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We are submitting herewith a dissertation written by Zudith L. Manning entitled "When Student Teachers Talk: An Analysis of Audio-Taped Monologues." We have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

C. Glennon Rowell
Dr. C. Glennon Rowell,
Major Professor

Bethany K. Dumas
Dr. Bethany K. Dumas,
Major Professor

We have read this dissertation
and recommend its acceptance.

Lester N. Kingpin
C. Edward Reese

Accepted for the Council:

C. W. Minkel
Associate Vice Chancellor
and Dean of The Graduate School

WHEN STUDENT TEACHERS TALK:
AN ANALYSIS OF AUDIO-TAPED MONOLOGUES

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee

Zudith L. Manning

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DEDICATION

This dissertation is dedicated
to my parents,
Zudye and M. Glenn Smith,
and to my son,
J. Michael Nelson.

Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

from "The Road Not Taken"
by Robert Frost

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especially, for her help in editing the manuscript.

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ABSTRACT

The purpose of this study was the analysis of the techniques used in evaluation in eight monologues recorded by four student teachers during their 15 weeks of student teaching. The study was intended to supplement the literature on the use of journals in student teaching and to expand our understanding of the function of discourse. The investigator found no other studies that had been conducted with monologues recorded in private and intended for reflective and informative purposes.

The monologues were elicited as an assignment to a group of students at the beginning of their student teaching. These audio-journals were intended for reflection and communication with the supervisor but were produced without the constraints inherent in written journals, i.e., composition, spelling, and handwriting.

The investigator segmented the transcribed texts into components which fell into five categories: orientation (who, what, when, where); assertion (statement, declaration); evidence (substantiation, explanation); evaluation (so what?); and conclusion (signals end of monologue). The evaluation techniques used for external evaluation in narratives (Labov:1972) were adapted by the investigator for use in monologues and were used to determine the quantity and quality of the evaluative components. These techniques were: explicit statement,

sentiment while speaking, quoting herself, third person evaluates, telling what someone did, including herself, and delay of forward movement. The six techniques were used throughout the monologues and of the total instances of the six techniques, "Telling what someone did, including herself" was used most often (40% of total uses). The least used technique was "Third person evaluates."

It was found that the student teachers evaluated their experiences frequently, using 92% of the total monologue components for evaluation. Of the components used for evaluation, 56% were used to evaluate the 20 critical attributes and the suggested and required activities listed in the Student Teaching Handbook. The intentional or inadvertent pursuance of a personal agenda was indicated.

Evidence of reflection was found in the monologues as the student teachers spoke of their experiences and other facets of their transition from student to teacher.

Based on previous experience, the investigator concluded that student teachers' audio-journals were suited for the purposes of communication and reflection and appeared to be more time and energy efficient than traditional written journals.

The scarcity of literature points to the need for more research on both student teaching and on monologues.

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CHAPTER 1: INTRODUCTION

This dissertation reports the analysis of evaluative techniques used in evaluation of the student teaching experience in oral monologues prepared for a supervisor. The study is intended as a contribution to the field of teacher education as well as to that of discourse analysis.

Through the methods of discourse analysis, student teachers' own evaluations of their experiences are shown to be valuable sources of information which can serve to enhance educators' understanding of the student teaching process.

BACKGROUND

At the beginning of the Spring 1991 semester, nine student teachers were assigned to the investigator for supervision by the Office of Field Studies of the College of Education, University of Tennessee. Each student was asked to audio-tape a 15 minute monologue at the end of each of the 15 weeks of the student teaching experience. Written instructions, in the form of a handout, were given to the student teachers (see Appendix I) and were accompanied by oral discussion in the investigator's first meeting with them. At this time, the student teachers were told that, if 15 minutes on Friday seemed to them to be too long, they

were free to tape shorter sessions at the end of each day. (One student teacher chose to tape her audio-journal at the end of each day.) The student teachers were also told that their tapes would be copied so there would be a copy of their sessions in chronological order.

After listening to each of the monologues, the investigator wrote brief, appropriate comments and encouragements, which were returned with the tapes to the student teachers each week. Copies of those comments were also kept by the investigator.

This audio-journal was initially conceived as a supervision tool and was meant to encourage the student teachers to think about and to verbalize their various experiences. As they "talked" to the investigator each week, the student teachers gave full, objective accounts of their activities and experiences and also told, subjectively and candidly, how they felt about what went on in their respective classrooms and schools.

STATEMENT OF THE PROBLEM

The student teachers had different personal backgrounds, yet they had had similar educational training with similar courses, professors, and teaching methods. The investigator wondered if--because of their shared professional training--these student teachers talked alike.

Were there identifiable, similar speech patterns used routinely in these monologues? Did the student teachers talk about the same subjects? Did they have similar concerns? How did they present their information? What were the techniques the student teachers used to describe and evaluate their experiences?

Traditionally, communication with student teachers has been dependent on either a written or a conferencing format. By documenting their experiences via audio-journals, the student teachers were freed from the requirements of writing (discussed below) and therefore gave a greater volume of information than would have been expected in written journals. Analysis of audio-journals might add the dimension of student judgement--either purposeful or inadvertent--to evaluation.

PURPOSE OF THE STUDY

The purpose of this study was to explore the evaluative techniques used in evaluation of the student teaching experience by the student teachers in their weekly monologues. In so doing, the investigator hoped to expand the information available on the student teaching experience. Specifically, in this research, the investigator analyzed eight student teacher monologues for evaluation techniques.

Monologues and written journals have been analyzed for purposes other than evaluation. In a psychological therapeutic setting, Labov and Fanshel (1977) analyze patient narratives (monologues) for clinical implications and find that in some cases, the narrative serves as a framework for evaluation. Wylie (1989) identifies and describes the organizational units in her transcripts of sales seminar monologues. She also uses her analyses to demonstrate the use of verb tenses in English to international sales trainees. In their research on teachers' thought processes, Clark and Peterson (1986) find that written journals are used primarily for planning purposes, not for evaluation.

The purpose of the present study was also to explore the communication styles of prospective teachers. Through it the investigator also examined the viability of the audio-journal as a learning process for student teachers. The investigator believes that journal entries via audio-tapes allow prospective teachers latitude not found in other modes of recording, evaluating, and reflecting upon their daily teaching experiences.

The student teachers themselves expressed to the investigator their positive feelings about this particular portion of their student teaching experience and cited three reasons for them: (1) that they would never have written everything they said; (2) that [in a written journal] they

would have spent more time on "correct" writing than on content presented; and (3) that they felt better having someone listen, because the voice, through intonation, conveys emotions--enthusiasm, disappointment, anxiety--that the written word cannot.

IMPORTANCE OF THE STUDY

"The context of situation is indispensable for the understanding of words" (Malinowski:1923). Verbalizing has as its purpose the expression of some thought or feeling at a specific moment in time and in a specific situation in space. A word stands for nothing by itself and has meaning only in some linguistic context. Halliday (1978) says that situational factors determine the selections made in the linguistic system. Utterance and situation are bound inextricably together. The monologues being used in this study were recorded with the student teaching experience as impetus and context.

This study was concerned with student teaching and the analysis of student teachers' monologues. According to Griffin (1986) there is a surprisingly small amount of research concerning student teaching. Furthermore, monologues that have been studied are typically those that have a face-to-face audience such as an academic lecture, a summation to a jury, a comedy act, or a dramatic soliloquy

(Wyllie:1989). Monologues such as those being used in this study, recorded in private and intended for reflective, though informative, purposes are rare. Therefore, this research will expand the knowledge base of both the student teaching experience and the evaluation techniques used in the evaluation of that experience.

ASSUMPTIONS OF THE STUDY

The investigator made three assumptions about the data used in this study:

- (1) The monologues were not read from prepared scripts.
- (2) The student teachers spoke candidly.
- (3) The student teachers evaluated their experiences in their monologues.

LIMITATIONS AND DELIMITATIONS OF THE STUDY

The monologues were elicited by the investigator who made the assignment. They were, thus, intended to contain discussions only of events and issues that the student teachers thought appropriate to report to a supervisor. Intents and purposes other than the reporting of this selected information were not known to this investigator.

The student teachers whose monologues were used in this study are believed by the investigator to be above average "A" and "B" students; they do not constitute a statistically drawn random sample. Therefore, the findings in the study are not statistically generalizable to an entire population of student teachers.

Since the investigator was working with only audio recordings, it was obviously impossible to use paralinguistic in this analysis. With more sophisticated and technologically advanced electronic equipment, intonation and suprasegmentals might be used, but in this study they were not.

This study was limited to the transcriptions of eight monologues, two recorded by each of four student teachers. These monologues were analyzed for techniques used in the evaluation of experience in student teaching.

DEFINITIONS OF TERMS

1. Evaluation: The process of assessing significance or value to an event or idea, as well as the process of assessing the significance or value of an event or idea.
2. Paralinguistic: Optional vocal effects, such as grunts, groans, and squeals, that accompany or modify an utterance and that may communicate meaning.

3. Suprasegmentals: Intonation; pitch, stress, juncture, terminal. Juncture, the pause between sounds, distinguishes "I scream" from "ice cream".
4. Natural language: Language spoken by human beings as opposed to language generated by machines and software programs.
5. Discourse: Situated language in use; language above the sentence level.
6. Text: Written transcription of spoken discourse.
7. Topic: What is being talked about; subject matter.
8. Components: Segments of the monologues being used in this study. They are: Orientation, Assertion, Evidence, Evaluation, and Conclusion.
9. Audio-journals: Monologues taped by the student teachers reporting their experiences.
10. C.T.: Abbreviation for cooperating teacher used by student teachers in the monologues.

RESEARCH QUESTIONS

The following questions were investigated in the present study:

1. How is information presented in the monologic structure?
2. In what ways are the monologues similar to, and different from, each other?

3. What, if anything, makes these student teachers' monologues unique?
4. From the study of monologic structure, what inferences can we make about the student teaching experience?
5. What techniques do the student teachers use in evaluating their experiences?

DISCOURSE ANALYSIS

What is 'discourse'? Discourse, in its most general sense, is language used in context. Language might be heavily ordered syntactically and semantically but without context has little meaning. Discourse may be written or spoken and the contexts of discourse are myriad. Therefore, it is inappropriate to use any one method of analysis for all contexts. In Chapter 2: Literature Review, the investigator will show the viewpoints of several authors relative to discourse (e.g., Brown and Yule:1983; Stubbs:1983; Wylie:1989). For the purpose of this study, discourse will be considered as "coherent verbal expression of thought."

Monologues

The discourse used in this study is in the form of spoken monologues. The investigator has discovered no previous studies of monologues recorded in private and intended for reflective and informative purposes.

Before spoken discourse can be used as data in analysis, it must be transcribed from video- or audio-tape. Through transcription, the spoken discourse becomes a text. Monologues, thus transcribed, become texts which, upon examination, exhibit very few of the conventions normally employed in written communication. Rather than being produced in bounded segments such as sentences or paragraphs, monologues are spoken in sections of meaning. Schiffrin (1987) calls these sections of meaning "idea units." Other interpretations (e.g., Coulthard and Montgomery:1981; Longacre:1983; Wylie:1989) relative to the structure of spoken discourse will be discussed in Chapter 2: Literature Review.

Topic

One must have a general notion of the topics being discussed before being one can isolate and analyze the techniques used in evaluation. How does one find the topics being talked about? This issue is controversial: The

techniques used to find topics vary from one authority to another (e.g., Tyler:1978; Brown and Yule:1983; Polanyi:1985; Schifffrin:1987; Wylie:1989), but most agree that the selection of any one technique over another is largely intuitive. The data collected determine the method used in analysis. Further discussion of methodology, with examples from the data, appear in Chapter 3: Methodology and Data Analysis.

Though topic is important, the focus of this study is the analysis of techniques used in evaluation. In order to know what was being evaluated, the investigator needed at least some vague notion of topic.

STUDENT TEACHING

Student teaching is an area of education that is often overlooked in the research, perhaps because of its subjective nature. Students go to college, take education courses, graduate, and get jobs as teachers. However, it is during the student teaching process that the transition from 'student' to 'teacher' takes place.

"Student teaching" is the term used to designate the activities of the block of time during which a student has the opportunity to "engage in the teaching profession," according to the Student Teaching Handbook, a compilation of guidelines, policies, and general information developed by

the Office of Field Studies, College of Education, University of Tennessee, Knoxville (hereafter referred to as the STH). Since the student teachers whose monologues are featured in this study were encouraged to use the handbook as a reference manual, it was also used by this investigator as a primary source of information concerning student teaching.

Student teaching is the time to determine whether or not the student has the "critical attributes" necessary for teaching. Following are a few of the critical attributes cited in the STH: self-confidence, ethical behavior, interest and enthusiasm, subject matter preparation, ability to plan, ability to discipline, and ability to evaluate one's own teaching. The entire list of 20 critical attributes can be found in Appendix II.

Suggested and Required Activities

During student teaching, it is suggested in the STH that the novice teacher participate in a variety of activities relating to teaching, such as: grading papers, supervision in the lunchroom, duplicating materials, attending parent-teacher conferences, and planning/attending/supervising extracurricular activities.

The student teacher is required to "assume increasing responsibility" until s/he has full responsibility for a

class (STH). This responsibility is usually begun with teaching a lesson to an individual and culminates in the teaching of a whole class, full-time, for a sustained period--usually two weeks. Included in this teaching requirement is the careful preparation of lessons before any teaching involvement (STH).

Support

Since the transition from student to teacher is a complex process, several individuals make up the student teacher's network of support during the student teaching experience. This group includes: the Director of the Office of Field Studies, the university faculty mentoring team, the principal of the school in which the student teaching takes place, the cooperating teacher, and the university supervisor.

The Director of the Office of Field Studies arranges the placement of the student teacher in a school and provides general and technical support. The faculty mentoring team is made up of professors in the College of Education. They provide expertise in the student's program area and assistance in student teaching. The principal provides the "introduction the student teachers need for entry into the professional world of teaching" (STH).

A student teacher is placed with a cooperating teacher in either an elementary, middle, or high school--depending on the student's "licensure area" (STH). The cooperating teacher works closely with the student teacher in the classroom and serves as guide, coach, resource person, and evaluator.

The university supervisor to whom the student teacher is assigned serves as a liaison to the university. The supervisor helps with lesson plans and instruction, evaluates the student teacher's performance, tracks absences, and works toward the alleviation of problems before, during, and after their occurrence in the student teaching experience. The supervisor also serves as a buffer, mediator, and confidante for the small group of student teachers to whom s/he has been assigned.

Communication

Student teaching is a period of personal and professional growth that is facilitated by close communication between the student teacher and the university supervisor. Though the exchange of information between the student teacher and supervisor is of the utmost importance, time for "talking" is limited due to the requirements of classroom duties, cooperating teacher requests, planning, and college course commitments.

However, a degree of communication can be obtained through the written journal which has become an effective and often used tool in supervision (Clark and Peterson:1986; Roderick:1986; Richards and Gipe:1987; Barbour and Holmes;1987; Brinton and Holten:1988; Johnson, Bowman, and Hall:1990). In the journals, the student teachers are encouraged to reflect upon their concerns, insights, planning and personal feelings, and to evaluate their own progress. The supervisor, in written responses to the journal entries, shares in the student teachers' classroom experiences and evaluates the transitional process.

The Audio-Journal

Given the problem of numerous constraints on student teacher time, but wanting to use journals as an efficient vehicle for the exchange of information, the investigator found the audio-journal to be a natural solution. The audio-journal is a collection of audio-taped recordings similar in length and taped at regular intervals over a period of time. The context, focus, and function of the audio-journal are the same as those of the written journal; the difference lies in the use of spoken rather than written language.

Communication (i.e., the transmission or exchange of information) and reflective thinking are the goals of both

the written and the audio-journal. However, the audio-journal allows freedom from the demands of the writing process: Translating one's thoughts into correctly spelled words, composing grammatically acceptable sentences, and producing these on paper through legible handwriting are requirements of writing. Therefore, the audio-journal, produced by simply speaking one's thoughts, is a less time-consuming activity and retains its efficacy of purpose--communication.

DATA USED FOR THE STUDY

The data used in this study were taken from a series of audio-taped journals recorded by a group of student teachers. As was mentioned earlier, the student teachers were given written, general instructions regarding the technicalities of producing the tapes, as well as suggestions regarding content--what they were to talk about. The context for their monologues was the student teaching experience, and since the investigator has been a classroom teacher, there was a certain amount of knowledge shared.

The monologues varied in length from 15 to 20 minutes each. One of the student teachers chose to record a short monologue at the end of each day instead of a long one at the end of the week. For the purpose of this study, this series of five short monologues is treated as one monologue.

Taken as a whole, these monologues reflect continuity of the week's experiences.

In order to ensure their anonymity, fictitious names are being used for the student teachers whose monologues are used in this study. They are four white females: Jerrie Barnes and Brenda Baker are in their 20's; Elizabeth White and Barbara West are in their 30's. They each did their student teaching in elementary schools and, since their respective student teaching assignments are not germane to this study, these assignments are identified only in a general sense. Suffice it to say that three of these teachers had what are called "split" experiences, or training in both kindergarten and a higher grade level. For use in this study, one monologue was chosen from the first half and one from the second half of their respective experiences. One of the student teachers had experience in one grade level only. From this set of monologues one was chosen from the first half and one from the second half of her experience.

The monologues were not chosen randomly, statistically speaking, but were chosen on a "date line": Monologue "A" was recorded January 18; monologue "B", January 25; "C", February 1; and "D", February 8. These first four monologues were considered to be representative of the first half of the student teaching experience and the last four monologues were considered to be representative of the

second half of the student teaching experience. The last four were dated as follows: Monologue "E", March 15; monologue "F", March 22; "G", April 5; and "H", April 12. Transcripts of all monologues are given in full in Appendix III and are designated III-A through III-H.

The experience of "speaking their thoughts" into a tape recorder was new to the student teachers, and at first it was little more than another assignment to be accomplished. However, toward the end of the semester, all four of the student teachers told the investigator that it was a very positive activity and quite helpful in reflecting on their work.

Student Teachers' Evaluation in Monologues

In the course of speaking about classroom experiences, the student teachers addressed many sub-topics that usually fell within one of several general topics. They discussed daily and weekly activities with projections and plans for subsequent weeks. They also discussed three categories of activities: those carried out by (1) the children, (2) the cooperating teacher, and (3) themselves. The student teachers evaluated each topic as it was discussed. Evaluation also came as the preface to description of an activity and occasionally occurred in the middle of the discussion of a topic. Actions, then, in general,

constituted "what was being evaluated": actions of the children, the cooperating teacher, or the student teacher herself.

Evaluation can be either implicit or explicit: Implicit is tacit or unspoken; explicit is spoken, clear, and unambiguous. In this study, the investigator will be dealing with explicit evaluation--what can be heard in the monologues and therefore seen in the transcribed text. The identification of implicit evaluation would involve kinds of analyses which are beyond the scope of this study. Research regarding Evaluation appears in Chapter 2: Literature Review.

OVERVIEW OF THE STUDY

Chapter 2: Literature Review is presented in two parts: Part 1: Student Teaching and Part 2: Discourse Analysis.

In Part 1, relevant research on student teaching and its usefulness to educators is discussed. Also presented is an alternative method of supervision and research: the audio-journal, or weekly monologue.

Part 2 is a review of the literature concerning discourse analysis and includes discussion of discourse, monologues, context and shared knowledge, topics, and evaluation of personal experience.

In Chapter 3: Methodology and Data Analysis, a brief description is made of the data collection. Evaluative analysis methodologies are presented in conjunction with relevant literature and examples from the data.

In Chapter 4: Findings, the investigator presents the results of the analysis. Expected and unexpected findings are discussed.

In Chapter 5: Summary, Conclusions, and Implications for Further Research, the investigator discusses the findings in relation to the overall purpose of the study. Directions are proposed for further study using the student teachers' monologues or similar data. Concluding remarks are also given.

CHAPTER 2: LITERATURE REVIEW

PART 1: STUDENT TEACHING

Educational Research

The value of educational research is to help us know and understand a certain limited range of educational phenomena (Fenstermacher:1986). Research that can help us understand student teaching is limited in quantity (Griffin:1986). If educators can understand what happens to student teachers during their college and university training, then they can better assist beginning teachers in their process of induction into the world of work. Also, by understanding the process, educators should be able to develop better teacher education programs that meet the needs of beginning teachers either at the preservice or inservice level (Barbour and Holmes:1987).

Student Teacher Research

Griffin (1986) suggests that student teaching is understood differently by different participants. Understanding is determined by perspective and Clark and Peterson (1986), say that perspective is defined as "a reflective, socially derived interpretation of experience"

on which actions are based. The teacher's perspective is a combination of beliefs, intentions, interpretations and behaviors at interplay with social interaction.

A basic problem in the research of teaching is how to get "inside a teacher's head to describe their [sic] knowledge, attitudes, beliefs, and values" (Feiman-Nemser and Floden:1986). Simply asking teachers what they know or find interesting cannot guarantee that self-reports will reveal an insider's perspective. It is sometimes difficult to judge how accurately people know their own perspectives (Nisbett and Wilson:1977 cited in Feiman-Nemser and Floden:1986).

Data Used for Student Teaching Research

"The use of multiple data sources is crucial to obtain as true a picture of classrooms and teachers as possible" (Griffin et al.:1982 cited in Zeichner:1987). The use of different kinds of qualitative data shows how student teaching activities are carried out and how they are viewed by the participants.

In her article on early field experience, Applegate (1986) cites several studies aimed at getting evaluative information from students--prospective teachers. These studies include daily written logs, attitude inventories, and oral reports in interview situations. McIntyre (1984)

notes that most of the studies conducted with student teachers involve questionnaires and surveys, with a final grade being the measure of student teaching performance. Kagan and Albertson (1987) use self-report inventories to obtain subjective accounts of supervisory meetings from student teachers while Johnston (1988) uses sequential interviews for her study with student teachers and curriculum.

Feiman-Nemser and Floden (1986) also cite studies, observation, video-tapes, and interviews as kinds of research being conducted recently with student teachers. Schon (1987) and Elbaz (1988) consider the processes through which teachers learn to reflect upon their teaching.

Zeichner (1987) notes that it is difficult to know what is going on in an experience without documentation or direct observation, and that developmental outcomes may be more significant than those projected from a "particular theoretical perspective." The process of studying field experiences may, in itself, alter the developmental outcomes under study. There is some evidence (e.g., Tabachnik and Zeichner:1983) that studies of field experiences are "interventions" which influence development and which underscore the importance of studying "how the research itself affects those being studied" (Zeichner:1987). Multiple checks do not ensure the accuracy of an interpretation; interpretation is based on uncertain

inferences beyond the data. The researcher forms the concepts that guide the analysis (Lampert:1984 cited in Feiman-Nemser and Floden:1986).

Written Journals

In some research on student teaching, it has been found that lack of communication is a frequent problem (O'Neal:1983). In recent years, the written journal has been used extensively to bridge the communication gap between student teachers and supervisors (Roderick:1986; Clark and Peterson:1986; Barbour and Holmes:1987; Richards and Gipe:1987; Brinton and Holten:1988; Johnson, Bowman, and Hall:1990). Dialog journals allow the supervisor to share the activities of the student teachers and to better understand the daily context in which they find themselves (Brinton and Holten:1988). Through the journals, supervisors, with their experience and expertise, may foresee areas of conflict and provide a form of scaffolding for the novice (Brinton and Holten:1988).

Students are frequently asked to document their day-to-day evolution as teachers. They are asked to begin to consider their own personal teaching styles in relation to other teachers and their styles of teaching (Barbour and Holmes:1987). Journals can be used to make a methodology course in teaching into a collaborative effort between the

student teachers and supervisor (Roderick:1986). Journal-keeping for planning purposes is useful for both the student teacher and supervisor especially when contexts, reasons, reflections, and evaluations are included (Clark and Peterson:1986).

In summary, journals permit the supervisor to stay in constant contact with the student teachers' training experience and to gain insights to which s/he might not otherwise have had access. From the students' point of view, the journals offer the chance to voice doubts and opinions, vent emotions, introspect on what has happened in the classroom, ask for assistance, and finally, record teaching ideas for the future (Brinton and Holten:1988).

Audio-Journals

Communication with student teachers has generally been effected through written journals or conference situations. This investigator has found through experience that the use of written journals by student teachers is a cumbersome activity which does not always contribute to timely information exchange. Written journals were frequently "lists" of activities and infrequently reflected thought more than that necessary to get the journal written down on paper. However, analysis of audio-journals might reveal student judgement and evaluation of the student teaching

experience as well as reflective thinking. This investigator believes that journal entries via audio-tape can allow prospective teachers breadth not found in other methods of recording, evaluating, and reflecting upon their daily teaching experiences.

As previously noted, student teachers involved in this study expressed to the investigator their positive feelings about this particular portion of their student teaching experience and gave three reasons for these feelings: (1) that the volume of information was greater than that in a written format, (2) that less time was spent on composition and more on content, and (3) that they felt better talking to someone because information is transmitted through the voice in ways that cannot be conveyed in writing.

Evaluation by Student Teachers

Over-emphasis of evaluation by supervisors is an inappropriate approach (Hoover, O'Shea, and Carroll:1988). Therefore, a good interpersonal relationship between the student teacher and supervisor is basic to constructive criticism of teaching performance and encourages evaluation of their experiences by the student teachers themselves.

PART 2: DISCOURSE ANALYSIS

Discourse

"A minimal definition of discourse includes two features: Language above the sentence level, and situated language in use" (Widdowson:1971; Bell:1976). Labov (1972) refers to discourse as "one utterance [following] another in a rational, rule-governed manner." Keenan and Schieffelin (1976) state that discourse is a sequential production of "two or more utterances" by one speaker, or a similar production by two or more speakers who are talking to each other "at some point in time or space." For others (e.g., Brown and Yule:1983), discourse is simply "language in use." Stubbs (1983) gives as a definition of discourse analysis "the linguistic analysis of naturally occurring connected spoken or written discourse." By "discourse" he means "language above the sentence or above the clause" and "language in use in social contexts" (Wyllie:1989). According to Stubbs, then, discourse is language described as: (1) naturally occurring, (2) connected, (3) containing more than one clause, and (4) being used in some social context. For the present study, the investigator chose to look at the data as "language in use": This approach seemed appropriate for the analysis of the student teachers' monologues.

Generally, the definition of 'discourse' being used in this study is "situated language in use; language above the sentence level." Though a "standard" definition of discourse, therefore, is elusive, we nevertheless have a sense of what it is: language used in a connected, meaningful way and intended for communication. Longacre (1983) says that discourse covers two areas of concern: the analysis of dialogue--especially of live conversation--and the analysis of monologue. He further states that discourse analysis can be applied to both.

Conversation has often been the object of discourse analysis in English (Wylie:1989). Sacks, Schegloff and Jefferson (1974), Schiffrin (1987), and Tannen (1990) have paid particular attention to turn-taking in conversation and how it is organized. Other phases of conversation that have been studied are openings and closings (Schegloff and Sacks:1973), error correction as an interactional resource (Jefferson:1974), replies and responses (Goffman:1976), and flow of conversational topic (Tannen:1984). The study of monologues affords the researcher the opportunity to study the phenomena of topic boundaries and evaluation of experience "without the distractions of the mechanisms of turn-taking" (Wylie:1989) and without the complications incurred by interaction with other speakers.

Monologues

The main difference between a monologue and a very long turn in conversation is that "a speaker engaged in a monologue expects NOT to be interrupted" (Wyllie:1989). Even though Coulthard and Montgomery (1981) point out that speakers react to non-verbal information from their audiences and may vary what they say to fit audience response (Scollon and Scollon:1984; Bell:1985), by definition a monologue is not designed and produced to encourage interaction.

"Notional structures of discourse relate more clearly to the overall purpose of the discourse" (Longacre:1983). Though the present study is not concerned with monologic structure per se, the purpose for which monologues are intended should be taken into account. Longacre (1976 and 1983) recognizes four types of (and purposes for) monologues: narrative, procedural, behavioral, and expository. In the monologue excerpts from a radio interview studied by Coulthard and Montgomery (1981), a British workers' union leader engages in information-giving (expository), getting-things-done (procedural), and getting people to alter their behavior (behavioral). Montgomery's (1988) studies of monologues produced by disc jockeys show that these radio monologues fit neatly into none of

Longacre's proposed groups. Wylie (1989) chose a sales seminar for her research on monologic structure and again, these monologues cannot be made to conform to one purpose or another.

Therefore, this investigator concludes that a monologue may have several purposes: The student teachers' monologues in this study include short narratives, procedurals, behaviorals, and a few expository passages. The overarching purpose of the monologues targeted, however, is certainly that of evaluation. In the production of the monologues, the student teachers indicated to the supervisor (the investigator) a range of phenomena they considered worthy of note: "This is what I did," "This is how I did it," and "This is how I felt about it."

Context and Shared Knowledge

In 1923, Malinowski observed that a word means nothing by itself and is "a mere figment" outside the "context of situation." Halliday (1978) agrees that "all language functions in context of situation," and further attests that the nature of the experience determines the choices made in the "linguistic system."

The context of situation bounds and determines the content of discourse, generally, and of monologues, specifically. The monologues in sales seminars (Wylie:1989)

were concerned with training salesmen--they were not meant to teach someone to fish. The context of the student teachers' monologues was their student teaching experience.

The producers of monologues within a specific context share a pool of knowledge with their listeners--be they face-to-face or on audio-tape listened to later. Stubbs (1983) observes that the "linguist-researcher is typically a native member of the society whose behavior he is trying to describe" and that this person should not be afraid to use "his intuitive knowledge of the system of communicative behavior" in order to understand its structure. He adds that, in principle, it is impossible for one who is not a native or near-native of a speech community to "induce the rules for appropriate speech behavior" without access to the tacit or intuitive knowledge of the system.

The notion of "shared knowledge" is pertinent to this study because much of the content discussed by the student teachers in their monologues--while new specifically for them--is within the context of classroom occurrence which, for the researcher, is knowledge that has been gained through years of experience in the classroom as a teacher. Therefore, in each monologue, it is not necessary to "review the facts" or the background on which each new set of information is based. According to Keenan and Schieffelin (1976) the topic of discussion may be understood "because it

arises from their shared background knowledge" (emphasis added).

Topic

Discourse topic is easier to determine when speakers and hearers share a background of similar knowledge (Keenan and Schieffelin:1976). Though "topic" has been described as a discourse notion (Keenan and Schieffelin:1976), the concept of "naturally occurring boundary markers" (signals for topic-change in natural speech) is controversial: A model that is useful for all discourse analysis has not been developed.

Tyler (1978) states that the topic must be a paraphrase of a sequence of utterances; Polanyi (1985) refers to an "Adequate Paraphrase" which is made up entirely of the "elements singled out by the teller for special emphasis", and excludes "all incidental propositions." Brown and Yule (1983) say that there is no correct way to find the topic--that there is always a set of possible expressions of the topic and that these are closely tied to the context in which the utterances are made. However, Schifffrin (1987) says that discourse markers "provide contextual coordinates for utterances: they index an utterance to the local contexts in which utterances are produced and in which they are to be interpreted." Wylie (1989) proposes that, indeed,

the most important function of discourse markers in monologues is that of "signaling structural units within the monologue." Further, Wylie says that by locating "focal repetitions," we can show the topics of each structural section.

Brown and Yule (1983), Givon (1983), Stubbs (1983), and others agree that the demarcation of topic in a discourse is largely an intuitive act--one that describes the principle that makes one segment of discourse 'about' something and the next segment 'about' something else. The literature reveals that there are many ways to deal with topics and there are linguists who are interested in dealing with them in similar ways (e.g., Sacks, Schlegoff, and Jefferson:1974). However, different sets of data usually have inherent peculiarities which provide clues to the "system" a speaker uses when changing topics.

The subject of 'topic,' as defined in "Definitions" in Chapter 1, is germane to this study in that we need to know "what is being talked about" before we can know "what is being evaluated."

Evaluation of Personal Experience

Labov (1972) and Polanyi (1985) point out that a speaker relies on basic common understandings between her/himself and the hearer to make the point of the story

and continually "wards off" the question "so what?" Therefore, the role of evaluation in the telling of personal experience has been made clear and evaluative techniques may be isolated only after knowing the "raison d'etre" of the story (Labov:1972).

The student teachers' monologues being used in this study are not narratives and therefore do not display narrative structure. They do make use of evaluative techniques also found in personal narratives (Labov:1972). Labov's analysis of evaluation is used as a model because the orientation, evaluation and conclusion components of the monologues bear characteristics similar to those in the orientation, evaluation, and coda in Labov's narratives. Polanyi (1985) describes evaluation as the process of making a portion of the text more prominent than others, making it stand out, and showing, in a way different from the rest of the text, that it is important. Polanyi further points out that there are many evaluative devices that speakers use to show that what they are saying is important, and these are drawn "from every level of linguistic structure" (Labov:1972 cited in Polanyi:1985).

According to Labov (1972), there are two types of evaluation: external and internal. External evaluation may consist of an explicit statement or may be achieved in one of the following ways: by expression of a sentiment that occurred to the narrator at a dramatic moment, by the

narrator's quoting [her]himself as addressing someone else, by the introduction of a third person who evaluates the narrator's actions, or by telling what someone did rather than what someone said. Internal evaluation consists of syntactic departures from basic narrative syntax which are: intensifiers (gestures, expressive phonology, quantifiers, repetition, and ritual utterances), comparators (compare events that did occur to those that did not and include negatives), correlatives (progressives in be...ing, appended particles, double appositives, double attributives, and left-hand particles), and explicatives (Labov:1972).

In Chapter 3: Methodology and Data Analysis, the investigator shows how the student teachers' monologues are different from Labov's narratives. The techniques used in evaluation in the student teachers' monologues are not as elaborate and complex as are those used in the evaluation of personal experience in the narratives studies by Labov.

CHAPTER SUMMARY

Written journals have been used extensively for research on student teaching and as a communication tool between student teachers and their supervisors. Audio-journals--weekly monologues--recorded by student teachers in lieu of written journals provide a body of data for the analysis of techniques used in the evaluation of their

student teaching experiences. The context and the content of these monologues form a "shared body of knowledge" between the student teachers and supervisor. This knowledge is necessary in the demarcation of topic boundaries and in the isolation of evaluative techniques.

CHAPTER 3: METHODOLOGY AND DATA ANALYSIS

DATA

As noted earlier, the data being used for this study consist of eight monologues that were recorded by four student teachers during their student teaching experience. All four of the student teachers did their student teaching in elementary schools. Three of the student teachers had "split experiences" with 7 1/2 weeks training in kindergarten and 7 1/2 weeks training in either first, second, or fourth grade. One student teacher had 15 weeks training in the third grade only.

The student teachers were asked by the investigator to record their experiences and were given the opportunity to decline the assignment. No one declined. Written instructions accompanied verbal discussion of the assignment of recording the monologues. The student teachers were asked to identify their monologues by the date of taping and to discuss the week's happenings in their student teaching experience. They were also asked to include reflections on their experiences, insights or understandings gained, and new questions or problems that arose during the week. The assignment was meant to encourage the student teachers to reflect on and to talk about their various experiences while augmenting the information gained by the investigator

through first-hand, once-a-week observations in each student teacher's classroom (see Appendix I).

Context

The student teachers' monologues contained information drawn from the student teaching experience: The occurrences which are all in a day's work for the veteran teacher may have been viewed as new and different by the novice teachers. These usually ordinary events became "reportable" and in themselves "justify holding the listener's attention" (Labov:1972; Labov and Fanshel:1977). In this context, then, it would be unusual if the student teachers did not find their experiences "reportable" and different from the pre-student teaching training which was limited to observations in elementary classrooms and brief teaching episodes assigned in methods courses or by teachers in schools where students observed. For this reason, it is predictable that the happenings are considered out of the ordinary and, thus, reportable.

Since the monologues were elicited and were given in a reporting format, the "relevance of specific pieces of information" (Polanyi:1985) may not have been apparent to the student teachers. Polanyi further states that the person making the report may implicitly tell the hearer, "'O.K., you wanted to know. You figure out why I should

have told you all this.'" Therefore, the labeling of portions of the monologues as "evaluative" is the operation of the investigator and not that of the student teachers.

METHODOLOGY

The method of analysis used in the present study of monologues has been adapted from Labov and Waletzky (1967) and Labov (1972). Labov offered the first detailed structural analysis of narratives. In Labov's analysis of personal narratives collected in black English vernacular, narratives consist of an abstract (what was this about?), an orientation (who, what, when, where?), a complicating action (then what happened?), an evaluation (so what?), a result or resolution (what finally happened?), and a coda (signals the narrative finished and forgoes further questioning). Even though the monologues analyzed here do not constitute narratives, they also contain important orientation, evaluation, and conclusion sections. This is one reason that Labov's methodology was adapted for use in the present study.

Another reason for using Labov's methodology is that by performing one-clause-per-line analysis on narratives, Labov(1972) shows that the surface narrative structure is simple and is directly related to a simple deep structure. The surface structure is described by a series of eight

elements: (1) the sentence adverbial, (2) the subject-noun phrase, and (3) through (8) the verb phrase. In a graphic display, these elements, when applied to the simple structure of narratives, make the complex structure more noticeable.

The monologues analyzed in this study are reports recounting a series of happenings and situations and are thus "recital[s] of events and circumstances" (Polanyi:1985). These recitals consist of five components: orientation, assertion, evidence, evaluation, and conclusion. Of these, the orientation, evaluation, and conclusion exhibit characteristics similar to those in the orientation, evaluation, and coda of Labov's (1972) narratives. In the analysis that follows, each of the five components is described with accompanying examples from the data.

The tape-recorded monologues were transcribed by the investigator, and excerpts from those texts are used throughout the analysis. The monologues have been lettered "A" through "H" and have been broken down into components which fall into one of the five already mentioned categories: orientation (who, what, when, where), assertion (statement, declaration), evidence (proof, support), evaluation (so what?), and conclusion (signals the monologue finished). These components constitute the framework of the monologic structure in which the student teachers give their

information and make their evaluations. The components vary in length and contain comments on the student teachers' experiences. Each component was numbered chronologically and when cited bears a letter and a number. For example:

F-28 But everything's really going good.

It is within the individual components that the techniques used in evaluation are found. In addition to the evaluation component, the orientation, assertion, evidence, and conclusion are shown to reflect evaluative techniques at one time or another. The techniques used in evaluation are those described by Labov (1972) for use in narratives. Transcripts of the monologues, segmented into components, are given in Appendix IV and are numbered IV-A through IV-H.

ANALYSIS OF THE MONOLOGUE

As pointed out earlier, the student teachers were asked to give the investigator information concerning each week's work in the classroom. Given flexible guidelines and the freedom to talk about virtually any aspect of their student teaching experiences, the student teachers chose to tell the investigator information they considered important. Therefore, the very recording of each monologue became an act of evaluation. The student teachers said, in essence: "This is what happened and I am telling you this because it is important."

Personal Agenda

Whether intentional or not, the student teachers seemed to follow a "personal agenda" as they recorded their information. (The investigator designated as "personal agenda" the information given by the student teachers that appeared to relate closely to the expectations set forth for them in the STH.) It is general knowledge that people learn through experience that what one says or does today may affect the outcome of tomorrow. Therefore, this investigator believes that, either consciously or unconsciously, the student teachers attempted to show themselves as being successful in their student teaching experiences.

In the early 1960's, Soskin and John (1963) conducted studies with subjects who provided long stretches of talk for analysis. The researchers were interested in "verbal management," the means by which a person tries to maintain or change his or her relations with the social situation. An individual faces numerous occasions in which the consequences of his/her actions contribute to the probable future character of his/her environment (Soskin and John:1963). Therefore, on a personal, non-professional level, the student teachers exercised "verbal management."

On an interactional level, "institutional discourse" as described by Agar (1985) is communication that takes place

between the representative of an institution (i.e., a teacher) and a client (i.e., a student). In the present study, the "institutional discourse" that took place between the investigator (as representative of the institution) and each student teacher (as client) is a combination of the monologues in which the student teachers reported their week's activities and the written feedback given by the investigator. These reports by the student teachers were "critical" and were one of the measures used by this investigator (as supervisor) to "diagnose" the progress of the transition process from student to teacher.

Goffman (1981) refers to "our general capacity" to enact one role while carrying out the "extended performance" of another. As teachers during the week and as students when taping their audio-journal assignments, the student teachers in the present study were in a dual role--manifesting the "general capacity" for performing one function while carrying out the "extended performance" of another (Goffman:1981).

The student teachers, then, were in the position of making positive verbal contributions to their futures, of giving information on which could be based positive (or negative) reports of their transitions, while executing the dual roles of student and teacher. With this in mind and with the evidence that follows, it appeared to this

investigator that the student teachers might have followed a "personal agenda" as they recorded their monologues.

Critical Attributes

In the pre-student teaching seminar, each student teacher received a copy of the Student Teaching Handbook. In Section I, "Purposes of Student Teaching" are listed 20 "critical attributes" that student teachers are expected to exhibit. The critical attributes include: the ability to profit from critical feedback, sensitivity to students' needs, interest in school-related non-classroom activities, ability to evaluate students, effective teaching strategies, and ability to provide a positive learning environment (see Appendix II for complete list). Although the contents of the handbook were not directly addressed by this investigator in discussion with the student teachers, it is assumed that their previous instructors had noted the explicit teacher behaviors encompassed in the text and had emphasized the importance of showing the attributes during student teaching.

In their monologues, the student teachers did not state or imply that they were conscious of these critical attributes as they told about their activities. The investigator used "the pursuance of personal agenda" as a means of explaining the relationship that seemed to exist

between the reported student teacher activities and the expectations given in the STH.

The circumstances in which the student teachers recorded their monologues may have had a bearing on what they remembered to say and it is not known to this investigator how much of the student teachers' monologues was planned or how much was spontaneous. In the Audio-Taping Procedure: Content (Appendix I), the suggestion was made to the student teachers that it might be helpful to "jot down brief notes during the week" to aid their memories when taping the monologues. It is possible that the student teachers used nothing to help them remember; it is equally possible that they used detailed notes. According to Ochs (1979), "unplanned discourse" is that which lacks forethought and organization while "planned discourse" has been thought out and organized "prior to its expression." These definitions represent extremes on the discourse continuum and the student teachers' monologues seem to fall somewhere between the two extremes. Following are examples from the data that illustrate unplanned discourse and planned discourse:

Unplanned discourse:

A-20 Another thing that I was doing this week was taking the children to the bathroom by themselves. Um, well, I was by myself, taking them to the bathroom, on Wednesday, Thursday, and Friday.

F-20 I guess we were trying to get all the behavior movies and all that stuff in before spring break, you know, kind of, because we still have a...we have another behavior movie coming up for the...because the end of the six weeks is coming up again, so you know, we wanted to go ahead and get that one out of the way and, because we'd been putting it off for so long so it's really long overdue.

Planned discourse:

D-16 and I had the children give me different examples of things that have three. And they named a tricycle and a triangle and several different items. We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.

H-23 Some of them said they were squares and rectangles, but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have.

The investigator based the judgement of "planned or unplanned" on the level of organization apparent in these parts of the monologues. Ms. Barnes, in A-20, made a

statement; then, in an effort to not be misunderstood, she rephrased the statement in a way that could not be misconstrued. Ms. Baker, in F-20, however, used fillers such as "you know" and "kind of" in addition to the repetition of "behavior movie" and "because". The delivery of D-16 and H-23 seemed to be more planned than A-20 and F-20 because Ms. West named specifics: in D-16, "I had the children give me...", "And they named...", and "We also reviewed..."; in H-23, "Some of them said..." and "...we went ahead and called them...".

