost immediately found themselves with a standards-confined message that appeared not to fit the native needs of real classrooms. Faced with overwhelming workloads, perplexing classroom management issues, and the harsh realities many school children brought with them each

morning, candidates struggled to help educate these “real-world” students—many of whom, their mentor teachers assured the interns, would never achieve much anyway. Moreover, some host educators criticized university planning and assessment formats as unrealistic for field work and down-played the concept of differentiation for the success of all students as impractical—in general, modeling doubt, even suspicion, of the university gospel.

Kyriacou and Stephens (1999) summarize several studies on student teaching stress that uncover “...how student teachers often have idealised [sic] notions of what it is to be a teacher and to teach, and that part of the shock of TP [teaching practice] is a growing realisation [sic] and acceptance by student teachers of how their initial images of teaching must change to take account of the reality of practice” (p. 20). The same study goes on to document how teacher candidates must grapple with the fact that “...a number of ‘humanistic’ ideals they held about teaching methods and the sort of relationship they wanted to have with pupils, were simply not sustainable in practice” (p. 20). Small wonder, then, that idealistic university representatives arriving in placement classrooms four times a semester equipped with standards-based checkboxes could be perceived as intruders by beleaguered teacher candidates. Yet these mentors at least could form a degree of relationship with student teachers via face-to-face discussions and empathetic journaling.

More resented still, in this western, land-grant university, were the clinical evaluators whose roles of supporting, providing feedback, and scoring the final student teaching performance products were completed entirely online. Reeking of seemingly

unrealistic standards and demanding a paradigm of writing that many candidates had been unable to achieve during teacher preparation, this assessment, a teacher work sample project (TWS), had become the most feared, resented, and criticized aspect of this university's teacher education program since its adoption in 2010. As it happened, TWS conflict and turmoil reached a climax in 2016 when the program was undergoing re-accreditation, and a survey designed to evaluate the teacher work sample process went out at the end of spring semester to candidates who had just completed their student teaching experiences. Regarding the teacher work sample, selected comments below represented dozens of others:

Honestly I found the TWS a complete and utter waste of time. There are so many other things I could have spent my time on that would have been truly educational. Instead I spent my time trying to please the education department following the TWS rubric to a "T."

I wish I would have understood from the beginning that the content of my lessons didn't matter for the Teacher work sample. The only thing that mattered was following the rubric and writing things to please my graders.

The TWS process itself seems very detached from the student teaching experience. Instead of the two working cohesively, I very much felt like they were separate entities that didn't relate to each other very well.

One final comment unearthed an especially disturbing problem embedded in the candidates' teacher work sampling commentaries: "The TWS was entirely worthless. While I did take it serious [sic], I did not take any useful information out of it. Most student teachers that I spoke with made up their data, and had negative attitudes about it" (Evaluating our Teacher Work Sampling Process Survey, Spring 2016).

With that one phrase, "Most student teachers that I spoke with made up their data," the integrity of seven previous semesters of teacher preparation came into question.

Nearly four years of careful, standards-aligned instruction had apparently culminated in a violation of basic educator ethics. One could not help being reminded of the 2011 Atlanta teachers scandal when, over a period of close to ten years, scores of teachers and several administrators blatantly falsified the standardized test scores of their students and consequently faced possible decades of jail time. In both cases, small and large, educators had chosen to divide themselves from what presumably had been personally held ethical standards in order to behave in an unscrupulous, dishonest, and self-violating manner. The kinds of pressures that would lead educators—both in-service and, in this case, particularly pre-service—to betray their own consciences became the puzzle that eventually prompted this study.

Integrity—variously described as a “fundamental consistency between personal beliefs, organizational aims, and working behavior” (Evans, 1996, p. 288); a state in which “our daily habits reflect our deepest values” (Henderson 2007, p. 38); and “...integrating all that we are into our sense of self, embracing our shadows and limitations as well as our light and our gifts.” (Chadsey & Jackson, 2012, p. 7)—remains a crucial life pursuit of mankind and considered fundamental to a nation’s educators. Bryk and Schneider (2003) claim personal integrity to be a primary element in teachers’ abilities to create the kind of relational trust that has proven to be “essential for meaningful school improvement” (para. 4). For this study, the formal definition of “integrity” is described as: “...a state of integrating all that we are—our shadows and limitations as well as our light and our gifts—into our sense of self (in this case, pre-service teacher self) and, thus, reflecting ‘our deepest values in our daily habits’”

(Chadsey & Jackson, 2012; Henderson, 2007). More informally and personally, integrity was shaped by all study participants and defined specifically by Holly as holding together her “who” of teaching with her “I am” of being. One of her favorite phrases, “Who I am,” serves as the nominal definition of pre-service teacher identity in this study. The verb “am,” will be considered as the act of holding together this pre-service teacher “who” of teaching with the “I” of being, “I am who.” “Who I am,” then, represents the more informal definition of integrity embedded in the research.

Every autobiography has its passages, and some threaten to divide a life more than do others, especially those in which intense outside pressures seek to invade and overwhelm still-developing inner values, ethics, and other human essences that some researchers term as “soul” (Lantieri & Nambiar, 2004; O’Sullivan, 2005; Palmer, 2007) or even “soul intelligence (SQ)” (Zohar, Marshall & Marshall, 2000). When caught within such passages, educators at any stage become trapped in a state of conflict between their “I am” and their teaching “who,” thus experiencing an acute misery described by Parker Palmer (2004), “The divided life is pathological, so it always gives rise to symptoms....at some point...most of us feel the pain of being alienated from our own truth” (Loc. 493-498). Tortured by such heartache, individuals caught within it endure ruthless inner conflict, and many visit the consequences of their dividedness on innocent others (Geil, 2011), a reaction that Van Bockern (2006) describes as “soul stomping” (p. 221). Thus, damage to a teacher’s inner self as well as crushing underfoot the souls of others in the classroom community must be faced as likely results of a

divided life—a sobering thought for teacher educator providers facing the 2016 western, land-grant university student survey results.

On the other hand, those passages most likely to lead to the pain of a divided life also represent opportunities for growth when “individuals reach a point where the gap between their inner and outer lives becomes so painful that they resolve to live ‘divided no more’” (Chadsey & Jackson, 2012, p. 13). This note of hope also eventually prompted an exploration into how a student teaching assessment program could maximize opportunities for growth during the precarious transition from student to teacher during student teaching. Henderson (Written Communication, 2018) asks the question, “How can we create a ‘liminal space’ for these individuals?” He notes that this space encompasses “what was” and “the next....a place of transition, waiting, and not knowing” (Henderson, Written Communication, 2018). He then continues, “Liminal space is where all transformation takes place, if we learn to wait and let it form us” (Henderson, 2018). Such spaces create unique opportunities for teacher candidates, who as yet lack the sophisticated layers of professional and personal self-protection too often constructed by veteran in-service instructors. In some ways, this vulnerable internship way of life illustrates the kind of epiphany described by bell hooks (2014):

It came to me right then that there are some folks for whom openness is not about the luxury of “will I choose to share this or tell that,” but rather, “will I survive—will I make it through—will I stay alive.” And openness is about how to be well and telling the truth is about how to put the broken bits and pieces of the heart back together again. It is about being whole—being wholehearted (pp. 18-19).

Thus, nature of student teaching forces these novices to exist for a time, exposed, within a liminal threshold. As candidates endure this vulnerable expanse, the programs

and personalities presiding over them can either help encourage acceptance of such a space or add so much to the pain of it that candidates will flee at the first opportunity. One survey participant, a secondary education intern, stated bluntly, “The first thing I do when I get a teaching job is forget everything I had to do in the TWS” (2017 Student Teaching Survey). In theory, teacher work sampling and other similar student teaching capstone assessments invite candidates to describe, analyze, and reflect on their first teaching experiences; yet implied in this angry candidate’s statement is a banishment of these ideals and a drive to escape them.

When it comes to the concept of retaining “soul” in education while maintaining high academic standards, Zeichner (2014) specifically calls for “the development of a high-quality exit performance assessment that includes a student learning component” (p. 557), while Darling-Hammond (2010) highlights benefits of these for pre-service teachers when documentation of planning, instruction, and assessment includes integrating thinking about and reflecting on one’s teaching (p. 13). Such reflection would need to conjoin standards and statistics with honest and authentic vulnerability. Thus, the value of a fragile and fleeting pre-service “Who I am” that teaches must be nurtured not only within educator preparation coursework but also valued within a standards-based assessment process, (such as teacher work sampling) that asks candidates to expose—rather than to disguise—their practices to powerful others, in other words, to engage in authentic teaching as opposed to playing it as a lifelong game (Henderson, Personal Communication, 2018).

Those researching the transitional self of pre-service teaching have stressed the importance of its relatively brief existence. “It is at the...borders of various subjectivities or senses of self, that preservice [sic] teachers can...learn how to embody a workable professional teacher identity without sacrificing personal priorities and passions” (Alsup, 2005, p. xiv). The danger of considering this fledgling teacher self as too transitory for intrinsic value is likewise decried by Greenleaf (1977) when he vigorously asserts that each pre-service point of reality is “just as real as anything its students will ever experience” (p. 205) and suggests that the longevity of an inner intern self is not the focus. Even though such a malleable pre-service identity might change within seconds, the reality of its emergence at a point in time must be respected. Similarly, Kagan (1992) warns those in educator preparation programs to respect and to nurture the integrity of teacher candidate self-concepts:

If a novice enters the classroom without a clear image of self as teacher, the reconstruction process is perverted, and the novice may be doomed to flounder. As the image of self as teacher is adapted and reconstructed, novices tend to focus on their own behaviors rather than those of their pupils. As the image of self as teacher is resolved, attention shifts to the design of instruction and finally to what pupils are learning from academic tasks. The initial focus on self appears to be a necessary and crucial element in the first stage of teacher development. If this is true, then attempts by supervisors to shorten or abort a student teacher's period of inward focus may be counterproductive (p. 155).

Any student teaching capstone project gagging candidates from exposing the immaturities of this toddler teaching stage may be forcing candidates to belie their developing teacher selves in an attempt to hide their true identities from overly critical authorities. This sets the stage for a kind of false persona who may later fail to develop authentic relationships with parents, learners, and colleagues: “Inherent in a trust

relationship is some degree of vulnerability. This is especially so in the context of asymmetric relations, such as those between poor parents and local school professionals” (Bryk & Schneider, 2002, p. 13). Parker Palmer (2004), founder of the *Courage to Teach* movement and an inspiration for in-service educators to reconnect their roles as teachers with their personal inner lives, gives a stern warning to those whose rigidity allows ‘nothing live for itself’ (Loc. 542). Describing a “Circle of Trust” that exists to preserve, rather than violate, the souls of others, Palmer states that this ring of respectful hearers, “...has no agenda except to help people listen to their own souls and discern their own truth” (Loc. 552). The emphasis here on helping the most vulnerable to clutch closely their inner authenticity within the pressures of a new role suggests an orientation that university teacher educators, particularly those involved in capstone assessment, should carefully consider.

Those who argue that falsifying a final student teaching project could be shrugged off as immature behavior and that these miscreants will settle down when involved in the genuine work of teaching minimize, once again, the kind of reality that Greenleaf (1977) insists is experienced by interns who, for the first time, live a profession rather than merely study it. One elderly doctor described how, on the first day of internship, his uninformed but desperate healing efforts culminated in his number one patient faltering and dying before his eyes (Mohr, Personal Communication, 2017). Furthermore, he recounted how, right then, he would have walked away from a long career had it not been for a veteran physician who helped him embrace the genuine confusion and misery of that experience and “put the broken pieces of [his] heart back together” (bell hooks, 2014,

p. 19). Likewise, candidates who earnestly pour themselves and their new knowledge into a classroom may be horrified that some learners not only fail to improve but may even relapse. Parker Palmer's work on authenticity and courage in teaching suggests that interns who choose, rather than sharing their anguish and resulting self-doubt, to represent their practice falsely may be embarking on a divided life—at times legitimized by teacher educators made uncomfortable by too much stark honesty that may threaten their claims to candidate quality. Palmer (2007) declares of emphasizing standards over personal truth:

The real agenda driving objectivism is not to tell the truth about knowing but to shore up our self-aggrandizing myth that knowledge is power and that with it we can run the world. People often lie in an effort to deny their fears...in hopes of avoiding the distressing evidence before our own eyes: we are ruining, not running, the world (p.57).

Thus, a university program that drives students to begin their teaching careers having lied about their practice commits a sinister violation of these fragile, inner-teacher selves. Moreover, the reality that integrity remains vital to a coming-of-age educator can be inferred by what looms ahead if that virtue is sacrificed. Geil (2011) protests, “When teachers become less engaged, schools, teachers, and students all suffer” (p. 7). The teacher suffers from a lack of satisfaction and purpose, which, while sufficiently tragic itself, results likewise in deforming others—generally, innocent students. Quality in teaching, therefore, comprises more than pedagogy and content, as Bryk and Schneider (1996) discovered, “If desirable outcomes are advanced, but the processes by which they are addressed leave participants uncertain as to the real intentions of others, trustworthiness may not be achieved” (p.7). The October, 2002, edition of *Education Week* went on to report how significant was the “trustworthiness” of Bryk and

Schneider's research, who "...found that schools performing in the top quartile on standardized tests were more often schools with high levels of trust than those performing in the bottom quartile" (Impact on Achievement section, para. 2). Moreover, though the "researchers acknowledge that improvements in academic productivity were less likely in schools with high levels of poverty, racial isolation, and student mobility...they say that a strong correlation between trust and student achievement remains even after controlling for such factors" (para. 5).

Thus, teacher education providers, particularly student teaching assessment programs, cannot afford to benignly tolerate elements that reinforce a schism between each candidate's authentic, inner teacher and the professional educator he or she aspires to become. Rather, practices that encourage a divided life must be analyzed and systematically destroyed. For individual teacher educators, this demands something more personal than program improvement. As leaders, they must commit to self-examination and reflection (Henderson, 2007)—a maxim which led to the second research question in this study, "How can a teacher education program [and those in it] honor and support the identity and integrity of pre-service teachers in order to encourage their authenticity in teaching practice?"

In other words, the fragility of a new teacher/self demands that those closely involved with pre-service educator integrity advance with great respect, caution, and the kind of love Nobel Prize winner, Barbara McClintock, according to Evelyn Fox Keller (1984), achieved with the ears of corn that comprised her research specimens, "the highest form of love, love that allows for intimacy without the annihilation of difference"

(p. 44). McClintock herself, as noted by Keller, stated of her corn plants, "I actually felt as if I was right down there and these were my friends. . . . As you look at these things, they become part of you. And you forget yourself" (Keller, 1984, p. 44). Likewise, a researcher examining the delicate integrity of a pre-teacher's "I am" to his or her "who" must do so from a point of view that may include forgetting herself through relationship with the selves of pre-service teachers.

McClintock's intimacy goes deeper than a mere face-to-face encounter, according to Henderson (Written Communication, 2018) and demands "a practice of love that is not violent." Violation that results from intimacy without love makes an individual, a student in this case, invisible—makes that student "other" (Henderson referencing bell hooks, 2018). Pre-service teachers cannot hold together and clasp to their new teacher selves that which is not loved—that which is driven out as "other"—by those wielding standards without charity. "Love can be and is an important source of empowerment. . . .to change our actions, we need a mediating force that can sustain us so that we are not broken in this process, so that we do not despair" (bell hooks, 2014, p. 56). Research and teaching alike, then, to avoid destructing others must comprise acts of love.

Problem Statement

Acknowledging, then, that candidates range across a wide continuum of identity development, and that defining "identity" itself is at best an elusive proposition, this study asserts that it matters whether or not teacher candidates maintain personal and professional integrity between (in many cases) a relatively undeveloped inner teacher and

the outer pressures inherent in a standards-based student teaching assessment program threatening to overwhelm this identity. Teacher candidates, pulled between their four years of academic theory and the down-and-dirty demands of clinical practice, may simply concede their own struggle to unite the “who” of teaching with the “I am” of being. Parker Palmer (2004) espouses the importance of integrating “soul with role” (p. 13). Without integrity, an individual’s self-esteem and sense of personal worth are compromised (Covey, 1999), and the divided person experiences what Akoury (2013) suggests is divisive pain. Chadsey and Jackson (2012) quote Portland State associate professor, Karen Noordhoff, who described this lack of wholeness as frequently symptomatic of students involved in higher education who, “...experience...issues around identity, integrity/wholeness, and sustaining heart” (p. 5). Educators “teach who we are” (Palmer, 2007, Loc. 2143). When integrity, therefore, is sacrificed for a lesser goal, the pre-teacher becomes a fractured human and, thus, less of an educator with, as previously mentioned, consequences for innocent learners looking for trustworthiness in a bewildering miasma of false lives and half selves.

It becomes problematic, then, when pre-service teachers live a life of violated integrity within a highly stressful clinical internship wedged between authority figures that may not recognize the value of this critical struggle. Belenky, Clinchy, Goldberger, and Tarule (1986) describe the case of Simone, who in the context of her college writing course encountered a dilemma she could not resolve with integrity: “Forced to choose between a personal belief she could not reasonably articulate and a position she did not believe but could defend, she felt she had to choose the reasonable, the ‘acceptable

lie” (p. 110). Peering into Simone’s past academic experiences revealed a dutiful student who had learned to stifle her own preferences and, instead, master an instructor-approved way of indirect knowing. Belenky et al. (1986) suggest that years in public education had taught Simone how to write papers and be successful but not how to author her own identity into the piece: “The problem,” Simone said, “is that I don’t feel terribly strongly about one point of view, but that point of view seems to make sense....there’s more to support it. And it’s not one of my deep-founded beliefs, but it writes the paper” (p. 110). At this point in the narrative, the interpreter intervened with commentary, “Simone did not write the paper; it wrote the paper. Reasons wrote the paper, and words and reasons seemed unrelated to personal truth” (p. 110). What mixture of childhood and adolescent experiences, both personal and scholastic, might have muted Simone to dully violate her subjective truth in order to pacify a professor’s determination of objectivity one can but imagine. Simone’s dreary, externalized approach to learning leaves a reader wishing that she could have resisted the collective “teacher” in her life who had iteratively taught her to discard the risky pieces of her heart that threatened academic safety.

Assessment in teacher education can wield significant power to subdue student voice, as shown from two program surveys given by the aforementioned land-grant university following its spring 2016 and fall 2017 student teaching semesters. One male, K-12 teacher candidate, placed out of state during fall 2017, suggested: “I felt like my CE didn't care as much about my "story" but more about what the rubric said and more about what she would want if she was a teacher.” (“CE” in this case stands for

“clinical evaluator,” the title given to those who supported and ultimately graded teacher work samples in that university.) No doubt, this candidate eventually abdicated, given the power wielded by the CE program—40% of his student teaching grade. Young interns whose internal selves have yet to fully hatch can be perilously vulnerable to insensitive institutional giants who risk obliterating pre-teacher souls underneath their heavy treads and then sending these fractured novices out into classrooms. Thus, by modeling a relative lack of care for individual stories, pre-teacher assessment programs risk indirectly subduing university classrooms of Simone-s and later perpetuating P-12 desks filled with passive learners who dutifully accept objective safety over personal meaning.

Such a situation creates a personal dilemma for those preparing pre-service interns to teach. Beneath the table, candidates are enjoined to behave as miniature copies of a university template and “expected to function as advanced beginners when, in fact, they [do] not even possess minimal survival skills” (Kagan, 1992, p. 144). Thus, the problem involves, as do all challenges in education, both the teacher and the student—in this case, the teacher educator and each pre-service teacher.

In one western, land-grant university, candidates documented particular stress during the teacher work sample segment of the student teaching experience. Like other university students, unprepared for complex writing projects with professional demands related to rhetorical purpose, organization, and mechanics (Flower, Stein, Ackerman, Kantz, McCormick, & Peck, 1990), these candidates found themselves lacking skills to transform the data of their infant practices into evidence-based decision making (Devlin-

Sherer, 2007). Although for some majors, practice for writing work samples was provided, even this practice was inconsistent across major programs of study due to the housing of practicum experiences in various departments and the lack of credits devoted to practicum courses for secondary students. Overall, candidates expressed that they lacked preparation and especially precise instruction for creating this kind of a massive writing project, which required reflection on their own practice. Thus, in many cases leaping over complex, paradoxical reflections and racing to closure (Flower, et al, 1990), these immature authors sought to “satisfice” (Kellogg, 1999) the writing task and settle for vague, cookie-cutter, institutionalized-sounding generalizations as opposed to exposing their true practice as teacher candidates.

More troubling still, these Simone-like candidates perceived that such bland reflections were necessary to wedge their experiences within teacher work sample parameters, “I wish I would have understood from the beginning that the content of my lessons didn't matter for the Teacher work sample. The only thing that mattered was following the rubric and writing things to please my graders” (Evaluating our Teacher Work Sampling Process Survey, 2016). Using sarcasm to strike a blow against resented university authority, this intern previewed an even more alarming response to the pressures of teacher work sampling: “The TWS was entirely worthless. While I did take it serious [sic], I did not take any useful information out of it. Most student teachers that I spoke with made up their data, and had negative attitudes about it” Evaluating our Teacher Work Sampling Process Survey, 2016). Resentment, it appeared, had blossomed into an excuse for violating personal integrity and substituting untrue data for the genuine

artifacts of pre-service practice. Tantamount to cheating on an exam, teacher candidates falsifying data on their teacher work samples not only perjured themselves to TWS evaluators, but also invalidated university claims to accreditors and to communities clamoring for high-quality teachers.

Invalidity of program data represents a serious concern for a teacher education provider. However, there remains a more sobering violation of trustworthiness, and that is the potential tearing away of a newborn teacher heart from that teacher's first work in the classroom. "To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world (Palmer, 2007, p. 6). Thus, it becomes a serious matter to coerce a new educator into selling his or her birthright for a mess of pottage granted in the form of a grade on one's university transcript.

Purpose Statement

This study, therefore, set out to focus on one, high-stakes aspect of a teacher preparation program and how that piece could better support teacher candidates to integrate their pre-service identities (however immature) with their ripening practices. Given the 2016 survey assertion of falsified teacher work sample data, the teacher work sample (TWS) program needed to face rigorous self-examination. However, as uncovered in the infant stages of this study, emphasis on the teacher work sample program instead of on the candidates themselves, appeared to be putting a cart before the proverbial horse. Participants in the study did not want to talk primarily about teacher work sampling. Rather, they wanted to share their inner and outer experiences as teacher

candidates. In order to honor Parker Palmer's framework and to encourage the other to "live for itself" (Palmer, 2004, Loc. 542), the primary research question moved from the teacher work sample program to settle on the pre-service teachers as unique persons: "How would one group of teacher candidates share how they were constructing and integrating their "I am" of being and their "who" of teaching?" In the final analysis, as it happened, both pre-service teacher and teacher educator integrity would become interwoven as data emerged from interaction with participants. The focus on individuals eventually re-defined conclusions regarding the program.

Research Questions

Beginning with the assertion that when a teacher candidate prostitutes his or her personal identity during teacher work sampling, trading it for a "mess of pottage," the damage might be even greater than not yet having formed it, this study began by asking the following questions:

- How can a teacher education program honor and support the identity and integrity of pre-service teachers in order to encourage their authenticity in teaching practice?
- How those assessing the student teaching experience honor and support teacher identity and integrity as opposed to deforming them in order to encourage authenticity in the assessment process?

As the candidates themselves became larger than the original issues, a simpler and more intrinsic question rose to the surface:

- How would one group of teacher candidates share how they were constructing and integrating their “I am” of being and their “who” of teaching?

These questions suggest that, at whatever stage of development, identity should remain inviolable—formed but not deformed—and certainly not traded for something of lesser and more temporary value. Parker Palmer’s (n.d.) insists on the existence of “an inner teacher, a voice of truth, that offers the guidance and power we need to deal with our problems” (para. 3). Reliance on this piece of Palmer’s framework is foundational to a consideration of pre-service teacher integrity. Similarly essential is Greenleaf’s (1977) assertion that a student teaching experience would “be just as real as anything its students will ever experience” (p. 205). If student teaching and the stories of the pre-service teachers themselves had meaning only as a bridge to something more real, the purpose of this study would diminish rapidly. Likewise, this study embraces the value of what the participants have to offer—be it controversial or affirming. Without their expressions, this research would produce no worthwhile data, for researcher data depends on the worlds of study participants: “What we call our data are really our own constructions of other people’s constructions of what they and their compatriots are up to” (Geertz, 1973, p. 9). The power of these three assumptions—the existence of an inner teacher, the deep reality of clinical experience, and the inherent value of each individual story—support the worth of possible data to a student teaching assessment program, since a valid instrument would have to encourage authentic pre-service identity.

Definition of Terms

Beginning with definitions gained during the literature review, this study emerged at the end with definitions that had been recombined, trimmed, and expanded to fit the context of the study and its participants. Therefore, the following definitions represent what finally emerged at the end of a semester's exploration:

Calling: Being called from the depths of self into the depths of other: "...to find ourselves in the other" (bell hooks, 2000, p. 125). (bell hooks, 2000, p. 125). ...or as Barbara McClintock achieved with her ears of corn, "the highest form of love, love that allows for intimacy without the annihilation of difference" (Keller, 1984, p. 44). Note: Calling in this sense may not exactly align with personal preferences. As Holly stated: "While I have two main priorities in my life (my degree and my family), they do not always mesh well" (2017 Journal, Week 6). Thus, calling is linked with integrity in that if one's deepest value were family, one could be called away from personal vocational fulfillment in order to meet the needs of family.

Clinical Experience: A clinical experience comprises all in-school placements completed by pre-service teachers. It includes, but is not limited to the weeks of student teaching, which are completed by teacher candidates.

Cooperating Teacher: Cooperating teachers, in this research, mean those host teachers who mentor and co-teach with university teacher candidates during student teaching experiences. Within literature, they might be referenced as "mentor teachers," "clinical instructors," or "host teachers," but in this research they will be solely referenced as "cooperating teachers," the term used by the university hosting this research.

Courage: Coming from the Latin "cor" or "heart," in the context of this study on pre-service teaching, courage represents, "keeping one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning and living require (Palmer, 2007, p. 11).

Ethics: Ethics involve holding knowledge and beliefs closely to the living of life (Palmer, 2004, Loc. 125). This study focuses on an ethic that comprises fairness (Slomp, 2016), a kind of caring, which is

characterized by deep listening (Ruddick 1984), and an overall, encompassing, and everyday ethic of love (bell hooks, 2000).

Field Supervisor: An individual hired by the university student teaching program to serve as a liaison between individuals in the field (teacher candidate and cooperating teacher) and the university. Some literature may reference these individuals as “university supervisors” or “clinical instructors.” Within the confines of this research, they will be referenced solely as “field supervisors.”

Pre-service teachers: Pre-service teacher references any university education student functioning within a clinical placement environment and that involves some degree of instructing P-12 students. This term could encompass time spent in schools for methods courses, practicum, and student teaching. The term “pre-service teacher” includes “teacher candidates” who are student teaching, but not the reverse.

Pre-service Teacher Identity: “...Holly in the study described this repeatedly as “who I am,” such as when she lamented that the TWS “takes away from who I am” (2017 Journal, Week 4). Throughout her commentary, she insisted that her “who” of teaching equal her “I am” of being. Thus, pre-service identity is a duality that includes both the “who” that teaches and the “I am” of being, or “who I am.” Palmer (2007) describes identity with multiple terms: “true self,” “original nature,” “inner teacher,” “spark of divine,” “soul,” and others (Loc.353-360). “Spark of divine” is of especial interest here:

But Moses said to God, “If I come to the Israelites and say to them, ‘The God of your ancestors has sent me to you,’” and they ask me, ‘What is his name?’ What shall I say to them?” God said to Moses, “I AM WHO I AM.” He said further, “Thus you shall say to the Israelites, ‘I AM has sent me to you’ (Exodus 3:13-14, NRSV).

Pre-service Teacher Integrity: “...a state of integrating all that we are—our shadows and limitations as well as our light and our gifts—into our sense of self (in this case, pre-service teacher self) and, thus, reflecting “our deepest values in our daily habits” (Chadsey & Jackson, 2012; Henderson, 2007). In simpler terms, based on data from this study, integrity involves integrating the pre-service “who” of teaching with the “I am” of being. Holly frequently used the phrase “who I am” to express the marriage of the two concepts. Within the study context, this represents a verb—an act of integrating “who” of teaching with the “I am” of being, as expressed by the phrase “who I am.”

Pre-service Teacher Story: narrating one’s experiences shaped by “guidelines to get you where you need to be” and then pulling “in

those pieces that are important to make this your own” (Holly, 2017, Interview)

Student Teaching: Student teaching in this work summarizes the last semester of clinical experience prior to graduation with a licensable degree in education. Taking place in P-12 classrooms, student teaching can be distinguished from other clinical placements in terms of length and candidate responsibilities, which culminate in the teacher candidate’s shouldering a full teaching load during around the ninth or tenth week of student teaching. Terms like “internship” and other phrases summarizing a final clinical experience will occur in other sources, but this study will limit a description of the final semester of clinical practice to the term “student teaching.”

Teacher Candidate: For the purposes of this research, “teacher candidates” are those in their final student teaching practice undertaken the semester prior to graduation after all other coursework has been completed. In the university under study, this generally comprised 14 weeks of experience in one classroom. The one exception was Sheridan, who changed classrooms, completing 10 weeks in elementary education and then 10 weeks in special education.

Teacher Work Sample: A written project designed to assess pre-educator clinical practice. Designed originally by Western Oregon University in the 1980s and funded in 1999 for vetting as a promoter of teacher quality by the Renaissance Group 1999 (University of Northern Iowa, n.d.), teacher work sampling emphasizes: researching the context of instruction, designing learning outcomes and assessments, implementing instruction, assessing student achievement, collecting data, and making evidence-based decisions about teaching with special emphasis on unique needs of individual students (Devlin-Sherer, 2012).

Vulnerability: Any degree of exposure of our deepest selves that puts us at risk of “being fixed, exploited, dismissed, or ignored” (Palmer, 2004, Loc. 1259)—in this case, anything that tempts us to hide or mask authentic “I am” of our being from the “who” of our acting (in this case the act of teaching).

Limitations and Delimitations

Patton (2002) states of his personal research, “My work is always limited—and empowered—by the selection of data and methods to be used” (p. 337). For this

research, case study was selected to better understand the particulars of how pre-service teacher integrity interacts with a stressful, high-stakes student teaching project. The intense focus on this particular group delimits the study—a strength with limitations. The population of teacher candidates during fall 2017 was limited to the 82 candidates who student taught that semester, further limited by the 80 who completed it. Because the study was voluntary, the data reduced to individuals willing to participate in a semester-long study. As documented in Chapter Three, these comprised five females who participated in journaling with the researcher for 12 weeks. As suggested by Stake (1995), “We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does” (p. 8). As generalizable, transferable data across genders, majors, and various contexts, this research is severely limited. As a rich depth of information within a small sphere, thanks to these five women, the study flexes its strength. Thus, the data is limited to what was shared by this single group and cannot be generalized to other samples or populations.

Another, more severe limitation relates to the translation of the researcher. Triangulated efforts notwithstanding (using four sources of data from multiple viewpoints, along with two levels of coding, memo-ing, and member checking), the data so colorfully generated by participants was brushed onto a canvas by one researcher. The possibilities of enhancing or losing its original beauty and power must be humbly acknowledged. Fortunately, the value of the research data depends also on the reader. If the anecdotes and inferences generated by research data resonate with “the experiences of the reader” (Stake, 1995, p. 86), if the data is cleared enough of obstacles to allow

“opportunity for vicarious experience,” the data limitations will have gained back some strength.

Researcher Positionality

My researcher’s desire to probe the depths of a student teaching performance assessment from the teacher candidate point of view had been first impetus for this study. What I didn’t realize was how it would change me on nearly every level and how the research itself would likewise be altered. Case study researcher, Alan Peshkin (1985), according to Stake’s (1995) description, “usually ended up at some distance from the central question he started with; at least it became a considerably more elaborated question” (p. 22).

The research methodology began as an instrumental case study about student integrity related to teacher work sample data, in the hopes of gaining “insight into the question by studying a particular case” (Stake, 1995, p. 3). My role in the assessment program, leader of the clinical evaluator cohort, had made this question appear urgent. Other spring 2016 data indicated student problems with teacher work sampling that might be explaining candidates’ willingness to abandon integrity for expediency. Summarized below are additional data from the spring 2016 survey that suggested viewing case study as a means to study a problem or question. Each quantitatively measured question followed the same format: “How well-prepared were you to complete each task?” Survey data aligned with the following levels: 1 = “Extremely Well,” 2 = “Very Well,” 3 = “Moderately Well,” 4 = “Slightly Well,” 5 = “Not Well at All.” Table 1.1 provides

mean scores for student self-assessed preparedness on a number of tasks relative to each section:

Table 1.1. Evaluating our Teacher Work Sampling Process Survey

TWS Section	Mean Score for “How well-prepared were you to complete each task?”
<u>Section One</u> : collecting objective contextual data...and reflecting on the three most crucial pieces of that data.	2.81
<u>Section Two</u> : selecting appropriate standards...aligning these standards with a) instructional outcomes...on multiple Bloom’s levels, b)...assessments of learning, and c) instructional strategies and activities.	2.90
<u>Section Three</u> : using contextual information to design differentiated, instruction; reflecting on...formative assessment results, and making appropriate changes to the next lesson...	2.27
<u>Section Four</u> : analyzing all assessment results and...contextual data...for...patterns and possible differentiation strategies.	2.65
<u>Section Five</u> : developing an evidence-supported goal...as well as documenting a plan for progress toward that goal.	3.34

Qualitative responses from seven teacher candidates who found various sections of the teacher work sample to be particularly challenging included those found in the table below:

Table 1.2. Evaluating our Teacher Work Sampling Process Survey

TWS Section	Sample of Quantitative Comments
Section One	<i>The most challenging section was section 1. I was never a big fan of that part because it tends to...become lengthy, worded and rather subjective as to what should or shouldn't be included.</i>
Section Two	<i>How does every single component relate to every other component...I was told that my pre- and summative assessments didn't align, but I was not told why they didn't.</i>
Section Three	<i>The lesson planning in Section 3 was the most challenging and time consuming for me. I'd never used the Danielson Framework lesson plan structure before and don't like it,</i>
Section Four	<i>I found section four of the TWS to be the most challenging. Analyzing whole-group data and evaluating differentiated learners was difficult.</i>
Section Five	<i>Finding applicable resources and making a specific timeline to achieve the goal was challenging. Without a job lined up having a timeline with methods to objectively measure progress towards that goal was difficult.</i>

In summary, candidates found Section Five the most challenging with only Section Three (lesson planning) approaching a comfortable level of preparation. Ranges for each section element, though not included in Table 1.1, varied widely, in most cases spanning the entire possible range between 1 and 5, with the smallest range for any element range remaining between 1 and 4. Qualitative comments indicated specific challenges with the TWS format and instructions, communication problems with clinical evaluators, perceived TWS lack of relevance or even reasonableness related to placement classrooms, and lack of readiness due to insufficient preparation for completing such a document prior to student teaching. Taken together, especially given the overwhelming negative quality of qualitative commentary, an instrumental study designed to focus on problems of teacher work sampling appeared justified.

Significance of Study

Despite its temporariness, scholars continue to value the student teaching internship as "...a critical aspect of preservice teacher education" (Zeichner, 2002, p. 59). In a later work, Zeichner (2014) continues this insistence:

Carefully structured and well-supervised clinical experience like those that exist in the education of other professionals is absolutely essential for the education of teachers....We also know from research about the negative consequences of not providing a strong and well-supervised clinical experience for teachers before they enter the workforce (p. 563).

However, even more important than the internship experience is the individual intern undergoing student teaching. Parker Palmer (2007) decries how few times we ask, "...who is the self that teaches? How does the quality of my selfhood form—or deform—the way I relate to my students, my subject, my colleagues, my world?" (p. 4). If Greenleaf (1977) is correct in his suggestion that an internship experience is "just as real as anything its students will ever experience" (p. 205), then the "Who am I?" question remains as important during student teaching as it has been to the thousands of in-service educators involved in the "Courage to Teach" movement. The angry response to the teacher work sampling survey in spring 2016 suggests that the assessment was resented by many candidates and that it may have violated what Slomp (2016) described as an ethic of unfairness: "...measuring the wrong construct or facets of the construct so narrow that they are irrelevant" (para. 3) and at the same time it may have failed to consider that "...assessment always involves a power imbalance between those who ask questions and those who are required to answer them" (para. 5). Slomp references Messick as he intensifies criticism of unfair assessment practices: "...ethicists have made

the point that technical competence is not synonymous with ethical use....simply because something is technically feasible does not make it morally or ethically justifiable. Indeed, focusing on the technical aspects alone holds the danger of technological determinism” (para. 8). As one of the acting leaders of the teacher work sampling program at that particular time, I could either ignore the results of the 2016 survey, or I could, as James Rachels (1993) urges, consider a moral role that...

...is concerned impartially with the interests of everyone affected by what he or she does; who carefully sifts facts and examines their implications; who accepts principles of conduct only after scrutinizing them to make sure they are sound; who is willing to ‘listen to reason’ even when it means that his or her earlier convictions may have to be revised; and who, finally, is willing to act on the results of this deliberation. (p. 11).

In order to discover what lay behind lack of pre-service teacher integrity expressed in the 2016 survey, I needed to try and understand the program from a different point of view. Without “sifting facts and examining implications” of the pre-service teacher “Who I am,” I might not recognize what, to each, was most fundamental to the critical internship experience. This was a step toward moving from an instrumental study to an intrinsic one, but the metamorphosis was still in its first stages.

During the third week of study journaling (2017), I read a fairly typical teacher candidate entry describing her experiences sharing the classroom with a substitute teacher. Even early in their placements, teacher candidates frequently know more than the substitutes and have to intervene at some juncture to rescue students and sub alike. At the time, there seemed nothing remarkable in the entry. Tempted, due to the ever-pressing tasks burdening one who works as in higher education, I nearly brushed off the journal as inconsequential. Committed to my research focus, however, I re-read the

journal entry one last time looking for any personal significance the event might have had for the writer:

Sheridan,

What I read between these lines is that your continued presence in the classroom is very important to these children. How does that make you feel?

Gini

Gini,

This was one of the first days that I felt my presence was important in the classroom. I went home thinking about what would have happened if I was not there that day? ...I feel very proud of myself for building such a strong relationship with the students at such an early start!

Sheridan

This short exchange became for me a turning point in the study, especially in light of a reflection from this same candidate two weeks later: “I have been really down on my teaching and skills lately. In the beginning of last week I was questioning if this was even the right place for me to be” (2017 Journal, Week 5). Taken together, these two journal entries thrust into my face the paradoxical world of one teacher candidate. Yet, I had nearly ignored the tide-like push and pull this individual was experiencing because it had nothing to do with teacher work sampling.

As I became increasingly immersed in the student teaching worlds of the study group, I grew convinced that any secrets to understanding and possibly nurturing pre-service educator integrity would come through careful, involved, and empathetic hearing, and not the kind to which I was accustomed. Henri Nouwen (2018) describes listening as “spiritual hospitality.”

To listen is very hard, because it asks of us...that we no longer need to prove ourselves by speeches, arguments, statements, or declarations. True listeners no longer have an inner need to make their

presence known. They are free to receive, to welcome, to accept....Listening is much more than allowing another to talk while waiting for a chance to respond. Listening is paying full attention to others and welcoming them into our very beings (March 11, 2018).

Wrangling the space between high standards for a student teaching assessment program and encouraging integrity to immature understandings and experiences (“Who I am”) became a research task that I could not ignore. As one leader of the 2017-2018 clinical evaluator program, I found the consequences of deafness to this case had become unbearable, so I set out to listen and to study, not only pre-service teacher integrity in a teacher work sample process, but to examine my own. Gradually, I was forced to discover the Greenleaf (1977) difference between listening as a response and listening as a disposition that “builds strength in other people” (p. 31). I did not attain the latter, but I discovered more about the difference and, in the process, became entranced by the “Who I am” of pre-service teachers in the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Measuring teacher quality remains an elusive endeavor (Bacher-Hicks, Chin, Kane, & Staiger, 2017; Motoko, LeTendre, & Scribner, 2007; Parkes & Powell, 2015; Rivken, Hanushek, & Kain, 2005). Quantifying pre-service teacher effectiveness, given its kindergarten status in the profession, becomes even more so. Perhaps because of its precariousness, even after over a decade and a half of assessing teacher candidates in varied clinical experiences, the assessment process continues to compel my curiosity. Shod half in Converse sneakers and half in professional heels, these candidates transition in and out of adolescence and maturity. One never knows when petulance over class assignments might dissolve into astonishing perseverance with a troubled kindergartner. All of these and more simmer within the student teaching pressure cooker, and often the final results remain tightly lidded until the candidate is allowed an extended time of depressurization, long after graduation.

Assessing teacher candidate professional performance, then, during student teaching becomes a slippery balance between making candidates accountable to standards on the one hand and indulging their immaturity on the other. Too much weight on either end may send a teacher education program sliding into problems with validity, reliability, and (as will be discussed later) ethics of fairness. Teaching, as Peck, Galucci, & Sloan (2010) insist, is not “essentially technical work,” and cannot be exclusively evaluated as

such. Also, as Slomp (2016) suggests, assessment questions tend to come from a position of power imbalance, with those answering the questions inferior to those asking them (para. 5), a situation that tends to warp assessment results toward biases of the assessor. Peck, Gallucci, and Sloan (2010) agree, stating that the, "...underlying dilemma here is that external policy mandates particularly when accompanied by negative rhetoric may undermine the very motivational qualities necessary to their successful implementation" (p. 451).

Taken together, these cautionary suggestions coming out of prior research should urge a researcher to avoid approaching assessment from a deficit mentality while holding in wholeness both outside standards and personal stories when researching the effects of a university student teaching performance assessment on teacher candidate integrity. In the process of recovering from such a deficit mentality and negative rhetoric, I chose to navigate researching the assessment of teacher candidates by diving into their experiences and stories for one semester before resurfacing into my typical assessment world of standards and compliance.

Search Description

The review of literature, after delineating the conceptual framework, will begin with research on teacher candidates in general and their changing demographics as well as characteristics of the student teaching internship and the high-stress, high-stakes demands these candidates encounter. This will be followed by a more in-depth discussion of themes arising from the collision of this new demographic with a current

model of student teaching internship, including vulnerability in the face of threatened identity, the teetering balance of teacher candidate life priorities, the intern's need for community within a solitary experience, and a pre-service development of the call to teach. Chapter two will then provide a consideration of university-level writing challenges along with a history and analysis of teacher work sampling.

Conceptual Framework

This qualitative study in the constructivist tradition follows the precepts of social constructionism in that the concept of pre-service teacher integrity was co-constructed through dialogue and exploration throughout. A blend of narrative and collaborative traditions allowed for a focus on everyday themes and storytelling as they arose through the course of twelve weeks of collaborative journaling as well as one week of interviewing and focus groups. A case study model, most closely aligned with Yin's exploratory model and Stake's (1995) intrinsic case study allowed for the case to drive research directions as opposed to following a researcher focus—a development that occurred early in the study and is documented in Chapters One and Four.

The overarching framework for the research arose out of Parker Palmer's work as documented in publications such as *The Courage to Teach* and *A Hidden Wholeness*. Palmer, founder of The Center for Courage and Renewal, has worked with professionals of many vocations focusing on “issues in education, community, leadership, spirituality and social change” and in 2010 was “...given the William Rainey Harper Award whose previous recipients include Margaret Mead, Elie Wiesel, and Paulo Freire” (Center for

Courage and Renewal, n.d.). Having achieved trustworthiness across many educational circles, Palmer was also “named an *Utne Reader* Visionary, one of ‘25 people who are changing your world’ in 2011.” Thus, his exploration of in-service teacher identity which has highlighted the importance of identity, integrity, and authenticity with emphases on attention to the inner teacher (in this case, pre-teacher) became the background for interpreting twelve-plus weeks of data generated by this research.

Motivated by a disturbing suggestion in the spring 2016 teacher work sampling survey that teacher candidates were falsifying data on their final student teaching capstone projects, the original design of research was to have been instrumental and action-oriented. However, as can happen in case studies, the etic issues (researcher and study preferences) brought into the study were quickly overwhelmed by the emic concerns (participant priorities) of the case (Stake 1998). My attempts to drive research toward teacher work sampling were ignored by participants, who preferred topics to be generated more naturally. Teacher work sampling had no hold on their minds or experiences during those very first weeks of student teaching, and even at its stressful peak, the TWS did not occur in the research as integral to major candidate concerns about their “Who I am.” Thus, fall 2017 Student Teaching Satisfaction survey data, which strongly focused on TWS commentary, became secondary to the twelve weeks of journaling information where candidates had more control to construct personal and group meanings out of their varied experiences.

Palmer’s research, always in the back of my researcher mind due to its personal attractiveness, aligned closely with issues cherished by the participants and

complemented and informed those issues as the study progressed. Falling into the role of participant observer, I viewed five lively subjects through Palmer's framework and took part in the individual and collective stories they authored during student teaching. Once the anecdotes and the twelve weeks had ended, I was able to examine the entire case story more carefully using Palmer's conception of educator integrity to see where the framework and participant experiences intersected—then to weave through interpretation and reflection Palmer's concepts of educator integrity with the rich story created by the case.

Student Teaching

Like other licensed professionals, university students in teacher education programs have routinely completed and continue to finish their training with an extended clinical placement in a P-12 classroom. Usually, this period encompasses one to two semesters, at either undergraduate or graduate levels, depending on the program and type of license sought. Commonly termed “student teaching,” this internship amplifies the stresses of college life by dangling candidates halfway into the P-12 realm while also sustaining university requirements through the weeks of clinical placement. Commonly documented in research, the new P-12 work environment rapidly stretches candidates' college understandings and may not align well with their four years of teacher training (Brownlee, Purdie, & Boulton-Lewis, 2001; Kagan, 1992; Marais & Meier, 2004; Wickham, 2015; Zeichner, 1984). Mentor teachers often brush aside university-cherished structures as impractical in everyday classrooms, resenting the interference of

university requirements with perceived needs of students (Chandler-Olcott & Fleming, 2017). In their defense, many of these mentors labor in situations rife with confounding variables—cultural issues, disturbing demographics, family trauma, and racial conflicts—all overwhelming mentors and candidates alike with schemas vastly different from their prior school experiences and university training (Gomez, Black, & Allen, 2007). As they step daily into classrooms, these interns face “a growing realization and acceptance...of how their initial images of teaching must change to take account of the reality of practice” (Bustos Flores et al., 2010), further supported by Chong, Low, and Goh (2011), as well as Kyriakou and Stephens (1999).

Such challenges underscore the crucial importance of a seamless interface between teacher education programs and their surrounding clinical worlds—a collaboration that continues to be disrupted by mistrust, ignorance, and power differentials (Zeichner, 1984). All too frequently, just as pre-service teachers can begin to grapple with the realities of classroom life, the university jerks them back into its world by sending emissaries to observe their practice—demanding adherence to their performance rubrics and assigning some type of teacher performance assessment designed to measure proficiency by university standards. The time and attention these require can actually conflict with mentor teacher priorities for the candidate, and a tug of war ensues. Inconsistencies between theories taught at the university and actual practice in the field (Marais & Meier, 2004) represent some of many paradoxes which candidates meet on a daily basis and which often boost levels of stress and anxiety during the internship (Ekşi & Yakışık, 2016). Moreover, in educator preparation programs

populated by multiple instructors—each with his or her favorite theoretical module (Marais & Meier, 2008)—candidates face the impossible task of integrating a variety of approaches and consolidating disparate vocabulary while at the same time facing real P-12 learners who demand split-second, individualized decision-making.

In most cases, fortunately, a strong cooperating teacher makes palatable what would otherwise be an impossible learning environment, and this presence has been shown by numerous studies to be the most influential variable in successful intern development (Ekşi & Yakışık, 2016; Koerner, Rust, & Baumgartner, 2002; Marais & Meier, 2008). Nevertheless, the comforting presence of this cooperating teacher can begin to unravel at some point during student teaching. Marais and Meier (2008) suggest that these strained relationships are “often the direct result of cooperating teachers' [sic] inability to match their [sic] mentorship style to the student's capacity to perform instructional tasks” (p. 222). Likewise, teacher candidate anxiety levels appear to rise with inflexible mentors who refuse to loosen control and allow an intern to step fully into his or her new role of instructor (Koerner, Rust, & Baumgartner, 2002). Moreover, some cooperating teachers, perhaps unwittingly, “exploit and abuse a cordial relationship by imposing exorbitant demands on the student in terms of workload” (Marais & Meier, 2008, p.222). Other difficulties include overly busy host educators who fail to give the candidate needed time and attention (Marais & Meier, 2008), an “overabundance of negative feedback” (Cattley, 2007, p. 338), and cooperating teacher problems with competence or ethics (Marais & Meier, 2008).