Regarding the list of "critical attributes" expected of student teachers, it is possible that the composition of the student teachers' monologues centered around the activities that were suggested for them in the STH. The student teachers could have had the list in front of them as they spoke to ensure that they would not forget to mention these important characteristics. However, it is also possible that the student teachers were simply carrying out the assignment of reporting their activities without making the cognitive "connection" to the STH. Again, it falls to the investigator to see importance in what the student teachers said.

Directions were not given to the student teachers regarding the immediate surroundings for the actual taping. Occasionally, in the monologue, the student teacher would tell the investigator where she was: in the bedroom, in the

kitchen, in the car, etc. Beyond making the assignment, the investigator had no control of the circumstances surrounding the actual taping of the monologues or of the amount of planning or design that went into their composition. It is not clear to this investigator that the student teachers were conscious of the 20 critical attributes as they recorded their monologues. Whether they were aware of what they were doing or not, the student teachers appeared to work into their monologues those attributes applicable and appropriate for their experiences.

Following are examples in which two student teachers tell the investigator of their experiences: one of being a self-starter and doing things by herself, the other of getting along well with her cooperating teacher.

"Initiative" and "working well with peers" are two of the critical attributes:

A-37 ...I'm also working on my own game...One that I made myself with all my own materials and everything that I'll be able to use in the class.
and

C-17 ...we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas...

In A-37, Ms. Barnes shows that she has initiative and is contributing to the work of a classroom without being asked to do so. In C-17, Ms. White says that not only are she and her C.T. spending time together and coming up with new ideas, but that she is enjoying it, and is, thus, "working well with her peers."

Throughout the eight monologues used in this study, all 20 critical attributes were shown to be part of the student teachers' repertoires. Not every monologue reflects every attribute and not every student teacher gives information concerning each attribute. It appeared that some attributes were more important than others to the individual student teachers. However, whether they meant to or not, the student teachers were apprising the investigator (as supervisor) that they had the "right stuff" to be teachers.

Following are given the 20 critical attributes from the STH with examples from the data:

1. Self-confidence

A-24 So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.

2. Profit from critical feedback

B-20 ...and of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a

song or something when you don't even know all the words yourself.

3. Enthusiasm for teaching

C-19 ...it's really been fun.

4. Initiative

D-11 ...uh, I'm trying to do a little bit more of things I would like to do.

5. Correct verbal and written communication

C-20 I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling...

6. Sensitivity to students' needs

A-15 ...but some of them are still having trouble, so I could...I could tell when they needed to spend more time explaining it to some of the children.

7. Ability to work with peers

H-98 ...and we've definitely made plans to get together tomorrow [Saturday] at my house so we can work on the different activities that we want to do for Mardi Gras and also on our costumes.

8. Ability to self-evaluate

G-39 I think I need more training. But then, again, I don't know that all of my training has helped me.

9. Ethical behavior

G-25 Of course, when I'm out there...I intervene...

10. Interest in school-related, non-classroom activities
H-99 We've also planned a field trip coming up on the thirtieth so that we can go to three different places in one day.
11. Preparation
B-6 And I did all those this week including planning them...I had to plan what I was going to do...
12. Broad subject matter preparation
E-8 ...I did some story problems with them...
E-26 ...we did some putting words in alphabetical order.
E-32 ...next week I'll be starting uh, to have all four reading groups...
E-33 ...this week we've been talking about how plants grow...
13. Effective communication in instruction
D-3 And then when the film was over...I asked them what they remembered or what they saw in particular questions I asked.
14. Effective teaching strategies
E-35 And we did, uh, our own baggie gardens on Wednesday.
15. Ability to involve students in instruction
H-7 Then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could

point out where different things were and then they drew their...their points.

16. Ability to evaluate students

G-8 He's a bright kid, he's anxious to learn and he's anxious to try new things.

17. Ability to accomplish instructional objectives

C-10 And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group...

18. Provides positive learning environment

H-11 We had written the schedule up on the board and then we could check it off when we got certain things done. And that seemed to really give them a lot of motivation.

19. Ability to plan for appropriate student behavior

A-29 So, I've been able to um, walk around, you know, and monitor the whole class at the same time.

20. Ability to maintain appropriate student behavior

A-23 But, uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that I...that I give, too.

Table 1 cites the total monologue components considered by the investigator to be evaluations of the critical attributes. Appendix VI is a compilation of these components.

Table 1

Citation of Monologue Components Used as Evaluation of
Critical Attributes Listed in the Student Teaching Handbook.

	<u>Monologue Components</u>							
	A	B	C	D	E	F	G	H
<u>Critical Attributes</u>								
1. Self-confidence	24	5	11	10	-	4	-	85
	-	12	41	-	-	25	-	-
	-	14	-	-	-	-	-	-
	-	15	-	-	-	-	-	-
2. Profit from critical feedback	-	16	-	-	19	-	-	74
	-	20	-	-	32	-	-	-
	-	31	-	-	-	-	-	-
3. Enthusiasm	38	-	19	46	2	-	-	53
	-	-	-	71	-	-	-	85
	-	-	-	-	-	-	-	98
	-	-	-	-	-	-	-	104
	-	-	-	-	-	-	-	105
4. Initiative	12	22	11	11	18	4	25	88
	37	6	-	43	-	-	-	-
5. Verbal and written communication	-	-	20	16	9	17	-	7
	-	-	33	39	-	-	-	23
	-	-	-	-	-	-	-	88
6. Sensitivity to student's needs	15	31	4	27	9	17	7	9
	34	-	8	35	13	-	8	-
	-	-	-	55	23	-	15	-
	-	-	-	-	31	-	16	-
	-	-	-	-	32	-	19	-
	-	-	-	-	82	-	31	-
	-	-	-	-	83	-	-	-
7. Work well with peers	-	-	17	13	58	26	-	3
	-	-	-	67	63	-	-	82
	-	-	-	-	64	-	-	98
	-	-	-	-	80	-	-	-
8. Self-evaluate	23	13	41	-	15	24	30	-
	31	16	-	-	32	25	39	-
	-	31	-	-	-	-	-	-
	-	32	-	-	-	-	-	-

Table 1 (continued)

	Molologue Components							H
	A	B	C	D	E	F	G	
<u>Critical Attributes</u>								
9. Ethical behavior	-	-	-	-	-	-	20	17
	-	-	-	-	-	-	25	-
10. School-related non-classroom activities	20	6	1	-	-	-	23	79
	-	-	8	-	-	-	-	99
11. Preparation	37	6	17	3	16	-	-	80
	-	16	-	69	-	-	-	82
	-	18	-	-	-	-	-	98
	-	19	-	-	-	-	-	-
	-	21	-	-	-	-	-	-
	-	23	-	-	-	-	-	-
12. Broad subject matter preparation	-	5	18	19	30	-	-	6
	-	6	-	42	37	-	-	37
	-	-	-	43	42	-	-	51
	-	-	-	55	55	-	-	55
	-	-	-	-	-	-	-	77
	-	-	-	-	-	-	-	101
13. Effective communication in instruction	-	6	10	3	12	-	-	7
	-	-	20	6	13	-	-	23
	-	-	33	15	46	-	-	-
	-	-	-	16	-	-	-	-
	-	-	-	41	-	-	-	-
	-	-	-	47	-	-	-	-
	-	-	-	51	-	-	-	-
14. Effective teaching strategies	4	-	10	2	9	-	-	7
	7	-	40	3	24	-	-	14
	12	-	-	6	26	-	-	19
	-	-	-	16	27	-	-	23
	-	-	-	19	35	-	-	28
	-	-	-	31	37	-	-	31
	-	-	-	43	40	-	-	34
	-	-	-	47	41	-	-	35
	-	-	-	50	42	-	-	42
	-	-	-	53	45	-	-	45
	-	-	-	-	46	-	-	49
	-	-	-	-	50	-	-	51
	-	-	-	-	51	-	-	56
	-	-	-	-	-	-	-	61
	-	-	-	-	-	-	-	63
	-	-	-	-	-	-	-	65

Table 1 (continued)

	<u>Monologue Components</u>							
	A	B	C	D	E	F	G	H
<u>Critical Attributes</u>								
14.	-	-	-	-	-	-	-	68
	-	-	-	-	-	-	-	69
	-	-	-	-	-	-	-	76
	-	-	-	-	-	-	-	87
	-	-	-	-	-	-	-	91
	-	-	-	-	-	-	-	92
	-	-	-	-	-	-	-	95
	-	-	-	-	-	-	-	97
15. Involve students in instruction	7	-	33	2	9	-	-	7
	12	-	-	6	27	-	-	19
	-	-	-	8	37	-	-	23
	-	-	-	15	40	-	-	29
	-	-	-	16	46	-	-	31
	-	-	-	18	47	-	-	49
	-	-	-	19	-	-	-	57
	-	-	-	43	-	-	-	58
	-	-	-	47	-	-	-	63
	-	-	-	49	-	-	-	65
	-	-	-	50	-	-	-	68
	-	-	-	51	-	-	-	69
	-	-	-	54	-	-	-	76
	-	-	-	-	-	-	-	77
	-	-	-	-	-	-	-	87
	-	-	-	-	-	-	-	90
	-	-	-	-	-	-	-	94
	-	-	-	-	-	-	-	95
	-	-	-	-	-	-	-	97
16. Ability to evaluate students	13	-	2	20	6	-	19	10
	-	-	3	44	10	-	32	30
	-	-	4	55	22	-	33	97
	-	-	-	67	31	-	-	-
	-	-	-	-	79	-	-	-
	-	-	-	-	81	-	-	-
	-	-	-	-	82	-	-	-
17. Ability to accomplish instructional objectives	-	-	10	37	5	-	-	10
	-	-	34	40	38	-	-	27
	-	-	-	47	43	-	-	32
	-	-	-	52	47	-	-	50
	-	-	-	-	-	-	-	62

Table 1 (continued)

	<u>Monologue Components</u>							
	A	B	C	D	E	F	G	H
<u>Critical Attributes</u>								
17.	-	-	-	-	-	-	-	70
	-	-	-	-	-	-	-	73
	-	-	-	-	-	-	-	78
	-	-	-	-	-	-	-	89
	-	-	-	-	-	-	-	93
	-	-	-	-	-	-	-	97
18. Ability to provide positive learning environment	3	-	-	43	9	-	-	7
	-	-	-	47	13	-	-	11
	-	-	-	-	28	-	-	23
	-	-	-	-	37	-	-	36
	-	-	-	-	39	-	-	51
	-	-	-	-	42	-	-	68
	-	-	-	-	46	-	-	69
	-	-	-	-	48	-	-	72
	-	-	-	-	71	-	-	75
	-	-	-	-	82	-	-	80
	-	-	-	-	-	-	-	87
	-	-	-	-	-	-	-	96
	-	-	-	-	-	-	-	97
19. Ability to plan for appropriate student behavior	24	-	-	-	10	-	-	26
	28	-	-	-	23	-	-	-
	29	-	-	-	-	-	-	-
	34	-	-	-	-	-	-	-
20. Ability to maintain effective student behavior	23	-	21	44	10	-	-	26
	30	-	-	-	39	-	-	-

Suggested and Required Activities

The student teachers also told of experiences that related to the "Suggested and Required Activities" given in Section III of the STH. Following are examples:

Suggested Activities.

--Relate to students something of interest about herself:

F-17 ...what I did was I wrote a little letter home to all the parents...so that I could introduce myself to the kids and their parents...And I told them a little bit about myself and I told them about my puppy...

--Grade papers and record the grades:

H-98 ...during that time my C.T. and I spent a lot of time grading papers.

--Supervise the lunchroom, playground, or field trips:

H-100 We are going to the dairy farm, to the Incredible Machine and also to the planetarium.

--Handle the opening exercises:

A-9 ...I did the opening activities every day...

--Read a book or tell a story either to the entire class or a small group:

D-32 ...I again was able to read them a book about the Stegosaurus.

Required Activity.

The foremost required activity during student teaching is for each student teacher to assume "increasing

responsibility" until s/he has full responsibility for a class (STH). The following example from the data reflects one student teacher's understanding of assuming increasing responsibility:

F-10 ...how we're supposed to do it is like the first week, take over one thing, like maybe English, and the next week, do English and math, and the next week do English and math and one more thing, you know and keep accumulating.

The student teachers frequently told the investigator that they, indeed, were meeting this requirement. For example:

A-8 And I got to do a lot more this week with the kids.

B-5 ...this past week was the first time that...the first week that I've led all the morning activities...

C-9 ...I'm participating in more things.

D-1 ...this week it is my week to begin the unit and introduce the unit to the children every morning.

E-14 ...I've been doing uh three reading groups this week.

F-5 ...I started taking over all the science lessons.

(This student teacher is student teaching in a second grade classroom. "All" indicates that she is responsible

for the science lessons whenever they are scheduled for the duration of her student teaching experience.)

Table 2 cites the total monologue components considered by the investigator to be evaluations of the suggested and required activities. Appendix VII is a compilation of these components.

Table 2

Citation of Monologue Components Used in Evaluation
of the Suggested and Required Activities Listed
in the Student Teaching Handbook.

	<u>Monologue Components</u>							
	A	B	C	D	E	F	G	H
<u>Suggested Activities</u>								
1. Relate to student something of interest about self	-	-	-	-	-	17	-	-
2. Grade papers/record grades	-	-	-	-	-	-	-	39
	-	-	-	-	-	-	-	98
3. Supervise playground/ fieldtrips	-	-	-	62	-	-	25	99
	-	-	-	-	-	-	-	100
4. Handle opening exercises	9	5	20	-	54	-	-	-
	-	8	-	-	-	-	-	-
5. Read a book or tell a story	9	5	20	16	-	-	-	11
	-	-	-	32	-	-	-	38
	-	-	-	50	-	-	-	51

Table 2 (continued)

	<u>Monologue Components</u>							
	A	B	C	D	E	F	G	H
<u>Required Activity</u>								
Assume increasing responsibility	8	3	9	1	14	5	-	-
	11	5	18	5	32	6	-	-
	20	8	20	-	54	9	-	-
	26	-	-	-	55	10	-	-
	27	-	-	-	86	13	-	-
	33	-	-	-	-	14	-	-
	36	-	-	-	-	-	-	-

Summary of Personal Agenda

The thrust of the monologues can be seen as evaluation. As the student teachers appear to evaluate their experiences, they also seem to evaluate themselves against the standards set for them in the STH. Since the student teachers were aware that the information given to the investigator could be used for evaluation, they appeared to make it a point to mention areas of their progress that were not observable in the investigator's once-a-week visits. The process of recording the monologues provided the student teachers the opportunity to evaluate their experiences and themselves in a way which otherwise may not have been possible.

ANALYSIS OF MONOLOGUE COMPONENTS

The following analysis was made of the components which make up the monologues. These components are the orientation (who, what, where, when?), the assertion (statement, declaration), the evidence (substantiation, explanation), the evaluation (so what?), and the conclusion (signals the monologue finished). The labels assigned to these components are designations of function rather than form because the environment in which they are found (i.e., what comes before and after), determines how they are used. Techniques used in evaluation are reflected in these components and examples from the data are given.

The Orientation Component

The orientation is the means by which the listener is "located" in time and space. It is used by the student teachers in their monologues to give the date, schedule, or any other information that is necessary for understanding a particular portion of the monologue. ("Date" and "time" are used as identification of the whole monologue and occasionally constitute the entire orientation. However, date and time are not considered part of the locating function of the orientation component.)

According to Labov (1972), the important "characteristic of an orienting sentence" is that it is not "reportable" in itself. Each of the monologues begins with an orientation. However, there are other components throughout the monologues that serve "orienting" functions.

The orientation components fall into four different categories: week, day, activity or activities, person or persons. Following are examples from the data:

--Week:

A-1 Well, this is the end of another week. Uh, this week our unit was "Birds in Winter."

--Day:

H-39 And that was pretty much our involvement with the children today. Again, during the day we did a lot of record-keeping and planning uh and also working on our poetry book.

--Activity:

C-38 I had borrowed another teacher's game board...it was a football-type thing. And so I made her one, and, uh, she promised the kids that we'd play it. Well, the day that she was going to let them play it, she decided they needed a lecture.

--Persons:

B-9 And, I've talked to a lot of the other student teachers, at [Riverdale], and so far I don't think

any of the other ones are doing quite that much yet...

The orientation may describe a week, a day, an activity or person. This component may also give information that is helpful in understanding the relevance of other points of interest given in the monologues.

The Orientation as Evaluation

Generally, the orientation portions of the monologues are not evaluative. However, the following examples from the data show that the orientation may function as an evaluation:

--Week:

C-1 February 2, 19--. This has been a pretty good week. I've enjoyed myself.

E-1 March 17, 19--. Well, last week was my second week in first grade and it's going pretty good.

--Day:

D-17 Again, the day was short in the morning because of the length of the announcements.

(The morning announcements took more time than was customary and this cut into the time for which classroom teaching/learning had been planned.)

--Activity:

D-9 We were fortunate to be able to go outside today.

It was a beautiful day and the children enjoyed it.

D-17 is considered a negative evaluation because it concerns a teacher's inability to carry out her planned activities due to rescheduling by the school's administrative staff. Negative evaluations are discussed in more detail in Chapter 5.

In addition to the locating function of the orientation, it can also be seen as evaluative with such explicit statements as "I've enjoyed myself", "it's going pretty good", and "we were fortunate...".

Summary of the Orientation

Orientations are generally objective in nature. However, they may serve an evaluative function and thus become crucial to the overall evaluation of the entire monologue. Orientations, regardless of their category, are usually followed by a Assertion.

The Assertion Component

In the assertion components of their monologues, the student teachers made statements regarding their accomplishments, activities, or general state of affairs.

An assertion may be preceded by an orientation, an evidence, or an evaluation but a statement must be followed by a sub-assertion, an evidence, or an evaluation in order to function as an assertion. Examples of the assertions are:

B-3 ...this was the first week that I've had really a lot of responsibilities.

and

E-2 I'm enjoying it uh more, I think, than I enjoyed kindergarten.

Assertions may be followed by sub-assertions which are indicated with superscript numerals. Sub-assertions refer to the same topics as the assertion but usually appear after the first evidence and evaluation are given. Also, sub-assertions are usually followed by separate sets of evidence and evaluation. Following are examples of assertions and sub-assertions without the intervening evidences and evaluations:

H-14 Assertion 3

uh we...during math today we got out the geo boards to study different polygons, triangles, and those types of things.

H-17 Assertion 3¹

So I gave them the instructions on how they were to use it, in particular safety in regard to using the rubber bands.

H-20 Assertion 3¹⁻¹

What was interesting is, so many of them assumed that everyone had the same shaped triangle as they did.

H-22 Assertion 3¹⁻²

Uh, then I had them make a four-sided polygon and then we named that.

These assertions also demonstrate the somewhat recursive nature of the monologues. Also known as "backtracking," this characteristic can be seen in the following monologue components: B 3-6, C 9-26, D 5-8, D 31-42, E 14-31, E 33-53, E 58-62, F 2-27, G 5-14, G 15-37, H 14-27, and H 53-74. (See Appendix IV.) Recursion is discussed in greater detail in Chapter 5.

The Assertion as Evaluation

The assertions that the student teachers made about what they were doing in the classroom may have been straightforward evaluations of themselves. Making the assertions was the student teachers' means of telling the investigator that they were doing what was expected of them and that they were actively involved with the children and the teaching situation.

Following are examples of evaluation in the Assertion:

A-26 And um, so I'm getting...gradually getting more and more responsibility in the classroom.

B-21 So, I'm definitely I'm going to be a lot more prepared next week.

C-21 and if I have to do something...something in the disciplinary realm, she simply stands by me.

D-10 For me, in particular, um, I guess I'm more comfortable this morning with...with the children, and...

E-39 and so we have, you know, certain times when they can go and look at their...their plants and see how they're doing. And, uh, it'll be interesting to see them tomorrow morning, uh, and how they did over the weekend.

F-9 And I also did, like, um, a few English lessons and math lessons.

G-15 The uh...the scariest thing for me is the amount, or the number of children who are being referred as special ed.

H-45 And then the children took a...their social studies test after a short review. Again, I find it very intriguing...

Summary of the Assertion

It appears that the student teachers use the monologues as documentation that they are adequately making the transition from student to teacher. Assertions about their activities are made and the primary assertion on a particular topic may have several sub-assertions. Both assertions and sub-assertions are usually followed by Evidence supporting the assertion.

The Evidence Component

Evidence is given to support or justify the assertions made in the monologues by the student teachers about their activities. The bodies of evidence given often begin with "because" and continue to tell "why", or give an explanation for the preceding assertion. For example, in C-2, Ms. White makes an assertion about a child--his personality and abilities--and adds that "he has no chance, really, to excel in school." The statement in C-3 is the evidence Ms. White gives to substantiate her assertion.

C-3 ...because his behavior problems interfere with his work, they interfere with his interactions with others, and of course, they interfere with other people's work.

The Evidence as Evaluation

The evidence is used as an evaluation technique. Ms. West, in H-8, Assertion 2', says that she should have construed the coordinates on the board number grid to read "This is hard," instead of "This is fun." In H-9, she explains why and evaluates the activity relating to the students' understanding:

H-9 ...because for several of them it was very difficult. It's a tedious thing for them to do... Another example of evidence as evaluation is found in the following:

G-18 ...and these are our...they're really basically they're the people who're going to take care of us when we're old. And it is so difficult to teach some of these children and so...so demanding of your time.

Summary of the Evidence

As has been shown, the evidence further explains the assertion and tells why the assertion was made. In answering the question why? or how? about the assertion, the evidence often includes an evaluation of the person, activity, or state of affairs about which the assertion was made. The evidence is usually followed by an Evaluation.

The Evaluation Component

According to Labov (1972), there are several means by which the narrator informs the listener that what is being said is out of the realm of ordinary experience and is worth the telling. A narrator can "suspend the action" while evaluation takes place and evaluative devices can appear throughout the narrative penetrating in "waves" of evaluation. Evaluation may be external or internal (see page 35).

In the present study of monologues, only the techniques used in external evaluation are being considered. They are:

1. Explicit statement
2. Sentiment that occurred to narrator at dramatic moment
3. Narrator's quoting [herself] as addressing someone else
4. Narrator's introduction of a third person who evaluates narrator's actions
5. Narrator's telling what someone did rather than what someone said. (Labov:1972)

The orientation, assertion, and evidence have been shown to function as evaluation in some cases. However, it is in the Evaluation component that form and function can be seen as converging and becoming one and the same. The techniques used for external evaluation in narratives (described by Labov:1972) and adapted for use in the monologues are here given with examples from the data:

1. Explicit statement:

C-23 And that's really encouraging.

E-36 And they just loved that

F-12 ...it's real sporadic...

H-27 The children learned a lot from this.

2. Sentiment while speaking:

B-17 And I won't be so nervous the week I solo.

C-30 ...and it's...that's just great.

G-37 Where's it all going to end?

3. Quoting herself:

F-4 But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.

F-26 But, I mean, I'm sure, she's real open to me.

Any time I say, you know, "Why don't I teach this?" she'll say, "Fine," you know. She's real good about letting me, she just doesn't want to push me, so it'll be no problem if I talk to her.

H-19 So the children would make it and uh then I asked them to name it.

H-89 And the...the part that said "No" was correct and I asked them why and they said because of my earrings. So they were very observant.

4. Third person evaluates:

B-20 I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself.

C-26 So she's real encouraging and I...I appreciate that.

D-25 ...and she agreed that that's interesting and we decided which two children we would pick.

E-61 And so she said that she should be able to come up with really good lessons for these now since I'm doing all the reading and math.

5. Telling what someone did, including herself:

C-34 ...and they...they enjoyed it. And they...one of them got finished before the time was up, and, it was really nice because she let me try it.

E-53 And uh, she just kept it real basic, uh, using the stem, the leaves, and the roots, that's uh, the three basic parts of the plant.

H-21 ...and they found after they shared them that they, in fact, did not.

Labov and Fanshel (1977) state that perhaps the most important "rhetorical device" used in evaluation is the "delay of forward movement" of the narrative. ("Delay of forward movement" is characterized by the narrator's stopping the narrative, making an evaluation, and continuing the narrative; it is considered by this investigator as the sixth of Labov's techniques.) The monologues being used in the present study are not narratives: They are sequences of events told to the investigator by the student teachers. However, "delay of forward movement" is an evaluation technique used by the student teachers and is shown in the following examples:

A-13 And, they really enjoyed that; they seemed to understand it pretty well, and some of them needed more help than others.

C-14 But she doesn't do that and I think that's really nice.

D-7 ...and they thought that was great fun.

E-16 ...and it takes a lot of time to plan these things.

H-30 So they...they did real well.

Summary of the Evaluation

The evaluation components of the student teacher's monologues show characteristics similar to evaluation

techniques described by Labov (1972) and Labov and Fanshel (1977). Explicit evaluation leaves nothing to guesswork: It is clear and unequivocal. Explicit evaluation is easily recognizable by its judgmental quality that reflects social consciousness and personal commitment on the part of the student teachers.

The Conclusion Component

The conclusion at the end of each monologue serves as a signal that the speaker is getting ready to end the monologue. The most pertinent reasons for having a conclusion are given by Ms. Barnes in E-84 and Ms. Baker in B-36. Ms. Barnes may have positive feelings about what she has said and wishes to conclude the monologue in an affirmative manner while Ms. Baker may have simply run out of things to talk about.

E-84 And so, I think that's a pretty good note to end this tape on.

B-36 But, um, I guess that's all for today. I can't really think of anything else to say.

Monologues D and H have a number of conclusions scattered throughout them because Ms. West chose to record her monologues at the end of each day rather than at the end of each week. Her conclusions are short and to the point:

D-29 That's it for today.

H-106 Have a good weekend. Bye.

The Conclusion as Evaluation

There is evidence of evaluation in the conclusions given by Ms. White:

C-42 But, uh, I'm not having any problems that I could really talk about. And, uh, I can't...I can't say that, uh, I'm not enjoying myself, and I can't say that I need anything, so, anyway, I'll talk to you later. Bye.

G-41 Well, I've talked enough. But, uh, don't get me wrong. I'm real glad this is coming to an end. And I'll talk to you later. Bye.

Summary of the Conclusion

The conclusion is the closing statement of the monologue. It can also be seen as a courtesy remark, for it not only signifies the end of the session, but it also gives a sense of closure to the student teacher who is producing the monologue and to the investigator who listens. The evaluations given in the conclusions can be important clues as to how well "things are really going" with the student teacher.

CHAPTER SUMMARY

The student teachers told of their student teaching experiences, specific activities, and relationships with the children and cooperating teachers. The student teachers may have purposefully evaluated their experiences against the standards set for them in the STH. The investigator adapted and used the evaluative techniques for external evaluation in narratives (Labov:1972) to ascertain the techniques used for evaluation by the student teachers in the various components of their monologues.

The techniques used in evaluation in the student teachers' monologues have been shown in several different forms. As documentation of selected information, the entire monologues can be seen as evaluative on a general level and the components of orientation, assertion, evidence, and conclusion are shown to be evaluative to some degree. However, the Evaluation component is specific in its forthright evaluative quality.

CHAPTER 4: FINDINGS

INTRODUCTION

The purpose of this research was to investigate the techniques used for evaluation by four student teachers as they reported on their student teaching experiences. In these reports, in the form of audio-taped journals, or monologues, it was the student teachers' responsibility to give to the investigator information that would be helpful in determining both the degree and quality of the transitional student teaching experience. The student teachers also indicated that they were reflecting on their activities and adapting to their new regimes as school teachers.

The communication of their experiences was the purpose for the monologues. The student teachers talked, giving accounts of themselves and their activities and they may have measured themselves against standards set for them in the STH. The student teachers may not have been concerned with verbal linguistic devices and were certainly not restricted with the constraints of writing. So they talked. Their monologues are testimonials to--and evaluations of--themselves. The student teachers spoke with authority since they knew more than others about their own situations.

FINDINGS

This study reports both the quantity and quality of the techniques used for evaluation by the four student teachers in their weekly audio-taped monologues. The investigator arrived at the numbers shown in the following sections by counting components and calculating percentages, as will be explained later. The techniques used in external evaluation in narratives, described by Labov (1972), were adapted for use in this study of monologues. The monologues taken as a whole, as well as many of the monologue components, exhibited evaluative characteristics which were plotted on a chart to give a graphic representation of the six techniques of evaluation described by Labov (1972).

Context is important. In another context, the following component might function as a simple fact or a report, and nothing out of the ordinary.

D-32 ...I again was able to read them a book about the
Stegosaurus

However, in the student teaching context, Ms. West is telling the investigator that she has performed Suggested Activity #5, (STH), "Reading or telling a story aloud to a small group or the whole class" and has used the Labovian (1972) technique for evaluation (in narratives) #5--"Telling what someone did, including herself". Other components, as

well, taken out of the student teaching context would either make no evaluative sense or no sense period.

THE MONOLOGUES

There were 451 components in the monologues used for this study. (Two components were considered as asides to the listener, contained personal comments, and were not used in the analysis. One was numbered, one was not.) Of these components, 412 or 92%, were used for evaluative purposes. The remaining 38 components (8%) was made up of the components in the orientation, assertion, evidence, and conclusion that were considered by the investigator to be non-evaluative. (See Appendix V for a compilation of components not used for evaluation.) The techniques used for evaluation in narratives, described by Labov (1972) and adapted by this investigator for use in monologues, were used by the student teachers for evaluation in their monologues. (See page 63 for list of techniques.)

In 20 of the 417 monologue components used for evaluation, more than one evaluation technique was used. Therefore, in calculating the percentages for the techniques used, the investigator used 433, the total instances of Labov's (1972) six evaluative techniques used.

"Telling what someone did, including herself" was the evaluation technique used most often in the monologues.

There were 173 occurrences of this technique (about 40% of the 433 uses of evaluation techniques). "Explicit statements" was used 121 times (about 28%); "Delay of forward movement" was used 80 times (18%); "Sentiment while speaking" was used 26 times (6%); and "Quoting herself was used 18 times (4%). The least used technique was "Third person evaluates" which occurred only 15 times (about 3%). The specific monologue components in which these techniques were used will be cited in the various component sections.

Personal Agenda

It appeared to the investigator that the student teachers may have evaluated themselves against the 20 critical attributes, the suggested activities, and the required activity set forth as guidelines for them in the STH. Of the total of 450 components in the monologues considered for analysis, 412, or 92%, were used as evaluation. Of the components used as evaluation, 234, or 57% (52% of total components) were used to evaluate the critical attributes and the suggested/required activities. Of the 433 instances of the six techniques described by Labov in the monologues, 391 (90%) were used to evaluate the critical attributes and suggested/required activities in the STH.

All six of Labov's (1972) described techniques used for evaluation in narratives were used by the student teachers in their monologues to evaluate the criteria given to them in the STH. "Explicit statement" occurred 74 times (17% of the 433 uses of evaluative techniques). "Sentiment while speaking" occurred 10 times (2%); "Quoting herself" occurred 25 times (6%); "Third person evaluates" occurred 11 times (3%); "Telling what someone did, including herself" occurred 201 times (46%); and "Delay of forward movement" occurred 70 times (16%).

Critical Attributes

The most evaluated critical attribute was number 14 on the list--"The ability to use a variety of effective teaching strategies." It was evaluated 55 times (13% of total 433 uses of evaluative techniques) by the Labovian (1972) technique "Telling what someone did, including herself," 41 times; "Explicit statement," 4 times; "Quoting herself," 5 times; "Sentiment while speaking," 1 time; and "Delay of forward movement," 4 times.

Number 15 on the list--"Ability to involve students in instruction"--was evaluated a total of 43 times (10%) by the techniques of "Telling what someone did, including herself," 31 times; "Explicit statement," 3 times; "Quoting herself," 6 times; and "Delay of forward movement," 3 times.

Each of the 20 critical attributes was evaluated. The least evaluated were number 9--"Ethical behavior," 3 times, and number 2--"Ability to profit from critical feedback," 6 times. "Quoting herself" was the only technique not used to evaluate these attributes. Table 3 shows the critical attribute evaluation frequencies with the techniques used in evaluation. Appendix VI is a compilation of components considered to be evaluations of the critical attributes.

Table 3

Techniques Used to Evaluate the 20 Critical Attributes
Listed in the Student Teaching Handbook.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X was used X times to evaluate Critical Attribute X.

Monologues A - H	Evaluation Techniques					
Critical Attributes	1.	2.	3.	4.	5.	6.
1. Self-confidence	B(3) C(2) D(1) H(1)	D(1) - - -	F(1) - - -	- - - -	A(1) B(1) - -	F(1) - - -
2. Profit from critical feedback	B(1) E(1) -	- - -	- - -	B(1) E(1) H(1)	- - -	B(1) - -
3. Enthusiasm	A(1) C(1) D(2)	- - -	- - -	- - -	H(1) - -	H(2) - -

Table 3 (continued)

Monologues A - H		Evaluation Techniques					
Critical Attributes		1.	2.	3.	4.	5.	6.
3.		E(1)	-	-	-	-	-
		H(2)	-	-	-	-	-
4. Initiative		C(1)	D(1)	F(1)	H(1)	A(2)	G(1)
		-	-	H(1)	-	B(2)	-
		-	-	-	-	D(1)	-
		-	-	-	-	E(1)	-
5. Verbal and written communication		E(1)	-	E(1)	H(1)	C(2)	-
		-	-	H(1)	-	D(2)	-
		-	-	-	-	F(1)	-
		-	-	-	-	H(2)	-
6. Sensitivity to students' needs		A(1)	-	E(1)	E(1)	A(1)	E(3)
		B(1)	-	G(1)	-	E(2)	G(2)
		C(2)	-	-	-	F(1)	-
		D(3)	-	-	-	-	-
		E(1)	-	-	-	-	-
		G(3)	-	-	-	-	-
		H(1)	-	-	-	-	-
7. Ability to work with peers		C(1)	-	F(1)	-	D(1)	C(1)
		D(1)	-	-	-	E(2)	H(1)
		E(2)	-	-	-	H(2)	-
8. Ability to self-evaluate		A(1)	G(1)	-	E(1)	-	A(1)
		B(3)	-	-	-	-	B(1)
		C(1)	-	-	-	-	E(1)
		-	-	-	-	-	F(2)
		-	-	-	-	-	G(1)
9. Ethical behavior		-	G(1)	-	-	H(1)	G(1)
10. Interest in school-related non-classroom activities		C(2)	-	-	-	A(1)	H(1)
		-	-	-	-	B(1)	-
		-	-	-	-	G(1)	-
		-	-	-	-	H(1)	-
11. Preparation		B(3)	B(1)	D(1)	-	A(1)	B(1)
		C(1)	-	-	-	B(1)	C(1)
		-	-	-	-	H(3)	D(1)
		-	-	-	-	-	E(1)
		-	-	-	-	-	H(2)

Table 3 (continued)

Monologues A - H		Evaluation Techniques					
Critical Attributes	1.	2.	3.	4.	5.	6.	
12. Broad subject matter preparation	D(1) - - -	- - - -	- - - -	- C(1) - -	B(2) D(2) E(2) H(3)	D(1) E(2) H(3) -	
13. Effective communication in instruction	- - - -	- - - -	D(1) - - -	- - - -	B(1) C(3) D(6) H(2)	E(3) - - -	
14. Effective teaching strategies	A(1) E(2) H(1) - -	E(1) - - - -	D(1) E(1) H(3) - -	- - - - -	A(2) C(1) D(9) E(8) H(21)	C(1) E(2) H(1) - -	
15. Ability to involve students in instruction	D(1) E(2) - - -	- - - - -	E(1) H(5) - - -	- - - - -	A(2) C(1) D(12) E(2) H(14)	E(2) H(1) - - -	
16. Ability to evaluate students	A(1) C(2) D(3) E(2) G(1) H(1)	G(1) - - - - -	- - - - - -	- - - - - -	D(1) E(4) H(2) - - -	C(1) E(2) G(1) H(1) - -	
17. Ability to accomplish instructional objectives	C(1) E(2) H(3) -	- - - -	H(1) - - -	- - - -	C(2) D(4) E(2) H(7)	- - - -	
18. Provides positive learning environment	E(1) - - -	- - - -	E(1) H(2) - -	- - - -	A(1) D(2) E(5) H(10)	E(4) H(1) - -	
19. Ability to plan for appropriate student behavior	E(1) -	A(1) -	- -	- -	A(3) E(1)	E(1) H(1)	

Table 3 (continued)

Monologues A - H		Evaluation Techniques					
Critical Attributes		1.	2.	3.	4.	5.	6.
20. Ability to maintain effective student behavior	A(1)	-	-	-	C(1)	A(1)	E(1)
	D(1)	-	-	-	-	E(1)	H(1)
	E(1)	-	-	-	-	-	-

Suggested and Required Activities

Suggested Activities.

Five of the suggested activities for the student teachers were: (1) Relate to students something of interest about yourself; (2) Grade papers and record grades; (3) Supervise playground, lunchroom, or field trips; (4) Handle opening exercises; and (5) Read a book or tell a story to a small group or the whole class. Number 1 was evaluated one time in the monologues by the Labovian technique of "Telling what someone did, including herself." Number 2 was evaluated 2 times by the same technique. Number 3 was evaluated four times: by the device "Delay of forward movement" three times and by "Telling what someone did, including herself" one time. Number 4 was evaluated a total of five times: by the technique of "Telling what someone

did, including herself," three times and by "Delay of forward movement" two times.

Number 5 was evaluated nine times in the monologues. All nine of these evaluations were accomplished by the evaluation technique of "Telling what someone did, including herself."

Required Activity.

The most important required activity for student teachers is that of assuming increasing responsibility until s/he has full responsibility for a class (STH).

In their monologues, the student teachers evaluated their "Increasing responsibility" 26 times. Thirteen of these evaluations were by the evaluation technique of "Telling what someone did, including herself." Nine evaluations were made by "Delay of forward movement," two by "Third person evaluates," and two by "Sentiment while speaking."

Table 4 shows the suggested activities and the required activity evaluation frequencies with the techniques used in the evaluations. Appendix VII is a compilation of components considered to be evaluations of the suggested and required activities.

Table 4

Techniques Used for Evaluation of the Suggested and Required Activities Listed in the Student Teacher Handbook.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X was used X times to evaluate Suggested Activity X or the Required Activity.

Monologues A - H

Evaluation Techniques

Suggested Activity	1.	2.	3.	4.	5.	6.
1. Relate to students something of interest about her/himself	-	-	-	-	F(1)	-
2. Grade papers/record grades	-	-	-	-	H(2)	-
3. Supervise playground/ fieldtrips	-	-	-	-	D(1)	G(1)
	-	-	-	-	-	H(2)
4. Handle opening exercises	-	-	-	-	A(1)	B(1)
	-	-	-	-	B(1)	E(1)
	-	-	-	-	C(1)	-
5. Read a book or tell a story to a small group or the whole class	-	-	-	-	A(1)	-
	-	-	-	-	B(1)	-
	-	-	-	-	C(1)	-
	-	-	-	-	D(3)	-
	-	-	-	-	H(3)	-
<u>Required Activity</u>						
Assume increasing responsibility	-	A(2)	-	C(1)	A(5)	B(1)
	-	-	-	E(1)	B(2)	C(1)
	-	-	-	-	C(1)	D(1)
	-	-	-	-	D(1)	E(3)
	-	-	-	-	E(1)	F(3)
	-	-	-	-	F(3)	-

FINDINGS IN MONOLOGUE COMPONENTS

The Orientation Component

The orientation was used by the student teachers to give pertinent information for understanding particular portions of the monologues. The orientation is not generally considered to be evaluative, but there are circumstances in which the orientation may be considered evaluative. Following are examples from the data of both non-evaluative orientations and evaluative orientations:

Non-evaluative orientation:

(Activity)

A-5 So, uh, really the only thing that, uh, we have to plan...we plan the different activities for the groups, but then the art activity is the only activity that we have to change every day.

(Week)

B-2 Let's see, this week...

(Day)

D-14 Today is Tuesday, February fifth. Today is Triceratops day.

Evaluative orientation:

(Person)

C-27 The problem that I talked about with the other teacher that I worked...that I'm working with, about her relying on worksheets and doing a lot of lecturing...

(Activity)

D-13 Um, this afternoon the...my C.T. and I were able to do some talking and planning for the future weeks.

(Activities)

E-54 And uh, and she's been doing most of the science and health stuff right now, and I'm not doing that yet. Right now all I'm really doing is the math and the reading groups, and next week I'll be starting, uh, the morning activities with them, doing the calendar and uh, they have a sharing time every Monday morning. And so, I'll be starting that this week.

From a total of 45 orientation components in the monologues, 29, or 64%, were used evaluatively by the student teachers.

Five of Labov's six described evaluative techniques were used in these 29 evaluations. "Explicit statement" was used on three occasions, or 7% of the total orientations and 10% of the orientations used for evaluation. "Sentiment

while speaking" and "Third person evaluates" were used one time each (2% and 3% each, respectively). "Delay of forward movement was used 7 times (16% and 24%), while "Telling what someone did, including herself" was most used with 17 occurrences (38% and 59%, respectively).

Ms. West used the orientation as evaluation most often with 14 occurrences, while Ms. Baker used the orientation for evaluation least with 2 occurrences.

Table 5 shows the frequency of use of orientation as evaluation in the monologues and the evaluation techniques used. Appendix VIII is a compilation of all orientation components.

Table 5

Techniques Used for Evaluation in the
Orientation Component.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X is used for Evaluation in the Orientation Component X times.

Frequency of use of Orientation
Component for Evaluation

Monologues	Evaluation Techniques					
	1.	2.	3.	4.	5.	6.
A	-	-	-	-	3	-
B	-	-	-	-	1	-

Table 5 (continued)

Monologues	Evaluation Techniques					
	1.	2.	3.	4.	5.	6.
C	1	1	-	-	3	1
D	-	-	-	-	2	4
E	1	-	-	1	1	1
F	-	-	-	-	1	-
G	-	-	-	-	-	-
H	1	-	-	-	6	1

The Assertion Component

In the assertion component of their monologues, the student teachers made statements regarding their accomplishments, activities, or the general state of affairs. There were 138 assertion components in the monologues, 132 (96%) of which were used for evaluation. The techniques used for evaluation were: "Explicit statement," 30 times, or 22% of the total assertions and 23% of the assertions used for evaluation. "Sentiment while speaking," was used 9 times, (7% and 7%, respectively). "Quoting herself" and "Third person evaluates" were both used 4 times each, (3% and 3%). "Telling what someone did, including herself," was used 66 times, (48% and 50%). "Delay of forward movement," was used 21 times, (15% and 16%).

Ms. West used the assertion as evaluation most often with 52 occurrences, while Ms. Baker used this component for evaluation the least often with only 20 occurrences. Table 6 shows the frequency of use of the assertion as evaluation and the techniques used in those evaluations. Appendix IX is a compilation of all assertion components.

Table 6
Techniques Used for Evaluation in the
Assertion Component.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X is used for Evaluation in the Assertion Component X times.

Frequency of use of Assertion Component
for Evaluation

Monologues	Evaluation Techniques					
	1.	2.	3.	4.	5.	6.
A	3	2	-	-	5	-
B	5	2	-	-	3	1
C	4	-	-	1	2	2
D	8	1	-	-	12	2
E	3	-	-	3	17	6
F	1	-	-	-	6	2
G	3	3	-	-	1	5
H	3	1	4	-	20	3

The Evidence Component

Evidence was given to substantiate the assertions made in the monologues by the student teachers about their activities. There were 135 pieces of evidence given, 128 (95%) of which were used as evaluation by the evaluation techniques of Labov (1972). "Explicit statements" were used 20 times, or 15% of the total pieces of evidence and 16% of the evidences used for evaluation; "Sentiment while speaking," was used 6 times, (4% and 5%, respectively). "Quoting herself," was used 9 times, (7% and 7%). "Third person evaluates," was used 3 times, (2% and 2%). "Delay of forward movement," was used 29 times, (21% and 23%). The most used technique was "Telling what someone did, including herself" with 64 occurrences for 47% and 50%, respectively.