University field supervisors—those individuals serving as liaisons between the home university and clinical placement personnel—have similar influences on the student teaching experience, though these effects are somewhat softened by the intermittence of their appearances as opposed to the daily closeness between candidates and cooperating teachers. On the other hand, supervisory visits usually involve evaluation, and fear of being observed and assessed features ubiquitously in studies of stress during student teaching (Carney-Crompton, 2002; Ekşi and Yakışık, 2016; Kyriacou & Stephens, 1999; Thompson & McIntyre, 2013;). Explaining teacher candidate unease further, Ekşi and Yakışık (2016) contrast mentors who assess with a growth mind-set as opposed to those that focus on scoring. The latter, they determined, encourage a lack of self-efficacy in vulnerable interns:

The STs expressed a great amount of concern related to being evaluated. The fact that the observation is eventually *an evaluation with a grade* appeared to make them nervous. Most of the STs were troubled that nervousness could cause them to perform poorly during their practice (p. 1337).

In contrast to the evaluative role assigned to field supervisors, teacher candidates tend to perceive that the primary task of a cooperating teacher is “to focus first on her students,” while “the priority of the university supervisor should be the education of the student teacher” (Koerner, Rust, & Baumgartner, 2002 p. 49). If then, the field supervisor proves to be out of tune with teacher candidate needs, the intern loses the kind of ringside support that might otherwise mediate stresses of student teaching.

Other sources of pressure during clinical teaching practice may be integral to internships in general and grow vaguely from concurrent demands of the field and of the university. The number one source of candidate anxiety in Ekşi and Yakışık’s (2016)

focus group study on practicum stress settled on classroom management—clearly a field component. Nevertheless, Kyriacou and Stephens (1999) correlate classroom management difficulties with evaluation anxiety, “whilst most student teachers will experience some evaluation anxiety, it is likely to be particularly high, not surprisingly, for those student teachers experiencing class control problems (p. 18). Thus, the field-generated stress of classroom management runs head-on into anxiety about university evaluation. In fact, several studies cite as problematic a workload that encompasses both extensive field demands as well as requirements from the university (Ekşi & Yakışık, 2008; Kyriacou & Stephens, 1999; Marais & Meier, 2004; Thomson & Palermo, 2014). Additional teacher candidate complaints featured no time for outside pursuit and self-care (Kyriacou & Stephens, 1999) as well as “lack of sleep... getting sick... a lack of time for activities other than teaching...and not having enough time in the day for ME!!!” (Danyluk, 2013, p. 327). One student in Danyluk’s study continued, “I have no wind-down time or time to spend with my friends. I feel like I don’t have a choice in what to do anymore” (p. 327). While all these distresses have plagued student teachers through the years, a closer examination of these components as well as of perplexing new demographic trends serve as important background for continuing research, especially in light of Palmer’s work.

Integrity

Eulogized in poetry, fiction-ized in fantasy, and analyzed in biography, integrity continues as longed-for as it is elusive. As a species, we cannot help but reach for this

hallmark of character in spite of, or perhaps because of, the many life obstacles that make it difficult to attain. Without integrity, we feel less than we could be and even less than human if the breach between our inner and outer lives seems irreconcilable. Within the realm of educating a nation's children, Bryk and Schneider (2003) claim personal integrity to be a primary element in the kind of relational trust proven to be "essential for meaningful school improvement" (para. 4) and, thus, critical to pre-service teacher development. For the purposes of this study, the definition of integrity remains:

...a state of integrating all that we are—our shadows and limitations as well as our light and our gifts—into our sense of self (in this case, pre-service teacher self) and, thus, reflecting "our deepest values in our daily habits" (Chadsey & Jackson, 2012; Henderson, 2007). Within the study context, this was conceived as a verb--the act of integrating the "who" of teaching with the "I am" of being, as expressed by the phrase "who I am" by one teacher candidate.

Teacher education programs, under scrutiny from an entire nation, may tend to disregard a vision of integrity that implies embracing pre-service teacher shadows and limitations and, instead, rely solely on aligning candidate development with teacher education standards such as those suggested by the Interstate New Teacher Assessment and Support Consortium (InTASC)—ten worthy goals for all educators. Nevertheless, embracing standards in teacher education appears not to be the whole answer. With embarrassing results, movements such as "No Child Left Behind" in the early 2000s have lauded standardization and accountability as answers to low-performing schools. School Improvement Grants [SIG] a decade later attempted "to stimulate dramatic change...through personnel changes, professional learning opportunities, extended learning opportunities, and use of data to inform instructional decisions—all facilitated

through an unprecedented infusion of federal funds” (Le Floch, O’Day, Birman, Hurlburt, Nayfack, Halloran, & Rosenberg, 2016, p.119). However, those analyzing SIG effects ultimately admitted that school change remained both complex and fragile (p. 120-121). Adoption of Common Core Standards, school choice movements and ESSA represent more current attempts to remake or even to abandon low-performing schools. Not surprisingly, weary observers of government-regulated attempts at reform suggest them to be not only ineffective but potentially dehumanizing, claiming that “individuals in...classrooms are simply not standardized” (Knoester & Parkison, 2016, p. 254).

Research indicates that teacher education programs may well fall victim to the same type of automaton creation. State control of pre-teacher assessment, suggest Peck, Galucci, and Sloane (2010), can contribute to a “loss of programmatic identity” (p. 456). Humanity and integrity to program identity, then, may need to remain near the forefront of all educator preparation decisions. By extension, teacher education programs that resent political control wresting from them their identities, should be all the more dedicated to caution and care for individual pre-service “values and images of teachers and teaching” (p. 457). Particularly this may be crucial within assessment programs where power differentials might find their most tenacious strongholds. Slomp (2016) insists that fairness, with its “attention to impacts of assessment practices on individuals” (p. 2) be considered as equal with reliability and validity. In this light, though maintaining claims to face validity for one prominent pre-educator assessment, edTPA, Sato (2014) does acknowledge the risk of a teacher candidate having to make “compromises in his or her practice to be compliant with the assessment expectations” (p.

427). Such compromises suggest pressure on vulnerable candidates to sacrifice identity in favor of conformity and must be carefully examined as potential violations of ethical fairness along with the more traditional crimes against validity and reliability.

In a recent discussion with teacher candidates on the topic of dispositions, one individual summed up the totality of all desirable teaching dispositions in four words: “being a good person” (Melick, Personal conversation, 2017). Yet, being a “good person” eludes even the best of humanity from time to time, and a “good teacher person,” according to many experts, requires time to grow—sometimes awkwardly, sometimes rapidly, and sometimes with painful slowness.

A 'personalistic' orientation to teacher education focuses on developing prospective teachers as persons and emphasizes the reorganization of perceptions and beliefs over the mastery of specific behaviors, skills, and content knowledge... According to this view, teacher education is a form of adult development, a process of 'becoming' rather than merely a process of learning how to teach” (Zeichner, 1986, p.13).

According to Palmer (2004), this slow process may have as much to do with wholeness as with goodness, and, therefore, integrity within the framework of Palmer’s research represents “connection—not disconnection—between who we are and what we do” (Henderson, Written Communication, 2018).

Integrity and Identity

Ego-psychologist, Erik Erickson, (1956) surmised that we are “...most aware of our identity...when we...are...surprised to make its acquaintance” (p. 74). Palmer, recognizing the difficulty of capturing such a reality (Henderson, Personal Communication, 2018) attaches to the concept various nouns and phrases such as

“personhood,” “the gift of self,” (2004, p. 25) one’s “inner life” (2000, p. 82), the “‘I who teaches” [in the case of educators], “identity” (2004, p. 10), and the “soul” (2000, p. 7). Following a psychoanalytic tradition, Erickson’s predecessor, Carl Jung (1921), emphasized both the conscious and unconscious elements of identity: “I will try to explain the term ‘individuation’ as simply as possible. By it I mean the psychological process that makes of a human being an ‘individual’-a unique, indivisible unit or ‘whole man’” (1969, p. 275). In Jung’s comments are found emphases on uniqueness as well as wholeness.

Perhaps because of the extreme conditions encountered during student teaching, many researchers have studied the challenge of understanding Palmer’s “I who teaches” or a beginning teacher identity (Bustos Flores et al., 2010; Cattley, 2007; Chong, Low, & Goh, 2011; Stenberg, 2010). Analyzing what Stenberg describes as a process of “extending self-knowledge” (2010, p. 331), Hong’s 2010 mixed-methods study disaggregated student teaching identity into components of “value, self-efficacy, commitment, emotion, and micropolitics” (p. 1533). Student teaching identity scores across Hong’s surveyed sample of 84 ranged widely, and all categories featured high standard deviations (none below 4.23 with the highest topping 46), suggesting that teacher candidates differ widely from one another regarding personal and professional identity development.

In Thompson and Palermo’s study (2013), practicum teachers failed to make satisfactory progress toward integrating an educator identity, “PTs tended not to describe themselves as teachers or see themselves as members of a professional community” (p.

58). Lack of core identity integration with a professional calling to teach, according to their study, could portend a lack of commitment extending into an in-service career, even possibly contributing to a rapidly rising attrition rate in educators with five or fewer years of experience (National Education Association, 2005). Perhaps for a similar reason, Bullough (1997) has emphasized the importance of teacher education programs in forming pre-service teachers' professional identities:

Teacher identity, what beginning teachers believe about teaching and learning and self-as-a-teacher is a vital concern to teacher education; it is the basis for meaning making and decision making. Teacher education must begin, then, by exploring the teaching self (p. 21).

Coming to know the person who “pre-teaches” would seem to require more than plying that individual with standardized maxims; this kind of understanding suggests a commitment to listening as well as openness to all aspects of each individual under study. Integral to pre-service identity is the “central role played by preexisting beliefs” (Kagan, 1992, p. 140). Candidates do not enter either their preparation programs or their clinical experiences as blank slates ready to be imprinted. Rather, “preservice [sic] students enter programs of teacher education with personal beliefs about teaching, images of good teachers, images of self as teacher, and memories of themselves as pupils in classrooms” (Kagan, 1992, p. 142). Through university coursework and especially in the context of field experience, “which rarely conforms to novices' expectations or images” (Kagan, 1992, p. 145), the harmonious fantasies of inexperience give way to painful, grating dissonances of real life in a classroom.

This process, while distressing, provides the best opportunities for candidate growth, though in order to adapt strategies and approaches, candidates must honestly face

themselves: “Once in the classroom, novices first seek to confirm and validate their self-images; gradually, given the appropriate conditions, novices begin to use their growing knowledge of pupils and classrooms to modify, adapt, and reconstruct their images of self as teacher” (Kagan, p. 147). Of note here is Kagan’s specification of “appropriate conditions.” Without these, self-images might stiffen into bias rather than soften and change. Marais and Meier (2008) discuss how candidates’ experiences of “their teaching practice may be negative if conflict arises between their own moral values, religious preferences and discipline styles and those of learners in their charge (Marais & Meier, 2008, p. 223).

Face to face with this discomfort, a candidate has the potential of stretching self in order to include the discordant learning environment or hardening personal point of view so as to leave any offensive student outside of the educator’s personal sphere. Parker Palmer (1993) describes this response to provocations that threaten an educator’s equilibrium and result in rigidity: “But at its source...bias is created by our penchant for evading the human challenges of selfhood and community by seeking refuge in the safer, technical dimension of things. (p. 10). Immature teacher candidates may be especially vulnerable to this response. Pre-service teachers, like newcomers to a high school clique, may be inclined to adopt identities around them rather than courageously discovering their own. In fact, some version of this evasion may even be part of the student teaching process. Pre-teachers as described by Kagan (1992), generally enter their extended clinical placements with:

...idealized views of pupils and an optimistic, oversimplified picture of classroom practice....As a result, most novices become obsessed with

class control, designing instruction, not to promote pupil learning, but to discourage disruptive behavior. In addition, their attitudes toward pupils grow more custodial and controlling. By interacting at length with pupils, novices may begin to stand back from their personal beliefs and images, acknowledging where they are incorrect or inappropriate....As novices acquire knowledge of pupils, they use it to modify, adapt, and reconstruct their images of self as teacher. (pp. 154-155).

Returning to Kagan's "appropriate conditions," research indicates that the process, above all, cannot be shortened or made less awkward, "The initial focus on self appears to be a necessary and crucial element in the first stage of teacher development" (Kagan, 1992, p. 155). Reid (2013) in her work explores a penchant in educational circles toward closure at the expense of meaning making and suggests that "there is often a sparseness of rich questioning and instead a tendency for questions to become closed, to seek solution quickly, and to problem solve towards a speedy outcome" (p. 22). The more courageous approach, according to Kagan's analyses, would suggest a tolerant slowing down during teacher education and a provision of space in which teacher candidates could be encouraged to take time for honest and deep self-reflection. Lending credence to teacher work sampling as "telling one's whole story" (a fall 2017 TWS slogan at the research university), Stenberg (2010) documents the advantages of story-ing in order to make more conscious pre-service teacher identity development,

The central idea of self-identity is related to its narrative construction. When individuals interpret their experiences and give meaning to them, the results are narratives. By telling stories about their life-experiences, people create an understanding of themselves, and self-identity is a product of that telling, (p. 332)."

While not minimizing the importance of identity development in pre-teachers, this study suggests that identity and integrity grow together. If a candidate gives up integrity to his or her newly hatching, authentic inner teacher, the process of identity growth will

be stunted, perhaps proportionately. Kagan's work suggests just such a situation when he states that analyzes in what ways candidates integrate whatever depth of identity they have attained during their student teaching internship into their lives and practices, "...attempts by supervisors to shorten or abort a student teacher's period of inward focus may be counterproductive" (Kagan, 1992, p. 155). How a teacher candidate might survive the intense pressure to conform or hide rather than to embrace his or her fledgling identity became one of the focus points during data collection.

According to Palmer's (2007) research, identity and integrity are inextricably linked: "*Identity* lies in the intersection of the diverse forces that make up my life, and *integrity* lies in relating to those forces in ways that bring me wholeness and life rather than fragmentation and death" (p. 14). However, "relating these forces" may prove especially difficult for pre-service teachers. Like any novice, many candidates as yet may know little of their teacher identities and may not even care. Survival could easily become all-consuming as pre-service teachers publicly stumble through the repeated mistakes of inexperience. Palmer (2007) describes identity with multiple terms: "true self," "original nature," "inner teacher," "spark of divine," "soul," and others (Loc.353-360). Although this type of identity remains intact despite performance, vulnerable interns may not recognize the fact and seek to mask their true selves, especially in the stressful contexts of student teaching.

Integrity and Vulnerability

Palmer (2007) describes teaching as "a daily exercise in vulnerability....done at a dangerous intersection of personal and public life," (p. 17). If this be true of an in-service

teacher with years of experience behind closed classroom doors to explore personal and professional identity, how much more does this vulnerability stalk a teacher intern, who is constantly under the scrutiny, not only by his or her classroom students but by both school and university personnel? Pre-service teacher integrity, then, could have much to do with accepting the vulnerability of public mistakes and the pain of not being able to help all students achieve success. One of Palmer's recurring themes is that both light and shadow must be acknowledged in order to achieve a Jungian kind of unique individuality and wholeness. And this process, Palmer (2004) asserts, "...cannot be reduced to 'embracing the inner child.' As adults, we carry burdens and challenges...the burden of our failures, betrayals, and griefs, the challenges of our gifts, our skills, and our visions and we must carry all of it" (Loc. 535). Moreover, "...choosing wholeness, which sounds like a good thing, turns out to be risky business, making us vulnerable in ways we would prefer to avoid" (Loc. 145)

"Carrying all of it" within another's classroom kingdom while continually being scrutinized and evaluated may affect pre-service educators in a manner somewhat difficult to measure, leaving them feeling exposed and helpless. For the purposes of this study, "vulnerability" can be defined as "any degree of exposure of our deepest selves that puts us at risk of 'being fixed, exploited, dismissed, or ignored'" (Palmer, 2004, Loc. 1259)—in this case, anything that tempts us to hide or mask authentic "I am" of our being from the "who" of our acting (i.e. the act of teaching).

A fellow in Alcoholics Anonymous with a similar idea might point to the slogan on his medallion—"To thine own self be true," which translated could read, "To thine

own self be truth full.” Embracing the fullness of truth about one’s soul rather than dividing self and trying to hide its vulnerable parts behind fig leaves again calls to mind Palmer’s work. Jungian concepts both of a unique inner self as well as a personal wholeness reappear frequently in Palmer’s writings:

We arrive in this world undivided, integral, whole. But sooner or later, we erect a wall between our inner and outer lives, trying to protect what is within us or to deceive the people around us. Only when the pain of our dividedness becomes more than we can bear do most of us embark on an inner journey toward living “divided no more” (Loc. 432).

In an attempt to illustrate this idea of wholeness, Palmer (2004) presents a visual he entitles a “Quaker PowerPoint” (Loc. 509). To create the PowerPoint, one takes a long strip of paper, gives it a half-twist at one end and then joins to the other with tape. At that point Palmer suggests:

Holding the strip together with the fingers of one hand, use a finger on the other hand to trace what seems to be the outside surface of that strip: suddenly and seamlessly you find yourself on what seems to be the inside of that strip....I have to keep repeating “what seems to be” because there is no “inside” and “outside” on the Mobius strip the two apparent sides keep cocreating [sic] each other....ultimately, there is only one reality” (Loc. 509-515).

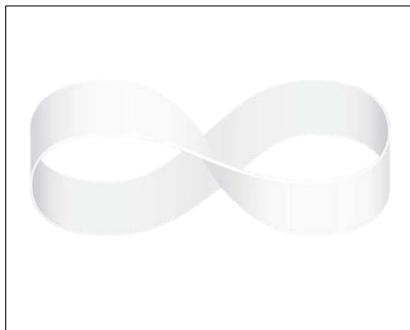


Figure 2.1: Mobius Strip

As just suggested, one of the more vulnerable of life's personal epochs for some pre-professionals is the metamorphosis between student and licensed practitioner, traditionally fulfilled as an internship or clinical experience. Conceivably true for all pre-service professionals, the bewildering battle between inner priorities and outer demands certainly exists in the context of student teaching, during which teacher candidates frequently experience excessive stress (Bradley, 1984; Dicke, Parker, Marsh & Kunter, 2014; Kyriacou & Stephens, 1999). Compacted between the impositions of a home university and overseers within the new placement situation, candidates report states of heightened stress due to evaluation anxiety, unreasonable expectations of mentors, heavy workloads, and classroom management challenges (Bradley, 1984; Dicke, Parker, Marsh & Kunter, 2014; Kyriacou & Stephens, 1999). In order to maintain stability, even sanity, a teacher candidate may elect to trade the birthright of personal authenticity for a safer, institutionalized way of being, thus compromising personal integrity. One teacher candidate described his situation as, "...fifty different people telling me to do fifty different things," and "everyone...telling me the right way to run a classroom" (Paulus & Scherff, 2008, p. 114). Another reflected wistfully, "I cannot wait to have my own classroom. It is difficult when others think I should be *just* like the CT" (Holly, 2017 Journal, Week 10). In both cases, each teacher candidate bemoans a sense of disconnection with something deeply personal—that which Palmer (2000) describes as "truths you embody [and] values you represent" (p. 3). The pain of this disconnection was powerfully expressed by an anonymous 2016 graduate of an elementary education program.

....up to this point...I believed my classroom would be different than the classrooms I sat in. I believed pre-service teachers like me would...revolutionize the face of education. Today I went against everything I...believed up to this point...I thought it was important to give students multiple opportunities. I didn't think it mattered when they reached proficiency as long as they reached it. Today I passed back a quiz....my students did not even try to do well at.... I passed back a quiz that showed me they have learned to not care about anything....Before I even got a chance to hand all of the quizzes back, students were asking me when they could retake the quiz. Against everything I believe in, I told them never....I want my students to be ready for the real world. I want them to keep their first rejection letter and learn from it rather than have it end their lives. I want them to know the internal joy that comes from a job well done even if the task is menial. I want them to try their best at everything they do....However, I wonder if I can have both. I wonder which goal I will choose if I have to choose (“Nathan,” Excerpt from personal student teaching journal, 2016).

This teacher candidate stood at a crisis of identity. Forced to act contrary to the teacher he perceived himself to be, he raises the desperate question, “I wonder which...I will choose?” Parker Palmer (2009) warns, “...the divided life is pathological” (Loc. 493-498) and describes his own symptoms of a non-integrated life that “became impossible to ignore” and which blossomed into a full-force depression that compelled him “...to ask... ‘Who am I?’ not as an abstract exercise but with the urgency of real life” (Loc. 493). Similarly, one clergy member in a Courage-based program acknowledged, “I would still use pretty strong language that this discernment work (‘of...what was complementary to my soul and what was harmful to my soul’) saved my life” (Bell, 2014, p. 79).

A divided life, then—one that splits apart soul and vocation—has the power to render existence so painful as to be unendurable and one senses that agony in the journal entry above. Moreover, this pain is not generally containable within the person in which it originates, “...whatever is inside us continually flows outward to help form, or deform, the world—and whatever is outside us continually flows inward to help form, or deform,

our lives” (Palmer, 2004, Loc. 516). Lack of internal unity in a new teacher, therefore, could potentially deface his or her students.

The above individual’s honest questioning of himself suggests an inability to reconcile his experience with his core values, a state which poises him on the brink of a divided teaching existence. Proverbial handouts of flippant advice pale before this kind of distress. There appears for this candidate no easy way out of the dilemma. Palmer (2007) suggests gently that “Identity and integrity have as much to do with our shadows and limits, our wounds and our fears, as with our strengths and potentials” (p. 13). But how one gains the courage to embrace both and move toward wholeness hangs on the final words of this disturbed candidate “I wonder which I will choose?” Palmer’s response to this kind of question may seem at first to be obtuse, “If we dare move through our fear, to practice knowing as a form of love, we might abandon our illusion of control and enter...a...knowing that can help us reclaim the capacity for connectedness on which good teaching depends (Palmer, 2004, p. 57).

Integrity and Courage

If vulnerability puts us at risk of “being fixed, exploited, dismissed, or ignored” (Palmer, 2004, Loc. 1259) and tempts us to hide or mask authentic “I am” of our being from the “who” of our acting, courage is a whole-hearted resistance to both, or “keeping one’s heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning and living require” (Palmer, 2007, p. 11). In this spirit, “Norma” in

Henderson's (2007) study stated, "...the most courageous thing I've done was I fell in love with me. And not in a selfish way but in a very loving way, in a way that allowed me to not allow others to harm my spirit" (p. 150).

Akoury (2013) suggests that courage accepts anxiety, recognizes the possibility of failure, and risks exposure. Akoury summarizes his conclusions about courage and anxiety with, "Therefore, one can have the courage to take the anxiety of nonbeing, doubt, and guilt into one's being, because if one fails, God forgives, and thus one can risk ever anew (p. 65). Thus, Akoury (2013) links courage closely with faith and with acceptance of ambiguity. Courage, according to Akoury, allows us to exist, "to be...both separate and whole" (p. 72), which is reminiscent of the "I am" of identity. Integrating the "who" of teaching with the "I am" of being, therefore, would be a courageous act.

Chadsey and Jackson (2012) also characterize courage as resulting in action expressed both within life and work contexts that results in living and leading authentically (p. 14), while Henderson's (2007) data suggests that the ability to choose courage is closely connected with heart and the inner life (p.131), is exhibited over time (p. 45) both personally and professionally (p. 66), and is accessible to those living "average lives" (p. 45). In accord with both, Greenleaf (1977) describes courage as character defining (p.339).

Encouragement, or infusing heart into others, has been associated with creativity (Tomkins, 1990, Zeichner & Tabachnick,1985), "saying 'yes' or taking a stand, (Henderson, 2007, p. 132; Yakushko & Nelson, 2013, p. 304), continuing to fight (Henderson, 2007) and renewal (Bell 2014; Reid, 2013). On the other hand, discouragement or a state of heart-less-ness is linked with fatigue and emotional

depletion (Bell, 2014), with being “burned out” (Akoury, 2013; Geil, 2011; Reid 2013) and with disillusionment (Reid, 2013). Sources of encouragement in “Courage” literature include a “safe environment” (Bell, 2014, p. 49), “Courage-trained” facilitators (Bell, 2014, p. 90) and reflective practice (Reid, 2013). Courage and encouragement are also closely associated with the concepts of strength (Bell 2014), grounded-ness of heart (Bell 2014), clarity of self (Henderson, 2007, p. 45) support (Zeichner & Tabachnick, 1985), persistence (Bergan, 2014; Geil, 2011), enthusiasm (Geil, 2011) trust and community (Bergan, 2014; Geil, 2011, Whitney, 2008) congruence between work and life (Henderson, 2007; Whitney, 2008), making a difference (Henderson, 2007, p. 46), balance and self-examination (Henderson, 2007, p. 74)—even competence and ethics (Reid, 2013). In fact, the concepts of courage and heart are so pervasive throughout literature related to identity and integrity as to suggest their necessity to nearly every life and work-related application related to wholeness. Courage, as a result, becomes one element that would appear integral to a study on pre-service teacher integrity.

Integrity and Balance

For many semesters at one western, land-grant university, student teaching placement policies had informed teacher candidates, “Working at a part-time job while student teaching is discouraged. If it is absolutely necessary to work while student teaching, priorities should be kept straight. It would be shortsighted to succeed at work and fail or do poorly at student teaching” (MSU, 2018). Only a few years back, most teacher candidates appeared to follow the warning. However, at the time of the study,

with the cost of rental units skyrocketing, and out-of-control student loans a constant worry, sustaining an income during student teaching had become a necessity for perhaps the majority of candidates: “College students are now more likely to...come from low-income backgrounds than in earlier generations....Some 70 percent of students work while attending college, with a quarter of students in higher education handling a full course load while holding down full-time work” (McPherson, 2017, para. 5).

A further look at pressures on teacher candidates in this study indicated that the cost-of-living index in the area at the time had exceeded the average national index by nearly 20 points, with most of that excess related to housing—the average price of a two-bedroom apartment falling at around \$1141.00 monthly (Rent Jungle, January, 2018). In addition to paying for twelve credits of student teaching, these housing costs alone had created a debit situation tolerable only to the wealthiest of a student teaching population. If one added reliable transportation costs (In-area student placements within the study context could be located up to 38 miles from campus.), fees for utilities, internet access, and other necessities, the working teacher candidate at this university, not surprisingly, had begun to comprise the new demographic.

Student loan statistics were adding to the pressure cooker scenario: “the average Class of 2016 graduate has \$37,172 in student loan debt, up six percent from last year” (Student Loan Hero, 2018). Given this level of debt, education majors might be even more pressed than those in other disciplines. According to National Educators’ Association statistics at the time of the study, starting teacher’s salary ranged between \$13,000 and \$15,000 lower than professions with comparable university training. Not

only were beginning salaries lower, but the gap had continued to widen during the course of an average career, “Throughout the nation the average earnings of workers with at least four years of college are now over 50 percent higher than the average earnings of a teacher” (NEA, n.d.). Other reports agreed that teacher wages represented a national crisis, Allegretto and Michel (2016) documented that “The supply of teachers is diminishing at every stage of the career ladder....fewer students are entering the profession....the small fraction of the most cognitively skilled college students who elect to become teachers has declined for decades” (Introduction and Key Findings, para. 2). They also note the widening salary gap, “...the teacher compensation penalty grew by 11 percentage points from 1994 to 2015” (para.12, bullet 5).

Besides building toward a national shortage of qualified teachers, these disturbing statistics have meant that debt pressures for those who do select education, with its more dismal salary outlook, have exceeded those of their peers. One participant in this current study, Lauren, related how she was repeatedly questioned by her boyfriend about her choice of majors:

Yes, he was always asking me, like, “Why this career? ...you’re not going to make money?” ...And I always gave the cheesy answer, like, “Oh, I get to make a difference. I get to build relationships with all these students.” He was, “Yeah, but are you going to pick up a part-time job somewhere else?” (TC Focus Group, December 13, 2017).

Lauren’s conversation with her significant other points out an additional change in the teacher candidate demographic. “College students are now more likely to...have family commitments....More than a quarter of college students have children, while an untold number are caregivers for other loved ones such as ill parents or elderly grandparents” (McPherson, 2017, para. 5). That these additional responsibilities have the

potential to sap one's energy to live an integrated life seems almost a foregone conclusion. Thus, balance becomes a crucial topic when considering pre-service teacher integrity.

Teacher candidates have always been a busy crew, but with these added burdens of employment and increasing family responsibilities, that busy-ness creates a barely tolerable balance in an optimal situation. Given the intensity of student teaching generally and candidates' commitments to their P-12 learners, time-consuming performance assessments, especially worth so much of the student teaching grade (40% at the location of this study) have been noted as bringing students to a breaking point. Chandler-Olcott and Flemings' (2017) study of edTPA, one high-stakes, integrated student teaching performance assessment put out by Stanford University and managed by Pearson, found the assessment put intense stress on candidates, which they claimed compromised work in the classroom, "...a majority of candidates shared in seminar and in interviews that they felt overwhelmed while trying to divide their attention between work for their placement and edTPA preparation, even with their best efforts to promote overlap between those commitments (p. 33). Many of their mentor teachers agreed, worrying "about "the amount of pressure" the edTPA placed on candidates "in an already difficult process" (p. 34). Ultimately Chandler-Olcott and Fleming (2017)—citing opinions of mentor teachers, field supervisors, teacher candidates, and university instructors—concluded that it would be necessary to give increased consideration to "...candidates' stress levels as they juggled work in the field with drafting commentaries, crafting lesson plans..., and organizing student-learning artifacts" (p. 36).

These findings become all the more compelling when considering the additional responsibilities of work, financial pressure, and family documented by the teacher candidates above and repeated again within this research. The importance of listening with care to actual stories from teacher candidates stretched in so many different directions represented one justification for qualitative case study research as opposed to a quantitative study.

Integrity and Community

Earlier, in this literature review, “Nathan’s” journal chronicled the wrenching of his identity from his practice—a disillusioning event that forcefully separated him from his sense of integrity. Research suggests that this experience among teacher candidates is commonplace rather than unique (Paulus & Scherff, 2008; Thomas & Palermo, 2014). In order to support pre-service teacher identity during the pressure cooker of student teaching, researchers have suggested journaling (Cattley, 2007), reflection (Korthagan, 2004; Stenberg, 2010), and participation in discourse communities (Alsup, 2006). Such a collection points to the importance of personal reflection combined with a supportive community. Palmer’s (2004) work, *A Hidden Wholeness*, describes such a community in great detail and, in so doing, differentiates it from the more evaluative community frequently supplied by university and school personnel, “I took comfort and strength from those few people who neither fled from me nor tried to save me but were simply present to me” (Loc. 657). This kind of community or “Circle of Trust” as termed by Palmer is “...rooted in two basic beliefs. First, we all have an inner teacher whose

guidance is more reliable than anything we can get from a... system, institution, or leader. Second, we all need other people to invite, amplify, and help us discern the inner teacher's voice" (Loc. 301).

While it is beyond the scope of this work to analyze all aspects of these communities of trust, the necessity of seeking out reliable "other" voices along with a focused attention to one's inner teacher appear essential to teacher candidates searching for integrity to their vulnerable identities. Almost comically, Palmer (2004) counters those who devalue the role of community in a search for wholeness: "Occasionally, I hear people say, 'The world is such a confusing place that I can find clarity only by going within.' Well I, for one, find it at least as confusing 'in here' as it is 'out there'" (Loc. 307). On the other hand, contrary to the function of some university and even school communities during student teaching, a community of trust such as described by Palmer, "does not presume to do...discernment for us" (Loc. 313). Rather it "holds us in a space where we can make our own discernments...in the encouraging and challenging presence of other people."

Paulus and Scherf (2008) who document the "isolation and lack of support" (p. 113) experienced by pre-service teachers during student teaching internships, explored the use of asynchronous computer mediated discourse (CMC) to help relieve for candidates some of their plaguing alone-ness. They suggest, however, that even well-meaning guidance by an instructor in such discourse can overpower the needs of candidates. In order to allow participants in the study to construct personal meaning, their research team opened spaces for unguided, collaborative dialogue among

candidates. The participants when thus unconstrained demonstrated "...emotional responses to each other and meaning making through story telling. Their stories...were mechanisms...to elicit and provide support for each other" (p. 113). Paulus' and Scherffs' research suggests that pre-service teachers can use mutual storytelling to freely explore their experiences and to create safe spaces of comfort, encouragement, and challenge.

According to Palmer's work with educators, comfort in the midst of this type of confusion is unlikely to occur in isolation. Community, but community of a certain type, is needed to assist an individual in reconnecting with his "hidden wholeness." To confront internal crises like Nathan's, "trustworthy relationships [and] tenacious communities of support" (Palmer, 2007. Loc. 154) can be lifelines to wholeness. Thus, according to Palmer, integrity comes from a kind of vulnerability that allows integrating individual light and shadow into a unique whole, and while holding these in wholeness is a solitary endeavor, without community, the burden of the task can crack apart a life, leaving it divided.

Similar communities for in-service educators that focus on the "person who teaches" (Geil, 2011, p. iii) rather than on how to teach include transformational development programs (TPDs) such as "The National Writing Project" and "Courage to Teach." These TPDs have shown significant positive effects in terms of personal renewal as well as enhancing participants' abilities to create deeper relationships with students.

Geil states of such programs:

...the whole person becomes important: not just what she knows about subject matter and pedagogy, but also—for example—how she

interacts with her students; what kind of relationships she has with her colleagues; how her own emotions influence her teaching...and how she can best take care of herself so that she has as much to give as possible to her teaching (p. 2).

Although there exist studies of transformational development for pre-service teachers (Polizzi, 2009; Wickham, 2015), the focus tends to be on how teacher candidates problem solve in classroom situations as opposed to a mutual sharing of the person who “pre-teaches.” While difficult to separate, the two appear to have individual significances according to data from studies of transformational professional development for in-service teachers and educational leaders (Geil, 2011; Henderson, 2007). Therefore, this study focuses on a community that co-constructed and mutually integrated their pre-teaching identities—a difference helpfully qualified by the distinction between identity and personae:

...identity is formed over a long period of time. In contrast, persona is more adaptable and smaller in scale. Furthermore, the formation of identity is an internal process whereby we understand more about ourselves and who we are, based on the sum total of our interactions, while persona is enacted externally....(Davis, 2013, p. 121).

Sharing both light and shadow selves, or a “sum total of...interactions” would suggest a community that encompasses a variety of student teaching situations, often both paradoxical and stressful. As a result, research satisfied with categorizing teacher candidates as anxious individuals with too much on their plates—compacted between the university and clinical field demands—would stop far short of understanding the “being” that each candidate lives within the student teaching process. Zeichner (1984) describes three important dimensions of student teaching: “(1) the structure and content of the field experience program; (2) the characteristics of placement sites; [and] (3) the

characteristics, dis-positions and abilities of individual students and their "significant others" (p. 27). These significant others represent discourse communities that shape not only a candidate's identity but can be crucial in either supporting or undermining a candidate's integrity to that identity. Bell (2014) references the established Quaker practice of a "Clearness Committee" as "a way to free people from their isolation without threatening their integrity while drawing on the wisdom of other people" (p.125). The "Clearness Committee" upon which Palmer's "Circles of Trust" framework was founded espouses practices such as valuing silence, practicing attentive listening, and the asking of clarifying questions (p. 127).

Values espousing listening, silence, and clarifying questions suggest pursuits that may clash with a materialistic clamor for mass production of high-quality teachers who will guarantee advanced standardized test scores (Bond, 2011; Brownlee, Purdie, & Boulton-Lewis, 2001). While such non-directive values may seem contrary to training content-savvy, high-quality teachers, Palmer (2007) suggests otherwise. Introducing the work of Barbara McClintock as a model of one who by understanding and embracing her own identity also acknowledged the "unique identity and integrity" (p. 105) of her subject, Palmer concludes, "We cannot know the subject well if we stand only in our own shoes. We must believe in the subject's inner life and enter with empathy into it, an empathy unavailable to us when we neither believe in nor cultivate an inner life of our own" (p. 108). Community, seen in this light, suggests intimacy, not only with a few trusted others, but with one's discipline of study, described by Palmer (2007) as gathering "around the subject in the community of truth...rejecting blurry observations and false interpretations" (p. 108). He strengthens this idea of community with one's content by

insisting, “The subject itself corrects us, resisting our false framings with the strength of its own identity.” Thus extending the concept of commonality and collaboration, Palmer delineates this “community of truth” as an association that blends attentive listening and respect for identity not only across individuals but between those individuals and the discipline that has captivated their attention.

Janet Alsup (2005) became fascinated with this no-man’s-land between student and teacher. Terming this space “borderland,” she summed up the unique and valuable nature of such a territory:

One problem with the borderland metaphor is that it implies a “crossing over” as the goal— eventually moving from one discursive space to another (e.g., from student to teacher). This is the simplistic view of teacher education, the notion of professional identity as simply learning a new set of rules for behavior. However, reaching the in-between ground, the place of becoming, the space of ambiguity and reflection, is the goal— this is the space with which we want our preservice teachers to experiment (p. 9).

When the university enters this community, it must acknowledge that the needs and rights of each individual weighed against requirements of a competitive society represent paradoxes that may never entirely be resolved. Nor, should they be. An educator preparation program that does not rigorously teach precise skills and strategies does not serve its constituency. Yet, a program that fails to acknowledge the person of pre- teaching also does a disservice to classrooms of school children. If teacher education programs are to heed Kagan’s warning, then a deeper understanding of that pre-service self appears warranted. Especially since this struggle for identity and integrity may be just under consciousness, candidates must be assisted to take a deep and honest look at the “who” they are bringing to their calling (and whether teaching

represents a calling or merely a career)—and this includes their dark as well as their bright selves.

A responsive university, then, would actively support both individual and communal spaces where interns could safely view both their “shining things” (Palmer, 2010, p.154) and why they repeat the “same stupid, reflexive, regressive things” (Hollis, 2013, Loc 857)—acts which arise unconsciously and can wreak sad havoc upon those they teach. Raymond Sparrowe (2005) states flatly that humanity tends to “misrepresent themselves to themselves” (p. 435). Unfortunately, when teachers misrepresent self to self, they visit upon vulnerable members of society their most fearful ghosts, making all the more important a “...circle of trust [that]...can help...in ways that both challenge and comfort us” (Palmer, 2004, Loc. 884). Fundamental to Palmer’s framework is the maxim that “we teach who we are” (Loc. 2143), and while this can flow from wholeness or from a divided life, reuniting soul with the teaching role can restore a weary educator, “Teaching who we are’ is a very clarifying, empowering, and validating credo that helped me to gain confidence and energy in the classroom” (Geil, 2011, p. 141).

While teacher education programs are not individuals, they comprise such. Peck et al. (2010) describe a “programmatic identity” (p. 456) and this identity can also exemplify integrity or a surrender of that integrity due to inward and outward pressures. In consideration of its interns, then, universities designing and implementing student teaching assessments might need to consider their own tendency toward dividedness—demanding ongoing “self-examination,” deferment of closure, and a willingness to suspend judgment of coming graduates when “conflict arises between [the university’s]

own moral values, religious preferences and discipline styles and those of learners in [its] charge (Marais & Meier, 2008, p. 223). Such a response to its interns could make uncomfortable demands of a university program, though, as Chaiklin points out, even Vygotsky (1967) “never assumed that learning related to the zone of proximal development is always enjoyable”(p. 16). Teacher education program pressures toward efficiency and expedited matriculation would have to make way for patient listening and inquiry into the both the maturing and the stubbornly unripe qualities of its students. In fact, the university process, in many ways, would model the integrity desired in its coming graduates and thus nurture a more accurate awareness of flaws in its own institutionalized knowledge and beliefs along with a process of reconstructing “idealized and inaccurate images of pupils” (Kagan, 1992, p. 142).

The final step, then, for such a teacher education program would involve using this awareness “to modify, adapt, and reconstruct the [university’s] image of self as teacher” (p. 146). Wendell Berry (1987) reminds institutions that “the thing being made in a university is humanity” (p. 77). Fortunately or unfortunately, this means inviting teacher candidates to be human, and this invitation would by nature include...”integrating all that we are into our sense of self, embracing...shadows and limitations as well as... light and...gifts” (Chadsey & Jackson, 2012, p. 7).

This research then, is an attempt of one university representative to sojourn among candidates within Alsup’s (2005) borderland—to experience its wonders and reflect on its unique landmarks. Rather than functioning as a repository of all knowledge, teacher education programs—the literature suggests—must concern themselves with a new

purpose, daring to look beyond knowledge and competence in order to become fascinated with “learning and development” (Chaiklin, 2003, p. 4). For one western land-grant university claiming a research stance and a commitment to curiosity, inquiry, and growth, this semester visit to the borderlands of student teaching promised a rich venue for experimentation, and an intimate, personal experience wandering through a rare place where ordinarily, it might not take time to linger.

Integrity and Calling

Geil (2011) references the value of transformational movements such as “Courage to Teach” for individuals in coming to understand “whether or not [they view] teaching as a vocation or as ‘just a job’” (p. 2). Other studies contributing to pre-service identity development suggest that candidates require space to integrate and analyze several personal orientations: motivation for becoming a teacher, ethnic identity, culture, self-efficacy, and epistemological beliefs (Cattley, 2007; Bustos Flores et al., 2010; Gomez, Black & Allen, 2007; Thompson & Palermo, 2014; Wickham, 2015). Additional questions of “motives for teaching, ethnic identity, acculturation, efficacy, and epistemological beliefs” (Bustos Flores et al., 2010, p. 142) profoundly affect a sense of calling for candidates placed in local schools.

The question of what comprises the “called educator” gains increasing significance vis-à-vis teacher excellence. A 2005 report from the Center for Public Education summarized the fact that research intimately connects teacher quality with student achievement: “More than two decades of research findings are unequivocal

about the connection between teacher quality and student learning” (para. 3). More recently, The American Council on Education (2017) underscored these findings by listing the first two most important elements in learner achievement to be the student and the teacher.

Because teachers and their teaching are so inextricably associated with student achievement, responsibility for new teacher quality, inevitably, falls in the lap of university teacher education programs, as illustrated by then-Secretary of Education, Arne Duncan, in his address before the National Council of Accreditation for Teacher Education when he “...called on every state in the country to begin holding teacher preparation programs accountable...in tracking the impact of new teachers on student learning back to their teacher preparation programs” (Dept. of Education, November, 16, 2010). Moreover, as Kagan (1992) insists, the impact of new teachers on students may have as much to do with inner teacher beliefs as with content and pedagogical preparation:

The more one reads studies of teacher belief, the more strongly one suspects that this piebald form of personal knowledge lies at the very heart of teaching.... As we learn more about the forms and functions of teacher belief, we are likely to come a great deal closer to understanding how good teachers are made (p. 85).

Defining “calling” proves to be as elusive as denoting “integrity.” However, Palmer and some who have followed his framework in their research have sketched a silhouette of the concept. Palmer (2007) suggests three triangular points of calling, “the mentors who evoked us” (p. 21), “the subjects of study that chose us” (p. 21), and “the voice of the teacher within” (p. 30). He aligns calling with “heart in teaching” (p. 21), expanded by Henderson who quotes Nouwen to define heart as “the center of our being,

the center of all thoughts, feelings, passions, and decisions” (Nouwen, 1997, “June 26”).

Palmer also references Jane Tompkins’ (1990) “Pedagogy of the Distressed” in order to describe calling by what it is not—a fearful reaction of self-protection,

I had been putting on a performance whose true goal was not to help the students learn but to act in such a way that they would have a good opinion of me....How did it come to be that our main goal...turned out to be performance? Fear of being shown up for what you are: a fraud, stupid, ignorant, a clod a dolt, a sap, a weakling...(Tomkins, 1990, p. 654).

What hits even harder is Tomkins’ realization that she was transmitting her own value for heartless labor to her students, “that...essentially, and more than anything else...we teach our students... to perform within an institutional academic setting in such a way that they will be thought highly of by their colleagues and instructors.”

For this and other reasons, Palmer (2007) cautions against listening primarily “for what we ‘ought’ to be doing with our lives” (p. 31) as opposed to considering whether this “ought” is “...a place of intersection between my inner self and the outer world, or...someone else’s image of how my life should look” (p. 31). He warns that “a vocation that is not mine, no matter how eternally valued, does violence to the self” (p. 31) and quotes Frederick Buechner who described vocation as “the place where your deep gladness and the world’s deep hunger meet” (p. 31). Akoury (2013) references calling as “inborn desire” (p. 198) and describes how teaching actually beckons to this longing, sometimes calling individuals into messy scenarios and extremes, the distress of which caused one of his participants to cry out, “Why am I doing this?” (p. 242). Geil

(2011) also emphasizes a vocational dedication characterized by love, passion, a sense of meaning, and making a difference for others (p. 143).

Perhaps one of the most sobering facets of calling related to teaching relates back to Tomkins' (1990) realization that what she was transmitting to students was not what she believed it to be. Palmer aligns his concept of calling with her discovery, "...what we teach will never 'take' unless it connects with the inward, living core of our students' lives, with our students' inward teachers....we can speak to the teacher within our students only when we are on speaking terms with the teacher within ourselves" (p. 32).

Kohlberg and Hersh (1977) caution educators, "Whether we like it or not schooling is a moral enterprise...educators have assumed naively that schools have been harbors of value neutrality. The result has been a moral education curriculum which has lurked beneath the surface in schools, hidden as it were from both educators and the public (pp. 53-54). Despite the above Buechner emphasis on deep gladness, calling does not appear to align itself necessarily with comfort and ease. The other side of the coin, the world's deep hunger, suggests that calling might draw one's inner teacher out of self into service, not because of "ought" but because that calling pulls together the "inner self and the outer world" (p. 31). Recently, at a lecture, the speaker, half lamenting and half in admiration, described his father's years of blue collar laboring far beneath the level of his intelligence—called to do so by his great love for a family that included four hungry sons. In front of his audience, the speaker questioned whether or not his father had experienced the deep gladness of calling set forth by Buechner, only to end wistfully, "I hope he did" (Henderson, MSU Center for Faculty Excellence, February 7, 2018).

If one's inner teacher is not called into authenticity by "ought" (Palmer, 2007), vocation implies a deeper kind of ethic—or moral core that ultimately integrates the inner and outer teacher. Slomp (2016) introduces to ethics in assessment the concept of fairness and quotes Rachels (2012) who describes a fair educator as one...

...concerned impartially with the interests of everyone affected by what he or she does; who carefully sifts facts and examines their implications; who accepts principles of conduct only after scrutinizing them to make sure they are sound; who is willing to 'listen to reason' even when it means that his or her earlier convictions may have to be revised; and who, finally, is willing to act of the results of this deliberation. (p. 11).

Rachel's description segues into an ethic that introduces caring, as Ruddick (1984) implies, "I seemed to learn new ways of attending to the natural world and to people, especially children. This kind of attending was *intimately concerned with caring*; because I cared, I reread slowly...listening with patience, absorbed by gestures, moods, and thoughts. The more I attended, the more deeply I cared" (pp. 150-151).

Summarizing and encompassing both the ethics of fairness and of care, bell hooks (2000) describes the ethic of love, a transformative ethic that can be reached only through "a process of conversion" (p. 126) and that encompasses "all the dimensions of love—'care commitment, trust, responsibility, respect, and knowledge'—in our everyday lives (p. 126). Ultimately, then, ethics of vocation include fairness, caring (characterized by deep listening), and love. However, as scripted in the New Testament words of the Apostle Paul, "The greatest of these is love" (1 Corinthians 13:13).

Taken together, these thinkers and researchers put forth concepts of calling that have exigent applications for teacher educators. By propagating a self-centered agenda based in fear that denies calling in favor of culling others' good opinions, teacher

educators have the potential to plant seeds of insincerity and fruitless labor into many future generations of open-minded students. The lives of these learners laboring on hamster-wheels separated from their own calling where, according to Tomkins they “...are still performing for the teachers who taught [them]” (p. 655), will continue to reflect the divided existences of those who, without realizing it, taught them so well.

Integrity and Writing

Initially, I was tempted by my background in composition, grammar, and editing to dwell exclusively on writing as a research focus, and it never quite left the back of my mind throughout. Because completing a teacher work sample assessment demands mastery of multiple writing skills, I still maintain that the complex act of writing made difficult, at least for some candidates, to integrate their inner teacher into the assessment process. For the sake of thoroughness, I ran descriptive statistics on final evaluations of teacher work sample professional writing for fall 2017 and found very little to support my theory. Three TWS sections require students to integrate their data and experiences in narrative form, TWS Sections 1, 4, and 5. The table below shows descriptive statistics for these three sections within this population.