Ms. West used the evidence as evaluation most often with 48 occurrences, employing all six of Labov's evaluation techniques. Ms. Baker used the evidence as evaluation least often with only 20 occurrences.

Table 7 shows the frequency of use of the evidence as evaluation and the techniques used in those evaluations. Appendix X is a compilation of all pieces of evidence.

Table 7

Techniques Used for Evaluation in the
Evidence Component.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X is used for Evaluation in the Evidence Component X times.

Frequency of use of Evidence
Component for Evaluation

Monologues	Evaluation Techniques					
	1.	2.	3.	4.	5.	6.
A	-	1	-	-	8	-
B	4	-	-	-	5	2
C	2	-	1	2	4	3
D	3	2	2	-	14	-
E	3	-	1	-	13	8
F	2	-	-	-	2	4
G	2	2	2	-	4	6
H	4	1	3	1	14	6

The Evaluation Component

The purest form of evaluation is shown in the Evaluation components of the student teachers' monologues. There were 125 evaluation components in the student teachers' eight monologues, 28% of the total 451 components. All six techniques of evaluation (Labov:1972) were used by the student teachers. "Explicit statements" were used 63 times, or 50% of the total number of evaluations; "Sentiment while speaking" was used 11 times, (9%); "Quoting herself" was used 3 times, (2 1/2%); "Third person evaluates" was used 7 times, (6%); and "Delay of forward movement" was used 17 times, (14%).

Again, Ms. West used the evaluation component more often than the others with a total of 45 occurrences. She used all six of Labov's (1972) techniques for her evaluations. And again, Ms. Baker used fewer evaluations than the other student teachers, with a total of 15. She also used all six evaluative techniques.

Table 8 shows the frequency of use of the techniques used in evaluation. Appendix XI is a compilation of the evaluation components.

Table 8

Techniques Used in the
Evaluation Component.

Techniques used in Evaluation (Labov:1972.)

1. Explicit statement
2. Sentiment while speaking
3. Quoting herself
4. Third person evaluates
5. Telling what someone did, including herself
6. Delay of forward movement

In Monologue X, Technique X was used for Evaluation X times.

Frequency of Evaluation
Component

Monologues	Evaluation Techniques					
	1.	2.	3.	4.	5.	6.
A	8	-	-	-	-	1
B	4	1	-	1	1	1
C	11	1	-	2	1	1
D	10	1	-	1	4	1
E	16	2	-	2	4	4
F	4	-	2	-	1	-
G	3	6	-	-	-	3
H	7	-	1	1	13	6

The Conclusion Component

The conclusion at the end of each monologue served as a signal that the speaker was getting ready to end the monologue. There were 12 conclusions in the student teachers' monologues. (Ms. West recorded her monologues

daily rather than weekly and therefore had more conclusions.) Of the 12 conclusions, three were used for evaluation, or 25%. All three of these evaluations were in the form of the evaluative technique "Explicit statement." Ms. White used two of her conclusions as evaluations, while Ms. Barnes used one of her conclusions for evaluation.

Since there were so few 'conclusions used as evaluation,' a chart showing them seemed unnecessary to this investigator. Appendix XII, however, is a compilation of all conclusion components.

OTHER FINDINGS

The use of evaluation was found by this investigator to be inextricably bound to context, shared knowledge and topic. The monologues were also found to be recursive in nature, revealing seemingly undulating patterns in the flow of speech. Negative evaluations were found to provide a subtle counterpoint to the preponderance of positive information given by the student teachers.

The investigator found evidence of reflection by the student teachers in their monologues. Concerns about teaching methods and techniques and concern for their solo week were indicated by the student teachers.

Context

According to Polanyi (1985), an event is "significant" only in some context. This appears to be true regarding the student teachers' monologues. Outside the context of student teaching, much of the information reported in the monologues might well be unreportable.

Shared Knowledge

For communication to occur between a speaker and a listener, a certain amount of shared knowledge is necessary. Even then, only a small amount of speaker/listener knowledge need be activated for a "hearer's successful decoding of a speaker's message" (Schiffrin:1987). Kreckel (1981) says that "everything connected with the speaker is a potential source of information for the addressee." However, the addressee's "personal history of experiences" causes him/her to tune in to certain kinds of information and to "ignore others" (Kreckel:1981).

The shared knowledge of elementary education was basic to communication between this investigator and the student teachers being supervised in their student teaching experiences. As they recorded their monologues, the student teachers proceeded confidently, knowing that the supervisor would understand what they were talking about. It was not

necessary to bound their talk with lengthy explanations of the statements made concerning the student teaching experience.

With the lack of distractions inherent in face-to-face conversation making possible focused attention on the monologues, the student teachers depended upon the "particular knowledge shared [between] participants" (Labov and Fanshel:1977). Gumperz (1981) says that a "minimal requirement" for successful communication is that the participants share expectations and agree on what is to be accomplished by the activity.

Topic

Topic was important to this study of monologues because of its connection with evaluation. It was necessary to know "what was being talked about" in order to know "what was being evaluated."

Brown and Yule (1983), Givon (1983), Stubbs (1983), and others agree that the finding of topic in a discourse is largely an intuitive act--one that describes the principle that makes one segment of discourse 'about' something and the next segment 'about' something else.

The topic of the student teachers' monologues was "the student teaching experiences of the week." This topic represented only one area of these student teachers' lives,

for all four have homes and husbands, and three have children. Within the overall topic of "Student teaching experiences," many smaller topics were addressed and discussed: the things that happen in a normal, everyday, classroom situation. These subtopics ranged from the mere mention of specific incidental occurrences to the full-scale descriptions of well thought-out lessons. This investigator found that the student teachers' monologues were very much like one-sided conversations and that in the flow of speech, though topics were 'dove-tailed', it was not difficult to determine when a student teacher was no longer talking about one particular topic and had begun talking about another.

Following are components C 9-14 which illustrate the one-sided conversation nature of the monologues:

C-9 Uh, I'm participating in more things.

C-10 Ah, been, ah doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children got to choose which book they wanted to...to do. So I took one group and my cooperating teacher took one group. And then, this week, we divided again, although we were using the same book. So I watched her as she did the first half of the book one day, and then that afternoon, I took my group and did the same thing with them. And then the next day, she

finished the book in the morning, and I finished it in the afternoon with my group.

C-11 And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.

C-12 My cooperating teacher is really encouraging

C-13 because she treats me as a professional instead of a student or just a mother. And I...I'd say that would probably be easy for her to do since I am a mother. I'd say it would probably be easy for her to just look at me as an untrained helper.

C-14 But she doesn't do that and I think that's really nice.

Recursive Nature of the Monologues

Anthropologist Benjamin Colby (1966) states that "man is a pattern-seeking animal." Spence (1988) further observes that "...the recursive structure lies at the heart of much of our experience in 'real life'..."

The student teachers' monologues do not exhibit the characteristics of a technically recursive structure in the content presented nor is the content presented in a

mechanical repetitive fashion. It is the "spiraling effect" (Spence:1988) of the monologue components--where the doubling back never quite meets the beginning--that this investigator believes to be demonstrative of recursion.

A partial recursive structure can be seen in the student teachers' monologues in the repeated pattern: Assertion -> Evidence -> Evaluation (Assertion followed by Evidence followed by Evaluation). According to Spence (1988) recursion shows an overall "pattern of similarity" while repetition is mechanical and dehumanizing. Chomsky (cited in Lyons:1977) says, in referring to sentence structure, that "some of the rules must be applied more than once" and that the "structures that [the rules] generate are called recursive." (An example of recursion is in the children's story "The House That Jack Built". "This is the cat that drank the milk that sat on the rug.....etc.")

Following are examples from the data illustrating the principle of recursion.

B-3 Assertion 1:

this was the first week that I've had really a lot of responsibilities.

B-4 Assertion 1' :

I mean I've done things before, you know,

B-5 Evidence 1' :

like I always work in their groups with them, individually, and, and a couple of

times...las..well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the...and the weather outside and,----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really.

B-6 Evidence 1:

I've been doing...so I've been doing all the morning activities this week and all of...well, they have several afternoon group times, but I've been doing all the language arts afternoon groups times this week.....

In Evidence 1¹, Ms. Baker further explains the "things" she has done before; in Evidence 1, she goes back to substantiate her assertion of having "really a lot of responsibilities".

In the patterns of Assertion -> Evidence -> Evaluation
-> Assertion¹ -> Evidence¹ -> Evaluation¹, (Assertion

followed by Evidence followed by Evaluation followed by sub-assertion 1 followed by evidence for sub-assertion 1 followed by evaluation of sub-assertion 1), several of the student teachers reached a number of successive levels of patterns before returning to a previous Assertion -> Evidence -> Evaluation. Therefore, on first notice, the recursion seemed to be symmetrical--"boxes within boxes" as Spence (1988) describes it. For example:

D-31 Assertion 7:

On Stegosaurus day, uh, I first...I reviewed with the children about the different Stegosauruses, oh, I'm sorry, about the different Triceratops that we learned and then, we went...began talking about the Stegosauruses.

D-32 Evidence 7:

And, uh, I again was able to read them a book about the Stegosaurus.

D-33 Assertion 7¹:

These books happen to be spectacular.

D-34 Evidence 7¹:

They're by the Berenstains

D-35 Evaluation 7¹:

and they have a lot of real good information that's on the level for the children and they seem to really enjoy that.

- D-36 Assertion 7² :
 Uh, we played a song about the Stegosaurus,
- D-37 Evidence 7² :
 which they learned,
- D-38 Evaluation 7² :
 and I found that the tape actually went too
 fast,
- D-39 Assertion 7²⁻¹ :
 so I just sang it, uh, without the music
- D-40 Evaluation 7²⁻¹ :
 and then the children were able to learn
 it a little bit better.

D-41 Evidence 7(2):

Some of the children brought in some animals and
we talked about them. And then again it was time
to go.

D-42 Assertion 8: etc., etc.

However, on further study, this investigator found that
the recursion was not quite symmetrical because the student
teachers only occasionally returned to the first topic in
their monologues and rarely returned to the first level--in
the last patterns of the monologues. For example:

C-9 Assertion 2:

Uh, I'm participating in more things.

C-10 Evidence 2

Ah, been, ah, doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children go to choose which book they wanted to...to do. So I took one group and my cooperating teacher took one group. And then, this week, we divided again, although we were using the same book. So I watched her as she did the first half of the book one day, and then that afternoon, I took my group and did the same thing with them. And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group.

C-11 Evaluation 2:

And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.

C-12 Assertion 3:

My cooperating teacher is really encouraging

C-13 Evidence 3:

because she treats me as a professional instead of a student or just a mother. And I...I'd say that

would probably be easy for her to do since I am a mother. I'd say it would probably be easy for her to just look at me as an untrained helper.

C-14 Evaluation 3:

But she doesn't do that and I think that's really nice.

This investigator believes that "Asymmetrical recursion" would be an appropriate and accurate description of the recurring patterns found in the student teachers' monologues.

Occasional variation in the patterns was discovered: Assertion -> Evaluation, or Assertion -> Evidence. However, the fact that the pattern Assertion -> Evidence -> Evaluation was repeated throughout the speech of the four student teachers helped to validate the discovery (Spence:1988).

As the student teachers recorded their monologues, they used the "recursive principle" and spoke their pieces in the repetitive-like patterns of Assertion -> Evidence -> Evaluation.

For example:

D-14 Assertion 3

D-15 Evidence 3

D-16 Evaluation 3

D-17 Assertion 3¹

D-18 Evidence 3¹

- D-19 Evaluation 3¹
- D-20 Assertion 3¹⁻¹
- D-21 Evaluation 3¹⁻¹
- D-22 Assertion 3¹⁻²
- D-23 Evaluation 3¹⁻²
- D-24 Assertion 3¹⁻²⁻¹
- D-25 Evidence 3¹⁻²⁻¹
- D-26 Evaluation 3¹⁻²⁻¹
- D-27 Evaluation 3(2)

Other citations of this pattern in the data are given on page 59 and can be seen in the segmented transcripts in Appendix IV.

Evidence of Reflection in Monologues

Since the student teachers recorded their monologues after the week's experiences (after the day's experiences in Ms. West's case), the entire monologues can be viewed as exercises in reflection, which was an important purpose of the original assignment. Following are the identifying dates for the monologues that were recorded weekly and for those recorded daily by Ms. West:

Weekly:

A-1 Well, this is the end of another week. [Date: January 2, 19--.]

B-2 Let's see, this week. [Date: January 25, 19--.]

C-1 February second, 19--. This has been a pretty good week.

E-1 March seventeenth, 19--. Well, last week was my second week in first grade and it's going pretty good.

F-1 This is for the week ending March twenty-second.

G-1 Hi,----. April seventh, 19--.

Daily:

D-1 This is Monday morning, February fourth.

D-14 This is Tuesday, February fifth.

D-30 This is Wednesday, February the sixth.

D-45 This is Thursday, the seventh of February.

D-48 This is Friday, the eighth.

H-1 This is Monday, April the eighth.

H-13 This is Tuesday, April ninth.

H-40 Today is Wednesday, April tenth.

H-52 This is Thursday, April eleventh.

H-83 Today is Friday, April twelfth.

In addition to the entire monologues being reflective, there was evidence of reflection concerning specific topics. A compilation of all portions of the monologues considered by the investigator to be reflective is given in Appendix XIII.

The literature refers to "dialog writing" (Roderick: 1986) and "journal-keeping" (Clark and Peterson:1986). Based on the previous experience with student teachers

keeping written journals, it appears to the investigator that whatever can be accomplished regarding reflection by student teachers in written journals can be accomplished equally well in audio-taped journals. Roderick (1986) refers to opportunities in dialog writing "to reflect on themselves as teachers." Ms. Barnes gives an example in E-13:

E-13 ...so I guess that's one of my strengths being able to uh get, the information down to their level so that they can understand uh what it is we're trying to teach them in...in their own terms.

Roderick (1986) also mentions reflection on "what they have learned about elementary teaching from various sources." And again, Ms. Barnes gives a good example:

E-83 So, and that's one thing they've told us at U. T., also, to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas.

Johnson, Bowman, and Hall (1990) speak of novice teachers reflecting "on their roles in the process of becoming a teacher." Ms. White seems to be struggling with this notion:

G-40 Maybe getting in there and working and...and having the experience will...will make me figure

out some answers and figure out some directions
and figure out some...some coping strategies.

According to Clark and Peterson (1986), the primary objective of journal-keeping is in the area of planning: "Their reflections on and evaluation of their plans after they are brought into action." Ms. West, in an in-depth critique, gives her thoughts on a lesson she has presented:

H-26 So, I think, in reflecting on today's activity, that probably if I...when I use it again, I will probably just give them a few minutes of free exploring time so that they can play with the geo board and the rubber bands and see what it does and then we'll get down to more of what's at hand, uh, that type of thing. Or either I may just let them have a free period uh, it just depends on the class.

Brinton and Holten (1988) observe that written journals "offer the chance to voice doubts and opinions, vent emotions, introspect on what has happened in the classroom." The student teachers' audio-journals can serve the same purpose as written journals. For example:

"Voicing doubts":

D-12 However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class.

"Voicing opinions":

E-3 ...because, I just like the, uh, the structure of the classroom more...

"Venting emotions":

G-2 Well, as the end draws nearer, I guess I'm approaching it with mixed feelings.

"Happenings in the classroom":

B-13 because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know...

Other evidences of reflection are related to the student teacher's concerns for their "solo week"--the week during which the student teacher is responsible for everything that goes on in her classroom with her students (STH). "Solo week" is the culmination of the STH required activity "assuming increasing responsibility." Solo week represents total responsibility and the student teachers' concerns are legitimate. For example:

A-31 So that's, um, that's one method of...of, uh, monitoring the classroom that I can use from sitting at a...at the table. So that's one thing that I'm working on, too, that...that I'll need to, uh, work up to before my solo week.

B-14 ...I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo...

C-3 She told me that kids often will really run over a new teacher or a student teacher when they're soloing.

This investigator found the student teachers' monologues to be generally reflective with examples of reflection on specific topics scattered throughout. A point-for-point comparison with written journals is beyond the scope of the present study. However, based on the investigator's previous experience with written journals and with the findings in the present research, it was concluded that the audio-taped monologues seemed to show evidence of reflection equally as well as the written journals to which the literature refers.

Negative Evaluation

The finding of negative evaluation in the eight monologues recorded by the four student teachers was

unexpected, yet rather refreshing. The negative evaluations supported the investigator's belief that the student teachers were candid in their observations of the happenings in their student teaching experiences.

Though the volume of negative evaluation in the monologues does not approximate that of positive evaluation (9% of total components; 13% of evaluative components), it does seem to serve as a balance and thereby makes the positive evaluation believable. Following are examples of negative evaluation from the data:

G-4 I feel like I've not done as well as I've really liked to have done.

B-14 ...it didn't go as smoothly as I thought it would.

B-29 You know, she never just lets them sit down all together.

Appendix XIV is a compilation of all portions of the monologues considered "negative evaluation" by the investigator.

FINDINGS RELATING TO RESEARCH QUESTIONS

Following are given the questions investigated in the present study and brief summaries of the findings relating to them:

1. How is information presented in the monologic structure?

The student teachers presented their information in a reporting format in which the pattern of the components Orientation -> Assertion -> Evidence -> Evaluation -> Conclusion was found. These components formed the backbone of the monologic structure and the pattern was seen to occur frequently and in various combinations. For example:

- A-1 Orientation
- A-2 Assertion 1
- A-3 Evidence 1
- A-4 Evaluation 1
- A-5 Orientation
- A-6 Assertion 1ⁱ
- A-7 Evidence 1ⁱ
- A-8 Assertion 2
- A-9 Evidence 2
- A-10 Orientation
- A-11 Assertion 2ⁱ
- A-12 Evidence 2ⁱ
- A-13 Evaluation 2ⁱ
- A-14 Orientation

2. In what ways are the monologues similar to, and different from, each other?

The monologues were similar to each other in that the student teachers addressed similar concerns and used similar techniques of evaluation. The primary difference found by the investigator in these monologues was in the amount of

planning and design that went into their composition. There were also apparent differences in degree of organization.

3. What, if anything, makes these student teachers' monologues unique?

The uniqueness of these monologues lies in the finding that, until now, no studies that the investigator was able to discover have been conducted with monologues that were recorded in private and intended for reflective, though informative, purposes.

4. From the study of monologic structure, what inferences can we make about the student teaching experience?

From the study of these monologues, it appeared that the period of student teaching was a transitional process in which the student teachers reflected upon and evaluated their various activities. The children, the cooperating teachers, and the student teachers themselves constituted common threads of concern that permeated the monologues and indicated to this investigator the professional dedication of these individuals.

5. What techniques do the student teachers use in evaluating their experiences?

The techniques used for evaluation by the student teachers were those described by Labov (1972) for use in narratives but adapted by the investigator for use in the analysis of the monologues. These techniques are: Explicit

statement, Sentiment while speaking, Quoting herself, Third person evaluates, Telling what someone did, including herself, and Delay of forward movement.

CHAPTER SUMMARY

The findings in this study support the investigator's assumption that the student teachers evaluated their student teaching experiences in their audio-taped monologues. Six techniques used for external evaluation (Labov:1972) were found to be used by the student teachers in their evaluations.

It was found that the student teachers may have purposefully evaluated themselves against the standards set forth for them in the STH. All of the 20 critical attributes, five of the suggested activities, and the one required activity were evaluated in some way in the monologues. The five components of the monologues--orientation, assertion, evidence, evaluation, and conclusion--were shown to be evaluative at one time or another.

Other findings: The investigator found that without the context of student teaching, few, if any, of the evaluations found in the monologues would be valid. Shared knowledge between the student teachers and the investigator facilitated the flow of communication and allowed the

student teachers to speak confidently, knowing that they would be understood.

The topics addressed by the student teachers in their monologues were related to the student teaching experience. These topics ranged from small insignificant incidents to full-blown accounts of intricate lessons that the student teachers taught.

The monologues were found to be asymmetrically recursive in nature, with the pattern Assertion -> Evidence -> Evaluation being repeated throughout. Variations in the pattern, (i. e.,) Assertion -> Evaluation, or Assertion -> Evidence, kept the repetition from seeming mechanical and pre-planned.

Evidence of reflection in the monologues supported the reasons for dialog writing given in the literature. Based on the investigator's previous experience with the use of journals, this investigator found that audio-taped journals can serve the purposes of communication and reflection at least as well as can written journals.

Negative evaluations were given by the student teachers as they seemed to be intent on facing the realities of their student teaching experiences. The negative evaluations were found to enhance the credibility of the student teachers' monologues as bodies of viable information.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

SUMMARY

The purpose of this study was the analysis of the techniques used in evaluation in eight monologues recorded by four student teachers during their 15 weeks of student teaching. Generally, the study was intended to supplement the research on student teaching and to expand our understanding of the function of discourse. This study was also meant to augment the literature on the use of journals in student teaching. Though journals have traditionally been in the written format, in this study, the investigator was concerned with the use of audio-journals, i.e., recorded monologues, used for the purposes of communication and reflection. The investigator found through extensive research of the discourse analysis literature that no studies have been conducted with monologues recorded in private and intended for reflective and informative purposes. Therefore, the present study can perhaps enhance the discourse analysis literature on monologues.

The monologues used in this study were elicited by the investigator as an assignment to a group of nine student teachers at the beginning of their student teaching. The monologues, as audio-journals, were intended for the same

purposes for which written journals have usually been used, that of communication and reflection. The student teachers were asked to report their experiences in the classroom and to reflect on their student teaching activities. The information gathered through the audio- journals supplemented the information acquired by the investigator (as supervisor) in weekly classroom visits. From the information gained from these two sources, the investigator tracked the student teachers' transitions from student to teacher and provided written feedback to the student teachers.

The investigator transcribed the recorded monologues and used examples from the texts throughout the study. The information in the text fell into the functional categories of orientation (who, what, when, where?), assertion (statement, declaration), evidence (substantiation, explanation), evaluation (so what?), and conclusion (signals the end of the monologue). These "components" were then labeled "evaluative" or "non-evaluative" by the investigator. Only the evaluative components were analyzed.

The evaluation techniques used for external evaluation in narratives, described by Labov (1972) and adapted by this investigator for use in monologues, were used to determine number and kind of the evaluative components in the monologues.

CONCLUSIONS

Eight monologues recorded by four elementary student teachers were used as data in this study. The investigator found that the student teachers evaluated themselves and their weekly experiences and that they may have intentionally followed a personal agenda as they reported the week's activities. The student teachers also gave evidence of introspection and reflection about their experiences.

The investigator analyzed the techniques used for evaluation by the student teachers in their monologues. Six techniques used for external evaluation by Labov (1972) were used in the analysis. The investigator modified three of the six techniques for use with the monologues.

The investigator found that the student teachers' monologues as audio-journals were suited for the purposes of communication and reflection and appeared to be more time and energy efficient than traditional written journals.

The Monologues

The student teachers reported their experiences and activities in the monologues. According to Polanyi (1985), evaluation "operates on the principle of 'different is salient'." The student teaching experience was different

from the student teachers' previous educational experiences and was evaluated accordingly. Evidence of reflection was also found in these monologues.

Evaluation

The student teachers evaluated their experiences frequently: 92% of the total components in the monologues were used for evaluation. Of the components used for evaluation, 56% were used to evaluate items from the STH. The intentional or unintentional pursuance of a "personal agenda" by the student teachers was indicated.

Reflection

Reflection was one of the primary purposes of the original audio-journal assignment for the student teachers. Therefore, in the sense that they were recorded as the student teachers thought back over the week's activities, the entire monologues can be considered generally reflective. Specifically, the student teachers reflected on "themselves as teachers" (Roderick:1986) and other facets of their transition from student to teacher. The audio-journal was used for reflection in the ways similar to those for which written journals have been used.

Techniques Used in Evaluation

Labov (1972) described several techniques used as evaluation in narratives. External evaluation in narratives is achieved in one of five ways:

1. Explicit statement
2. Sentiment that occurred to narrator while speaking
3. Narrator quoting himself [herself]
4. Narrator introduces a third person who evaluated the narrator's actions
5. Telling what someone did rather than what someone said.

Labov and Fanshel (1977) say that "delay of forward movement" is one of the most important "rhetorical" devices of evaluation used in narratives.

These techniques were adapted by this investigator for use in the present study of monologues.

Techniques Adapted for Use in Monologues

Three of Labov's techniques for evaluation in narratives (1972) were modified by the investigator for use in the monologues. "Sentiment that occurred to narrator at dramatic moment" was modified for use in the monologues as "sentiment while speaking." "Telling what someone did rather than what they said" was modified with "including

herself." "Delay of forward movement" was understood to mean a sort of "aside" to the listener--an interruption or comment on a particular train of thought.

IMPLICATIONS FOR FURTHER RESEARCH

During the process of studying the student teachers' monologues, it became apparent to the investigator that other studies could be conducted using the same, or similar, data. Communication and reflectivity in informative monologues, evaluation in other student teachers' monologues, and topic analysis in monologues are aspects that were not addressed in the present study. Also, the student teachers' monologues contained many instances of hesitation in speech that could bear analysis. For research in the field of student teaching, the student teachers might provide in their monologues information unlikely to be gained elsewhere.

Discourse Analysis

Research on monologues is scarce and that which is available is limited to those studies done with face-to-face audiences or by radio announcers with no specific targeted listener. The student teachers' monologues are tributes to the effectiveness of this media for communication and

reflection. However, the study of only eight monologues barely scratches the surface in this particular area of study.

Evaluation

Evaluation in narratives of personal experience has been analyzed by Labov (1972), Labov and Fanshel (1977), and Polanyi (1985). However, evaluation in monologues recorded in a verbal reporting format has not, to the knowledge of this investigator, been studied. It would be interesting to see if other student teachers evaluate their experiences by the techniques used by the student teachers in the present study.

Topic Analysis

In the present study, little attention was given to "topic." Further research might reveal patterns in the topics addressed and evaluated by student teachers in their audio-journals.

Hesitations in Speech

Are hesitations in speech --the uh's, um's, and ah's-- indications of evaluation, lack of preparation, slow

thinking or disorganization? What do other disfluencies--like, um, you know--in speech indicate about speech patterns? These questions might be answered in further research on student teachers' monologues.

Student Teaching

Research relating to student teaching is necessary for understanding the experience and the complexities of the transition from student to teacher. By knowing more about this metamorphosis, educators may perhaps help make the change as trauma-free as possible.

Monologues as Research

In order to get as clear a picture as possible of classrooms and student teachers, the use of multiple data sources is advocated (Griffin et al.:1982 cited in Zeichner:1987). Questionnaires and surveys (McIntyre:1984), attitude inventories (Applegate:1986), self-report inventories (Kagan and Albertson:1987), and sequential interviews (Johnston:1988) have been used to gain information about student teachers, their perspectives, and their experiences. Written journals also have played a large part in student teacher research and in bridging the communication gap that sometimes exists between student

teachers and supervisors (Clark and Peterson:1986; Roderick:1986; Barbour and Holmes:1987; Richards and Gipe:1987; Brinton and Holten:1988; Johnson, Bowman, and Hall:1990).

Monologues recorded by student teachers and analyzed using the methods described by the investigator (or other qualitative methods) might provide educators with valuable information about student teachers and their experiences.

Audio-Journals vs Written Journals

Audio-journals produced by simply speaking one's thoughts are less time-consuming for the speaker than keeping written journals. Composition, orthography, grammar, and legible handwriting--constraints on written journals--are not concerns of the person who is keeping an audio-journal.

The interactive nature of speaking "results in speakers paying more attention to their direct experience" (Chafe:1985). Thus, it seems likely that audio-journals recorded by student teachers might result in useful information that perhaps could not be attained by any other means.

EPILOGUE

Four student teachers produced eight audio-journals (monologues) which were used as data for this study. In the monologues, the student teachers evaluated their student teaching experiences. The investigator isolated the evaluative portions of the transcribed texts of the monologues and analyzed the techniques used in evaluation. These techniques were adapted from Labov's (1972) description of techniques used for external evaluation in narratives.

The investigator found that the components of the monologues--orientation, assertion, evidence, evaluation, and conclusion--were used for evaluation at one time or another and that the student teachers utilized all six of Labov's (1972) techniques in their evaluations. The student teachers also seemed to measure their success against the criteria set for them in the Student Teaching Handbook.

The significant structure and evaluative patterns in these student teacher monologues is similar to the structure of speech found in conversation. It is possible that the discourse analysis methods used for conversations could have been used to discover the same information found here by using the methods for narratives.

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APPENDICES

APPENDIX I

MONOLOGUE ASSIGNMENT AND TAPING PROCEDURE FOR STUDENT TEACHERS

At the beginning of the Spring (1991) semester, I asked the nine student teachers assigned to me by the Office of Field Studies to audio-tape a fifteen minute monologue at the end of each of the fifteen weeks of their student teaching experience. My written instructions, in the form of a handout, were given to the student teachers.

The written instructions were accompanied by oral discussion during the course of my first meeting with the student teachers. I told them that, if 15 minutes on Friday seemed to them to be too long, they were free to tape short sessions at the end of each day. At this time, I also told the student teachers that I planned to copy their tapes so that we would have their sessions in chronological order. There were no objections.

After listening to each of the monologues, I wrote brief, appropriate comments and encouragements, which I returned, with the tapes, to the student teachers each week. I also kept copies of these comments for my own future reference--so that I would not repeat myself.

This audio-journal was initially conceived of as a supervision tool and was meant to encourage the student teachers to think about and to verbalize their various experiences. As they "talked" to me each week, and as I "listened", I realized that they were not only giving me full, objective, accounts of their activities and experiences but were also telling me, subjectively and candidly, how they felt about what went on in their respective classrooms and schools.

AUDIO-TAPING PROCEDURE FOR STUDENT TEACHERS

PROCEDURE:

1. Use the counter on the cassette recorder. At the beginning of a new tape, the counter should be set at zero. At the end of each session, note on the card in the cassette plastic box the date and numbers. Example: Jan. 11, 1991 --121-235/ This indexing procedure will make reviewing the tape much easier.
2. When the three 90 minute tapes are completed, you should have:
 - 1 15 min. introduction of yourself
 - 15 15 min. end-of-the-week monologues
 - 1 30 min. interview with me at the end of your student teaching experienceIt is important to observe these time limits.
3. The tape recorder is yours to keep and use in your work. All tapes will be returned to you at the end of the semester and the information contained therein will remain confidential. However, at some point, I may ask for your permission to use parts of your monologues in my own work.

CONTENT:

1. At the beginning of the first tape, give a brief (3-5 minute) biographical sketch of yourself. In the remaining 10-12 minutes, answer these questions:
 - (1) Why did you decide to become a teacher?
 - (2) What are the qualities that make a good teacher?
 - (3) What do you think about your teacher training experience thus far?

2. At the end of each week, tape a 15 minute monologue and begin each by stating the date. Include:

- (1) Reflections on experiences during the week
- (2) Insights or understandings during the week
- (3) New questions or problems during the week*

Refer to your cooperating teacher as "C.T." and to students by first names only. You may find it helpful to jot down brief notes during the week.

*For questions or problems requiring direct feedback, please call me at home any time.

3. Interview at the end of the semester will be conducted in my office and in connection with your final evaluation. This will be during the week after you complete student teaching.

NOTE: When you finish your session on Friday, put the tape with your "stuff" (briefcase, bag, books) to take to school on Monday. Leave it at school so I can pick it up during my weekly visit with you. Though it is not meant to be, this may be yet another test of your organizational skills and ability to follow instructions--both of which are critical in the teaching (or any other) profession.

Number your tapes--#1, #2, #3. We will rotate them. Begin a new tape 3 weeks in a row. #1 should have the 15 minute introduction of yourself and the first week's 15 minute monologue.

APPENDIX II

CRITICAL ATTRIBUTES LISTED IN THE STUDENT TEACHING HANDBOOK

1. Self-confidence in ability to teach
2. Ability to profit from critical feedback
3. Enthusiasm for teaching
4. Initiative
5. Correct verbal and written communication
6. Sensitivity to students' needs
7. Ability to work well with peers
8. Ability to self-evaluate one's teaching
9. Ethical behavior
10. Interest in participating in school-related, non-classroom responsibilities
11. Ability to prepare effectively for instruction
12. Broad subject matter preparation
13. Ability to communicate effectively during instruction
14. Ability to use a variety of effective teaching strategies
15. Ability to involve students in instruction
16. Ability to evaluate students accurately
17. Ability to accomplish instructional objectives
18. Ability to provide a positive learning environment
19. Ability to plan for appropriate student behavior
20. Ability to maintain effective student behavior

TRANSCRIPTS OF STUDENT TEACHERS' MONOLOGUES

APPENDIX III-A

Well, this is the end of another week. Uh, this week our unit was "Birds in Winter." And, we did a lot of fun art activities this week. Uh, one thing that my C.T. does is, uh, rotate the, uh, the small groups around to different tables each morning. But she changes the art activity every day, so the children have the responsibility to make sure that they've been to the art table. But the other activities, um, only one group does a day. And then, uh, the other groups have the opportunity some other day of the week, and uh, I think that's a really good idea for the children to have the responsibility to do that. Make sure they get the art activity done by themselves. And, she has to remind them sometimes, or some of them may forget to do the art activity, but, um, usually the children work pretty well with that. They get it done and then they have time to do other things, like write in their journals, or draw pictures in their journals. And uh, or play in other areas of the room. So, uh, really the only thing that, uh, we have to plan...we plan the different activities for the groups, but then the art activity is the only activity that we have to change every day. But, uh, we got to do a lot of fun activities this week, like, uh, making pinecone bird-

feeders, and uh, the kids got to draw their own birds one day. They got to, um, put together their own birdfeeder one day using some shapes made out of construction paper. And then they had...got to draw their own birds inside their birdfeeder. And on Friday we made mittens for an activity we'll be doing on Tuesday next week. And I got to do a lot more this week with the kids. Uh, I did the opening activities every day--the roll, and the lunch count, and uh, the pledge, and...and I also read a lot of their stories this week. Uh, they have one in the mornings and...and usually one in the afternoons, too, right after lunch. And so, uh, I did most of the stories this week, although my C.T. picked out the stories, I just read them. And uh, on Mondays they have...Monday mornings they have p.e. and on Thursdays they have library and music. So, during those times, we didn't have to, um, to prepare activities for those times. Um, I got to, um, do a lesson with them on Wednesday. Um, my C.T. gave me the idea and the...and she had the materials to use although I had to put the materials together to make the worksheets and things. But it was doing a, uh, more and less activity with birds. And uh, she...she gave...as I said she gave me the materials to use and what the...what the kids did was they...they glued down a set of birds that was less than the number on their paper and a set that was more than the number on their paper. And uh, there were all different kinds of numbers from six to

nine, those are the numbers that they are concentrating on right now. And, in the...there was a middle section where they got to use a...a rubber stamp to stamp how many birds their number was and then on...on the left they put the less and on the right they put the more. And, they really enjoyed that; they seemed to understand it pretty well, and some of them needed more help than others, and the day before, my C.T. had done a lesson talking about more and less, and they've also talked about it before during the year. So they've had...they've had some previous experience with it, but some of them are still having trouble, so I could...I could tell when they needed to spend more time explaining it to some of the children. And uh, but most of them did pretty well with it on their own. And they got to watch a video tape one day of birds, different winter birds, in, um, someone's back yard, and the different feeders and everything. And they really enjoyed that. And it was...it was very realistic, too, and a lot of good pictures for the children to see, you know, it wasn't like a cartoon video put together. I really gave the children pictures of what the birds really look like, and what they eat, and, and uh, the real birds that do stay around in the winter. And, so I thought that was really appropriate for the week.

Um, she also did an activity with B on Friday--the letter B--they talked about that this week. And uh, she's already gone through most of the letters of the alphabet,

but, um, my C.T. said now she goes back and she emphasizes some...she goes back and, and emphasizes some of the letters and does more activities with them, and th...the sounds of the letters so that the children can get the sounds down. So we were working on...on B. And uh, she read a book on Friday about that, and we talked about B words and, and things like that.

Another thing that I was doing this week was taking the children to the bathroom by themselves. Um, well, I was by myself, taking them to the bathroom, on Wednesday, Thursday, and Friday. And that worked pretty well. And uh, the first day I had a couple of boys acting up, so I...I brought them over to the side to stand with me. And there were a couple of others that were...that were acting up when she came down to see us at the bathroom. So, when we...when we got back to the room, she explained to those two boys that they would have to, um, stay in the room with her for the rest of the week and not go to the bathroom with me, since they couldn't behave themselves while I was taking them to the bathroom. The other two that I had taken aside weren't...they weren't, uh, acting up quite as much, so she didn't feel the need to keep them in the room, but the other two had been acting up in other situations, too, and that's why she singled those two out and, and not the other two that I had pulled out. But uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that

I...that I give, too. I'm starting to feel a little more comfortable with that aspect of being in the classroom and I've been able to watch my teacher quite a bit and, um, see the things that she does and how she handles certain situations, and um, and usually she's pretty effective, too. So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.

And Thursday and Friday the kids did pretty well, too. And um, so I'm getting...gradually getting more and more responsibility in the classroom. And um, next week I'll be able to do a little bit more with, um, things in the classroom--reading stories and different lessons. I'll be doing, oh, one-two-three, I'll be doing four or five different lessons next week, one each day, at least one a day next week. And uh, and I'm also getting a feel for floating around the classroom, when...while the children are doing their small groups...it's kinda hard to, um, for me to time myself down just to one table and work with one group and, and um, be sitting at that table trying to monitor the rest of the class. So, I've been able to, um, walk around, you know, and monitor the whole class at the same time. And if I...if, um, if I do have...have to sit at one table and work with one group at a time, I'll still have to...to work on keeping the whole class in control. But one method that my C.T. uses is that she turns off the lights. And when the

lights go off, everyone has to be quiet and stop what they're doing and listen to what's going on. So, um, she has used that before, and I have a couple of times to... to stop the class...to quiet them down, when they've gotten a little too carried away. So that's, um, that's one method of..of, uh, monitoring the classroom that I can use from sitting at a...at the table. So that's one thing that I'm working on, too, that...that I'll need to, uh, work up to before my solo week.

But, more or less, everything is going pretty well. And I've been able to do a lot more things in the classroom, have a lot more responsibility. And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the...some of the other children--needing to be watched a little more. So I'm really getting a feel for the children in my class and getting to know them better. And uh, hopefully, I'll be able to do a lot more next week and the weeks after that to get myself more comfortable with my solo week. So, I guess that's about it for this week. Next week, um, like I said, I'll be doing a lot more lessons and, uh, preparing them myself, too, and I'm also working on my own game that I'll be using the week after that. One that I made up myself with all my own materials and everything that

I'll be able to use in the class. So I have some...some good things to look forward to next week.

APPENDIX III-B

I just want to start off...just saying one concern that I've had, that I have right now. Because, like, whenever you come in, you ask me if I have any concerns and I never can think of any off the top of my head but. The only thing that I'm...that I'm concerned about with my student teaching is that, just getting everything done. Like, I've been making so many games and stuff for my teacher, and, I don't know, just different activities like flannel-board stories and stuff. And, I mean, every...seems like every night she gives me something else to make, which, you know, I really don't mind, but, I haven't had time to start really getting things prepared for my solo week, or even really thinking about what I'm going to do, because I've been working on so much stuff for her. It just kind of worries me. I'm afraid that, when my solo week gets here, I'm gonna be kind of...I don't know. I know I'll have to make stuff for that week and I'll be so far behind, and not to mention that seminar...those two seminars we have...that we have to take with our student teaching. We have got so much stuff in there, and I mean, I just...seems like I'm just...I don't know. I haven't even started on any of my assignments in there. But, I don't know. It's just...that's about my only concern, I'm just kind of worried that I'm not gonna have

Let's see, this week...this was the first week that I've had really a lot of responsibilities. I mean I've done things before, you know, like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the... and the weather outside and,-----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really. I've been doing...so I've been doing all the morning activities this week and all of...well, they have several afternoon group times, but I've been doing all the language arts afternoon group times this week. And that's about the same thing. It could be a story or, you know, some kind of game that has to do with the alphabet or numbers...well, no numbers, I guess, for language arts, but, you know, anything that has to do with language arts. And I did all of those this week including planning them...I had to plan what I was going to do, and, you know, if I had trouble coming up with something, she would help me, but for the most part I

planned all the activities I was going to do and, I uh, you know, any time we leave the room, I lead them down the hall and I get them ready for lunch and. I did that a little bit last week, too, but this week, you know, I did that---- myself. And, let's see What else can I talk about?

Well, next week, I'll be doing about the same thing. I won't really be doing more, I'll just be...I'll be doing all the morning activities, but instead of doing language arts in the afternoon, I'm just going to be doing a different group time. And, I've talked to a lot of the other student teachers, at [Riverdale], and so far I don't think any of the other ones are doing quite that much yet. Like, I know two girls I talked to, I mean, they, I think next...this coming week was going to be the first time that they had to, you know, really do one activity all by theirself [sic], and I've been doing...you know...I did two this past week, but I'm glad that my teacher's going ahead and letting me, because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know, it didn't go as smoothly as I thought it

would. And so, I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo or whatever, you know. I'm glad she's starting this early letting me teach because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time early and stuff. And I won't be so nervous the week I solo.

But, um I realized this past week how important it is to know a lot of extra songs and games and just little finger plays or whatever to fill in when...if you finish early, because, I mean I really was surprised how quick sometimes my things would end because, I don't know, but it seemed like I'd planned enough for my twenty minutes or whatever and then it wo...it would be over so soon and I don't know. I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself. So, I'm definitely I'm going to be a lot more prepared next week. But this past Friday, or tonight...today before I left, I um, I listened to a bunch of songs and wrote down the words because, I don't know, I

directions for every little thing. And she does, and I used to kind of think maybe she was being over-cautious or something, because she gives them directions for, I mean, everything. After they do a game, it's like, you know, I want the, you know, this group to sit down first, and this group to sit down next. You know, she never just lets them go sit sown all together. And I can see why, now, because, I mean just the simplest thing like scooting your benches up was difficult for five-year-olds, you know, it was really difficult for them because, you know, I didn't give them the specific directions of what to do and how to do it. But um, that was kind of amazing to me how, I don't know, it really...it really, I don't know, helped me realize how important it is just to give them directions for the littlest things, and how much smoother things'll run if you do that. I mean it wasn't like total chaos, really, but still, it would've been...it would've just flowed so much smoother if I would've just gave [sic] them directions, you know, who needs to help move benches and who didn't. But, um, anyway, I'll definitely...I won't assume that...I won't assume that things are simple any more for them. I'll really try to plan exactly how to do it.

And, I don't know, I can't really think of a lot to say this week. Haven't really, you know, not a lot is going on really different. Um, plus we had one day less, so all this has probably been a little bit shorter than the last few weeks. But um, I guess that's all for today. I can't really think of anything else to say.