Table 2.1: TWS Sections 2, 4, and 5 Descriptive Statistics

TWS Section 2		TWS Section 4		TWS Section 5	
Mean	3.55	Mean	3.48	Mean	3.47
Median	4.00	Median	4.00	Median	4.00
Mode	4.00	Mode	4.00	Mode	4.00
Standard Deviation	0.70	Standard Deviation	0.66	Standard Deviation	0.75
N	78	N	77	N	78

In general, clinical evaluators rated students' writing skills as unproblematic, with the median in all TWS sections requiring narratives hovering around 3.5 out of 4.00, 4.00 being the most commonly given score, and a negatively skewed distribution with a high concentration of these comfortable ratings. While these descriptives lent some confidence to lay aside for a time the issue of poor writing skills as impediments to written integrity, they are by no means conclusive. No in-depth quantitative or qualitative analyses were applied to writing difficulties in this study; thus, the descriptive statistics above could be misleading. Without a doubt, the act of writing such an extensive professional document, even if candidates were successful, could have added to the stress of the project. Holly, during Week 2 of journaling summarized what many candidate appeared to be feeling, "Now that I have to transition something that comes so naturally to me out of my mind and onto paper with the knowledge of this being nearly half of my grade, my stress levels are extremely high" (2017). Holly brings up two difficulties here: transferring her thinking to writing and experiencing stress over scoring. The next section on assessment will discuss the latter. However, the act of composing deserves brief consideration here.

Categorized by Kellogg (1999) to be as cognitively demanding as professional chess competition, college-level writing comprises several basic components including organization, mechanics, clarity, mastering the writing cycle, understanding context, and others—any of which can fall by the wayside during preparatory college writing instruction (Flower, Stein, Ackerman, Kantz, M. J., McCormick, & Peck, 1990). The deep complexity of writing throws up one challenge in the face of teacher candidates

attempting to document samples of their work for teacher education programs; however, this is compounded by the fact that, in the K-12 realm, they may have received insufficient writing instruction. “Teachers—especially non-ELA teachers—report needing more professional training to teach writing” (Kaufman, Hamilton, Stecher, Naftel, Robbins, Thompson, Garber, Faxon-Mills & Opfer, 2016). This particular statistic may lie underneath resurfacing, dismal statistics on writing proficiency of college freshman. The most recent NAEP writing report card dates back to 2011 and provides approximately the same dreary statistics as its 2003 study, in which only twenty-seven percent of students at both grades 8 and 12 performed at a proficient level in writing. While “86 percent of teachers in five Common Core states...report that they have assigned more writing that requires students to cite evidence” (Kane, Owens, Marinell, Thal, & Staiger, 2016, p. 3), results from the abovementioned study by Kaufman et al. (2016) brings into question the types of writing assignments being given to K-12 students. NCTE policy director, Barbara Cambridge has stated, “Writing hasn't always been taught, especially outside of English/language arts classrooms.” Continuing, she stated, “We know writing helps reading. But avid readers aren't necessarily good writers. This stuff has to be taught” (as quoted in Gewertz, 2012, Poor Performance para.6). With some instructors still considering writing to be a natural stepchild of reading, the generative complexity of composition may never have been carefully taught.

Moreover for candidates attempting to fully express the inner life of pre-teaching, such exacting writing masteries would be even more crucial (Stenberg, 2010). Pre-service teachers in particular have been shown to be at times, “unsure of themselves

because they lacked...background knowledge in the area of writing” (Colby & Stapleton, 2006, p. 365). Their desire to “share ideas with the world” (Morgan, 2010, p. 363) may thus be blocked by a lack of writing confidence (Morgan, 2010, p. 363). In addition, pre-service teachers have mentioned “large gaps in their writing instruction” (Morgan, 2010, p. 362), as well as “issues with grammar, spelling, and punctuation as areas of difficulty or concern” (Morgan, 2010, p. 356). Street, (2003) in his narrative research of five pre-service teachers, described their lack of self-confidence and identity as writers (p. 42), while Draper, Barksdale-Ladd, and Radencich (2000) documented that sixty-three percent of the pre-service teachers participating in their study reported negative feelings about writing (p. 186). Street’s (2003) opinion that positive writing experiences influenced the student teaching process supports the supposition that pre-service teachers may require instruction in writing about their practice, or just getting ideas “out of my mind and onto paper” (Holly, 2017, Journal, Week 2). This may be especially true in the case of authoring a teacher work sample with its demands for documenting individual practice and mastering authentic voice along with integrating data, using illustrative examples, and including compelling quotations.

One complexity of writing involves integrity to and expression of an author’s authentic voice. This aspect of conceptualizing composition must engage a composer’s entire schema-- integrating both personal and professional identity (Flower & Hayes, 1981; Zoch, Myers, Lambert, Vetter, & Fairbanks, 2016). Its beginnings go deep into each individual; thus, just getting started may prove challenging, as one reluctant writer (also an educator) stated, “I feel I have nothing of value to say” (Frager, 1994, p. 275).

Integrity to one's written voice thus incites a kind of personal identification with one's work that increases vulnerability, "To criticize the writing of someone...can be akin to criticizing the person," (Pajares & Johnson, 1994, p. 326). Such vulnerability brings up questions of self-efficacy (Bandura, 1978) and how an individual's self-perception of confidence can be related to writing success (Pajares & Johnson, 1994). In-service teachers commonly express insecurity about their own writing and identity as writers (Frager, 1994; Landon Hays, 2012; Zoch et al, 2016), as well as with grammar instruction (Borg, 2001) with the same lack of confidence mirrored by pre-service educators (Landon-Hays, 2012; Pajares & Johnson, 1994). Beyond the vulnerability that comes from describing experiences on a page, is reliving the experiences themselves. The teacher candidates in this study expressed self-doubt and near despair as documented in Chapter Four. How to integrate such upheaval in writing might, in itself, send a vulnerable candidate scrambling for cover from the first platitude available. Palmer (2000) speaks of the difficulty he had when it came to writing about his own depression, "what I learned and how I learned it remained raw to the touch" (p. 57). Since failure and doubt are such integral parts of a student teaching experience, universities desiring true validity would need to consider their importance within the pre-service assessment milieu.

Already fragile, integrity to authentic written voice may also be overrun by instructors who fail to slow the bubbling over of their own expertise and thus fall short of giving "students a voice in designing their own work to develop the understandings and skills that the standards require" (Ellis, 2013, p. 388). The same might be true of teacher

work sample evaluators who, as some survey data suggested: "...just tell us what to write or what they want us to write about" (Female, Elementary Education, Fall 2017 Survey). Overly analytical assessment by mentors can apparently squelch authentic writer identity (Cremin & Baker, 2014).

Integrity and Assessment

Careful attention to assessment in writing, then, must be given by instructors at the university level. In 1996, Huot made the case for a more ethical approach to writing assessment in which context and purpose were considered along with rhetorical principles (p. 560). Within the educational community, Caswell (2014) emphasizes the need for emotion in writing, since narratives documenting teacher emotions had the "...potential to lead to identity forming moments for teachers" (para. 1). David Slomp (2016) builds on Huot's case for a more ethical approach and insists that fairness in writing assessment be considered along with reliability and validity, thus creating, "...a theory of ethics for the field of writing assessment, one that advances such a framework toward new conceptualizations that better serve students....more thoroughly addressing questions regarding the moral aspects of assessment use" (para. 4). Norbert Elliott takes Slomp's position one step further, proclaiming "fairness is the first virtue of writing assessment" (para. 1).

As applied to this study, an ethical or fair approach to TWS assessment would "...account for how assessments shape systems of education, and how they impact stakeholders within those systems" (Slomp, 2016, para. 4). This emphasis on ethics in writing evaluation warns those involved in large scale scoring of student documents to

attend to “how well their assessment...[captures]...the constructs it was designed to measure and to the social consequences that accrue as a result of its development and use” (para. 3). Likewise, Scott and Brannon (2013) make a case for democracy in the praxis of writing assessment noting with distress that in their study “tenure-line faculty... often use the students' drafts as a pretext for expressing their views about writing” (p. 286). Concerned with this lack of student-centered ethics in exchange for personal platforms, Scott and Brannon urge a “new chronotopal frame that takes a stronger turn toward understanding literacy and research in terms of power and struggle” (p. 292). In terms of assessment as research, they conclude that intricate and slippery phenomena demand “complex” and even “messy” research methods (p. 295) in order to ethically serve the diverse populations being evaluated.

Undoubtedly, writing assessment that creates a welcoming space for falsified data would need to examine its ethics. In fact, an ethic such as fairness may be as closely linked to ethics of validity and reliability. As Peck, Galucci, and Sloane (2010) point out after carefully preparing candidates for the state-mandated teacher performance assessment, they were “surprised at in some cases how shallow the answers were” (p. 457). Described by one faculty member as “the single most important day in the history of the program,” this realization sparked intense program inquiry with special attention to developing commonality of language across the teacher education curriculum as well as authenticating program identity through deeply shared values. Sato, discussing the work of bell hooks suggests that “As students are coerced into activity, they become

disengaged rather than enthusiastic about learning” (p. 425) and describes how hooks sought out collaborative teaching approaches that were emotionally satisfying to students.

In the same manner, Peck, Galucci, and Sloan insist as crucial to pre-service teacher performance assessments “...a vigorous participatory response if a strong sense of local identity and integrity in practice is to be sustained” (p.460). By considering fairness, ethics, and social justice within writing assessment programs, the tone is set for greater equality of dialogue in these educators’ future classrooms. Thus, for this research, ethics and fairness are considered as equal to their counterparts of quantitative reliability and validity.

Closely related to ethics in assessment is the presence of the instructor/assessor. Communicative writing demands a sense, not only of oneself but of the reading audience (Sullivan & Tinberg, 2006; Yore, Hand, & Pain, 2002). In institutions, such as universities, students primarily write for instructors. Unfortunately, this kind of audience can be too vague for student writers to conceptualize or too limiting to permit authentic voice to develop, resulting in a stultified, institutional voice (Ivanic, 1994). In such cases, a top-down power hierarchy may prevent, within future classrooms, teachers joining mutually with their students in collaborative growth as writers (Scott & Brannon, 2013; Slomp, 2016). Honestly modeling the writing process might thus be lost within a context of powerful assessor and vulnerable performer.

Compositional tasks occurring in educational settings introduce, moreover, another level in which communication can go astray—this time between instructions and the instructed. Within one writing class, as documented by Flower, “Students sitting next

to each other were doing radically different things, yet each was assuming that he or she was doing what the assignment called for,” (Flower, et al., 1990, p. 9). Unless universities overcome difficulties in interpreting and developing rhetorical purpose, advancement of authentic writing voice can slow to a standstill between freshman and senior years—stunting the professional growth of graduates entering the workplace. Once again, some of this confusion reverts back to differentials of power and ego pursuits, as documented in Scott & Brannon’s study (2013) where tenure-track faculty members appeared to be assessing much differently from each other based on personal agendas and individual criteria. Likewise, raters in one meta-analysis of writing assessment consistently rated organization as important, but the analyst concluded “... little is known about the way raters arrive at these decisions” (Huot, 1990, p. 258). If assessment drives instruction, such vague expectations may allow, even encourage, writers to take the easy way out, or as Kellogg (1993) describes, economizing or “satisficing” writing effort. Satisficing may also spearhead what Flower (1990) describes as students’ tendency to “list and gist” as opposed to developing a concept more intimately, while McCormick (in Flower et al., 1990) discusses how immature writers race to put closure on ideas rather than developing them and, thus, finding their writer voices.

Ultimately, no matter how brilliant the equation, if a mathematician arrives at an incorrect answer, the value of his or her work shrinks. Creativity matters, but correctness matters equally. Authorial or authentic voice maintains a grammatical aspect that cannot be entirely set aside. Most human endeavors are two-faced; they have a creative aspect

(Brookhart, 2013; Kaufman & Sternberg, 2007) and a grammatical quality (Cunliffe, 2011; Dean, 2001; Halliday, Matthiessen, and Matthiessen; Wittgenstein, 1953). The artistic and playful musical motifs in “Eine Kleine Nachtmusik” by Mozart are grounded in the grammar of major scale, G-major chord progressions, and 4/4 time signature. The same holds true for written composition. College-and-career-ready writing must abide by conventional laws to be communicative...with allowance for clever artistic license in certain genres. Ultimately, skill with conventions relates very closely to the proposed study on identity, since mechanical skill (along with rhetorical understanding and organization) is closely related to expressing authentic written voice (Zhao, 2013). On the other hand, students drag with them into their university studies their uneven preparations in conventions, thus introducing a violation in the aspect of university writing assessment ethics described by Slomp (2016) as unequal “access and opportunity to learn” (para. 3). When considering second-language learners, the unfairness becomes even more magnified. Thus, an impossible but ethically compelling burden rests on teacher education programs attempting to prepare a future generation of writing-literate K-12 educators within a very diversely literate pre-service population.

Integrity and the Teacher Work Sample

The late 1990s ushered in new concerns with U.S. education and teacher quality. State rights were subjected to more federal authority with the re-authorization of the Elementary and Secondary Education Act and the institution of No Child Left Behind. Thus propelled by anxiety over teacher quality, educational researchers began developing

more comprehensive performance assessments in order to present conclusive final evidence of student teaching competency and readiness for licensure. California, for example, mandated that pre-service teacher candidates had to pass a state-approved Teacher Performance Assessment “organized around a set of classroom-situated tasks related to planning, instruction, assessment and reflection...For each task, candidates completed an extensive commentary articulating the rationale for the choices and actions undertaken” (Peck, Galucci, & Sloan, 2010, p. 453). This particular evaluator piece, the Performance Assessment for California Teachers (PACT) was designed to comprehensively assess “teacher candidates’ ability to plan, teach, assess, and reflect ...across four integrated tasks (planning, instruction, assessment, and reflection) through multiple sources of evidence...” (Reagan, Schram, McCurdy, Chang, & Evans, 2016, p. 3). The consortium formed in 2001 to enact PACT was soon followed by a similarly designed pre-service teacher performance assessment on a national level, edTPA, developed at Stanford University in partnership with the American Association of Colleges of Teacher Education (AACTE) and marketed and scored by Pearson Education Inc. “The ideological shift that is now taking place nation-wide, however, is to move away from institution-specific or “homegrown” performance assessments...toward a more standardized assessment that holds common expectations for teachers across an institution, a state, or even the nation” (Sato, 2014, 422). Regarding student teacher integrity, Sato argues of edTPA that its “...outcomes are not pre-defined or pre-determined by the teacher, but instead are created by the classroom community and may evolve through the dialogic learning process” (p. 426). By 2013 “...over twenty-five

states implemented or were in the process of drafting new policy that required a standardized performance test such as the edTPA for teacher certification.(Parkes & Powell, 2015, p. 103).

Notwithstanding Sato's confident claims, edTPA, because it is implemented and scored outside of individual university programs, does present challenges to teacher education providers desiring more involvement in the assessment process. Concerns on the university level included a "loss of programmatic identity" (Peck, Galucci, & Sloan, 2010, p. 456) and confusion of local integrity (p. 460). Additionally, Pearson's control means that students receive "...no written feedback, rationale for scoring, or suggestions for improvement" (p. 104). Again related to the outside control of edTPA were difficulties experienced by teacher education providers in preparing students for the assessment and in advancing understanding of edTPA vocabulary and methodologies in the field (Olcott & Fleming, 2017, p. 26). Beleaguered teacher candidates, already experiencing the field-specific stresses of student teaching along with their own individual challenges resented what they considered to be the overwhelming requirements of edTPA, testing the dedication of pre-service teachers to their calling, "if this is really what you want to do, you're gonna go through that gruesome process to do it. And that just really shows that you're really committed to education" (Chandler-Olcott & Fleming, 2017, p. 29). However, those most dedicated to their coming careers complained that the "fine-grained details" of the assessment distracted them from "what meant most to them about their teaching....making instructional decisions to suit their own edTPA needs rather than the needs of students in their placements" (pp. 32-33). One

university reported their surprise during edTPA preparation sessions at “how shallow the answers were” (Peck, et al., 2010, p. 457). Taken together, edTPA—despite its meticulous design targeted at measuring teacher candidate performance—by stripping power and control from local teacher education providers, clinical personnel, and the teacher candidates themselves, remains mired in questions related to validity and ethics of fairness.

During the same period as PACT was becoming the standard in California, Western Oregon University, created the teacher work sample for similar purposes. Designed to document the quality of pre-service teacher instruction as a response to the growing body of research linking student achievement with teacher quality (Denner, Norman, Salzman, Pankratz, & Evans, 2004), work sampling methodology included largely the same elements as the California performance assessments. Similar requirements included: researching the context of instruction, designing learning outcomes and assessments, implementing instruction, assessing student achievement, collecting data, and making evidence-based decisions about teaching with special emphasis on unique needs of individual students (Devlin-Sherer 2012). While a consortium was forming to nationalize PACT into edTPA, another cohort of teacher education providers entitled “The Renaissance Partnership for Improving Teacher Quality” (Devlin-Sherer 2007) championed, studied, and promoted teacher work sampling. Aligning themselves with standards put forth by the National Council for Accreditation of Teacher Education (NCATE) as well as the New Teacher Assessment and Support Consortium standards/InTASC (Denner, Norman, Salzman, Pankratz, &

Evans, 2004), teacher work sampling allowed for more internal control and was potentially less expensive to implement without Pearson in the picture.

As a result, teacher candidates successfully implementing teacher work sample methodology would demonstrate such responsive pedagogies as deepening student engagement through the use of varied instructional strategies, more closely connecting instruction with student contexts and interests, improving teacher-to-student interactions based on observational and assessment data, and enhancing student groupings (Devlin-Sherer 2007). Studies have also indicated that candidates implementing modified work sample strategies improved the achievement of struggling readers as well as advancing their own dispositions related to responsibility of instruction and self-efficacy to provide that instruction (Cartwright & Blacklock, 2003). The TWS has moreover been shown to support and connect with general teacher education program goals, such as locating and gathering information, critical thinking and reasoning, effective communication skills, understanding the human element of teaching, accounting for cultural context, making informed decisions, integrating a breadth of knowledge, and demonstrating context-sensitive decision making skills, (Benton, Powell, DeLine, Sautter, Talbut, Bratberg, & Cwick, 2012).

Nevertheless, as documented by Devlin-Sherer (2007), teacher work sampling faced many of the criticisms attached to edTPA: “Despite the potential benefits of the TWS, teacher educators and teacher candidates found developing TWSs challenging, (p. 51). Using a variety of data to make evidence-based decisions often proved overwhelming for pre-service teachers. Devlin-Sherer (2007) points out that while pre-

service teachers did take into account contextual data as well as assessment data, more holistic applications became difficult for them: “Novice teachers have so many cognitive tasks to juggle that consideration of data from multiple sources may not be realistic at this point in their careers” (p. 55). Other difficulties associated with the teacher work sample include the questionable quality of pre- and post-assessments generated for teacher work samples (Airasian, 1997) and TWS rater reliability difficulties, especially holistic grading used by isolated and/or inexperienced raters (Denner, Norman, Salzman, Pankratz, & Evans, 2004).

Additional questions related to the TWS as a measure of teacher quality involve significant correlations related to gender—with females scoring higher on TWS projects—as well as concerns regarding certification level—with elementary-level candidates receiving better ratings than secondary and P-12 (Kirchner, Evans, & Norman, 2010). An added challenge faced by one western land-grant university, which placed approximately 40% of its candidates at a distance of 50 miles or greater from the university, complicated the already difficult challenge of supporting the complex process by the need for much TWS guidance to be online. Maintaining an involved, online instructor presence was challenging (Bangert, 2008) and did not always meet perceived student needs for greater immediacy of support. More discouraging, in at least one study, TWS scores were not found to show a significant positive correlation with teacher disposition ratings as measured by the Teacher Insight Interview (Kirchner, Evans, & Norman, 2010) bringing into question the teacher work sample’s ability to holistically predict classroom teacher success.

Teacher work sample methodology became attractive to the university under study in 2009 due to a movement from a pass/fail student teaching evaluation system to one based on a more typical four-point scale (Ingraham, Personal Communication, December 2017). Moreover, the university was at that time facing an NCATE accreditation cycle, and the TWS had already been aligned with standards put forth by that agency. From 2010 to 2016, the TWS underwent yearly examination and adjustment. The fifteen-lesson analysis was reduced to a study of five lessons, and the rubric became more extensive and analytic. In order to reduce grade inflation from field personnel, scoring of the samples moved in house with the creation of a clinical evaluator role in 2012. Typical performance difficulties dogged the footsteps of the program culminating in the angry backlash of student responses in spring 2016.

Thus, so-called authentic performance assessments such as edTPA, PACT, and the TWS have been designed to validly measure the ability of teacher candidates to use evidence-based decision making in supporting the learning of P-12 students. On the other hand, instructing, supporting, and scoring (in the case of the TWS) such a complex process has proven problematic in many circumstances. The resulting falsified data, institutionalized voice, and shallow recitations of academic maxims provide valid data of ability to mechanically and unimaginatively follow prescriptive instructions—satisficing all reflective work by retreating into a safer approach of what has been acceptable in prior coursework. While these difficulties do not necessarily erase the advantages of an integrated, common pre-service educator performance assessment, they should be

carefully and continually researched in order to adapt to changing needs of candidates and the classrooms to which they are called.

The intent of the spring 2016 survey was to analyze student difficulty with the teacher work sample according to each of its sections and then to gather overall feedback and suggestions. The one comment submitted that brought into question the pre-service teacher integrity, “Most student teachers that I spoke with made up their data, and had negative attitudes about it,” (Evaluating our Teacher Work Sampling Process Survey, Spring 2016) was an incidental finding of that survey—one which prompted the fall 2017 study.

Summary of Chapter Two

A review of literature on topics related to integrity in general would seem to indicate that Palmer’s work frames seminal truths about what ultimately results in true teaching. Integrity, joining one’s “who” with one’s “I am” as a professional educator is not an easy process, and it appears intricately connected with courage and the heart. One has to dig deep before facing the kind of vulnerability that integrated teaching implies. Additionally, while the process involves a solitary searching of the soul, it cannot be attempted without community. The congruence of inner and outer selves remains as simple and as potentially deceptive as a surface appraisal of the Mobius strip. One has to handle it, test it, and become amazed at the complexity of its simplicity in order to grasp the truths it suggests about integrating the “who” with the “I am.” Without guidance from others also honestly searching for integrity, the process will likely become a

mechanical series of steps rather than a living solitary and communal conversation among souls.

The teacher work sample in particular had apparently increased pressure on teacher candidates to the point that one candidate documented, “Most student teachers that I spoke with made up their data, and had negative attitudes about it” (Evaluating our Teacher Work Sampling Process Survey, Spring 2016). The fall 2017 study was designed in response to this statement along with overall negativity surrounding teacher work sampling from candidates, which had included difficulties with the formatting and instructions, with their clinical evaluators, with lack of relevance to their placement situations, and with insufficient preparation to complete such a project—all pressures and imbalances of power arising specifically from the teacher work sample that might have contributed to candidates yielding their integrity to a formative inner teacher.

Thus, teacher candidates, mired in a particularly vulnerable student teaching internship, and facing a difficult final assessment that confused them, for which they felt unprepared, and which did not seem sufficiently supported or relevant had been bringing candidates to a point balanced between great opportunity and serious danger to their integrity. To encourage an integrated, rather than a divided, pre-service teacher life, teacher educators would have to begin by accepting their own personal vulnerability, learning courage, exploring balance, finding trusted communities that would encourage their own integrity, and examining personal calling so that they might better support the hearts of teaching candidates. This would especially hold true for those involved in student teaching assessment, a stressful, high-stakes entity that further exposed teacher

candidate vulnerability and insecurity. Meanwhile, at least for many student teachers during the spring 2016 semester, teacher work sample pressure had apparently cracked their “who” from their “I am” and pushed teacher candidates one step further toward living divided lives as educators. Those who would dare to critique the practices and work of vulnerable student teaching population, then, would have to return to their own hearts and dare to embark on a reconstruction of their personal integrity, so “that they do not visit upon vulnerable members of society their most fearful ghosts,” (Palmer, 2004, Loc. 884). To do so as clinical evaluators, at least, would exhibit true courage to assess.

CHAPTER THREE

METHODOLOGY

Introduction

Qualitative data from the spring 2016 Evaluating our Teacher Work Sampling Process Survey had provided disturbing evidence of a problem. Yet, like a severe stomachache, false data on teacher work samples appeared only to be a symptom. The true malady was harder to isolate. The first attempted remedy, because it was under university control, was to alleviate discomfort by making adjustments to the teacher work sample itself. Based on continuing student feedback, these did appear to numb the pain...but only a bit. While the TWS had aggravated symptoms, it appeared not to be the disease. Finding the source of infection would require carefully probing the patient and examining what might not be evident on the surface.

Research Paradigm

With surface explanations of phenomena seeming insufficient, assessing the infirmity required a method designed to search out deep and particular understanding of an event or thing. Savin-Badin and Major (2013) characterize this kind of stubborn dilemma as a “wicked problem” or a conundrum that is “messy, circular or aggressive” with “no single right solution” (p. 5). John Dewey reminds a researcher that exploration should focus on the everyday:

The world in which we immediately live, that in which we strive, succeed, and are defeated is preeminently a qualitative world. What we act for, suffer, and enjoy are things in their qualitative determinations....it is safe at the outset to refer simply to that thought which has to do with objects involved in the concerns and issues of living....that of the world in which the ordinary experience of the common man is lived (Dewey 1931, pp. 1, 23).

If pre-service teachers under study had violated their integrity merely as a straightforward response to the stimulus of teacher work sampling stress, the problem components could be isolated using survey data and then studied experimentally by introducing reduced stressors until an optimum condition was identified. However, a person's core identity, to which integrity must be tethered, is not so simply determined—instead comprising a complex, inward “community of selves” (Henderson, personal communication, 2017) or an “inner multiplicity” (Palmer, 2004, p. 25). Moreover, these internal entities apparently communicate very poorly with each other, as evidenced by Hollis' (2013) description of the human being who feels whole when looking in the mirror each morning but who, “more often than not...[does] the same stupid, reflexive, regressive things” (Loc. 857) that during his morning ablutions he had determined not to do. Explaining such an intricate and unstable phenomenon, much less controlling it, pushes at the boundaries of research structure. The inquirer who would peer into such conflicting symptoms must commit to immersion within the messy and circular through qualitative exploration.

Moreover, self-congruence is not confined to the internal—a reality that exponentially compounds the messiness and complexity of a study about human integrity. “It is necessary that everything internal in higher forms was external...any higher mental function necessarily goes through an external stage in its development because it is

initially a social function (Vygotsky, as quoted in Cheyne & Tarulli, 1999, p. 9). Palmer (2007) confirms that integrity is constructed both internally and with others: “I must nurture a sense of self that both does and does not depend on the responses of others” (p. 75). In order to account for such complexity, a study of integrity must include not only a close-up of individual identity but also a more panoramic view of how proximal others encourage either integration or dismantling of that identity. According to Palmer, community is “not just compatible with solitude; it is essential to a full realization of what the inner teacher is trying to tell us” (p. 79). Belenky, Clinchy, Goldberg, and Tarule (1986) describe at length how women in particular move between subjective and objective, self-prescribed and communal ways of knowing, “They watch and listen to themselves....they watch and listen to others” (p. 85). A study of pre-service teacher integrity, therefore, must include accord between community self and individual self. Additionally, a participant’s “inner multiplicity” (Palmer, 2004, p. 25) will seek equilibrium with and among various social groups—mixing together multiple community and individual ways of being—and consummating a circular messiness that begs a research method to include supple spaces in which one “watches and listens” (Belenky, et al, 1986, p. 85).

One method of qualitative research elastic enough for such wicked problems (Savin-Baden & Major, 2013) would be case study research, which examines the contemporary effects of real-life contexts upon phenomena especially when, “the boundaries between phenomenon and context are not evident” (Yin, 1994, p. 13). This seemed to fit exactly this study’s purpose to probe the pathology of false data in final

student teaching assessments. Various described as a way to place boundaries around a study, as a separate qualitative research approach in its own right, and as a type of resultant research manuscript (Savin-Badin & Major, 2013, p. 153), case studies have in common their intensive, bounded focus with an emphasis on contextual understanding and concrete, holistic descriptions (p. 154). Although case study represents “a poor basis for generalization” (Stake, 1995, p. 7), this kind of research may potentially deepen or refine a generalization or even modify certain aspects of that generalization (Stake 1995). A particular case demonstrating socially constructed pre-service integrity, while not generalizable, might, nevertheless, deepen understanding about certain internal and external factors that might have the potential to either separate educators (both pre-service and in-service) from personal integrity or enable them to maintain it. In line with this thinking, Stake (1995) describes a situation within which a researcher has “a research question, a puzzlement, a need for general understanding, and feel[s] that [she] might get insight into the question by studying a particular case” (p. 3).

Regarding the intricate phenomenon of pre-service teacher integrity, I could have chosen to microscopically investigate one person or survey multiple individuals and still have fallen short of understanding how pre-service teachers view and attempt to maintain integrity while documenting their first school-based experiences. Stake (1995) suggests that the case is “one among others” (p. 2). With over eighty teacher candidates comprising the student teaching population during the fall semester of 2017, the individual and plural combinations for case bounding seemed infinite. Yin (1994) suggests that “If the unit of analysis is a small group...the persons to be included within

the group must be distinguished from those outside it” (p. 24). This particular study viewed pre-service integrity through a social constructionism lens, focusing primarily on how the candidates shaped and integrated identity within a small, trusted community; thus, it seemed appropriate that a group of participants comprise the case for the study. Moreover, even though I secretly hoped for a balance of genders and majors to make up the study group, I took to heart Stake’s (1995) reminder that “sampling of attributes is not the highest priority” (p. 6). Thus, when my efforts failed to entice male, secondary and K-12 majors into the study, I turned to my small, female group with appreciation for their very uniqueness—how they were able to “move between subjective and objective, self-prescribed and communal ways of knowing,” and how they were able to “watch and listen to themselves...[and] watch and listen to others” (Belenky et al., 1986, p. 85). Their hospitality to my inquiry (Stake, 1995) graciously afforded opportunities to study their growing inner teachers and how they alternately clasped these tightly and or drew back from them in dismay.

Following the Savin-Baden and Major (2013) model of social constructionism, I hoped to gain a clearer understanding of the phenomenon by “dialogue and negotiation” (p. 62). The survey data, which I collected every semester, while it was useful for an extra check on validity, lacked an organic, vibrant social context. Focus groups and interviews provided data more closely associated with dialogue and negotiation. However, by far the most fertile source of socially constructed information occurred during a 12-week-long collaborative journaling endeavor. Originally, the participants were to have dialogued with me over the course of student teaching regarding teacher

work sample experiences and opinions. Possibly because the study commandeered their regular student teaching journaling requirement and even more probably because it fit their need, the participants brushed aside a focus on teacher work sampling and began sharing with each other their student teaching lives.

Savin-Baden and Major (2013) suggest that “both the researcher and the subject should actively collaborate in the meaning-making process” (p. 62). The original intent of the study followed a Merriam-Webster definition of collaboration “to work jointly with others or together especially in an intellectual endeavor.” I conceived of it as an instrumental case study—targeted toward answering a question. This cohort of candidates, however, turned out to be much less interested in working on a common intellectual endeavor than creating something more akin to one of Palmer’s Circles of Trust. Intellect, with its competition and worship of ego did not concern these women. Rather, they were mindful of each other, of their students, and of people in their personal spheres.

Shrewsbury (1993) describes a feminist pedagogy that “strives to help student and teacher learn to think in new ways... that enhance the integrity and wholeness of the person and the person's connections with others.... Critical thinking, then, is not an abstracted analysis but a reflective process firmly grounded in the experiences of the everyday” (p. 9). These pre-service teachers poured their “everyday” into pages of journaling, and eventually enticed me to do the same. We talked about dead car batteries, difficulties with time management, and helping students create Zombie Emergency Response Plans to teach map reading skills. Nothing was insignificant to this group.

There were moments of affirmation, “She...ran back to her mom...and said that she wanted to be a teacher like me (Holly, 2017 Journal, Week 5) and expressions of discouragement: “In the beginning of last week I was questioning if this was even the right place for me to be” (Sheridan, 2017 Journal, Week 5) Rather than an intellectual endeavor, these women co-authored an atmosphere “fierce with reality” (Florida Scott-Maxwell in Palmer, 2004). Integrity, for them, was not a construct to be thought; it was a shared experience to be lived and one that eventually drew me into its intrinsic sphere.

Bounding the Case

Journaling, then, allowed for co-construction of meanings chosen by the participants during student teaching. To make this possible, the particular case was bounded by a thirteen-week time frame that occurred during the participants’ fall semester 2017, fourteen-week student teaching experiences. (Because of different start/end dates across the candidates’ placement situations, thirteen weeks turned out to be an optimal for everyone’s participation, though one candidate ceased journaling after ten weeks due to her move to a different endorsement area placement not supported by the home university. She did, however, rejoin the study for the focus group segment.) Routinely, all teacher candidates in this student teaching program are required to submit two journals per week, but this group was permitted to engage with the online research journaling in lieu of their normal requirements. Out of concern for each other, these women often exceeded the minimum number of submissions—offering comfort after a tough day, pooling suggestions for lesson activities, and suggesting home remedies for

sickness. In a typical week, the participants contributed more than 25 journals with some of the entries being very lengthy.

Likewise, the case became limited by the group of volunteers who agreed to participate in the collaborative journaling process—in the end, five teacher candidates and the researcher. It was less bounded by place in that the pre-service teachers entering the study fulfilled their student teaching requirements in various locations with huge contextual differences and separated by as much as eighty miles of distance, though all candidates were placed within the state where the teacher education program was located. To allow for close collaboration, a virtual space on the university's Desire to Learn Brightspace online learning environment hosted the journaling and allowed asynchronous interaction and meaning making to occur over the twelve weeks of active journaling. Desire to Learn offers a discussion board set up by topics. For the research group, the topics comprised weeks (Week 1, Week 2, Week 11, etc.). The board was entitled "R-Core Research Group (as the TWS had moved student teaching to an R-core designation). Week 1 was a bit chaotic with other teacher candidates posting by mistake. I provided a prompt for Week 2: "This week, if we could share what we most want to learn about our students, ourselves, or teaching through researching what goes on through the TWS process (which is really most of the semester), that would be awesome, but whatever you want to discuss is just fine." This resulted in a few attempts to channel comments in the direction of teacher work sampling. Then, Mary broke away from the prompt, and started sharing what she was experiencing in her kindergarten placement, exclaiming: "There are so many things that were not taught to me in the [university]

classroom” (2017 Journal, Week 2). Her example acted like a train switch. I no longer was the engineer; the candidates, from that point on, pursued topics that were meaningful to them. As a result, I gave up on journaling prompts, sat back in the passenger car, and enjoyed the rushing scenery.

Research Questions

Stake (1995) emphasizes that “perhaps the most difficult task of the researcher is to design good questions...that...direct the looking and the thinking enough and not too much (p. 15). Stake also acknowledges that “Researchers differ on how much they want to have their research questions identified in advance. Case study fieldwork regularly takes the research in unexpected directions, so too much commitment in advance is problematic” (p. 28). These words quickly became experience in the early stages of the study. In the end, the core questions had to be lived by the participants before I could conceive them. “The nature of people and systems becomes more transparent during their struggles...issues are not simple and clean, but intricately wired to political, social, historical, and especially personal contexts” (Stake, 1995, pp. 16-17). Before I could draw conclusions about student teacher integrity, I had to gain better understanding about the deep priorities and identities that for these candidates would be worth the struggle. My first two research questions came from my concern over the spring 2016 survey results, and reveal the instrumental focus of the study at that point:

- How can assessments of the student teaching experience honor and support teacher identity and integrity as opposed to deforming them in order to encourage authenticity in the assessment process?
- How can a teacher education program honor and support the identity and integrity of pre-service teachers in order to encourage their authenticity in teaching practice?

However, after the candidates began developing their own priorities, and I found myself more fascinated with the case itself than with my original teacher work sampling problem, a central inquiry arising from the data also became:

- How would one group of teacher candidates share how they were constructing and then integrating their “I am” of being and their “who” of teaching?

Problem Statement

The ostensible focus of the journaling group was to have been to discuss how to align the current teacher work sample assessment project with the new R-core designation for EDU 495, student teaching. A secondary research agenda would, hopefully, investigate why candidates might have chosen to lie about their practices by making up TWS data, as was claimed in the spring 2016 survey. Certainly, any discussion about fine-tuning the teacher work sample had little meaning if the data it generated turned out to be false. But though the teacher work sampling topic recurred in journaling—mostly laments such as, “The TWS is a dark rain cloud raining down on me at all times” (Lauren, 2017 Journal, Week 8)—the candidates scattered like spring calves whenever I tried to manipulate them into my teacher work sample corral. The few

attempts I made to point individuals back to work sampling and falsifying data were met with polite tolerance, puzzlement or, in most cases, ignored. Rather, the group created its own agenda, and I soon had to choose whether to be swept into their current or drop out altogether.

As the group wove together what was important to them, I began to loosen my concept of integrity as truthful reporting on an assessment. Palmer (2004) talks about integrity as subterranean to and much larger than precision of record-keeping:

Afraid that our inner light will be extinguished or our inner darkness exposed, we hide our true identities from each other. In the process, we become separated from our own souls. We end up living divided lives...we cannot know the ‘integrity that comes from being what you are’ (Loc. 89).

Integrity, Palmer (2004) insists, is not a state of flawlessness: “Wholeness does not mean perfection: it means embracing brokenness as an integral part of life” (Loc. 104). Lying on a university document might be a symptom, but the falsehood itself was not a lack of integrity. Palmer was equating integrity with wholeness—a wholeness that included the entirety of an individual’s “I am”—the sparkling aspects that we like to parade before others and the secrets padlocked so securely that no light penetrates their hiding places. When these come together, we are whole; we are human integers rather than mortal fractions (Henderson, MSU presentation to professional staff, February 27, 2018). The problem, then, appeared to be teacher candidate lack of wholeness.

Methodology

Savin-Badin and Major (2013) maintain that “researchers should be able to defend the principles and procedures of their investigations. From an ethical standpoint, they should be able to provide a strong rationale and theoretical analysis for the methods they have chosen” (p. 333). This methodology section, as a result, will address these four concerns: principles, procedures, rationale for methods, and theoretical analysis of methods.

Principles of Investigation

Yin (1994) states that following the creation of study questions, a case study researcher needs to examine whether or not the research will follow certain propositions in order to direct “attention to something that should be examined within the scope of the study” (p. 21). The propositions for this study came out of Palmer’s work and were based on principles from his writings as shown in Table 3.1 below:

Table 3.1: Framework and Study Propositions

Principles from the Work of Parker Palmer	Study Propositions
The value of each individual’s true self or inner teacher (Palmer, 2000, 2004, 2007, 2010)	Respectful attention must be directed toward the “who’ of participants over what they do.
The truth that “we teach who we are” (Palmer, 2000, 2004, 2007, 2010)	The “who” of pre-service teachers will characterize their teaching as much or more than “what” or “how.”
Integrity as wholeness (Palmer 2000, 2004, 2007, 2010)	If pre-service educators fail to integrate the “I am” of being with the “who” of teaching, they will be laboring as divided persons.
The role of trusted community to integrity (Palmer, 2000, 2004, 2007, 2010)	Respectful attention must be directed toward how pre-service teachers share with each other in ways that help them maintain or return to wholeness
The unethical tragedy of living a divided life—both for oneself and for innocent others (Palmer, 2000, 2004, 2007, 2010)	Valuing pre-service teacher wholeness must serve as the primary study ethic throughout planning, data collection, and data analysis.
Ethics comprising fairness (Slomp 2016), a caring that is characterized by deep listening (Ruddick 1984) and love bell hooks (2000).	An “alma mater” or nurturing mother will, in the words of bell hooks (2000), make a “choice to love...a choice to connect—to find ourselves in the other” (p. 125). “Violation that results from intimacy without love makes a student in this case, invisible—makes that student “other” (Henderson referencing bell hooks, 2018).

One principle central to Palmer’s work was not included as a proposition of this study: “The role of solitude and self-examination to integrity” (Palmer, 2000, 2004, 2007, 2010). If what was nurtured in solitude entered the community through voluntary sharing, that piece became part of the research data. However, no candidate was pressured to disclose anything she chose to keep private. Each of these propositions, or principles, of the study not only directed attention but also served as the ethical backdrop of all research stages. Any departure from these maxims, such as when I pushed my

researcher agenda on Sarah in Week 1 (described in Chapter Four) were swiftly brought to self-examination in solitude and then given back to the group through sharing my error and apologizing to the participants. My goal was to remember, both as a researcher personally and within the design of the research itself, to be mindful that, as Wendell Berry (1987) states, “the thing being made in a university is humanity” (p. 77).

Procedures of Investigation

I judged the first preparatory task to be finding a “home” for participants. Survey data had thus far been insufficient to provide me the information I needed. Though I looked forward to the possible interviews and/or focus groups that could follow the fall student teaching experience, I desired a more participatory role which would allow observation over time. Stake (1995) advises:

Pursuit of complex meanings cannot just be designed in or caught retrospectively....It seems to require continuous attention, an attention seldom sustained when the dominant instruments of data gathering are objectively interpretable checklists or survey items. An ongoing interpretive role of the researcher is prominent in qualitative case study (p. 43).

Since face-to-face meetings across an 80-mile expanse of placements during participants’ hectic student teaching schedules seemed impractical, I looked elsewhere for a space hospitable to “continuous attention.” An existing asynchronous, online journaling capacity built in to the university’s learning environment, Brightspace by Desire to Learn, seemed most promising. This online, asynchronous journal, within which the study case eventually found its voice, was potentially open to all teacher candidates involved in teacher work sampling during the fall 2017 student teaching semester. It was determined in advance that from the fall 2017 cohort (N = 78) would be

drawn a sample small enough for “negotiation and dialogue” (Savin-Badin & Majors, 2013, p. 62).

The initial sample of volunteers was gathered with homogeneity and convenience for the researcher as primary features. “Our time and access for field work are almost always limited. If we can, we need to pick cases which are easy to get to and hospitable to our inquiry” (Stake, 1995, p. 4). Inviting participation from fall 2017 candidates required only IRB and department head permission and, thus, allowed for relatively uncomplicated access to a possible pool of participants. Moreover, I had established a cursory relationship with this group of teacher candidates through my vocational position as assistant director of field placement and licensure. Because I had been involved in helping interview and search out placements for this cohort, there was a small amount of trust established on which to deepen relationships. A final reason for using a convenience sampling from the home university came from the researcher’s personal concern for teacher education students in the program. Thus, participants were drawn from a representative pool of teacher candidates whose successors would, hopefully, be the ultimate beneficiaries of this research.

Prior to the beginning of student teaching in August of 2017, all potential participants, the entire student teaching cohort of fall 2017, had been contacted three times by email (3/6/17, 3/2/17, 5/10/17) (Appendix B, p. 278) and invited to participate in the study, with two males contacted individually in an effort to include their perspectives. Data collection began with the first journal entry on September 11, 2017 and was completed with the final focus group on December 25, 2017, after which the study

participants graduated and moved out of the program. In response to the emailed invitations mentioned above, eight individuals expressed interest.

Out of an original group of eight interested participants, five confirmed their interest and were sent via U.S. Postal Service copies of IRB approved Subject Consent Forms for Participation in Human Research the university (Appendix C, p. 283). All five forms were returned with dated signatures from the participants. In anticipation, participants were informed at the outset that their involvement in the online journaling would qualify them for follow-up research via focus groups. All five persisted through the 12 weeks of journaling that comprised the bulk of the study. In late October, after weeks of establishing a degree of trust via group journaling, all participants also received invitations to continue in the succeeding research after journaling would be ending. Four women agreed to participate in the focus group and all agreed to allow quotations of their collaborative journaling generated during the pilot study (Appendix D, p. 285).

In every case, save one, I had previously spent extended time supervising teacher candidates at all locations represented by the study placements. Ideally, I would have revisited each placement site and observed every participant in her own student teaching environment. Given the distances involved (the placements spanned 80 miles) and my university responsibilities, I had to rely on my memories to fill in the placement contexts referenced by each participant. However, in order to enrich the data, I sought and gained permission to visit the one site I had not yet experienced. School representatives signed and dated an appropriate Subject Consent Forms for Participation in Human Research at Montana State University (Appendix C, p. 283), and the visit took place on November

30, 2017. This experience allowed me to see, to smell, and to hear the context behind this candidate's journaling and interview data. My intent was simply to soak in as much of the student teaching context as possible in order to enhance my ability to interpret the data that arose from this site. A small sample of my observations that day makes up the introduction to Chapter Four. I could have done the same with any of the five placement sites. Space and respect for readers obliges me to limit myself to one vignette.

As previously mentioned, when student teaching had concluded, the cohort of five was invited to a focus group meeting to be held December 13 at 5:00 p.m. on campus. Initially, four women expressed willingness to attend. The fifth was moving at the time and unable to participate. One member, Holly, ended up with a personal conflict but agreed to a personal interview that took place the following day, December 14. Of the three women who agreed to attend the focus group, one did not appear and was unavailable during the remaining days of data collection. Thus, two participants attended the focus group session on December 13 and one additional individual was interviewed personally on December 14. Both sessions utilized the same questions, (Appendix E, p. 286). Developing questions for the focus group and interview were informed by the journaling data and followed Yin's description of focused interviewing with open-ended questioning (p. 84). Prior to the focus group and interview, I had emailed each participant two of the questions to be answered in writing. These were expanded during discussions. Guidance, though flexible, attempted to channel comments toward answering research questions. However, the focus group and interview attendees freely generated their own topics.

Following the case study focus group and interview, I transcribed both 60-minute recordings, thirty-one pages of single-spaced transcription. To deepen the background further, I also conducted a focus group on December 15 with four of the five clinical evaluators for that semester (the fifth being unable to attend due to family obligations). These four also signed and dated a Subject Consent Forms for Participation in Human Research (Appendix C, p. 283) and generated fourteen additional pages of single-spaced data. Both focus groups and the personal interview featured essentially the same questions (with necessary modifications for the clinical evaluators). These questions are found in Appendix E, p. 276. To this information, I added short, open-ended answer survey data I gathered from three relevant questions answered by the fall 2017 student teaching satisfaction survey. Fifty individuals participated in the survey, but the numbers who chose to complete the TWS-related short answer questions dwindled to between 40 and 32, depending on the question

Rationale for Methods of Investigation

Even before selecting participants, the discussion board feature of D2L attracted me as the best forum for organic sharing and mutual integration of pre-service teacher identity. Gathering together busy teacher candidates across an 80-mile diameter had to be rejected. However, the university's asynchronous discussion board hosted by Brightspace of Desire to Learn suggested an environment that could encourage participant voice to develop and gain strength. The potential for communication over several weeks as opposed to individual interviews or surveys at the end of student

teaching, I hoped, would allow the group to function as a community and for me to take a more involved role as participant observer.

At first, I attempted to orchestrate this journal as if it were a large, asynchronous focus group. But after my first prompt sputtered and went out, the participants remade the discussion board to suit their own purposeful sharing in a way not duplicable in any format where the researcher takes the role of director. Savin-Badin and Majors (2013) suggest that “There are issues of power and agency in any situation...[and] that mutual participation and true collaboration are rarely really possible, excepting between those of equal status (p. 271). Early on, I began to realize that I was studying pre-service teacher integrity but not the integrity I had originally conceived. At this juncture, when participant voices began to dominate, the research frameworks based on Palmer’s work, which advocates honoring the inner teachers of others over personal agendas, as well as Greenleaf’s servant leadership, helped enable me to withdraw control and accept a new role—discussed below in the section on researcher positionality.

Theoretical Analysis of Methods of Investigation

Recently, during a university presentation to staff, the speaker described integrity as existing at the ground level between one’s root system and the flourishing shrub above—maintaining communication, congruence, and wholeness in the plant (Henderson, February 27, 2018). The figure below (reprinted with permission) illustrates how integrity represents the boundary between the identity of one’s inner life and the authenticity of that individual’s outer existence.

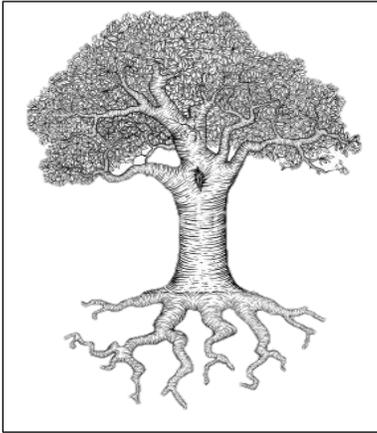


Figure 3.1: Henderson: An Organic Model: Inner-Outer Flow Model

The model intrigued me, but I had a little trouble applying it to teacher candidates. They had a root system—perhaps not a vast one if they were still young—but they had been preparing with their earlier lives for vocation in very personal ways as students and as individuals. However, their above-ground teacher selves were only just beginning to grow while their first fragile leaves were trying to flourish with at least three gardeners standing by with pruning shears—ready to lop off anything that didn’t look quite right (from three different points of view). The real threat appeared to be that the pruning would exceed growth and the plant might perish from too much “care.”

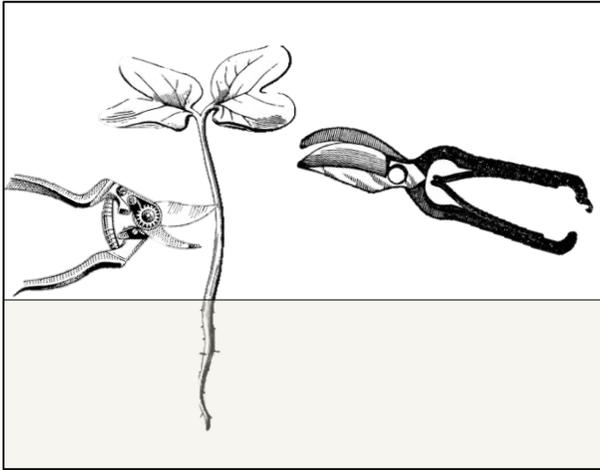


Figure 3.2: Inner-Outer Flow Model for Teacher Candidates during Student Teaching

According to this model, methodological would guide me to study what teacher candidates drew from their core selves and brought into their work as pre-teachers— hopefully before anything was lopped off. I had to admit that, given the precarious positions of these candidates, slight alterations to teacher work sample data might be the least of these candidates’ problems. Returning to the plant metaphor, I considered what these pre-service teachers were sharing with each other from their points of view, pulled up from their roots and wavering timidly in the bright exposure all around them. We gardeners view the outside of the plant, but the nourishment for growth comes from places we cannot see. I hoped, by attending closely to their collective communication, I might be able to learn something of what wholeness means to a little seedling and how tiny pre-service teacher plants seek to survive when the sun is too bright and well-meaning caretakers water them half to death. I am a lousy gardener by nature, and it took me some time to learn how to walk gently among these baby plants, but as the weeks of our sharing passed, their voices grew steadily stronger and related many stories of how they held their inner and outer worlds together, while I learned better hear them.

Palmer's work as well as Greenleaf's concepts of servant leadership became the theoretical lens guiding me in how to view and interact with this group of pre-service educators. When participants struck out on their own within the journaling process, these frameworks were at work in my thinking to enable me to follow their lead. Palmer outlines a series of "Touchstones" that he suggests help create trusting spaces for his "courage communities":

- Extend and receive welcome....
- Be as fully present as possible....
- What is offered in the circle is by invitation, not demand....
- Speak your truth in ways that respect other people's truth....
- No fixing, no saving, no advising, and no setting each other straight....
- Learn to respond to others with honest, open questions instead of counsel or corrections....
- When the going gets tough, turn to wonder....
- Attend to your own inner teacher....
- Trust and learn from the silence....
- Observe deep confidentiality....
- Know that it's possible to leave the circle with whatever it was you needed when you arrived.... (Palmer, 2004, Loc. 2218-2231).

Palmer's work with educators helped my view of candidates as well as framing the entire study. Belenky, Clinchy, Goldberger and Tarule's (1997) work on *Women's Ways of Knowing* along with Sara Ruddick's discussions on "Maternal Thinking" allowed deeper understanding of all participants, including the researcher. Their themes related to holding, comfort, deep caring, along with understanding through questioning and hearing nested within Palmer's framework very comfortably. Additionally both frameworks enabled deeper sense-making of Sarah's nurturing her kindergartners during their first days at school "helping students going to the bathroom, washing their hands, missing their moms, and completing baseline assessments" (2017 Journal, Week 1)

and Mary's indignation after an observation of resource instruction: "A teacher in the room kept telling students to listen better, and pay better attention while she was reading. That frustrated me...if these students could just listen better, or pay attention better on command they would not be there" (2017 Journal, Week 11).

My lack of training as a "Courage" facilitator meant that I had to learn many of Palmer's "Courage" principles through trial and error. Nevertheless, this theoretical lens eventually enabled me to accept the subduing of my own agenda and to receive from participants what they offered from the everyday of their experiences. Moreover, Greenleaf (1977) constrained the researcher role to "accept the human condition, its sufferings and its joys, and to work with its imperfections as the foundation upon which the individual will build wholeness through adventurous creative achievement" (p. 26). I entered the study as a researcher who felt prepared to do something "for" participants and left the study as a researcher "for whom" the participants created an adventure within which my imperfections could build greater wholeness. Jane Tomkins (1990) describes her own change of positioning when she recognized that, as a university professor, she was focusing on performance rather than on living what she was teaching. Her humble conclusion was simply that never again could she "...fool myself into believing that what I have to say is ultimately more important to the students than what they think and feel" (p. 659). Unintentionally, then, my pursuit of Palmer's theoretical framework supplemented by Greenleaf's work and Tomkin's writing, helped create something more akin to Savin-Badin's and Major's mutual participation and true collaboration...between those of equal status" (p. 271) than would otherwise have been possible. Figure 3.3

below helps illustrate how three theoretical lenses helped guide and inform the research of this study.

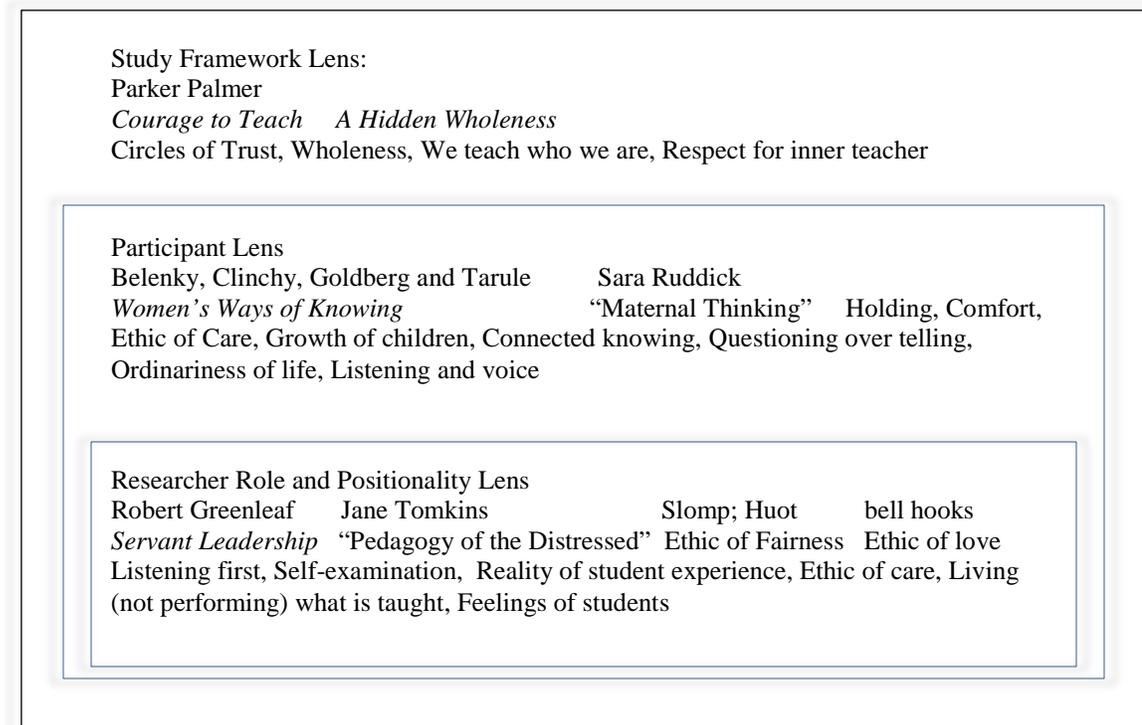


Figure 3.3: Theoretical Lenses

Participants

Prior the beginning of data collection in early September, 2017, all potential participants, the 80-member teaching cohort of fall 2017, had been contacted three times by email and invited to participate in the study, with two males contacted individually in an effort to include their perspectives. Initially, eight individuals expressed interest—a number that eventually dwindled to five women described in Table 3.2 below:

Table 3.2: Case Study Group

Pseudonym	Gender	Age	Major	Number in Household
Sheridan	Female	23	Elementary education/special education	One (and pets)
Lauren	Female	22	Secondary education	Two (and pets)
Mary	Female	26	Elementary education	Two (and pets)
Sarah	Female	26	Elementary education	Two (and pets)
Holly	Female	35	Elementary education	Six

As the study continued, these five women generated collaborative journaling data throughout the semester as well as participating in an end-of-the semester interview and focus group. Atypical as an all-female, elementary education cohort these women enticed the research into a more detailed examination of how gender might influence pre-service educator integrity. Stake (1995) suggests that “often an unusual case helps illustrate matters we overlook in typical cases (p. 4). As all the volunteering participants of the first study were female, this case also presented from a feminist viewpoint, or, in other words a *Women’s Way of Knowing*—suggested by Belenky et al (1986) as emphasizing “connection over separation, understanding and acceptance over assessment, and collaboration over debate” (p. 229). Taken together, these women, like the women in Belenky’s study, repeatedly demonstrated that “...strategies for knowing grow out of...embeddedness in human relationships and...alertness to the details of everyday life” (p. 85).

Ruddick (1980) describes such an orientation as a social category, which she terms “maternal”—yet without attachment to physical gender (p. 346). Relationship remains a theme in such applications of feminist pedagogy with reference to a Freire-ian

equality of dialogue and personal change: "...this pedagogy engages students and educators in critical dialogue about what to teach, as well as critical reflection on how the educators' personhood affects how they teach" (LaMantia, Wagner, & Bohecker, 2015, p.141). Although feminist pedagogy is beyond the purview of this study, given the propositional focus that pre-service educators would draw upon both individual and communal resources in their attempts to find wholeness, studying the communities that these women helped create—ones that included family, students, mentors, and the study group—became a primary focus of the study.

Another feature of this group was the way they held each other within their student teaching vulnerabilities. Through an ethic of caring, they created a community in which members could bring intolerable vulnerabilities and find in comfort in the sharing. The supportive atmosphere (along with other safe communities they created with mentors and loving others) seemed to allow them to gather enough confidence to continue their efforts. At one point in the study, Holly admitted to a realization that as a teacher candidate "...we're still students, and there are still things to learn as a student" (Personal Interview, December 14, 2017). This state of exposure as a student while trying to practice as a professional demanded the kind of safe place described by Bowker (2010):

Winnicott used the term "holding environment" to describe the setting a parent establishes for an infant who, from a state of utter dependence, gradually learns to interact independently with the world. As in the parental holding environment, the teaching environment must begin with a reassurance that the students will not be abandoned, forgotten, or embarrassed by the teacher or other students. From this security arises students' ability to tolerate the frustrations and anxieties associated with not having all questions answered (p. 132).

Noddings (2005) summarizes the concept of caring with a powerful statement about western education: “The system *is* strained but largely because it knows only one way to do things. Students are fed, but the rationale for feeding them is not that loving people compassionately feed hungry children but, rather, that “hungry children cannot learn” (Chapter One, n.p.). Sheridan, during our focus group at the end of student teaching, illustrated this exact difference when she spoke about the teacher work sample emphasis on relevance of contextual information to student learning:

You’re in a title I school, and so your clinical [evaluator]...wants to see you say, “I know I’m in a Title I school. These kids might need snacks...” and then they’re like, “Well what does that mean?” And you’re like, “That I will feed them if they’re hungry...that’s what it means...it doesn’t really mean anything else.” They’re like, “Well, what does that mean to your lesson?” And I was like, “that if they’re hungry, I will feed them....It really doesn’t mean anything.” And they’re like, “Well, then you need to take it out, but then you need to add another factor in there.” And you’re like, “Well, I don’t have any other factors. That was my factor, you know” (Focus Group, December 13, 2017).

These women cared for each other, and consequently for their students, out of loving compassion. As a participant observer, I was able to enter this sphere not because I represented the university but in spite of it.

Each participant assisted in creating this kind of parental-maternal holding environment for the others. In particular, one member of this small group, a more mature individual than is common for undergraduates, contributed tirelessly to caring for each member of the group. Her female perspective, deepened further by her own experiences as a mother, added an additional layer of context that Belenky et al (1986) describe as “...how maternal practice might shape...thinking about...the teaching relationship” (p. 13). The most prolific contributor to our online dialogue and the first to respond to any

of us having a proverbial “bad day,” she thus demonstrated a commitment to the capacity for empathy” (Belenky et al., 1997, p. 113). Additionally, as a female teacher candidate, she evidenced “...a connected epistemology, in which truth emerges through care” (Belenky et al., 1997, p. 102)” as well as modeling the creation of “metaphorical extensions to span the distance between her own and others’ experiences” (Belenky et al., 1997, p. 122). In this role, she frequently gave strength of voice to others as they struggled to put their experiences into perspective.

As an illustrator of “matters we overlook in typical cases,” (Stake, 1995, p. 4), this individual was able to express in journaling what might not otherwise have reached the reflective consciousness of younger candidates. Thus, although she does not speak for interns in the sense of generalizing to them, her transparent and emotional struggle to share, define, and maintain her integrity allowed her to “lead us to understanding, to assertions [and]...to modifying of generalizations” (Stake, 1995, p. 4). Her ability to communicate personal struggle allowed all participants to share her experiences more vividly than might a typical case unit. Very expressive of her own passions as a pre-teacher, she became a leader in sharing her “effort to reclaim the self by attempting to *integrate* the knowledge that [she] felt intuitively was personally important with knowledge [she] had learned from others” (Belenky et al., 1997, p. 134). Moreover, if a standardized piece of knowledge or a teaching practice failed to integrate with her inner self, she had the courage to reject it—or at least to write a rejection in the context of our small group. In many ways, she became the teacher of all of us, researcher included. A participant in the online collaborative journaling, this teacher candidate also agreed to a

personal interview when she was unable to attend the focus group, as well allowing a researcher visit to her student teaching classroom. These provided clearer undertones to the research data.

As suggested above, this one unique case was selected as a rich source of data that might provide raw material for reflection from a number of different directions. Stake describes how a case is seen as “unique as well as common” (p. 44). After mingling in one community that included this participant (online discussion group) this individual’s data rose to the surface, not for her uniqueness of experience, but, rather, for her transparency and clarity in communicating that experience as well as for the sheer amount of data she generated—in the course of 12 journaling weeks, she contributed nearly 80 separate entries, well over three times the minimum requirement. She exhibited, therefore, Stake’s criterion of a “critical uniqueness” that could allow readers to more deeply participate in the raw material of data presentation with fewer interpretive interruptions by the researcher. Nevertheless, because her integrity comprised community as well as individuality, the study group became the case and the primary data source. Rather than focusing on the individual interview or a personal journal, this research sought primarily to understand how integrity was shared and maintained within collaborative dialogue.

Trustworthiness of Data

Yin (1994) suggests that all case studies be examined on the basis of construct validity, internal and external validity, and reliability. The first of Yin’s (1994) three

principles for attaining construct validity is "...multiple sources of evidence" (p. 90). Likewise, in his discussion of case study research, Stake (1995) offers that "common sense does not take us far enough" (p. 107). For this study, "multiple sources" and "beyond common sense" took two different forms. With regard to the collaborative journal, twelve weeks of archived data existed for a kind of intra-data comparison. As explained by Stake (1995), meanings from journaling responses came about both "through direct interpretation of the individual instance and through aggregation of instances until something can be said about them as a class" (p. 74). Thus, frequent expressions of vulnerability and insecurity contributed by all participants gave rise to including "vulnerability" as integral to an authentic student teaching experience, while Holly's triumphant statement about teaching that "it is a great joy" (Journal, Week 12) rang too clearly to be ignored and "embracing joy" arose as sub theme, even if other participants had not quite arrived at that point when the study concluded.

In addition to extended time spent within the collaborative journal, the semester ended with two focus groups, one personal interview, and a targeted segment of the iterative student teacher satisfaction survey for that fall. Artifacts available for study and representing this case, then, began with the twelve weeks of online journaling discussions archived on Desire to Learn's Brightspace, the university's web-based learning environment. These were available for extensive analysis, and nearly all contributions were spontaneous and freely generated. As the semester progressed, the dialogue had grown richer and more personal, but the format of free-journaling, charted by the participants, never varied after the second week, with the exception of sharing about their

Montana Education Association Conference experiences, which was a requirement for all in-state teacher candidates.

Internal validity, or avoiding ascribing spurious causes to effects, was minimized by allowing teacher candidates to generate themes that were important to them and interpreting them using the above-described standards of frequency or intensity of occurrence. Additionally, although framing the research with Palmer's "Courage" work affected the lens through which data was visualized, the longevity and wide acceptance of Palmer's principles helped assure that researcher interpretations would not exceed too far the boundaries prescribed by the data. Triangulating focus group, interview, and survey data allowed for a more faithful representation of information as did member checking and the trustworthy touchstone of Parker Palmer's work with in-service teachers and teacher educators. Final checks on trustworthiness were provided by the participants who were sent copies of the transcript with their names highlighted throughout. This allowed them to verify the data and comfortably sign a Permission to use Quoted Data form (Appendix D, p. 258). Palmer's framework also shored up the conclusions of this research. Because of his extensive involvement with in-service teachers, Palmer's principles from "Courage to Teach" writings were constantly compared to the interpreted data in order to further establish credibility of data conclusions. Likewise, using Palmer's conceptual framework gave reasonable assurance of external validity. The candidates replicated certain of Palmer's findings among in-service teachers within their recurring or prominent themes of vulnerability, courage, balance, community, and calling—all frequent visitors to Palmer's research, as well as to other studies referencing

his “Courage” principles (Akoury, 2013; Bell 2015; Henderson, 2007; Reid, 2013). Yet, though the candidates replicated these “Courage” themes, they flavored them with their unique positions as half-students, half-professionals. For example, one “Courage” theme, humility, did not surface in the candidate data—most probably because they were living that state rather than reflecting on it, due to their humble and oftentimes humiliating position as teacher interns.

Reliability, in the sense of consistency across time and situation might be more questionable in this study. Although its congruence with many “Courage” themes and of other research into pre-service teacher identity development would suggest some likelihood of this study’s persistence of data in other studies, the intense particularization of this research could portend otherwise. Nevertheless, the triangulation of journaling, focus group, interview, and survey data indicate that although the form and intensity of study themes would likely vary, similarities would have a significant chance of resurfacing as representative and momentous influences on how teacher candidates integrate the “I am” of being with their “who” of student teaching.

Data Analysis

The triangulated data for this study, then, comprises the collaborative journal, with additional case data collected in the form of one focus group and a personal interview. Additional artifacts that did not represent the case included the clinical evaluator focus group and three open-ended survey questions related to teacher work sampling given on the fall 2017 student teaching satisfaction survey. Coded emotions,

values, and language (in vivo—or the participant’s own words) from this survey data were compared with journaling, interview, and focus group interpretations in order, not to generalize data, but to provide assurance of trustworthiness. On the other hand, clinical evaluator focus group responses served both as a contrast to teacher candidate data and as information necessary to address the third research question of “How can assessments of the student teaching experience honor and support teacher identity and integrity as opposed to deforming them in order to encourage authenticity in the assessment process?”

When the fall 2017 semester ended, and all candidates had gone their separate ways, I emerged from my thirteen weeks of data immersion, stepped back, and began deconstructing what I had read, written, and heard by coding all sources of data: survey, focus groups, interview, and journals. When everything was in pieces, I attempted to interpret and re-integrate the material by shaping a narrative from stories generated over the weeks of journaling and follow-up meetings, using the narrative inquiry approach described by Connelly and Clandinin (1990). They outline steps to narrative inquiry as a negotiated entry into the narrative, which took place in the first weeks of collaborating journaling. Next, they describe “living the story” (p. 33) through various forms of communication with participants—a process that enclosed the entire journaling process as well as focus groups, interview, and survey data. The researcher’s third task involves writing the narrative in such a way as to invite reader participation and to summarize the essential “wholes” of the story from the various individual contributors. The focus group and interview helped me to further interpret and revise the stories I had lived with the

participants during journaling, and the final writing task involved sending the entire text to all participants and making any corrections or revisions they requested. A final acknowledgement outlined by these researchers is that “We also need to tell our own stories as we live our own collaborative researcher/teacher lives. Our own work then becomes one of learning to tell and live a new mutually constructed account of inquiry in teaching and learning” (p. 12). At the end of the process, this is all any qualitative researcher offers.

Conceptualizing the Data

Savin-Badin and Major (2013) define a conceptual framework as “...a model for thinking that is the direct result of a systematic process of reviewing and synthesizing information from a related body of knowledge that provides the intellectual underpinning to guide the development and conduct of an empirical research study” (p. 138). The dangers of limiting and constraining data by use of a conceptual framework were in this case lessened by the trustworthiness of Palmer’s work within educator circles and its use to research in-service educator authenticity (Akoury, 2013), in-service teacher renewal (Reid, 2013), and the triad of identity-integrity-authenticity in educational leaders (Henderson 2007).

I combined the total summation of all data, the twelve weeks of journaling, the two focus groups, the one interview, and responses to the three short-answer interview questions into one document and put the data in tables for coding. This generated approximately 200 pages of material with coded key words and themes. Stake (1995)

discusses the use of coding in case study research: “One of the choices that needs to be made...is how much to use coded data and how much to rely on interpretation directly from observation. Most case study reports present both coded data and direct interpretation but one or the other usually bears the conceptual load” (p. 29). Already committed to narrative inquiry, I chose to use coding as a triangulated data source across a much larger sample of the student teaching population. Relying on Saldaña’s work, I chose three coding categories: emotion and values coding—both considered by Saldaña as appropriate for narrative approaches and qualitative inquiry focusing on interpersonal situations—as well as a first-level in vivo coding session (“In vivo” represents codes generated using participants’ own words.) along with a final column of researcher memo-ing. After conducting these three types of coding sessions and memo-ing on the entire data, I interpreted them as related “I am” themes and used these to triangulate secondary sources with my interpretation of the journaling data. Table 3.5 samples in vivo coding that helped influence interpretation of themes.

Table 3.3. Coded and Interpreted Themes

In Vivo Coded Theme	Interpreted Themes	In Vivo Coded theme
I am nervous/worried	Vulnerability and comfort/confidence	I am comfortable
I am in no position		I am doing well
I am now at a loss	Imbalance and balance	I am proud
I am running out of time		
I am overwhelmed		
I am overloaded	Isolation and community	
I am only one voice		I am not the only one I am identifying with...
	Labor and calling	I am doing what I have been meant to do I am proud
I am having to face	Challenge and courage	I am hoping I am working towards I am continuing
	Nurturing self	I am someone who needs I am committed to myself
	Nurturing others	I am helping I am concerned about... I am committed to my family
I am keeping my mouth shut	Resisting repression	I am frustrated I am aggravated I am doing this for someone else
I am shocked	Upholding ethics	I am of the belief
I am surprised at		
I am awkward	Embracing humanity	I am becoming
I am still green		I am learning
I am sad	Grasping joy	I am glad
I am very unhappy		I am excited
		I am grateful

Since the coded material included survey data as well as collaborative journaling, it was not expected to align precisely with interpreted information gained from being immersed in twelve weeks of journaling; as Patton (2002) suggests, “Different kinds of data may yield somewhat different results because different types of inquiry are sensitive to real-world nuances (p. 248). Nevertheless, all materials

exhibited a quality of compatibility except when the clinical evaluator focus group material was compared with student material as discussed in Chapter Four.

One final data source arose from an on-site school visit. I undertook this visit less to triangulate data than to give it flesh and features. These were primarily observations of the researcher with a focus on interactions among one of the case members, her students, and her mentors as well as impressions of the physical spaces that comprised the placement. Although these were altered to protect anonymity of place, the flavor of this rural setting was retained as much as possible and my impressions of this visit are presented in the introduction to Chapter Four.

Researcher Role

Yin (1994) suggests that the researcher “may assume a variety of roles within a case study situation and may actually participate in the events being studied” (p. 87). Nevertheless, taking on a three-fold role of participant, observer, and interpreter represented a massive responsibility. Even with the advance preparation of years as a clinical evaluator and even more years as a field supervisor—both roles that engaged me in frequent conversations with teacher candidates, I had a great deal to learn prior to interpreting the data generated by this study. Right from the start I was unprepared for my own “endless capacity for self-absorption and self-deception (Palmer, 2004, Loc. 257). It turned out that I needed my little community of pre-service teachers far more than they needed me, and I had better studied “Pedagogy of the Distressed” than of the “Oppressed.”

Yielding my researcher agenda to take on a previously unexplored role became the first major task. My initial entrances into the collaborative online dialogue were so incredibly awkward that I still blush to read them. Like Tomkins (1990), I discovered that, probably because I was somewhat of an intruder and also perhaps as a result of my blundering, “my students talk[ed] more to each other and less to me” (p. 657). My original study focus of teacher work sampling was quickly relegated to a low-level presence in the journaling as the group grappled more intensely with issues of identity and survival. Connelly and Clandinin (1990) describe a researcher ethic that requires “negotiation of a shared narrative unity” (p.3). Nonetheless, the meanings made by candidates in this particular study were not open for negotiation. The pre-service teachers’ very raw and vulnerable experiences took precedence, and only when I became a “willing student eager to be taught” (Cole, 1986, as quoted in Connelly & Clandinin, p. 4) was I able to enter the stream of meaning making.

For me, this eventually gave fuller meaning to the term “participant observer.” Tomkins (1990) documented, “Because I don't have the burden of responsibility for how things are going to go every time, I can contribute when I feel I really have something to say. I concentrate better on what is being said, on who is talking, and on...how things feel” (p. 657). Unlike Tomkins, I was a slow learner, and I blundered along for some weeks before I began to relinquish my perceived researcher role of “participant observer” and started simply to observe and participate—to contribute when I felt I actually had something to say and to listen to the voice the group was creating.

Once I conceded control of journaling, I was slowly drawn deeper into a role inspired and framed by Palmer and Zajonc's (2010) work that involved relationship over method, or a "...primacy of the role of participating observer whose experiences and relationships form the core of the new sciences" (p. 11). Palmer further describes this role as connecting "the power of scientific knowing with the feelings we have before a work of art and the compassion we feel for those who suffer" (p. 11). Such an approach merged seamlessly with Stake's (1995) concept of the art of case study and allowed me to bring into my research my long-time love affair with painting and the art world as well as compassion born of 61+ years of joys and tragedies that had already been slowly chipping away at my ability to criticize and ignore the plights of others.

Stake (1995) cautions researchers that choosing how transparent a role to take as a case study researcher is an "ethical choice, an honest choice" (p. 103), and I was assisted by a series of events, which while personally uncomfortable, allowed me to experience in parallel a few of the stages and quandaries that confronted the participants. The distressing spring 2016 student teaching satisfaction survey had begun a process of deconstructing my arrogance as evaluator. Greenleaf (1977) asserts, "if too many potential builders are taken in by a complete absorption with dissecting the wrong and by a zeal for instant perfection, then the movement so many of us want to see will be set back" (p. 25). This, the first step in my descending to a participant observer position was accomplished by having to honestly digest the angry criticism leveled at our TWS program in the survey—stripping away much of my confidence and in some ways akin to

concerns related to being evaluated expressed by teacher candidates in Ekşi and Yakışık's (2016) research.

My next step toward researcher reasonability resulted from teaching my first on-site university-level course during the same semester I was involved in collaborative journaling for the study. Not only did this new endeavor induce a professional precariousness that placed me in a position to need the group's support, but working a more-than-full time job, teaching, and laboring on the dissertation induced a state of personal imbalance that, in many ways, reflected the lopsided lives of the participants. These professional vulnerabilities assisted me out of some of my personal bias due to tunnel vision and probably my age. Up until this time, I had still viewed student teaching by the model demographic I had known back in my teacher candidate days, when, though married, I had as yet no children, no demanding pets or family issues, was not working and, thus, could dedicated all my spare time to preparation and planning.

In addition, I was rendered yet more vulnerable by personal life challenges that included aging parents, responsibilities as a mother and grandmother, and most poignantly, having to put down two long-time companions, my old horse and my dog, within two weeks of each other at the beginning of the semester. Taken as a whole, these combined personal and professional vulnerabilities had without intention or control on my part, stripped me of defenses that might have perpetuated a more arrogant researcher stance. By the end of twelve weeks of journaling, these and the community I found with the study participants were helping to replicate a necessary researcher stance for narrative inquiry suggested by Connelly and Clandinin (1990):

...successful negotiation and the application of principles do not guarantee a fruitful study. The reason, of course, is that collaborative research constitutes a relationship. In everyday life, the idea of friendship implies a sharing, an interpenetration of two or more persons' spheres of experience. Mere contact is acquaintanceship, not friendship. The same may be said for collaborative research which requires a close relationship akin to friendship. Relationships are joined...by the narrative unities of our lives, (p. 4)

Thus deflated to a place of greater reasonableness, I hoped to interpret data from a new position better aligned with Greenleaf's description of servant leaders who "abandon their present notions of how they can best serve their less-favored neighbor and wait and listen until the less favored find their own enlightenments, then define their needs in their own way, and finally state clearly how they want to be served" (Greenleaf, 1977, p. 49). Helped along by the teacher candidates as well as my own vulnerable positions personally and professionally, I prepared to observe, participate, and, with caution, to interpret and hopefully to provide "readers with good raw material for their own generalizing" (Stake, 1995, p. 102).

Since positionality is important to research, I can attempt to summarize mine by again quoting Tomkins, who states that as the result of her experiences: "I can never teach in the old way again. By which I mean that I can never fool myself into believing that what I have to say is ultimately more important to the students than what they [students] think and feel" (p. 659). I have not come so far. Undoubtedly, I will fool myself many more times in the few years that remain to me. Nevertheless, as a result of learning from five pre-service women educators, I can say that I am now called to never believe that "what I have to say is...more important to students than what they think and feel." This is my position, though I fall short of this calling more often than I attain it.

Conclusion

Undertaking a case study analysis through first participating and then analyzing collaborative journaling data represented the core of research. This necessitated over thirteen weeks of being involved in the generation of and then collecting research data based on twelve weeks of collaborative journaling with five female participants during their student teaching experiences and following this with a focus group and interview, a process which deconstructed my researcher positionality long before I took apart the data. After the semester ended, I labored through many weeks of transcribing, memo-ing, coding, and theming this data along with additional information generated by the clinical evaluator focus group and fall 2017 student teaching survey. After deconstructing the materials in this fashion, I was able to re-immense myself within the community created during twelve weeks of collaborative journaling. Reliving the conversations and re-experiencing the nuances we shared spilled onto the keyboard with surprising ease. Even though I had to return again and again to the coded data and framework to provide checks and balances to interpretations, the task was, as Holly would have described it, “a great joy” (Journal, Week 12).

CHAPTER FOUR

RESULTS

Introduction

I had to time my trip carefully in order to travel to the research site and make it back before dark, for its location was beyond the sphere that spread out from my bustling university and tourist town, and in late November the sun set early. The interstate served as a neutral zone. Grateful for a cool, lightly clouded morning, I drove through thinning traffic as the landscape surrounding me broadened and relaxed—dormant grassland pocketed at intervals with dog-eared outbuildings and napping ranch animals. I always feel myself lapsing into my youth when escaping the city limits in which traffic jostles for dominance where once I rode my pony along gravel lanes and grassy pasturelands. Now a responsible adult driving a Toyota, I whizzed past the many asphalt miles of my itinerary until, exiting the endless, rural corridor of I-90, I struck out in a new direction—one bordered by a typical, wayfaring Montana river and a range of mountains descending to a dormant stand of willows bordering the water.

Savoring the scenery, I felt a flicker of concern about locating the school; but as I drew closer, I saw that the two-and-a-half-story, brick building clearly landmarked the town—with a smallish post office and a few faded homes flanking or facing it as afterthoughts. I crackled into the gravel parking lot, eased out of the car, and trotted up the stone steps to a shabby stoop, where I had to buzz for entrance—a reminder that even here, man's fear of man had invaded the inhabitants' sense of security. Some interior

electronic signal apparently attracted the resource teacher who disclosed to me a dim interior that mated well with the rustic surroundings. As I ascended to the first wooden landing, I was enveloped in a bygone scent that held me suspended between researcher and child. My fourth-grade mind creaked cheerfully up the remaining pine stairs through heavy odors of damp, rusty plumbing and long-decayed insulation even as the researcher in me considered the context of rural Montana and its effects on education. It was odd how these youthful sensations instantly pierced so many decades of adult experience. Smell, they say, can have that effect. The eight year old in me dominated, and a sense of familiarity followed me into the classroom, where painted plaster walls stretched toward ceilings so high that lights were suspended from long brown cables rather than recessed. Well-aged pine flooring, protected by venerable layers of varnish, continued into the classroom from the common area—every board darkly outlined where intervals of shellac had briefly halted successive marches of dirt ground into cracks by grimy school shoes.

Fifteen pairs of eyes immediately turned toward me, and I snapped back to a self-conscious researcher state, feeling awkwardly out of place. Lined up in desks of thick plastic and tubular metal, the largest group of children faced a white board flanked by their teacher, while a smaller ensemble, wriggled restlessly at a kidney-shaped table tended by Holly, the teacher candidate I had come to observe. My entrance introduced a moment of distraction clearly relished by this half-tamed herd of fourth and fifth graders. My first impressions, besides the eyes, were of walls festooned with everything from a panoramic chart of carefully formed cursive letters (probably frozen in the same spot through generations of penmanship practice) to posters proclaiming the virtues of science

and reading. A juxtaposition of ancient and modern continued to clutter the room—a hand-crank pencil sharpener foreshadowing its modern electric counterpart near at hand—no doubt, the old reliable often in use when the flimsier, new-fangled mechanism became clogged by too many enthusiastically ground wooden shafts. Abruptly, at about eight feet in altitude, the décor thinned to thickly painted plaster broken only by one tall bookshelf and a Dr. Seuss-like, gravity-defying Rubbermaid tower that crept up almost as high as the shelf—suggesting that closets had not been a part of the original school blueprint.

After prompted by the main teacher to introduce myself and doing my best to assure the classroom natives of my friendly intentions, I plunked down at the kidney table to sort out the busy hum swarming around my teacher candidate. The banter was lightning fast and had my attention darting as if focused on a hive of honey producers. Questions like, “Hey, why is your teacher here? You’re not a student! You’re a teacher!” shot toward my candidate, whose responses darted back with equal speed and finesse, “Sure I am! I can be both a student and a teacher. I am learning too, you know!” My pen was far slower than the rapid-fire, differentiated instruction that happened at the little table. At one point, a student became disturbed about something, and Holly whisked him into the hall. She later told me,

The one boy who had the breakdown during math...that was new....and then to try to take him out in the hallway and get him to open up was difficult. And so I left it at, “Why don’t we go back? Let’s sit down, if you don’t want to do your math right now, don’t worry about it. I’m not going to assign it for homework. You and I can sit down when you are in a better place, and we’ll deal with it then.” ...Every day is how you handle it...good or bad. I’ve been in bad situations, and you can handle them in a good way (Holly, Interview, December 14, 2017).

The rest of my time was a blur of the kind of activity Holly loved,

Hearing my classroom sound like a beehive with students...working in small groups to do research or complete an activity...has been wonderful. Students have often asked me "What are we doing tomorrow?" "Can we do this again?" or simply "That was fun!" (Holly, 2017, Email communication).

Closing the tall door behind me and hearing the buzzing beehive gradually fade away, I trotted down the stairs and once more took in the surroundings of the school that reminded me so much of fourth grade and my long-abandoned youth. Journeying back, I navigated with resignation increasing numbers of hurtling semi-trailers, pick-up trucks, and cross-overs. Still early in my research, I did not yet know that the dissonance I felt as I emerged from the womb of pastoral Montana to the bright and noisy lifestyle rapidly closing around me would be echoed in the voices of my participants. These teacher candidates, trying to bridge discordant worlds of K-12 schooling and academic university instruction while integrating their dual, yet too often discrepant, roles of student and teacher, would shortly contribute their resulting upheaval, reassurance, self-doubt, confidence, fear, and affirmation. Integrating their authentic, lived experiences as teacher candidates with the academic demands of the university would, I was to discover, prove to be as unsettling for them as was my transition from a childish, pastoral existence back to the grown-up demands of work, education, and research. For all of us, this noisy activity threatened to drown the still, small voices within, allowing outside demands to crack us apart and separate us from our own souls. I was about to learn more of this assault on human integrity, with particular ramifications for these pre-teachers, members of the next professional generation to educate our nation's children.

Study Beginnings

Studying the effects of a program on pre-service teacher integrity meant trying to discover what teacher candidates were failing to integrate. Survey research had already pointed to a dearth of integrity within the teacher work sample process, but the lack of a thing hardly explains it. Both quantitative and qualitative data from the spring 2016 survey that prompted this inquiry has been documented in Chapter Two. Six months later, after making teacher work sample adjustments based on student feedback, survey results (Table 4.1) indicated that more work might be necessary, as documented by students who were asked the question, “How authentically were you able to tell your story through the teacher work sampling format”?

Table 4.1. Fall 2017 Survey Question Responses, (N = 50)

Response	Percentage	Number
Not at all authentically; the teacher work sample forced me to lie about my story	10%	5
Not completely authentically; the teacher work sample distorted my story somewhat	48%	24
Authentically; I was able to use my story to shape the teacher work sample	42%	21

Thus, this study began with collaborative journaling during which participants built trustful relationships with each other over the semester. As earlier discussed, this data was triangulated with other sources of information—survey, focus groups, and interview data. These all, though carefully coded and examined for recurring and prominent themes, receded into the background when it became time to retreat from etic (researcher oriented) study intentions and make way for concerns of the research actors.

As Stake (1995) points out, “the issue statements may not fit the case very well and need repair. Issues evolve. And *emic issues* emerge” (p. 20). Stake’s assertions proved all too true in the process of this study when journaling data was allowed to speak its story. My first researcher intrusions into the journaling milieu were awkward thrusts of my own agendas into the milieu. Although patient with these attempted redirections, the group as a whole ignored my rather too-obvious agendas and built discussions meaningful to them at each stage of student teaching. Without their determination, this study might have remained mired in key words and coding.

As it was, the courage and honesty of five female pre-service teachers demanded that their voices be allowed to remake the study. As a result, two driving forces emerged to dominate research intentions. Preeminently, the emic thoughts and experiences of participants rushed over my etic, researcher pre-conceptions and gradually shaped both the presentation as well as the choices of the case study data. Likewise, when it came to a method of recording research information, a commitment to “providing opportunity for vicarious experience” (Stake, 1995, p. 86) and making way for “...embeddedness in the experience of the reader” (p. 86) proved more important than columns of neatly quantified and organized codes. Thus, the study shaped itself through both “...emergence of meaning through repetition of phenomena” and “...emergence of meaning in the single instance” (Stake 1995, p. 76).

Eventually, segments of a new whole seemed to emerge in the manner of a theory-building approach as described by Yin (1994, p. 140). I moved in and out of the memos, codes and stories—trying slowly to layer reliability into the whole, or as Stake

suggests, concentrated on each instance, “trying to pull it apart and put it back together again more meaningfully” (p. 75). In the final analysis, however, the story, like the candidates in the study, refused to be contained too tightly within parameters and guidelines, demanding instead that participants’ voices speak for themselves, and, secondarily, that readers be allowed to “add their own parts of the story” (Yin, 1994, p. 86).

Participants

The tale had its beginning in an online environment designed to provide a voice to volunteer teacher candidates during their student teaching experiences. The university’s “Bright Space” shell easily permitted blocking collaborative journaling into twelve, weeklong segments. All fall 2017 teacher candidates were invited three times via email (Appendix B, p. 278) to participate and lend their voices to a discussion of a research-based teacher work sample that could integrate personal meaning with evidence-based decision making. The format was to follow the normal requirements for journaling during student teaching—two entries per week (though the participants in this study often generated many more). After some time, five journalists emerged to persist in a dialogic process that would include the researcher throughout their student teaching experiences.

From first to last, the group comprised an all-female cohort that may have initially been motivated more to help the researcher than by enlarging their collective voice in the teacher work sampling program. Although such motivation reduced the generality of research, the group did mirror a case “hospitable to...inquiry” (Stake, 1995, p. 4).

Within the following narrative, I have made a concerted attempt to protect the identities of participants within a relatively small teaching program. Thus, after supplying data on major and age by permission, I created pseudonyms for each individual: Holly, Sarah, Mary, Sheridan, and Lauren whose demographics are repeated below in Table 4.2. As much as possible, information was allowed to protrude through the candidates' own sharing rather than by deliberate researcher adjustment. As a result, in this chapter, misspellings and incorrect or missing punctuation occurring throughout their journaling were preserved but marked with "sic" in order to allow each candidate's voice to speak as authentically as possible and to preserve the quality of journaling as opposed to polished prose.

Most of the participants' contributions have been lifted, therefore, directly from the collaborative journal. However, blank spots have been filled in by contributions excised from the focus group discussion in which Lauren and Sheridan took part, as well as an individual interview granted by Holly. I also drew occasionally on answers to open-ended questions from the fall 2017 student satisfaction survey to support or expand on data the case generated. Sarah, who was moving at the time, was unable to participate in the focus group but granted permission for her journaling to be quoted (Appendix D, p. 285). Mary, who also gave permission to be quoted, participated in the journaling but, at the last minute, was unable to attend the focus group. When compiled, the whole was sent to each participant for member checking and any requested changes promptly made without equivocation. Nevertheless, the resulting interpretation is not duplicable in the same sense as a more objective study. Although I frequently

referenced various sources of data (focus group, survey, and interview), the final interpretation represents my personal interpretation as a participant observer and, thus, my understanding remains open to misunderstanding (Stake, 1995, p. 45). In addition, then, to member checking and triangulating other sources, I call on the reader to form his or her own interpretations, especially recognizing that the reading audience may indeed be “more familiar with cases” (Stake, 1995, p. 86) than I.

Table 4.2: Case Study Group

Pseudonym	Gender	Age	Major	Number in Household
Sheridan	Female	23	Elementary education /special education	One
Lauren	Female	22	Secondary education	Two
Mary	Female	25	Elementary education	Two
Sarah	Female	26	Elementary education	Two (and pets)
Holly	Female	35	Elementary education	Six

As a journaling group, we began our discussions shortly after each had entered her student teaching placement and continued for 12 weeks, though one participant moved to a second endorsement after 10 weeks and missed the last two weeks of journaling. She resurfaced, however, at the focus group, allowing closure to her broader story. Her name, for the purposes of this work, is Sheridan, who will open the first chapter of the research saga.

Sheridan, an elementary education major pursuing a special education endorsement as well, was one of the first to contribute and to begin teaching me what it

meant to both observe and participate. She initiated her journaling with a kind of honeymoon ecstasy:

With another week down I am really enjoying my placement! I love that I have so much freedom in the classroom to test out what I have learned thus far in my education...I set up a binder of worksheets that the students have done and have a notebook of observations that I have made about their skills and struggles throughout the day. The data that I have collected has been really interesting and useful for instruction...I look forward to collecting great data! (Sheridan, 2017, Week Two).

With one of my first awkward entrances, I picked up on Sheridan's observation notebook idea, and inserted a work-sample-focused comment. Fortunately, Holly, ignoring my rather stiff researcher approach, brought the exchange back to the real world of pre-service teaching as shown in the journal excerpts below:

“That is really a terrific idea, Sheridan. Did someone suggest it, or did you just come up with it on your own? What really fascinates me about the idea is that it allows for much more personalized information but in a more objective format. What do the rest of you think of this idea as TWS data?” (Researcher, 2017 Journal, Week Two).

I think it is a great way to collect information for a TWS. I hope that it proves as useful as it seems it will be for you, Sheridan. I struggle with TWS. For me, personally, it takes away from the joy of teaching...I find that when I have to reflect on data and lessons in the classroom, I am stressed out and not able to put my heart into my students. I am just glad that this is the last one I will have to do....Best wishes with your notebook method” (Holly, 2017, Journal, Week 2).

Clearly, my clumsy intrusion and attempt to lay claim to Sheridan's excitement about her little notebook of observations was only half-heartedly acknowledged by Holly, who was not about to be taken in by Pollyanna researcher applications to teacher work sampling. As it turned out, Holly's frankness took this conversation one layer deeper when Sheridan clarified how she viewed her little notebook of

observations—as something for her own benefit rather than to be peeled apart and made to fit inside a teacher work sample,

I am not planing [sic] to use this data in my TWS....all of the students are in such different places...For example some are working with adding or number sense and some are working on basic tracing of lines to prepare for hand writing, and some are even just working on holding a writing utensil and coloring inside the lines (Sheridan, 2017 Journal, Week 2).

And so began an exchange in which my novice researcher intentions became overshadowed by the real experiences of five women all seeking to be teachers. For me, the experience was humbling in the sense described by Iris Murdoch (1967): “Humility is not a peculiar habit of self-effacement, rather like having an inaudible voice, it is selfless respect for reality and one of the most difficult and central of all virtues” (p. 95). In this case, with some students still learning to hold a pencil working alongside those gaining understanding of addition, Sheridan shrugged off the my researcher’s agenda-driven comments and announced “I will be using a learning styles innovatory geared towards Kindergarten [sic] and a teacher designed ESGI assessment for my TWS” (2017 Journal, Week 2).

Data Analysis Procedure

First-level coding of emotions, values, and exact wording (in vivo) shaped the way I was able to view the research over all. Without it, I would have been in danger of missing much of what my five participants had to offer. Nevertheless, at a point in the research, first-level codes retreated to the background in favor of individually and collaboratively constructed meanings. These meanings, after multiple readings,

appeared to shape themselves into repeated and emphasized themes, integrated into the heart of their teaching experiences: vulnerability and comfort/confidence, challenge and courage, imbalance and balance, isolation and community, and labor and calling.

Although these pairs appear almost adversarial, the data as a whole point to the necessity of each for the other. Confidence arose out of vulnerability, and balance grew from imbalance, etc. For organizational purposes, I have tied each theme to the voice of a particular participant. Although I tried to match themes with participants, in reality, any one of the participants could have personified any theme. The possible exception might be Holly who seemed to exemplify a concept of calling. Because of Holly's age and experiences—she was in her own words “outside of the box” and “in a different place in my life” (personal interview, December 14, 2017)—she had already spent years considering her lifework. Her contributions related to “calling” comprised sub-themes, which I attempted to capture and have termed: nurturing “Who I am”, nurturing others, resisting repression, upholding ethics, embracing humanity, and grasping joy. Before the concept of calling, however, other participants will present experiences related to vulnerability and comfort (confidence), challenge and courage, imbalance and balance, and isolation and community.

Vulnerability and Comfort (Confidence): Sheridan

What the group was not to discover until much later, is that Sheridan's cheery comments (recorded above) precluded some very painful moments in her pre-service experience. Through layers of sharing, she eventually disclosed the story of fighting

her way through a personal crisis of educator identity resulting from a shaken relationship with her cooperating teacher. In both her journaling and focus group admissions, she reported that, at first, all seemed well. Apparently, however, an abrupt change occurred when she began to transition from classroom helper to co-teacher in the classroom:

I started with her like the 13th of August [official student teaching start date was August 31]...just out of, “I should do this,” not out of any requirement, and we had built a really good relationship, you know. She’d taken suggestions from me in the classroom...I learned a whole bunch, and then, like, things were really, really awesome, and then .it was like, Bam! Bam! Bam! (2017, Focus Group, December 13, 2017).

Sitting at the large conference table with our tiny cohort of three individuals—two of us listening intently—Sheridan described what happened next when it came time for her to lift some of the classroom responsibilities from her cooperating teacher:

... one of the experiences I had was my CT was quite critical of my teaching...and...it really brought me like to zero... like, “Wow, I can’t do this.” ...I was really out there for a little while, you know, I was doing great, and then she started taking all these notes.... that made things really hard, and so like I just like turtle tucked it essentially...I said nothing. I did nothing. I sat in the back of the room” (TC Focus Group, December 13, 2017).

Although during the focus group after completing this placement, Sheridan’s voice betrayed little emotion, others in the room remained silent—transfixed by the poignancy of the situation. Fortunately for Sheridan, she had been placed with a cooperating teacher gifted with some degree of self- and other-awareness. The windows rapidly darkened in mid-winter dusk, while Sheridan, illuminated by the pool of light cast by an incandescent lamp brought in to replace the room’s overhead florescence,

continued her story. She described frankly how her cooperating teacher tried to help her overcome the catatonic state in which criticism had frozen her:

And, then, you know, it took a good week, and she's like, "What is going on? You're not the same person." And I told her, "You know, you took these notes. You said these things; my practice clearly isn't up to... your expectations."So, she's like, "I'm just going to step out." And so that was the solution we came to, and if I was going to teach, she would just step out and just be in the hallway...still in earshot, and everything like that, but...she would be very careful ...because I thought, I was completely in the wrong (TC Focus Group, December 13, 2017).

Thanks to this insight of her cooperating teacher, Sheridan entered a period of shaky recovery during which she had glimpses of seeing herself as teacher again, "I saw I could give those directions; they [the students] could follow those directions. It felt like...OK, I could handle this" (TC Focus Group, December 13, 2017). As recorded above, the details of her vulnerable state Sheridan did not share until the focus meeting at the end of her placement. However, at Week 5 in her journaling, Sheridan did allow the group a glimpse of what she had been silently experiencing, though ending with a buoyant note as if to disguise its intensity:

I have been really down on my teaching and skills lately. In the beginning of last week I was questioning if this was even the right place for me to be. I was really upset after teaching my first TWS lesson, the students were a little talkative and my CT stepped in. I was thinking when she stepped in it was because she thought I was not doing well. This shot my confidence [confidence] way down! At the end of the day we talked and I found out that she...just wanted to help. I was still feeling like I failed as a teacher candidate. When I subbed in the classroom and saw that I could manage the behavior and get all that was on my agenda accomplished I felt 100% that teaching is where I need to be (Sheridan, 2017, Journal, Week 5).