APPENDIX III-C

Hi,----- . February second, 19---. This has been a pretty good week. I've enjoyed myself. I think as I get a little bit more used to the schedule I'm relaxing a little bit. This week we had a scheduled conference with one of the children that we feel like needs to be evaluated for hyperactivity. and I was real interested in participating in this-----listening and hearing how the conference went and seeing some results from it. The child is a very bright child, he's a very likable child, he's just as cute as can be and he has so much ability that is being I don't know, it's just being over-shadowed, and, he has no chance, really to excel in school, because his behavior problems interfere with his work, they interfere with his interactions with others, and of course, they interfere with other people's work. And, it's really discouraging to see the ability there, and know that until he gets some type of help, whether it's medical help or some type of behavior modification program, or something, he can't realize his full potential. Well, anyway, it was scheduled for Thursday, and we waited and waited and waited and the lady was supposed to be there. She said that she would be there possibly by three-thirty, and no later than four. Well, we waited 'til four-thirty and she didn't show...she didn't call or anything. Well, this is to've been the, uh, second

time that a teacher has tried to refer him for evaluation. His kindergarten teacher tried to refer him, and the parents refused. Well, there's been numerous contacts attempted and the parents have never responded. The grandmother has been contacted repeatedly, when he, uh, gets so many checks on the board, or however you want to say it, when he misbehaves so many times during the day his grandmother's been contacted. But of course she's not the guardian, and so she can't approve the, uh, screening. My cooperating teacher is hoping to get permission through the parent this time, but if she can't get it, she's contemplating overriding it. So I'll be interested in seeing how this works out. I'd like to see this through. Hopefully, we can get the screening done while I' still here so I can see some results and see how it turns out. Whether he has a medical need, or whether he has a...a psychological need or whatever, I really would like to see him evaluated so that he can concentrate on his schoolwork rather than being out of his seat and jumping around and on the table and under the desk and making little noises and shouting out and everything in the world but doing his own work.

Uh, I'm participating in more things. Ah, been, ah, doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children got to choose which book they wanted to...to do. So I took one

group and my cooperating teacher took one group. And then, this week, we divided again, although we were using the same book. So I watched her as she did the first half of the book one day, and then that afternoon, I took my group and did the same thing with them. And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group. And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.

My cooperating teacher is really encouraging because she treats me as a professional instead of a student or just a mother. And I...I'd say that would probably be easy for her to do since I am a mother. I'd say it would probably be easy for her to just look at me as an untrained helper. But she doesn't do that and I think that's really nice. She credits me with intelligence, and uh, abilities, and I guess that's probably the first time that I've really been aware that anyone's given me that type of confidence. And it's kinda nice. I'd like to give it to myself. But, anyway, I guess maybe I'll get used to it. I, I guess maybe I need to feel a little more secure, myself, and as long as she gives me this, it...sometimes it'll be her, maybe, that'll help me

to feel more confident, because she has the confidence in me.

But, anyway, we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas, and she let me take over some of the science activities because my love is in science. So, we've uh, just been doing some experiments, and doing some demonstrations and had some ideas that she's just let me come up with and idea...but she didn't ask me for one, it's just I came out with one and she said, "Oh, that sounds great. Let's do it. Or if you want some time this afternoon or tomorrow afternoon or Friday afternoon or whatever, you can go ahead and do it." And it's...it's been really fun.

I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling, and I gave them their spelling test and uh, been doing the morning exercises and reading the children a book and, so, she's allowing me to do more and more and if I have to do something...something in the disciplinary realm, she simply stands by me, doesn't question me at all, and doesn't second-guess me. And that's really encouraging. She told me that kids often will really run over a new teacher or a student teacher when they're soloing. A first year teacher has problems...things like that. And I looked over at her and said, "Gee, thanks.

That really makes me feel good." She said, "I don't think you'll have that problem simply because you're a mom and you've got quite a few children of your own, you already know some of the tricks of the trade." And uh, she said, uh, she knows that sometimes young teachers have problems with kids but she's told me that she feels like that I won't have the same amount of problems. She said, "Of course, it's not going to be easy, as easy as if you had had several years of experience," she said, "But you do have an edge." So she's real encouraging and I...and I appreciate that.

The problem that I talked about with the other teacher that I worked...that I'm working with, about her relying on worksheets and doing a lot of lecturing, ah, she's real receptive...all the ladies are. They're very very receptive to anything I want to do, and it's...that's just great. She's allowed me to do some things with them, try some games. Ah, we've been doing a lot of ah, timed tests, they're working on multiplication, and uh, a lot of the other ladies are using timed tests and things like that--a kind of race against time. Not exactly a competition among the children, but a race against time to see if you can beat your own time and beat your personal best and things like that and, she didn't much care for that and she didn't li...she didn't like it because she said that she felt like that the kids couldn't do it and I feel like she's been telling the kids that they couldn't do it, and they...they

maybe didn't have the coordination and things like that and I felt like that was a self-fulfilling prophecy, because she had told them they couldn't do it, and so they couldn't. Well, she...she went ahead and, uh, tried it one time and they didn't do so well. Well, the, she needed to be uh, doing something else and she told me that I could do one. And I told them that, uh, they were going to have ten minutes, and I knew that some of them would get finished and some wouldn't and we talked about it a few minutes before--- ---did it, and they...they enjoyed it. And they...one of them got finished before the time was up, and, it was really nice because she let me try it. And then I tried a game with them because she was still gone. And she came in, and she saw them thoroughly enjoying the game and behaving themselves. And they didn't need a lecture and they didn't need somebody to call them down, they weren't disrupting anybody else, but they were enjoying it. So, she had me make up the game board for her. I had borrowed another teacher's gameboard...it was a football-type thing. And so I made her one, and uh, she promised the kids that we'd play it. Well, the day that she was going to let them play it, she decided they needed a lecture. But anyway, she is coming along, and I think that maybe she's going to let me do a few more things. I've got another game that I'm going to try.

So, I'm enjoying myself, and I think it's going to be O.K. But uh, I'm not having any problems that I really could talk about. And uh, I can't...I can't say that, uh, I'm not enjoying myself, and I can't say that I need anything, so, anyway, I'll talk to you later. Bye.

APPENDIX III-D

This is Monday morning, February fourth. Ah, this week it is my week to begin the unit and introduce the unit to the children every morning. We are studying dinosaurs this week. So what I did with them this morning was I simply had them tell me what they knew about dinosaurs, the different names they might know. The children were able to tell me several different dinosaurs, and of course, there was the repetition. And then I asked them if they knew that...what the name of the scientist was that looked for dinosaur bones. And they made some good guesses. They called them arch...archaeologists, and scientists, and those types of things, and...and then I explained to them the word 'paleontologist'. And we watched a film that was about fossils, that, in particular, talked about the paleontologists, what they did, and it showed them digging up some fossils and transporting them to the museum. Ah, I had previewed the film, so before I had the children watch it, I told them to look for some particular things in the movie. And then when the film was over, ah, for a very brief time, I asked them what they, ah, remembered or what they saw in particular questions I asked. We did not get to discuss very much because, ah, the morning announcements ran a little long again because it's...they're starting with singing, ah, different patriotic songs and have extended the

morning time. So that cuts into the time we have in the morning, and we have to rush out the door to go to p.e. on Monday morning. So we went to p.e., or they went to p.e. I went back and did some room [sic] in the classroom. Then during small group it was ah, my week to be able to play different games with them this week. So on today I played the...a dino race with the kids. And it...they had different mats and they had Stegosaurus-shaped dinosaurs, and they had to make patterns. And what I did was pretended that I was a announcer...an announcer for the race. And we had them line up and they thought that was great fun and then I let them be the announcer so that they could announce and make up their own patterns. Then we went to lunch and outside. We were fortunate to be able to go outside today. It was a beautiful day and the children certainly enjoyed it. For me, in particular, um, I guess I'm more comfortable this morning with...with the children, and uh, I'm trying to do a little bit more of things I would like to do. However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class. Um, this afternoon the...my C.T. and I were able to do some talking and planning for the future weeks. And so we were able to get a lot of that done.

This is Tuesday, February fifth. Today is Triceratops day and we talked about what the word 'tri' means and I had

the children give me different examples of things that have three. And they named a tricycle and a triangle and several different items. We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops. Again, the day was short in the morning because of the length of the announcements. Uh, then, for the afternoon, well, for work time, I again played the dino games with the children. This particular time I had them do a, uh, I don't know how to describe it...it was a, a, game that had a Stegosaurus on it and they put different fruits...fruit snacks on it so that they can match more and less and different numbers and the children if...if the number six was on the plate of the Stegosaurus then they did a six on it. Uh, I also helped the children with making a...an art project today. We made dinosaur costumes. And, so that was something that took a lot of time. And, basically because of that, we did not do some different language arts activities because the art activity took so long. The children are very interested in the dinosaurs, to say the least. They talk quite a bit about them and they have a lot of information about them. Uh, I'm feeling comfortable. It seems like we're able to talk more and more about different children and the different things that they do. Probably one of the best things is that at last night's

4-0, or 3-0-3 class, we were given the assignment to sit back and pick two children from the class that we are to study for a mat...period of 30 minutes over the next two weeks. And we're supposed to watch their non-verbal language, and that was something that I told my C.T. about and she agreed that that's interesting and we decided which two children we would pick. So today I was able to go ahead on the playground and watch both th...well, actually I watched them inside...watched those two children inside to see what they did. And it is very interesting because one of the children is a, uh, troubled child, or problem child, and the other one is a child who doesn't seem to interact with the other children. So we're watching her body language. And I found that my C.T. is also watching the body language. That's it for today.

This is Wednesday, February the sixth. Today is Stegosaurus day. On Stegosaurus day, uh, I first...I reviewed with the children about the different Stegosauruses, oh, I'm sorry, about the different Triceratops that we learned and then, we went...began talking about the Stegosauruses. And, uh, I again was able to read them a book about the Stegosaurus. These books happen to be spectacular. They're by the Berenstains and they have a lot of real good information that's on the level for the children and they seem to really enjoy that. Uh, we played a song about the Stegosaurus, which they learned, and

I found that the tape actually went too fast, so I just sang it, uh, without the music, and then the children were able to learn it a little bit better. Some of the children brought in some animals and we talked about them. And then again it was time to go. Uh, I failed to mention that this was also my week to plan the activities. And what I planned for the children to do was for one group to be paleontologists and they are to...they were to dig in the sandtable to find different, uh, items that a...maybe would be fossilized at some time. And in particular, the letters that spelled 'dinosaur' were in there, individually, and they were to dig those out and then match them to the dinosaur word on the board. They also listened to Danny and the Dinosaur in the listening center and that was a tape that I had made for them. Then they played one...another activity, it was playing the dino games with me, which each group circulated through me each day. The other was to study the windmill...uh, not to study, but to make a windmill because the letter of the week was W. So I cut out a...a basic shape for them of the windmill, they decorated it to make a WILD windmill and put beans on the letter W to form the shape. And then they also did some playdough playing, uh, with the dinosaurs. So those were the activities that I was supposed to plan for the week. Overall, today went well again with the children. They

are...are very interested, as I said, in these dinosaurs, and so it's not difficult to keep their attention with them.

This is Thursday, the seventh of February. Today I was exceptionally pleased with how things went because today we studied the Brontosaurus. And what I had done was brought in a tape measure that measured up to a hundred feet. And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room. And as we wrapped and wrapped the tape measure around the room they quickly discovered that the dinosaur would not fit. And we were also able to talk about the size of the different animals as we have been doing previously. And then I told them that if it...if we were able to go outside that we would take the tape measure and see how long that would stretch. Unfortunately, we were unable to go outside. Maybe we'll get to go tomorrow. So we also did the Brontosaurus song and we talked about different things that the Brontosaurus is know for. And that took our day, or took our morning, because it took a long time to do the measuring. Then we went to our different activities. This activity I played with the children is similar to the dinosaur races, only I pl...it was a helicopter ride, and we again patterned, and it was another one that they enjoyed. And we let them pretend that they were the pilot and, uh,

went through the different patterns and allowed each of them to make a pattern.

This is Friday, the eighth. This has been an extremely quick week. It seems like a lot of the things we planned we were not able to do because some things took longer than we both anticipated, or we had an...an interruption. However, the kids have really enjoyed it, and today I started the day with the big, ferocious Tyrannosaurus Rex, which we sang a song about uh, and what he ate. And I read them a...a book called Terrible Tyrannosaurus, and it was about a little boy who pretended to be a Tyrannosaurus. And I had them listen for different things that the little boy was able to pretend, because he knew some information about the Tyrannosaurus. So, the children then, after the story, talked to me about the different things they discovered about the Tyrannosaurus. About him being a meateater, and one of them was able to remember the word 'carnivore' and how tall he was and different items like that. Then, we a...broke into our group times and did our different activities with the children. Again, I played a...well today I played a bingo game with them which was a...a color-matching bingo game. And, uh, all of the groups, again, circulated through me. I've really enjoyed working with the children in these small groups with something other than art, simply because I'm able to see their different skill levels. And it's very amazing to see the differences in the

skills from one group to the next. And there is the group who is far and above what the others are, and uh, not only in their ability but in their maturity level. I find that very interesting. Uh, today was the only day we were able to have our second group time. And I found that very interesting because what my C. T. had done was have the children write their name on one of three different steg...uh...three different dinosaurs, and they were to choose which one was their favorite. Then they did a graphing under, uh, the pictures of a Tyrannosaurus, a Stegosaurus, or a Triceratops. And the children counted them to see which one was the most favorite. Then, uh, then after that she played a really neat game on the carpet----- it wasn't a game--played a song on carpet squares, where she's played a record and the children stood on their re...on their carpet squares and they had to do a march to it. And it was very good for directions. It was left, right, forward, backward, turn around, and that type of thing. And I...they played it a couple of times because the children really enjoyed it. We even played it after lunch, and today we were able to go outside for just a few minutes, and when we did and one of the...I thought it was interesting that the children asked for the tape measure. And so I took...let them take the tape measure and they went out and just played with it and pulled it out and wound it up and asked a lot of questions about it. So they were

intrigued with the tape measure. And I found that very interesting. This week, I thought, went very well. Um, I've enjoyed the conversations with my C.T. We've done a lot of looking at...into the different children's behaviors, and things. I feel very comfortable with our situation, and I hope she's feeling more comfortable with it all the time. In all, I've had a really good week. We've planned out all of next week and the following week. And I think, we've basically uh gotten everything ready for both of those weeks. It seems like I will be doing less on one of the weeks simply because I'm going to start observing some different classes. And I'm excited about that--to see some different things. So I will talk to you later. Have a good week. Bye-bye.

APPENDIX III-E

March 17, 19--. Well, last week was my second week in first grade and it's going pretty good. I'm enjoying it uh more, I think than I enjoyed kindergarten. Uh because, I just like the, uh, the structure of the classroom more, the uh, the different subjects, and uh, it's a little bit more organized to me than uh, than kindergarten where you just have to come up with activities off the top of your head, and uh, it's just, uh, you know, the group times, uh, are fine, in kindergarten, but...I really enjoy, uh, first grade a lot more because the kids can do more and it's a lot...well it's more, maybe not a lot, but it;s more uh, learning, and uh, things-----kindergarten is a lot more socialization, and teaching them how to get along in school, and how to share with others and first grade is some of that, too. But, um, first graders, obviously, they can do more, and uh and I think I like that better than kindergarten.

Uh, we were doing a---finished up our money unit this week and uh, there were a couple of children that, uh, she, uh, that my cooperating teacher just uh tried to drill uh, some of the coins with them because some of the...there were two children who just had no idea what the coins were after going through money for two of three weeks. And, uh, and they would just guess. And uh, she tried doing various

activities with them and nothing worked and so, obviously she was disappointed that these uh that these children never did really catch on. But when they took the unit test on Friday, uh, she was really, uh, glad to see that most of the children mastered all of the skills that they were supposed to. Uh, having to do with money. And...and she was surprised at some that did that she didn't think would be able to. And then of course you know these two children, uh, probably won't get it this year. But they have, you know, next year and. And so, uh, oh we also did...I did some, uh, story problems with them on Wednesday. And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page so I had to read each problem and the, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer, and uh, most of the children followed along real well. And uh, of course there were some who tried to work ahead, you know, and because they really understood it and didn't need any help and they could probably read it on their own, too. But, uh, most of the class stayed with me, and uh was able to to complete that page.

And uh, and my teacher complimented me this week that I've, uh, that I can explain things to them, uh, a few things better than she can. Uh, so I guess that's one of my

strengths being able to uh get, uh, get get the information down to their level so that they can understand uh what it is we're trying to uh to teach them in...in their own terms. And uh, because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes, but, uh.

I've...I've been doing uh three reading groups this week. The, uh, and I've found out how hard it is to, uh, to...or not how hard, but how time-consuming it is to...to plan and...and to try to do different activities with groups and uh, and it does take a lot of time to plan these things. And uh, she's got uh a certain place where she wants me at the end of my, uh, student teaching, so I made myself a little schedule to see how many days we could spend on each story and...and the other activities. And uh, and so far, uh it's going pretty well. And a couple of the groups...one group is already starting to get behind. But it is hard to uh, to cover everything. A lot of things in the books, uh, are repeated again and again so that if they don't catch it the first time, they have two or three more chances to get it, in, uh, in that book, and then they'll probably get it more in other reading books, and of course they get it in other English courses a lot of the phonics, and the diagraphs, and and uh, things like that. But uh, and some of them already understand it, so they get bored with it. So it's a challenge to try to uh, just meet the individual

needs within the reading group, and keep them all attentive and...and not bored. So I tried to, uh, use some different games every once in awhile. They really liked the concentration games. Uh, with one group last week we did uh, some putting some words in alphabetical order, and I had them stand up and hold their cards, and and uh, so they really enjoyed that. An uh, and, you know, I have them write words on the chalkboard sometimes, or circle things on the chalkboard, or just do different activities to help them...to help reinforce the concepts to them and, and uh, not make it just a rote experience for them, just the teacher telling them all the time what they're supposed to know. And uh, I really like, uh, these reading groups because they...the reading books...because they give you, uh, a lot of different activities that you...that you can use, uh, within the reading group and also, uh, they call it 'across the curriculum', or with the curriculum connections or something like that where uh they have art activities or math activities or, uh, you know, all...all different kinds of activities, science, and they usually cover all...all those activities in...in each unit. And uh, and that really gives the teachers some good ideas about using different activities to teach the concepts from the story. And not just, you know, using the, uh the reading book, and uh there are also a lot of worksheets in there which we don't use. Uh, I think my cooperating teacher only uses the worksheets

when she thinks...when she wants to see how they're doing, if they're really understanding it, or, uh, if she thinks that the worksheet is really worthwhile. But usually she doesn't do any of the worksheets with the reading groups. And uh, and it's kinda hard to try to pick out things that...that will benefit the children because, uh, we obviously don't have time to do every single activity that's in all these books. And so uh, we kinda have to get to know the kids and where they're at, and know what they need uh so that they can get, you know, the most out of their reading groups, and not waste time on what they already know. So uh, it is a challenge, and uh, next week I'll be starting uh, to have all four reading groups. And uh, and my cooperating teacher was right when she told me that reading groups were the hardest things to teach. And uh, in the sense of, you know, meeting all of the individual needs and and getting through the things you need to get through at the same time. And uh, so that's un one thing I'm learning in first grade.

Uh, one thing that we did in, uh, science last week-- we've been talking about growing, and how people grow, and how, uh, plants grow. And uh, well, this week in particular, we've been talking about how plants grow. And we did uh our own baggie gardens on Wednesday. And they just loved that. They got their beans and they...they uh got, you know, their paper towels all wet and everything and

put them in the baggies and put their names on them, and we...we taped them all up to a chart. And uh, that we can move around the room. So we moved it over by the window and...and some of them were even sprouting by uh, by Friday afternoon. Some of them had little...little shoots coming out, and some of them uh, the uh shells were starting to come off. So the children are really excited about watching these grow. And uh, and they uh, want to look at them all the time, and so we have, you know, certain times when they can go and look at their...their plants and see how they're doing. And uh, it'll be interesting to see them tomorrow morning, uh, and how they did over the weekend. So, uh, that's uh, one of the things that they can see about, uh, actually how plants grow and how they uh sprout from little seeds and...and I think that baggie gardens are a good experiment for them to do to uh, actually see how...how plants start as seeds and how they grow.

And uh, another thing that we did on Friday---we took a stalk of celery and uh, put it in a jar of water and we added some green food-coloring into the water. And then, uh, through the day we saw how the green food-coloring went up through the celery stalk. And uh, it ended up turning the leaves at the top a lot greener. And, oh, the kids were just really excited about that. We gave them a sheet at first, a sheet of paper that said, uh, "The materials needed", and they had a space to write the materials and

draw a picture, and then there was a space where it uh said, "Prediction", and they got to guess what they thought would happen. And some of them thought that it would...it would grow. And uh, some thought that...some did guess that it would turn green. And uh, just some different, various responses, and then they could draw a picture of their prediction. and then there was a...a space where it said, "What happened?" and they could write and draw a picture about what happened. And they were just really excited to see how the...how the celery leaves turned green because before they were kind of yellow, some were yellow and some were kind of real light green. But uh, my cooperating teacher and I thought that we could...we would be able to see the...the green food-coloring going up the veins, but it didn't show up until it got up into the leaves. And we talked about how uh, that's how plants work, how they use their veins to get the uh, the nutrients in the water from the roots down under to ground or in the water, uh, and take the nutrients up into the leaves. And uh, so that was another good experience...experiment that went along with the-----that we were talking about. And we also watched a couple of Lollipop Dragon filmstrips about, uh, plants and how they grow, and the roots and things, different parts of the plants. And uh, she just kept it real basic, uh, using the stem, the leaves, and the roots, that's uh, the three basic parts of the plants. And uh, and she's been doing

most of the science and health stuff right now, and I'm not doing that yet.

Right now all I'm really doing is the math and the reading groups, and next week I'll be starting, uh, the morning activities with them, doing the calendar and uh, they have a sharing time every Monday morning. And so, I'll be starting that this week, and I'll also be starting a unit on telling time this week. And uh, and so that'll be interesting. And uh, she's letting me do that all by yourself...she...all by myself. She gave me all her materials and said, "You know, here's some things I've used in the past. You can use whatever you want or you can make up new things or whatever." So uh, and she's uh...she just really doesn't know what to do with herself because she doesn't have to plan as much anymore and. and uh, she confessed to me that, uh, art and science and social studies are the hardest things for her to uh, to plan. And uh, and those are the things that's she's doing right now. About the only things that she's still planning right now. And so she said that she should be able to come up with really good lessons for these now since I'm doing all the reading and the math. So uh, anyway I'm sure she enjoys having the time to uh, to do other things, too, and uh, make her own materials and things like that, get new ideas, and. And I know she really enjoys having me around, too. And uh, and we're getting along really good, too.

Uh, they also do handwriting, and uh, I probably won't start that next week, uh, probably the week after spr...after spring break, uh, but she usually does the handwriting, uh, she gears it towards the level of the lowest reading group. And uh, and she uses the uh, the overhead uh. Or she does various things, but uh, usually she uses the overhead to write uh. Like last week she used uh a different vowel everyday, and she was stressing the short vowel sounds. So she would write a couple of sentences on the overhead with them. And the, uh, they would have to underline the words with that particular short vowel sound. And they would have to write a story on the back of their paper using at least three words that started with, or that uh had that short vowel sound in it. And uh, that's usually what she uh she does with the uh with the handwriting. Uh, sometimes she gives them sentences on the board and they have to fill in the missing words. Uh, on Friday, they...they got a sheet of paper that said uh, "If I were a leprechaun and I had magic, I would..." and they had to finish the story on their own and tell what they would do. And uh, so that was just something different to go along with St. Patrick's Day.

And another thing we did for St. Patrick's Day, uh, we uh, we found this idea from one of the other teachers. And so we used it and uh we'll see how it...how it turns out uh Monday morning. But uh, the idea was to cut out a bunch of

leprechaun footprints and uh stick them all over the room and write a little message on the board and that the...that a leprechaun had come to play but he couldn't stay. With just a little poem. I can't remember it. And he had left some gold somewhere. And uh, that he would be back next St...next ST. Patrick's Day or something like that. But uh, and we kind of uh, messed up the room a little bit, too. We made a point of cleaning it up really well on Friday which she usually does anyway. And uh, and then after everyone left, uh after all the children left, uh, we just kind of uh, tipped a few desks over and put some books on the floor and dumped out some of the games and so we kind of messed up the room a little bit. And it was kind of fun. and then and, you know, I turned a couple of baskets over. And uh, when they come in on Monday morning, you know, it'll be like, "Oh my goodness, what did this leprechaun do to our room?" And uh, we hid some gold pieces around the room. And uh, we wrote on the gold pieces...on each gold piece, we wrote the child's name and one good character quality about that child. And uh, and we did this together, and some of the kids it was just really hard to find something good about them but we did. Uh, there were a couple of children that uh, that we just have trouble with you know and it's common in every class. But uh, you know, one of them was good in math so we put that, you know, so-and-so was good in math. And uh, uh and one of the little boys just loves to

dance and to draw. And uh he doesn't always enjoy doing the school work, but he just loves to write in his journal and draw pictures and, and uh, he loves to dance, so you know, we had something good about him. And so uh, there were uh, it was kind of hard to find different things we tried to be different, too, on each one, not to say that uh they were all good at math or all good at reading and things. We tried to be different in our uh character qualities. And uh, for some of them it was kind of hard, but, you know, you have to look for those things. And uh, that's what the children need to be emphasized anyway, what they're good at. And uh, I'm sure that that they'll uh appreciate that on Monday. We did...finding something good about themselves. And uh, maybe it'll help them feel better about themselves, too. So, and that's one thing they've told us at T. T., also, to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas. Or at least to develop a...a good self...selfconcept. And know that they...they may not be good at everything, but that they are good at some things.

And so, I think that's a pretty good note to end this tape on. Uh, I'm looking forward to next week. I'm doing my time unit and I'm sure I'll have a lot of good things to tell you next Friday.

APPENDIX III-F

This is for the week ending March twenty-second. And, I made the mistake of waiting until the end of my spring break to tape this, because you know, you were wanting a little bit about spring break on it, but I should have realized that I sh...that I should have taped the first part you know, at the...last Friday and my spring break part today because now I can't hardly remember what I did last week...the week that...well not last week but the week that I, you know, last taught so...the last week I was in school, so.

Let me think, um, I talked to you before about not getting, well, um, well about like the fact that, I don't know, sometimes I don't get to do stuff. It's not that she doesn't want me to but, you know, my teacher's just really slow about letting me get involved in the class because I'm her first student teacher and she's not sure how fast to move me and she doesn't want to rush me and all this. But, you know...I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff. So the week that...the last week we were in school, I did do, um, well, I started taking over all the science lessons, so every day I teach science. I

didn't start doing that 'til like around Wednesday so I only did about three days that week, Wednesday, Thursday, and Friday. And I also did, like um a few English lessons and math lessons. I mean it's not like, you know how we're supposed to do it is like the first week, take over one thing, like maybe English, and the next week, do English and math, and the next week do English and math and one more thing, you know and keep accumulating, but that's really not how it's been going in my class, like, you know, this week I did a few English lessons, and she did some, and I did a few math lessons and, I don't know, it's real sporadic, but, you know I did get to teach a lit...you know, a lot more this week, really compared to what I have been doing and I've taken over the top reading group and, and so I've been doing them everyday because I might have them all week. And it went really well. Matter of fact, you came in on...I guess on Thursday and watched me do a reading group. And, that's about all I did last week was a couple of math and English lessons and a reading group and. But that...that week was kind of busy it was kind of a crazy week because it was out last week and the kids were real excited and we had all kinds of things like, um, on Wednesday we had a behavior movie and that's like at the end of each six weeks, if you got a A on your report card for behavior or...I think an A or a B, in behavior...you get to watch the behavior movie. So Wednesday we had our behavior movie for last six weeks

and the whole class got to watch it but two kids, but they're really...they're...well they stay in trouble a lot...they're the only two that didn't get to watch it. But, um, Wednesday we had our behavior movie and a pizza party because some of the kids, um, it was some kind of...they did this before I got there...but there was some kind of book-reading contest or something, and if you met your goal four out of five weeks or something you got to have this pizza party. So, we had a pizza party and a behavior movie on Wednesday, then Thursday...we...well, Thursday we were suppose to have an ice cream party because they had the 'best lunch bunch' so many times, but we didn't get to because I think they were trying to...they didn't have enough ice cream because they were trying to get rid of the ice cream before spring break so it wouldn't all get freezer burn or whatever so they didn't have enough ice cream there. But, um, so we'll have to make that up. And we had lunch with the principal again for our second time because we've had so many lunch bunches, 'best lunch bunches'. My don's squeaking her toy, sorry. And then on...Hershey, give me that...and then on Friday, I brought my puppy Hershey to school for show and tell because they, you know, I'd written...what I did was I wrote a little letter home to all the parents, just like I did in kindergarten so that, you know, I could kind of introduce myself to the kids and to their parents and, you know,

they'd know who I was. I did this at...when I first got in there, but, you know, so they would kind of get to know who I was and why I was in the class and all this. And I told them a little bit about myself and I told them about my puppy and so I told them I'd bring it in one day. So Friday, since that week was kind of crazy anyway with spring break coming up and Easter parties and all this I thought that would be a good day to do it. Like Friday we had our Easter party and the day was pretty much shot anyway, so we thought that would be a good day to bring my puppy in. So we brought her in...I brought her in..my husband brought her. And they...they just loved her. She ran around all the kids and played and did tricks for them and. It's funny though, there's one little girl that I've got that's allergic to dogs and I knew it and so I, you know, talked to her mom and she said it would be fine as long as she washed her hands good and, you know, and took her medicine and all this stuff and. She didn't even touch her. She stayed away from her because she forgot to bring her medicine that day, so she was fine but. There was another little girl, and I'd told them I was bringing my puppy and, you know, everybody seemed real excited and nobody said anything bad, or whatever, and then, um, when I brought Hershey in, she, um, there was one little girl who stood over there with the girl who was allergic, and I...you know, afterwards I wondered what she was doing and I asked the teacher, and she said

that the little girl was really s...afraid of dogs, and it was just really, I don't know, kind of shocked me and the teacher because we had mentioned it before and nobody...you know I guess we should have asked if anybody was afraid or if anybody objected...but she didn't, you know, she wanted to see the puppy, I mean she wasn't afraid, you know, watching it, she just didn't want the puppy to come up to her. So she stood back...we were all in a big circle...and she stood back away from the circle but it kind of surprised me that she never did mention it earlier. But, she, you know, she enjoyed it, I think, I mean she liked to see her, she thought she was cute and everything but the dog ran over to her once and, like, tried to lick her or whatever, and she was kind of scared. But I-----she was afraid of dogs. But, I don't know, I thought...I just think it's kind of funny how people have such ma...that's a pretty...that's a pretty common fear, too. I've...I've heard a lot of people are afraid of dogs and. If you could see my puppy, I mean, she's a Yorkshire terrier, I don't know if you know what that is, but they're tiny...and full grown they're only like five pounds. So she's four pounds now, I mean she's tiny, and she couldn't hurt a flea and she's real friendly, she doesn't bark at people, she doesn't snap or anything or bite so. But, you know, I thought that was real interesting that she, you know, didn't even mention it to us that she was afraid but. Anyway, we had our Easter party on Friday and

it was O.K. There was only one parent that came. There was supposed to be some more parents--I don't know what happened to them, but we had one parent come and there were lots of treats and stuff and. Friday was pretty much shot; we didn't get a whole lot accomplished on Friday. But, it was a pretty...pretty crazy week with everything going on. I guess we were trying to get all the behavior movies and all that stuff in before spring break, you know, kind of, because we still have a...we have another behavior movie coming up for the...because the end of the six weeks is coming up again, so you know we wanted to go ahead and get that one out of the way and, because we'd been putting it off for so long so it's really long overdue. So that...we didn't really, I don't know, we didn't get...we didn't really do anything extra special besides the behavior movies and the pizza parties and stuff so. I guess that's really about it, um, for that week.

As far as spring break goes, let's see...we got out on the twenty-second, that was the last day of school, and then on Saturday, the twenty-third, I had to take the NTE. And I was so upset. My brother, from Alaska, he...he moved to Alaska when I was, I don't know, maybe twelve or so, and he's only been back like three or four times. Now...and I...and I hardly even know him any more. I mean, he left when I was young and I've hardly got to see him and he's got three kids and I haven't even met one of them and. The last

time I saw the other two they were babies and now they're in like second grade or something and. But um, he was coming in town, but not here, he was coming into Nashville, where my parents live. And I had to take that test on Saturday. So, I was really upset because, see now I'm not going to get to see him very much. So I had to take that test on Saturday, then drive all the way to Nashville to see him on Saturday, and then Sunday morning we had to leave, or Sunday afternoon, to come back to Knoxville because my husband ha...was not on spring break tha...that week coming up. See, I was off that next week, but my husband, you know, had to get back and. My brother was leaving on that Sunday, anyway, but you know, I don't know. I wish I could have got there Friday night and didn't have to take that stupid test. Speaking of the NTE, ugh, I hate those things...I hate timed tests...I'm never going to give timed tests unless I absolutely have to, by law, or something. I don't know. I never can finish them and I had twelve left that I didn't even do and so I missed all those so I probably did horrible. But anyway. First spring break week we didn't go anywhere because, like I said, my husband goes to U. T. and he was in school. So I planned to get ev...all this stuff done, I planned to...like I've got a bunch of materials from [Riverdale]...from student teaching, a bunch of...you know, ran off...like whenever my teacher runs off a copy of something she'll run me off an extra one for my files, and

so I had a bunch of stuff I wanted to get filed and get done and. I got some of it done, but I'm not getting nearly what I wanted to do done because I worked two days, on Tuesday and Thursday I worked at the daycare where I used to work because I needed the money. I didn't feel like it. I was ready for a week off, but this is the first semester that I haven't worked, you know, and gotten paid for it, I guess I am working but I'm not getting paid. But um, so we really needed the money so I worked a couple of days. And then, the other three days, my niece was in town because it was her spring break and she stayed up here with us and. So I didn't get very much done at all on my spring break but it was nice to be off for a week and. I don't know, especially, my husband's going through job interviews right now and, I don't know, we're so excited about, you know, we're both graduating in May and we're so excited about thinking about where we're going to be when we graduate and, you know, where we're going to live and what we're going to be doing and it's been so hard for me to keep my mind on student teaching this second half of the semester. I mean, the first half, was a breeze. But I guess now that he's really started interviewing, so you know, more intensely or whatever, I've had such a hard time, so, you know, just keeping, I don't know, I mean, it's going fine, but I've been so excited about graduating and everything, it's like, hard to keep my mind on it. So this is a good...good break.

But anyway, um, I got...I solo in just...there's three more weeks before I solo. I solo the fourth week we get back. And we've got T-caps one of those weeks so. I don't know, I need to...I guess I need to talk to my teacher again about letting me do some more stuff before I solo because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday. But, I mean, I'm sure, she's real open to me. Any time I say you know, "Why don't I teach this," she'll say, "Fine," you know. She's real good about letting me, she just doesn't want to push me, so it'll be no problem if I talk to her. So I'm just going to talk to her Monday and, you know, suggest that I start taking over the other reading groups or whatever so. But everything's really going good and I guess I will see you on Tuesday when we get back to school. I don't know if I'm ready. I can't believe that was a whole week off for spring break. It seemed like a couple of days. I can't believe we're already going back. But uh, anyway, I'll see you then. Bye-bye.

APPENDIX III-G

Hi,-----. April seventh, 1991. Well, as the end draws nearer, I guess I'm approaching it with mixed feelings. I'm thankful that it's all over. I feel like I've not done as well as I'd really liked to have done. But, then again, I'm going to miss these kids. they've become a part of my life and I'm anxious to see how things turned out. I'd like to know how things are going to go with Damien, if his mother's ever going to wake up and see what she can do to help him. I'm anxious to find out how Dustin's mother treats his, ah, giftedness. By the way, she called me and uh told me that he had been...or that he probably would be certified as gifted. And I said, "What're you going to do any different? What are you going to do any differently for this child?" And she said, "Well, I may get him a computer or I may do this or I may do that," and I said, "Well, if he's certified gifted or if he's not certified gifted, a computer would still help him if...if you're intending to use it to further his education or enrich his education." And I said, "Some of these uh educational camps, or things like that, if that's something you can afford and you feel like it will enrich him, it's going to enrich him whether he's gifted or not. He's a bright kid, he's...he's anxious to learn and he's anxious to try new things. Whether he's certified gifted or not, if that's something you're considering only

if he's certified as gifted, and you feel like it will enrich him, it's going to enrich him whether he is or not." But anyway, I'm anxious to see how that turns out.

And of course, I've got my favorite trouble makers and favorite well-behaved kids and I want to see what they do. I'd like to know how they...how they do on their achievement tests this week and. Of course, usually those results don't come back before the school year's over. But even if they did, I probably won't get to see them. But anyway. I guess I understand why teachers hate to be out or be on extended uh leaves of absence or anything like that because they hate to...hate to leave their kids and they don't want to turn their kids over to someone else and things like that and...and I understand that. Because, really, I see teachers being involved and interested and very concerned with the welfare of their children. I don't think you could be a good teacher if you weren't. I don't think it's something that you can just go and put in your hours and leave it and forget about it. I don't think that's something you could do very easily. But I'm sure there are those who...who do it that way. But, I don't know.

The uh...the scariest thing for me is the amount, or the number of children who are being referred as special ed. And the children who of uh drug addicted mothers and the behavior problems, the discipline problems, the Chapter I children and things like that. The numbers have increased

steadily in s...and some numbers have even just jumped in their increases. That scares me because I think about these are our future leaders and these are our...they're really basically they're the people who're going to take care of us when we're old. And it is so difficult to teach some of these children and so, so demanding of your time. And, I feel like that we're so ill-equipped to handle them and teach them and reach them. And some of them are really...they're never going to be able to cope with so many things in today's world. It's...it's just amazing to me that the numbers are there that we...we're having a terrible time reaching. And I wonder what in the world is this country going to be when these kids get to be adults if clearly 50% of the, and more, are severely handicapped in their abilities to cope, with their abilities to relate to others, with their abilities to concentrate, or, not necessarily retarded or...or...or uh learning disabled or something, you know, there's...there's a great number like that, but nevertheless, there's so many that their behavior is so antisocial and anti...I don't...I don't know how to...to put it. But I think you'll understand what I'm driving at. We have to be able to conform to certain standards in order to be able to belong in today's world. And we have to be able to do these things to be able to get along in the work world and in the...in society as a whole. And these children are just not able to do these things.

They get on the playground and they try and actually try and inflict bodily harm on one another. And they call that fun. They...their organized games are not uh hopscotch and four-corners-square and uh relay races and...and freeze-tag and things such as that. Their organized games are to stand...I...I've watched them...they stand twenty yards apart on the football field. And this is the game that they make up: They stand in...in teams, twenty yards apart on the football field, they say, "Go," they run at each other as hard as they can go, and when they get near one another, each has picked out a target on the other team, they jump with their feet in the air and try to clobber that particular person. Whichever team manages to knock down or maim the most of the opposing team, or the entire opposing team first, is the winner. Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene, because I can see them jumping and lunging at one another with their...their arms reaching for throats, their...they...they throw their arms around a child's neck and attempt to wrestle them to the ground in a headlock, or they jump up in the air with their feet attempting to kick them in the throat or chest and knock them down and then they fall on them. It's just...it...that's their...and and this isn't just the boys, either. It's the girls, too. And I know that I played rough when I was a kid in...in some degrees, but what

happened to Red Rover and freeze-tag or uh leap frog or I uh...you know, you try and tell them these things or you try and set up a relay race. And they...the children won't move. I know there's one child...we pit the home rooms against each other and against the stopwatch and tell them to run to the end of the football field and come back and, you know, have a relay race or something like that, or we run them around the circle or something. We try different things and...and the children won't move. I remember one child, I said, "Well, you need to hurry. Come on, everybody else is waiting, but the next team can't go 'til you get back," and sits and looks at me and says, "I'm tired." And the child has not moved. I realize he's a big kid, but I watch that child when they do this ritual that they do of trying to uh kill one another, and he moves just as fast as the rest of the kids. So I know it can't be that he's tired. So, I don't know. I...I guess I really hope that we can make a difference along the way. But it's really scary to think that, as time progresses we're going to have more and more and more children that are having problems to where, it used to be it was the minority of children that were dis...the disruptive kids. Now we're getting to where it's about half and half...the disruptive kids and the problem children...there's about half and half in the classrooms. I think, I may have even told you. I was sitting down one night and just counted, out of twenty-two,

I've got eleven behavior problems. So there's...there's half the class. Now the other half is not all intelligent, brain-child type students. It's, you know, there's some of average intelligence, some of below average intelligence, some above average intelligence. That's only half the class. The other half, I guess they're probably divided in the same way. But, who knows, half of them having behavior problems, they don't cooperate enough to where you can tell a lot of academics about them. And it's going to get worse. We're getting crack babies in school. We've got...we've got one that I know of that is in first grade now. And I'm sure that's...there's several more. We're getting crack babies in school, we're getting more and more things that are affecting the children. Where's it all going to end?

I want to make a difference. I don't know that I'm up to it, but I think I need...I...I feel so inadequate. I think I need more training. But then, again, I don't know that all of my training has helped me. Maybe getting in there and working and...and having the experience will...will make me figure out some answers and figure out some directions and figure out some...some coping strategies. I don't know. Well, I've talked enough. But uh don't get me wrong. I'm real glad this is coming to an end. And I'll talk to you later. Bye.

APPENDIX III-H

Today is Monday, April the eight. Today is...was the beginning of our T-caps. We will be testing through Wednesday of this week. So pretty much our schedule has been wiped out for anything that would...that we would normally have. Uh, T-caps started this morning promptly at eight ten and continued until ten...about ten thirty, then the children had a snack and uh, we went ahead and gave them their spelling pre-test so that they would simply be able to get back on schedule by Friday. Then they had phys. ed. and uh recess, and so during the time of T-caps, uh, my C.T. and I spent a lot of individual time. We uh...she graded papers and did a lot of tiling-type things and we are working on compiling our poetry book so I was putting a lot of the clip art in it, so that we are almost down to the publishing date. But it's...it's taking a long time to compile. Then this afternoon, we went ahead and started uh our math. I did the math this morning and we chose to do coordinates and...in geometry and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs. Then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could point out where different things were and then they drew their...their points. Then we had made up a graph for them

that had the coordinates listed down at the bottom and they were to find their coordinates on the grid and then connect the coordinate points with lines. And it...the phrase ended up saying, "This is fun." Actually, I should have put "This is hard" because for several of them it was very difficult. It's a tedious thing for them to do, but they, for the most part got it. It...it was interesting to see, once a couple of them got the phrase, that a lot of them sa...assumed that they could just write in the phrase themself [sic] rather than go ahead and put it on the points. So they found that that didn't quite work and we either made them do it again or they didn't get a good grade. It just depended on how much we could tell that they've done...they had done. Uh, then this afternoon uh my C.T. did science also with the, and then we started a new book, for read aloud, called General Butterfingers. And this was a book that I'm reading to them this time. Pretty much the day flew by and the...the children didn't seem to complain about T-caps at all. They handled it real well. We had written the schedule up on the board and then we could check it off when we got certain things done. And that seemed to really give them a lot of motivation. So they knew when the end was coming. That was today.

This is Tuesday, April ninth. This morning, again, we started T-caps right at eight o'clock and continued until ten fifteen, which time they had snack. And then after

snack and a short break...and they have breaks in between on their testing times, too...uh we...during math today we got out the geo boards to study different polygons, triangles, and those types of things. Uh, I found it real interesting, when I asked them how many of them had ever used a geo board today that out of twenty-six children only one of them had ever used one. So I gave them the instructions on how they were to use it, in particular safety in regard to using the rubber bands. They received several rubber bands apiece, and then I had them make a three-sided polygon. So the children would make it and uh then I asked them to name it. What was interesting is, so many of them assumed that everyone had the same shaped triangle as they did and they found after they shared them that they, in fact, did not. Uh, then I had them make a four-sided polygon and then we named that. Some of them said they were squares and rectangles, but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have. Uh, one of the most interesting things about this particular activity, and a lot of it might have related to T-caps, too, is they were just so excited about the things that it was a little bit more difficult than usual to maintain control. So, I think, in reflecting on today's activity, that probably if I...when I use it again, I will probably just give them a few minutes of free exploring time so that they can play with the geo

board and the rubber bands and see what it does and then we'll get down to more of the what's at hand uh type of thing. Or either I may just let them have a free period uh, it just depends on the class. The children learned a lot from this and I had them make a five-sided polygon and then they had to make a four-sided and then a three-sided and then...then I would simply tell them the names. "O.K., now you have to make a quadrilateral, or you have to make a triangle." So they...they did real well. And then, what they ended up doing at the end was I let them use all of their rubber bands to make their own design which they all shared and they had to point out the different shapes that they had in there. And I'd let a group of five of them come up to the board at once. Then this afternoon, uh, they had their break time and lunch, and then we did a social studies review because we're getting ready for a social studies test this week. So we did that. And one of the things we did was go ahead and sing some cowboy songs because we're studying about the West and the cow trails and stuff. So they...they were able to sing and then we continued with our read aloud. And that was pretty much our involvement with the children today. Again, during the day we did a lot of record-keeping and planning uh and also working on our poetry book.

Today is Wednesday, April tenth. Believe it or not we actually finished T-caps today. We started again promptly

at eight fifteen and went for a good period of time then had a library break and then finished up our T-cap before eleven o'clock. And the children were relieved. They actually wanted to go ahead and get it over with rather than go on to another day which is...we had scheduled to just go on today because she has found that the children just really burn out near the end. And we noticed that today, too, that on the last few tests they might give them sixteen minutes and a good number of them finished with eight minutes to go. So we circulated and reminded them to check their answers. But it was real interesting to see either...they either knew the subject matter better, which we didn't know, and...or they were getting tired and just rushing through it. Uh, after we had T-caps today, we went outside and then had lunch. And then the children took a...their social studies test after a short review. Again, I find it very intriguing that you can read them the exact questions that are on the test, give them the answers...well, they give me the answers, and then you can hand them the very exact test, and you still have a good portion of them that don't do very well. Ah, it's...it's intriguing to...to see that. I...I wouldn't have expected that. Then this afternoon one of the neat things we did was started on a...another part of geometry. I handed the children different...a sheet of paper apiece, and I showed them how to cut a tangram. And we talked about congruency today. So they were able to see th...how the

pieces went together. And what they found frustrating was the fact that they had cut all these pieces out of the square and it was very difficult to put them back into the square. But they did enjoy it and they learned about...a lot about congruency. We again read, uh, our General Butterfingers book today. And also we talked about our chickens because of they are getting closer and closer to their birth date.

This is Thursday, April eleventh. Well, we are back to our normal schedule. This morning at eight-ten we began math, and math was absolutely intriguing for the kids because I handed them all several different toothpicks and miniature marshmallows. And what we were studying today was solids, cubes, qua...and pyramids and rectangular prisms and so on. What they did today after we went through a demonstration of the different solids, which I had wooden examples of, and I had them pass them around they...they gave me the definitions of the different items. The, after that, I told...I gave them the toothpicks and everything and told them that they had to construct a cube. That the marshmallows were to be their vortexes. So the children then started to make their cubes. And I told them I wasn't giving them any instructions that they just had to remember the definitions that they had given. Ah, and then I circulated around the room and the children made a cube. Then after they did that, then I instructed them to make

another cube. Then I told them that they had to connect those cubes in some way so that there would be three cubes. But they couldn't just build an extra cube. They were fascinated with what they were building. Then we went on down the line and built a pyramid, and a...a quadrilateral pyramid and a hexagonal pyramid. Ah, and we did a lot of a..."Look at what I've done" type things. And they really enjoyed that. And then, finally, the last thing I let them do was to make their own free design. And they could use all the marshmallows that they wanted and all the toothpicks that they wanted. And they experimented with different designs. And we discussed about the fact that there are different shapes that are stronger and they came to the conclusion that triangular shapes are stronger than squared shapes. And so a lot of them built their designs with triangles and then they brought them up in front of the class and shared their different shapes. And then they got to eat their marshmallows. They really enjoyed that and...and most of all, they learned. And uh, I...I felt very complimented because my C.T. said that that was one lesson plan she was definitely going to use in the future. After we did math, then we did our reading groups, which we were broken into the different reading...it's been so long since we've had a regular reading group, that we did a little bit of catching up, and then the children read a story and we discussed it after they had read it. Then we

had our regular outside and lunch time. Then in the afternoon, uh, my C.T. continued on her reviewing of the solar system for a test that they will be having in science. We had reading buddies, which the children went down to, and I stayed in the room to work on our poetry book. Then in...after they came back then we did our...which I did with them...and that was using the draw squad. So they are learning how to do their dimensional drawing. And this week they got into overlapping and size and contour. So they were really...they are really learning a lot in art. Ah, we also had detention duty this afternoon, which meant we had to stay in with the children who were in detention. Detention hall. Ah, the children have to sit in their own...in a seat...and they're not allowed to talk at all for the thirty minutes that they're there. We've tr...we have tried very desperately this week to get some planning done for Mardi Gras that we're having next week. And we're making quite a bit of progress. But unfortunately it's not as quick as we both want it to come. But we're planning on working on it over the weekend together.

Today is Friday, April twelfth. Again we started math at eight o'clock in morn...eight-ten in the morning. Ah, this morning's geometry word for the day was 'symmetry'. Ah, and I really enjoyed doing this with them. They were quite knowledgeable about what symmetry was, and we talked about the line of symmetry. And then what I had them

do...well, I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other. Unfortunately, these kids are very observant, but I had worn two different pairs of...two different earrings that morning. And I asked the, "O.K., now, if Mrs.----- stands up in front of you, uh, and you were to fold her in half, would she be symmetrical?" And half the class said, "Yes," and half said, "No." And the...the part that said "No" was correct and I asked them why and they said because of my earrings. So they were very observant. Then what I had them do was I gave them a sheet of paper, they folded it to...into quarters. Ah, and I had them cut half of...the paper in half and then into and then one half of the paper into quarters so that they could do an ex...a sample of something symmetrical. And I had them cut a heart, which they then discovered was symmetrical. Then they cut a different design out of the other one. Then with the other half that was left, I had them fold that into eighths and told them that they could cut it along both sides of the fold and then also along the end. And I gave them a little bit of ad...direction for it and then I told them to go ahead and cut what they wanted. Well, we had one cut out paper dolls, and another one cut out uh, arrows, with a real meticulous design at the bottom. We ended up with twenty-six different symmetrical uh shapes. The kids shared their cuttings with the rest of the class. They also

had to point out the line of symmetry, if there was more than one line they had to show that. And some of them even made a symmetri...a design that was symmetrical so it could be folded horizontally as well as vertically. We then mounted those and they are now proudly hanging upon our wall. Uh, then we had our reading groups today and we went ahead and continued discussing the story that we had read yesterday as well as doing a worksheet. Then we...the children took their spelling test. We had our lunch and our normal activities. Then on Friday, the children go to music and p.e., which during that time my C.T. and spend a lot of time grading papers which tend to have a...a tendency to breed, it seems like, uh, if you don't get right to them. But we've graded papers and we've definitely made plans to get together tomorrow at my house so we can work on the different activities that we want to do for Mardi Gras and also on our costumes. So we are getting more and more excited about next week because of the Mardi Gras coming up and the children too are getting excited about it. We have also planned a field trip coming up on the thirtieth so that we can go to three different places in one day. We are going to the dairy farm, to the Incredible Machine, and also to the planetarium. We're trying to pull in all of the different activities that we've been studying lately. And that's pretty much it for the week. It seems like we thought we were going to have a lot of planning time ah,

time has slipped away from us very quickly and uh believe it or not, we're coming up on mardi Gras and don't quite have everything ready that we need. But we are anxious. Have a good weekend. Bye.

SEGMENTED TRANSCRIPTS OF STUDENT TEACHERS' MONOLOGUES

APPENDIX IV-A

1 ORIENTATION - WEEK

Well, this is the end of another week. Uh, this week our unit was "Birds in Winter."

2 ASSERTION 1

And, we did a lot of fun art activities this week.

3 EVIDENCE 1

Uh, one thing that my C.T. does is, uh, rotate the, uh, the small groups around to different tables each morning. But she changes the art activity every day, so the children have the responsibility to make sure that they've been to the art table. But the other activities, um, only one group does a day. And then, uh, the other groups have the opportunity some other day of the week, and uh,

4 EVALUATION 1

I think that's a really good idea for the children to have the responsibility to do that. Make sure they get the art activity done by themselves. And, she has to remind them sometimes, or some of them may forget to do the art activity, but, um, usually the children work pretty well with that. They get it done and then they have time to do other things, like write in their journals, or draw pictures in their journals. And uh, or play in other areas of the room.

5 ORIENTATION - ACTIVITY

So, uh, really the only thing that, uh, we have to plan...we plan the different activities for the groups, but then the art activity is the only activity that we have to change every day.

6 ASSERTION 1¹

But, uh, we got to do a lot of fun activities this week,

7 EVIDENCE 1¹

like, uh, making pinecone bird-feeders, and uh, the kids got to draw their own birds one day. They got to, um, put together their own birdfeeder one day using some shapes made out of construction paper. And then they had...got to draw their own

birds inside their birdfeeder. And on Friday we made mittens for an activity we'll be doing on Tuesday next week.

8 ASSERTION 2

And I got to do a lot more this week with the kids.

9 EVIDENCE 2

Uh, I did the opening activities every day--the roll, and the lunch count, and uh, the pledge, and...and I also read a lot of their stories this week. Uh, they have one in the mornings and...and usually one in the afternoons, too, right after lunch. And so, uh, I did most of the stories this week, although my C.T. picked out the stories, I just read them.

10 ORIENTATION - DAY

And uh, on Mondays they have...Monday mornings they have p.e. and on Thursdays they have library and music. So, during those times, we didn't have to, um, to prepare activities for those times.

11 ASSERTION 2¹

Um, I got to, um, do a lesson with them on Wednesday.

12 EVIDENCE 2¹

Um, my C.T. gave me the idea and the...and she had the materials to use although I had to put the materials together to make the worksheets and things. But it was doing a, uh, more and less activity with birds. And uh, she...she gave...as I said she gave me the materials to use and what the...what the kids did was they...they glued down a set of birds that was less than the number on their paper and a set that was more than the number on their paper. And uh, there were all different kinds of numbers from six to nine, those are the numbers that they are concentrating on right now. And, in the...there was a middle section where they got to use a...a rubber stamp to stamp how many birds their number was and then on...on the left they put the less and on the right they put the more.

13 EVALUATION 2²

And, they really enjoyed that; they seemed to understand it pretty well, and some of them needed more help than others,

14 ORIENTATION - ACTIVITY

and the day before, my C.T. had done a lesson talking about more and less, and they've also talked about it before during the year. So they've had...they've had some previous experience with it,

15 EVALUATION 2¹⁽²⁾

but some of them are still having trouble, so I could...I could tell when they needed to spend more time explaining it to some of the children. And uh, but most of them did pretty well with it on their own.

16 ASSERTION 1²⁻¹

And they got to watch a video tape one day of birds,

17 EVIDENCE 1²⁻¹

different winter birds, in, um, someone's back yard, and the different feeders and everything.

18 EVALUATION 1²⁻¹

And they really enjoyed that. And it was...it was very realistic, too, and a lot of good pictures for the children to see, you know, it wasn't like a cartoon video put together. I really gave the children pictures of what the birds really look like, and what they eat, and, and uh, the real birds that do stay around in the winter. And, so I thought that was really appropriate for the week.

19 ORIENTATION - ACTIVITY

Um, she also did an activity with B on Friday--the letter B--they talked about that this week. And uh, she's already gone through most of the letters of the alphabet, but, um, my C.T. said now she goes back and she emphasizes some...she goes back and, and emphasizes some of the letters and does more activities with them, and th...the sounds of the letters so that the children can get the sounds down. So we were working on...on B. And uh, she read a book on Friday about that, and we talked about B words and, and things like that.

20 ASSERTION 2²

Another thing that I was doing this week was taking the children to the bathroom by themselves.

Um, well, I was by myself, taking them to the bathroom, on Wednesday, Thursday, and Friday.

21 EVALUATION 2²
And that worked pretty well.

22 EVIDENCE 2²
And uh, the first day I had a couple of boys acting up, so I...I brought them over to the side to stand with me. And there were a couple of others that were...that were acting up when she came down to see us at the bathroom. So, when we...when we got back to the room, she explained to those two boys that they would have to, um, stay in the room with her for the rest of the week and not go to the bathroom with me, since they couldn't behave themselves while I was taking them to the bathroom. The other two that I had taken aside weren't...they weren't, uh, acting up quite as much, so she didn't feel the need to keep them in the room, but the other two had been acting up in other situations, too, and that's why she singled those two out and, and not the other two that I had pulled out.

23 ASSERTION 3
But uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that I...that I give, too. I'm starting to feel a little more comfortable with that aspect of being in the classroom and

24 EVIDENCE 3
I've been able to watch my teacher quite a bit and, um, see the things that she does and how she handles certain situations, and um, and usually she's pretty effective, too. So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.

25 EVALUATION 3
And Thursday and Friday the kids did pretty well, too.

26 ASSERTION 2³
And um, so I'm getting...gradually getting more and more responsibility in the classroom.

27 EVIDENCE 2³
And um, next week I'll be able to do a little bit more with, um, things in the classroom--reading stories and different lessons. I'll be doing, oh, one-two-three, I'll be doing four or five

different lessons next week, one each day, at least one a day next week.

28 ASSERTION 3¹
And uh, and I'm also getting a feel for floating around the classroom,

29 EVIDENCE 3¹
when...while the children are doing their small groups...it's kinda hard to, um, for me to time myself down just to one table and work with one group and, and um, be sitting at that table trying to monitor the rest of the class. So, I've been able to, um, walk around, you know, and monitor the whole class at the same time. And if I...if, um, if I do have...have to sit at one table and work with one group at a time, I'll still have to...to work on keeping the whole class in control.

30 ORIENTATION - ACTIVITY
But one method that my C.T. uses is that she turns off the lights. And when the lights go off, everyone has to be quiet and stop what they're doing and listen to what's going on. So, um, she has used that before, and I have a couple of times to... to stop the class...to quiet them down, when they've gotten a little too carried away.

31 EVALUATION 3¹
So that's, um, that's one method of..of, uh, monitoring the classroom that I can use from sitting at a...at the table. So that's one thing that I'm working on, too, that...that I'll need to, uh, work up to before my solo week.

32 EVALUATION 2⁴
But, more or less, everything is going pretty well.

33 ASSERTION 2⁴
And I've been able to do a lot more things in the classroom, have a lot more responsibility.

34 EVIDENCE 2⁴
And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the...some of the other children--needing to be watched a little more. So I'm

really getting a feel for the children in my class and getting to know them better. And uh, hopefully, I'll be able to do a lot more next week and the weeks after that to get myself more comfortable with my solo week.

35 CONCLUSION

So, I guess that's about it for this week.

36 ASSERTION 4

Next week, um, like I said, I'll be doing a lot more lessons and, uh,

37 EVIDENCE 4

preparing them myself, too, and I'm also working on my own game that I'll be using the week after that. One that I made up myself with all my own materials and everything that I'll be able to use in the class.

38 EVALUATION 4

So I have some...some good things to look forward to next week.

APPENDIX IV-B

- 1 [PERSONAL COMMENTS; ASIDE TO LISTENER; NOT PART OF ANALYSIS: I just want to start off...just saying one concern that I've had, that I have right now. Because, like, whenever you come in, you ask me if I have any concerns and I never can think of any off the top of my head but. The only thing that I'm...that I'm concerned about with my student teaching is that, just getting everything done. Like, I've been making so many games and stuff for my teacher, and, I don't know, just different activities like flannel-board stories and stuff. And, I mean, every...seems like every night she gives me something else to make, which, you know, I really don't mind, but, I haven't had time to start really getting things prepared for my solo week, or even really thinking about what I'm going to do, because I've been working on so much stuff for her. It just kind of worries me. I'm afraid that, when my solo week gets here, I'm gonna be kind of...I don't know. I know I'll have to make stuff for that week and I'll be so far behind, and not to mention that seminar...those two seminars we have...that we have to take with our student teaching. We have got so much stuff in there, and I mean, I just...seems like I'm just...I don't know. I haven't even started on any of my assignments in there. But, I don't know. It's just...that's about my only concern, I'm just kind of worried that I'm not gonna have time to get...I don't know...all that stuff done. But anyway.]
- 2 ORIENTATION - WEEK
Let's see, this week...
- 3 ASSERTION 1
this was the first week that I've had really a lot of responsibilities.
- 4 ASSERTION 1'
I mean I've done things before, you know,
- 5 EVIDENCE 1'
like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the... and

the weather outside and,-----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really.

6 EVIDENCE 1

I've been doing...so I've been doing all the morning activities this week and all of...well, they have several afternoon group times, but I've been doing all the language arts afternoon group times this week. And that's about the same thing. It could be a story or, you know, some kind of game that has to do with the alphabet or numbers...well, no numbers, I guess, for language arts, but, you know, anything that has to do with language arts. And I did all of those this week including planning them...I had to plan what I was going to do, and, you know, if I had trouble coming up with something, she would help me, but for the most part I planned all the activities I was going to do and, I uh, you know, any time we leave the room, I lead them down the hall and I get them ready for lunch and. I did that a little bit last week, too, but this week, you know, I did that----myself.

7 ASSERTION 2

And, let's see What else can I talk about? Well, next week, I'll be doing about the same thing. I won't really be doing more,

8 EVIDENCE 2

I'll just be...I'll be doing all the morning activities, but instead of doing language arts in the afternoon, I'm just going to be doing a different group time.

9 ORIENTATION - PERSONS

And, I've talked to a lot of the other student teachers, at [Riverdale], and so far I don't think any of the other ones are doing quite that much yet. Like, I know two girls I talked to, I mean, they, I think next...this coming week was going to be the first time that they had to, you know, really dead one activity all by theirselves [sic],

10

ASSERTION 1²

and I've been doing...you know...

- 11 EVIDENCE 1²
I did two this past week,
- 12 ASSERTION 3
but I'm glad that my teacher's going ahead and letting me,
- 13 EVIDENCE 3
because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know,
- 14 EVALUATION 3
it didn't go as smoothly as I thought it would. And so, I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo or whatever, you know.
- 15 ASSERTION 3¹
I'm glad she's starting this early letting me teach
- 16 EVIDENCE 3¹
because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time early and stuff.
- 17 EVALUATION 3
And I won't be so nervous the week I solo.
- 18 ASSERTION 4
But, um I realized this past week how important it is to know a lot of extra songs and games and just little finger plays or whatever to fill in when...if you finish early,
- 19 EVIDENCE 4
because, I mean I really was surprised how quick sometimes my things would end because, I don't know, but it seemed like I'd planned enough for my twenty minutes or whatever and then it wo...it would be over so soon and I don't know.

- 20 **EVALUATION 4**
I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself.
- 21 **ASSERTION 5**
So, I'm definitely I'm going to be a lot more prepared next week.
- 22 **EVIDENCE 5**
But this past Friday, or tonight...today before I left, I um, I listened to a bunch of songs and wrote down the words because, I don't know, I just wasn't...I was really surprised how...how quick some of my things ended and I...
- 23 **EVALUATION 5**
I would feel more comfortable if I know more of the songs and more things to fill in with.
- 24 **ASSERTION 6**
But, um, I also realized, this past week, how organized my teacher is and how important it is just for the littlest [sic] things to be organized-----.
- 25 **EVIDENCE 6**
For example, one day I led a game and, in the game you had to...all the children had to scoot their...we have two benches that the kids sit on...and they had to scoot their benches back because there wasn't quite enough room. And, after the game was over, I needed to scoot the benches back up. And, I mean, I thought, you know, I didn't even plan how to do that. I just assumed, you know, we'd just scoot the benches back up, you know, I didn't really think about how am I going to get the benches back in place after we do this activity. I just assumed it would be, you know, something easy. I didn't even think about how to plan it.
- 26 **EVALUATION 6**
But, I mean, it's just so amazing how five-year-olds, the simplest task can turn into chaos, you know. I mean it really didn't go that bad, but they...like I tried to scoot the benches up and they're standing in front of them, they didn't... they wouldn't get out of the way, I mean.

- 27 ASSERTION 6¹
And my teacher's just so organized that, you know,
- 28 EVIDENCE 6¹
she knows after seventeen years of doing this that
you have to give directions for every little
thing. And she does, and I used to kind of think
maybe she was being over-cautious or something,
because she gives them directions for, I mean,
everything. After they do a game, it's like, you
know, I want the, you know, this group to sit down
first, and this group to sit down next.
- 29 EVALUATION 6¹
You know, she never just lets them go sit sown all
together.
- 30 ASSERTION 6²
And I can see why, now,
- 31 EVIDENCE 6²
because, I mean just the simplest thing like
scooting your benches up was difficult for five-
year-olds, you know, it was really difficult for
them because, you know, I didn't give them the
specific directions of what to do and how to do
it.
- 32 EVALUATION 6²
But um, that was kind of amazing to me how, I
don't know, it really...it really, I don't know,
helped me realize how important it is just to give
them directions for the littlest things, and how
much smoother things'll run if you do that. I
mean it wasn't like total chaos, really, but
still, it would've been...it would've just flowed
so much smoother if I would've just gave [sic]
them directions, you know, who needs to help move
benches and who didn't. But, um, anyway, I'll
definitely...I won't assume that...I won't assume
that things are simple any more for them. I'll
really try to plan exactly how to do it.
- 33 ASSERTION 7
And, I don't know, I can't really think of a lot to say
this week.
- 34 EVIDENCE 7
Haven't really, you know, not a lot is going on really
different. Um, plus we had one day less,

- 35 EVALUATION 7
so all this has probably been a little bit shorter than
the last few weeks.
- 36 CONCLUSION
But um, I guess that's all for today. I can't really
think of anything else to say.

APPENDIX IV-C

Hi,-----.

1 ORIENTATION - WEEK

February second, 19---. This has been a pretty good week. I've enjoyed myself. I think as I get a little bit more used to the schedule I'm relaxing a little bit. This week we had a scheduled conference with one of the children that we feel like needs to be evaluated for hyperactivity. and I was real interested in participating in this-----listening and hearing how the conference went and seeing some results from it.

2 ASSERTION 1

The child is a very bright child, he's a very likable child, he's just as cute as can be and he has so much ability that is being I don't know, it's just being over-shadowed, and, he has no chance, really to excel in school,

3 EVIDENCE 1

because his behavior problems interfere with his work, they interfere with his interactions with others, and of course, they interfere with other people's work.

4 EVALUATION 1

And, it's really discouraging to see the ability there, and know that until he gets some type of help, whether it's medical help or some type of behavior modification program, or something, he can't realize his full potential.

5 ORIENTATION - DAY

Well, anyway, it was scheduled for Thursday, and we waited and waited and waited and the lady was supposed to be there. She said that she would be there possibly by three-thirty, and no later than four. Well, we waited 'til four-thirty and she didn't show...she didn't call or anything.

6 ASSERTION 1¹

Well, this is to've been the, uh, second time that a teacher has tried to refer him for evaluation.

7 EVIDENCE 1¹

His kindergarten teacher tried to refer him, and the parents refused. Well, there's been numerous contacts attempted and the parents have never responded. The grandmother has been contacted

repeatedly, when he, uh, gets so many checks on the board, or however you want to say it, when he misbehaves so many times during the day his grandmother's been contacted. But of course she's not the guardian, and so she can't approve the, uh, screening. My cooperating teacher is hoping to get permission through the parent this time, but if she can't get it, she's contemplating overriding it.

8

EVALUATION 1'

So I'll be interested in seeing how this works out. I'd like to see this through. Hopefully, we can get the screening done while I'm still here so I can see some results and see how it turns out. Whether he has a medical need, or whether he has a...a psychological need or whatever, I really would like to see him evaluated so that he can concentrate on his schoolwork rather than being out of his seat and jumping around and on the table and under the desk and making little noises and shouting out and everything in the world but doing his own work.

9

ASSERTION 2

Uh, I'm participating in more things.

10

EVIDENCE 2

Ah, been, ah, doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children got to choose which book they wanted to...to do. So I took one group and my cooperating teacher took one group. And then, this week, we divided again, although we were using the same book. So I watched her as she did the first half of the book one day, and then that afternoon, I took my group and did the same thing with them. And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group.

11

EVALUATION 2

And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.

12

ASSERTION 3

My cooperating teacher is really encouraging

- 13 EVIDENCE 3
because she treats me as a professional instead of a student or just a mother. And I...I'd say that would probably be easy for her to do since I am a mother. I'd say it would probably be easy for her to just look at me as an untrained helper.
- 14 EVALUATION 3
But she doesn't do that and I think that's really nice.
- 15 EVIDENCE 3⁽²⁾
She credits me with intelligence, and uh, abilities, and I guess that's probably the first time that I've really been aware that anyone's given me that type of confidence.
- 16 EVALUATION 3⁽²⁾
And it's kinda nice. I'd like to give it to myself. But, anyway, I guess maybe I'll get used to it. I, I guess maybe I need to feel a little more secure, myself, and as long as she gives me this, it...sometimes it'll be her, maybe, that'll help me to feel more confident, because she has the confidence in me.
- 17 ORIENTATION - ACTIVITY
But, anyway, we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas,
- 18 EVIDENCE 2⁽²⁾
and she let me take over some of the science activities because my love is in science. So, we've uh, just been doing some experiments, and doing some demonstrations and had some ideas that she's just let me come up with and idea...but she didn't ask me for one, it's just I came out with one and she said, "Oh, that sounds great. Let's do it. Or if you want some time this afternoon or tomorrow afternoon or Friday afternoon or whatever, you can go ahead and do it."
- 19 EVALUATION 2⁽²⁾
And it's...it's been really fun.
- 20 EVIDENCE 2⁽³⁾
I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling, and I gave them their spelling test and uh, been doing the morning exercises and reading the children a book and, so, she's allowing me to do more and more

- 21 ASSERTION 3'
and if I have to do something...something in the
disciplinary realm, she simply stands by me,
- 22 EVIDENCE 3'
doesn't question me at all, and doesn't second-
guess me.
- 23 EVALUATION 3'
And that's really encouraging.
- 24 ASSERTION 3'
She told me that kids often will really run over a
new teacher or a student teacher when they're
soloing.
- 25 EVIDENCE 3'
A first year teacher has problems...things like
that. And I looked over at her and said, "Gee,
thanks. That really makes me feel good." She
said, "I don't think you'll have that problem
simply because you're a mom and you've got quite a
few children of your own, you already know some of
the tricks of the trade." And uh, she said, uh,
she knows that sometimes young teachers have
problems with kids but she's told me that she
feels like that I won't have the same amount of
problems. She said, "Of course, it's not going to
be easy, as easy as if you had had several years
of experience," she said, "But you do have an
edge."
- 26 EVALUATION 3'
So she's real encouraging and I...and I appreciate
that.
- 27 ORIENTATION - PERSON
The problem that I talked about with the other teacher
that I worked...that I'm working with, about her
relying on worksheets and doing a lot of lecturing,
- 28 ASSERTION 4
ah, she's real receptive...all the ladies are.
- 29 EVIDENCE 4
They're very very receptive to anything I want to do,
- 30 EVALUATION 4
and it's...that's just great.

- 31 ASSERTION 4¹
 She's allowed me to do some things with them, try
 some games.
- 32 ORIENTATION - ACTIVITIES
 Ah, we've been doing a lot of ah, timed tests, they're
 working on multiplication, and uh, a lot of the other
 ladies are using timed tests and things like that--a
 kind of race against time. Not exactly a competition
 among the children, but a race against time to see if
 you can beat your own time and beat your personal best
 and things like that and, she didn't much care for that
 and she didn't li...she didn't like it because she said
 that she felt like that the kids couldn't do it and I
 feel like she's been telling the kids that they
 couldn't do it, and they...they maybe didn't have the
 coordination and things like that and I felt like that
 was a self-fulfilling prophecy, because she had told
 them they couldn't do it, and so they couldn't. Well,
 she...she went ahead and, uh, tried it one time and
 they didn't do so well.
- 33 EVIDENCE 4¹
 Well, the, she needed to be uh, doing something
 else and she told me that I could do one. And I
 told them that, uh, they were going to have ten
 minutes, and I knew that some of them would get
 finished and some wouldn't and we talked about it
 a few minutes before-----did it,
- 34 EVALUATION 4¹
 and they...they enjoyed it. And they...one of
 them got finished before the time was up, and, it
 was really nice because she let me try it.
- 35 ASSERTION 4²
 And then I tried a game with them
- 36 EVIDENCE 4²
 because she was still gone.
- 37 EVALUATION 4²
 And she came in, and she saw them thoroughly
 enjoying the game and behaving themselves. And
 they didn't need a lecture and they didn't need
 somebody to call them down, they weren't
 disrupting anybody else, but they were enjoying
 it. So, she had me make up the game board for
 her.

38 ORIENTATION - ACTIVITY

I had borrowed another teacher's gameboard...it was a football-type thing. And so I made her one, and uh, she promised the kids that we'd play it. Well, the day that she was going to let them play it, she decided they needed a lecture.

39 ASSERTION 4³

But anyway, she is coming along, and I think that maybe she's going to let me do a few more things.

40 EVIDENCE 4³

I've got another game that I'm going to try.

41 EVALUATION 4³

So, I'm enjoying myself, and I think it's going to be O.K.

42 CONCLUSION

But uh, I'm not having any problems that I really could talk about. And uh, I can't...I can't say that, uh, I'm not enjoying myself, and I can't say that I need anything, so, anyway, I'll talk to you later. Bye.

APPENDIX IV-D

1 ORIENTATION - WEEK

This is Monday morning, February fourth. Ah, this week it is my week to begin the unit and introduce the unit to the children every morning. We are studying dinosaurs this week.

2 ASSERTION 1

So what I did with them this morning was I simply had them tell me what they knew about dinosaurs, the different names they might know.

3 EVIDENCE 1

The children were able to tell me several different dinosaurs, and of course, there was the repetition. And then I asked them if they knew that...what the name of the scientist was that looked for dinosaur bones. And they made some good guesses. They called them arch...archaeologists, and scientists, and those types of things, and...and then I explained to them the word 'paleontologist'. And we watched a film that was about fossils, that, in particular, talked about the paleontologists, what they did, and it showed them digging up some fossils and transporting them to the museum. Ah, I had previewed the film, so before I had the children watch it, I told them to look for some particular things in the movie. And then when the film was over, ah, for a very brief time, I asked them what they, ah, remembered or what they saw in particular questions I asked.

4 ORIENTATION - DAY

We did not get to discuss very much because, ah, the morning announcements ran a little long again because it's...they're starting with singing, ah, different patriotic songs and have extended the morning time. So that cuts into the time we have in the morning, and we have to rush out the door to go to p.e. on Monday morning. So we went to p.e., or they went to p.e. I went back and did some room [sic] in the classroom.

5 ASSERTION 1'

Then during small group it was ah, my week to be able to play different games with them this week.

6 EVIDENCE 1'

So on today I played the...a dino race with the kids. And it...they had different mats and they had Stegosaurus-shaped dinosaurs, and they had to

make patterns. And what I did was pretended that I was a announcer...an announcer for the race. And we had them line up

7 EVALUATION 1¹
and they thought that was great fun

8 EVIDENCE 1¹⁽²⁾
and then I let them be the announcer so that they could announce and make up their own patterns.

9 ORIENTATION - ACTIVITY
Then we went to lunch and outside. We were fortunate to be able to go outside today. It was a beautiful day and the children certainly enjoyed it.

10 ASSERTION 2
For me, in particular, um, I guess I'm more comfortable this morning with...with the children,

11 EVIDENCE 2
and uh, I'm trying to do a little bit more of things I would like to do.

12 EVALUATION 2
However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class.

13 ORIENTATION - ACTIVITY
Um, this afternoon the...my C.T. and I were able to do some talking and planning for the future weeks. And so we were able to get a lot of that done.

14 ORIENTATION - DAY
This is Tuesday, February fifth. Today is Triceratops day

15 ASSERTION 3
and we talked about what the word 'tri' means and I had the children give me different examples of things that have three.

16 EVIDENCE 3
And they named a tricycle and a triangle and several different items.

17 ASSERTION 4
We also reviewed what we had done the day before about the paleontologists.

- 18 EVIDENCE 4
I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.
- 19 ORIENTATION - DAY
Again, the day was short in the morning because of the length of the announcements.
- 21 ASSERTION 5
Uh, then, for the afternoon, well, for work time, I again played the dino games with the children.
- 22 EVIDENCE 5
This particular time I had them do a, uh, I don't know how to describe it...it was a, a, game that had a Stegosaurus on it and they put different fruits...fruit snacks on it so that they can match more and less and different numbers and the children if...if the number six was on the plate of the Stegosaurus then they did a six on it. Uh, I also helped the children with making a...an art project today. We made dinosaur costumes.
- 23 EVALUATION 5
And, so that was something that took a lot of time. And, basically because of that, we did not do some different language arts activities because the art activity took so long. The children are very interested in the dinosaurs, to say the least. They talk quite a bit about them and they have a lot of information about them.
- 24 ASSERTION 6
Uh, I'm feeling comfortable.
- 25 EVIDENCE 5
It seems like we're able to talk more and more about different children and the different things that they do.
- 26 ASSERTION 7
Probably one of the best things is that at last night's 4-0, or 3-0-3 class, we were given the assignment to sit back and pick two children from the class that we are to study for a mat...period of 30 minutes over the next two weeks.
- 27 EVIDENCE 7
And we're supposed to watch their non-verbal language, and that was something that I told my C.T. about and

- 28 EVALUATION 7
she agreed that that's interesting and we decided which
two children we would pick.
- 29 ASSERTION 7¹
So today I was able to go ahead on the playground
and watch both th...well, actually I watched them
inside...watched those two children inside to see
what they did.
- 30 EVIDENCE 7¹
And it is very interesting because one of the
children is a, uh, troubled child, or problem
child, and the other one is a child who doesn't
seem to interact with the other children.
- 31 EVALUATION 7¹
So we're watching her body language. And I found
that my C.T. is also watching the body language.
- 32 CONCLUSION
That's it for today.
- 33 ORIENTATION - DAY
This is Wednesday, February the sixth. Today is
Stegosaurus day.
- 34 ASSERTION 8
On Stegosaurus day, uh, I first...I reviewed with the
children about the different Stegosauruses, oh, I'm
sorry, about the different Triceratops that we learned
and then, we went...began talking about the
Stegosauruses.
- 35 EVIDENCE 8
And, uh, I again was able to read them a book about the
Stegosaurus.
- 36 ASSERTION 8¹
These books happen to be spectacular.
- 37 EVIDENCE 8¹
They're by the Berenstains
- 38 EVALUATION 8¹
and they have a lot of real good information
that's on the level for the children and they seem
to really enjoy that.
- 39 ASSERTION 8²
Uh, we played a song about the Stegosaurus,

- 40 EVIDENCE 8²
which they learned,
- 41 EVALUATION 8²
and I found that the tape actually went too fast,
- 42 ASSERTION 8²⁽¹⁾
so I just sang it, uh, without the music,
- 43 EVALUATION 8²⁽¹⁾
and then the children were able to learn it a
little bit better.
- 44 EVIDENCE 8⁽²⁾
Some of the children brought in some animals and
we talked about them. And then again it was time
to go.
- 45 ASSERTION 9
Uh, I failed to mention that this was also my week to
plan the activities.
- 46 EVIDENCE 9
And what I planned for the children to do was for one
group to be paleontologists and they are to...they were
to dig in the sandtable to find different, uh, items
that a...maybe would be fossilized at some time. And
in particular, the letters that spelled 'dinosaur' were
in there, individually, and they were to dig those out
and then match them to the dinosaur word on the board.
They also listened to Danny and the Dinosaur in the
listening center and that was a tape that I had made
for them. Then they played one...another activity, it
was playing the dino games with me, which each group
circulated through me each day. The other was to study
the windmill...uh, not to study, but to make a windmill
because the letter of the week was W. So I cut out
a...a basic shape for them of the windmill, they
decorated it to make a WILD windmill and put beans on
the letter W to form the shape. And then they also did
some playdough playing, uh, with the dinosaurs. So
those were the activities that I was supposed to plan
for the week.
- 47 EVALUATION 8
Overall, today went well again with the children. They
are...are very interested, as I said, in these
dinosaurs, and so it's not difficult to keep their
attention with them.
- 48 ORIENTATION - DAY
This is Thursday, the seventh of February.

- 49 ASSERTION 10
Today I was exceptionally pleased with how things went because today we studied the Brontosaurus.
- 50 EVIDENCE 10
And what I had done was brought in a tape measure that measured up to a hundred feet. And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room. And as we wrapped and wrapped the tape measure around the room they quickly discovered that the dinosaur would not fit. And we were also able to talk about the size of the different animals as we have been doing previously. And then I told them that if it...if we were able to go outside that we would take the tape measure and see how long that would stretch. Unfortunately, we were unable to go outside. Maybe we'll get to go tomorrow. So we also did the Brontosaurus song and we talked about different things that the Brontosaurus is know for.
- 51 EVALUATION 10
And that took our day, or took our morning, because it took a long time to do the measuring.
- 52 ASSERTION 10¹
Then we went to our different activities.
- 53 EVIDENCE 10¹
This activity I played with the children is similar to the dinosaur races, only I pl...it was a helicopter ride, and we again patterned, and it was another one that they enjoyed. And we let them pretend that they were the pilot and, uh, went through the different patterns and allowed each of them to make a pattern.
- 54 ORIENTATION - DAY
This is Friday, the eighth.
- 55 ASSERTION 11
This has been an extremely quick week.
- 56 EVIDENCE 11
It seems like a lot of the things we planned we were not able to do because some things took longer than we both anticipated, or we had an...an interruption.
- 57 EVALUATION 11
However, the kids have really enjoyed it,

- 58 ASSERTION 11¹
and today I started the day with the big,
ferocious Tyrannosaurus Rex,
- 59 EVIDENCE 11¹
which we sang a song about uh, and what he ate.
And I read them a...a book called Terrible
Tyrannosaurus, and it was about a little boy who
pretended to be a Tyrannosaurus. And I had them
listen for different things that the little boy
was able to pretend, because he knew some
information about the Tyrannosaurus.
- 60 EVALUATION 11¹
So, the children then, after the story, talked to
me about the different things they discovered
about the Tyrannosaurus. About him being a
meateater, and one of them was able to remember
the word 'carnivore' and how tall he was and
different items like that.
- 61 ORIENTATION - ACTIVITY
Then, we a...broke into our group times and did our
different activities with the children.
- 62 ASSERTION 11²
Again, I played a...well today I played a bingo
game with them which was a...a color-matching
bingo game.
- 63 EVIDENCE 11²
And, uh, all of the groups, again, circulated
through me.
- 64 EVALUATION 11¹
I've really enjoyed working with the children in
these small groups with something other than art,
simply because I'm able to see their different
skill levels. And it's very amazing to see the
differences in the skills from one group to the
next. And there is the group who is far and above
what the others are, and uh, not only in their
ability but in their maturity level. I find that
very interesting.
- 65 ORIENTATION - DAY
Uh, today was the only day we were able to have our
second group time.
- 66 ASSERTION 12
And I found that very interesting

- 67 EVIDENCE 12
because what my C. T. had done was have the children write their name on one of three different steg...uh...three different dinosaurs, and they were to choose which one was their favorite.
- 68 ASSERTION 12¹
Then they did a graphing under, uh, the pictures of a Tyrannosaurus, a Stegosaurus, or a Triceratops.
- 69 EVALUATION 12¹
And the children counted them to see which one was the most favorite.
- 70 ASSERTION 12²
Then, uh, then after that she played a really neat game on the carpet-----
- 71 EVIDENCE 12²
it wasn't a game--played a song on carpet squares, where she's played a record and the children stood on their re...on their carpet squares and they had to do a march to it.
- 72 EVALUATION 12²
And it was very good for directions. It was left, right, forward, backward, turn around, and that type of thing. And I...they played it a couple of times because the children really enjoyed it. We even played it after lunch,
- 73 ORIENTATION - ACTIVITY
and today we were able to go outside for just a few minutes,
- 74 ASSERTION 13
and when we did and one of the...I thought it was interesting that the children asked for the tape measure.
- 75 EVIDENCE 13
And so I took...let them take the tape measure and they went out and just played with it and pulled it out and wound it up and asked a lot of questions about it.
- 76 EVALUATION 13
So they were intrigued with the tape measure. And I found that very interesting.
- 77 ASSERTION 14
This week, I thought, went very well.

- 78 EVIDENCE 14
Um, I've enjoyed the conversations with my C.T. We've done a lot of looking at...into the different children's behaviors, and things. I feel very comfortable with our situation, and I hope she's feeling more comfortable with it all the time.
- 79 EVALUATION 14
In all, I've had a really good week.
- 80 ASSERTION 14¹
We've planned out all of next week and the following week. And I think, we've basically uh gotten everything ready for both of those weeks. It seems like I will be doing less on one of the weeks
- 81 EVIDENCE 14¹
simply because I'm going to start observing some different classes.
- 82 EVALUATION 14¹
And I'm excited about that--to see some different things.
- 83 CONCLUSION
So I will talk to you later. Have a good week. Bye-bye.

APPENDIX IV-E

- 1 ORIENTATION - WEEK:
March 17, 1991. Well, last week was my second week in first grade and it's going pretty good.
- 2 ASSERTION 1:
I'm enjoying it uh more, I think than I enjoyed kindergarten.
- 3 EVIDENCE 1:
Uh because, I just like the, uh, the structure of the classroom more, the uh, the different subjects, and uh, it's a little bit more organized to me than uh, than kindergarten where you just have to come up with activities off the top of your head, and uh, it's just, uh, you know, the group times, uh, are fine, in kindergarten, but I...I really enjoy, uh, first grade a lot more because the kids can do more and it's a lot...well it's more, maybe not a lot, but it's more uh, learning, and uh, things-----kindergarten is a lot more socialization, and teaching them how to get along in school, and how to share with others and first grade is some of that, too.
- 4 EVALUATION 1:
But, um, first graders, obviously, they can do more, and uh and I think I like that better than kindergarten.
- 5 ASSERTION 2:
Uh, we were doing a--finished up our money unit this week and uh,
- 6 EVIDENCE 2:
there were a couple of children that, uh, she, uh, that my cooperating teacher just uh tried to drill uh, some of the coins with them because some of the...there were two children who just had no idea what the coins were after going through money for two of three weeks. And, uh, and they would just guess. And uh, she tried doing various activities with them and nothing worked and so, obviously she was disappointed that these uh that these children never did really catch on. But when they took the unit test on Friday, uh, she was really, uh, glad to see that most of the children mastered all of the skills that they were supposed to. Uh, having to do with money.