Sheridan's contribution here reflects a state, experienced to some degree by all participants, of vulnerability and a loss of confidence so painful that she nearly reconsidered her calling. The terms below, "ripped apart" imply not only destruction, but

a stripping away of her feelings of confidence, competence, and comfort in the classroom—leaving her exposed. Also, her choice of words for how she responded to the teacher’s criticism by “turtle-tucking it” suggests seeking shelter from the naked vulnerability she was feeling as a result. As the weeks progressed, Sheridan made progress battling the demons of her own insecurity. Calling on her own skills of self-reflection, she became able to more objectively examine her lack of confidence and to develop a degree of personal insight. In her seventh week of placement, Sheridan attended a student teaching seminar that supported this progress. Afterward, she was able to view herself through a more objective lens, though it would be revealed later that self-doubt would not entirely leave her:

After some reflection I have discovered that I really struggle when others offer to provide help or step in to help. I feel the aid is provided because of something that I have done wrong. I have had several instances over the course of my student teaching placement where I have felt like I have failed because of another professional offering to help...Each time this has happened to me, I have ripped apart my skills as an educator. After the student teaching seminar last week I was intrigued to hear that this is a feeling that others have during student teaching....I think I am beginning to understand why myself and others feel this way.... (2017 Journal, Week 7).

The insights gained during week seven did not mark the end of the inward skirmishes Sheridan experienced in her attempts to view who she was as competent in a classroom. Solidifying this vision soaked up more time than Sheridan had on her side. In ten weeks, Sheridan completed her first placement and moved into an entirely new situation at another school where she would be completing requirements for her second endorsement in special education.

Researcher: “So then you thought maybe you could be a teacher?”

Sheridan: “Yeah, for just a minute and then the ball dropped...go to a different placement...” (TC Focus Group, December 13, 2017).

Sheridan’s account of her experiences at this new school expressed how her caution was reinforced, though, this time, for an entirely different reason:

It was a very odd time to jump in. They were like two weeks away from their trimester. So, like, they’re finishing up stuff...I’m changing classes. So, I have...no idea where I’m going. You know, I am an adult, so I can figure out... how to read numbers in the hallway, but...I’m still lost...I dismissed kids ten minutes early one day...There’s ...a lot of different stuff that I had to adjust to (TC Focus Group, December 13, 2017).

To add to the confusion of a new, larger middle school with its variegated comings and goings, Sheridan found herself, once again, tempted to devalue her worth in the classroom: “I’m split between two teachers.....So, some of the classes...there’s already four teachers in there and so a fifth teacher is just...kind of like overkill” (TC Focus Group, December 13, 2017).

Not only did Sheridan’s situation dampen her cautiously growing confidence, the very nature of her new professional endorsement, she began to discover, would continue to pilfer the first freedom she had expressed during Week Two as a brand-new teacher during the busy, mid-August preparations for the opening of school. Now repeatedly entering other teachers’ classrooms as a resource co-teacher, she would have to continue cautiously, as her SPED cooperating teachers reminded her:

...this is one of the things that my CTs have talked to me about...they’re like, “You have to mesh with their [host teacher’s] personality. It’s not your classroom, you’re coming into. It’s theirs.... you have to learn who you are in Mr. H’s class, and you have to learn who you are in Miss S’s class....And, that’s....part of being a resource teacher. (TC Focus Group, December 13, 2017).

A story with a perfectly happy ending would have concluded with Sheridan blazing toward her first teaching position with self-efficacy intact. Yet, as is the case with humanity, Sheridan would likely enter her first classroom only having internalized a degree of meta-cognition about her fears. To some extent, she had accept her dueling experiences of vulnerability and confidence, but written comments she created prior to the focus group revealed that she would likely be followed by this shadow of uncertain efficacy:

My vision of myself as a pre-service teacher is not the most positive picture. I really was critiqued during the first part of my placement and got really down on myself. I felt like I was doing the kids a disservice by just being in the room. I feel more confident after finishing my placement and getting more positive feedback from other members of the school.... I need to know that I am doing well (Sheridan, email communication, 2017).

Sheridan's sense of others' perceptions hampered her ability to move beyond being consumed by personal insecurities and feeling adequate to meet the needs of her students. A more agonizing statement than "I felt like I was doing the kids a disservice by just being in the room," from a pre-teacher can hardly be imagined. How Sheridan persisted and survived appeared to come from a combination of her own grit, a degree of cooperating teacher sensitivity, a presentation at her student teaching seminar, and encouraging comments from "other members at the school" (Email communication, 2017). One role served by the journaling group appeared to be sharing commonality of experience and attempting to hold up other candidates threatening to drown in their vulnerability as novice interns. Coding, memo-ing, and interpreting statements made by participants seemed to support the term "vulnerability," but an antonym became harder to determine. Confidence seemed the obvious choice at first, but the term "confidence"

seemed to be used very closely with the terms “comfort” and “comfortable” as Sarah demonstrates here in some of her Week 2 journaling comments: “I am also beginning to gain *confidence* in certain areas, such as reading, trying to keep the students engaged through actions and voices. This...is interesting because I am learning it actually makes teaching more fun once you are *comfortable* doing it” (2017, Italics added). In the end, the term “comfort” won out, in part because it better reflected the constructed meanings made by the group. In response to each other’s vulnerability came an outpouring of comfort and concern—in an attempt to help make the afflicted individual gain confidence. Cooperating teachers were also referenced as sources of comfort when individuals felt exposed:

My field supervisor gave me so much feedback and suggestions on things that I could do differently, it made me defeted [sic]....I have been questioning all of my instruction and lesson planning because I fear that there is always something that I could be doing differently...After talking with my CT she has ensured [sic] me that I am doing well...so not to get too caught up in the feedback, which has helped me slowly gain my confidence back (Lauren, 2017 Journal, Week 5).

Similarly, Holly was quick to respond to Sheridan’s confessions of insecurity in

Week 7:

I am of the belief that it takes a community to raise a child....Don't think that people are stepping in because of something you did. Instead, tell yourself that they...are part of our community and are helping to raise those kids.... Older adults often feel that they need to stay busy to be useful. I am one of those types of people. I'm okay being a wallflower aide for all of 5 minutes before I feel the need to step in and help (Holly, 2017 Journal, Week 7).

Sheridan was not alone in her feelings of vulnerability. Most group members referenced similar periods of self-disparagement, during which they questioned personal fitness for their hoped-for profession.

...those first few days this week were really frustrating, because I knew what I needed to do when I looked back, I just couldn't remember in the moment. I had been really down on myself about this...feeling like maybe I can't handle being a teacher. I was trying so hard to have good days, and focus on the positive but it just ended up feeling overwhelming (Mary, 2017 Journal, Week 5).

Despite Sheridan's obvious misery at times, according to Palmer (2007), Sheridan's confrontation with her own vulnerability represented an opportunity to integrate her core self with her hatchling inner teacher: Palmer describes a similar position of vulnerability when confronted by a resistant student and concludes:

....we try to jump out of our pain into the 'fixes of technique'. To...leap immediately to 'practical solutions' is to evade the insight into one's identity that is always available in moments of vulnerability—insight that comes only as we are willing to dwell more deeply in the dynamics that made us vulnerable (p. 74).

According to Palmer, then, Sheridan—with fellow sufferers and experienced supporters helping to make the discomfort more bearable—could (and did) begin to integrate who she was "...very much a perfectionist...[with] very high expectations of myself" together with her vital need as a coming professional to "still hold myself to a high standard but not completely tear myself apart" (2017 Journal, Week 7). Sharing this process with Sheridan through collaborative journaling supported each member to follow Sheridan's example of strength to admit and accept vulnerability and, thus, to integrate it into our growing teacher selves. Confidence based on perfection was sure to fail, especially at the pre-service stage, but accepting and gaining insight into

vulnerability allowed for a kind of fortitude based on acceptance of imperfection and the grit to continue.

Challenge and Courage: Mary

Mary and her very seasoned cooperating teacher (CT) lived an example of perseverance and courage, as well as the determined support that put heart back into Mary when she lost it. She stated frankly that “being able to lean on my CT” (2017 Journal, Week 1) kept her chugging up from the lows of her “roller coaster” (2017 Journal, Week 4) experience of student teaching. Right from the first, Mary’s cooperating teacher refused to let her sit back and wallow in her inexperience:

My CT has been amazing about challenging me and giving me opportunities to grow. When I told her about my trouble with time management she put me in charge of transitions, so I had to learn how long it takes students to clean up and prepare for the next assigned task. Needless to say we were late to a few specials the beginning of the week (2017 Journal, Week 1).

Her “learning experiences,” however, could be painfully distressing as described by Mary in Week 5 when she slept through multiple alarms and ended up rushing to school with less-than-normal preparation time—a situation that snowballed as the day continued and left Mary deflated: “I had been really down on myself about this earlier in the week, feeling like maybe I can't handle being a teacher. I was trying so hard to have good days, and focus on the positive but it just ended up feeling overwhelming.” (2017 Journal, Week 5). Mary and Sheridan shared similarly vulnerable statements that particular week, during which, my memo-ing read, “The ups and downs of a teacher

candidate....confidence is very fragile” (2017 Researcher Memo). Sensing that Mary’s pre-service teacher heart was faltering, Mary’s CT shot a dose of courage straight into it:

...with my CT we made a decision about me talking about 5 positive things that happened (even if the rest of the day was hard....Things like this kept me on track, and trying to get better the next day. I also set a personal goal for myself to set like 6 alarms (2017 Journal, Week 5).

Time management turned out to be Mary’s bugaboo and tried her courage throughout the course of her placement. The high points of her improved timing in reading and spelling plunged into mounting difficulties with the same skills in math:

I have been continually successful in my time management of our daily reading and spelling time. However, I am running into a similar issue in math now....There is so much to teach students...that I feel like I am running out of time....then the student's [sic] aren't successful in finishing their work, and I want them to be successful....my CT has told me it comes with experience....Still though, it is frustrating to me because I feel like I am messing them up, that I am causing them to be unsuccessful and that's a hard burden to carry. Anyone else feel like that? (2017 Journal, Week 6).

Mary’s cooperating teacher modeled to and with Mary the same kind of patient challenge that this mentor teacher lived during her daily work with kindergartners:

“...my CT always reminds me with behavior management that you teach, celebrate, and then re-teach” (2017 Journal, Week 6). As Mary continued to alternately plod and soar through her placement, our journaling group roller-coastered right along with her.

Then came Week 8 of journaling, which turned out to be a momentous one for Mary. It began with the usual ups and downs that characterized her journaling:

This...is my last week teaching full timeso I wanted to prove to my CT and to myself that I was a successful teacher. I had planned a math test the end of the week....This is a unit I had struggled with, because there was so much information in it....So bad news, the tests did not turn out the way I wanted....While the majority of students passed, 5 students did not reach proficiency (85%)....I feel horrible,

because it is my job as a teacher to make sure the students are learning, and to help them if they are struggling.

However, a small miracle was waiting for Mary; she was about to see her students through a new pair of glasses—the same lenses through which her cooperating teacher had been viewing her own work as a student teacher. In addition to the math test that week, the children celebrated Mary’s birthday:

A non academic [sic] moment like this allows me to see my students as children, which is a great reminder for me personally. Sometimes I get so wrapped up in them learning, I forget they are just 6 or 7 years old. They are still kids, not little robots to be quiet and walk a certain way down the hall (2017 Journal, Week 8).

This revelation brought Mary closer to the state explicated by Ruddick, when she described learning “new ways of attending to the natural world, and to people, especially children....Instead of developing arguments to bring my feelings to heel, I allowed feeling to inform my most abstract thinking” (Ruddick, 1984, p. 151). Mary built on this understanding, not only for students, but she also learned new ways of attending to herself:

This week I am barely teaching, and mostly observing. I have already learned so much and re-discovered my love for teaching. Meaning that while student teaching I was stressed out, wanting to make sure everyone was hitting proficiency, and that I was progress monitoring....All of this kind of made my love for teaching dampen because I was so focused on the work, I forgot the fun (2017 Journal, Week 9).

Having the courage to persevere when her teacher’s heart condemned her “I feel like I am messing them up, that I am causing them to be unsuccessful and that’s a hard burden to carry” (2017 Journal, Week 6), might have been impossible for Mary without the positive persistence of her cooperating teacher. Rather than allow her to stay down, her CT continued to challenge her with added responsibilities—expressing

a belief in Mary beyond what Mary could hold for herself. Henderson (2007) quotes Wheatley (1985) in tying courage to heart, based on tracing the etymology for “heart” to the French “Coeur,” (p. 34) the root from which our English terms “courage” and “encourage” have developed. In the true sense of this word, Megan’s mentor teacher put heart back into (encouraged) Megan’s work. Rather than criticize, this wise mentor challenged Mary to turn away from being stuck in error, to balance her discouragement with the positive truths about her progress, and then to march on courageously.

Our journaling group did our best to add to the encouragement. Members would always reach to help pull each other up when the hills became too steep. Cheering each time someone arrived at the top of any effort—proclaiming the accolades that never came often enough to wipe away self-doubt entirely—the community provided “atta-boys” for each other if the low points became too discouraging, as Holly did for me one week when I felt overextended to the point of not doing anything well, “I appreciate you as do so many others. All you have to do is breathe and believe in yourself. You have a cheering section. Hang in there” (2017 Journal, Week 10). Stake (1995) discusses various researcher roles and suggests that position of researcher should be “an ethical choice, an honest choice” and that such choices should “fit the talent and role preferences of the researcher” (p. 103). However, Stake (1995) admits as well that “Much of the time, the researcher will have no apparent choice, the circumstances require it, or the researcher does not know how

to act otherwise” (p. 103). As a participant observer within the context of such a powerful group, my role of interpreter sometimes demanded that I simply receive.

Mary left her placement with greater courage, more heart, than she began: “I have gotten better I feel like at setting expectations and segmenting large projects into manageable chunks....So that success was really cool to experience, and made me feel better as a teacher who has had just as many blunders as successes” (2017 Journal, Week 9). That Mary determined to view her low points as “learning experiences” might have been her way of whistling in the dark, but it gave her the courage to continue. In large part, Mary’s encouragement resulted from patient, positive challenges given by her cooperating teacher, who clearly recognized Mary not as a “little robot” but as “still a kid” when it came to teaching. Mary was also internalizing the courage to allow herself to learn, to celebrate that learning, and also to relearn—courage that could transfer to her students, through her dedication to “teach, celebrate, and reteach” (2017 Journal, Week 6).

Imbalance and Balance: Lauren

The research revealed over the course of the semester, a different kind of teacher candidate than was common in past decades. Peter McPherson of the Washington Post reports this changing college student demographic:

College students are now more likely to work, have family commitments and come from low-income backgrounds than in earlier generations....Some 70 percent of students work while attending college, with a quarter of students in higher education handling a full course load while holding down full-time work. More than a quarter of college

students have children, while an untold number are caregivers for other loved ones such as ill parents or elderly grandparents (2017).

Of the three candidates who persevered through to the very end of the study, Holly had a husband and children. Mary and Sarah were married. Lauren was in a long-term relationship, and both Lauren and Sheridan worked while student teaching. When Lauren, the self-proclaimed “relaxed teacher” (TC Focus Group, December 13, 2017) encountered stress in student teaching, she spoke less about in-classroom stress than about difficulties plaguing her from the outside.

The classroom was not very stressful and I actually felt like I had a few mini break throughs [sic] with some of my students, but my workload was and is really starting to pile up and it is hard to not let it affect my instruction. While I attempted to not let the list of things I need to get done, unanswered questions, and thoughts of self doubt [sic] get the best of me (2017 Journal, Week 4).

Especially from around weeks four and five to week nine, this recurring journal theme of being overwhelmed from without as well as from within the classroom was something felt by each contributor. Demands of family and work life compounded the challenges of planning and instruction. Surgeries, pet deaths, family dinners, unreliable vehicles, and trying to scrounge a minimal income on weekends represented a few of the burdens that took their toll on the group. Of course, there were the inevitable times when everything seemed to hit at once, such as the Thursday and Friday when all teacher candidates were required to attend the state educators’ association conference in October:

Wow, what a week. The process of getting to MEA-MFT was brutal. On Thursday morning I had a family emergency that prohibited me from going and then on Friday after waking up early to get there, as soon as I arrived in Missoula at 9:00 am my truck started acting super

weird so I had to take it immediately into a mechanic....\$100 later to replace a bolt (Lauren, Journal, Week 7).

Other times, difficulties more poignant than recalcitrant automobiles tugged at the candidates' loyalties. When I was stuck in another town with an ill family member, Lauren replied with empathy:

I too relate to your struggle [sic] with balancing personal and professional responsibilities. The past few weeks my Great Grandmother [sic] has been in the hospital with multiple health concerns, it is hard not being able to be with her in person and only being able to call her every few days. I find it hard to try and get tasks such as seating charts, lesson plans, and TWS stuff done when I feel like my family should come first. But since this is such a crucial [sic] step in my career, I do my best to stay focused (2017 Journal, Week 5).

Some of the stresses that were simply too painful and too personal, remained hidden; in the overall cohort of 80 candidates, not all important relationships remained intact that semester. In Lauren's case, a clearer picture of outside stress emerged during the face-to-face conversations than it did in the weeks of collaborative journaling. During the focus group at the conference table, with student teaching pressures having abated, Lauren spoke at length about her efforts to right imbalances during student teaching and about those costs to her and her partner.

I would basically put all my energy into my student teaching....And then I'd go home and I'd be like, "I don't have time to talk to you." ...my boyfriend was like, "I never see you anymore." Like, "I'm sorry, only 3 more months, only 3 more months.... but I think... in the first couple student orientations that we had, we talked about this balance between life and school, but when you're at school for eight hours and...I still had a job—nanny for a family—and then I went home and did all my TWS and had to make sure that I cooked dinner and took care of my animals....It was definitely hard... I think I had the worst work-school-life balance ever (TC Focus Group, December 13, 2017).

At times Lauren's situation became so far out of kilter as to be humorous—at least when looking back:

My students would always ask me to go to their football games, their basketball games. I would always make an effort to go, and I would start, like, asking my boyfriend, "Don't you want to go to the middle school football game?" And he would be like, "Have you ever watched middle school football?" "My students really want me to go." ...I was like, "You love football." He was like, "Oh my gosh! Please don't make me go!" (TC Focus Group, December 13, 2017).

Lauren continued by relating a story that helps illustrate one of the reasons teacher candidates, perhaps more than other college students, are pulled beyond what they are capable of giving.

...one of the presenters today at professional issues told us this blueberry story and it was all about this guy who talked about how school needs to be run like a business, and one of the teachers was like, "When you [a business person] have a bad batch of blueberries, you throw them away or send them back. We [teachers] don't." (TC Focus Group, December 13, 2017).

Mental health became an issue for some candidates. In Lauren's case, her enjoyment of teaching tipped the scale so that she was able to cope...but only just...

This week was great but very busy. As time continues I am beginning to realize that I will always be busy and never not have something to do. Whether it's something I need to prepare for my classes, the TWS, reflections, readings, or work, I am rarely finding moments when I can just relax without feeling like I am slacking. I am hoping once I am actually teaching and not a student teacher I will actually have a weekend where I can choose what I want to do and not have the guilty feeling of procrastination. I feel like I am always stressed or stretched way too thin.... (2017 Journal, Week 6).

In Lauren's case, balance began to creep back into her life at about Week 8 of journaling (Week 10 of student teaching), even though she was just finishing the process of grading 155 essays. She wrote: "Overall I feel like this week has been less stressful and packed as the previous weeks. I feel way more rejuvenated and like my

energy levels are back to normal, which is super nice” (2017 Journal, Week 8) Her Week 9 entry (her twelfth week of student teaching) suggested that the trend was continuing (Note: the full TWS draft was due at the end of Week 7 journaling):

This past week was a great week. Having the TWS pretty much 100% done seriously has been a weight lifted off my shoulders....as each week passes I am feeling more and more comfortable in my teaching instruction and classroom management. I feel like I have found my teaching style and am refining it and trying new things (2017 Journal, Week 9)

When relating her experiences during the focus group, Lauren took up the theme in hindsight, and her final comment, “We’re all fine,” seems akin to someone who made it through a serious illness, tragedy, or accident:

I think towards the end I was definitely able to find a balance. When we were talking about rural schools, I was, “My gosh, this is my whole life. I don’t think my significant other would be too thrilled with this.” But, I mean, I think that he started to realize that this is who I am....so it came full circle. ...we’re all fine (TC Focus Group, December 13, 2017).

Very possibly, Lauren would have to rediscover balance over and over after entering career teaching. Already, however, she was learning to negotiate life and career situations and to acknowledge life as well as profession. Her humorous attempts to integrate the two by inviting her boyfriend to middle-school football games had not met with much success, but she was beginning to travel from imbalance to balance, recognizing that the scale would tip uncontrollably at times (as when she was tasked with writing a teacher work sample during student teaching) but that this temporary situation would eventually resolve again into a form of equilibrium.

Isolation and Community: Sarah

Vulnerability and its predecessors—stress and identity crises—were expected findings of this study. However, several other preconceptions were either met by surprise or, at the very least, by modification, such as the demographics of participants. This was also the case with the kind of community shared by the participants. Conceived initially as a cohort of mini-investigators who would enthusiastically leap into deep reflections about identity and integrity, the group instead showed definite resistance to researcher enthusiasm. In almost every case, questions designed to elicit researcher-conceived musings were met with silence. No one bothered to answer them. On one occasion, Sarah responded with puzzlement. Early in her placement, she had described a lovely, nurturing approach to welcoming kindergartners into their new school environment:

This week I have been in more of a Para position, helping students going to the bathroom, washing their hands, missing their moms, and completing baseline assessments. It is a different side of teaching....This model of teaching helps ease the students into the transition from home life to school life. Although it is an extra step for kindergarten teachers, I am seeing how it is beneficial to the students' emotional well-being (2017 Journal, Week 1).

Jumping on a research agenda bandwagon about identity, roles, and integrity, my response followed:

Reading what you have to say is so fascinating. You talk about being in a para position, as well as the extensive time you are committing to a responsive pedagogy of staying alongside the kindergartners. You seem to have described a kind of split between being a human and being a teacher (2017 Journal, Week 1).

Sarah, without meaning to do so, kindly put researcher questioning in its place, even taking the responsibility for apparent researcher misunderstanding:

Thank you! I am unsure what you are referring to as the split between being a human and being a teacher. I may have been unclear in what I was writing. I am staying with the students throughout the day, as my CT is doing, however; she is currently in the lead co-teaching, whereas I was more in the background helping during the first week (2017 Journal, Week 1).

This was one of several researcher-deflating exchanges it took to eventually alter my positioning as researcher, as I was apparently rather a slow learner. In retrospect, memo-ing and coded journaling document my growing awareness that the group was building a different kind of community than I had intended. After Sarah's "Week 1" comment, my memo read simply, "Dumb researcher." Week Two memo-ing showed that I continued to discover how I was out of synch, "Note how much better Holly does than me. I jump right into researcher mode and completely lose the candidate" and "Researcher strikes out again!" (2017, Researcher Memo). The next memo on the topic of researcher positioning, near the end of Week 2, indicates some progress: "I do a little better this time not acting like a crazy researcher" (2017 Researcher Memo).

Then, later in Week 2 came a personally painful day for me—waiting for the vet to come and put down a treasured elderly dog companion—two weeks after losing my old horse. Reflecting later on this entry, I memo-ed: "It is hard to read this but I include it because I was just simply myself during these posts. I was waiting for the vet to come, watching my dear old dog suffer, and I took comfort from this group: "No researcher here" (2017 Researcher Memo). Later memos suggest that this awareness continued to

mature: “I leave researcher mode here, finally, and share something I did that I was excited about in my class. I get a response from faithful HollyShe is amazingly responsive to everyone” (2017 Researcher Memo). By week six, memo-ing indicated that I was still very cognizant of relinquishing researcher mode in order to enter the group community: “This was my chance to tell a story...very little researcher here. This was such a meaningful event for me” (2017 Researcher Memo).

What, then, was the concept of community that Sarah and the others conveyed to one isolated researcher? Primarily, this was a responsive community—one that listened rather than advanced an agenda. Robert Greenleaf (1977) recounts a tale put forth by Herman Hesse about a journeying band of individuals accompanied by Leo, a “servant who does their menial chores” (p. 21). All proceeds as planned until Leo disappears, an event that throws the party into chaos and forces the abandonment of the group’s quest. One of the cohort (who also serves as the narrator of the story) wanders about until taken in by an Order—in actuality, the Order that had sponsored the original journey. To the narrator’s amazement, the leader of that Order turned out to be Leo—the individual so long conceived of by the group as its servant.

In many ways, Sarah was the journaling group’s “Leo.” Anchoring the community together with her responsive, caring, and thoughtful comments, Sarah frequently responded to an individual’s sharing by simply affirming his or her worth in the small, journaling community. Some of Sarah’s favorite responses included, “Hello,” “Thank you,” “I am glad that you...,” and “I will be thinking about” [what this or that person had written]. One very revealing contribution by Sarah was her response to my

question regarding what she would present at a state conference if she were to speak at one from a teacher candidate point of view. This seemed to startle Sarah, as if taking this kind of a position would not have occurred to her:

It is interesting to think about talking to a group of educators as a pre-service teacher. We are busy trying to soak up all the information they present, it is a switch to discuss it the other way. I would have to think about what I would say. Most of my immediate thoughts are questions instead of talking points (2017 Journal, Week 7).

Sarah's thoughts were frequently focused on listening to others. Rarely did she offer up complaints or difficulties of her own. Belenky, Clinchy, Goldberger, and Tarule (1986) discuss how some groups of women, described as "received knowers" (p. 37) define learning in the context of listening: "While received knowers can be very open to take in what others have to offer, they have little confidence in their own ability to speak. Believing that truth comes from others, they still their own voices to hear the voices of others (p. 37). Received knowing represents one type of knowing, for some, transitional. Since received knowing implies a sense of stifled voice, the quality of being a green intern probably affected Sarah's point of view as much or more than her more organic way of knowing. The feminine piece will be discussed in more detail later in this chapter, but, whatever the reason, Sarah repeatedly exemplified careful listening in order to "know" when journaling. One event, however, did prompt Sarah to expand her voice and share her vulnerability with the group—even to seek its mutual sympathy—though, even at this juncture she continued to return to the needs of others:

Throughout this week I had to learn what it is like to teach when you are sick. For three days this week my throat hurt. There were times when it hurt so bad I could not talk and my CT had to take over for me.

I was very unfocused and knew that I was not teaching to my full capabilities....It is difficult to teach when you are sick because everything that happens in that classroom depends on you....I now have to admire teachers even more. The students do not know you are sick and will not take the day easy, everything keeps going at the same fast pace (2017 Journal, Week 7).

Leaping to her comfort, Holly and I issued our sympathy, with Holly offering some soothing home remedies, to which Sarah answered with her usual gratitude and her almost immediate return to empathy for others—this time for Holly who had been disappointed by the many cancelled sessions at the state conference she had attended:

Thank you for the ideas! i [sic] try to keep up on the vitamins but will have to try the teas. It is true that we do so much talking. In kindergarten, there is not a lot of extended individual work time. I read about your cancellations and was sorry to hear about that. It is always disappointing, especially when you have to travel so far to be at the conference (2017 Journal, Week 7).

Without Sarah, the group would not have coalesced as a community in the way that it did. Yet, like Leo, many of Sarah's comments remained quietly and kindly in the background. Sarah, even in a journaling situation, consistently took on the role of listener. The questions she asked in return, like the honest, open questions allowed in Palmer's (2004) Circles of Trust (Loc. 1375) never seemed designed to display her own ego. Rather, the quality suggested attentive validation of others. The only time Sarah offered advice, it was done with such simple sweetness as to make even advice sound like an expression of caring. She responded to Holly, who had been set back by clinical evaluator feedback about her first TWS draft:

I am sorry to hear about your TWS feedback. Since I have not seen your TWS or your feedback, I may be completely off base on any advice I can give. It is my understanding that you should share almost exactly what you said in your journal. Explain that the students' summative assessment results may not show proficiency, but that

students are understanding the larger picture and outcomes of the unit. Although this probably fits more into Sections 4 & 5 instead of 1 & 2, I still think it is useful information. Best of luck (2017 Journal, Week 7).

Of Sarah's entries that illuminated the role she so naturally created for herself, perhaps the most telling occurred as she was responding to Sheridan's expression of personal insecurity when her cooperating teacher stepped in to help her. Holly had just encouraged Sheridan to look at these contributions as aid rather than as lack of confidence. Sarah's gentle presence wafted between Sheridan's vulnerability and Holly's encouragement and brought them together.

I completely agree with your thoughts about feeling overwhelmed and as though you have done something wrong when another educator steps in. On the other hand, I agree with Holly....they really are just trying to help and guide you and the students to learn everything that you can (2017 Journal, Week 8).

Also in response to Holly, who was contributing her advice on taking a mental health day from time to time, Sarah gave the group a glimpse of a need that she might not have been able to recognize on her own— before again signing off with her usual note of caring:

I think what Holly said is great advice and I absolutely loved reading it. I feel as though I do not want to miss anything and do not take any personal, self healing [sic] days until those days off around holidays or I try to work part of a relaxing day in during an evening that I am feeling overloaded. Best of luck with everything you have going on (2017 Journal, Week 8).

Sarah was unable to attend our end-of-the-semester focus group as she was packing up for a move out of state with her husband. Her presence was much missed. Unlike the journeying group in Hesse's tale, the focus group remained able to function, but without our Leo, we were not the same community we could have been. Sarah,

though she rarely put herself in the group limelight and did not jump to the surface in the initial coding process, taught me that community exists for its own purpose rather than for the agenda of a researcher. Had Sarah not inspired me to relinquish researcher isolation in favor of being a community participant/observer, any value arising from this research might have been missed.

Labor and Calling: Holly

Holly, the eldest of the group (save the researcher), appeared to adopt the role of group leader—even group mother at times. In the early planning stages of the study, the design nearly became a single case study focusing on Holly because of the voluminous and rich data generated by this one participant. However, Holly and group created each other, “Thank you. It is so nice to have peers to talk to that ‘get it’” (Holly, 2017 Journal, Week 5). Thus, if Holly were the group leader, it was because this group opened that role meant for her to fill. Although we, as a journaling group, lacked the structure and training to form one of Palmer’s (2004) circles of trust, the genuine good will of the participants helped create a similar “‘tapestry of truth,’ a complex fabric of experience and interpretation woven from the diverse threads of insight that each of us brings to the circle” (Loc. 1310). Thus, the case for this study became a group of pre-service teachers rather than a single individual. Nevertheless, Holly’s life experiences, her maturity, and her ability to communicate truths she had internalized, frequently mobilized the character of the group around her own sturdy sense of identity. Several sub-themes were generated from analyzing Holly’s journaling contributions

along with her one-on-one interview. These seemed to shape categories that helped define Holly's sense of calling and are considered for this research in the following categories: nurturing "Who I am," nurturing others, resisting repression, upholding ethics, embracing humanity, and grasping joy.

Nurturing "Who I am"

Holly established from the beginning that she brought with her into the group the totality of who she was, just as she donned her identity as outerwear throughout most of her teacher education program (except for a few exceptions noted below). At one point in our personal interview, she referenced conversations with peers during which she exhibited the frank honesty that would come to characterize her journaling contributions:

And, they know my back story. They know that I lost my mom a year and a half ago. They know I was married previously in an abusive relationship. They know that I have...kids. They know I have a son on an IEP. They know I've traveled over an hour every day to get to campus. And, they'll talk to me, and they'll see my work in the classroom where we've worked on group projects in methods courses and they're always, "I don't know how you have it so together," ...or "I don't know how you're still doing this and how you're still focused." But, it's all about finding yourself and finding your center, and everybody's center's going to be different (Personal Interview, December 14, 2017).

Sharing further about her sense of self, Holly described a journey that demanded solitude in addition to community. As Palmer (2004) suggests, "there are places in the landscapes of our lives where no one can accompany us" (Loc. 261), and Holly had spent time in those landscapes:

I had to be willing to step back from people that had been my entire life and figure out how I can have that relationship with them but not have them dictating my life. I had to be to that point where I was making my decisions and I'm owning up for my mistakes and taking responsibility for myself...but still finding a way to have those

relationships and it's not easy. It's a very difficult thing to do, especially when they're people that are close to you. But life is so much better when you do it (Personal Interview, December 14, 2017).

Holly's well-developed concept of her own center became one of the many defining characteristics that she lent to the group; it also became one of the agents that countered the imbalance that many of the participants felt during student teaching:

My center, my focus...has always been books, and it's always been the learning; it's always been the reading and sharing that with others....Somebody else, their center might be skiing or snowboarding, and they can still take that and do what they want to do in the classroom as long as they know where their center is, but if you don't know where your center is, you're never going to find your balance (Personal Interview, December 14, 2017).

In fact when interacting with peers struggling with aforementioned imbalance difficulties, Holly staunchly encouraged them not to lose sight of who they were and their own personal needs. Using a combination of sharing and telling that we could all accept from Holly, she addressed a peer who was laboring unsuccessfully to maintain balance. Holly's assessment of the situation combined awareness of the needs of others and the various directions in which one is pulled, proportioned with a very practical suggestion about becoming reacquainted with one's center:

I have reached those points several times (for different reasons). A mental health day has always been exactly what I needed. When I plan one, I will make sure all the major important stuff is finished the day before, write a list of what needs done to reevaluate the situation the day after, and unplug for a day. No tech, no housework, no outside commitments. I focus on being myself and refreshing in whatever way I want....I think it is funny that we live in a time when mental health issues are in the public eye now, yet, so many people feel unable to take a mental health day when it is needed. Since I have come into my own (with in [sic] the past 5 years or so), I have learned to listen to my inner self (2017Journal, Week 8).

Holly's advice, taken like one of Grandma's home remedies, tasted of common sense and proportioned priorities, while at the same time coming as a revelation to those receiving it: "I think what Holly said is great advice and I absolutely loved reading it" (Sarah, 2017 Journal, Week 8). We learned to rely on Holly as someone who had made use of her experience and who shared freely her homespun sagacity. Thus, Holly used the group as a form of self-expression, creating within our journaling circle integrity to her self-described center: "...it's always been the learning...and sharing that with others" (Holly Personal Interview, December 14, 2017).

Nurturing Others (Who they are)

From frequent references to cooking dinner for her husband and sons, "I like getting home in time to have dinner ready at a reasonable hour" (Holly, 2017 Journal, Week 3) to recurring expressions of support and concern for journaling group members "It definitely sounds like your week was off to a rough start. My Tuesday was like that" (2017 Journal, Week 6), Holly wove together a fabric of comfort and homeliness within the group structure. A voluminous contributor, Holly was usually the first to produce a response—affirming and bolstering her peer group of pre-service teachers. A cross section of Holly's journaling comments to her peers provides illustration of her supportive, nurturing role, usually combined with a snippet of old-fashioned wisdom.

"It sounds as though you are having a great week....Recognizing your personal struggles is a huge step in the right direction. The moment that you notice a struggle is

the exact moment that you begin searching for solutions” (2017 Journal to Mary, Week 3).

“Keep up the awesome work and trust yourself. Passion is something that cannot be learned” (2017 Journal, to Sheridan Week 5).

I love how you changed the way you thought about your CT providing all the resources after the fact. Our thought patterns heavily influence our emotions. It definitely is a good example of collaboration (2017 Journal to Lauren, Week 4).

"I believe it isn't about things being done the way we hoped for. Sometimes, they turn out better. Other times, they are way off, but we can still learn from them. If everything went the way we wished, would there be a point? ...You will persevere” (2017 Journal to Researcher, Week 8).

As previously stated, Holly cradled the group similarly to Ruddick’s (1980) idea of holding in maternal thought, “a priority of keeping over acquiring, of conserving the fragile, of maintaining whatever is...necessary to the child’s life” (p. 350). Through a combination of hearing, answering, sharing, and supporting, Holly exemplified a way of knowing suggested by Belenky et al. (1986): “Through listening and responding, they draw out the voices and minds of those they help to raise up. In the process, they...come to hear, value, and strengthen their own voices and minds as well” (p.48). Holly had walked landscapes of solitude and discovered how to develop distance. She had also “married my best friend” and further stated during her interview,

...at the end of the day, I get to go home. And I love home. I love my family. I love my husband and my kids and even though we live in a

small house, there's a lot of love and there's a lot of laughter in my house... just being comfortable with who you are and knowing, beyond the shadow of a doubt that you want to teach... (Personal Interview, December 14, 2017).

As a result, Holly was able to integrate both her private center and her nurturing self. These, she had been able to bring together, though she freely admitted many teacher candidates were still at an earlier stage, "I'm not here looking for relationship, which I think a lot of people go into college with that mindset that they're going to find their true love, so it's not just the pressure of being younger, it's this whole finding your identity but creating your entire life" (Personal Interview, December 14, 2017). What Holly gave to our journaling group of individuals in vastly different places was a comforting hope that integrity to both establishing one's own center while at the same time living a life of nurturing others was possible.

Resisting Repression

A major contribution to the study, Holly's protests also embodied her character as we came to know it. Having read and coded scores of student teaching survey responses expressing shades of Holly's indignation, I heard Holly's resentment of being unfairly suppressed as if it had magnified and then focused dozens of teacher candidate voices. Freire (1996) describes student protest within university settings as "a preoccupation with people as beings in the world...with what and *how* they are 'being.'" He continues by stating that these students "...demand the transformation of the universities (changing the rigid nature of the teacher-student relationship and placing that relationship within the context of reality)" (Loc. 927). Like many before

her, Holly protested emphatically about being repressed, especially being boxed into the teacher work sample:

The stress in this for me is not because I feel I cannot complete the assignment but that it is counterintuitive to myself [sic]. The process takes away from *who I am*. My students, without knowing about the TWS process, have made several comments this past week about the change in my questions as I am trying to get the data I need....They want to know what is wrong and why I seem so “weird” this week (Journal, Week 4, italics added).

Though a major sticking point with Holly, the TWS was not the only restricting influence that tried to throttle Holly’s self-expression. Placed in a rural school where the very smallness of its population not infrequently facilitated a rapid spread of opinions, transparent Holly soon ran counter to a culture that sometimes sheltered behind-the-scenes whispering and gossip. The story is a bit lengthy but highlights Holly’s commitment to preserving the integrity of her voice when others might prefer it remain repressed:

If a teacher has an issue with another teacher, they text a teacher not involved....I had this happen to me this week. Instead of approaching me as a peer and an adult, the game of telephone started. I went to the staff member who had texted...to speak with her. Apparently, she was under the impression that I hated their school. I assured her that that was not the case....I also let her know how surprised I was at some of the things that go on there that I, as an MSU student, have been told time and again are not okay in a public school setting. She informed me that I need to keep in mind the “small town mentality”...and while I am entitled to my opinions, I need to be professional and keep my opinions to myself....I spent 20 minutes talking to the texting teacher and feel that the situation was resolved and we can both move on....Some days, I feel like I am in high school all over again (2017 Journal, Week 4).

On the other hand, Holly had the maturity to recognize that, because she was a guest in her placement school, her voice as a political entity would not be welcomed:

“It is a complicated situation for me to see wrong and not be in a position to say or do anything. I will bide my time, continue to learn, get my degree, and move on...Because I am a teacher candidate, I watch and listen and keep my mouth shut” (2017 Journal, Week 2). Holly’s words reflect a feminist way of knowing described by Belenky et al. (1986) as sort of hidden multiplicity. The knower recognizes that “although she is free to control her destiny, she does not feel in control nor able to take the risks that experimentation entails” (p.65). Although, taken as a whole, Holly’s stance of dumbness here reflects her role of “teacher candidate” rather than her position as a woman, the expression of watching and listening but of needing to gag her responses shows a way of knowing that Holly felt forced to recognize because of her lower position as a teacher candidate. In fact, when a school issue was being discussed in a way that she felt was inappropriate, she “...had to excuse myself from the room before I said something that I probably would have regretted” (2017 Journal, Week 5).

At one point, again representing scores of teacher candidate voices before and after her, Holly sighed, “I cannot wait to have my own classroom. It is difficult when others think I should be *just* like the CT” (2017Journal, Week 10).

When Holly submitted her first TWS draft, she began her reflection in

Section Two with:

The TWS has always been a cause of stress for me...I have continued to struggle with turning my everyday reflection of my life, actions, and words into a research paper that met university standards. I feel that this process takes away from what it is to be a successful teacher. Instead of putting my focus on my lessons and my students, I have had to shift that focus into a project that is nearly half my grade. No matter how

good I am in the classroom, this one piece of my year can prevent me from sharing a passion for learning with my future classrooms. The TWS focuses on a set of data across all students. Just like learning styles, the variation of important conceptual factors cannot be focused on the same factors for every student....These are things that do not fit into the TWS format (TWS first draft, 2017).

Holly's protest, not surprisingly, did not receive a warm reception from the grader assigned to her, sparking a major crisis in Holly's experience, "I received my TWS feedback today. I'm not very happy about it. I feel like I am supposed to mold myself to fit in a box that I simply do not fit into. I had a break down over it.... I am now at a loss" (2017 Journal, Week 8). Eventually, with help from her family and the supportive individuals around her, Holly rallied and faced this challenge as well. Nevertheless, although toning down her rhetoric somewhat, Holly refused to be silenced. Risking her grade, she took a parting shot at the TWS in her final version of Section Two:

The TWS focuses on a set of data across all students. Just like learning styles, the variation of important conceptual factors cannot be focused on the same set of factors for every student. While somethings [sic] should be noticed across the board, each individual child presents his/her own important factors in order to create a successful learning environment for the individual. These things do not necessarily fit into the TWS format (TWS final draft, 2017).

Because I had access to all TWS drafts, I logged this last protest as significant to Holly's integrity. Although forced by her desire for graduation to follow the dictates of a document with which she disagreed, she also refused to relinquish integrity to her own viewpoint. Through protest and resistance, she maintained her wholeness, even though conceding a few scraps during the skirmish. As a result of Holly and of the many student teaching survey voices decrying aspects of the teacher work sampling program, I came to

see resistance as an essential part of what these pre-service teachers wove into their tapestry of integrity.

Upholding Ethics

Holly continually modeled a rich combination of accepting imperfection and upholding standards that she felt were critical as opposed to those that, to her, appeared artificial. Especially disturbing to her were unethical practices that tarnished the profession that she held in such high esteem.

It just really bothers me to see so much "wrong" going on from teachers who have been teaching for a while. Everyone makes mistakes at the end of the day. The point is to learn from them, but I feel it is super important to be ever mindful of our words and actions. Teacher or not, we should all strive to be better and make the world around better as a result (2017 Journal, Week 5).

Holly found herself personally disturbed, not just about unethical practices that she encountered locally but about the larger picture:

I understand government funding is huge to schools. It is sad that we live in a society that pays musicians, actor/actresses, and pro-sports players millions of dollars each year. We feed our criminal population 3 meals a day and provide them with basic necessities for doing wrong. Yet, we struggle to support our schools and charge students for their lunches....I find it very unethical (2017 Journal, Week 5).

Evidencing a strong principled stance for in-service teachers, Holly had likewise internalized high standards for herself and others as students of education. She revealed this position clearly when she responded to one of my journals about observing university teacher education students using laptops and cellphones to conduct private business during a guest presentation. (In this case, "student" refers to members of a 300-level teacher education course): "If the student doesn't want to be there, he/she should consider a different profession....if you yourself cannot find the

benefit in education, how can you possibly teach my kids the value and joy of learning?" (2017 Journal, Week 4).

Holly also took clear positions when it came to educator values around communicating in general. In the piece below, she is responding to one of my journals about how being overcommitted on my end was not appropriate to share with my students—who needed me to be at my fullest for them without making excuses. Her professional integrity in this piece becomes very evident, as she aligns the standards she has for herself with her teachings to students:

I know that it is easy to overshare with children. Sometimes, as adults, we just need to vent. However, I also realize that location is key....The kids in my class are a close group with many sleepovers and visits outside of school. It is easy for them to engage in conversation that is not school appropriate at times. As teachers, I think it is extremely important for us to remember who our audience is (2017 Journal, Week 11).

Ethics as an integral theme arose elsewhere in addition to Holly's data—as in the case of one candidate's describing a "gossipy...professional community" she had encountered (2017 Journal, Week 4) and a teacher situation that reminded another of "middle school girl fights" (TC Focus Group, December 13, 2017); nevertheless, Holly remained the most communicative about her professional values. Given the place of ethics in the Danielson Framework—Domain 4f, the final cog of the framework cycle—younger pre-service teachers may not as yet have quite so deeply internalized certain ethical practices into their professional values. This brings up the question of ethics related to falsifying TWS information in order to receive a desired grade, which might be considered akin to Holly's protest against pressure on schools to fudge "books to get more government funding" (2017 Journal, Week 5). Due to TWS

inflexibility, one journal member did admit temptation to create false TWS data but, because she had already submitted a first draft, she knew that the lie would have been obvious to her clinical evaluator. Professional ethics among candidates appeared formative (as in my illustration of phone use during a guest presentation); however, because of Holly and the other journaling members, strong values became integrally woven into fabric of integrity created by the group.

Embracing Humanity

Student teaching, like all clinical experiences, represents a vulnerable time of growth, as illustrated by Sheridan earlier in this chapter. Sharing this vulnerability became part of the journaling group's search for integrity, as we had to come to terms with content we had not yet mastered as well as mistakes we made. Had the group avoided this issue, we would have remained mired in shallow sharing of daily schedules and such—remaining, as a result, half-pre-professionals. Holly frequently latched onto this sharing of vulnerable moments with her well-integrated philosophy about embracing her own humanity. Responding to my description of teaching a college class for the first time as "...trying, assessing, adjusting, learning, trying, assessing..." (2017 Journal, Week 1), Holly responded, "The closest we will ever be to being perfect is admitting that we are not. I love the fact that we never get it just right. Life is all about learning and tweaking our methods" (2017 Journal, Week 1). As a group, we might never have gotten beyond the benefits of sharing our vulnerabilities and mistakes but for Holly's insistence on cherishing the learning that these instances afforded: "Perfect implies

that there is nothing left to learn, and if there is nothing left to learn, then there is no point in living” (2017 Journal, Week 3).

In her personal interview, Holly expanded on her thinking in this area, wrapping pre-service teachers as a group into her philosophy and inviting us all into this realm of grasping the wonder of learning rather than becoming despondent:

I don't want to have a perfect day. I want something to stick out that even though it was good, even though it was maybe OK, there is always room for better. And, I think that the young people coming in...if their heart is truly set on teaching. Even though they have that self-doubt, absolutely, “Go be a teacher.” Because your love of teaching, your love in the classroom, is going to cover up those minor areas of difficulty with your students. And you're going to figure it out. Maybe not this year and maybe not next year. You might be OK for a couple years and screw up.... It happens. But it's OK....You embrace it; sometimes you laugh at yourself, and sometimes you turn red because you're embarrassed, but you pick yourself up and you move on....” (Personal Interview, December 14, 2017).

Because Holly was passionate enough to model this kind of integrity to her inner self within our group community, she transformed the group. More precisely each “way of being” in the group affected to some degree the presence of the rest. Though hard to quantify, perhaps this is best illustrated by how Holly described how her authenticity resulted in a change to her classroom environment.

I embrace my mistakes, and I will point them out to my students. ...The first day they looked at me, “Mrs. H, you're not supposed to do that; you're a teacher.” And I looked at them, and I said, “Who said I'm not supposed to do that? ...Last I checked, I'm still human.” ...I was OK saying, “You know what, guys, I miffed up” ...And they laugh. But they love that I'm like that. And because I'm like that, *they have been like that in the classroom...taking ownership of their own mistakes* (Personal Interview, December, 14, 2017, italics added).

Similarly, each expression of integrity, whether Holly's determined pluckiness, Sheridan's poignant honesty, Mary's tenacious courage, Lauren's sometimes unbalanced

enthusiasm for middle-school football, or Sarah’s supportive presence—because they were “like that,” the rest of us often grew a bit more “like that.” In the final analysis, each individual step of growth could be shared communally and allow us all to move, though often incrementally, to integrating segments of our own souls and roles both alone and together.

Grasping Joy

Nearing the end of a long road with the cherished dream of an elementary teacher’s license nearly in her grasp, Holly’s excitement bolstered the group with possibility. Having laid aside many burdens of self-doubt that some of the rest of us were still taking up and putting down, Holly exemplified joyful teaching. The ensuing was written by Holly during our final week of journaling and exhibits her sense of satisfaction in the work she was completing:

You have to be a detective, a therapist, a peace keeper/negotiator, a coach, and many other things along the way....We aren't always given the opportunity to sit down and come up with a plan to handle a situation. The greatest thing about this (for me anyway) is that my students can be given opportunities to practice similar skills in the classroom both inside and out of the curriculum. This, in turn, helps prepare them to think on their feet throughout their lives. It is a great joy (2017 Journal, Final Week).

Coding this segment “embracing joy” brought the section on “calling” full circle. According to Palmer’s (2007) writings, the two—a sense of calling and abiding joy—cannot be divorced; they create one whole—each disappearing without the other’s presence:

In a culture that sometimes equates work with suffering, it is revolutionary to suggest that the best inward sign of vocation is deep gladness—revolutionary but true. If a work is mine to do, it will make

me glad...despite the difficult days. Even the difficult days will ultimately gladden me, because they post the kinds of problems that can help me grow in a work if it is truly mine” (p. 31).

Thus, Holly’s integration of difficulties that were, to her, intimately connected with the call to teach bubbled through her pre-service experience as a flowing stream of joy. Everything essential to her inner teacher—both error and triumph—she drew into that calling and transformed into gladness. Two intrusions into that sense of joy comprised the unethical practices she encountered in school situations and the university-mandated teacher work sample. These she either avoided or touched very gingerly, and only when absolutely necessary.

Some of Holly’s final words during the personal interview sum up her sense of calling:

And, now to be at the end of a leg of a journey of my own....I cannot even tell you how wonderful it is because this is something I’ve wanted to do since I was little. And, life got in the way, and I walked away from it and...life just fell into place. It’s the best thing ever...not only have you accomplished something for yourself, but the universe is telling you, “You’re doing the right thing.” And I don’t know that I can explain it to anybody that hasn’t felt it for themselves. It’s just...it’s great (Personal Interview, December 14, 2017).

Maternal Thinking: Women’s Ways of Knowing

As stated in Chapter Three, all three email pleas for study volunteers were answered exclusively by females. The original pool of eight volunteers dwindled to five, but at no time did males form part of that pool. That males participated in the survey data that helped shape initial study codes did little to offset this imbalance, especially since females comprised the dominant group in the survey data

(approximately 70 %)—a statistic growing in universities overall, along with increasing age of college students in general: “...the registration [in post-secondary institutions] of nontraditional [individuals]...over the age of 25, has substantially increased . The majority of this group is female and is becoming the fastest growing population now entering postsecondary education (Camey-Crompton & Tan, 2002).

Within the context of a career pursuit traditionally female-dominated, this introduced a sub-question that served as an undercurrent to the remaining research—not departing from the prominent themes—but deepening them through exploring feminine ways of conceiving ideas and situations that participants created as they constructed the study.

After no males responded to multiple study invitations, I ultimately became entirely delighted with my all-female cohort. Notwithstanding the greater ratio of females to males within the pool of participants, I also acknowledged the possibility that aspects of the research might have appealed more to females than males. A study on “Women’s Ways of Knowing” conducted by Belenky, Clinchy, Goldberger, and Tarule (1986) stressed that “again and again women spoke of ‘gaining a voice’” (p. 16). For this study teacher candidates were invited to share their voices regarding the teacher work sampling process. Possibly, having a voice more strongly appealed to feminine than masculine needs. Another possible factor was my own gender.

“Women pose questions more than men, they listen to others, and they refrain from speaking out...When women’s talk is assessed against standards established by men’s behavior, it is seen as tentative, vacillating, and diminutive” (Belenky et al., 1986, p.

189). Although it is beyond the purview of this research to deconstruct the reasons for my all-female cohort, possibly my own “tentative, vacillating, and diminutive” approach to seeking volunteers might have been more palatable to a feminine gender.

Whatever the reasons, our group was exclusively female. We varied in age from 22 to 61. Three participants were married; one was in a long-term relationship that included a household of two. Two of us were also mothers, though our children varied greatly in age. At least four of us had pets, and two of the five participants (besides the researcher) were working other jobs during student teaching. Thus, the group wove strands of family and work life into their student teaching experiences, integrating who we were as mothers, parents, friends, pet owners, workers, women, and teachers into the core research data.

Holding and Comfort

While not a study on feminism, research themes related to caring and nurturing wound in and out of the data. As mentioned before, the terms “confident” and “comfortable” appeared to be closely related in the contexts the participants used them. However, the words “comfort” and its cognates occurred 34 times over our weeks of journaling, while “confident” and “confidence” showed up only 13 times. While establishing the significance of the difference is in no way supported by this study, the frequent use of words related to “comfort” could suggest a feminine tint to the quality of sharing. Participants yearned to be comfortable in their roles as teachers; they were concerned about establishing a comfort level in their relationships with their cooperating teachers; and they were solicitous for the comfort of students and their

families. Sara Ruddick's (1980) introduces concept of maternal thought based on three fundamental ways of thinking: preservation, growth, and acceptability—with “preservation...the most invariant and primary of the three” (p. 348). Early on in the study, Holly voiced this maternal orientation, which was shared to some degree by all participants, “the school is our community and the students, our children” (2017 Journal, Week 7). In the same vein, Ruddick continues:

To a mother, life may well seem “terrible,” “hostile,” and “quick to pounce on you if you give it a chance.” In response, she develops an attitude...called “holding,” an attitude which is governed by the priority of keeping over acquiring, of conserving the fragile, of maintaining whatever is at hand and necessary to the child's life” (p. 350).

Moreover, Ruddick differentiates maternal from scientific thinking by using this concept of holding: “...the priority of holding over acquiring...distinguishes maternal from scientific thought” (p. 350). For teachers, this type of maternal thinking must also yield somewhat in the face of accountability for student achievement. Likewise, according to Ruddick, growth and “producing a child acceptable to the next generation” (p. 354) push against the aforementioned attitude of holding, conserving, and maintaining. Thus, it may well be, interpreting the journaling of these five women, that comfort represented a sort of safe zone between preservation and growth. Within this proximal zone of development, maternal thinking (which, according to Ruddick, is not the exclusive purview of women) supports the child so that he can be preserved and yet, at the same time, grow.

Such a connection between comfort and growth characterized Sarah's development as a teacher candidate. She linked together confidence and comfort with

her own growth as a teacher, realizing that comfort and confidence would result from practice and experience. She also referenced a common source of stress among teacher candidates—being observed and evaluated (Danyluk, 2013; Kyriacou & Stevens, 1999), a very uncomfortable cog in the pre-service teacher growth cycle. An interesting twist added by Sarah is the understanding that comfort eventually leads to fun, which appeared as a piece of the growth process in Sarah’s mind:

I do not have confidence in these areas because I am still learning the best way to approach them and am gaining experience from my in-class placements. I also become more nervous while another adult is present and will have to practice becoming more comfortable while being observed.... This piece is interesting because I am learning it actually makes teaching more fun once you are comfortable doing it (2017 Journal, Week 2).

The concept of fun or enjoyment is not absent from Palmer’s work, as illustrated by a public school teacher who became involved in one of Palmer’s circles of trust. An individual who at home loved to laugh and relished humor, “...the moment she entered the classroom, she put on her professional face, speaking and acting with teacherly reserve” (Loc. 1576). Eventually burned out, she came to the group seeking answers and discovered through the support and clarification of the group that “humor...was a vital feature of her true self” (Loc. 1576). Inviting her “stand-up comic” persona into her professional self helped her rejoin soul and role, and “she recovered her joy in teaching” (Loc. 1576). The connection discovered by Palmer’s teacher is hinted at by Sarah: gaining experience leads to confidence and comfort, which leads to fun...and fun is part of Sarah’s inner teacher, though a part that remains fragile—requiring comfort to exist.

Like Palmer, Ruddick talks about fun and enjoyment, though in this case, she focuses on maternal thinking: “When mothers insist upon the inclusion of their values and experiences in the public world which children enter, when they determine what makes their children acceptable, the work of growth and preservation will acquire a new gaiety and joyfulness” (p. 357). Vulnerability, like black ice on the highway to joy, must be offset by comfort, such as is generated by community and by experience, in order for pre-service teachers to maintain stability when traversing these dangerous sections.

Holly, an older, more experienced candidate, responded to Sarah with her own connections between comfort and enjoyment—along with a willingness to embrace her own vulnerability as a stabilizing factor during the stressful experience of student teaching. Holly appeared to head off fear by embracing learning as opposed to perfection as her primary goal. Holly’s response here exemplifies how the group together helped each individual integrate soul during vulnerable periods where it may have wanted to hide like a wild animal (Palmer, 2004, Loc. 619).

I am glad to hear that you are becoming more comfortable in the classroom. It definitely makes it more enjoyable. I consider every day at school a learning experience for both my students and myself. We will never know it all, so why not take advantage of your profession and learn with your class. I think the students enjoy that too. I believe we learn as much, if not more, from the kids as they do from us. Keep growing (2017 Journal, Week 2).

In support of the kind of healthy community that this group of women created for each other, Palmer notes of his circles of trust, which he claims are “meant to help create community” (Loc. 2152), that they function optimally “...with others who...will speak truth, share feedback, and keep us on track through mutual discernment” (Loc.

2158). Then, Palmer adds, “Besides, it’s more fun that way” (Loc. 2158). This journaling group was not structured as a Circle of Trust, but the community created by these women retained many of its elements. In this case, Holly encouraged Sarah in her pursuit of fun by inviting her to feel comfortable even when vulnerable.

Translated, Holly might have said to Sarah, “Go ahead; have fun!”

In addition to her own comfort, Sarah brought up comfort as connected to student learning: “As students become more familiar with the concept of reader’s theater and more comfortable doing them [sic], I would also like to have actions put into a scene to help involve the students and have them connect with the characters” (2017 Journal, Week 3). Maternal thinking recognizes that students cannot grow without comfort, and Sarah seems committed to providing students space and time to gain comfort before pushing their growth further.

Referencing another aspect of comfort, Holly brought up the concept of her cooperating teacher’s trust within the context of the clinical internship, which demanded that the cooperating teacher relinquish control to the candidate: “The class is used to me taking the lead...and the CT feels comfortable excusing herself from the room randomly” (2017 Journal, Week 8). The comfort of families also surfaced in journaling—not surprisingly in Sarah’s kindergarten milieu: “My CT also called or talked with parents in person this past week to ensure they were feeling comfortable” (2017 Journal, Week 2). Even Sheridan, who referenced this concept perhaps the least, discussed a change in her comfort level: “Entering this placement, I was really not feeling like kindergarten was an age I was comfortable with. I leave knowing that I

love the age and would do it again in a heartbeat!” (2017 Journal, Week 9). Although Sarah and Holly referenced concepts of comfort more than the rest, all of us returned to the idea off and on throughout the journaling process—concern for the comfort of students, parents, cooperating teachers and self, made its maternal mark on the entire collaborative journal.

Question Posing and Growth

One value shared by the group that would have been missed if maternal thinking had not entered the framework was that of asking questions in order to induce dialogue. The term “Ask” appeared 59 times during journaling; “question,” 43 times, and 88 questions were asked in the course of journaling. Ruddick (1980) describes the second realm of maternal thinking as fostering growth and change. However, Ruddick is careful to differentiate maternal concepts of change as personalized and generative rather than as a series of behavioral stimuli and responses (p. 353). Likewise, Ruddick restates that “Women...value open over closed structures...eschew the clear-cut and unambiguous, [and]...refuse a sharp division between the inner and outer or self and other” (p. 353).

Regarding questioning and growth, Belenky et al. (1986) clearly links them together: “Question posing...is central to maternal practice in its most evolved form. Question posing is at the heart of connected knowing....women’s mode of talk...should become a model for all who are interested in promoting human development” (p. 189). Likewise Noddings (1992) positions dialogue as one pillar of caring and insists this dialogue is not “just talk or conversation....Dialogue is open-

ended; that is, in a genuine dialogue, neither party knows at the outset what the outcome or decision will be...” (p 23). Noddings suggests the growth-oriented aspects of dialogue by stating that it “is always a genuine quest for something undetermined at the beginning (p.23)—not a quest in isolation, however, “Dialogue...connects us to each other and helps to maintain caring relations” (p. 23). Bowker (2010) goes one step further and exalts the value of teaching students to ask questions instead of answering them: “The flaw in most Socratic, critical, and problem-based approaches is that the teacher retains control of the inquiry. Students are asked to generate answers in accordance with their roles as naïve interlocutors, while the teacher plays Socrates” (p. 1). Within this realm of thinking, mother and child, teacher and student grow together rather than one making deterministic choices for the other.

Palmer (2007), one embodied piece of evidence that maternal thinking is not limited to physical gender, introduces a type of honest, open, and clarifying questioning that deeply responds to individuals and is concerned with how each one integrates truth within him or herself. Illustrating this work within the Quaker-developed “clearness committee,” Palmer describes the members’ responsibilities as:

...guided and constrained by the basic and non-negotiable rule of the proceeding: *members are forbidden to speak to the focus person in any way except to ask that person an honest, open question....questions that do not promote the questioner’s agenda but help the focus person discover wisdom within* (pp. 157-158).

Though entering the study supposedly prepared by studying Palmer’s work to conduct such questioning, I had to learn what this meant through my participants. The most prodigious questioner of the bunch, I had to face how many of my questions were going unanswered, with some of the remainder responded to clearly out of politeness.

Only as I studied questions asked by the participants, did I reach a fuller understanding of the kinds of questions that exemplify maternal connected knowing rather than advancing a researcher's agenda. Below are brief examples of questions from observed categories:

Table 4.3: Questioning Examples of Participants' Maternal Approach to Teaching

Query Type	Scripted Question
Clarification	"Are there many resources available to your students and teachers?" (Sarah, Journal, Week 1)
Search for Reassurance	"Any one [sic] else feel like that?" (Mary, Journal, Week 6)
Self-questioning	I went home thinking about what would have happened if I was not there that day? Would the child who had an accident gone unnoticed? (Sheridan, Journal, Week 3) While watching this [video of own teaching] all I could think about was all the times I have told my students to stop fidgeting and pay attention, but how can I say that when I am doing the same thing? (Lauren, Journal, Week 8)
Questioning Embedded in Storytelling	I then posed a question. "How would you feel if you were not allowed to use any of the things that we have listed on the board just because you didn't have a smiley sticker on your hand?" (Holly, Journal, Week 7)
Rhetorical Questioning	"...as educators, shouldn't we hold ourselves to the high standards that are taught and expected at MSU regardless of how big or small the school is? (Holly, Journal, Week 4)
Interrogation	If the TWS is supposed to be something that benefits me as an educator, why does the template tell me how it is supposed to be... and someone else gets to critique and grade my self-reflection? (Holly, Journal, Week 9)

A deeper examination of these types of questions, with the possible exception of rhetorical questioning, suggests respect for either the speaker's or the hearer's (or both) inner teacher. Some of these questions share inner revelations that meant something to the author; others seek out companionship; still others were honest probes for information. As a group, these questioners did not express an agenda like

the initial questions I posed. They were expressive, caring, and responsive without being manipulative. Even the rhetorical question laid out by Holly was more an expression of her personal disillusionment than it was an attempt to wrest readers to her point of view. Once again, setting aside my study agendas became primary to participating in the research as opposed to controlling it.

Questioning Acceptability

Ruddick (1980) explains the third realm of maternal thought as closely related to “the values of obedience and ‘being good’” (p. 355). Connecting this focus with women’s relative powerlessness in society, Ruddick describes a situation in which women face the impossibility of betraying “the very life she has preserved, whose growth she has fostered” (p. 355). Belenky et al. (1986) describe the “silent woman” whose actions “are in the form of unquestioned submission to the immediate commands of authorities, not to the directives of their own inner voices” (p. 28). Noddings (2005) decries a silence that places acceptability above caring for individuals and proclaims, “The living other is more important than any theory” (p. xix). Likewise, the participants in this study overtly defied a cowering view of maternal thought as it applied to teaching and even to student teaching, as Holly’s challenging of the entire teacher work sampling process suggested:

The stress in this for me is not because I feel I cannot complete the [TWS] assignment but that it is counterintuitive to myself. The process takes away from who I am. My students, without knowing about the TWS process, have made several comments this past week...They want to know what is wrong and why I seem so “weird” this week. I will be so glad when this is all over (2017 Journal, Week 4).

Clearly, Holly resisted the pressure to shoehorn her pre-service teacher self into the boundaries of an authority-driven teacher work sample assessment, which she felt to be stifling. Holly battled not only for her own identity, however, but also for the unique-nesses of her students—a stance that, again, coincides with Noddings' (2005) description of valuing the “living other” more than any theory:

In my class of 10...I have a student who has been homeschool for the past couple years and is struggling to catch up to his peers....Another student is an aspiring astrophysicists. Another only likes history if it involves alien takeovers and conspiracy theories. Yet, I have managed to make our social studies classes enjoyable for him as well. How can I put these things that are more important into the TWS format? These are the things I struggle with (2017 Journal, Week 4).

Holly, as mentioned previously, in many ways led the progressive thinking of our group. Nevertheless, she was not the only one to counter an out-dated view of shaping children into acceptability:

I got to observe the resource room earlier this week. It was...slightly frustrating. A teacher in the room kept telling students to listen better, and pay better attention while she was reading. That frustrated me, in that if these students could just listen better, or pay attention better on command they would not be there. I have been looking closely at language teachers use lately, and this language I believe was not appropriate for the situation. (Mary, 2017 Journal, Week 11)

Although these young women were children of a new millennium and of a privileged group of white, university-trained females, they did, nevertheless, feel vulnerable in the face of authority figures that, in an instant, could rock their newly developing confidence as pre-teachers. A gentler sub-community became important so that the pre-teacher could regain a degree of self-confidence:

After my first observation my field supervisor gave me so much feedback...on things that I could do differently, it made me defeted [sic] because I honestly thought the lesson went well. The past few weeks I

have been questioning all of my instruction and lesson planning because I fear that there is always something that I could be doing differently.... After talking with my CT she has ensured[sic] me that I am doing well and that everyone does things differently so not to get too caught up in the feedback, which has helped me slowly gain my confidence back” (Lauren, 2017 Journal, Week 5).

After sharing this situation with her cooperating teacher and beginning to gain confidence, Lauren obviously ventured to share her experience with our journaling group. Sarah responded with immediate encouragement: “It is so good to see yourself in a positive light after feeling defeated. I am glad you were able to turn it around. It is amazing how small things, such as your CT stepping in, can really turn you around” (2017 Journal, Week 5).

A similar exchange occurred between Sheridan and Holly when Sheridan’s teacher stepped in during a lesson, making Sheridan question “...if this [teaching] was even the right place for me to be!” (2017 Journal, Week 5). Both Lauren and Holly responded to Sheridan’s discouragement and doubt with Holly insisting: “Keep up the awesome work and trust yourself. Passion is something that cannot be learned” (2017 Journal, Week 5). Data from the journaling group not only speaks strongly against these women capitulating to Ruddick’s maternal thought as subject to repressive outside values, but the group as an entity directed a good deal of energy toward carrying each member through temptations to succumb to such subordinating values.

As a cohort, we had moved into what Ruddick in the 1980s termed *transformed* maternal thought (p. 361), and which Belenky et al. (1986) described as constructed knowledge. Nearly forty years prior to this study, Ruddick recognized something that our group reconfirmed for ourselves: “When mothers insist upon the inclusion of their

values and experiences in the public world which children enter, when they determine what makes their children acceptable, the work of growth and preservation will acquire a new gaiety and joyfulness” (p. 357). Goldstein and Lake (2000) explored the connection of caring teaching—even if an elemental understanding—to a sense of fulfillment and joy. Educators they studied considered responsive and caring pedagogy as “both satisfying and beneficial” as well as “significant sources of job satisfaction” (p. 862). Many of their pre-service participants could not separate the ideas of caring from teaching (p. 864). Reworded to better represent our group, we came to understand that when pre-teachers “insist upon the inclusion of their values and experiences” within the context of their clinical teaching experiences, the work “will acquire a new...joyfulness.”

Whether due to the all-feminine nature of the journaling group or to their subordinate position as pre-service teachers working in others’ classrooms, maternal thinking became part of the group consciousness about integrity. Holding, encouraging growth, and resistance to controlling forces that sought to make them or their students “acceptable,” became part of the definition of integrity created over the 12+ weeks of journaling and face-to-face interaction.

The Teacher Work Sample

Having been immersed in data generated along with five pre-service teachers, I set about to reconnect my original research question to what they had taught me about their integrity as individual teacher candidates and as a group of pre-service women

revealing their thinking within a journaling context. In keeping with themes generated by the group, TWS effects on integrity will be organized in terms of confidence and vulnerability, challenge and courage, balance and imbalance, community and isolation, calling and labor, and a brief discussion about how it relates to maternal thought. Interweaving researcher inference based on data immersion, triangulated with coding and memo-ing, and including direct statements from participants will hopefully inform one teacher work sample program. It is also hoped that the information may provide insights into possible themes of general pre-service teacher integrity and ethics in student teaching assessment, though the intent of this study is particularization as opposed to generalization.

Because the journaling group had swept me into their worlds for a time and showed me integrity on their terms, I had relaxed specifically turning the flow of data toward the teacher work sample. However, the twelve weeks listening to their pre-service voices allowed me a deeper understanding of other data collected—specifically answers to the open-ended questions of the fall 2017 student teaching satisfaction survey. Using the student friendly language of “telling your story” to probe the idea of integrity to their pre-service inner teachers, two of these types of questions had been asked of candidates that semester:

1. How can MSU’s teacher work sample clinical evaluators help you retain authenticity to your own story while still maintaining professional standards of evidence-based decision making?

2. How can the teacher work sample project better help you retain authenticity to your own story and still maintain professional standards of evidence-based decision making?

Stake (1995) reminds case study researchers that “Common sense is working for us...but common sense does not take us far enough” (p. 107). Twelve weeks of collaborative journaling had, indeed, sharpened my perceptions of the mingled senses that five pre-service participants had in common as they completed their weeks of student teaching. Although the intent of case study is particularization rather than generalization, Stake also suggests that one triangulation protocol involves “using multiple approaches within a single study” (p. 114). The use of survey data introduced an additional approach and allowed for a check on the core validity of the study findings. Along with member checking, this methodological triangulation lent credence to the data generated in-depth by the collaborative journal. In order both to triangulate data and to refocus information toward the research questions, this section will draw upon all relevant data sources, collaborative journaling, focus group, one-on-one interview, and the above two open-ended questions from the fall 2017 student teaching survey.

Vulnerability and Comfort (Confidence): TWS

The teacher work sample appeared to overwhelm many students. One male, K-12, in-area major—when asked in the survey, “How can MSU’s teacher work sample clinical evaluators help you retain authenticity to your own story while still maintaining professional standards of evidence-based decision making?” (Fall 2017 Survey)—

answered despairingly, “I’m not sure I struggled with the TWS badly.” Overall, negative comments in the teacher work sample survey overwhelmingly outnumbered positive statements, with all data points frequently connecting amplified anxiety with the teacher work sample process, “Worrying about the TWS was huge not only for me, but for other students that I talked to” (Female, elementary education major, 2017 Survey). Initial coding indicating vulnerability included emotional terms such as “afraid,” “confused,” and “overwhelmed.”

In the very early stages of the research, writing skills and teacher work sampling were the primary study interest. Although the 2016 Evaluating our Teacher Work Sampling Process Survey took research in a new direction, the possibility remained that pre-service teacher integrity could be further strained by documenting practice in an written document—composition being a skill in which many pre-service teachers lack confidence (Draper, Barksdale-Ladd, & Radencich, 2000; Morgan, 2010; Street, 2003). However, within the context of this research, pre-service teacher comments did not specifically address writing difficulties in the journaling group, the face-to-face groups, or the survey. One clinical evaluator suggested during a CE focus group (2017) that immature writing skills did play some role in pre-service teacher vulnerability regarding the teacher work sample, “I’m not their editor. And, I think, sometimes they want an editor“ (CE Focus Group, December 15, 2017). However, a quick scan of descriptive statistics on clinical evaluator grading of the three TW sections requiring narrative writing supported collected student data in indicating that, at least by the final TWS draft, revision and editing were not primary issues related to

vulnerability. These results indicated that most students hovered around a 3.5 out of the possible rating of 4, a heavily-tailed, negatively skewed distribution showing most students doing well in all three sections measuring revision and editing, with most students doing well.

Table 4.4: Descriptive Statistics Measuring Professional Writing

TWS Section One		TWS Section Four		TWS Section Five	
Mean	3.55	Mean	3.48	Mean	3.47
Median	4	Median	4	Median	4
Mode	4	Mode	4	Mode	4
Standard Deviation	0.7	Standard Deviation	0.66	Standard Deviation	0.75
Range	3	Range	3	Range	3
Count	78	Count	77	Count	78

These statistics, though hardly conclusive given that the study was not designed to measure the effects of writing skill on vulnerability, nevertheless, encouraged the research in a slightly different direction. Since nearly all students had apparently struggled less with mechanics than with other issues, a deeper exploration of vulnerability had to be reviewed.

Nevertheless, case study participants clearly indicated that writing the TWS during student teaching increased their sense of vulnerability. At least some of this increase could be traced to a straw breaking the back of the student teaching camel. Already feeling under a microscope, these clinical novices suggested that the additional stress of documenting their wobbly practice in a high-stakes, highly structured written document brought on additional stress and anxiety. The timing of the TWS—the fact that candidates had to begin almost immediately and to submit a

first draft of Sections One and Two by approximately the sixth week of student teaching apparently intensified this sense of vulnerability. Also, because the timing of TWS submissions was so structured, any unanticipated changes in school scheduling could throw the whole plan off and leave a candidate worried about even graduating, as Sheridan pointed out, “It was like I was to the point where, ‘Well, maybe I’ll graduate.’ You know, ‘cause that’s kind of what it rides on” (Focus Group, December 13, 2017).

Moreover, with the TWS representing 40% of the student teaching grade, any difficulties encountered became exponentially threatening, especially because state licensing standards required that student teaching be passed with a “C” or above. No doubt, this contributed to student concerns regarding advance TWS preparation with even elementary education students, who had written two preparatory TWS documents, feeling insecure. Other candidates from certain majors were encountering the student teaching TWS structure for the first time, due to ownership of practicum documents by the colleges housing their secondary content majors, which increased their uncertainty. Thus, the power of one assignment and of the clinical evaluator grading it left candidates in a vulnerable and relatively powerless position. They felt unprepared, already in a shaky position as novice teachers, and forced to begin immediately on a document before even figuring out who they were as teacher candidates. Overshadowing these already threatening characteristics was knowing that 40% of the student teaching grade depended on their teacher work sample success. Candidates, then, clearly communicated an

increased sense of vulnerability during student teaching as a result of the teacher work sample as shown in both survey and in journaling data.

Table 4.5: 2017 Survey Items Related to Vulnerability

Factor	Supporting 'quote
Timing	I think the draft of the TWS should be pushed back. Having to make sure I got all of my lessons done for the draft when I was just beginning to establish myself in the classroom was overwhelming (Female, secondary education, in-area).
Inherent vulnerability in student teaching	...student teaching is the most time consuming, stressful, and chaotic experience to begin with just showing up 7:30-3:30. (Female, elementary education, out-of-area).
Percentage of student teaching grade dependent on TWS score	I really feel like my student teaching experience was taken away from because of the TWS. It being 40% of my grade had me so stressed out that it was the only thing I could focus on (Female, elementary education, out-of-area).
Advance TWS Preparation	I lacked the tools to deliver a quality tws. I feel maybe for future teachers they get taught the updated tws so they know how to do it. Teaching an old tws version doesn't help anyone (Male, K-12, in-area).

These brief survey responses were supported by the study participants as well as shown in the next table:

Table 4.6: Journaling Items Related to Vulnerability

Participant	Issue	Supporting Quote
Lauren	Timing	<p>“That was probably the most stressful part about the TWS...I’m still establishing myself with the teacher, trying to figure out who I am...” (Focus Group, December 13, 2017)</p> <p>“I can’t think that far ahead. Um, I think the TWS makes you try and plan three months ahead when, as a student teacher, you can plan two days ahead” (Focus Group, December 13, 2017).</p> <p>“The TWS currently is a dark rain cloud raining down on me at all times. I thought I had came up with a solution to fit my final assessment in before the deadline, but that is simply not going to happen” (2017 Journal, Week 8).</p>
Holly	Percentage of student teaching grade dependent on TWS score	<p>“I think the most stressful part of the TWS is the fact that it’s worth so much. It doesn’t matter how good you are in the classroom, you’ve got 40% of your grade riding on this massive document” (Interview, December 14, 2017).</p>
Sheridan	Advance TWS Preparation	<p>“I think, honestly, my experience with the TWS from the beginning, was trying. So, I started out doing the Hyalite cohort. And, the TWS then was like, I did not feel so good about it. I had no idea what I was doing” (Focus Group, December 13, 2017).</p>

Challenge and Courage: TWS

Mary was one candidate who actually talked about her teacher work sample in terms of a challenge that she took rather positively. In this case the challenge represented independence from her revered cooperating teacher:

I taught 3 of my TWS lessons this week and it was a good experience but difficult at the same time. What I mean by that is that I have been teaching full time for about 5 weeks now so I am used to writing lesson plans for me, and my CT but then turning around and writing full, formal lesson plans and not just debriefing with my CT was difficult (2017 Journal, Week 7).

Though challenge more than courage seemed to confront candidates on a regular basis, there were also expressions of determination and pushing through to the end: “I’m going to focus on my TWS lessons this week and make the best of whatever situation I encounter along the way (Holly 2017 Journal, Week 5). Much like Mary’s CT, the journaling group members did their best to encourage each other regarding the process when one of their own began to be overwhelmed: “I am sure your TWS lessons will go better than you expect. It is frustrating when there are aspects that are out of your control, but it is important to stay positive and like you said not worry about it to [sic] much (Lauren to Holly, 2017 Journal, Week 5).

While few, some survey respondents likewise seemed to take on the TWS as a valued challenge. One female secondary education major placed out of area stated positively: “I feel like the formatting holistically provided opportunities and encouraged authenticity, even over a depiction of perfection” (2017 Survey). She was not alone; a few others agreed, such as this elementary education candidate working out of area who did not report gender: “I think that the TWS process and length helps us retain the authenticity to our own story. Working on it for three months created a lot of meaning to the standards and the process” (2017 Survey). The reference to three months of work suggests that this candidate did not fear laboring over something that was felt to be worthwhile. Others suggested as well that the teacher work sample pushed them toward excellence and proficiency in reflection, though most pleaded for greater flexibility in its more rigid requirements. While some candidates did express resentment at the amount of TWS work, it was generally because the sample interfered with their dedication to

classroom needs. Most lobbied, not for fewer standards or less rigor, but for less repetition and more relevance.

Encouragement in the form of feedback and respect seemed to be almost universally craved. One male elementary major working in the university area requested that his CE begin: “Giving more specific and valuable feedback. Not just highlighting and writing a couple sentences” (2017 Survey). Complaints about feedback and lack of relationship with clinical evaluators, in fact, were among the most emotional and frequent elements of distress expressed by candidates. One female, elementary education major placed out of area summed up both: I would've really liked to meet 1-on-1 with my CE so that I could ask questions on her feedback. It would've been a lot more clear [sic] in person (2017 Survey).

One courageous TWS statement came from Holly after receiving negative feedback on her first draft. In spite of her trepidation about the document being worth 40% of her grade, she exclaimed: I truly feel that my TWS does exactly what it should. It is wrapped up nicely and at this point, they can take it or leave it. It is MY story, my reflection, and completely who I am (2017 Journal, Week 8). Holly knew that her student teaching grade, perhaps her long-cherished career was at stake, yet she took a stand for her own integrity, at least in this statement spoken within the caring environment of her journaling group. Some survey participants agreed with her stance, but expressed the impossibility of standing up to an evaluator wielding 40% of the student teaching grade, as did this female, secondary education major placed in area:

My first draft was truly authentic and relevant to my students and content focus but had to be completely rewritten after the fact because my

interpretation did not match the designer's intention. If MSU wants authenticity that is truly reflective of our student teaching experience, then using the TWS does not serve this function at all (2017 Survey).

Sheridan, on the other hand provided a vignette of great courage when she came back to her clinical evaluator and defended her original position against changes that the CE had wanted her to make: "...the stress of that thing in my teacher work sample and someone saying, "Hey, you should have changed it." It's like "Here's my reasons why I didn't change it and cross my fingers that you agree with me at this point because now I have no other [recourse]"...(TC Focus Group, December 13, 2017). At this point, Sheridan tapered off her narrative, but she later expressed her satisfaction in being able to reason with her clinical evaluator and having her point of view respected:

I think that once I explained, "No, I can't skip these things," she was understanding. And then it was like, "OK, you understand." Cause a poor teacher...poor quality teacher is going to say, "Well I don't know that is just what I do next." You know a high quality teacher is going to say, "These are my reasons for continuing on my lesson sequence as planned." And, and I think that was understood by my CE that when I said, "This is why I continued on..."you're not being a high quality teacher if you can't explain yourself (TC Focus Group, December 13, 2017).

Probably the most notable findings from these data shared by participants were that most of them did not shy away from challenge but rather lacked courage because of an imbalance of power between what the candidate had to say about his or her practice and the power of the CE to overrule that story, wielding 40% of the student teaching grade. Candidates who felt heard by their CEs were encouraged and persevered, even in the midst of their fiery schedules and fears over grades, but candidates who felt like they were not part of the dialogue grew disheartened. These, it can be presumed, became part

of the 58% (see Table 4.1) in the spring survey to yield up at least part of their authenticity when authoring their final TWS documents.

Imbalance and Balance: TWS

Any major high-stakes assessment gobbles up emotional, mental, and physical space. However, the journaling group documented an intensity of family, work, and other life responsibilities concurrent with student teaching that coincided with new demographics about college students in general (Carney-Crompton & Tan, 2002; MacPherson, 2017). Thus, the addition of a high-stakes, complex document, when added to the less-expected data about work and family responsibilities during student teaching, did suggest a more significant effect than might have been expected on the already fragile balance these pre-teachers were trying to maintain. Several comments across the total data set indicated that the teacher work sample might be too costly in time and space than any benefits it provided:

The TWS is very helpful to some extent in my eyes but I do think the process is very lengthy....My document was 84 pages when I was done I believe that I could be more authentic in a shorter piece of work because I would be able to focus on my placement more” (Female, elementary education, Out of area, 2017 Survey).

Lauren, likewise, talked about the length of her document, which she counted as 70 pages. When asked why the document was so lengthy, she replied, “I wasn’t sure how much of the resources she wanted, so I provided her with all of my slideshows, all of my worksheets” (Focus Group, December 13, 2017), and Holly referenced the TWS as a “massive document” (Interview, December 14, 2017). Rather than the actual page numbers, however, many candidates simply discussed how many hours they had to

devote to teacher work sampling—hours, they felt, that during student teaching, simply did not exist.

I thought the TWS was way far out there and made this whole process a lot less fun. I felt like I spent too much time on my teacher work sample and it took away from my lesson planning. Which I thought took away from student learning and my growth as a teacher (Male, K-12, out of area, 2017 Survey).

...the TWS turns into a huge project that takes away from helping the students and us learn because we are all focused on trying to pass the TWS (Female, elementary education, out of area, 2017 Survey).

...the TWS....took away from lesson planning time and time that could have been directed towards the students (Female, elementary education, out of area, 2017 Survey).

I wish I'd lived in the moment a little bit more. I think, especially...with the teacher work sample, everything that I was doing, I was like, 'OK, How can I incorporate this....How can I take something from the work sample and make sure that I cover it?'...which would add on to...stress (Lauren, Focus Group, December 13, 2017).

Whether the complaint revolved around numbers of pages or the amount of time it took to complete the document, these candidates clearly felt that the TWS tipped the balance away from what was important to them—their students and their own learning. The female survey participant who pleaded for a shorter document expressed her belief that relieving some of the time investment would actually result in increased authenticity of teacher work sampling, suggesting that pushing too hard on the delicate balance of teacher candidates tipped them into in-authentic practices and attempts to find TWS shortcuts that would allow them to maintain as much balance as possible, a question that begs consideration of ethics in assessment and vigilance regarding "... the social consequences that accrue as a result of its development and use" (Slomp, 2016, para. 3). Thus, considering changes in pre-service teacher demographics need to be considered in

order to make success in the final student teaching assessment accessible for all candidates.

Isolation and Community: TWS

By far the most emotional rhetoric to surface from the total data produced by the study related to ideas of community and relationship. The objectivity prized by the university which led to its hiring of clinical evaluators to support and grade teacher work samples was clearly not shared by many teacher candidates, who craved relationship with the individual grading their teacher work samples, as expressed by two female, secondary majors in the student teaching satisfaction survey:

I think clinical evaluators are a little out of the loop. I feel like grading the TWS is something the field supervisor should do since they actually know more on what's going on with me more personally. I think the clinical evaluator is great when it comes to grading on completion and writing and grammar but i feel like opening up to a field supervisor is a lot easier than a stranger (Female, secondary education, in-area, 2017 Survey).

...grading would be better done by a field supervisor who actually has that throughout the semester. CE's are completely disconnected from the entire process and I am very concerned about having someone without ANY context for my placement or content focus possessing the power to decide whether or not I graduate. This is comparable to having an administrator in control of grading my students[sic] assignments and evaluating whether or not my lesson plans are valuable without ever stepping into my classroom (Female, secondary, in area, 2017 Survey).

I would've really liked to meet 1-on-1 with my CE so that I could ask questions on her feedback. It would've been a lot more clear in person (Female, elementary education, out of area, 2017 Survey).

Survey results seemed to triangulate data produced by the case study. Lauren suggested during the focus group. "...the TWS is something that should be graded by someone who actually knows you....maybe if there was like a meeting with our CEs or something....I have no idea what my CE even looked like" (Focus Group, December 13,

2017). Holly went further than Lauren when discussing the importance of relationship between TWS author and evaluator and suggested a long-term relationship in which a CE would be assigned to each pre-service teacher from his or her entrance into the program and approach the task with the attitude she describes as: “We are going to take these students under our wing from their first semester on campus and get to know who they are so when it comes down to this TWS, two years down the road, two and a half years down the road, we can offer them feedback that’s relevant to them, that is helpful, and that can help build this up and not tear it down” (Interview, December 14, 2017).

Lack of relationship was a common lament expressed throughout the case study data and supporting survey data. Even more vehement, however, were frustrations voiced by those whose relationships with clinical evaluators had been downright destructive in their eyes:

I felt that the feedback I was given tore apart my story and who I am as an educator (Female, Eled, Out of area).

I scored low on my Sections 1-2 and when asked for changes I could make to better my TWS she said reread her feedback notes. As an educator, I do not think that is a supportive response (Female, elementary education, out of area, 2017 Survey).

Likewise, a male elementary education major placed locally said that his clinical evaluator could have been more helpful by, “...giving more specific and valuable feedback. Not just highlighting and writing a couple sentences.” (2017 Survey).

The case study participants varied in their experienced relationships with CEs. Lauren, although she felt distanced from her evaluator was relieved to discover that the relationship was more positive than anticipated:

...when I was a practicum student and other student teachers came in and were telling us about their experience, and they were like “Your CE

is going to rip you apart. They're going to like tear apart your...so I went into this experience thinking "... this is going to be the most stressful thing ever.'then I got my draft back, and, "Oh, it wasn't really as bad as I thought it was going to be (Focus Group, December 13, 2017).

Sheridan described two different experiences with her teacher work sample evaluators. The first seemed negative, even slightly hostile; Sheridan described how this individual when grading her practicum TWS, "...thought I was lying about what was happening. So, that made things really frustrating" (Focus Group, December 13, 2017). However, during her student teaching process, the relationship with this new evaluator seemed an improvement. Even though she was questioned by this CE regarding one of her instructional practices, the relationship remained collegial: "And so then, going into the third one...I honestly think that it ended up working out for the best...., I think that once I explained...she was understanding. And then it was like, 'OK, you understand'" (Focus Group, December 13, 2017). Moreover, persisting with a clinical evaluator who eventually understood her seemed to empower Sheridan. In this relationship, she could be questioned, explain her reasoning, and then be understood. In retrospect, this increased Sheridan's confidence in her own teacher quality:

You know a high quality teacher is going to say, "These are my reasons for continuing on my lesson sequence as planned." And I think that was understood by my CE...when I said, "This is why I continued on...." I...think that...you're not being a high quality teacher if you can't explain yourself (Focus Group, December 13, 2017).

If Sheridan's experience represented how being challenged and then understood by a CE became for her a strengthening experience, Holly's interactions with her CE appeared to travel in the opposite direction:

I received my TWS feedback today. I'm not very happy about it. I feel like I am supposed to mold myself to fit in a box that I simply do

not fit into. I had a break down over it... I am now at a loss....I really don't know what to do...in terms of TWS after the comments I received on sections 1 and 2 (2017 Journal, Week 8).

She contrasted this with feedback on lessons during her “solo week,” which were “nothing but positive.” Later, during the one-on-one interview, she spoke briefly about her interaction with her CE: “I don't like getting the feedback that completely tears apart what I wrote and how I feel and why I feel that way....I don't think that's supporting who I am” (Interview, December 14, 2017).

Sarah, as previously mentioned, was unable to attend our focus group where candidates tended to comment more regarding their relationships with clinical evaluators. The closest that Sarah came to discussing the topic was when she was trying to aid Holly in her TWS distress. She urged Holly to attempt what had seemed to work for Sheridan:

I am sorry to hear about your TWS feedback. Since I have not seen your TWS or your feedback, I may be completely off base on any advice I can give. It is my understanding that you should share almost exactly what you said in your journal. Explain that the students' summative assessment results may not show proficiency, but that students are understanding the larger picture and outcomes of the unit....Best of luck (2017 Journal, Week 8).

Sarah's ultimate experience with her CE is not documented, but her optimism in this segment suggests a more positive experience than Holly's, perhaps more in line with Sheridan's experience.

Candidates' comments seem to indicate an attempt at authenticity in teacher work sample but an effort that was so fragile as to be very easily disrupted. Poised on the edge of ripping apart their own skills as educators (Sheridan, 2017 Journal, Week 8), vulnerable candidates were easily discouraged by additional criticism. Later in this chapter, clinical evaluator views of these relationships will be further analyzed, but

teacher candidates implied as least as much resentment as comfort gained from the tenuous community created among CEs and their teacher candidates.

Labor and Calling: TWS

Holly's conception of calling as interpreted from her journaling contributions and interview—nurturing “Who I am,” nurturing others (“Who they are”), resisting repression, upholding ethics, embracing humanity, and grasping joy—repeated themselves in her stormy relationship with her CE and during the teacher work sample process. When realizing that she had accidentally omitted a requirement from her first TWS draft submission, Holly jumped to her own comfort, “I was able to get my drafts in yesterday. I realized that I forgot to plug in Appendix pages for my summative assessment. However, I am not going to work myself up over it since it is only the first draft” (2017 Journal, Week 5). Also, when she discovered that multiple students from her small, rural classroom would be missing when she did her TWS assessments, she considered, “Part of me thinks I should worry about how I am going to report the missing students during TWS. The bigger part of me simply isn't worried about it. All I can say at this point is “Welcome to my life” (2017 Journal, Week 5). During stressful Week 6 when she received negative feedback on her first TWS submission, she vacillated between “I had a break down” and reaffirming herself for the work she had done:

I'm happy with the results. I am even more pleased with the conversations I had with my students as they were working through their assessment. I feel that they understand the larger picture and...that I am guiding my class in the right direction. However, I really don't

know what to do with this in terms of TWS after the comments I received on sections 1 and 2 (2017 Journal, Week 6).

Upon further reflection, Holly took an even stronger stance in her own defense:

I truly feel that my TWS does exactly what it should. It is wrapped up nicely and at this point, they can take it or leave it. It is MY story, my reflection, and completely who I am....Just like we have a class full of individual learning styles, we are no different. I don't feel that I should have to apologize for that (2017 Journal, Week 6).

Regarding nurturing others, the teacher work sample was a roadblock, halting Holly from doing what she most wanted to do with her learners:

My students, without knowing about the TWS process, have made several comments this past week about the change in my questions as I am trying to get the data I need about my students in regards to my lesson sequence. They want to know what is wrong and why I seem so “weird” this week. I will be so glad when this is all over (2017 Journal, Week 4).

The amount of time gobbled up by TWS efforts as opposed to spending those hours on efforts to help students seemed a common complaint across candidates. In this case, the changing demographic of a working candidate adds to the scenario:

I honestly felt as though it was impossible to give 100% to both my teacher work sample and the work I was doing in the classroom. Often times [sic] lesson planning for the day or week out weighed [sic] my MSU work because I did not want to let the students in my classes down. While I may have taken too much on during my experience (helping coach at the placement school and I was involved in many school wide programs)...I fully immersed myself into the community and am extremely grateful for that (Gender not specified, secondary education, out of area, 2017 Survey).

For Holly and others, then, the TWS got in the way of a budding call to teach. Reid (2013) points out that in-service teacher burnout, one cause of which she describes as “red tape,” results in teachers feeling a “lack of engagement” in their jobs and “a disconnection to vocation” (p. 12). Reid also advocates for earlier interventions since

burnout “develops over time” (p. 13). Possibly, these individuals were experiencing first warning signs of burnout even as teacher candidates. The role of the university, then, might include joining with students in prioritizing what is most important to vocation and to calling.

Another of Holly’s mechanisms for maintaining integrity to her own inner teacher was resistance. At the same time she defended her own work, she shot back at the program and its representatives—both which she felt were undermining who she was as an educator: “If the purpose of TWS is for our own benefit, I don't get how anyone can tell us it is wrong” (2017 Journal, Week 6). While this precludes other purposes the university might have made of the teacher work sample, Holly demonstrates here that resistance can be one powerful tool in a pre-service teacher maintaining integrity.

Sheridan faced a very similar situation which she documented in the focus group at the end of student teaching. During a discussion as to why teacher candidates might falsify the data of their own practice when writing teacher work samples, she confessed, “I can tell you that I almost made up mine because my clinical evaluator made the note that I should have changed my lessons based upon my student assessment, but the lessons I was teaching could not be skipped.” When asked why she did not simply lie about the data to appease her clinical evaluator, Sheridan replied, “Why did I not make it up? Because I’d already turned it in [as a first draft]....she [the CE] could look and see what I had turned in before. That’s why I didn’t change it” (Focus Group, December 13, 2017). Sheridan also recalled the stress of the situation, “I was to the point where, ‘Well, maybe I’ll graduate.’” Adding also that, “the communication with the CE was not super great,”

she nevertheless felt that she had no other choice but to go back, explain her reasoning, and "...cross my fingers that you agree with me at this point" (Focus Group, December 13, 2017). As discussed earlier, this ended up as a transformative experience for Sheridan when her CE listened, understood, and Sheridan, as a result, was able to reaffirm herself as a high quality teacher able to defend her own choices.

Holly, on the other hand, for reasons she does not clarify, did not feel negotiation and explanation to be good options in her situation. Yet, unlike Sheridan, she appears less tempted to succumb and more inclined to resist. "It is MY story!" she insists (capitalization original to author). Continuing a stance of resistance and deep personal identification with what she had written, Holly expanded on her feelings during the one-on-one interview after the TWS had been graded, and graduation loomed on the horizon:

When I got my CE feedback.... there was absolutely not a single suggestion in her feedback of how I could make *my* idea work. So, if *my* idea is not going to work, and this is supposed to be *my* story, then I feel like...you're telling me that *my* story doesn't fit into this box. It's aggravating.... (Interview, December 14, 2017).

The reappearance four times of the possessive pronoun "my" in this segment underscores how Holly implemented resistance and indignation as defenses against having her integrity compromised by a perceived powerful other. Holly's resistance suggests that well-intentioned CEs who might simply desire to help teacher candidates "...create their story" (CE-B, Focus Group, December 15, 2017), might easily be seen as repressive by a candidate who felt that her ideas, her very teacher self was being challenged. Implications for clinical evaluators and the teacher work sampling program will be further examined below.

In resisting the temptation to compromise, give up, and document non-existent data and events to meet TWS requirements, Holly maintained the high standard of ethics she evidenced frequently during the weeks of journaling. Nonetheless, at her interview, she did express understanding of why some of her younger peers might give in to the temptation:

I didn't falsify my data. I put it in there, but it wasn't necessarily useful...so I think that between young people being young people and putting things off and the fact that you don't understand how it's relevant, at the end of the whole thing, it would be easy for them to make things up and not think anything of it because they either did put it off and had to turn it in, or they just didn't see the point, and I feel like all of us, if we don't see the point really don't care about it (Interview, December 14, 2017).

As Holly stated, she did not record false data to appease the perceived demands of an evaluator wielding a rubric. On the other hand, she insisted on respect for the data she did put forward. To redesign what she had to say about her work during student teaching would have left her with a document that was no longer hers—in some ways as inauthentic as falsifying the data.

Holly and her perspectives, also reflected in survey responses, saw the teacher work sample parameters as disconnected from the very real choices she faced in the classroom—choices that were based as much on the human-ness of the classroom as on standards and formal assessments:

In my class, I have twin[s] and another set of [siblings]. I have to keep this in mind when forming my groups. I have a student who has been homeschool for the past couple years....Another student is an aspiring astrophysicist. Another only like[s] history if it involves alien takeovers and conspiracy theories. Yet, I have managed to make our social studies classes enjoyable for him as well. How can I put these things...into the TWS format? These are the things I struggle with (2017 Journal, Week 4).