- 7 EVALUATION 2:
And...and she was surprised at some that did that she didn't think would be able to. And then of course you know these two children, uh, probably won't get it this year. But they have, you know, next year and.
- 8 ASSERTION 2¹ :
And so, uh, oh we also did...I did some, uh, story problems with them on Wednesday.
- 9 EVIDENCE 2¹ :
And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page so I had to read each problem and then, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer,
- 10 EVALUATION 2¹ :
and uh, most of the children followed along real well. And uh, of course there were some who tried to work ahead, you know, and because they really understood it and didn't need any help and they could probably read it on their own, too. But, uh, most of the class stayed with me, and uh was able to to complete that page.
- 11 ASSERTION 3:
And uh, and my teacher complimented me this week
- 12 EVIDENCE 3:
that I've, uh, that I can explain things to them, uh, a few things better than she can.
- 13 EVALUATION 3:
Uh, so I guess that's one of my strengths being able to uh get, uh, get get the information down to their level so that they can understand uh what it is we're trying to uh to teach them in...in their own terms. And uh, because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes, but, uh.
- 14 ASSERTION 4:
I've...I've been doing uh three reading groups this week.

- 15 EVIDENCE 4:
The, uh, and I've found out how hard it is to, uh,
to...or not how hard, but how time-consuming it is
to...to plan and...and to try to do different
activities with groups and uh,
- 16 EVALUATION 4:
and it does take a lot of time to plan these
things.
- 17 ASSERTION 5:
And uh, she's got uh a certain place where she
wants me at the end of my, uh, student teaching,
- 18 EVIDENCE 5:
so I made myself a little schedule to see how many
days we could spend on each story and...and the
other activities.
- 19 EVALUATION 5:
And uh, and so far, uh it's going pretty well.
- 20 ASSERTION 5¹ :
And a couple of the groups...one group is
already starting to get behind.
- 21 EVIDENCE 5¹ :
But it is hard to uh, to cover everything. A
lot of things in the books, uh, are repeated
again and again so that if they don't catch
it the first time, they have two or three
more chances to get it, in, uh, in that book,
and then they'll probably get in more in
other reading books, and of course they get
it in other English courses a lot of the
phonics, and the diagraphs, and and uh,
things like that.
- 22 EVALUATION 5¹ :
But uh, and some of them already understand
it, so they get bored with it.
- 23 ASSERTION 4¹ :
So it's a challenge to try to uh, just meet
the individual needs within the reading
group, and keep them all attentive and...and
not bored.
- 24 EVIDENCE 4¹ :
So I tried to, uh, use some different games
every once in awhile.

- 25 EVALUATION 4¹ :
They really liked the concentration games.
- 26 ASSERTION 4² :
Uh, with one group last week we did uh, some
putting some words in alphabetical order,
- 27 EVIDENCE 4² :
and I had them stand up and hold their cards,
and and uh, so they really enjoyed that. And
uh, and, you know, I have them write words on
the chalkboard sometimes, or circle things on
the chalkboard,
- 28 EVALUATION 4² :
or just do different activities to help
them...to help reinforce the concepts to them
and, and uh, not make it just a rote
experience for them, just the teacher telling
them all the time what they're supposed to
know.
- 29 ASSERTION 4³ :
And uh, I really like, uh, these reading
groups
- 30 EVIDENCE 4³ :
because they...the reading books...because
they give you, uh, a lot of different
activities that you...that you can use, uh,
within the reading group and also, uh, they
call it 'across the curriculum', or with the
curriculum connections or something like that
where uh they have art activities or math
activities or, uh, you know, all..all
different kinds of activities, science, and
they usually cover all...all those activities
in...in each unit. And uh, and that really
gives the teachers some good ideas about
using different activities to teach the
concepts from the story. And not just, you
know, using the, uh the reading book, and uh
there are also a lot of worksheets in there
which we don't use. Uh, I think my
cooperating teacher only uses the worksheets
when she thinks...when she wants to see how
they're doing, if they're really
understanding it, or, uh, if she thinks that
the worksheet is really worthwhile. But
usually she doesn't do any of the worksheets
with the reading groups. And uh, and it's
kinda hard to try to pick out things

that...that will benefit the children because, uh, we obviously don't have time to do every single activity that's in all these books.

- 31 EVALUATION 4³ :
And so uh, we kinda have to get to know the kids and where they're at, and know what they need uh so that they can get, you know, the most out of their reading groups, and not waste time on what they already know. So uh, it is a challenge,
- 32 ORIENTATION - ACTIVITIES:
and uh, next week I'll be starting uh, to have all four reading groups. And uh, and my cooperating teacher was right when she told me that reading groups were the hardest things to teach. And uh, in the sense of, you know, meeting all of the individual needs and and getting through the things you need to get through at the same time. And uh, so that's uh one thing I'm learning in first grade.
- 33 ASSERTION 6:
Uh, one thing that we did in, uh, science last week--we've been talking about growing, and how people grow, and how, uh, plants grow.
- 34 EVIDENCE 6:
And uh, well, this week in particular, we've been talking about how plants grow.
- 35 ASSERTION 6¹ :
And we did uh our own baggie gardens on Wednesday.
- 36 EVALUATION 6¹ :
And they just loved that.
- 37 EVIDENCE 6¹ :
They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them, and we...we taped them all up to a chart. And uh, that we can move around the room. So we moved it over by the window and...and some of them were even sprouting by uh, by Friday afternoon. Some of them had little...little shoots coming out, and some of them uh, the uh shells were starting to come off.

- 38 EVALUATION 6¹⁽²⁾:
So the children are really excited about
watching these grow. And uh, and they uh,
want to look at them all the time,
- 39 ASSERTION 6¹⁻¹:
and so we have, you know, certain times
when they can go and look at
their...their plants and see how they're
doing. And uh, it'll be interesting to
see them tomorrow morning, uh, and how
they did over the weekend.
- 40 EVIDENCE 6¹⁻¹:
So, uh, that's uh, one of the things
that they can see about, uh, actually
how plants grow and how they uh sprout
from little seeds and...
- 41 EVALUATION 6¹⁽³⁾:
and I think that baggie gardens are a good
experiment for them to do to uh, actually see
how...how plants start as seeds and how they
grow.
- 42 ASSERTION 6²:
And uh, another thing that we did on Friday--
-we took a stalk of celery and uh, put it in
a jar of water and we added some green food-
coloring into the water.
- 43 EVIDENCE 6²:
And then, uh, through the day we saw how the
green food-coloring went up through the
celery stalk. And uh, it ended up turning
the leaves at the top a lot greener.
- 44 EVALUATION 6²:
And, oh, the kids were just really excited
about that.
- 45 ASSERTION 6²⁻¹:
We gave them a sheet at first, a sheet
of paper that said, uh, "The materials
needed",
- 46 EVIDENCE 6²⁻¹:
and they had a space to write the
materials and draw a picture, and then
there was a space where it uh said,
"Prediction", and they got to guess what
they thought would happen. And some of

them thought that it would...it would grow. And uh, some thought that...some did guess that it would turn green. And uh, just some different, various responses, and then they could draw a picture of their prediction. And then there was a...a space where it said, "What happened?" and they could write and draw a picture about what happened.

47

EVALUATION 6²⁻¹:

And they were just really excited to see how the...how the celery leaves turned green because before they were kind of yellow, some were yellow and some were kind of real light green. But uh, my cooperating teacher and I thought that we could...we would be able to see the...the green food-coloring going up the veins, but it didn't show up until it got up into the leaves.

48

ASSERTION 6²⁻²:

And we talked about how uh, that's how plants work,

49

EVIDENCE 6²⁻²:

how they use their veins to get the uh, the nutrients in the water from the roots down under the ground or in the water, uh, and take the nutrients up into the leaves.

50

EVALUATION 6²⁻²:

And uh, so that was another good experience...experiment that went along with the-----that we were talking about.

51

ASSERTION 6³:

And we also watched a couple of Lollipop Dragon filmstrips

52

EVIDENCE 6³:

about, uh, plants and how they grow, and the roots and things, different parts of the plants.

53

EVALUATION 6:

And uh, she just kept it real basic, uh, using the stem, the leaves, and the roots, that's uh, the three basic parts of the plants.

- 54 ORIENTATION - ACTIVITIES:
And uh, and she's been doing most of the science and health stuff right now, and I'm not doing that yet. Right now all I'm really doing is the math and the reading groups, and next week I'll be starting, uh, the morning activities with them, doing the calendar and uh, they have a sharing time every Monday morning. And so, I'll be starting that this week,
- 55 ASSERTION 7:
and I'll also be starting a unit on telling time this week.
- 56 EVALUATION 7:
And uh, and so that'll be interesting.
- 57 ASSERTION 8:
And uh, she's letting me do that all by yourself ...she...all by myself.
- 58 EVIDENCE 8:
She gave me all her materials and said, "You know, here's some things I've used in the past. You can use whatever you want or you can make up new things or whatever."
- 59 ASSERTION 8' :
So uh, and she's uh...she just really doesn't know what to do with herself because she doesn't have to plan as much anymore and.
- 60 EVIDENCE 8' ;
And uh, she confessed to me that, uh, art and science and social studies are the hardest things for her to uh, to plan. And uh, and those are the things that's she's doing right now. About the only things that she's still planning right now.
- 61 EVALUATION 8' :
And so she said that she should be able to come up with really good lessons for these now since I'm doing all the reading and the math.
- 62 EVALUATION 8:
So uh, anyway I'm sure she enjoys having the time to uh, to do other things, too, and uh, make her own materials and things like that, get new ideas, and.

- 63 ASSERTION 8² :
 And I know she really enjoys having me
 around, too.
- 64 EVALUATION 8² :
 And uh, and we're getting along really good,
 too.
- 65 ASSERTION 9:
 Uh, they also do handwriting, and uh, I probably
 won't start that next week, uh, probably the week
 after spr...after spring break, uh, but she
 usually does the handwriting, uh, she gears it
 towards the level of the lowest reading group.
- 66 EVIDENCE 9:
 And uh, and she uses the uh, the overhead uh. Or
 she does various things, but uh, usually she uses
 the overhead to write uh. Like last week she used
 uh a different vowel everyday, and she was
 stressing the short vowel sounds. So she would
 write a couple of sentences on the overhead with
 them. And then, uh, they would have to underline
 the words with that particular short vowel sound.
 And then they would have to write a story on the
 back of their paper using at least three words
 that started with, or that uh had that short vowel
 sound in it.
- 67 EVALUATION 9:
 And uh, that's usually what she uh she does with
 the uh with the handwriting.
- 68 ASSERTION 9¹ :
 Uh, sometimes she gives them sentences on the
 board and they have to fill in the missing
 words.
- 69 EVIDENCE 9¹ :
 Uh, on Friday, they...they got a sheet of
 paper that said uh, "If I were a leprechaun
 and I had magic, I would..." and they had to
 finish the story on their own and tell what
 they would do.
- 70 EVALUATION 9¹ :
 And uh, so that was just something different
 to go along with St. Patrick's Day.
- 71 ASSERTION 10:
 And uh, and another thing we did for St. Patrick's
 Day, uh, we uh, we found this idea from one of the

other teachers. And so we used it and uh we'll see how it...how it turns out uh Monday morning.

72

EVIDENCE 10:

But uh, the idea was to cut out a bunch of leprechaun footprints and uh stick them all over the room and write a little message on the board and that the...that a leprechaun had come to play but he couldn't stay. With just a little poem. I can't remember it. And he had left some gold somewhere. And uh, that he would be back next St...next St. Patrick's Day or something like that.

73

ASSERTION 10¹:

But uh, and we kind of uh, messed up the room a little bit, too. We made a point of cleaning it up really well on Friday which she usually does anyway.

74

EVIDENCE 10¹:

And uh, and then after everyone left, uh after all the children left, uh, we just kind of uh, tipped a few desks over and put some books on the floor and dumped out some of the games and so we kind of messed up the room a little bit.

75

EVALUATION 10¹:

And it was kind of fun.

76

ASSERTION 10²:

And then and, you know, I turned a couple of baskets over.

77

EVALUATION 10²:

And uh, when they come in on Monday morning, you know, it'll be like, "Oh my goodness, what did this leprechaun do to our room?"

78

ASSERTION 10³:

And uh, we hid some gold pieces around the room. And uh, we wrote on the gold pieces...

79

EVIDENCE 10³:

on each gold piece, we wrote the child's name and one good character quality about that child.

80

ASSERTION 10³⁻¹:

And uh, and we did this together, and some of the kids it was just really hard

to find something good about them but we did.

81

EVIDENCE 10³⁻¹:

Uh, there were a couple of children that uh, that we just have trouble with you know and it's common in every class. But uh, you know, one of them was good in math so we put that, you know, so-and-so was good in math. And uh, uh and one of the little boys just loves to dance and to draw. And uh he doesn't always enjoy doing the school work, but he just loves to write in his journal and draw pictures and, and uh, he loves to dance, so you know, we had something good about him.

82

EVALUATION 10³⁻¹:

And so uh, there were uh, it was kind of hard to find different things we tried to be different, too, on each one, not to say that uh they were all good at math or all good at reading and things. We tried to be different in our uh character qualities. And uh, for some of them it was kind of hard, but, you know, you have to look for those things. And uh, that's what the children need to be emphasized anyway, what they're good at. And uh, I'm sure that that they'll uh appreciate that on Monday. We did...finding something good about themselves. And uh, maybe it'll help them feel better about themselves, too.

83 ORIENTATION - ACTIVITY:

So, and that's one thing they've told us at U. T., also, to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas. Or at least to develop a...a good self...self-concept. And know that they...they may not be good at everything, but that they are good at some things.

84 CONCLUSION:

And so, I think that's a pretty good note to end this tape on.

85

ASSERTION 11:

Uh, I'm looking forward to next week.

86 EVIDENCE 11:
I'm doing my time unit

87 EVALUATION 11:
and I'm sure I'll have a lot of good things to
tell you next Friday.

APPENDIX IV-F

1 ORIENTATION - WEEK:

This is for the week ending March twenty-second. And, I made the mistake of waiting until the end of my spring break to tape this, because you know, you were wanting a little bit about spring break on it, but I should have realized that I sh...that I should have taped the first part you know, at the...last Friday and my spring break part today because now I can't hardly remember what I did last week...the week that...well not last week but the week that I, you know, last taught so...the last week I was in school, so.

2 ASSERTION 1:

Let me think, um, I talked to you before about not getting, well, um, well about like the fact that, I don't know, sometimes I don't get to do stuff.

3 EVIDENCE 1:

It's not that she doesn't want me to but, you know, my teacher's just really slow about letting me get involved in the class because I'm her first student teacher and she's not sure how fast to move me and she doesn't want to rush me and all this.

4 EVALUATION 1:

But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.

5 ASSERTION 2:

So the week that...the last week we were in school, I did do, um, well, I started taking over all the science lessons,

6 EVIDENCE 2:

so every day I teach science.

7 ASSERTION 1¹:

I didn't start doing that 'til like around Wednesday

8 EVIDENCE 1¹:

so I only did about three days that week, Wednesday, Thursday and Friday.

- 9 ASSERTION 2²:
And I also did, like um a few English lessons
and math lessons.
- 10 ASSERTION 1²:
I mean it's not like, you know how we're
supposed to do it is like the first week, take
over one thing, like maybe English, and the next
week, do English and math, and the next week do
English and math and one more thing, you know
and keep accumulating,
- 11 EVIDENCE 1²:
but that's really not how it's been going in my
class, like, you know, this week I did a few
English lessons, and she did some, and I did a
few math lessons and, I don't know,
- 12 EVALUATION 1²:
it's real sporadic, but,
- 13 ASSERTION 3:
you know I did get to teach a lit...you know, a lot
more this week, really compared to what I have been
doing
- 14 EVIDENCE 3:
and I've taken over the top reading group and, and
so I've been doing them everyday because I might
have them all week.
- 15 EVALUATION 3:
And it went really well. Matter of fact, you came
in on...I guess on Thursday and watched me do a
reading group. And, that's about all I did last
week was a couple of math and English lessons and a
reading group and.
- 16 ASSERTION 4:
But that...that week was kind of busy it's was kind
of a crazy week
- 17 EVIDENCE 4:
because it was our last week and the kids were real
excited and we had all kinds of things like, um, on
Wednesday we had a behavior movie and that's like at
the end of each six weeks, if you got a A on your
report card for behavior or...I think an A or a B,
in behavior...you get to watch the behavior movie.
So Wednesday we had our behavior movie for last six
weeks and the whole class got to watch it but two
kids, but they're really...they're...well they stay

in trouble a lot...they're the only two that didn't get to watch it. But, um, Wednesday we had our behavior movie and a pizza party because some of the kids, um, it was some kind of...they did this before I got there...but there was some kind of book-reading contest or something, and if you met your goal four out of five weeks or something you got to have this pizza party. So, we had a pizza party and a behavior movie on Wednesday, then Thursday...we...well, Thursday we were suppose to have an ice cream party because they had the 'best lunch bunch' so many times, but we didn't get to because I think they were trying to...they didn't have enough ice cream because they were trying to get rid of the ice cream before spring break so it wouldn't all get freezer burn or whatever so they didn't have enough ice cream there. But, um, so we'll have to make that up. And we had lunch with the principal again for our second time because we've had so many lunch bunches, 'best lunch bunches'. My dog's squeaking her toy, sorry. And then on...Hershey, give me that...and then on Friday, I brought my puppy Hershey to school for show and tell because they, you know, I'd written...what I did was I wrote a little letter home to all the parents, just like I did in kindergarten so that, you know, I could kind of introduce myself to the kids and to their parents and, you know, they'd know who I was. I did this at...when I first got in there, but, you know, so they would kind of get to know who I was and why I was in the class and all this. And I told them a little bit about myself and I told them about my puppy and so I told them I'd bring it in one day. So Friday, since that week was kind of crazy anyway with spring break coming up and Easter parties and all this I thought that would be a good day to do it. Like Friday we had our Easter party and the day was pretty much shot anyway, so we thought that would be a good day to bring my puppy in. So we brought her in...I brought her in...my husband brought her. And they...they just loved her. She ran around all the kids and played and did tricks for them and. It's funny though, there's one little girl that I've got that's allergic to dogs and I knew it and so I, you know, talked to her mom and she said it would be fine as long as she washed her hands good and, you know, and took her medicine and all this stuff and. She didn't even touch her. She stayed away from her because she forgot to bring her medicine that day, so she was fine but. There was another little girl, and I'd told them I was bringing my puppy and, you know, everybody seemed

real excited and nobody said anything bad, or whatever, and then, um, when I brought Hershey in, she, um, there was one little girl who stood over there with the girl who was allergic, and I...you know, afterwards I wondered what she was doing and I asked the teacher, and she said that the little girl was really s...afraid of dogs, and it was just really, I don't know, kind of shocked me and the teacher because we had mentioned it before and nobody...you know I guess we should have asked if anybody was afraid or if anybody objected...but she didn't, you know, she wanted to see the puppy, I mean she she wasn't afraid, you know, watching it, she just didn't want the puppy to come up to her. So she stood back...we were all in a big circle...and she stood back away from the circle but it kind of surprised me that she never did mention it earlier. But, she, you know, she enjoyed it, I think, I mean she liked to see her, she thought she was cute and everything but the dog ran over to her once and, like, tried to lick her or whatever, and she was kind of scared. But I-----she was afraid of dogs. But, I don't know, I thought...I just think it's kind of funny how people have such ma...that's a pretty...that's a pretty common fear, too. I've...I've heard a lot of people are afraid of dogs and. If you could see my puppy, I mean, she's a Yorkshire terrier, I don't know if you know what that is, but they're tiny...and full grown they're only like five pounds. So she's four pounds now, I mean she's tiny, and she couldn't hurt a flea and she's real friendly, she doesn't bark at people, she doesn't snap or anything or bite so. But, you know, I thought that was real interesting that she, you know, didn't even mention it to us that she was afraid but. Anyway, we had our Easter party on Friday and it was O.K. There was only one parent that came. There was supposed to be some more parents--I don't know what happened to them, but we had one parent come and there were lots of treats and stuff and.

18 EVALUATION 4:
Friday was pretty much shot;

19 ASSERTION 4¹:
we didn't get a whole lot accomplished on
Friday. But, it was a pretty...pretty crazy
week with everything going on.

20

EVIDENCE 4¹:

I guess we were trying to get all the behavior movies and all that stuff in before spring break, you know, kind of, because we still have a...we have another behavior movie coming up for the... because the end of the six weeks is coming up again, so you know we wanted to go ahead and get that one out of the way and, because we'd been putting it off for so long so it's really long overdue.

21

EVALUATION 4:

So that...we didn't really, I don't know, we didn't get...we didn't really do anything extra special besides the behavior movies and the pizza parties and stuff so.

22 CONCLUSION:

I guess that's really about it, um, for that week.

[PERSONAL--SPRING BREAK: NOT INCLUDED IN ANALYSIS.]

As far as spring break goes, let's see...we got out on the twenty-second, that was the last day of school, and then on Saturday, the twenty-third, I had to take the NTE. And I was so upset. My brother, from Alaska, he...he moved to Alaska when I was, I don't know, maybe twelve or so, and he's only been back like three or four times. Now...and I...and I hardly even know him any more. I mean, he left when I was young and I've hardly got to see him and he's got three kids and I haven't even met one of them and. The last time I saw the other two they were babies and now they're in like second grade or something and. But um, he was coming in town, but not here, he was coming into Nashville, where my parents live. And I had to take that test on Saturday. So, I was really upset because, see now I've not going to get to see him very much. So I had to take that test on Saturday, then drive all the way to Nashville to see him on Saturday, and then Sunday morning we had to leave, or Sunday afternoon, to come back to Knoxville because my husband ha...was not on spring break tha...that week coming up. See, I was off that next week, but my husband, you know, had to get back and. My brother was leaving on that Sunday, anyway, but you know, I don't know. I wish I could have got there Friday night and didn't have to take that stupid test. Speaking of the NTE, ugh, I hate those things...I hate timed tests...I'm never going to give timed tests unless I absolutely have to, by law, or something. I don't know. I never can finish them and I had twelve left that I didn't even do and so I missed all those so I

probably did horrible. But anyway. First spring break week we didn't go anywhere because, like I said, my husband goes to U.T. and he was in school. So I planned to get ev...all this stuff done, I planned to...like I've got a bunch of materials from Riverdale...from student teaching, a bunch of...you know, ran off...like whenever my teacher runs off a copy of something she'll run me off an extra one for my files, and so I had a bunch of stuff I wanted to get filed and get done and. I got some of it done, but I'm not getting nearly what I wanted to do done because I worked two days, on Tuesday and Thursday I worked at the day care where I used to work because I needed the money. I didn't feel like it. I was ready for a week off, but this is the first semester that I haven't worked, you know, and gotten paid for it, I guess I am working but I'm not getting paid. But um, so we really needed the money so I worked a couple of days. And then, the other three days, my niece was in town because it was her spring break and she stayed up here with us and. So I didn't get very much done at all on my spring break but it was nice to be off for a week and. I don't know, especially, my husband's going through job interviews right now and, I don't know, we're so excited about, you know, we're both graduating in May and we're so excited about thinking about where we're going to be when we graduate and, you know, where we're going to live and what we're going to be doing and it's been so hard for me to keep my mind on student teaching this second half of the semester. I mean, the first half, was a breeze. But I guess now that he's really started interviewing, so you know, more intensely or whatever, I've had such a hard time, so, you know, just keeping, I don't know, I mean, it's going fine, but I've been so excited about graduating and everything, it's like, hard to keep my mind on it. So this is a good...good break.]

23 ORIENTATION - SOLO:

But anyway, um, I got...I solo in just...there's three more weeks before I solo. I solo the fourth week we get back. And we've got T-caps one of those weeks so.

24 ASSERTION 1³:

I don't know, I need to...I guess I need to talk to my teacher again about letting me do some more stuff before I solo

25 EVIDENCE 1³:

because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know

that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday.

26

EVALUATION f:

But, I mean, I'm sure, she's real open to me. Any time I say you know, "Why don't I teach this," she'll say, "Fine," you know. She's real good about letting me, she just doesn't want to push me, so it'll be no problem if I talk to her.

27

ASSERTION 1³⁻¹:

So I'm just going to talk to her Monday and, you know, suggest that I start taking over the other reading groups or whatever so.

28 GENERAL EVALUATION:

But everything's really going good

29 ORIENTATION - WEEK:

and I guess I will see you on Tuesday when we get back to school. I don't know if I'm ready. I can't believe that was a whole week off for spring break. It seemed like a couple of days. I can't believe we're already going back.

30 CONCLUSION:

But uh, anyway, I'll see you then. Bye-bye.

APPENDIX IV-G

1 ORIENTATION - WEEK:

Hi, -----. April seventh, 19--.

2 ASSERTION 1:

Well, as the end draws nearer, I guess I'm approaching it with mixed feelings.

3 EVIDENCE 1:

I'm thankful that it's all over.

4 EVALUATION 1:

I feel like I've not done as well as I've really liked to have done.

5 ASSERTION 2:

But, then again, I'm going to miss these kids.

6 EVIDENCE 2:

They've become a part of my life and I'm anxious to see how things turned out.

7 ASSERTION 2':

I'd like to know how things are going to go with Damien, if his mother's ever going to wake up and she what she can do to help him. I'm anxious to find out how Dustin's mother treats his, ah, giftedness.

8 EVIDENCE 2':

By the way, she called me and uh told me that he had been...or that he probably would be certified as gifted. And I said, "What're you going to do any different?" "What are you going to do any differently for this child?" And she said, "Well, I may get him a computer or I may do this or I may do that," and I said, "Well, if he's certified gifted or if he's not certified gifted, a computer would still help him if...if you're intending to use it to further his education or enrich his education." And I said, "Some of these uh educational camps, or things like that, if that's something you can afford and you feel like it will enrich him, it's going to enrich him whether he's gifted or not. He's a bright kid, he's...he's anxious to learn and he's anxious to try new things. Whether he's certified gifted or not, it that's something you're considering only if he's certified as gifted, and you feel like it will

enrich him, it's going to enrich him whether he is or not.

9 EVALUATION 2¹ :
But anyway, I'm anxious to see how that turns out.

10 EVIDENCE 2⁽²⁾ :
And of course, I've got my favorite troublemakers and favorite well-behaved kids and I want to see what they do. I'd like to know how they...how they do on their achievement tests this week and.

11 EVALUATION 2² :
Of course, usually those results don't come back before the school year's over. But even if they did, I probably won't get to see them.

12 ASSERTION 2² :
But, anyway. I guess I understand why teachers hate to be out or be on extended uh leaves of absence or anything like that

13 EVIDENCE 2² :
because they hate to...hate to leave their kids and they don't want to turn their kids over to someone else and things like that and...and I understand that. Because, really, I see teachers being involved and interested and very concerned with the welfare of their children.

14 EVALUATION 2² :
I don't think you could be a good teacher if you weren't. I don't think it's something that you can just go and put in your hours and leave it and forget about it. I don't think that's something you could do very easily. But I'm sure there are those who...who do it that way. But, I don't know.

15 ASSERTION 3 :
The uh...the scariest thing for me is the amount, or the number of children who are being referred as special ed.

16 EVIDENCE 3 :
And the children who of uh drug addicted mothers and the behavior problems, the discipline problems, the Chapter I children and things like that. The numbers have increased steadily in s...and some numbers have even just jumped in their increases.

- 17 ASSERTION 3¹:
That scares me because I think about these are our
future leaders
- 18 EVIDENCE 3¹:
and these are our...they're really basically
they're the people who're going to take care of us
when we're old. And it is so difficult to teach
some of these children and so, so demanding of
your time.
- 19 EVALUATION 3¹:
And, I feel like that we're so ill-equipped to
handle them and teach them and reach them. And
some of them are really...they're never going to
be able to cope with so many things in today's
world. It's...it's just amazing to me that the
numbers are there that we...we're having a
terrible time reaching. And I wonder what in the
world is this country going to be when these kids
get to be adults if clearly 50% of them, and more,
are severely handicapped in their abilities to
cope, with their abilities to relate to others,
with their abilities to concentrate, or, not
necessarily retarded or...or...or uh learning
disabled or something, you know, there's...there's
a great number like that, but nevertheless,
there's so many that their behavior is so
antisocial and anti...I don't...I don't know how
to...to put it. But I think you'll understand
what I'm driving at.
- 20 ASSERTION 3¹⁻²:
We have to be able to conform to certain
standards in order to be able to belong in
today's world.
- 21 EVIDENCE 3¹⁻²:
And we have to be able to do these things to
be able to get along in the work world and in
the...in society as a whole.
- 22 EVALUATION 3¹⁻²:
And these children are just not able to do
these things.
- 23 ASSERTION 3²:
They get on the playground and they try and
actually try and inflict bodily harm on one
another. And they call that fun.

24

EVIDENCE 3² :

They...their organized games are not uh hopscotch and four-corners-square and uh relay races and...and freeze-tag and things such as that. Their organized games are to stand...I...I've watched them...they stand twenty yards apart on the football field. And this is the game that they make up: They stand in...in teams, twenty yards apart on the football field, they say, "Go," they run at each other as hard as they can go, and when they get near one another, each has picked out a target on the other team, they jump with their feet in the air and try to clobber that particular person. Whichever team manages to knock down or maim the most of the opposing team, or the entire opposing team first, is the winner.

25

ASSERTION 3²⁻¹ :

Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene,

26

EVIDENCE 3²⁽²⁾:

because I can see them jumping and lunging at one another with their...their arms reaching for throats, their...they...they throw their arms around a child's neck and attempt to wrestle them to the ground in a headlock, or they jump up in the air with their feet attempting to kick them in the throat or chest and knock them down and then they fall on them. It's just...it...that's their ...and and this isn't just the boys, either. It's the girls, too. And I know that I played rough when I was a kid in...in some degrees, but what happened to Red Rover and freeze-tag or uh leap frog or I uh...you know, you try and tell them these things or you try and set up a relay race. And they...the children won't move. I know there's one child...we pit the home rooms against each other and against the stopwatch and tell them to run to the end of the football field and come back and, you know, have a relay race or something like that, or we run them around the circle or something.

27

EVIDENCE 3²⁻¹:

We try different things and...and the children won't move.

28

EVIDENCE 3² :

I remember one child, I said, "Well, you need to hurry. Come on, everybody else is waiting, but

the next team can't go 'til you get back," and sits and looks at me and says, "I'm tired." And the child has not moved.

29 EVALUATION 3' :

I realize he's a big kid, but I watch that child when they do this ritual that they do of trying to uh kill one another, and he moves just as fast as the rest of the kids. So I know it can't be that he's tired.

30 EVALUATION 3²⁻¹ :

So, I don't know. I...I guess I really hope that we can make a difference along the way.

31 ASSERTION 3' :

But it's really scary to think that, as time progresses we're going to have more and more and more children that are having problems to where, it used to be it was the minority of children that were dis...the disruptive kids.

32 EVIDENCE 3' :

Now we're getting to where it's about half and half...the disruptive kids and the problem children...there's about half and half in the classrooms. I think, I may have even told you. I was sitting down one night and just counted, out of twenty-two, I've got eleven behavior problems. So there's...there's half the class. Now the other half is not all intelligent, brain-child type students. It's, you know, there's some of average intelligence, some of below average intelligence, some above average intelligence. That's only half the class. The other half, I guess they're probably divided in the same way.

33 EVALUATION 3' :

But, who knows, half of them having behavior problems, they don't cooperate enough to where you can tell a lot of academics about them.

34 EVALUATION 3 :

And it's going to get worse.

35 ASSERTION 3' :

We're getting crack babies in school.

36 EVIDENCE 3' :

We've got...we've got one that I know of that is in first grade now. And I'm sure that's...there's several more. We're getting crack babies in

school, we're getting more and more things that are affecting the children.

37 EVALUATION 3 :

Where's it all going to end?

38 ASSERTION 4:

I want to make a difference. I don't know that I'm up to it, but I think I need...I...I feel so inadequate.

39 EVIDENCE 4:

I think I need more training. But then, again, I don't know that all of my training has helped me.

40 EVALUATION 4:

Maybe getting in there and working and...and having the experience will...will make me figure out some answers and figure out some directions and figure out some...some coping strategies. I don't know.

41 CONCLUSION:

Well, I've talked enough. But uh don't get me wrong. I'm real glad this is coming to an end. And I'll talk to you later. Bye.

APPENDIX IV-H

1 ORIENTATION - WEEK - DAY:

Today is Monday, April the eight. Today is...was the beginning of our T-caps. We will be testing through Wednesday of this week. So pretty much our schedule has been wiped out for anything that would...that we would normally have. Uh, T-caps started this morning promptly at eight ten and continued until ten...about ten thirty, then the children had a snack and uh, we went ahead and gave them their spelling pre-test so that they would simply be able to get back on schedule by Friday. Then they had phys. ed. and uh recess, and so during the time of T-caps,

2 ASSERTION 1:

uh, my C.T. and I spent a lot of individual time.

3 EVIDENCE 1:

We uh...she graded papers and did a lot of filing-type things and we are working on compiling our poetry book so I was putting a lot of the clip art in it,

4 EVALUATION 1:

so that we are almost down to the publishing date. But it's...it's taking a long time to compile.

5 ORIENTATION - ACTIVITY:

Then this afternoon, we went ahead and started uh our math.

6 ASSERTION 2:

I did the math this morning and we chose to do coordinates and...in geometry

7 EVIDENCE 2:

and how I ...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs. Then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could point out where different things were and then they drew their...their points. Then we had made up a graph for them that had the coordinates listed down at the bottom and they were to find their coordinates on the grid and then connect the coordinate points with lines. And it...the phrase ended up saying, "This is fun."

- 8 ASSERTION 2':
 Actually, I should have put "This is hard"
- 9 EVIDENCE 2':
 because for several of them it was very difficult.
 It's a tedious thing for them to do,
- 10 EVALUATION 2':
 but they, for the most part got it. It...it was
 interesting to see, once a couple of them got the
 phrase, that a lot of them sa...assumed that they
 could just write in the phrase themself [sic]
 rather than go ahead and put it on the points. So
 they found that that didn't quite work and we
 either made them do it again or they didn't get a
 good grade. It just depended on how much we could
 tell that they've done...they had done.
- 11 ORIENTATION - ACTIVITY - DAY:
 Uh, then this afternoon uh my C.T. did science also with
 them, and then we started a new book, for read aloud,
 called General Butterfingers. And this was a book that
 I'm reading to them this time. Pretty much the day flew
 by and the...the children didn't seem to complain about
 T-caps at all. They handled it real well. We had
 written the schedule up on the board and then we could
 check it off when we got certain things done. And that
 seemed to really give them a lot of motivation. So they
 knew when the end was coming.
- 12 CONCLUSION:
 That was today.
- 13 ORIENTATION - DAY:
 This is Tuesday, April ninth. This morning, again, we
 started T-caps right at eight o'clock and continued
 until ten fifteen, which time they had snack. And then
 after snack and a short break...and they have breaks in
 between on their testing times, too...
- 14 ASSERTION 3:
 uh we...during math today we got out the geo boards
 to study different polygons, triangles, and those
 types of things.
- 15 EVIDENCE 3:
 Uh, I found it real interesting, when I asked them
 how many of them had ever used a geo board today
- 16 EVALUATION 3:
 that out of twenty-six children only one of them had
 ever used one.

- 17 ASSERTION 3¹ :
So I gave them the instructions on how they were
to use it, in particular safety in regard to using
the rubber bands.
- 18 EVIDENCE 3¹ :
They received several rubber bands apiece, and
then I had them make a three-sided polygon.
- 19 EVALUATION 3¹ :
So the children would make it and uh then I asked
them to name it.
- 20 ASSERTION 3¹⁻¹ :
What was interesting is, so many of them
assumed that everyone had the same shaped
triangle as they did
- 21 EVALUATION 3¹⁻¹ :
and they found after they shared them that
they, in fact, did not.
- 22 ASSERTION 3¹⁻² :
Uh, then I had them make a four-sided polygon
and then we named that.
- 23 EVALUATION 3¹⁻² :
Some of them said they were squares and
rectangles, but in fact we went ahead and
called them quadrilaterals and we talked about
how polygons are named by the number of sides
that they have.
- 24 ASSERTION 3²⁻¹ :
Uh, one of the most interesting things
about this particular activity, and a lot
of it might have related to T-caps, too, is
they were just so excited about the things
- 25 EVIDENCE 3²⁻¹ :
that is was a little bit more difficult
than usual to maintain control.
- 26 EVALUATION 3²⁻¹ :
So, I think, in reflecting on today's
activity, that probably if I...when I use
it again, I will probably just give them a
few minutes of free exploring time so that
they can play with the geo board and the
rubber bands and see what it does and then
we'll get down to more of the what's at
hand uh type of thing. Or either I may

just let them have a free period uh, it
just depends on the class.

27 EVALUATION 3:

The children learned a lot from this

28 ASSERTION 3¹⁻⁴:

and I had them make a five-sided polygon and
then they had to make a four-sided and then a
three-sided and then...

29 EVIDENCE 3¹⁻⁴:

then I would simply tell them the names. O.K.
now you have to make a quadrilateral, or you
have to make a triangle.

30 EVALUATION 3¹⁻⁴:

So they...they did real well.

31 ASSERTION 3¹⁻⁵:

And then, what they ended up doing at the end
was I let them use all of their rubber bands
to make their own design

32 EVALUATION 3¹⁻⁵:

which they all shared and they had to point
out the different shapes that they had in
there. And I'd let a group of five of them
come up to the board at once.

33 ORIENTATION - ACTIVITY:

Then this afternoon, uh, they had their break time and
lunch,

34 ASSERTION 4:

and then we did a social studies review

35 EVIDENCE 4:

because we're getting ready for a social studies test
this week. So we did that.

36 ASSERTION 4¹:

And one of the things we did was go ahead and sing
some cowboy songs

37 EVIDENCE 4¹:

because we're studying about the West and the cow
trails and stuff.

38 EVALUATION 4¹:

So they...they were able to sing and then we
continued with our read aloud.

39 ORIENTATION - DAY:

And that was pretty much our involvement with the children today. Again, during the day we did a lot of record-keeping and planning uh and also working on our poetry book.

40 ORIENTATION - DAY:

Today is Wednesday, April tenth.

41 ASSERTION 5:

Believe it or not we actually finished T-caps today. We started again promptly at eight fifteen and went for a good period of time then had a library break and then finished up our T-cap before eleven o'clock. And the children were relieved.

42 EVIDENCE 5:

They actually wanted to go ahead and get it over with rather than go on to another day which is...we had scheduled to just go on today because she has found that the children just really burn out near the end. And we noticed that today, too, that on the last few tests they might give them sixteen minutes and a good number of them finished with eight minutes to go. So we circulated and reminded them to check their answers.

43 EVALUATION 5:

But it was real interesting to see either...they either knew the subject matter better, which we didn't know, and...or they were getting tired and just rushing through it.

44 ORIENTATION - ACTIVITY:

Uh, after we had T-caps today, we went outside and then had lunch.

45 ASSERTION 6:

And then the children took a...their social studies test after a short review. Again, I find it very intriguing

46 EVIDENCE 6:

that you can read them the exact questions that are on the test, give them the answers...well, they give me the answers, and then you can hand them the very exact test, and you still have a good portion of them that don't do very well.

47 EVALUATION 6:

Ah, it's...it's intriguing to...to see that. I...I wouldn't have expected that.

- 48 ASSERTION 7:
Then this afternoon one of the neat things we did was started on a... another part of geometry.
- 49 EVIDENCE 7:
I handed the children different...a sheet of paper apiece, and I showed them how to cut a tangram. And we talked about congruency today.
- 50 EVALUATION 7:
So they were able to see th...how the pieces went together. And what they found frustrating was the fact that they had cut all these pieces out of the square and it was very difficult to put them back into the square. But they did enjoy it and they learned about...a lot about congruency.
- 51 ORIENTATION - ACTIVITIES:
We again read, uh, our General Butterfingers book today. And also we talked about our chickens because of they are getting closer and closer to their birth date.
- 52 ORIENTATION - DAY:
This is Thursday, April eleventh. Well, we are back to our normal schedule. This morning at eight-ten we began math,
- 53 ASSERTION 8:
and math was absolutely intriguing for the kids
- 54 EVIDENCE 8:
because I handed them all several different toothpicks and miniature marshmallows.
- 55 ASSERTION 8¹ :
And what we were studying today was solids, cubes, qua...and pyramids and rectangular prisms and so on.
- 56 EVIDENCE 8¹ :
What they did today after we went through a demonstration of the different solids, which I had wooden examples of, and I had them pass them around
- 57 EVALUATION 8¹ :
they...they gave me the definitions of the different items.
- 58 ASSERTION 8² :
Then, after that, I told...I gave them the toothpicks and everything and told them that they

had to construct a cube. That the marshmallows were to be their vortexes.

59 EVIDENCE 8^2 :
So the children then started to make their cubes.

60 ASSERTION 8^{2-1} :
And I told them I wasn't giving them any instructions

61 EVIDENCE 8^{2-1} :
that they just had to remember the definitions that they had given.

62 EVALUATION 8^{2-1} :
Ah, and then I circulated around the room and the children made a cube.

63 ASSERTION 8^3 :
Then after they did that, then I instructed them to make another cube. Then I told them that they had to connect those cubes in some way so that there would be three cubes. But they couldn't just build an extra cube.

64 EVALUATION 8^3 :
They were fascinated with what they were building.

65 ASSERTION 8^4 ;
Then we went on down the line and built a pyramid, and a...a quadrilateral pyramid and a hexagonal pyramid.

66 EVIDENCE 8^4 :
Ah, and we did a lot of a..."Look at what I've done" type things.

67 EVALUATION 8^4 :
And they really enjoyed that.

68 ASSERTION 8^5 :
And then, finally, the last thing I let them do was to make their own free design.

69 EVIDENCE 8^5 :
And they could use all the marshmallows that they wanted and all the toothpicks that they wanted. And they experimented with different designs. And we discussed about the fact that there are different shapes that are stronger

- 70 EVALUATION 8⁵ :
and they came to the conclusion that triangular
shapes are stronger than squared shapes.
- 71 ASSERTION 8⁵⁻¹ :
And so a lot of them built their designs with
triangles
- 72 EVIDENCE 8⁵⁻¹ :
and then they brought them up in front of the
class and shared their different shapes. And
then they got to eat their marshmallows.
- 73 EVALUATION 8⁵⁻¹ :
They really enjoyed that and...and most of
all, they learned.
- 74 ASSERTION - EVIDENCE - EVALUATION:
And uh, I...I felt very complimented because my C.T.
said that that was one lesson plan she was definitely
going to use in the future.
- 75 ORIENTATION - ACTIVITY:
After we did math, then we did our reading groups, which
we were broken into the different reading...it's been so
long since we've had a regular reading group, that we
did a little bit of catching up, and then the children
read a story and we discussed it after they had read it.
Then we had our regular outside and lunch time. Then in
the afternoon, uh, my C.T. continued on her reviewing of
the solar system for a test that they will be having in
science. We had reading buddies, which the children
went down to, and I stayed in the room to work on our
poetry book.
- 76 ASSERTION 9:
Then in...after they came back then we did our
...which I did with them...and that was using the
draw squad.
- 77 EVIDENCE 9:
So they are learning how to do their dimensional
drawing. And this week they got into overlapping and
size and contour.
- 78 EVALUATION 9:
So they were really...they are really learning a lot
in art.
- 79 ORIENTATION - ACTIVITY:
Ah, we also had detention duty this afternoon, which

meant we had to stay in with the children who were in detention. Detention hall. Ah, the children have to sit in their own...in a seat...and they're not allowed to talk at all for the thirty minutes that they're there.

- 80 ASSERTION 10:
We've tr...we have tried very desperately this week to get some planning done for Mardi Gras that we're having next week.
- 81 EVIDENCE 10:
And we're making quite a bit of progress.
- 82 EVALUATION 10:
But unfortunately it's not as quick as we both want it to come. But we're planning on working on it over the weekend together.
- 83 ORIENTATION - DAY:
Today is Friday, April twelfth. Again we started math at eight o'clock in morn...eight-ten in the morning.
- 84 ASSERTION 11:
Ah, this morning's geometry word for the day was 'symmetry'.
- 85 EVALUATION 11:
Ah, and I really enjoyed doing this with them.
- 86 EVIDENCE 11:
They were quite knowledgeable about what symmetry was,
- 87 ASSERTION 11' :
and we talked about the line of symmetry. And then what I had them do...well, I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other. Unfortunately, these kids are very observant,
- 88 EVIDENCE 11' :
but I had worn two different pairs of...two different earrings that morning. And I asked them, "O.K., now, if Mrs. West stands up in front of you, uh, and you were to fold her in half, would she be symmetrical?" And half the class said, "Yes," and half said, "No."
- 89 EVALUATION 11' :
And the...the part that said "No" was correct and

I asked them why and they said because of my earrings. So they were very observant.

90 ASSERTION 11² :
Then what I had them do was I gave them a sheet of paper, they folded it to...into quarters.

91 EVIDENCE 11² :
Ah, and I had them cut half of...the paper in half and then into and then one half of the paper into quarters so that they could do an ex...a sample of something symmetrical.

92 ASSERTION 11²⁻¹ :
And I had them cut a heart,

93 EVALUATION 11²⁻¹ :
which they then discovered was symmetrical.

94 EVIDENCE 11²⁽²⁾ :
Then they cut a different design out of the other one.

95 ASSERTION 11³ :
Then with the other half that was left, I had them fold that into eighths and told them that they could cut it along both sides of the fold and then also along the end.

96 EVIDENCE 11³ :
And I gave them a little bit of ad...direction for it and then I told them to go ahead and cut what they wanted.

97 EVALUATION 11³ :
Well, we had one cut out paper dolls, and another one cut out uh, arrows, with a real meticulous design at the bottom. We ended up with twenty-six different symmetrical uh shapes. The kids shared their cuttings with the rest of the class. They also had to point out the line of symmetry, if there was more than one line they had to show that. And some of them even made a symmetri...a design that was symmetrical so it could be folded horizontally as well as vertically. We then mounted those and they are now proudly hanging upon our wall.

98 ORIENTATION - ACTIVITIES:

Uh, then we had our reading groups today and we went ahead and continued discussing the story that we had read yesterday as well as doing a worksheet. Then

we...the children took their spelling test. We had our lunch and our normal activities. Then on Friday, the children go to music and p.e., which during that time my C.T. and I spend a lot of time grading papers which tend to have a...a tendency to breed, it seems like, uh, if you don't get right to them. But we've graded papers and we've definitely made plans to get together tomorrow at my house so we can work on the different activities that we want to do for Mardi Gras and also on our costumes. So we are getting more and more excited about next week because of the Mardi Gras coming up and the children too are getting excited about it.

- 99 ASSERTION 12:
 We have also planned a field trip coming up on the thirtieth so that we can go to three different places in one day.
- 100 EVIDENCE 12:
 We are going to the dairy farm, to the Incredible Machine, and also to the planetarium.
- 101 EVALUATION 12:
 We're trying to pull in all of the different activities that we've been studying lately.
- 102 CONCLUSION¹:
 And that's pretty much it for the week.
- 103 ASSERTION 13:
 It seems like we thought we were going to have a lot of planning time ah, time has slipped away from us very quickly
- 104 EVIDENCE 13:
 and uh believe it or not, we're coming up on Mardi Gras
- 105 EVALUATION 13:
 and don't quite have everything ready that we need. But we are anxious.
- 106 CONCLUSION²:
 Have a good weekend. Bye.

APPENDIX V

COMPILATION OF MONOLOGUE COMPONENTS NOT USED FOR EVALUATION

- A-1 Well, this is the end of another week. Uh, this week our unit was "Birds in Winter."
- A-5 So, uh, really the only thing that, uh, we have to plan...we plan the different activities for the groups, but then the art activity is the only activity that we have to change every day.
- A-10 And uh, on Mondays they have...Monday mornings they have p.e. and on Thursdays they have library and music. So, during those times, we didn't have to, um, to prepare activities for those times.
- A-16 And they got to watch a video tape one day of birds
- A-17 different winter birds, in, um, someone's back year, and the different feeders and everything.
- A-35 So, I guess that's about it for this week.
- B-2 Let's see, this week...
- B-33 And, I don't know, I can't really think of a lot to say this week.
- B-36 But um, I guess that's all for today. I can't really think of anything else to say.
- C-6 Well, this is to've been the, uh, second time that a teacher has tried to refer him for evaluation.
- C-36 because she was still gone.
- D-14 Today is Tuesday, February fifth. Today is Triceratops day.
- D-29 That's it for today.
- D-30 This is Wednesday, February the sixth. Today is Stegosaurus day.
- D-34 They're by the Berenstains
- D-45 This is Thursday, the seventh of February.
- D-48 This is Friday, the eighth.

- D-56 Uh, today was the only day we were able to have our second group time.
- D-70 simply because I'm going to start observing some different classes.
- D-72 So I will talk to you later. Have a good week. Bye-bye.
- E-49 how they use their veins to get the uh, the nutrients in the water from the roots down under the ground or in the water, uh, and take the nutrients up into the leaves.
- E-52 about, uh, plants and how they grow, and the roots and things, different parts of the plants.
- E-72 But uh, the idea was to cut out a bunch of leprechaun footprints and uh stick them all over the room and write a little message on the board and that the...that a leprechaun had come to play but he couldn't stay. With just a little poem. I can't remember it. And he had left some gold somewhere. And uh, that he would be back next St...next St. Patrick's Day or something like that.
- F-22 I guess that's really about it, um, for that week.
- F-23 But anyway, um, I got...I solo in just...there's three more weeks before I solo. I solo the fourth week we get back. And we've got T-caps one of those weeks so.
- F-27 So I'm just going to talk to her Monday and, you know, suggest that I start taking over the other reading groups or whatever so.
- F-29 and I guess I will see you on Tuesday when we get back to school. I don't know if I'm ready. I can't believe that was a whole week off for spring break. It seemed like a couple of days. I can't believe we're already going back. But uh, anyway, I'll see you then. Bye-bye.
- G-1 Hi,-----. April seventh, 19--.
- H-5 Then this afternoon, we went ahead and started uh our math.
- H-12 That was today.

- H-13 This is Tuesday, April ninth. This morning, again, we started T-caps right at eight o'clock and continued until ten fifteen, which time they had snack. And then after snack and a short break...and they have breaks in between on their testing times, too...
- H-33 Then this afternoon, uh, they had their break time and lunch
- H-40 Today is Wednesday, April tenth.
- H-44 Uh, after we had T-caps today, we went outside and then had lunch.
- H-83 Today is Friday, April twelfth. Again we started math at eight o'clock in morn...eight-ten in the morning.
- H-84 Ah, this morning's geometry word for the day was 'symmetry'.
- H-102 And that's pretty much it for the week.
- H-106 Have a good weekend. Bye.

APPENDIX VI

COMPILATION OF MONOLOGUE COMPONENTS USED AS EVALUATION OF THE CRITICAL ATTRIBUTES LISTED IN THE STUDENT TEACHING HANDBOOK

1. Self-confidence in ability to teach

- A-24 I've been able to watch my teacher quite a bit and, um, see the things that she does and how she handles certain situations, and um, and usually she's pretty effective, too. So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.
- B-5 like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the...and the weather outside and,----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really.
- B-12 but I'm glad that my teacher's going ahead and letting me,
- B-14 it didn't go as smoothly as I thought it would. And so, I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo or whatever, you know.
- B-15 I'm glad she's starting this early letting me teach
- C-11 And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.
- C-41 So, I'm enjoying myself, and I think it's going to be O.K.

D-10 For me, in particular, um, I guess I'm more comfortable this morning with...with the children, and

F-4 But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.

F-25 because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday.

H-85 Ah, and I really enjoyed doing this with them.

2. Ability to profit from critical feedback

B-16 because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time early and stuff.

B-20 I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself.

B-31 because, I mean just the simplest thing like scooting your benches up was difficult for five-year-olds, you know, it was really difficult for them because, you know, I didn't give them the specific directions of what to do and how to do it.

E-19 And uh, and so far, uh it's going pretty well.

E-32 and uh, next week I'll be starting uh, to have all four reading groups. And uh, and my cooperating teacher was right when she told me that reading groups were the hardest things to teach. And uh, in the

sense of, you know, meeting all of the individual needs and...and getting through the things you need to get through at the same time. And uh, so that's uh one thing I'm learning in first grade.

H-74 And uh, I...I felt very complimented because my C.T. said that that was one lesson plan she was definitely going to use in the future.

3. Enthusiasm for teaching

A-38 So I have some...some good things to look forward to next week.

C-19 And it's...it's been really fun.

D-46 Today I was exceptionally pleased with how things went because today we studied the Brontosaurus.

D-71 And I'm excited about that--to see some different things.

E-2 I'm enjoying it uh more, I think than I enjoyed kindergarten.

H-53 and math was absolutely intriguing for the kids

H-85 Ah, and I really enjoyed doing this with them.

H-98 Uh, then we had our reading groups today and we went ahead and continued discussing the story that we had read yesterday as well as doing a worksheet. Then we...the children took their spelling test. We had out lunch and our normal activities. Then on Friday, the children go to music and p.e., which during that time my C.T. and I spend a lot of time grading papers which tend to have a...a tendency to breed, it seems like, uh, if you don't get right to them. But we've graded papers and we've definitely made plans to get together tomorrow at my house so we can work on the different activities that we want to do for Mardi Gras and also on our costumes. So we are getting more and more excited about next week because of the Mardi Gras coming up and the children too are getting excited about it.

H-104 and uh believe it or not, we're coming up on Mardi Gras

H-105 and don't quite have everything ready that we need. But we are anxious.

4. Initiative

- A-12 Um, my C.T. gave me the idea and the...and she had the materials to use although I had to put the materials together to make the worksheets and things.....
- A-37 preparing them myself, too, and I'm also working on my own game that I'll be using the week after that. One that I made up myself with all my own materials and everything that I'll be able to use in the class.
- B-22 But this past Friday, or tonight...today before I left, I um, I listened to a bunch of songs and wrote down the words because,.....
- C-11 And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.
- D-11 uh, I'm trying to do a little bit more of things I would like to do.
- D-43 And what I planned for the children to do was for one group to be paleontologists and they are to...they were to dig in the sandtable to find different, uh, items that a...maybe would be fossilized at some time. And in particular, the letters that spelled 'dinosaur' were in there, individually, and they were to dig those out and then match them to the dinosaur word on the board. They also listened to Danny and the Dinosaur in the listening center and that was a tape that I had made for them.....
- E-18 so I made myself a little schedule to see how many days we could spend on each story and...and the other activities.
- F-4 But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.
- G-25 Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene,

H-88 but I had worn two different pairs of...two different earrings that morning. And I asked them, "O.K., now, if Mrs. [West] stands up in front of you, uh, and you were to fold her in half, would she be symmetrical?" And half the class said, "Yes," and half said, "No."

5. Correct verbal and written communication

C-20 I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling, and I gave them their spelling test and uh, been doing the morning exercises and reading the children a book and, so, she's allowing me to do more and more

C-33 Well, then, she needed to be uh, doing something else and she told me that I could do one. And I told them that, uh, they were going to have ten minutes, and I knew that some of them would get finished and some wouldn't and we talked about it a few minutes before-----did it

D-16 and I had the children give me different examples of things that have three. And they named a tricycle and a triangle and several different items. We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.

D-39 so I just sang it, uh, without the music

E-9 And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page so I had to read each problem and the, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer

F-17I wrote a little letter home to all the parents, just like I did in kindergarten so that, you know, I could kind of introduce myself to the kids and to their parents and, you know, they'd know who I was.....

H-7 and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs.....

H-23 Some of them said they were squares and rectangles, but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have.

H-88 but I had worn two different pairs of...two different earrings that morning. And I asked them, "O.K., nw, if Mrs. West stands up in front of you, uh, and you were to fold her in half, would she be symmetrical?" And half the class said, "Yes," and half said, "No."

6. Sensitivity to students' needs

A-15 but some of them are still having trouble, so I could...I could tell when they needed to spend more time explaining it to some of the children. And uh, but most of them did pretty well with it on their own.

A-34 And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the...some of the other children--needing to be watched a little more. So I'm really getting a feel for the children in my class and getting to know them better.....

B-31 because, I mean just the simplest thing like scooting your benches up was difficult for fine-year-olds, you know, it was really difficult for them.....

C-4 And, it's really discouraging to see the ability there, and know that until he gets some type of help, whether it's medical help or some type of behavior modification program, or something, he can't realize his full potential.

C-8Whether he has a medical need, or whether he has a...a psychological need or whatever, I really would like to see him evaluated so that he can concentrate on his schoolwork.....

D-27 And it is very interesting because one of the children is a, uh, trouble child, or problem child, and the other one is a child who doesn't seem to interact with the other children.

D-35 and they have a lot of real good information that's on the level for the children and they seem to really enjoy that.

- D-55And it's very amazing to see the differences in the skills from one group to the next. And there is the group who is far and above what the other are, and uh, not only in their ability but in their maturity level.....
- E-9a lot of the children in the class couldn't read most of the words on the page so I had to read each problem.....
- E-13because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes.....
- E-23 So it's a challenge to try to uh, just meet the individual needs within the reading group, and keep them all attentive and...and not bored.
- E-31 And so uh, we kinda have to get to know the kids and where they're at, and know what they need uh so that they can get, you know, the most out of their reading groups, and not waste time on what they already know. So uh, it is a challenge
- E-32And uh, and my cooperating teacher was right when she told me that reading groups were the hardest things to teach. And uh, in the sense of, you know, meeting all of the individual needs and and getting through the things you need to get through at the same time.....
- E-82And uh, that's what the children need to be emphasized anyway, what they're good at.....
- E-83 So, and that's one thing they've told us at U. T., also, to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas. Or at least to develop a...a good self...self-concept. And know that they...they may not be good at everything, but that they are good at some things.
- F-17 because it was our last week and the kids were real excited and we had all kinds of things like, um, on Wednesday we had a behavior movie and that's like at the end of each six weeks, if you got a A on your report card for behavior or...I think an A or a B, in behavior...you get to watch the behavior movie. So Wednesday we had our behavior movie for last six weeks and the whole class go t to watch it but two kids, but they're really...they're well they stay in trouble a lot...they're the only two that didn't get to watch it.....

- G-7 I'd like to know how things are going to go with Damien, if his mother's ever going to wake up and see what she can do to help him. I'm anxious to find out how Dustin's mother treats his, ah, giftedness.
- G-8 By the way, she called me and uh told me that he had been...or that he probably would be certified as gifted. And I said, "What're you going to do any different? What are you going to do any differently for this child?" And she said, "Well, I may get him a computer or I may do this or I may do that," and I said, "Well, if he's certified gifted or if he's not certifies gifted, a computer would still help him if...if you're intending to use it to further his education or enrich his education.".....
- G-15 The uh...the scariest thing for me is the amount, or the number of children who are being referred as special ed.
- G-16 And the children who of uh drug addicted mothers and the behavior problems, the discipline problems, the Chapter I children and things like that.....
- G-19And some of them are really...they're never going to be able to cope with so many things in today's world.....
- G-31 But it's really scary to think that, as time progresses we're going to have more and more and more children that are having problems to where it used to be it was the minority of children that were dis...the disruptive kids.
- H-9 because for several of them it was very difficult. It's a tedious thing for them to do

7. Ability to work well with peers

- C-17 But, anyway, we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas
- D-13 Um, this afternoon the...my C.T. and I were able to do some talking and planning for the future weeks.
- D-67 Um, I've enjoyed the conversations with my C.T. We've done a lot of looking at...into the different children's behaviors, and things. I feel very comfortable with our situation, and I hope she's feeling more comfortable with it all the time.

- E-58 She gave me all her materials and said, "You know, here's some things I've used in the past. You can use whatever you want or you can make up new things or whatever."
- E-63 And I know she really enjoys having me around, too.
- E-64 And uh, and we're getting along really good, too.
- E-80 And uh, and we did this together, and some of the kids it was just really hard to find something good about them but we did.
- F-26 But, I mean, I'm sure, she's real open to me. Any time I say you know, "Why don't I teach this," she'll say, "Fine," you know. She's real good about letting me, she just doesn't want to push me, so it'll be no problem if I talk to her.
- H-3 We uh...she graded papers and did a lot of filing-type thins and we are working on compiling our poetry book so I was putting a lot of the clip art in it
- H-82 But unfortunately it's not as quick as we both want it to come. But we're planning on working on it over the weekend together.

8. Ability to self-evaluate one's teaching

- A-23 But uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that I...that I give, too. I'm starting to feel a little more comfortable with that aspect of being in the classroom and
- A-31 So that's, um, that's one method of...of, uh, monitoring the classroom that I can use from sitting at a...at the table.....
- B-13 because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know

- B-16 because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time early and stuff.
- B-31 because, I mean just the simplest thing like scooting your benches up was difficult for five-year-olds, you know, it was really difficult for them because, you know, I didn't give them the specific directions of what to do and how to do it.
- B-32 But um, that was kind of amazing to me how, I don't know, it really...it really, I don't know, helped me realize how important it is just to give them directions for the littlest things, and how much smoother things'll run if you do that. I mean it wasn't like total chaos, really, but still, it would've been...it would've just flowed so much smoother it I would've just gave [sic] them directions, you know, who needs to help move benches and who didn't. But, um, anyway, I'll definitely...I won't assume that...I won't assume that things are simple any more for the. I'll really try to plan exactly how to do it.
- C-41 So, I'm enjoying myself, and I think it's going to be O.K.
- E-15 The, uh, and I've found out how hard it is to, uh, to...or not how hard, but how time-consuming it is to...to plan and...and to try to do different activities with groups and uh
- E-32And uh, so that's uh one thing I'm learning in first grade.
- F-24 I don't know, I need to...I guess I need to talk to my teacher again about letting me do some more stuff before I solo
- F-25 because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday.

G-30 So, I don't know. I...I guess I really hope that we can make a difference along the way.

G-39 I think I need more training. But then, again, I don't know that all of my training has helped me.

9. Ethical behavior

G-20 We have to be able to conform to certain standards in order to be able to belong in today's world.

G-25 Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene

H-17 So I gave them the instructions on how they were to use it, in particular safety in regard to using the rubber bands.

10. Interest in participating in school-related non-classroom responsibilities

A-20 Another thing that I was doing this week was taking the children to the bathroom by themselves. Um, well, I was by myself, taking them to the bathroom, on Wednesday, Thursday, and Friday.

B-6And, I uh, you know, any time we leave the room, I lead them down the hall and I get them ready for lunch and. I did that a little bit last week, too.....

C-1This week we had a scheduled conference with one of the children that we feel like needs to be evaluated for hyperactivity. And I was real interested in participating in this---listening and hearing how the conference went and seeing some results from it.

C-8 So, I'll be interested in seeing how this works out. I'd like to see this through. Hopefully, we can get the screening done while I'm still here so I can see some results and see how it turns out.

G-23 They get on the playground and they try and actually try and inflict bodily harm on one another. And they call that fun.

H-79 Ah, we also had detention duty this afternoon, which meant we had to stay in with the children who were in detention.....

H-99 We have also planned a field trip coming up on the thirtieth so that we can go to three different places in one day.

11. Ability to prepare effectively for instruction

A-37 preparing them myself, too, and I'm also working on my own game that I'll be using the week after that.....

B-6And I did all of those this week including planning them...I had to plan what I was going to do, and you know, if I had trouble coming up with something, she would help me, but for the most part I planned all the activities I was going to do.....

B-16 because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time early and stuff.

B-18 But, um, I realized this past week how important it is to know a lot of extra songs and games and just little finger plays or whatever to fill in when...if you finish early...

B-19but it seemed like I'd planned enough for my twenty minutes

B-21 So, I'm definitely I'm going to be a lot more prepared next week.

B-23 I would feel more comfortable if I knew more of the songs and more things to fill in with.

C-17 But, anyway, we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas

D-3Ah, I had previewed the film, so before I had the children watch it, I told them to look for some particular things in the movie.....

D-69 We've planned out all of next week and the following week. And I think we've basically uh gotten everything ready for both of those weeks. It seems like I will be doing less on one of the weeks

E-16 and it does take a lot of time to plan these things.

- H-51And also we talked about our chickens because of they are getting closer and closer to their birth date.
- H-55 And what we were studying today was solids, cubes, qua...and pyramids and rectangular prisms and so on.
- H-80 We've tr...we have tried very desperately this week to get some planning done for Mardi Gras that we're having next week.
- H-82 But unfortunately it's not ass quick as we both want it to come. But we're planning on working on it over the weekend together.

12. Broad subject matter preparation

- B-5 like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the...and the weather outside and,----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really.
- B-6well, they have several afternoon group times, but I've been doing all the language arts afternoon groups times this week. And that's about the same thing. It could be a story or, you know, some kind of game that has to do with the alphabet or numbers...well, not numbers, I guess, for language arts, but, you know, anything that has to do with language arts.....
- C-18 and she let me take over some of the science activities because my love is in science.....
- D-19 This particular time I had them do a, uh, I don't know how to describe it...it was a, a, game that had a Stegosaurus on it and they put different fruits...fruit snacks on it so that they can match more and less and different numbers and the children if...if the number six was on the plate of the Stegosaurus then they did a six on it. Uh, I also

helped the children with making a...an art project today. We made dinosaur costumes.

- D-42 Uh, I failed to mention that this was also my week to plan the activities.
- D-43 And what I planned for the children to do was for one group to be paleontologists and they are to...they were to dig in the sandtable to find different, uh, items that a...maybe would be fossilized at some time. And in particular, the letters that spelled 'dinosaur' were in there, individually, and they ere to dig those out and then match them to the dinosaur word on the board. They also listened to Danny and the Dinosaur in the listening center and that was a tape that I had made for them. Then they played one...another activity, it was playing the dino games with me, which each group circulated through me each day. The other was to study the windmill...uh, not to study, but to make a windmill because the letter of the week was "W".....
- D-55 I've really enjoyed working with the children in these small groups with something other than art, simply because I'm able to see their different skill levels.
- E-13 Uh, so I guess that's one of my strengths being able to uh get, uh, get the information down to their level so that they can understand uh what it is we're trying to uh to teach them in...in their own terms.....
- E-30 because they...the reading books...because they give you, uh, a lot of different activities that you...that you can use, uh, within the reading group and also, uh, they call it 'across the curriculum', or with the curriculum connections or something like that where uh they have art activities or math activities or, uh, you know, all...all different kinds of activities, science, and they usually cover all...all those activities in...in each unit.....
- E-37 They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them, and we...we taped them all up to a chart.
- E-42 And uh, another thing that we did on Friday--we took a stalk of celery and uh, put it in a jar of water and we added some green food-coloring into the water.

- H-7 and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs.....
- H-37 because we're studying about the West and the cow trails and stuff.
- H-77 So they are learning how to do their dimensional drawing. And this week they got into overlapping and size and contour.
- H-101 We're trying to pull in all of the different activities that we've been studying lately.

13. Ability to communicate effectively during instruction

- B-6 I've been doing...so I've been doing all the morning activities this week and all of...well, they have several afternoon group times, but I've been doing all the language arts afternoon groups times this week.....
- C-10 Ah, been, ah, doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children got to choose which book they wanted to...to do.
- C-20 I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling, and I gave them their spelling test and uh, been doing the morning exercises and reading the children a book.....
- C-33And I told them that, uh, they were going to have ten minutes, and I knew that some of them would get finished and some wouldn't and we talked about it a few minutes before-----did it
- D-3 The children were able to tell me several different dinosaurs, and of course, there was the repetition. And then I asked them if they knew that...what the name of the scientist was that looked for dinosaur bones. And they made some good guesses. They called them arch...archaeologists, and scientists, and those types of things, and...and then I explained to them the word 'paleontologist'.....
- D-6 So on today I played the...a dino race with the kids. And it...they had different mats and they had

Stegosaurus-shaped dinosaurs, and they had to make patterns. And what I did was pretended that I was a announcer...an announcer for the race. And we had them line up

D-15 and we talked about what the word 'tri' means

D-16 and I had the children give me different examples of things that have three. And they names a tricycle and a triangle and several different items. We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.

D-41 Some of the children brought in some animals and we talked about them.....

D-47 And what I had done was brought in a tape measure that measured up to a hundred feet. And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room.....

D-51 o, the children then, after the story, talked to me about the different things they discovered about the Tyrannosaurus.....

E-12 that I've, uh, that I can explain things to them, uh, a few things better than she can.

E-46 and they had a space to write the materials and draw a picture, and then there was a space where it uh said, "Prediction", and they got to guess what they thought would happen.....

H-23 Some of them said they were squares and rectangles, but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have.

14. Ability to use a variety of effective teaching strategies

A-4 I think that's a really good idea for the children to have the responsibility to do that. Make sure they get the art activity done by themselves. And, she has to remind them sometimes, or some of them may forget to do the art activity, but, um usually the children work pretty well with that. They get it done and then

they have time to do other things, like, write in their journals, or draw pictures in their journals. And uh, or play in other areas of the room.

- A-7 ax, uh, making pinecone birdfeeders, and uh, the kids got to draw their own birds one day. They got to, um, put together their own birdfeeder one day using some shapes made out of construction paper. And then they had...got to draw their own birds inside their birdfeeder. And on Friday we made mittens for an activity we'll be doing on Tuesday next week.
- A-12 Um, my C.T. gave me the idea and the...and she had the materials to use although I had to put the materials together to make the worksheets and things. But it was doing a uh, more and less activity with birds.....
- C-10And uh, we did that last week because we were doing two different books and the children go to choose which book they wanted to...to do.....
- C-40 I've got another game that I'm going to try.
- D-2 So what I did with them this morning was I simply had them tell me what they knew about dinosaurs, the different names they might know.
- D-3And then I asked them if they knew that...what the name of the scientist was that looked for dinosaur bones.....And we watched a film that was about fossils, that, in particular, talked about the paleontologists.....And then when the film was over, ah, for a very brief time, I asked them what they, ah, remembered or what they saw in particular questions I asked.
- D-6 So on today I played the...a dino race with the kids.....
- D-16 and I had the children give me different examples of things that have three.....We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.
- D-19 This particular time I had them do a, uh,.....a game that had a Stegosaurus on it.....I also helped the children with making a...an art project today. We made dinosaur costumes.

- D-31 On Stegosaurus day, uh, I first...I reviewed with the children about the different Stegosauruses, oh, I'm sorry, about the different Triceratops that we learned and then, we went...began talking about the Stegosauruses.
- D-43 And what I planned for the children to do was for one group to be paleontologists.....They also listened to Danny and the Dinosaur in the listening center.....Then they played one...another activity.....The other was to study the windmill....
- D-47 And what I had done was brought in a tape measure that measured up to a hundred feet.....Then we went to our different activities. This activity I played with the children is similar to the dinosaur races, only I pl...it was a helicopter ride, and we again patterned.....
- D-50And I had them listen for different things that the little boy was able to pretend, because he knew some information about the Tyrannosaurus.
- D-53 Then, we a...broke into our group times and did our different activities with the children.
- E-9 And uh, and we had to do that all together as a class.....so I had to read each problem and the, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer
- E-24 So I tried to, uh, use some different games every once in awhile.
- E-26 Uh, with one group last week we did uh, some putting some words in alphabetical order
- E-27 and I had them stand up and hold their cards..... and, you know, I have them write words on the chalkboard sometimes, or circle things on the chalkboard.
- E-35 And we did uh our own baggie gardens on Wednesday.
- E-37 They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them, and we...we taped them all up to a chart.....

- E-40 So, uh, that's uh, one of the things that they can see about, uh, actually how plants grow and how they uh sprout from little seeds and...
- E-41 and I think that baggie gardens are a good experiment for them to do to uh, actually see how...how plants start as seeds and how they grow.
- E-42 And uh, another thing that we did on Friday--we took a stalk of celery and uh, put it in a jar of water and we added some green food-coloring into the water.
- E-45 We gave them a sheet at first, a sheet of paper that said, uh, "The materials needed"
- E-46 and they had a space to write the materials and draw a picture, and then there was a space where it uh said, "Prediction" and they got to guess what they thought would happen....and they could draw a picture of their prediction. And then there was a...a space where it said, "What happened?" and they could write and draw a picture about what happened.
- E-50 And uh, so that was another good experience...experiment that went along with the---- that we were talking about.
- E-51 And we also watched a couple of Lollipop Dragon filmstrips
- H-7 and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs. Then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could point out where different things were and then they drew their...their points. Then we had made up a graph for them that had the coordinates listed down at the bottom and they were to find their coordinates on the grid and then connect the coordinate points with lines.....
- H-14 uh we...during math today we got out the geo boards to study different polygons, triangles, and those types of things.
- H-19 So the children would make it and uh then I asked them to name it.
- H-23 Some of them said they were squares and rectangles, but in fact we went ahead and called them

quadrilaterals and we talked about how polygons are named by the number of sides that they have.

H-28 and I had them make a five-sided polygon and then they had to make a four-sided and then a three-sided and then....

H-31 And then, what they ended up doing at the end was I let them use all of their rubber bands to make their own design

H-34 and then we did a social studies review

H-35 because we're getting ready for a social studies test this week.....

H-42So we circulated and reminded them to check their answers.

H-45 And then the children took a...their social studies test after a short review.....

H-49 I handed the children different...a sheet of paper apiece, and I showed them how to cut a tangram. And we talked about congruency today.

H-51 We again read, uh, our General Butterfingers book today. And also we talked about our chickens because of they are getting closer and closer to their birth date.

H-56 And what we were studying today was solids, cubes, qua...and pyramids and rectangular prisms and so on.

H-61 that they just had to remember the definitions that they had given.

H-63Then I told them that they had to connect those cubes in some way so that there would be three cubes. But they couldn't just build an extra cube.

H-65 Then we went on down the line and built a pyramid, and a...a quadrilateral pyramid and a hexagonal pyramid.

H-68 And then, finally, the last thing I let them do was to make their own free design.

H-69 And they could use all the marshmallows that they wanted and all the toothpicks that they wanted. And they experimented with different designs. And we discussed about the fact that there are different shapes that are stronger

- H-76we did our...which I did with them...and that was using the draw squad.
- H-87 and we talked about the line of symmetry. And then what I had them do...well, I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other.....
- H-91 Ah, and I had them cut half of...the paper in half and then into and then one half of the paper into quarters so that they could do an ex...a sample of something symmetrical.
- H-92 And I had them cut a heart
- H-95 Then with the other half that was left, I had them fold that into eighths and told them that they could cut it along both sides of the fold and then also along the end.
- H-97 Well, we had one cut out paper dolls, and another one cut out uh, arrows, with a real meticulous design at the bottom. We ended up with twenty-six different symmetrical uh shapes. The kids shared their cuttings with the rest of the class. They also had to point out the line of symmetry, if there was more than one line they had to show that. and some of them even made a symmetri...a design that was symmetrical so it could be folded horizontally as well as vertically. We then mounted those and they are now proudly hanging upon our wall.

15. Ability to involve students in instruction

- A-7the kids got to draw their own birds one day. They got to, um, put together their own birdfeeder one day.....And then they had...got to draw their own birds inside their birdfeeder. And on Friday we made mittens for an activity we'll be doing on Tuesday next week.
- A-12what the kids did was they...they glued down a set of birds that was less than the number on their paper and a set that was more than the number on their paper.....And in the...there was a middle section where they got to use a ...a rubber stamp to stamp how many birds their number was and then on...on the left they put the less and on the right they put the more.
- C-33And I told them that, uh, they were going to have ten minutes, and I knew that some of them would get

finished and some wouldn't and we talked about it a few minutes before.....

D-2 So what I did with them this morning was I simply had them tell me what they knew about dinosaurs, the different names they might know.

D-6and they had to make patterns.

D-8 and then I let them be the announcer so that they could announce and make up their own patterns.

D-15 and we talked about what the word 'tri' means

D-16 and I had the children give me different examples of things that have three. And they named a tricycle and a triangle and several different items.

D-18I again played the dino games with the children.

D-19and the children if...if the number six was on the plate of the Stegosaurus then they did a six on it. Uh, I also helped the children with making a...an art project today.....

D-43they were to did in the sandtable to find different, uh, items that a...maybe would be fossilized at some time. And in particular, the letters that spelled 'dinosaur' were in there, individually, and they were to dig those out and then match them to the dinosaur word on the board. They also listened to Danny and the Dinosaur in the listening center.....Then they played one...another activity.....And then they also did some playdough playing, uh, with the dinosaurs.

D-47And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room. And as we wrapped and wrapped the tape measure around the room they quickly discovered that the dinosaur would not fit.....And we let them pretend that they were the pilot and, uh, went through the different patterns and allowed each of them to make a pattern.

D-49the kids have really enjoyed it, and today I started the day with the big, ferocious Tyrannosaurus Rex, which we sang a song about uh, and what he ate.

D-50 and I read them a...a book called terrible Tyrannosaurus, and it was about a little boy who

pretended to be a Tyrannosaurus. and I had them listen for different things that the little boy was able to pretend, because he knew some information about the Tyrannosaurus.

D-51 So, the children then, after the story, talked to me about the different things they discovered about the Tyrannosaurus. About him being a meat-eater

D-54today I played a bingo game with them.....

E-9 And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page so I had to read each problem and then, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer

E-27 and I had them stand up and hold their cards.....I have them write words on the chalkboard sometimes, or circle things on the chalkboard.

E-37 They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them.....

E-40 So, uh, that's uh, one of the things that they can see about, uh, actually how plants grow and how they uh sprout from little seeds and...

E-46 and they had a space to write the materials and draw a picture.....and they got to guess what they thought would happen.....and they could write and draw a picture about what happened.

E-47 And they were just really excited to see how the...how the celery leaves turned green because before they were kind of yellow.....

H-7then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could point out where different things were and then they drew their...their points.....

H-19 So the children would make it and uh then I asked them to name it.

H-29 then I would simply tell them the names. O.K. now you have to make a quadrilateral, or you have to make a triangle.

- H-31 And then, what they ended up doing at the end was I let them use all of their rubber bands to make their own design
- H-49 I handed the children different...a sheet of paper a piece, and I showed them how to cut a tangram.....
- H-57 they...they gave me the definitions of the different items.
- H-58I gave them the toothpicks and everything and told them that they had to construct a cube. That the marshmallows were to be their vortexes.
- H-63 Then after they did that, then I instructed them to make another cube. Then I told them that they had to connect those cubes in some way so that there would be three cubes. But they couldn't just build an extra cube.
- H-65 Then we went on down the line and built a pyramid, and a...a quadrilateral pyramid and a hexagonal pyramid.
- H-68 And then, finally, the last thing I let them do was to make their own free design.
- H-69 And they could use all the marshmallows that they wanted and all the toothpicks that they wanted. And they experimented with different designs.....
- H-76and then the children read a story and we discussed it after they had read it.....We had reading buddies, which the children went down to.....
- H-77then we did out...which I did with them...and that was using the draw squad.
- H-87I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other.....
- H-90 Then what I had them do was I gave them a sheet of paper, they folded it to...into quarters.
- H-94 Then they cut a different design out of the other one.
- H-95 Then with the other half that was left. I had them fold that into eighths and told them that they could cut it along both sides of the fold and then also along the end.

H-97 Well, we had one cut out paper dolls, and another one cut out uh, arrows, with a real meticulous design at the bottom.....And some of them even made a symmetri...a design that was symmetrical so it could be folded horizontally as well as vertically.

16. Ability to evaluate students

A-13they seemed to understand it pretty well, and some of them needed more help than others

C-2 The child is a very bright child, he's a very likable child, he's just as cute as can be and he has so much ability that is being I don't know, it's just being over-shadowed,, and, he has no chance, really to excel in school.

C-3 because his behavior problems interfere with his work, they interfere with his interactions with others, and of course, they interfere with other people's work.

C-4 And, it's really discouraging to see the ability there, and know that until he gets some type of help, whether it's medical help or some type of behavior modification program, or something, he can't realize his full potential.

D-20The children are very interested in the dinosaurs, to say the least. They talk quite a bit about them and they have a lot of information about them.

D-44 Overall, today went well again with the children. They are...are very interested, as I said, in these dinosaurs, and so it's not difficult to keep their attention with them.

D-55because I'm able to see their different skill levels. And it's very amazing to see the differences in the skills from one group to the next. And there is the group who is far and above what the others are, and uh, not only in their ability but in their maturity level.....

D-67We've done a lot of looking at...into the different children's behaviors, and things.....

E-6 there were a couple of children that, uh, she, uh that my cooperating teacher just uh tried to drill uh, some of the coins with them because some of the...there were two children who just had no idea what the coins

were.....and they would just guess.....she was really, uh, glad to see that most of the children mastered all of the skills they were supposed to.....

E-10 and uh, most of the children followed along real well. And uh, of course there were some who tried to work ahead, you know, and because they really understood it and didn't need any help and they could probably read it on their own, too.....

E-22and some of them already understand it, so they get bored with it.

E-31 And so uh, we kinda have to get to know the kids and where they're at, and know what they need uh so that they can get, you know, the most out of their reading groups, and not waste time on what they already know.....

E-79 on each gold piece, we wrote the child's name and one good character quality about that child.

E-81 Uh, there were a couple of children that uh, that we just have trouble with you know and it's common in every class. But uh, you know, one of them was good in math so we put that, you know, so-and-so was good in math. And uh, uh and one of the little boys just loves to dance and to draw. And uh he doesn't always enjoy doing the school work, but he just loves to write in his journal and draw pictures and, and uh, he loves to dance so you know, we had something good about him.

E-82it was kind of hard to find different things we tried to be different, too, on each one.....for some of them it was kind of hard, but, you know, you have to look for those things.....

G-19And some of them are really...they're never going to be able to cope with so many things in today's world.....And I wonder what in the world is this country going to be when these kids get to be adults if clearly 50% of them, and more, are severely handicapped in their abilities to cope, with their abilities to relate to others, with their abilities to concentrate, or not necessarily retarded or...or...or uh learning disabled or something.....there's so many that their behavior is so antisocial and anti.....

G-32 Now we're getting to where it's about half and half...the disruptive kids and the problem children...there's some of average intelligence, some of below

average intelligence, some above average intelligence.....

G-33 But, who knows, half of them having behavior problems, they don't cooperate enough to where you can tell a lot of academics about them.

H-10 but they, for the most part got it.....

H-30 So they...they did real well.

H-97The kids shared their cuttings with the rest of the class. They also had to point out the line of symmetry, if there was more than one line they had to show that.....

17. Ability to accomplish instructional objectives

C-10And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group.

C-34And they...one of them got finished before the time was up.....

D-37 which they learned

D-40 and then the children were able to learn it a little bit better.

D-47And as we wrapped and wrapped the tape measure around the room they quickly discovered that the dinosaur would not fit.....

D-52 and one of them was able to remember the word 'carnivore' and how tall he was and different items like that.

E-5 Uh, we were doing a---finished up our money unit this week.....

E-38 So the children are really excited about watching these grow. And uh, and they uh, want to look at them all the time

E-43 And uh, it ended up turning the leaves at the top a lot greener.

E-47 And they were just really excited to see how the...how the celery leaves turned green because before they

were kind of yellow, some were yellow and some were kind of real light green.....

H-10 but they, for the most part got it.....

H-27 The children learned a lot from this

H-32 which they all shared and they had to point out the different shapes that they had in there.....

H-50 So they were able to see th...how the pieces went together.

H-62and the children made a cube.

H-70 and they came to the conclusion that triangular shapes are stronger than squared shapes.

H-73 They really enjoyed that and...and most of all, they learned.

H-78 So they were really...they are really learning a lot in art.

H-89So they were very observant.

H-93 which they then discovered was symmetrical.

H-97The kids shared their cuttings with the rest of the class. They also had to point out the line of symmetry, if there was more than one line they had to show that.....

18. Ability to provide a positive learning environment

A-3 Uh, one thing that my C.T. does is, uh, rotate the, uh, the small groups around to different tables each morning. But she changes the art activity everyday, so the children have the responsibility to make sure that they've been to the art table. But the other activities, um, only one group does a day. And the, uh, the other groups have the opportunity some other day of the week, and uh

D-43they were to dig in the sandtable to find different, uh, items that a...maybe would be fossilized at some time.....They also listened to Danny and the Dinosaur in the listening center..... another activity was playing the dino games.... study the windmill.....did some playdough playing.....

- D-47 And what I had done was brought in a tape measure that measure up to a hundred feet. And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room.....
- E-9 And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page.....
- E-13 Uh, so I guess that's one of my strengths being able to uh get, uh, get the information down to their level so that they can understand uh what it is we're trying to uh to teach them in...in their own terms. And uh, because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes, but, uh.
- E-28 or just do different activities to help them...to help reinforce the concepts to them and, and uh, not make it just a rote experience for them, just the teacher telling them all the time what they're supposed to know.
- E-37 They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them, and we...we taped them all up to a chart. And uh, that we can move around the room. So we moved it over by the window and...and some of them were even sprouting by uh, by Friday afternoon. Some of them had little...little shoots coming out, and some of them uh, the uh shells were starting to come off.
- E-39 and so we have, you know, certain times when they can go and look at their...their plants and see how they're doing.....
- E-42 And uh, another thing that we did on Friday---we took a stalk of celery and uh, put it in a jar of water and we added some green food-coloring into the water.
- E-46 and they had a space to write the materials and draw a picture, and then there was a space where it uh said, "Prediction", and they got to guess what they thought would happen.....And then there was a...a space where it said, "What happened?" and they could write and draw a picture about what happened.
- E-48 And we talked about how uh, that's how plants work

- E-71 And uh, and another thing we did for St. Patrick's Day, uh, we uh, we found this idea from one of the other teachers.....
- E-82And uh, I'm sure that they'll uh appreciate that on Monday. We did...finding something good about themselves. And uh, maybe it'll help them feel better about themselves, too.
- H-7 and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs. Then they practiced a lot with uh with the number grid that I had drawn on the board.....
- H-11We had written the schedule up on the board and the we could check it off when we got certain things done. And that seemed to really give them a lot of motivation. So they knew when the end was coming.
- H-23but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have.
- H-36 And one of the things we did was go ahead and sing some cowboy songs
- H-51 We again read, uh, our General Butterfingers book today. And also we talked about our chickens because of they are getting closer and closer to their birth date.
- H-68 And then, finally, the last thing I let them do was to make their own free design.
- H-69 And they could use all the marshmallows that they wanted and all the toothpicks that they wanted.....
- H-72 and then they brought them up in front of the class and shared their different shapes. And then they got to eat their marshmallows.
- H-75 After we did math, then we did our reading groups, which we were broken into the different reading...it's been so long since we've had a regular reading group, that we did a little bit of catching up, an then the children read a story and we discussed it after they had read it.....
- H-80 We've tr...we have tried very desperately this week to get some planning done for Mardi Gras that we're having next week.

- H-87 and we talked about the line of symmetry. And then what I had them do...well, I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other.....
- H-96 And I gave them a little bit of ad...direction for it and then I told them to go ahead and cut what they wanted.
- H-97We then mounted those and they are now proudly hanging upon our wall.