According to Holly, the TWS template misshaped her story. After she had contoured it in her own image, the TWS, she felt, boxed her narrative among six two-dimensional squares and twenty-four right angles, constraining her likeness into a sort of university-approved, teacher-candidate cube, ready to be reconstituted in a classroom (just add children and stir). “The big thing for me is I feel like they want me to take who I am and put it into a box that I don’t fit in” (Interview, December 14, 2017). As previously mentioned, Holly “embraced my mistakes,” using her own feet of clay to inspire a very down-to-earth learning environment, as she reminded her students: “Last I checked, I’m still human.” Continuing to describe her classroom, she goes on, “And they laugh. But they love that I’m like that. And because I’m like that, they have been like that in the classroom...taking ownership of their own mistakes” (Interview, December 14, 2017). Yet, in Holly’s mind, there was a difference between mistakes springing from humanness and unethical behavior: “Everyone makes mistakes at the end of the day. The point is to learn from them, but I feel it is super important to be ever mindful of our words and actions. Teacher or not, we should all strive to be better and make the world around better as a result” (2017 Journal, Week 5).

Taken together, Holly insisted on a classroom world where fundamental ethics protected a wonderful world of experimentation and humanity—where mistakes could be celebrated, laughed at, and then learned from, “That’s it! You embrace it [your humanity]; sometimes you laugh at yourself, and sometimes you turn red because you’re embarrassed, but you pick yourself up, and you move on, and you learn from it” (Interview, December 14, 2017).

In Holly's mind, within teacher work sampling there was no space for this community—so valued by her own inner teacher—of deep humanity encased within ethical behavior. Rather, she felt jerked back into student mode, being asked to fill in the blanks with a correct answer. Prescriptive guidelines replaced ethics, and rather than being able to share the community of laughter and learning she was trying to create, the TWS whisked her back into a molded desk and thrust in front of her a kind of short-answer template into which she was to fit her student teaching experience, "I think the TWS reminds us that we're still students" (Interview, December 14, 2017). Holly did admit, that even dragged back from all she wanted to say as a new teacher, "...there are still things to learn as a student" (Interview, December 14, 2017). She suggested a more useful teacher work sample to be used as more of a guide, "just as a map to get some ideas" (Interview). Thus, Holly reluctantly opened the door to the possibility of embracing some humanity within teacher work sampling though only if it were used as a guide rather than as a template and with candidates needing to accept their roles as students completing an assignment rather than as teachers documenting their practice.

While Holly frankly disliked teacher work sampling and found it as irrelevant as did the "young people," she intensely valued her pre-service teaching story. Having labored for so many years, she tasted during student teaching the first flavor of the calling she had long anticipated:

...for me, student teaching has been an affirmation...just being able to be who I already am, and take that into the classroom, and get positive feedback from everybody...It's the best thing ever...not only have you accomplished something for yourself, but the universe is telling you, "You're doing the right thing" ((Interview, December 14, 2017).

As a result, not even the despised TWS could cheapen her story and make it other than the first step into her calling as an educator. Although she did allow me to help her tweak it slightly and "...just had to keep reminding myself, 'It's my last one.'" In the end she held true to her story and to her inner pre-teacher self.

In her final journaling week with the group, Holly summed up teaching simply: "It is a great joy (2017 Journal, Week 12). While this delight was integral to Holly's concept of teacher calling, the TWS appeared to subtract rather than enabling her to embrace it, "I struggle with TWS. For me, personally, it takes away from the joy of teaching" (2017 Journal, Week 2). Her "break down" in Week Five, and her aggravation with the process in general compromised her joy at times, but the goal of teaching sustained her, despite the aggravation and frustration of her teacher work sampling process, "I just had to keep reminding myself, "It's my last one"" (Interview, December 14, 20117). The teacher work sample, for Holly, was not a step in the process of becoming a teacher; it was an impediment. Nevertheless, the deep fulfillment and enjoyment she found in teaching enabled her to look past the TWS toward her ultimate goal:

I received an email from my 5th grade teacher this week...He made the comment, "From the enthusiasm I sense in your email, you have chosen the right career path...for you and especially the students you will influence...It appears you are a "called" teacher." There is no doubt that I am doing what I have always been meant to do. Some days prove challenges as my life is full of conflicts....I cannot be all things to all people....at the end of the day, the question has always been "How bad do I want it?" I will see this through. It is so close (2017 Journal, Week 6).

Looking past the deeper conflicts in her life and the milder aggravations of work sampling, Holly did not waver from what she considered her calling, "I will miss the

kids from the school as well as the staff when I leave, but I am ready to move on” (2017 Journal, Week 11). At the end of the day, she continually reaffirmed that she would brook no impediments to achieving the joy of her calling to teach.

In the end, Holly’s self-care and nurturing of others, her resistance to what she felt was repressive, her insistence on deep ethics, her embracing humanity, and maintaining her sense of joy in teaching enabled her to maintain integrity through student teaching and what was for her a very challenging TWS process.

I said to my husband, I said, “It’s almost like MSU’s way of asking us, ‘How bad do you want it?’” Because, if the TWS is going to be your breaking point, you obviously don’t want it. If you want it bad enough, you will find a way to make it work, as aggravating as it may be. And, and I told my husband that, “I just feel like it’s the college’s way of asking how bad we want it. And I want it. And I’ll do it, and I’ll make it work.” And I did (Interview, December 14, 2017).

To this piece of the research story, there is a happy ending for Holly. She did, indeed “do it,” finishing student teaching with a grade of “A.” Thus, on December 16, 2017, with the support of her family, she met her goal, graduating with a degree in education that would allow her to fulfill her calling to teach.

Clinical Evaluators

Undoubtedly, the clinical evaluators felt a weight of responsibility to uphold teacher education program standards and the structure of the teacher work sample guide and rubric as they supported and scored these final assessments. The clinical evaluator focus group was intended, not as a detour from research about pre-service teacher integrity, but to see whether themes generated during the focus group ran parallel to or intersected the material generated by teacher candidates. The focus

group, which all but one of the five clinical evaluators attended featured questions that were as aligned as possible with those asked during the TC focus group and interview (Appendix E, p. 286). CEs varied as to their perspectives but all were concerned with aiding teacher candidate success, which they defined as “helping them tell their story (CE-B) or, though it was not intentionally stated, attaining a high grade on the final project. Clearly, their intentions had not been to rip candidates apart, and I took a brief detour from teacher candidate data in order to add their perspectives to the interpretive mixture. For the purposes of this study, clinical evaluators will be referenced by letter to mask gender—CE-A, CE-B, CE-C, and CE-D—since only one of the CEs during the fall 2017 semester was male.

Vulnerability: Clinical Evaluators. During the focus group, clinical evaluators (CEs) did not address the concept of vulnerability with much clarity. Probing at their vulnerability, “If your teacher candidate sat down and wrote a paragraph about you, what they know about you and their experience with you as a clinical evaluator, what do you think they would say?” A long pause followed this question. At length, CE-A suggested that the ones with whom she communicated might thank her but that the others would probably not have anything to say. Another long pause ensued, and I eventually moved the topic into something less threatening. At one point, CE-B suggested, “I’m...too picky...I have to get over that.” She showed her struggle between vulnerability and fulfilling the role of evaluator when she later added, “...but sometimes making them aware of things you need to be nit-picky.” CE-D also admitted, “Sometimes I do get a little caught up in all the technicalities of the rubric.” However, as a group, the

evaluators appeared to make themselves less vulnerable than the candidates. To balance this piece of data, these evaluators had not developed the community of trust that was created by the candidates. Had we journaled together for weeks about the challenges of being a clinical evaluator, the conversation would likely have gone differently—pointing up one possible weakness of the CE program. In all likelihood, it lacked the sense of community, the “encouraging and challenging presence of other people” (Palmer, 2004, Loc. 316) that might have allowed its evaluators to become more vulnerable.

Challenge: Clinical Evaluators. Clinical evaluators wavered between a desire to encourage teacher candidates and the need to challenge them: “You could say I expect more from you because I know you can do it. And, you could also say, “I know you have 80thousand things going on, and I’m going to look at this from a different lens. I would think you could go either way” (CE-C, CE Focus Group, December 15, 2013).

CE-B intensified the challenge:

And that’s what I always...when I hear evaluations from students, and they say, “Oh, I didn’t get any feedback.” And, what I’m going to start telling them, now, is “What did you do about that?” And make them own their feedback. You know, don’t let them just sit around and wait for us to chase after them, but they’ve got to go out and seek their feedback. If it’s not feedback that they can use, ask the question that will get them the feedback that they want. But, they need to own that feedback (CE Focus Group, December 15, 2013).

CEs also suggested that they might grade harder if they worked face to face with an individual rather than being hidden in online anonymity, but they also admitted to being swayed by knowing more about a person’s life. Regarding challenge and encouragement, the CEs seemed conflicted.

Balance: Clinical Evaluators. The concept of balance did enter the clinical evaluator discussion—not in a personal way but in their acknowledgement of the busy lives of candidates. CE-C stated of what might be considered when looking at a candidate’s TWS work, “I know you have eighty thousand things going on, and I’m going to look at this from a different lens” (CE Focus Group, December 15, 2017). CE-A suggested something similar:

Because a lot of them, that it is an intense period of time for them. It’s stressful...they’re actually saying, Holy cow, there’s a lot more involved in this teaching thing than I anticipated, and there’s a lot of expectations, and though, there’s more than just their teacher work sample that they’re experiencing and they’re actually having to collaborate with mentors, collaborate with parents, they’re having to incorporate all the different components that they’ve been working toward” (CE Focus Group, December 15, 2017).

Other comments were more focused toward teacher candidates taking responsibility:

I hear evaluations from students, and they say, “Oh, I didn’t get any feedback.” And, what I’m going to start telling them now, is “What did you do about that?” And make them own their feedback. You know, don’t let them just sit around and wait for us to chase after them, but they’ve got to go out and seek their feedback (CE-B, CE Focus Group, December 15, 2017).

Sheridan, after negotiating a point of contention with her clinical evaluator, came out stronger, stating proudly: “You know, a high quality teacher is going to say, “These are my reasons for continuing on my lesson sequence as planned.” And, and I think that was understood by my CE....You’re not being a high quality teacher if you can’t explain yourself” (Focus Group, December 13, 2017). On the other hand, some students expressed a lack of motivation to engage in what they considered an artificial situation: “Having to do extra work that a teacher would never do (even in the beginning) makes it

feel like busy work and makes us want to lie to just get it over with” (Female, elementary education, in area, 2017 Survey). Both exchanges suggest that a program must consider the relevance of each task it assigns to candidates whose hectic lives force them to choose priorities that slap them in the faces each day and take precedence over the faded, more distant requirements of a university—whose perceived claim to relevance is only the student teaching grade.

Community: Clinical Evaluators. Clinical evaluators appeared in complete agreement with the way to bridge a gap between TWS standards and pre-service teacher stories. Like the candidates, they felt that the best—the only way to bridge the chasm—was through relationship, as CE-A expressed:

I really like the communication piece that we have through D2L....it also allows me to know who the students are, and those who feel comfortable enough to continue to ask questions, and...not just the teacher work sample, really helps build the relationship with the student and helps me understand where they are coming from and who they are, which I can then take to their final product. At the same time, when I’m grading their final product, I know what classes they’ve had.... and so I do expect them to have a certain level of professionalism (CE Focus Group, December 15, 2017).

CE-B also viewed the teacher work sample as created in a collaborative milieu: But It’s more of a, a relationship. We’re involved in the creation of this document, not only them, their CT, but then we’re putting our influence, so they’re not creating it for us, but we’re helping them create their story” (CE Focus Group, December 15, 2017).

CE-B, who considered the role of clinical evaluator as an educator role and enjoyed “helping them create their story,” appears at odds with Holly’s insistence that “I feel like they want me to take who I am and put it into a box that I don’t fit in....And say,

‘This doesn’t work’ (2017 Journal, Week 2). Other comments from survey material express even a greater sense of detachment from clinical evaluators, as expressed by a non-gender-specified, in-area, secondary education candidate who described the clinical evaluator as, “some random person who knows nothing about us or how we are actually in the classroom” (2017 Survey).

A juxtaposition of teacher candidate and clinical evaluator comments appears as if both groups are saying similar things but are saying them at such a distance from each other that hearing becomes difficult, much like two individuals on parallel paths trying to shout at each other across a wide canyon. One suggestion for further study is a deeper exploration of how the roles of university assessor can intersect more relevantly with teacher candidate priorities for their own internships.

Calling: Clinical Evaluators. Clinical evaluators and teacher candidates rarely intersected when it came to calling. The differences between how CEs viewed their roles and how students viewed them was striking: “I think the clinical evaluator is great when it comes to grading on completion and writing and grammar” (Female, secondary education, in area, 2017 Survey). “I’m not their editor. And, I think, sometimes they want an editor” (CE-B, CE Focus Group, December 15, 2017). CE-B, went on to describe what she felt was calling, a teaching role—instructing students as to what they did not understand about teacher work sampling and professionally reflecting on their own practice: “I feel like I am teaching them. I mean, in that first draft, we are teaching them what we don’t understand about it. We are helping them to think more about their practice, so we are in teacher role” (CE Focus Group, December 15, 2017).

However, from the other side, teacher candidates in their first clinical experiences were entirely absorbed with the role of teacher. When the university jerked them back into student mode, it felt like an unwelcome, academic intrusion into the real-world milieu of the classroom. “Having to do extra work that a teacher would never do (even in the beginning) makes it feel like busy work and makes us want to lie to just get it over with” (Female, elementary education, in area, 2017 Survey). Holly had taken time to analyze this inner conflict: “I think what I learned about myself as a student as far as the TWS goes, is more important than what I learned about myself as a teacher. Because you learn more about yourself as a teacher doing the student teaching...I think the TWS reminds us that we’re still students, and there are still things to learn as a student (Interview, December 14, 2017).

The term “student teacher” was apparently coined during the early 1900’s (dictionary.com) perhaps when normal schools began moving toward the concept of a teacher’s college (Ravitch, 2003). Student teaching became more structured in the mid-twentieth century as state licensing requirements became stricter (Schneider, n.d.). At least since the 1990’s the terms “student teacher” and “teacher candidate” have been used interchangeably, and the term “teacher candidate” appears in noted educational researcher Linda Darling-Hammond’s earlier, late 20th century writings. St. Cloud University, however, provided a rationale for preferring the term “teacher candidate” over “student teacher” within their co-teaching model as applied to student teaching during which “Candidates co-teaching were introduced as a “teacher candidate” or “co-teacher” and were expected to be actively engaged with students from the very first day”

(Bacharach & Washnut-Heck, 2012, p. 54). Bacharach and Washnut-Heck quote one of their research participants who suggested that using the co-teaching model during student teaching enabled one to "...feel that you are a second teacher in the room, not a student teacher" (p. 54). In later years, the emphasis on status for teaching interns has apparently resulted in increasing uses of the term "teacher candidate" in various teacher education program materials. Nevertheless, the varying points of view between CE-A and Holly suggest a possible maladjustment between university programs who consider candidates as students and the growing sense of the candidates themselves that they are doing the real work of teaching.

Beyond the scope of this study, a deeper look into definitions, expectations, and biases across the student teaching continuum seems to be needed in order for better communication and clarity for all participants. Zeichner (2002), whose works raise awareness on "improving the connections between the university teacher education curriculum and the school curriculum" (p. 63), hints at a sort of adolescent space in which teacher candidates are treated as children on the one hand and considered adults on the other with the candidates sometimes pulled between their P-12 and university parents. CE-C suggests that this mistrust applies to the teacher work sample and hints that relationship, once again, remains the best hope for ameliorating the dilemma: "We have a lot of cooperating teachers, I think, who don't see the value in it [TWS] because they haven't done it. And the ones who have sat down and do it really do see the value in it" (CE Focus Group, December 15, 2017). Certainly, continued research in the area of P-12

and teacher education program relations appears warranted, especially with an emphasis on how this push and pull affects teacher candidates who remain accountable to each.

Conclusion to Chapter Four

Lauren, Sheridan, Mary, Sarah, Holly, and I together shared our inner and outer teacher selves during the fall 2017 student teaching semester. My initial attempts to bend the research toward integrity in teacher work sampling were largely ignored by the group, which, instead, wove a collective story about pre-service teaching that eventually took shape as sharing vulnerability while searching for comfort and confidence, facing challenge with courage, experiencing imbalance while seeking balance, prizing community during a very solitary inner experience, and of watching labor become calling. Integrity was defined in Chapter One as “a state of integrating all that we are—our shadows and limitations as well as our light and our gifts—into our sense of self (in this case, pre-service teacher self) and, thus, reflecting our deepest values in our daily habits” (Chadsey, et al, 2012; Henderson, 2007).

Definitions, like skeletal frameworks, remain dead words on a page until infused with life through experience. This case comprising five women and one researcher gave life to the concept of integrity in this research, and the definition became, as Holly stated, “Who I am” (or “Who we were”). Together and separately the case brought to our small community its deepest discouragements and doubts along with exhilarating times of joy and affirmation. Together we shared, comforted, reinforced, advised, nurtured, and listened to each other. As a participant observer, I was honored to watch as the five

women in the study began constructing their deepest values as pre-service teachers—each in her own way. In the end, Lauren, Sheridan, Mary, Sarah, and Holly persevered to meet their goals, going forward as licensed teachers eager to bring their integrity into their own classrooms.

CHAPTER FIVE

CONCLUSION

Introduction

Qualitative researchers, on one hand, “try not to draw attention to themselves” (Stake, 2010, p. 32); and yet, in the end, pretty much, we tell the story that seems most meaningful to ourselves” (Stake 2010, p. 131). In this sense, qualitative research contrives that the researcher must live the sort of paradox he or she is often drawn to study in the first place. Geertz (1973) reminds us, “What we call our data are really our own constructions of other people’s constructions of what they and their compatriots are up to” (p. 314). Likewise, a reading audience will then generate its own constructions of what both the researcher and the “other people” were up to, until even the most qualitative of investigators begins to long for a simple t-test to silence the mounting pandemonium.

In this spirit of constructionism, Stake (1995) invites the researcher to consider carefully that “Our readers are often more familiar with the cases than we researchers are” and that “case researchers need to provide opportunity for vicarious experience” (p. 86). Such qualitative maxims, if taken seriously, place the researcher in a position similar to partakers in one of Palmer’s “Circles of Trust,” who have “no agenda except to help people listen to their own souls and discern their own truth” (Loc. 560). The task, according to Stake (1995) is to insist less on one’s own conclusions and more to “embeddedness in the experience of the reader” (p. 86). As my interview with Holly

came to a close, she gave me a similar charge when I asked her what she would be doing if she were in my position:

I think I'd probably be doing what you're doing right now. And, again, I don't think there is an easy answer....how much control do you, yourself, have over this situation? It's going to be a lot of collecting your data and putting it together and presenting it to other people because this ultimately comes down to somebody higher up. But you're taking that initiative to take the time, and a lot of time at that, talking to people and getting this feedback...to put together something...to take to the people to say, "...This is the feedback that...I'm getting....These are suggestions that teacher candidates have made"...because, ultimately, it's going to take a group of people for a change.

With Holly's words near at hand, I will attempt to follow another of her suggestions to me—to approach others saying, “This is what I think needs to be done, as the person who's done the research” (Personal Interview, Dec. 14, 2017). “Alma Mater” means “kind or nourishing mother.” As a foster mom, I know that the abuse of neglect can be as crippling as beating a child. A university that does not, as Henderson (Personal Communication, 2018) suggested, listen with attentive love to its students, making them visible—making them whole rather than “other”—does not earn the title. The participants have spoken; it is time to hear with love.

Vulnerability and Comfort/Confidence

If those of us in teacher education value pre-service teacher integrity—defined for the purposes of this study as ...a state of integrating all that we are—our shadows and limitations as well as our light and our gifts—into our sense of self and, thus, reflecting “our deepest values in our daily habits” (Chadsey & Jackson, 2012; Henderson, 2007), or in language of participants integrating the “who” of teaching with the “I am” of being—

we need to make for candidates a way to live with the multiple vulnerabilities they will experience in an internship situation. Palmer (2000) states that “good leadership comes from people who have penetrated their own inner darkness and arrived at the place where we are at one with one another, people who can lead...to a place of ‘hidden wholeness’ because they have been there and know the way” (p. 81). In a more personal volume, Palmer (2004), uses his own experience as an example: “The deeper I moved into that world, the more need I felt to wall off my true self—trying, to put it simply, to appear smarter and tougher than I really was” (Loc. 475).

The women sharing their stories for this study, because they shared the same vulnerability, never once vied with each other for being the toughest or the smartest. Among them, there was no teacher, no student: each of them was both, and they shared their individual vulnerabilities. Rather than seeking to dazzle one another with their on-stage performances, they instead were willing to expose to each other their backstage realities, “how human, how klutzy, and how ordinary” (Palmer, 2004, p. 28) each of them was on a daily basis. Even when sharing their breakthroughs, they remained closely connected with their awkward, novice new teacher selves. Shared congruently, their inner and outer worlds were equally valued in a safe community—a stark contrast to what Tomkins suggested of academicians, that their main goal “turned out to be performance” (p. 654). Unfortunately, raw storytelling shared among teacher candidates was too often transformed in their teacher work samples as insipid recitations wrested from them by what they believed academicians wanted to hear: “I felt like my CE didn't care as much

about my ‘story’ but more about what the rubric said and more about what she would want if she was a teacher” (Male, K-12, out of state, 2017, Survey).

The kind of artificiality referenced by Tomkins (1990) can feel like a requirement of teacher educators constantly under performance demands by political and social entities desiring scapegoats for educational dilemmas that stubbornly resist nationwide programmatic and financial efforts. Teacher educators, not surprisingly, may cling to their performance roles rather than go through the process Palmer suggests of choosing what is real, “...when I seek my identity and integrity, what I find is not always a proud and shining thing. The discoveries I make about myself...are sometimes embarrassing” (p. 30). Henderson (Written Communication, 2018) says of this “broken wholeness....this is why great teacher/leaders like Gandhi, Buddha, Jesus, etc., have always said action must be preceded by self-examination—you cannot confront injustice in the world until you confront your individual willingness to be unjust.” In the context of education, Tomkins (1990) agrees, “I have come to think more and more that what really matters...is not so much what we talk about in class as what we do” (p. 656).

Integrating one’s “I am” with one’s teaching “who” follows different paths for each individual. For Tomkins, it meant never again fooling “...myself into believing that what I have to say is ultimately more important to the students than what they think and feel” (p. 659). Integrity to this realization led her into a distressingly embarrassing class environment of “huge misunderstandings, factions, discussions at cross purposes, floundering, a sense of incoherence, everything that one might have feared” (p. 659). Yet, Tomkins found what she was looking for; she was able to “get out of the students’

way” and to allow them to “feel some deeper connection between what they were working on professionally and who they were, the real concerns of their lives” (p. 658).

Palmer (2004) quotes Florida Scott-Maxwell as a very old woman writing on the topic of inner congruence, “You need only claim the events of your life to make yourself yours. When you truly possess all you have been and done...you are fierce with reality” (p. 30). Like Tomkins’ students, the pre-service teachers in this study were fierce with reality; they couldn’t help but be. They lacked the finesse in their craft to hide behind slick, on-stage performances. Vulnerable teacher candidates, if possible, will find each other. Observing the five women in the journaling group taught me that. What is less certain is whether or not teacher educators and their programs will join this sharing of mutual vulnerability in order to maintain wholeness. Brene Brown (2012), in her study on individual perceptions of worthiness, says of her participants who believed in their own worth: “They fully embraced vulnerability. They believed that what made them vulnerable made them beautiful. They didn't talk about vulnerability being comfortable, nor did they really talk about it being excruciating....They just talked about it being necessary” (Transcription, 9:39).

For educators, embracing a validity that involves vulnerability might mean sacrificing the slick, onstage performance described by Palmer and risking exposure to ridicule in order to help students learn something other than “how to cover up and show off” (p. 30). For teacher educators, it is a personal question, and for programs, an ethical one. Whether we—by refusing to hide our own vulnerability—will get in or get out of the way is a question worth considering by any program valuing pre-service teacher

integrity. It may result in what Brown terms a “breakdown” from the shock of accepting that the only way “to live [or to teach] is with vulnerability and to stop controlling and predicting,” but as Brown further concludes, though “...vulnerability is the core of shame and fear and our struggle for worthiness...it's also the birthplace of joy, of creativity, of belonging, of love” (Transcription, 12:02). By embracing their personal broken wholeness, teacher educators, including those in assessment programs, can transform labor to calling—shedding around them the blessing of integrity.

Challenge and Courage

Returning to Brown’s (2012) work, another characteristic of the individuals in her study who retained a sense of their own worth was a sense of courage:

And I want to separate courage and bravery for you for a minute. Courage, the original definition of courage, when it first came into the English language -- it's from the Latin word cor, meaning heart -- and the original definition was to tell the story of who you are with your whole heart. And so these folks had, very simply, the courage to be imperfect. They had the compassion to be kind to themselves first and then to others, because, as it turns out, we can't practice compassion with other people if we can't treat ourselves kindly. And...they were willing to let go of who they thought they should be in order to be who they were (Transcription, 7:51).

In the context of this research, Mary’s cooperating teacher infused her with heart, or courage—not with platitudes and lies about her fledgling performance—but by continually challenging her to accept who and where she was, to begin from that point, and then to forge ahead. Refusing to allow Mary to wallow in being “really down on myself,” this mentor teacher came shoulder to shoulder with Mary and “with my CT we made a decision about me talking about 5 positive things that happened...things

like, at least we got through the curriculum, and I won a few battles with the student trying to challenge the authority figure in the room.” These, said Mary, “kept me on track” and they infused her with heart to “try to get better the next day” (2017 Journal, Week 5).

Palmer’s description of the courage teaching requires wonderfully summarizes what was happening in Mary’s student teaching classroom: “The courage to teach is the courage to keep one’s heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require” (p. 11). A more accurate description of what Mary’s cooperating teacher required of her could hardly be imagined. Mary easily became disheartened when she felt that her instruction fell short of weaving together student understanding and her content, but her CT continued to pour heart back into Mary, challenging her to speak truth to herself and enlarge her own capacity for courage through realistic thinking, patience with herself, and, as Mary discovered on her own, delighting in the child hearts of her students.

Imbalance and Balance

If teacher educators desire to support pre-service teacher integrity, they need—in addition to maintaining their own integrity to personal vulnerability—to take into account the changing worlds of pre-teachers. To force candidates into situations so demanding that they risk compromising their personal worlds of work and family is to block them from finding a personal/work balance that too many in-service teachers lack. Amy, a

participant in Reid's (2013) study of the lives of three educators, says of her own situation: "I no longer believed in my job and it was no longer nurturing me. That is why for the last two years I have felt lost and empty....It made me realise [sic] that I must gain a better work and personal life balance" (Reid, p. 192).

Similarly, Lauren in this study was able to forge a slow transition from "the worst work-school-life balance ever" to greater stability when her significant other "...started to realize that this is who I am, and...so it came full circle....I finally found the balance" (Focus Group, Dec. 13, 2017). However, not all candidates are or were so fortunate. More than one marriage or long-term relationship became severely tested during the student teaching semester of fall 2017; not all would survive. This study suggests that teacher education programs must carefully avoid working under the assumption that teacher candidates are unattached, unemployed, and able to devote all their out-of-school hours to university requirements.

Negotiating with candidates for the few margin fragments available to them for summative projects like teacher work sampling might help ameliorate bitter statements such as this one from a secondary education candidate whose gender was not disclosed, "I feel that there should be more warning given to practicum students about the de-humanization, stress packed, financial sucking aspects of student teaching. If I had known what I was getting myself into....I would have set up times with a therapist to keep my stress down. I was royally under-informed" (2017 Survey). "Welcome to teaching," a teacher educator might be tempted to respond. Perhaps...but Macdonald & Shirley (2009) discuss unrealistic expectations of teachers that catch educators in a bind

“...between the needs of their pupils and their own needs for well-rounded private lives” (p. 69) and add sardonically, “Many reformers would argue that of course the needs of the pupils come first—but then the same reformers seem puzzled by the horrific rates of teachers leaving the profession” (p. 69). According to MacDonald and Shirley, then, teacher education programs must be careful of turning a blind eye to reality. By failing to heed through careful and flexible listening the voices of teacher candidates, a university teacher educator may be accepting neutrality and, in that compromise, missing a dialogue of “reality so that, knowing it better, he or she can better transform it...to enter into dialogue with them...to fight at their side” (Freire, 1996, Loc. 497).

Palmer (2007) suggests, “if the hidden curriculum of the program says ‘Don’t mess with us!’ the lesson our students learn is to stay safe by keeping quiet, which replicates the very problem that the new professional needs to help solve” (Loc. 4104). Applied to teacher candidate struggles for balance under very pressing and competing demands, a program or an educator desiring to assist pre-service teachers toward balance would need to listen, to dialogue, and to compromise. Otherwise, we risk pushing candidates so far, they relinquish integrity in desperation or disgust: “Having to do extra work that a teacher would never do (even in the beginning) makes it feel like busy work and makes us want to lie to just get it over with” (Female, elementary education, in-area, 2017 Survey). Burns (2003) describes Thomas Jefferson who

...would urge friends traveling in Europe to look into the “happiness of the people” by taking ‘every possible occasion of entering into the hovels of the labourer...see what they eat, how they are clothed, whether they are obliged to labour too hard; whether the government or the landlord takes from them an unjust proportion of their labour (p. 1)

An educator or program that does not consider the well-being and happiness of its students by taking every opportunity to sit down with them in their various situations and then taking that knowledge to “fight at the sides” of a pre-service teacher to help him find balance, may inadvertently influence that candidate to lose his teacher heart.

Isolation and Community

Programs designed to prepare educators may be tempted to hide hazards of the profession such as states of “alienated teaching” described by MacDonald and Shirley (2009):

Teachers often are in situations where no one can really help them. Administrators are too busy or are unavailable; their fellow teachers have their own classes and can’t leave them when a crisis occurs; parents and paraprofessionals are in and out of buildings and can’t be relied upon to be magically available when the unexpected occurs. Instead, teachers have to fall back on their own intuition and best guesses of ways to respond to children. This loneliness of teaching carries enormous emotional costs for teachers” (p. 58).

With the education profession under fire from “coercive, privatized, and resented” others (MacDonald & Shirley, 2009, p. 29), one would expect teachers to be a mutually supportive group, defending each other against these powerful critics; yet, Palmer (2007) states in his descriptions of “Courage” work that “to affirm one another as teachers [is] something we rarely do” (Loc. 1595). The five pre-service teachers in this study affirmed each other continuously—being all together in a fragile craft they feared might sink at any time. Additionally, their feminist “maternal”-ism (Ruddick, 1980) may have assisted them in their mutual care for each other. Paulus and Scherff (2003) advocate for teacher candidates to be provided communal spaces of support made safe by minimal instructor

interference. They point out that “instructor-imposed structure of online discourse” designed to promote “greater levels of critical reflection and cognitive engagement” (p. 132) fails to meet other crucial intern needs. In fact, in order to combat candidates’ “unsupportive and lonely” experiences, Paulus and Scherff maintain that it is necessary for them to be able to “discuss topics that are otherwise taboo” (p. 132).

That teacher candidates’ and clinical evaluators’ ideas of community did not always mesh could easily be seen by comparing statements from study participants and survey comments with those generated during the clinical evaluator focus group. As a female, secondary education contributor stated,

I think clinical evaluators are a little out of the loop. I feel like grading the TWS is something the field supervisor should do since they actually know more on what’s going on with me more personally. I think the clinical evaluator is great when it comes to grading on completion and writing and grammar but i [sic]feel like opening up to a field supervisor is a lot easier than a stranger (2017 Survey)

Another secondary candidate, whose gender was not disclosed, agreed:

“Our field Supervisor should see our TWS not some random person who knows nothing about us or how we are actually in the classroom. How can they grade our authentic story without ever meeting us or communicating with us? (2017 Survey).

A third secondary major, also a female, compared the lack of her relationship with a TWS grader to “an administrator in control of grading my students assignments and evaluating whether or not my lesson plans are valuable without ever stepping into my classroom (2017 Survey).

From the clinical evaluator point of view, however, existing relationships seemed to be satisfactory: “I really like the communication piece that we have through D2L. I feel like that allows communication to happen, and it also allows me to know who the students are” (CE-A, CE Focus Group, Dec. 15, 2017). Another evaluator agreed, stating, “I think that relationship piece has been really good this semester....it was really meaningful to me anyway....it helped make the document more personal to me grading it and I hope as well for them writing it” (CE-B, CE Focus Group, Dec. 15, 2017). Possibly, the schism here between teacher candidate thinking and the viewpoints expressed by these two clinical evaluators may have related to the fact that while the clinical evaluators felt comfortable and fulfilled in their roles as teachers, the candidates were beginning to resent their roles as students—at a time when they were trying their wings as educators and finding their teacher voices. This particular gap in understanding, especially the teacher candidate need to escape a student role during internship, represents one fertile area for future research and exploration, incumbent upon a university dedicated to teacher candidate integrity.

As for communities of support like the one created by participants in this study, the exhortation to universities suggests creating respectful spaces for candidates to develop “tenacious communities of support” necessary to “sustain a journey toward an undivided life, a journey that “... is simply too arduous to take without the assistance of others” (Palmer, 2004, Loc. 157). Brene Brown (Sept. 11, 2017) reflecting on true belonging suggests,

The special courage it takes to experience true belonging is not just about *braving* the wilderness, it’s about *becoming* the wilderness....You

don't wander into the wilderness unprepared. Standing alone in a hypercritical environment or standing together in the midst of difference requires one tool above all others: trust. To brave the wilderness and become the wilderness, we must learn how to trust ourselves and trust others.... True belonging is not something you negotiate externally, [sic] it's what you carry in your heart. It's finding the sacredness in being a part of something. When we reach this place, even momentarily, we belong everywhere and nowhere (n.p.).

The journaling group belonged because they needed each other. As yet, they had no argument, no mistrust of each other, and no hierarchy. If some, like Holly, might have been further along in their sense of "Who I am," it brought no competition. Rather, this was freely shared within a family atmosphere; we parented, brothered/sistered, and aunted/uncled each other through the teaching semester, depending on where we were at that particular time. This mutual need and shared inexperience leveled the playing field and brought the group together in the same way the Big Book of Alcoholics Anonymous (2001) describes AA members as sharing a common problem and a common hope:

We are average Americans. All sections of this country and many of its occupations are represented, as well as many political, social, and religious backgrounds. We are people who would normally not mix. But there exists among us a fellowship, a friendliness, and an understanding which is indescribably wonderful. We are like the passengers of a great liner the moment after rescue from shipwreck when camaraderie, joyousness, and democracy pervade the vessel from steerage to Captain's table (p. 17).

This leaves the university needing to consider its responsibility to support and even expedite communal spaces—a role that Palmer (2004) faced for himself in describing his "Circles of Trust." "The facilitator's role...is easily defined: to be first among equals in creating and protecting a space where everyone's soul can feel safe" (Loc. 808). Admittedly, designing and maintaining true circles of trust might be difficult to maintain within a standards-driven university structure. Nevertheless, a stance that

embraces “first among equals in creating and protecting a space where everyone’s soul can feel safe” (Loc. 808) is open to individuals and to the programs they populate. Greenleaf (1977) suggests that true leadership should keep at its forefront the following questions, “Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely to themselves become servants?” (p. 27). The role, then, for teacher educators and, specifically, clinical evaluators desiring to promote the kind of community that will allow their candidates to become “healthier, wiser, freer, more autonomous, and more likely to themselves become servants” (p. 27), according to Greenleaf, would involve serving, rather than managing, such communities among its candidates. Henderson (Written Communication, 2018) suggests a possible model based on Palmer’s Circles of Trust in which the content remains the center rather than any personality—clinical evaluator or teacher candidate—with all “engaging it as a common, communal challenge.” Negotiating such spaces and trying to engage as both colleague and later evaluator appears to be a daunting process. As Henderson points out, Circles of Trust are “by invitation only” (Written Communication, 2018). Burns (2003) embraces paradox within his theories of transformational leadership and speaks of an exploration that...

...would see leadership as a vital form of power, but would understand power as a relationship based not simply on the possession of resources by those who wield power, but on the creative, dynamic interplay of wants and needs, motives, values, and capacities of both would-be leaders and their potential followers (pp. 16-17).

Such an exploration moves into theories of leadership and is beyond the purview of this study. Nevertheless, a program committed to more equality and

dialogue would need to study and explore such possibilities through this branch of further research.

Labor and Calling

According to Palmer (2004), true calling arises from the soul of the called (Loc. 233), hence the great respect for each individual's inner teacher in "Courage" work. Based on the stories and thoughts contributed by Holly, this study explored a sense of calling as nurturing "Who I am," nurturing others ("Who they are"), resisting repression, upholding ethics, embracing humanity, and grasping joy. Each of these aspects of one pre-service teacher's sense of calling speaks to a university concerned for preserving integrity to that calling.

Nurturing "Who I am"

Each semester for the past three or four, the university in which I work holds two student teaching seminars. The first is primarily focused on logistics, answering questions, and helping orient candidates to their new roles. The second has taken on an entirely different flavor. Sheridan was profoundly affected by that seminar:

I have had several instances over the course of my student teaching placement where I have felt like I have failed....Each time this has happened to me, I have ripped apart my skills as an educator. After the student teaching seminar last week I was intrigued to hear that this is a feeling that others have during student teaching and even in their first year of teaching (Journal, Week 8).

In addition to underscoring a need for supportive community as previously discussed, Sheridan's barefaced admission draws attention to the sometimes precarious inward state of teacher candidates during student teaching. In addition to facing

demands from their family and work lives, valiantly attempting to meet the needs of their P-12 students, and satisfying intruding university demands, they are frequently facing a crisis of soul. That they need nourishment in such natural forms as good food, exercise, and rest is sometimes ignored by university personnel who put their reputation for student excellence ahead of the pre-service teachers themselves. Noddings (2002) reminds such programs “The living other is more important than any theory” (p. xix). Holly exemplified care for herself—that she was more important than theory—when maintaining her need for a “mental health day,” which she described as “No tech, no housework, no outside commitments....being myself and refreshing in whatever way I want to...napping, reading a book for pleasure, baking, rocking out to music, getting outside with nature” (Journal, Week 8). Holly’s maternal caring for herself here sets an example for a university program that at times might forget to demonstrate flexibility and concern in the face of its candidates’ personal needs for refreshment.

Nurturing Others (“Who they are”)

Although I first considered it an out-of-date aside to my research, one of the books I savored the most was the volume, *Women’s Ways of Knowing*, by Belenky, Clinchy, Goldberger, and Tarule (1986). Within the pages of this book, I stumbled across a lovely passage from a 1984 epistle written by Sara Ruddick:

I seemed to learn new ways of attending to the natural world and to people, especially children. This kind of attending was *intimately concerned with caring*; because I cared, I reread slowly...listening with patience, absorbed by gestures, moods, and thoughts. The more I

attended, the more deeply I cared. The domination of feeling by thought, which I had worked so hard to achieve, was breaking down (pp. 150-151).

Holly, a mother, spoke lovingly of her home life with her sons and husband, “at the end of the day, I get to go home. And I love home. I love my family. I love my husband and my kids and even though we live in a small house, there’s a lot of love and there’s a lot of laughter in my house” (Interview, Dec. 14, 2017). She reminded me, when it came time for focus groups, that “having kids who get home from school by 4:30 and need help with homework and dinner cooked may present a problem if I need to be in Bozeman from 5-6:30” (2017 Journal, Week 12). And again, “I like getting home in time to have dinner ready at a reasonable hour” (2017 Journal, Week 3). Undoubtedly, her maternal care for her own family spilled into her practice as a teacher candidate, “I am in a combined...classroom with X students....There are only X females....Having four sons of my own, I feel at home” (2017 Journal, Week 1). Sarah talked about the loving care she lavished on new kindergartners: “...helping students going to the bathroom, washing their hands, missing their moms, and completing baseline assessments. It is a different side of teaching that I think is a valuable introduction to teaching at a full-time position” (2017 Journal, Week 1). Within his “Circles of Trust,” Palmer (2007) describes a listening that arises from caring, “Undivided attention means forgetting yourself, and for just a couple of hours, acting as if you had no other purpose on earth than to care for this human being” (Loc. 3176).

Reading Ruddick, Sarah, Holly, and Palmer, I admit, puts me as a teacher educator to shame. How often—nearly all the time—when I am composing feedback

on teacher work sample projects do I take an “assembly line” approach to the process—just trying to move through the masses of pages before me. Rather than rereading slowly and listening with the kind of patience that Ruddick describes, I grow increasingly impatient with student immaturity—wanting only to be done with the process. Limits on my time notwithstanding, when I am doing this, I am violating my own belief in caring for others. I am living a divided life. Belenky, et al. (1986) quotes one interviewee describing a professor with “...a very special way of elevating what a student says” (p. 127). As a woman who works, teaches, and assesses in the context of teacher education, I consider this segment of the research to be very personal to my own integrity. I want to be this woman. As yet I am not, but wholeness demands that I move in this direction. This maternal way of knowing with its connections to ethics of caring and of love, is one area deserving of further research regarding the integrity of teacher candidates as they mold their inner teachers from their student teaching experiences and their unique ways of being.

Resisting Repression

Holly and others repeatedly modeled protest and resistance when they felt they were being stifled. When recovering from her “breakdown” over negative TWS feedback, Holly rallied, “I truly feel that my TWS does exactly what it should...at this point, they can take it or leave it. It is MY story, my reflection, and completely who I am (2017 Journal, Week 8). Sheridan protested more quietly, but with the same effect: “This week I finished teaching my TWS lessons and feel so relived [sic] that this piece

of my placement is done with. I have enjoyed teaching these lessons but enjoy teaching just for the sake of teaching much more” (2017 Journal, Week 5).

Holly’s indignation that someone or some program would take her authenticity from her was a recurring theme throughout her journaling and her interview. At the end, however, she made one concession, “I think the TWS reminds us that we’re still students, and there are still things to learn as a student” (Interview, Dec. 14, 2017). A statement from the clinical evaluator interview contrasts Holly’s point of view, “I feel like I am teaching them. I mean....We are helping them to think more about their practice, so we are in teacher role” (CE Focus Group, Dec. 15, 2017). The imbalance of power here precisely at a time of teacher candidate coming-of-age experiences as new educators may have created this gap in communication between the two players. Untimely (even though benevolent) instruction might have the capacity to be viewed very differently by those on either end of the power teeter-totter. As mentioned earlier, this represents a space deserving of future research. Candidates and evaluators will hopefully communicate more clearly with each other and come to a place of mutual respect and understanding.

Upholding Ethics

Holly viewed her coming role as educator with a deep sense of ethics and was therefore mightily disturbed by some educator and school practices that she had internalized as unethical during her time in teacher education. She summed up her distress in a soliloquy during Week Five:

It just really bothers me to see so much "wrong" going on.... Everyone makes mistakes at the end of the day. The point is to learn from them, but I feel it is super important to be ever mindful of our words and actions. Teacher or not, we should all strive to be better and make the world around better as a result. I understand government funding is huge to schools. It is sad that we live in a society that pays musicians, actor/actresses, and pro-sports players millions of dollars each year. We feed our criminal population 3 meals a day and provide them with basic necessities for doing wrong. Yet, we struggle to support our schools and charge students for their lunches. As such, smaller schools are fudging numbers to maximize the amount of government funding they receive...I am in no position to say anything, and as a student-teacher, the best I can do is flood our government with letters about WHY we should be funding schools not prisons and entertainment. The world is such a messed up place. Some days, I feel centuries out of my time.

Mary also evidenced surprise and appeared personally disturbed by unethical realities she encountered in schools: Then we had a staff meeting, and honestly this is something I wish I could have been prepared for. The community in a school is so different...it's very gossipy" (2017 Journal, Week 4) Regarding instruction of ethical practices, Holly was quick to compliment her university that "...as a whole does a great job of going over the behaviors to be mindful of as an educator" (2017 Journal, Week 5). Nonetheless, as a follow-up to what is said, a university and its programs seeking to support pre-service teacher integrity must continue to remember Tomkin's (1980) exhortation, "what really matters as far as our own beliefs and projects for change are concerned is not so much what we talk about in class as what we do. I have come to think that teaching and learning are not a preparation for anything but are the thing itself" (p. 656).

Henderson (2018) adds to this exhortation to educators by describing a "solid depth of being—supple wholeheartedness that can equip new professionals to withstand

the institutionalization that will always be there to deform” (Written Communication, 2018). For a student teaching assessment program, in particular, this calls to mind ethics of fairness regarding assessment and “... the social consequences that accrue as a result of its development and use” (Slomp, 2016, para. 3). Huot (1996) takes a similar stand, “In order for an assessment instrument to be fair, we must know something about the nature of the judgment.... Translating reliability into fairness is not only inaccurate it is dangerous because it equates statistical consistency with value about the nature of the judgments being made” (p. 557). Considering Slomp’s discussion of the effects of unfairness, a teacher work sample program evidencing a lack of validity due to falsified data from teacher candidates might have to consider that their lying might represent frustrated integrity, a disturbing possibility.

The earlier survey statement about clinical evaluator grading of TWS documents being equal to assessment of a principal who never steps into a classroom needs to be taken seriously. One criticism of teacher work sampling is its lack of correlation with teacher disposition ratings as measured by the Teacher Insight Interview (Kirchner, Evans, & Norman, 2010) and its questionable ability to holistically predict classroom teacher success. The same could probably be said for many assessments; nevertheless, this does not absolve a university program from the responsibility of carefully examining the ethics of its assessments.

Embracing Humanity

Holly made clear that she reserved the right to remain human with her students, and she used this integrity to examine her flaws as well as her gifts to create a learning environment unique to her:

I embrace my mistakes.... And I will point them out to my students and they...the first day they looked at me, “Mrs. H, you’re not supposed to do that; you’re a teacher.” And I looked at them, and I said, “Who said I’m not supposed to do that? Last I checked, I’m still human” (Interview, Dec. 14, 2017).

Holly also introduced a vocabulary word that caught my attention: “And they laugh. But they love that I’m like that. And because I’m like that, they have been like that in the classroom...taking ownership of their own mistakes” (Interview, Dec. 14, 2017). As Holly speaks here, one is reminded of the love and the laughter she came home to every evening. Palmer (2007) states: “any loveless enterprise is likely to be pathological: it is hard to imagine a healthy school that lacks...love for learning or for learners. I know of one college with a marvelous motto, “the pursuit of truth in the company of friends” (Loc. 2006). Holly would have agreed. To her, allowing imperfection was fundamental to learning, “I don’t want to be perfect because if you’re perfect, there is absolutely nothing left to learn” (Interview, Dec. 14, 2017). In Holly’s world, embracing her humanity with its mistakes, laughter, and embarrassment was fundamental to a place of love and of laughter. Her classroom and her home held both, and I have the strong impression that without one, the other might not have been as rich.

Although Holly served as a leader—someone who had years of experience finding and accepting her humanity—the journaling group, like the students in Holly’s classroom, grew increasingly to love how the group shared its humanity. We came to

“love that [each other was] like that. And because [we all were] like that, [we became more] like that in the classroom” (Personal Interview, December 14, 2017). Twice, Mary appeared overwhelmed by delight when she suddenly viewed her students, not as little learning machines, but as unique persons: “I came to the conclusion that I needed to watch them out at recess more often. That way I get to see them more as individual children compared to just student's” (2017 Journal, Week 3). Sheridan, after attending a student teaching seminar that revealed how her feelings of self-doubt were shared by other candidates, no longer conceived of herself as alone— shown by her use of plural first person rather than singular: “I think I am beginning to understand why myself and others feel this way. *We* are worried that when asking for help or when others step in to help it is because *we* are unable to complete the job at hand (2017 Journal, Week 8).

Illustrating that embracing humanity could also be humorous, Lauren described her first times teaching without her cooperating teacher in the room: “I had so many fun, interesting, weird, off topic and on topic conversations with them which I believe brought us closer” (2017 Journal, Week 3). She also embraced the richest but most chaotic moments in her classroom—moments that might disrupt the serenity of an instructor with less love of that which is human: “I personally don’t mind distractions and think that they often present moments to work on my classroom management skills” (2017 Journal, Week 3). Embracing humanity also opened the door for creativity in the classroom. Lauren and her students both loved working on their Zombie Emergency Response Plans (ZERPs).

“Chuck C., an early member of Alcoholics Anonymous, made a statement in his volume, *A New Pair of Glasses*, “There’s a little green book, and on the front cover it says, ‘Rule 62,’ and you open it up, and every page in the book is vacant except the double-truck in the middle. And it says, ‘Don’t take yourself so...seriously!’” (p. 34). By embracing humanity, by not taking themselves too seriously, the journaling group began to open their classrooms to the kind of love that allowed students to take ownership of their own mistakes. A university, a teacher education program, ought to heed this simple logic—not taking itself too seriously and, therefore, allowing within a kind of love in which pre-service teachers can take ownership of their mistakes.

Grasping Joy

As Holly approached the day of her graduation, her delight in this accomplishment could not be hidden and in many ways sums up her sense of calling:

...to be at this leg in my journey and to have that affirmation coming out of it...it, it’s the best thing ever...not only have you accomplished something for yourself, but the universe is telling you, “You’re doing the right thing.” It’s just the best feeling ever! And I don’t know that I can explain it to anybody that hasn’t felt it for themselves. It’s just...it’s great (Interview, Dec. 14, 2017).

Henderson (2007) speaks of his experience while studying the inner lives and leadership of educational leaders: “I may have been the researcher in this context...but what I really became was more of a human being as I learned from these fragile heroes what a pain and a joy it is to be a leader and to be true to who you are” (p. 172).

Similarly, Palmer (2007) says of his own vocation, “I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy” (p. 1). Teacher

educators need to celebrate their candidates...to not be so short sighted as to think their task is complete when a pre-service teacher passes a course or gathers up credits. Mary illustrates below how joy can be compromised:

I wanted to prove to my CT and to myself that I was a successful teacher....I wanted to revel in the time I had left with my students....I really enjoy teaching and wanted to do it well until the very end.... the beginning of the week itself went pretty much the same as other weeks....I'm not sure I want it to be that way" (2017 Journal, Week 8).

If candidates cannot learn, as Palmer (2007) suggests, that “wholeness does not mean perfection” (p. 14), joy in their calling will dim. Whenever possible, teacher educators need to tell candidates—along with the universe—“You are doing the right thing!”

Recommendations

The women in this study have graciously provided information that a caring teacher education program can take to its heart to better serve its graduates. A final summary of what they cherished and shared as primal during student teaching can provide a university program clues as to encouraging the integrity—the truthfulness to one’s inner teacher—that can result in true validity within a program. Supporting their data, this final section relies on the work of Parker Palmer and Arthur Zajonc (2010) and their volume, *The Heart of Higher Education*.

Sheridan in the course of her journaling framed a stark view of the vulnerability that many teacher candidates will face in the course of an internship: “I really was critiqued during the first part of my placement and got really down on myself. I felt like I

was doing the kids a disservice by just being in the room” (Sheridan, 2017, personal email, Week 14). Sheridan, fortunately, was able to share these feelings with her trusted community of peers, though not as much with her cooperating teacher. She also received encouragement from a student teaching seminar from which she understood that “this is a feeling that others have during student teaching and even in their first year of teaching” (2017 Journal, Week 7).

Sheridan’s experience suggests a university responsibility to acknowledge, not only the vulnerability of its interns, but its own vulnerability. “Academic culture includes what some have called a ‘purity obsession,’ a commitment to keeping our work as orderly as possible” (Palmer & Zajonc, 2010, p. 37). By stepping out of the purity obsession and kindly creating “hospitable spaces” (p. 29) where doubts and failures can be shared, a university actually supports rigor rather than subverts it. Palmer and Zajonc state unequivocally of higher education with heart, “The fourth stage is vulnerability....we must learn to be comfortable with not knowing, with ambiguity and uncertainty. Only from what may appear to be weakness and ignorance can the new arise” (p. 95). Sheridan did grow from expressing her weakness and ignorance; she is currently employed in a classroom and hopefully will be creating the same kind of hospitable space in her classroom as was opened to her by the four other women in this study.

A responsive university program with heart must carefully involve itself with candidates so that it does not lose a connection with their real worlds. “By welcoming the *whole* student into our classes, unfamiliar aspects of who they are and what they care

about suddenly come into view” (Palmer & Zajonc, 2010, p. 91). Lauren underwent, during the weeks of her student teaching, a personal crisis with her boyfriend that actually strengthened her calling as an educator, though it had first to go through a period of instability. That this informed Lauren’s integrity can be gained from what she related during the focus group—a tale that she called the “Blueberry Story.”

One of the presenters today at professional issues told us this blueberry story, and it was all about this guy who talked about how school needs to be run like a business, and one of the teachers was like, “When you have a bad batch of blueberries, you throw them away or send them back. We don’t.” And...it was such a little “Ah Ha” moment...“My gosh, this is my whole life...” But, I mean, I think that he started to realize that this is who I am...so it came full circle.

If a university program cannot adjust to the changing needs of students—in this case candidates with husbands, significant others, children, pets, and jobs—it will fail to acknowledge the whole teacher candidate and likely cause that individual to release integrity to her values in order to somehow minimally satisfy the whirlwind of demands surrounding her. Yet, when the candidate is allowed to integrate herself as a whole person, such as Holly bringing her maternal knowing into her work with students, a candidate can preserve integrity and maintain wholeness.

The five women in this study did not consider community an abstract concept. They lived it. Palmer and Zajonc (2010) write “...we are embedded in a communal reality and...we cannot know this communal reality truly and well unless we ourselves are consciously and actively in community with it as knowers” (p.27). I was fortunate enough to observe and even participate in this community. I felt firsthand its power to preserve the integrity of those equals who comprised it. By sharing rather than attempting to fix each other, they not only established a community of trust that helped

them to survive student teaching, but they practiced functioning within a faithful community—an experience they can take with them into the field. Palmer and Zajonc (2010) remind universities that “...a building full of people who don’t trust each other will fail to help each other improve their professional practice no matter how many material resources you provide them...” (p. 46).

A need for deeper research into the relationships between university evaluators and teacher candidates still exists. Clinical evaluators, at least, felt connected to the candidates, but that view was clearly not reciprocated in many instances. How to alleviate the sense of alienation expressed by the candidates might have more to do with the teacher/student relationship that both experienced. The clinical evaluators considered themselves teachers of candidates; thus, the candidates were held to a student role. “There is no privileged, God’s eye view that can see the state of affairs. In fact no relationship-free “true” state of affairs exists” (Palmer & Zajonc, 2010, p. 67). In order to avoid such parallel points of view, which “...never intersect to illumine and inspire one another but merely run alongside each other...until they veer off into isolation again” (Palmer & Zajonc, 2010, p. 131), these two ways of seeing need to be brought together through equality of dialogue in a hospitable conversation that could allow each side to hear and to touch each other.

In order to welcome students’ integrity to their own callings, a university must nurture that calling at each point of its reality. Ethics are more than words; the effects of university policies and assessments need to inform their use. “Every epistemology...has an impact on the ethical formation of learners...not through overt conversation or explicit

knowing but through modes of teaching and learning that tacitly form or deform learners in a particular way of relating to the world” (Palmer & Zajonc, 2010, p. 32). Examining its own ethics then, involves more than internal questioning, it means openness to criticisms of those outside university walls. Palmer and Zajonc (2010) lament, “one of the saddest and most self-contradictory features of academic culture is the way it tends to run away from criticism” (p. 23).

Contrariwise, some of a teacher education program’s best opportunities for growth will come from the resistances of its students. Their experiences, resentments, successes, failures, and emotions have the potential to move a program away from the “...notion that knowledge consists of collecting atomistic facts about an atomistic reality” (Palmer & Zajonc, 2010, p. 25). Holly cried out against such a false construct when she talked about her students—a homeschooler who was laboring to catch his classmates, an “aspiring astrophysicist,” another who “only like[s] history if it involves alien takeovers and conspiracy theories....How can I put these things that are more important into the TWS format? These are the things I struggle with” (2017 Journal, Week 4). Attending to the elements of calling brought forth by its students can remind a university program of its own and bring it closer to an integral wholeness of program and of its instructors.

Conclusion to Chapter Five

As previously described, teacher candidates at one western, land-grant university had been describing and reflecting on their pre-service practice by means of a high-

stakes, evidence-based teacher work sample. Despite attempts of the university to make adjustments, provide support, and clarify guidelines, student unrest regarding the requirement reached a crisis point in spring 2016 as documented by the Evaluating our Teacher Work Sampling Process Survey suggesting that many, if not most, candidates were to some degree falsifying their data. This blow raised fundamental questions about the validity and fairness of this assessment program, and prompted a thread of university-level soul searching that found its structure in the work of Parker Palmer and others.

“After everything has been said about methods, skills, knowledge, technique or program, what finally surfaces as most important is the person who teaches” (Westerhoff, 1987, p. 193). Teacher education programs must nurture the deeper dreams future teachers bring to their coursework. These dreams involve helping children become better people not just smarter people. Yet these dreams can only be carried out by teachers who are themselves becoming better as well as smarter. There is an old saying in teaching that if you don’t feed the teachers, they will eat the children. Teacher education programs must take seriously their role as nurturers of teachers and begin to infuse their technician-based classes with more profound topics. We may call these morals, ethics, character education, or any number of other terms, but we cannot neglect it. The idealistic candidates who enter our programs intent on making a difference need this element of soul if they are to realize their dreams (O’Sullivan, 2005, Conclusion, para.1).

Contextualized by one spring 2016 survey taker, the same concept reappears:

I think that this [teacher work sample] needs to be something that is way more about personal and professional reflection rather than showing that we can do research. Subjectivity has its place in education because teachers and students are not data points, [sic] they are people with unique personalities and experiences that must be taken into consideration (Evaluating our Teacher Work Sampling Process Survey, 2016)

How to nurture pre-service teachers as described by O’Sullivan through two most difficult endeavors, student teaching and its final assessment process became the impetus that began this study. How the candidates took charge of the research data involved a

colorful sharing of individual and co-constructed experiences—from nearly giving up on education to excitedly affirming their calls to teach—alternating among replacing dead car batteries, finding missing children, and a host of events and emotions in between.

In summary, a university needs to keep asking itself, as Palmer and Zajonc (2010) adjure, “whether we want higher education to be about life” (p. 36). If it answers in the affirmative, higher education commits itself to integrating its own vulnerability, meeting challenge with courage, seeking out community, attending to balance that includes life outside of its campus, and reaffirming its own calling. Palmer and Zajonc (2010) leave the reader with a clear directive: “If you choose to live an unexamined life, please do not take a job that involves other people” (p. 49). A university teacher education program is up to its eyeballs in people—the candidates it graduates and classrooms of our nation’s children. Helping their students integrate the “I am” of being with the “who” of their new professions beckons to university programs, enticing them with, as Holly would say, “great joy.”

REFERENCES CITED

- Airasian, P. W. (1997). Oregon teacher work sample methodology: Potential and problems. *Grading teachers, grading schools: Is student achievement a valid evaluation measure*, 46-52.
- Akoury, P. N. (2013). *Teacher authenticity: A theoretical and empirical investigation* (Doctoral dissertation, Boston College).
- Alcoholics Anonymous (1939). New York: Alcoholics Anonymous World Services, Inc.
- Allegretto, S. & Mishel, L. (2016). The teacher pay gap is wider than ever: Teachers' pay continues to fall further behind pay of comparable workers. Economic Policy Institute. Retrieved from: <https://www.epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/>
- Alsop, J. (2005). *Teacher identity discourses: Negotiating personal and professional spaces*. Taylor and Francis. ProQuest Ebook Central.
- American Council on Education. (2017). Unpacking Relationships: Instruction and Student Outcomes. Retrieved from: <http://www.acenet.edu/news-room/Documents/Unpacking-Relationships-Instruction-and-Student-Outcomes.pdf>
- Bacharach, N., & Heck, T. W. (2012). Voices from the field: Multiple perspectives on a co-teaching in student teaching model. *Educational Renaissance*, 1(1).
- Bacher-Hicks, A., Chin, M. J., Kane, T. J., & Staiger, D. O. (2017). An evaluation of bias in three measures of teacher quality: Value-added, classroom observations, and student surveys. Cambridge, MA: National Bureau of Economic Research (NBER).
- Bangert, A. (2008). The influence of social presence and teaching presence on the quality of online critical inquiry. *Journal of Computing in Higher Education*, 20(1), 34-61.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind* (Vol. 15). New York: Basic books
- Bell, D. M. (2014). *Whispers from Eden: A narrative inquiry into the long-term influences of the Circle of Trust retreats for clergy participants*. Asbury Theological Seminary.

- Benton, J. E., Powell, D., DeLine, M. A., Sautter, A., Talbut, M. H., Bratberg, W., & Cwick, S. (2012). The Teacher Work Sample: A Professional Culminating Activity that Integrates General Studies Objectives. *The Journal of General Education*, 61(4), 369-387.
- Berry, W. (1987). *The Loss of the University*. Home Economics. San Francisco: North Point Press.
- Best Places. (2018). (http://www.bestplaces.net/cost_of_living/city/montana/bozeman).
- Bond, N. (2011, October). Preparing preservice teachers to become teacher leaders. In *The Educational Forum* (Vol. 75, No. 4, pp. 280-297). Taylor & Francis Group.
- Bowker, M. H. (2010). Teaching students to ask questions instead of answering them. *Thought & Action*, 127.
- Bradley, R. C. (1984). Taking stress out of student teaching. *The Clearing House*, 58(1), 18-21.
- Brookhart, S. M. (2013). Assessing creativity. *Educational leadership*, 70(5), 28-34.
- Brown, C.B. (Sept. 11, 2017). Finding our Way to True Belonging. Retrieved from: <https://ideas.ted.com/finding-our-way-to-true-belonging/>
- Brown, C. B. (2012). *The power of vulnerability*. Sounds True.
- Brownlee, J., Purdie, N., & Boulton-Lewis, G. (2001). Changing epistemological beliefs in pre-service teacher education students. *Teaching in higher education*, 6(2), 247-268.
- Bryk, A. S., & Schneider, B. (1996). Social Trust: A Moral Resource for School Improvement. Final Deliverable to OERI.
- Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for school reform. *Educational leadership*, 60(6), 40-45.
- Bullough, R. V. (1997). Practicing theory and theorizing practice in teacher education. *Teaching about teaching: Purpose, passion and pedagogy in teacher education*, 13-31.
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness* (Vol. 213). Grove Press.

- Bustos Flores, B., Riojas Clark, E., Guerra, N. S., Casebeer, C. M., Sánchez, S. V., & Mayall, H. J. (2010). Measuring the psychosocial characteristics of teacher candidates through the Academic Self-Identity: Self-Observation Yearly (ASI SOY) Inventory. *Hispanic Journal of Behavioral Sciences*, 32(1), 136-163.
- Carney-Crompton, S., & Tan, J. (2002). Support systems, psychological functioning, and academic performance of nontraditional female students. *Adult education quarterly*, 52(2), 140-154.
- Cartwright, D. D., & Blacklock, K. K. (2003). Teacher Work Samples & Struggling Readers: Impacting Student Performance & Candidate Dispositions.
- Cattley, G. (2007). Emergence of professional identity for the pre-service teacher. *International Education Journal*, 8(2), 337-347.
- Center for Public Education (2005). Teacher quality and student achievement: Research review. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>
- Chadsey, T., & Jackson, M. (2012). Principles and practices of the Circle of Trust® approach. *New Directions for Teaching and Learning*, 2012(130), 3-14.
- Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. *Vygotsky's educational theory in cultural context*, 1, 39-64.
- Chandler-Olcott, K., & Fleming, S. (2017). Multiple perspectives on the state-mandated implementation of a high-stakes performance assessment for preservice English teacher candidates. *Action in Teacher Education*, 39(1), 22-38.
- Cheyne, J. A., & Tarulli, D. (1999). Dialogue, difference and voice in the zone of proximal development. *Theory & Psychology*, 9(1), 5-28.
- Chong, S., Low, E. L., & Goh, K. C. (2011). Emerging Professional Teacher Identity of Pre-Service Teachers. *Australian Journal of Teacher Education*, 36(8), 50-64.
- Colby, S. A., & Stapleton, J. N. (2006). Preservice teachers teach writing: Implications for teacher educators. *Literacy Research and Instruction*, 45(4), 353-376.
- Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon and Schuster.

- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational researcher*, 19(5), 2-14.
- Cremin, T., & Baker, S. (2014). Exploring the Discursively Constructed Identities of a Teacher-Writer Teaching Writing. *English Teaching: Practice and Critique*, 13(3), 30-55.
- Cunliffe, L. (2011). Creative grammar and art education. *The Journal of Aesthetic Education*, 45(3), 1-14.
- Danyluk, P. (2013). The role of the prepracticum in lessening student teacher stress: Student teachers' perceptions of stress during practicum. *Action in Teacher Education*, 35(5-6), 323-334.
- Dicke, T., Parker, P. D., Marsh, H. W., Kunter, M., Schmeck, A., & Leutner, D. (2014). Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates. *Journal of Educational Psychology*, 106(2), 569.
- Darling-Hammond, L. (2010). Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching. *Center for American Progress*.
- Davis, J. S. (2013). Storying the student teaching experience: Trying on teaching personae. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 86(3), 121-124.
- Dean, D. (2001). Grammar without grammar: Just playing around, writing. *The English Journal*, 91(2), 86-89.
- Denner, P. R., Norman, A. D., Salzman, S. A., Pankratz, R., & Evans, C. S. (2004). The Renaissance Partnership teacher work sample: Evidence supporting score generalizability, validity, and quality of student learning assessment. *Research linking teacher preparation and student performance*, 23-55.
- Devlin-Scherer, R., Burroughs, G., Daly, J., & McCartan, W. (2007). The value of the Teacher Work Sample for improving instruction and program. *Action in Teacher Education*, 29(1), 51-60.
- Draper, M. C., Barksdale-Ladd, M. A., & Radencich, M. C. (2000). Reading and writing habits of preservice teachers. *Reading Horizons*, 40(3), 185.
- Ekşi, G. Y., & Yakışık, B. Y. (2016). To be anxious or not: Student teachers in the practicum. *Universal Journal of Educational Research*, 4(6), 1332-1339.

- Elliot, N. (2016). A theory of ethics for writing assessment. *Journal of Writing Assessment*, 9(1).
- Evans, R. (1996). *The human side of school change – Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication*, 32(4), 365-387.
- Flower, L., Stein, V., Ackerman, J., Kantz, M. J., McCormick, K., & Peck, W. C. (1990). *Reading to write. Exploring a Cognitive and Social Process*. New York: Oxford UP.
- Fragar, A. M. (1994). Teaching, writing, and identity. *Language Arts*, 71(4), 274-278.
- Freire, P. (1996). *Pedagogy of the oppressed (revised)*. New York: Continuum.
- Geertz, C. (1973). "The Interpretation of Cultures: Selected Essays", *Basic Books*
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. *Turning points in qualitative research: Tying knots in a handkerchief*, 3, 143-168.
- Geil, K. E. (2011). *Transformative professional development and teacher engagement*. University of Colorado at Boulder.
- Gewertz, C. (2002). 'Trusting' School Community Linked to Student Gains. *Education Week*, 22(7), 8.
- Gewertz, C. (2012). Writing undergoes renaissance in curricula; Its ascent stems from the common core, college feedback, and new research. *Education Week*, 32(12), S10.
- Gomez, M. L., Black, R. W., & Allen, A. R. (2007). 'Becoming. a teacher. *Teachers College Record*, 109(9), 2107-2135.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Halliday, M., Matthiessen, C. M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.
- Henderson, D. I. (2007). *The leadership triad: Identity-integrity-authenticity. A case study of the inner life and leadership of educational leaders* (Doctoral dissertation, University of Montana).

- Hollis, J. (2013). *Hauntings: Dispelling the ghosts who run our lives*. Chiron Publications.
- hooks, bell. *Talking Back : Thinking Feminist, Thinking Black*, Taylor and Francis, 2014. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/montana/detail.action?docID=1813143>. Created from montana on 2018-03-03 12:58:14.
- Huot, B. (1996). Toward a new theory of writing assessment. *College composition and communication*, 47(4), 549-566.
- Ivanič, R. (1994). I is for interpersonal: Discoursal construction of writer identities and the teaching of writing. *Linguistics and Education*, 6(1), 3-15.
- Jung C.G. *The Archetypes and the Collective Unconscious*. Volume 9 Princeton University Press; Princeton, NJ, USA: 1969. *Collected Works*.
- Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of educational research*, 62(2), 129-169.
- Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016). Teaching higher: Educators' perspectives on Common Core implementation. *Center for Education Policy Research*. Retrieved from: <http://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>.
- Kaufman, J. C., & Sternberg, R. J. (Eds.). (2010). *The Cambridge handbook of creativity*. Cambridge University Press.
- Kaufman, J. H., Hamilton, L. S., Stecher, B. M., Naftel, S., Robbins, M., Thompson, L. E., ... & Opfer, V. D. (2016). What Supports Do Teachers Need to Help Students Meet Common Core State Standards for English Language Arts and Literacy?.
- Keller, E. F. (1984). *A feeling for the organism, 10th anniversary edition: the life and work of Barbara McClintock*. Macmillan.
- Kellogg, R. T. (1999). *The psychology of writing*. Oxford University Press.
- Kirchner, J., Evans, C. S., & Norman, A. D. (2010). Examining the relationship between two assessments of teacher effectiveness. *Action in Teacher Education*, 32(1), 73-81.
- Knoester, M., & Parkison, P. (2017). Seeing like a state: How educational policy misreads what is important in schools. *Educational Studies*, 53(3), 247-262.

- Koerner, M., Rust, F. O. C., & Baumgartner, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29(2), 35-58.
- Kohlberg, L. & Hersh, R.J., (1977) Moral development: A review of the theory, *Theory Into Practice*, 16:2, 53-59, DOI: 10.1080/00405847709542675
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*, 20(1), 77-97.
- Kyriacou, C., & Stephens, P. (1999). Student teachers' concerns during teaching practice. *Evaluation & Research in Education*, 13(1), 18-31.
- LaMantia, K., Wagner, H., & Bohecker, L. (2015). Ally development through feminist pedagogy: A systemic focus on intersectionality. *Journal of LGBT Issues in Counseling*, 9(2), 136-153.
- Landon-Hays, M. M. (2012). *I would teach it if I knew how: Inquiry, modeling, shared writing, collaborative writing, and independent writing (IMSCI), a model for increasing secondary teacher self-efficacy for integrating writing instruction in the content areas*. Utah State University.
- Lantieri, L., & Nambiar, M. (2004). Sustaining the Soul that Serves: Healing from Within. *Reclaiming Children & Youth*, 13(2).
- Le Floch, K. C., O'Day, J., Birman, B., Hurlburt, S., Nayfack, M., Halloran, C., ... & Rosenberg, L. (2016). Case Studies of Schools Receiving School Improvement Grants. Final Report. NCEE 2016-4002. *National Center for Education Evaluation and Regional Assistance*.
- MacDonald, E., & Shirley, D. (2009). *The mindful teacher*. New York: Teachers College Press.
- Marais, P., & Meier, C. (2008). Student teachers' understanding of multicultural education in public schools. *Africa Education Review*, 5(2), 184-198.
- McPherson, P. (June 6, 2017). Our college students are changing. Why aren't our higher education policies? *The Washington Post*.
- Morgan, D. (2010). Pre-service teachers as writers. *Literacy Research and Instruction*, 49(4), 352-365. Retrieved from <http://dx.doi.org/10.1080/19388070903296411>

- Motoko, A. LeTendre, G.K., & Scribner, J.P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387. Retrieved from <http://www.jstor.org/stable/30136069>
- Murdoch, I. (1970). *The Sovereignty of Good*. Rutledge and Kegan Paul .
- National Council of Teachers of English. Stable URL: <http://www.jstor.org/stable/40171763>
- National Education Association. <http://www.nea.org/tools/16977.htm>
- Noddings, N. (2005). *The Challenge to Care in Schools, 2nd Editon*. Teachers College Press.
- Nouwen, H. J. M. <http://henrinouwen.org/meditation/listening-spiritual-hospitality/>
- Nouwen, H. J. M., (1997). *Bread for the Journey: A Daybook of Wisdom and Faith*. New York: Harper Collins.
- O'sullivan, S. (2005). The soul of teaching: Educating teachers of character. *Action in Teacher education*, 26(4), 3-9.
- Pajares & Johnson. (1994). Confidence and competence in writing: The role of self-efficacy, outcome, expectancy, and apprehension. *Research in the Teaching of English*, 28(3), 313-331. Retrieved from <http://www.jstor.org/stable/40171341>
- Palmer, P. Center for Courage and Renewal. <http://www.couragerenewal.org/clearnesscommittee/>
- Palmer, P. J. (1993). Good talk about good teaching: Improving teaching through conversation and community. *Change: The Magazine of Higher Learning*, 25(6), 8-13.
- Palmer, P. J. (2000). *Let your life speak: Listening for the voice of vocation*. John Wiley & Sons.
- Palmer, P. (2004). *A Hidden Wholeness*. San Francisco; Jossey-Bass.
- Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: John Wiley & Sons. Inc..
- Parkes, K., & Powell, S. (2015). Is the edTPA the right choice for evaluating teacher readiness? *Arts Education Policy Review*, 116(2), 103–113.

- Patton, M.Q. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Paulus, T, & Scherf, L. (2008). Can anyone offer any words of encouragement?" Online dialogue as a support mechanism for pre-service teachers. *Journal of Technology and Teacher Education*, 16(1), 113-136.
- Peck, C. A., Gallucci, C., & Sloan, T. (2010). Negotiating implementation of high-stakes performance assessment policies in teacher education: From compliance to inquiry. *Journal of Teacher Education*, 61(5), 451–463.
- Polizzi, J. A. (2009). Best practices for transformational teacher education: The full-immersion professional development schools alternative. *School-University Partnerships*, 3(2), 98-111.
- Prokop, M. (1971). Role Conflict in Student Teaching.
- Rachels, J. (1993). *The elements of moral philosophy* (2nd ed., Heritage series in philosophy). New York: McGraw-Hill.
- Reagan, E. M., Schram, T., McCurdy, K., Chang, T. H., & Evans, C. M. (2016). Politics of policy: Assessing the implementation, impact, and evolution of the Performance Assessment for California Teachers (PACT) and edTPA. *education policy analysis archives*, 24, 9. Rent Jungle, (2018). <https://www.rentjungle.com/average-rent-in-bozeman-mt-rent-trends/>
- Reid, J. (2013). This teaching life of mine: A study of teacher renewal through values and purpose-based reflective practice. University of Melbourne.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Ruddick, S. (1980). Maternal thinking. *Feminist studies*, 6(2), 342-367.
- Ruddick, S. (1984). New combinations: learning from Virginia Woolf. *Between women*, 137-59.
- Saldaña, J. (2009). An introduction to codes and coding. *The coding manual for qualitative researchers*, 3.
- Sato, M. (2014). What is the underlying conception of teaching of the edTPA? *Journal of Teacher Education*, 65(5), 421–434.
- Savin-Baden, M., & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. Routledge.

- Schneider, J. Retrieved from: <http://teachinghistory.org/history-content/ask-a-historian/24553>
- Scott, T., & Brannon, L. (2013). Democracy, struggle, and the praxis of assessment. *College Composition and Communication*, 273-298.
- Shrewsbury, C. M. (1993). What is feminist pedagogy?. *Women's Studies Quarterly*, 21(3/4), 8-16.
- Slomp, D. (2016). Ethical considerations and writing assessment. *Journal of Writing Assessment*, 9(1).
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The leadership quarterly*, 16(3), 419-439.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. Guilford Press.
- Stenberg, K. (2010). Identity work as a tool for promoting the professional development of student teachers. *Reflective Practice*, 11(3), 331-346.
- Street, C. (2003). Pre-service teachers' attitudes about writing and learning to teach writing: Implications for teacher educators. *Teacher Education Quarterly*, 30(3), 33-50. Retrieved from <http://www.jstor.org/stable/23478439>
- Student Loan Hero. (2018), <https://studentloanhero.com/student-loan-debt-statistics/>
- Sullivan, P., & Tinberg, H. B. (2006). *What is "college-level" Writing?*. Natl Council of Teachers.
- Thomson, M. M., & McIntyre, E. (2013). Prospective teachers' goal orientation: an examination of different teachers' typologies with respect to motivations and beliefs about teaching. *Teacher Development*, 17(4), 409-430.
- Tompkins, J. (1990). Pedagogy of the Distressed. *College English*, 52(6), 653-660.
- U.S. Department of Education. (November 16, 2010). Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education. Retrieved from: <https://www.ed.gov/news/speeches/secretary-arne-duncans-remarks-national-council-accreditation-teacher-education>

- University of Northern Iowa. (n.d.). An Overview of the Teacher Work Sample Introduction Brief History and Description of the TWS The Importance of Student Achievement,. Retrieved from:
<https://teachered.uni.edu/sites/default/files/An%20Overview%20of%20the%20TWS.pdf>
- U.S. Department of Education. (2010). <https://www.ed.gov/news/speeches/secretary-arne-duncans-remarks-national-council-accreditation-teacher-education>
- Van Bockern, S. (2006). Soul-Filled Teaching and Learning. *Reclaiming Children and Youth: The Journal of Strength-based Interventions*, 14(4), 218-222.
- Westerhoff, J.H. (1987). The teacher as pilgrim. In F.S. Bolin and J.M. Falk (Eds.), *Teacher renewal: Professional issues, personal choices* (pp. 190-201). New York: Teachers College Press.
- Whitney, A. Teacher Transformation in the National Writing Project Research in the Teaching of English, Vol. 43, No. 2 (Nov., 2008), pp. 144-187
- Wickham, C. B. (2015). *A Call for Mindful Teaching: Cultivating Pre-Service Teachers' Dispositions* (Doctoral dissertation, College of Saint Mary).
- Yakushko, O., & Nelson, E. (2013). 'Teaching' depth: Reflections on the challenges and rewards of integrating depth psychology into research methodology. *International Journal of Multiple Research Approaches*, 7(3), 295-305.
- Yin, R. K. (1994). Case study research: Design and Methods, Applied social research methods series, 5. *Biography*, Sage Publications, London.
- Yore, L. D., Hand, B. M., & Prain, V. (2002). Scientists as writers. *Science Education*, 86(5), 672-692.
- Zeichner, K. M. (1984). The Ecology of Field Experience: Toward an Understanding of the Role of Field Experiences in Teacher Development.
- Zeichner, K. M. (1986). Content and contexts: Neglected elements in studies of student teaching as an occasion for learning to teach. *Journal of Education for Teaching*, 12(1), 5-24.
- Zeichner, K. (2002). Beyond traditional structures of student teaching. *Teacher Education*

- Zeichner, K. (2014) The struggle for the soul of teaching and teacher education in the USA. *Journal of Education for Teaching*, 40:5, 551-568, DOI: 10.1080/02607476.2014.956544
- Zohar, D., Marshall, I., & Marshall, I. N. (2000). *SQ: Connecting with our spiritual intelligence*. Bloomsbury Publishing USA.
- Zeichner, K. M., & Tabachnick, B. R. (1985). The development of teacher perspectives: Social strategies and institutional control in the socialization of beginning teachers. *Journal of Education for teaching*, 11(1), 1-25.
- Zhao, C. G. (2013). Measuring authorial voice strength in L2 argumentative writing: The development and validation of an analytic rubric. *Language testing*, 30(2), 201-230.
- Zoch, M., Myers, J., Lambert, C., Vetter, A., & Fairbanks, C. (2016). Reimagining Instructional Practices: Exploring the Identity Work of Teachers of Writing. *Teaching/Writing: The Journal of Writing Teacher Education*, 5(1), 1.
- Zohar, D., Marshall, I., & Marshall, I. N. (2000). *SQ: Connecting with our spiritual intelligence*. Bloomsbury Publishing USA.

APPENDICES

APPENDIX A

DANIELSON LESSON PLAN FORMAT

DANIELSON MODEL LESSON TEMPLATE

Class:	Date:
Unit:	Lesson Title:

OVERALL LESSON BLUEPRINT

<p style="text-align: center;">Content Standard Alignment:</p> <p>Script the one or two content standards to each lesson will be aligned. Don't forget to check ELA/math Common Core standards to see if these are applicable to your lesson. http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php Also, study the seven Essential Understandings of Montana Indians and look for ways to support cultural understanding and social justice.</p>	
<p>Instructional Outcome (learning), AKA: General Objective or lesson focus <i>(Danielson 1c: Setting Instructional Goals)</i></p> <p>In one sentence, “identify exactly what the students will be expected to learn” (Danielson, 2013) as a result of this lesson.</p>	
<p>Instructional Outcome (application), AKA: Learning Objective or SWBAT: <i>(Danielson 1c: Setting Instructional Goals)</i></p> <p>Write 2 properly constructed learning objectives from the perspective of Bloom's/Webb's taxonomies.</p> <ul style="list-style-type: none"> • One should be from the lower 3 levels; the second should be from the higher 3 levels of Bloom's or deeper levels of Webb's. • Use clear, specific sentences containing desired behaviour and content 	

METHODS AND INSTRUCTIONAL STRATEGIES

(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

<p>Anticipated Student Misconceptions: These may be difficult to conceive at first, but as you become more familiar with your content area(s) and your grade level, you will begin to anticipate where students are likely to be confused. This allows you to plan for more focused instruction, more</p>	
---	--

differentiation, and greater clarity as you try to counter these misconceptions before they become fixed.	
<p>Concept Prerequisites: List the key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.</p>	
<p>Instructional Materials/Resources: <i>(Framework Domain 1d: Demonstrating Knowledge of Resources)</i></p> <p>List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials.</p>	
<p>Introduction, AKA: Anticipatory Set or Focusing event: Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students' attention.</p>	
<p>Instructional Strategies: Create a detailed and carefully sequenced outline of the content you intend to explore during the class session. In the outline:</p> <ul style="list-style-type: none"> • Provide enough content detail that a substitute could teach your lesson • The “I do, we do, you do” format can help you with sequencing • Identify and describe how you will use <u>varied</u> instructional strategies to convey the content of your lesson(s) • Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson • Explain how you will provide opportunities for students to apply the content. 	

ASSESSMENT/REFLECTION

<p>Assessment (Formative and Summative): <i>(Danielson 1f: Designing Student Assessments)</i></p>	
--	--

<p>Formative assessments are (generally) non-graded assessments <i>for</i> learning. By reviewing formative assessment data after each lesson, your instruction for the following lesson can be adjusted to meet needs of individuals or groups of students</p> <p>Summative assessments are graded assessments <i>of</i> learning. They provide students, their teachers, administration, families, and state/national stakeholders a picture of how well a learner has mastered instructional outcomes and how far s/he has advanced toward mastery of grade-level standards.</p>	
<p>Differentiation According to Student Needs: <i>(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)</i></p> <p>Address diverse student needs including students with an IEP or 504, cultural or linguistic needs. As you continue to teach, reflect on formative assessment results, and make adjustments in providing differentiated feedback and instruction for individuals and groups of students.</p>	

APPENDIX B

INVITATIONS TO PARTICIPATE IN STUDY

8.16.2017

Dear Students

I was planning on checking in with all of you this weekend. I am hoping many or all of you still want to participate, and I am putting together an IRB. During student teaching will be journaling together as a group about our experiences, goals, opinions about various parts of the TWS and, of course, our teaching experiences. I am planning that you can copy and paste that journaling for your supervisor to fulfill the student teaching requirement, but I wanted to get a final count before I emailed the supervisors. I'm sorry it has taken me so long. I wanted to make sure everything was falling into place, but it has, and I think we are ready to move forward. My plan is to give everyone a very small stipend for contributing to this research. The only extra requirement will be the poster. I know that the poster is no small piece, but you should be able to complete it after student teaching. I am hoping you will receive accolades from the department for doing this and that it will be a star on your resume as well as something that prospective employers can view during our colloquium.

In addition, I will be conducting a follow up study at the end. All this study will involve is permission to use all the journaling and your projects to look further into one aspect of the process along with a one-hour debriefing session at the end. For this, you will also get another small, second stipend if you choose to participate. I really am excited about working with you. It is the first time we have deeply involved student input in a major assessment like this to my knowledge, and I can tell this group has a lot to say. If you have any specific questions, let me know. Thank you for inquiring Taylor.

If you do not want to participate, that is just fine. Please let me know, and I will not put you in the journaling group.

5.10.2017

Dear Students,

The research credit for EDU 495 has, as you have probably heard, been approved. What I didn't know at our orientations is that it has been approved for all 495 participants. We were hoping to have a pilot group first, but we cannot create both R and a non-R sections. We are still hoping, however, to study how to change the TWS process to reflect this research emphasis. As a result, I am slightly altering my dissertation to study how to best do this. I am looking for individuals who would like to participate in this revised study...my apologies to those of you who volunteered before this change occurred. I am still looking at authentic voice and ownership of the project, but the

format will change slightly. This will now be an action research project designed to inform and change our teacher work sample program at MSU. I am hoping that this group would collaborate, not only with me, but with each other and with key members of our department throughout the study. By participating in this research, you would have a direct voice in how to implement our teacher work sample in a way that gives students ownership of their own research. I plan to pay participants a stipend for their time and for contributing to this program research, but I know it will not truly be enough to compensate you for your help to our program. As far as additional work, there would be a presentation of your research at the end of student teaching (poster or brief power point) and a couple of debriefing meetings/interviews/surveys to get your feedback. If you are interested in participating, I would like to hear from you again. As soon as I have this new core group, I will send out a survey to get your ideas on how this new research-oriented final project should proceed. I will then take your ideas to the department head and director, and we will chart this project for fall 2017. This is a huge chance to have a voice in the part of our program that makes up 40% of everyone's student teaching grade. Again, my apologies to those who volunteered for the first study. This change to our program came very suddenly, and I couldn't pass up this opportunity. I hope that some of you become as excited about it as I am.

Gini

3.20.17

Dear Students,

In case you have still been considering whether or not to participate in my pre-service authentic teacher identity study (I would like two more participants, if possible), I thought I would give you a little taste.

Last week I had TWS conferences with several individuals. In almost every case, they had done something amazing for their students:

The first had researched her students and found that two of them were Jehovah's Witnesses. She knew that they would have difficulty relating to her TWS lessons on traditions, so she jumped on some web blogs and discovered that a parent anniversary is acknowledged by this religion. In class, when she was listing traditions celebrated by different families, the one little fellow sat through all of them quietly until she got to "parents' anniversary." Then, out came the grin and up went his hand!

The second was teaching an art unit on contour line and positive/negative space. This had traditionally been taught with a houseplant as a model. While leafing through Pinterest, he saw an idea for drawing bike segments with an emphasis on positive/negative space and contour line. He reasoned that students living in a community crazy for mountain biking would probably prefer drawing a bicycle to a houseplant. Taking advantage of a cavernous art room with lots of hanging options (pipes, ducts, etc.), he brought his bike to school and hung it in the center of the classroom. This became the basis for his revised art project. The results were amazing!

The third gave her little kindergartners a survey on what kind of learning they most liked. Several picked “drawing” (of course). Now, this savvy TC knew that when given a worksheet, some of her “drawers” would skip the writing piece and spend all their time filling the drawing box on the worksheet. For these would-be-artists, she insisted that they had to write their sentences first. However, as a reward, they each received a full sheet of drawing paper (instead of the box on the worksheet) for their marvelous illustrations.

None of the above teacher candidates had planned to feature these stories in their teacher work samples, (though the bike was briefly mentioned). Yet, these were the moments that they came into their own as teachers! No one else would have done exactly what they did for these students! However, they did not recognize these magic moments as being significant and were planning to take the safe route in their TWS writing—just the usual stuff about how they would differentiate by providing hands-on learning, etc., etc., etc. To me, the fact that these candidates did not celebrate and shout from the rooftops these amazing moments of becoming a teacher feels wrong. Is teacher education that stifling? What about those times when we truly mess up and hit bottom? Are those valuable? Are they an essential piece of who we will ultimately become? These are the kinds of questions I am hoping you will answer for me in your own, unique way on this adventure. Thank you again, for considering this study. Those of you who have responded, I will be contacting you soon about our face-to-face meeting as a group at the end of this semester. I am so excited to learn from you!

Gini

3.2.2017

I am currently beginning my search for participants to help me with doctoral research about teacher identity development during student teaching and finding an authentic teacher/writer voice. I would be very grateful if you would consider joining this study.

Benefits to you would include:

1. Having a voice in the teacher education program regarding what helps or hinders your internal development of a teacher-self that integrates with who you are as a person.
2. Creating strong, small-group relationships that will form a support system for you during student teaching.
3. A small stipend. This will probably not exceed \$50.00—poor payment for all I hope to learn from you.
4. Free copy editing for your Teacher Work Sample; I will correct basic grammar and spelling errors for each participant.
5. Concentrated TWS support. I have been grading TWS documents for several years; however, I will be treading a fine line here...between my knowledge of the TWS grading process and my first commitment as a researcher of learning from you how you learn about yourself through student teaching and writing about student teaching. However, I will be very available to my participants should extra support be required and will freely answer any questions you have along the way.

Responsibilities of participants would include:

1. Writing answers to 2-3 questions (which I will give you this semester) about what defines you personally as a pre-service teacher. These would follow “Courage To Teach” principles of Dr. Parker Palmer.
2. Writing a metaphor of your personal teaching identity. (Mine is a horse trainer, which helps me understand approaches that use force and pain vs. understanding and instruction. Also, a horse outweighs me; my class outweighs me. Another parallel involves how I can learn to enter into the mindset of a horse (or of a student) so that I see my own instruction from another point of view, etc. In other words, my experiences in horse training reflect who I am and who I want to be as a teacher.)
3. Participating in 90 minutes of small and large group sharing about questions #1 and #2. This would occur near the end of spring semester prior to leaving for summer break.
4. Doing your student teaching journaling online in the same small group you formed during the spring session. This would be your regular student teaching journaling, but it would be slanted toward how well you are able to integrate who you are into the structure and tasks of student teaching. Each week you would journal to each other rather than to your field supervisor, though we may have to copy parts of that journaling to keep him/her updated...this is still to be determined)

5. Participating in two writing conferences (by phone or in person) with me about your TWS. The focus of these would be us looking at whether or not you are able to infuse your teaching self and your passions into the work of the TWS. We would brainstorm together ways of doing this, so that you do not have a “cookie cutter” TWS.

6. Preparing and presenting to the group of participants (maybe a few guests) a very brief power point (5 or fewer slides) or other visual project about the experience of defining who you are as a teacher through self-reflection, group journaling, and writing about part of your experience through your own authentic voice.

If interested, please respond to this email. I am looking for between 6 and 12 individuals, and you need not be in-area to be eligible.

Gini Mohr, M.Ed.

APPENDIX C

SUBJECT CONSENT FORM FOR PARTICIPATION IN HUMAN RESEARCH

AT MONTANA STATE UNIVERSITY

“Who I Am”: Supporting Pre-service Teacher Integrity within an Evidence-based Student Teaching Assessment Program

You are being asked to participate in a research study about how MSU’s high-stakes, standards-based teacher work sampling project can support teacher candidates to define, develop, and share their authentic stories so as to maintain their personal integrity as part of a dissertation study.

This may help us obtain a better understanding of how to support our teacher candidates as they form and find ways to honor their professional ethics academically and within the context of their first clinical practices.

You have been participating in a preliminary study group about teacher work sampling, and your further thoughts about integrity during student teaching and the work sampling process are being sought. (Integrity: “fundamental consistency between personal beliefs, organizational aims, and working behavior” (Evans, 1996, p. 288); a state in which “our daily habits reflect our deepest values” (Henderson 2007, p. 38); and “...integrating all that we are into our sense of self, embracing our shadows and limitations as well as our light and our gifts.” (Chadsey, et al, 2012, p. 7)

Procedures involved:

Participation is voluntary. If you agree to participate you will agree to allow the researcher to visit and take notes relative to your placement during the case study time frame, analyze your fall 2017 online EDU 495 journals, your TWS paper, any TWS poster projects created, and a recorded/transcribed encounter group discussion. This could include photos of poster projects. However, all materials noted will be anonymized by specifics of name, gender, and/or physical characteristics so that no individual and no place will be identifiable.

Participation is voluntary and you can choose with no penalty that anything noted be struck from the final dissertation.

This would involve the researcher visiting your placement location and taking notes and utilizing the online journals contributed for EDU 495 during fall 2017. You would also be requested to permit analysis of any or all of the following: TWS project, TWS poster project (including photos with identifying information blackened), and recorded/transcribed comments from an encounter group to be held 1.13.17 or 1.14.17.

There are no foreseen risks to you. All identifying information will be masked, and approval will be sought for anything documented in the final paper through material sent to you for member checking.

The study is of no benefit to you.

Alternatives available: If you decline participation, researcher will focus on other participants.

Source of funding of project: NA.

Cost to subject: None.

Questions can be directed to:

Gini Mohr, M.Ed.

Montana State University

Assistant Director of Field Placement and Licensure

virginia.mohr@montana.edu

Phone: 406.994.4762

Fax: 406.994.1950

P.O. Box 172880

Bozeman, MT 59717

If you have additional questions about the rights of human subjects they can contact the Chair of the Institutional Review Board, Mark Quinn, (406) 994-4707 [mquinn@montana.edu].

Confidentiality will be strictly observed with identifiable information utilized in the final paper.

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, _____ (*name of subject*), agree to participate in this research. I understand that I may later refuse to participate and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: _____

Investigator: _____

Date: _____

APPENDIX D

PERMISSION TO USE QUOTATIONS

1/18/2018

Dear Participants,

I have been through all the information you provided several times now and coded everything. I am deep into writing, and I am truly impressed with the depth of information our collaborative journal provided, as well as the face-to-face discussions. I don't think MSU requires this, but I really want to be on the safe side. I would like to have permission to use your quoted material because my paraphrasing simply does not carry the power that your words do. If you are willing, please let me know, and I will send you a small gift and a return envelope with a "permission to use quoted material" form that will just need a signature. I have renamed everyone and plan to send copies of what I wrote, so if there is anything in the writing that you would rather not be publicized, I can delete or alter it. I do not think that in your majors, anyone would ever be able to identify you, nor if they did, would they care, and MSU does not seem to require this extra step of permission to use quotes, but you have all been so generous and helpful that I don't want to skip any steps in being trustworthy. If you have moved since you last gave me your address, I would also need the new one. Thank you very sincerely for what you have shared. Also, if you would be willing to share your age and the size of your household, that would be very good information for me to have.

Release Form Quotations Permission

The purpose of this form is to secure the permission to use quotations from the fall 2017 collaborative journaling focus group, and/or personal interview conducted with Virginia Mohr as part of a research study regarding pre-service teacher integrity

Participant's Name:

The undersigned (participant in the study and originator of the quotation) hereby grants permission for Virginia Mohr to utilize quotations by the undersigned to be reported in her research study and on any subsequent publications resulting from said study.

The anonymity and place of employment of the undersigned will remain confidential at all times

Participant signature.

APPENDIX E

FOCUS GROUP, INTERVIEW, AND SURVEY QUESTIONS

Candidate Questions

1. List or briefly describe three things you learned about yourself during student teaching.
2. If no one could hear, how would you describe your current pre-service teaching self to yourself in a few sentences? Please include negatives as well as positives. You will not be required to share these publicly if you choose not to.
3. How do pre-service teachers come to know their identity/soul/inner teacher during a high-stake, high-stress period of student teaching, especially having to do a teacher work sample?
4. Please describe experiences both positive and negative of coming to know who you were as a teacher during student teaching.
5. How did different communities that you were involved in affect, positively or negatively who you were becoming as a teacher in this time, and how did that help you build that person or take away from it?
6. During the spring 2016 survey, one student stated, “The TWS was entirely worthless. While I did take it serious[sic], I did not take any useful information out of it. Most student teachers that I spoke with **made up their data**, and had negative attitudes about it.” Please comment about why a candidate would falsify data about his or her student teaching practice.
7. Describe any other aspects of the teacher work sampling program that made you feel divided from your teacher soul in your role of teacher candidate...what effects did this have on you?
8. If you were in a position like mine, what changes would you think of making to better support people doing reflections on their own practice? So, what changes would you institute, given that we have to report data to our accreditors?

Clinical Evaluator Questions

1. How can you integrate who you are, your authenticity, as a clinical evaluator?
2. How do you integrate those roles internally of trying to support and yet having to evaluate?
3. When you look at a piece of work how do you as a grader integrate the sometimes paradox of them telling their own story with the standards that are set by the teacher work sample rubric?
4. Describe aspects of the whole teacher work sampling program that might make you feel divided from your teacher soul, while serving in a role of clinical evaluator.
5. In spring 2016, we put out a student teaching satisfaction survey. One student wrote: “The teacher work sample was entirely worthless. While I did take it serious...I did not take any useful information out of it. Most student teachers that I spoke with made up their data and had negative attitudes about it.” Why do you think students would choose...make that choice ...to not...to violate their integrity and not tell the true story of what they did?”

6. If your teacher candidate sat down and wrote a paragraph about you, what they know about you and their experience with you as a clinical evaluator, what do you think they would say? If you can't answer it personally, as a whole, how do you think students view the clinical evaluator role?
7. Please describe any ideas you have about how we in this program can better support pre-service teacher integrity," now we're not talking about doing well on the teacher work sample, we're talking about doing real on the teacher work sample. That's what this interview is about. So support pre-service teacher integrity during a high stress, high stakes, authority-based teacher work sampling process What can we do for them better in your opinion?

Survey Questions

1. How can MSU's teacher work sample clinical evaluators help you retain authenticity to your own story while still maintaining professional standards of evidence-based decision making? (40 responses)
2. How can the teacher work sample project better help you retain authenticity to your own story and still maintain professional standards of evidence-based decision making? (32 responses)
3. Do you have any other feedback concerning the TWS or the student teaching process you want to share with the Teacher Education Program at MSU? (36 responses)