19. Ability to plan for appropriate student behavior

- A-24 I've been able to watch my teacher quite a bit and, um, see the things that she does and how she handles certain situations, and um, and usually she's pretty effective, too. So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.
- A-28 And uh, and I'm also getting a feel for floating around the classroom
- A-29 when...while the children are doing their small groups...it's kinda hard to, um, for me to tie myself down just to one table and work with one group and, and um, be sitting at that table trying to monitor the rest of the class. So, I've been able to, um, walk around, you know, and monitor the whole class at the same time. And if I...if, um, if I do have...have to sit at one table and work with one group at a time, I'll still have to...to work on keeping the whole class in control.
- A-34 And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the..some of the other children--needing to be watched a little more.....
- E-10 and uh, most of the children followed along real well. And uh, of course there were some who tried to work ahead, you know, and because they really understood it and didn't need any help and they could probably read it on their own, too. But, uh, most of the class stayed with me, and uh was able to complete that page.

- E-23 So it's a challenge to try to uh, just meet the individual needs within the reading group, and keep them all attentive and...and not bored.
- H-26 So, I think, in reflecting on today's activity, that probably if I...when I use it again, I will probably just give them a few minutes of free exploring time so that they can play with the geo board and the rubber bands and see what it does and then we'll get down to more of the what's at hand uh type of thing. Or either I may just let them have a free period uh, it just depends on the class.

20. Ability to maintain effective student behavior

- A-23 But uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that I...that I give, too. I'm starting to feel a little more comfortable with that aspect of being in the classroom and
- A-30 But one method that my C.T. uses is that she turns off the lights. And when the lights go off, everyone has to be quiet and stop what they're doing and listen to what's going on. So, um, she has used that before, and I have a couple of times to...to stop the class...to quiet them down, when they've gotten a little too carried away.
- C-21 and if I have to do something...something in the disciplinary realm, she simply stands by me.
- D-44and so it's not difficult to keep their attention with them.
- E-10But, uh, most of the class stayed with me, and uh was able to complete that page.
- E-39 and so we have, you know, certain times when they can go and look at their...their plants and see how they're doing.....
- H-26I will probably just give them a few minutes of free exploring time so that they can play with the geo board and the rubber bands.....it just depends on the class.

APPENDIX VII

COMPILATION OF MONOLOGUE COMPONENTS USED AS EVALUATION OF THE SUGGESTED AND REQUIRED ACTIVITIES LISTED IN THE STUDENT TEACHING HANDBOOK

Suggested Activities:

1. Relate to students something of interest about herself

F-17what I did was I wrote a little letter home to all the parents, just like I did in kindergarten so that, you know, I could kind of introduce myself to the kids and to their parents and, you know, they'd know who I was. I did this at...when I first got in there, but, you know, so they would kind of get to know who I was and why I was in the class and all this. And I told them a little bit about myself and I told them about my puppy.....

2. Grade papers/record grades

H-39Again, during the day we did a lot of record-keeping.....

H-98which during that time my C.T. and I spend a lot of time grading papers.....

3. Supervise playground/fieldtrips

D-62 today we were able to go outside for just a few minutes

G-25 Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene

H-99 We have also planned a field trip coming up on the thirtieth so that we can go to three different places in one day.

H-100 We are going to the dairy farm, to the Incredible Machine, and also to the planetarium.

4. Handle opening exercises

A-9 Uh, I did the opening activities every day--the roll, and the lunch count, and uh, the pledge.....

- B-5well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day,,and the...and the weather outside and,-- --like telling who the special helper is and letting them do certain things and.....
- B-8I'll be doing all the morning activities.....
- C-20and uh, been doing the morning exercises.....
- E-54and next week I'll be starting, uh, the morning activities with them, doing the calendar and uh, they have a sharing time every Monday morning.....
5. Read a book or tell a story to a small group or the whole class
- A-9and I also read a lot of their stories this week.....
- B-5And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a tory that relates to the theme, or showing a film.....
- C-20and reading the children a book.....
- D-16I read them a book that was specifically about Ty...Triceratops.....
- D-32 And, uh, I again was able to read them a book about the Stegosaurus.
- D-50 and I read them a...a book called Terrible Tyrannosaurus.....
- H-11and then we started a new book, for read aloud, called General Butterfingers. And this was a book that I'm reading to them this time.
- H-38 So they...they were able to sing and then we continued with our read aloud.
- H-51 We again read, uh, our General Butterfingers book today.....

Required Activity:

Assume increasing responsibility

- A-8 And I got to do a lot more this week with the kids.
- A-11 Um, I got to, um, do a lesson with them on Wednesday.
- A-20 Another thing that I was doing this week was taking the children to the bathroom by themselves.....
- A-26 And um, so I'm getting...gradually getting more and more responsibility in the classroom.
- A-27 And um, next week I'll be able to do a little bit more with, um, things in the classroom--reading stories and different lessons. I'll be doing, oh, one-two-three, I'll be doing four or five different lessons next week, one each day, at least one a day next week.
- A-33 And I've been able to do a lot more things in the classroom, have a lot more responsibility.
- A-36 Next week, um, like I said, I'll be doing a lot more lessons.....
- B-3 this was the first week that I've had really a lot of responsibilities.
- B-5 like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities.....
- B-8 I'll just be...I'll be doing all the morning activities.....
- C-9 Uh, I'm participating in more things.
- C-18 and she let me take over some of the science activities because my love is in science.....
- C-20so she's allowing me to do more and more
- D-1Ah, this week it is my week to begin the unit and introduce the unit to the children every morning.....
- D-5 Then during small group it was ah, my week to be able to play different games with them this week.

- E-14 I've...I've been doing uh three reading groups this week.
- E-32 and uh, next week I'll be starting uh, to have all four reading groups.....
- E-54and next week I'll be starting, uh, the morning activities with them.....
- E-55 and I'll also be starting a unit on telling time this week.
- E-86 I'm doing my time unit
- F-5 So the week that...the last week we were in school, I did do, um, well, I started taking over all the science lessons
- F-6 so every day I teach science.
- F-9 And I also did, like um a few English lessons and math lessons.
- F-10 I mean it's not like, you know how we're supposed to do it is like the first week, take over one thing, like maybe English, and the next week, do English and math, and the next week do English and math and one more thing, you know and keep accumulating
- F-13 You know I did get to teach a lit...you know, a lot more this week, really compared to what I have been doing
- F-14 and I've taken over the top reading group and, and so I've been doing them everyday because I might have them all week.

APPENDIX VIII

COMPILATION OF ORIENTATION COMPONENTS: NON-EVALUATIVE AND EVALUATIVE

Non-evaluative:

- A-1 Well, this is the end of another week. Uh, this week our unit was "Birds in Winter."
- A-5 So, uh, really the only thing that, uh, we have to plan...we plan the different activities for the groups, but then the art activity is the only activity that we have to change every day.
- A-10 And uh, on Mondays they have...Monday mornings they have p.e. and on Thursdays they have library and music. So, during those times, we didn't have to, um, to prepare activities for those times.
- B-2 Let's see, this week...
- D-14 Today is Tuesday, February fifth. Today is Triceratops day.
- D-30 This is Wednesday, February the sixth. Today is Stegosaurus day.
- D-45 This is Thursday, the seventh of February.
- D-48 This is Friday, the eighth.
- D-62 today we were able to go outside for just a few minutes
- F-23 But anyway, um, I got...I solo in just...there's three more weeks before I solo. I solo the fourth week we get back. And we've got T-caps one of those weeks so.
- G-1 Hi, -----. April seventh, 19--.
- H-5 Then this afternoon, we went ahead and started uh our math.
- H-13 This is Tuesday, April ninth. This morning, again, we

- started T-caps right at eight o'clock and continued until ten fifteen, which time they had snack. And then after snack and a short break...and they have breaks in between on their testing times, too...
- H-33 Then this afternoon, uh, they had their break time and lunch
- H-40 Today is Wednesday, April tenth.
- H-44 Uh, after we had T-caps today, we went outside and then had lunch.
- H-52 This is Thursday, April eleventh. Well, we are back to our normal schedule. This morning at eight-ten we began math.
- H-83 Today is Friday, April twelfth. Again we started math at eight o'clock in morn...eight-ten in the morning.

Evaluative:

- A-14 and the day before, my C.T. had done a lesson talking about more and less, and they've also talked about it before during the year. So they've had...they've had some previous experience with it...
- A-19 Um, she also did an activity with B on Friday--the letter B--they talked about that this week. And uh, she's already gone through most of the letters of the alphabet, but, um, my C.T. said now she goes back and she emphasizes some...she goes back and, and emphasizes some of the letters and does more activities with them, and th...the sounds of the letters so that the children can get the sounds down. So we were working on...on B. and uh, she read a book on friday about that, and we talked about B words and, and things like that.
- A-30 But one method that my C.T. uses is that she turns off the lights. And when the lights go off, everyone has to be quiet and stop what they're doing and listen to what's going on. So, um, she has used that before, and I have a couple of times to...to stop the class...to quiet them down, when they've gotten a little too carried away.
- B-9 And, I've talked to a lot of the other student teachers, at [Riverdale] and so far I don't think any of the other ones are doing quite that much yet. Like, I know two girls I talked to, I mean, they, I think

next...this coming week was going to be the first time that they had to, you know, really lead one activity all by [themselves].

- C-1 February second, 19--. This has been a pretty good week. I've enjoyed myself. I think as I get a little bit more used to the schedule I'm relaxing a little bit. This week we had a scheduled conference with one of the children that we feel like needs to be evaluated for hyperactivity. And I was real interested in participating in this---listening and hearing how the conference went and seeing some results from it.
- C-5 Well, anyway, it was scheduled for Thursday, and we waited and waited and waited and the lady was supposed to be there. She said that she would be there possibly by three-thirty, and no later than four. Well, we waited 'til four-thirty and she didn't show...she didn't call or anything.
- C-17 But, anyway, we're planning together in the afternoons more than we are in the mornings, and I'm enjoying that time with her, and we've come up with a few ideas...
- C-27 The problem that I talked about with the other teacher that I worked...that I'm working with, about her relying on worksheets and doing a lot of lecturing...
- C-32 Ah, we've been doing a lot of ah, timed tests, they're working on multiplication, and, uh, a lot of the other ladies are using timed tests and things like that--a kind of race against time. Not exactly a competition among the children, but a race against time to see if you can beat your own time and beat your personal best and things like that and, she didn't much care for that and she didn't like it...she didn't like it because she said that she felt like that the kids couldn't do it and I feel like she's been telling the kids that they couldn't do it, and they...they maybe didn't have the coordination and things like that and I felt like that that was a self-fulfilling prophecy, because she had told them they couldn't do it, and so they couldn't. Well, she...she went ahead and, uh, tried it one time and they didn't do so well.
- C-38 I had borrowed another teacher's game board...it was a football-type thing. And so I made her one, and uh, she promised the kids that we'd play it. Well, the day that she was going to let them play it, she decided they needed a lecture.

- D-1 This is Monday morning, February fourth. Ah, this week it is my week to begin the unit and introduce the unit to the children every morning. We are studying dinosaurs this week.
- D-4 We did not get to discuss very much because, ah, the morning announcements ran a little long again because it's...they're starting with singing, ah, different patriotic songs and have extended the morning time. So that cuts into the time we have in the morning, and we have to rush out the door to go to p.e. on Monday morning. So we went to p.e., or they went to p.e. I went back and did some room in the classroom.
- D-13 Um, this afternoon the...my C.T. and I were able to do some talking and planning for the future weeks.
- D-17 Again, the day was short in the morning because of the length of the announcements.
- E-1 March seventeenth, 19--. Well, last week was my second week in first grade and it's going pretty good.
- E-32 and uh, next week I'll be starting uh, to have all four reading groups. And uh, and my cooperating teacher was right when she told me that reading groups were the hardest things to teach. And uh, in the sense of, you know, meeting all of the individual needs and and getting through the things you need to get through at the same time. And uh, so that's uh one thing I'm learning in first grade.
- E-54 And uh, and she's been doing most of the science and health stuff right now, and I'm not doing that yet. Right now all I'm really doing is the math and the reading groups, and next week I'll be starting, uh, the morning activities with them, doing the calendar and uh, they have a sharing time every Monday morning. And so, I'll be starting that this week...
- E-83 So, and that's one thing they've told us at U. T., also, to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas. Or at least to develop a...a good self...self-concept. And know that they...they may not be good at everything, but that they are good at some things.
- F-1 This is for the week ending March twenty-second. And, I made the mistake of waiting until the end of my spring break to tape this, because you know, you were

wanting a little bit about spring break on it, but I should have realized that I sh...that I should have taped the first part you know, at the...last Friday and my spring break part today because now I can't hardly remember what I did last week...the week that...well not last week but the week that I, you know, last taught so...the last week I was in school, so.

H-1 Today is Monday, April the eight. Today is...was the beginning of our T-caps. We will be testing through Wednesday of this week. So pretty much our schedule has been wiped out for anything that would...that we would normally have. Uh, T-caps started this morning promptly at eight ten and continued until ten...about ten thirty, then the children had a snack and uh, we went ahead and gave them their spelling pre-test so that they would simply be able to get back on schedule by Friday. Then they had phys. ed. and uh recess, and so during the time of T-caps...

H-11 Uh, then this afternoon uh my C.T. did science also with them, and then we started a new book, for read aloud, called General Butterfingers. And this was a book that I'm reading to them this time. Pretty much the day flew by and the...the children didn't seem to complain about T-caps at all. They handled it real well. We had written the schedule up on the board and then we could check it off when we got certain things done. And that seemed to really give them a lot of motivation. So they knew when the end was coming.

H-39 And that was pretty much our involvement with the children today. Again, during the day we did a lot of record-keeping and planning uh and also working on our poetry book.

H-51 We again read, uh, our General Butterfingers book today. And also we talked about our chickens because of they are getting closer and closer to their birth date.

H-75 After we did math, then we did our reading groups, which we were broken into the different reading...it's been so long since we've had a regular reading group, that we did a little bit of catching up, and then the children read a story and we discussed it after they had read it. Then we had our regular outside and lunch time. Then in the afternoon, uh, my C.T. continued on her reviewing of the solar system for a test that they will be having in science. We had reading buddies, which the children went down to, and I stayed in the

room to work on our poetry book.

H-79 Ah, we also had detention duty this afternoon, which meant we had to stay in with the children who were in detention. Detention hall. Ah, the children have to sit in their own...in a seat...and they're not allowed to talk at all for the thirty minutes that they're there.

H-98 Uh, then we had our reading groups today and we went ahead and continued discussing the story that we had read yesterday as well as doing a worksheet. Then we...the children took their spelling test. We had our lunch and our normal activities. Then on Friday, the children go to music and p.e., which during that time my C.T. and I spend a lot of time grading papers which tend to have a...a tendency to breed, it seems like, uh, if you don't get right to them. But we've graded papers and we've definitely made plans to get together tomorrow at my house so we can work on the different activities that we want to do for Mardi Gras and also on our costumes. So we are getting more and more excited about next week because of the Mardi Gras coming up and the children too are getting excited about it.

APPENDIX IX

COMPILATION OF THE ASSERTION COMPONENTS

ASSERTION 1:

- A-2 And, we did a lot of fun art activities this week.
- B-3 this was the first week that I've had really a lot of responsibilities.
- C-2 The child is a very bright child, he's a very likable child, he's just as cute as can be and he has so much ability that is being I don't know, it's just being over-shadowed, and, he has no chance, really to excel in school,
- D-2 So what I did with them this morning was I simply had them tell me what they knew about dinosaurs, the different names they might know.
- E-2 I'm enjoying it uh more, I think than I enjoyed kindergarten.
- F-2 Let me think, um, I talked to you before about not getting, well, um, well about like the fact that, I don't know, sometimes I don't get to do stuff.
- G-2 Well, as the end draws nearer, I guess I'm approaching it with mixed feelings.
- H-2 uh, my C.T. and I spent a lot of individual time.

ASSERTION 1¹:

- B-4 I mean I've done things before, you know,
- C-6 Well, this is to've been the, uh, second time that a teacher has tried to refer him for evaluation.
- D-5 Then during small group it was ah, my week to be able to play different games with them this week.
- F-7 I didn't start doing that 'til like around Wednesday

ASSERTION 1²:

A-6 But, uh, we got to do a lot of fun activities this week,

B-10 and I've been doing...you know...

F-10 I mean it's not like, you know how we're supposed to do it is like the first week, take over one thing, like maybe English, and the next week, do English and math, and the next week do English and math and one more thing, you know and keep accumulating,

ASSERTION 1³:

F-24 I don't know, I need to...I guess I need to talk to my teacher again about letting me do some more stuff before I solo

ASSERTION 1²⁻¹:

A-16 And they got to watch a video tape one day of birds,

ASSERTION 1³⁻¹:

F-27 So I'm just going to talk to her Monday and, you know, suggest that I start taking over the other reading groups or whatever so.

ASSERTION 2:

A-8 And I got to do a lot more this week with the kids.

B-7 And, let's see. What else can I talk about? Well, next week, I'll be doing about the same thing. I won't really be doing more.

C-9 Uh, I'm participating in more things.

D-10 For me, in particular, um, I guess I'm more comfortable this morning with...with the children, and

E-5 Uh, we were doing a--finished up our money unit this week and uh,

F-5 So the week that...the last week we were in school, I did do, um, well, I started taking over all the science lessons,

G-5 But, then again, I'm going to miss these kids.

H-6 I did the math this morning and we chose to do coordinates and...in geometry

ASSERTION 2¹:

A-11 Um, I got to, um do a lesson with them on Wednesday.

F-9 And I also did, like um a few English lessons and math lessons.

G-7 I'd like to know how things are going to go with Damien, if his mother's ever going to wake up and see what she can do to help him. I'm anxious to find out how Dustin's mother treats his, ah, giftedness.

H-8 Actually, I should have put "This is hard".

ASSERTION 2²:

A-20 Another thing that I was doing this week was taking the children to the bathroom by themselves. Um, well, I was by myself, taking them to the bathroom, on Wednesday, Thursday, and Friday.

E-8 And so, uh, oh we also did...I did some, uh, story problems with them on Wednesday.

G-12 But, anyway. I guess I understand why teachers hate to be out or be on extended uh leaves of absence or anything like that

ASSERTION 2³:

A-26 And um, so I'm getting...gradually getting more and more responsibility in the classroom.

ASSERTION 2⁴:

A-33 And I've been able to do a lot more things in the classroom, have a lot more responsibility.

ASSERTION 3:

- A-23 But uh, most of the children are really receptive to the things that I say, and uh, listen to the discipline that I...that I give, too. I'm starting to feel a little more comfortable with that aspect of being in the classroom and
- B-12 but I'm glad that my teacher's going ahead and letting me,
- C-12 My cooperating teacher is really encouraging
- D-15 and we talked about what the word 'tri' means
- E-11 And uh, and my teacher complimented me this week
- F-13 you know I did get to teach a lit...you know, a lot more this week, really compared to what I have been doing
- G-15 The uh...the scariest thing for me is the amount, or the number of children who are being referred as special ed.
- H-14 uh we...during math today we got out the geo boards to study different polygons, triangles, and those types of things.

ASSERTION 3¹:

- A-28 And uh, and I'm also getting a feel for floating around the classroom,
- B-15 I'm glad she's starting this early letting me teach
- C-21 and if I have to do something...something in the disciplinary realm, she simply stands by me,
- G-17 That scares me because I think about these are our future leaders
- H-17 So I gave them the instructions on how they were to use it, in particular safety in regard to using the rubber bands.

ASSERTION 3²:

C-24 She told me that kids often will really run over a new teacher or a student teacher when they're soloing.

G-23 They get on the playground and they try and actually try and inflict bodily harm on one another. And they call that fun.

ASSERTION 3³:

G-31 But it's really scary to think that, as time progresses we're going to have more and more and more children that are having problems to where, it used to be it was the minority of children that were dis...the disruptive kids.

ASSERTION 3⁴:

G-35 We're getting crack babies in school.

ASSERTION 3¹⁻¹:

H-20 What was interesting is, so many of them assumed that everyone had the same shaped triangle as they did

ASSERTION 3¹⁻²:

G-20 We have to be able to conform to certain standards in order to be able to belong in today's world.

H-22 Uh, then I had them make a four-sided polygon and then we named that.

ASSERTION 3¹⁻³:

H-28 and I had them make a five-sided polygon and then they had to make a four-sided and then a three-sided and then...

ASSERTION 3¹⁻⁴:

H-31 And then, what they ended up doing at the end was I let them use all of their rubber bands to make their own design

ASSERTION 3²⁻¹:

G-25 Of course, when I'm out there, and I assume with the other teachers according to how they talk, I intervene,

ASSERTION 3¹⁻²⁻¹:

H-24 Uh, one of the most interesting things about this particular activity, and a lot of it might have related to T-caps, too, is they were just so excited about the things

ASSERTION 4:

A-36 Next week, um, like I said, I'll be doing a lot more lessons and, uh,

B-18 But, um, I realized this past week how important it is to know a lot of extra songs and games and just little finger plays or whatever to fill in when...if you finish early,

C-28 ah, she's real receptive...all the ladies are.

D-18 Uh, then, for the afternoon, well, for work time, I again played the dino games with the children.

E-14 I've...I've been doing uh three reading groups this week.

F-16 But that...that week was kind of busy it's was kind of a crazy week

G-38 I want to make a difference. I don't know that I'm up to it, but I think I need...I...I feel so inadequate.

H-34 and then we did a social studies review

ASSERTION 4¹:

C-31 She's allowed me to do some things with them, try some games.

E-23 So it's a challenge to try to uh, just meet the individual needs within the reading group, and keep them all attentive and...and not bored.

F-19 we didn't get a whole lot accomplished on Friday.
But, it was a pretty...pretty crazy week with
everything going on.

H-36 And one of the things we did was go ahead and sing
some cowboy songs

ASSERTION 4²:

C-35 And then I tried a game with them

E-26 Uh, with one group last week we did uh, some putting
some words in alphabetical order,

ASSERTION 4³:

C-39 But anyway, she is coming along, and I think that
maybe she's going to let me do a few more things.

E-29 And uh, I really like, uh, these reading groups

ASSERTION 5:

B-21 So, I'm definitely I'm going to be a lot more prepared
next week.

D-21 Uh, I'm feeling comfortable.

E-17 And uh, she's got uh a certain place where she wants
me at the end of my, uh, student teaching,

H-41 Believe it or not we actually finished T-caps today.
We started again promptly at eight fifteen and went
for a good period of time then had a library break and
then finished up out T-cap before eleven o'clock. And
the children were relieved.

ASSERTION 5¹:

E-20 And a couple of the groups...one group is already
starting to get behind.

ASSERTION 6:

B-24 But, um, I also realized, this past week, how
organized my teacher is and how important it is just
for the littlest things to be organized.

D-23 Probably one of the best things is that at last night's 4-0, or 3-0-3 class, we were given the assignment to sit back and pick two children from the class that we are to study for a mat...period of 30 minutes over the next two weeks.

E-33 Uh, one thing that we did in, uh, science last week-- we've been talking about growing, and how people grow, and how, uh, plants grow.

H-45 And then the children took a...their social studies test after a short review. Again, I find it very intriguing

ASSERTION 6¹:

B-27 And my teacher's just so organized that, you know,

D-26 So today I was able to go ahead on the playground and watch both the...well, actually I watched them inside...watched those two children inside to see what they did.

E-35 And we did uh our own baggie gardens on Wednesday.

ASSERTION 6²:

B-30 And I can see why, now,

E-42 An uh, another thing that we did on Friday--we took a stalk of celery and uh, put it in a jar of water and we added some green food-coloring into the water.

ASSERTION 6³:

E-51 And we also watched a couple of Lollipop Dragon filmstrips

ASSERTION 6¹⁻¹:

E-39 and so we have, you know, certain times when they can go and look at their...their plants and see how they're doing. And uh, it'll be interesting to see them tomorrow morning, uh, and how they did over the weekend.

ASSERTION 6²⁻¹:

E-45 We gave them a sheet at first, a sheet of paper that said, uh, "The materials needed"

ASSERTION 6²⁻²:

E-48 And we talked about how uh, that's how plants work

ASSERTION 7:

B-33 And, I don't know, I can't really think of a lot to say this week.

D-31 On Stegosaurus day, uh, I first...I reviewed with the children about the different Stegosauruses, oh, I'm sorry, about the different Triceratops that we learned and then, we went...began talking about the Stegosauruses.

E-55 and I'll also be starting a unit on telling time this week.

H-48 Then this afternoon one of the neat things we did was started on a...another part of geometry.

ASSERTION 7¹:

D-33 These books happen to be spectacular.

ASSERTION 7²:

D-36 Uh, we played a song about the Stegosaurus,

ASSERTION 7²⁻¹:

D-39 so I just sang it, uh, without the music,

ASSERTION 8:

D-42 Uh, I failed to mention that this was also my week to plan the activities.

E-57 And uh, she's letting me do that all by yourself...she...all by myself.

H-53 and math was absolutely intriguing for the kids

ASSERTION 8¹:

E-59 So uh, and she's uh...she just really doesn't know what to do with herself because she doesn't have to plan as much anymore and.

H-55 And what we were studying today was solids, cubes, qua...and pyramids and rectangular prisms and so on.

ASSERTION 8²:

E-63 And I know she really enjoys having me around, too.

H-58 Then, after that, I told...I gave them the toothpicks and everything and told them that they had to construct a cube. That the marshmallows were to be their vortexes.

ASSERTION 8³:

H-63 Then after they did that, then I instructed them to make another cube. Then I told them that they had to connect those cubes in some way so that there would be three cubes. But they couldn't just build an extra cube.

ASSERTION 8⁴:

H-65 Then we went on down the line and built a pyramid, and a...a quadrilateral pyramid and a hexagonal pyramid.

ASSERTION 8⁵:

H-68 And then, finally, the last thing I let them do was to make their own free design.

ASSERTION 8²⁻¹:

H-60 And I told them I wasn't giving them any instructions

ASSERTION 8 ⁵⁻¹:

H-71 And so a lot of them built their designs with triangles

ASSERTION 9:

D-46 Today I was exceptionally pleased with how things went because today we studied the Brontosaurus.

E-65 Uh, they also do handwriting, and uh, I probably won't start that next week, uh, probably the week after spr...after spring break, uh, but she usually does the handwriting, uh, she gears it towards the level of the lowest reading group.

H-76 Then in...after they came back then we did our...which I did with them...and that was using the draw squad.

ASSERTION 9 ¹:

E-68 Uh, sometimes she gives them sentences on the board and they have to fill in the missing words.

ASSERTION 10:

D-49 This has been an extremely quick week. It seems like a lot of the things we planned we were not able to do because some things took longer than we both anticipated, or we had an...an interruption. However, the kids have really enjoyed it, and today I started the day with the big, ferocious Tyrannosaurus Rex, which we sang a song about uh, and what he ate.

E-71 And uh, and another thing we did for St. Patrick's Day, uh, we uh, we found this idea from one of the other teachers. And so we used it and uh we'll see how it...how it turns out uh Monday morning.

H-80 We've tr...we have tried very desperately this week to get some planning done for Mardi Gras that we're having next week.

ASSERTION 10¹ :

D-50 and I read them a...a book called Terrible Tyrannosaurus, and it was about a little boy who pretended to be a Tyrannosaurus. And I had them listen for different things that the little boy was able to pretend, because he knew some information about the Tyrannosaurus.

E-73 But uh, and we kind of uh, messed up the room a little bit, too. We made a point of cleaning it up really well on Friday which she usually does anyway.

ASSERTION 10¹ :

E-76 And then and, you know, I turned a couple of baskets over.

ASSERTION 10¹ :

E-78 And uh, we hid some gold pieces around the room. And uh, we wrote on the gold pieces...

ASSERTION 10³⁻¹ :

E-80 And uh, and we did this together, and some of the kids it was just really hard to find something good about them but we did.

ASSERTION 11:

D-53 Then, we a...broke into our group times and did our different activities with the children.

E-85 Uh, I'm looking forward to next week.

H-84 Ah, this morning's geometry word for the day was 'symmetry'.

ASSERTION 11¹ :

D-56 Uh, today was the only day we were able to have our second group time.

H-87 and we talked about the line of symmetry. And then what I had them do...well, I had several children stand up in front of the classroom and they, uh, looked to see what was symmetrical about one or the other. Unfortunately, these kids are very observant,

ASSERTION 11² :

H-90 Then what I had them do was I gave them a sheet of paper, they folded it to...into quarters.

ASSERTION 11³ :

H-95 Then with the other half that was left, I had them fold that into eighths and told them that they could cut it along both sides of the fold and then also along the end.

ASSERTION 11¹⁻¹ :

D-59 Then, uh, then after that she played a really neat game on the carpet-----

ASSERTION 11²⁻¹ :

H-92 And I had them cut a heart

ASSERTION 12:

D-63 and when we did and one of the...I thought it was interesting that the children asked for the tape measure.

H-99 We have also planned a field trip coming up on the thirtieth so that we can go to three different places in one day.

ASSERTION 13:

D-66 This week, I thought, went very well.

H-103 It seems like we thought we were going to have a lot of planning time ah, time has slipped away from us very quickly

ASSERTION 14:

D-69 We've planned out all of next week and the following week. And I think, we've basically uh gotten everything ready for both of those weeks. It seems like I will be doing less on one of the weeks.

APPENDIX X

COMPILATION OF THE EVIDENCE COMPONENTS

EVIDENCE 1:

- A-3 Uh, one thing that my C.T. does is, uh, rotate the, uh, the small groups around to different tables each morning. But she changes the art activity everyday, so the children have the responsibility to make sure that they've been to the art table. But the other activities, um, only one group does a day. And then, uh, the other groups have the opportunity some other day of the week, and uh,
- B-6 I've been doing...so I've been doing all the morning activities this week and all of...well, they have several afternoon group times, but I've been doing all the language arts afternoon groups times this week. And that's about the same thing. It could be a story or, you know, some kind of game that has to do with the alphabet or numbers...well, not numbers, I guess, for language arts, but, you know, anything that has to do with language arts. And I did all of those this week including planning them...I had to plan what I was going to do and, you know, if I had trouble coming up with something, she would help me, but for the most part I planned all the activities I was going to do. And, I uh, you know, any time we leave the room, I lead them down the hall and I get them ready for lunch and. I did that a little bit last week, too, but this week, you know, I did that-----myself.
- C-3 because his behavior problems interfere with his work, they interfere with his interactions with others, and of course, they interfere with other people's work.
- D-3 The children were able to tell me several different dinosaurs, and of course, there was the repetition. And then I asked them if they knew that...what the name of the scientist was that looked for dinosaur bones. And they made some good guesses. They called them arch...archaeologists, and scientists, and those types of things, and...and then I explained to them the word 'paleontologist'. And we watched a film that was about fossils, that, in particular, talked about the paleontologists, what they did, and it showed them digging up some fossils and transporting to the museum. Ah, I had previewed the film, so before I had the children watch it, I told them to look for some

particular things in the movie. And then when the film was over, ah, for a very brief time, I asked them what they, ah, remembered or what they saw in particular questions I asked.

- E-3 Uh because, I just like the, uh, the structure of the classroom more, the uh, the different subjects, and uh, it's a little bit more organized to me than uh, than kindergarten where you just have to come up with activities off the top of your head, and uh, it's just, uh, you know, the group times, uh, are fine, in kindergarten, but I...I really enjoy, uh, first grade a lot more because the kids can do more and it's a lot...well it's more, maybe not a lot, but it's more uh, learning, and uh, things-----kindergarten is a lot more socialization, and teaching them how to get along in school, and how to share with others and first grade is some of that, too.
- F-3 It's not that she doesn't want me to but, you know, my teacher's just really slow about letting me get involved in the class because I'm her first student teacher and she's not sure how fast to move me and she doesn't want to rush me and all this.
- G-3 I'm thankful that it's all over.
- H-3 We uh...she graded papers and did a lot of filing-type things and we are working on compiling our poetry book so I was putting a lot of the clip art in it

EVIDENCE 1¹ :

- B-5 like I always work in their groups with them, individually, and, and a couple of times...las...well, once or twice last week I led the morning activities, but this past week was the first time that...the first week that I've led all the morning activities which includes the calendar, like going over the day, and the...and the weather outside and,----like telling who the special helper is and letting them do certain things and. And also part of the morning activity is, um, like we have a group time in the morning and that could be anything from reading a story that relates to the theme, or showing a film, or playing a game, or doing some kind of math activity or anything, really.
- C-7 His kindergarten teacher tried to refer him, and the parents refused. Well, there's been numerous contacts attempted and the parents have never responded. The grandmother has been contacted repeatedly, when he,

uh, gets so many checks on the board, or however you want to say it, when he misbehaves so many times during the day his grandmother's been contacted. But of course she's not the guardian, and so she can't approve the, uh, screening. My cooperating teacher is hoping to get permission through the parent this time, but if she can't get it, she's contemplating overriding it.

D-6 So on today I played the...a dino race with the kids. And it...they had different mats and they had Stegosaurus-shaped dinosaurs, and they had to make patterns. And what I did was pretended that I was a announcer...an announcer for the race. And we had them line up

F-8 so I only did about three days that week, Wednesday, thursday and Friday.

EVIDENCE 1¹⁽²⁾:

D-8 and then I let them be the announcer so that they could announce and make up their own patterns.

EVIDENCE 1²:

A-7 like, uh, making pinecone birdfeeders, and uh, the kids got to draw their own birds one day. They got to, um, put together their own birdfeeder one day using some shapes made out of construction paper. And then they had...got to draw their own birds inside their birdfeeder. And on Friday we made mittens for an activity we'll be doing on Tuesday next week.

B-11 I did two this past week.

F-11 but that's really not how it's been going in my class, like, you know, this week I did a few English lessons, and she did some, and I did a few math lessons and, I don't know,

EVIDENCE 1³:

F-25 because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless

you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday.

EVIDENCE 1²⁻¹:

A-17 different winter birds, in, um, someone's back yard, and the different feeders and everything.

EVIDENCE 2:

A-9 Uh, I did the opening activities every day--the roll, and the lunch count, and uh, the pledge, and...and I also read a lot of their stories this week. Uh, they have one in the mornings and...and usually one in the afternoons, too, right after lunch. And so, uh, I did most of the stories this week, although my C.T. picked out the stories, I just read them.

B-8 I'll just be...I'll be doing all the morning activities, but instead of doing language arts in the afternoon, I'm just going to be doing a different group time.

C-10 Ah, been, ah, doing one reading group. We...we just divided the class into two groups. And uh, we did that last week because we were doing two different books and the children got to choose which book they wanted to...to do. So I took one group and my cooperating teacher took one group. And then, this week, we divided again, although we were using the same book. So I watched her as she did the first half of the book one day, and then that afternoon, I took my group and did the same thing with them. And then the next day, she finished the book in the morning, and I finished it in the afternoon with my group.

D-11 uh, I'm trying to do a little bit more of things I would like to do.

E-6 there were a couple of children that, uh, she, uh, that my cooperating teacher just uh tried to drill uh, some of the coins with them because some of the...there were two children who just had no idea what the coins were after going through money for two of three weeks. And, uh, and they would just guess. And uh, she tried doing various activities with them and nothing worked and so, obviously she was disappointed that these uh that these children never did really catch on. But

when they took the unit test on Friday, uh, she was really, uh, glad to see that most of the children mastered all of the skills that they were supposed to. Uh, having to do with money.

F-6 so every day I teach science.

G-6 They've become a part of my life and I'm anxious to see how things turned out.

G-10 EVIDENCE (2) And of course, I've got my favorite troublemakers and favorite well-behaved kids and I want to see what they do. I'd like to know how they...how they do on their achievement tests this week and.

H-7 and how I...what I did with the kids is we talked about the row and column and horizontal and vertical and the different number pairs. Then they practiced a lot with uh with the number grid that I had drawn on the board and I had the students come up to the board then they could point out where different things were and then they drew their...their points. Then we had made up a graph for them that had the coordinates listed down at the bottom and they were to find their coordinates on the grid and then connect the coordinate points with lines. And it...the phrase ended up saying, "This is fun."

EVIDENCE 2¹ :

A-12 Um, my C.T. gave me the idea and the...and she had the materials to use although I had to put the materials together to make the worksheets and things. But it was doing a, uh, more and less activity with birds. And uh, she...she gave...as I said she gave me the materials to use and what the...what the kids did was they...they glued down a set of birds that was less than the number on their paper and a set that was more than the number on their paper. And Uh, there were all different kinds of numbers from six to nine, those are the numbers that they are concentrating on right now. And, in the...there was a middle section where they got to use a...a rubber stamp to stamp how many birds their number was and then on...on the left they put the less and on the right they put the more.

G-8 By the way, she called me and uh told me that he had been...or that he probably would be certified as gifted. And I said, "What're you going to do any

different? What are you going to do any differently for this child?" And she said, "Well, I may get him a computer or I may do this or I may do that," and I said, "Well, if he's certified gifted or if he's not certified gifted, a computer would still help him if...if you're intending to use it to further his education or enrich his education." And I said, "Some of these uh educational camps, or things like that, if that's something you can afford and you feel like it will enrich him, it's going to enrich him whether he's gifted or not. He's a bright kid, he's...he's anxious to learn and he's anxious to try new things. Whether he's certified gifted or not, if that's something you're considering only if he's certified as gifted, and you feel like it will enrich him, it's going to enrich him whether he is or not."

H-9 because for several of them it was very difficult. It's a tedious thing for them to do

EVIDENCE 2² :

A-22 And uh, the first day I had a couple of boys acting up, so I...I brought them over to the side to stand with me. And there were a couple of others that were...that were acting up when, uh, my C.T. came down and met us at the bathroom the first day, and, there were a couple...couple of boys acting up when she came down to see us at the bathroom. So, when we...when we got back to the room, she explained to those two boys that they would have to, um, stay in the room with her for the rest of the week and not go to the bathroom with me, since they couldn't behave themselves while I was taking them to the bathroom. The other two that I had taken aside weren't...they weren't, uh, acting up quite as much, so she didn't feel the need to keep them in the room, but the other two had been acting up in other situations, too, and that's why she singled those two out and, and not the other two that I had pulled out.

E-9 And uh, and we had to do that all together as a class because a lot of the children in the class couldn't read most of the words on the page so I had to read each problem and then, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer,

G-13 because they hate to...hate to leave their kids and they don't want to turn their kids over to someone

else and things like that and...and I understand that. Because, really, I see teachers being involved and interested and very concerned with the welfare of their children.

EVIDENCE 2¹ :

A-27 And um, next week I'll be able to do a little bit more with, um, things in the classroom--reading stories and different lessons. I'll be doing, oh, one-two-three, I'll be doing four or five different lessons next week, one each day, at least one a day next week.

EVIDENCE 2⁴ :

A-34 And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the...some of the other children--needing to be watched a little more. So I'm really getting a feel for the children in my class and getting to know them better. And uh, hopefully, I'll be able to do a lot more next week and the weeks after that to get myself more comfortable with my solo week.

EVIDENCE 2⁽²⁾ :

C-18 and she let me take over some of the science activities because my love is in science. So, we've uh, just been doing some experiments, and doing some demonstrations and had some ideas that she's just let me come up with an idea...but she didn't ask me for one, it's just I came out with one and she said, "Oh, that sounds great. Let's do it. Or if you want some time this afternoon or tomorrow afternoon or Friday afternoon or whatever, you can go ahead and do it."

EVIDENCE 2⁽³⁾ :

C-20 I've introduced the spelling words and written them out in cursive and demonstrated things that the children are supposed to do with their spelling, and I gave them their spelling test and uh, been doing the morning exercises and reading the children a book and, so, she's allowing me to do more and more

EVIDENCE 3:

- A-24 I've been able to watch my teacher quite a bit and, um, see the things that she does and how she handles certain situations, and um, and usually she's pretty effective, too. So I've, uh, been able to start doing things like that, too, when she leaves me the responsibility, such as taking them to the bathroom.
- B-13 because, like this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know,
- C-13 because she treats me as a professional instead of a student or just a mother. And I...I'd say that would probably be easy for her to do since I am a mother. I'd say it would probably be easy for her to just look at me as an untrained helper.
- C-15 She credits me with intelligence, and uh, abilities, and I guess that's probably the first time that I've really been aware that anyone's given me that type of confidence.
- D-16 and I had the children give me different examples of things that have three. And they named a tricycle and a triangle and several different items. We also reviewed what we had done the day before about the paleontologists. I read them a book that was specifically about Ty...Triceratops, and uh, we had some discussion on that and then I taught them a song about the Triceratops.
- E-12 that I've, uh, that I can explain things to them, uh, a few things better than she can.
- F-14 and I've taken over the top reading group and, and so I've been doing them everyday because I might have them all week.
- G-16 And the children who of uh drug addicted mothers and the behavior problems, the discipline problems, the Chapter I children and things like that. The numbers have increased steadily in s...and some numbers have even just jumped in their increases.

H-15 Uh, I found it real interesting, when I asked them how many of the had ever used a geo board today

EVIDENCE 3'

- A-29 when...while the children are doing their small groups...it's kinda hard to, um, for me to tie myself down just to one table and work with one group and, and um, be sitting at that table trying to monitor the rest of the class. So, I've been able to, um, walk around, you know, and monitor the whole class at the same time. And it I...if, um, if I do have...have to sit at one table and work with one group at a time, I'll still have to...to work on keeping the whole class in control.
- B-16 because you know, it's like the longer I do it, of course, the more natural it's going to com to me and I'll, you know, know what to do when I run out of time early and stuff.
- C-22 doesn't question me at all, and doesn't second-guess me.
- G-18 and these are our...they're really basically they[re the people who're going to take care of us when we're old. And it is so difficult to teach some of these children and so, so demanding of your time.
- H-18 They received several rubber bands apiece, and then I had them make a three-sided polygon.

EVIDENCE 3' :

- C-25 A first year teacher has problems...things like that. And I looked over at her and said, "Gee, thanks. That really makes me feel good." She said, "I don't think you'll have that problem simply because you're a mom and you've got quite a few children of your own, you already know some of the tricks of the trade." And uh, she said, uh, she knows that sometimes young teachers have problems with kids but she's told me that she feels like that I won't have the same amount of problems. She said, "Of course, it's not going to be easy, as easy as if you had had several years of experience," she said, "but you do have an edge."
- G-24 They...their organized games are not uh hopscotch and four-corners-square and uh relay races and...and

freeze-tag and things such as that. Their organized games are to stand...I...I've watched them...they stand twenty yards apart on the football field. And this is the game that they make up: They stand in...in teams, twenty yards apart on the football field, they say, "Go," they run at each other as hard as they can go, and when they get near one another, each has picked out a target on the other team, they jump with their feet in the air and try to clobber that particular person. Whichever team manages to knock down or maim the most of the opposing team, or the entire opposing team first, is the winner.

G-26 EVIDENCE 3(2) because I can see them jumping and lunging at one another with their...their arms reaching for throats, their...they...they throw their arms around a child's neck and attempt to wrestle them to the ground in a headlock, or they jump up in the air with their feet attempting to kick them in the throat or chest and knock them down and then they fall on them. It's just...it...that's their...and and this isn't just the boys, either. It's the girls, too. And I know that I played rough when I was a kid in...in some degrees, but what happened to Red Rover and freeze-tag or uh leap frog or I uh...you know, you try and tell them these things or you try and set up a relay race. And they...the children won't move. I know there's one child...we pit the home rooms against each other and against the stopwatch and tell them to run to the end of the football field and come back and, you know, have a relay race or something like that, or we run them around the circle or something.

G-28 EVIDENCE 3(3) I remember one child, I said, "Well, you need to hurry. Come on, everybody else is waiting, but the next team can't go 'til you get back," and sits and looks at me and says, "I'm tired." And the child has not moved.

EVIDENCE 3³:

G-32 Now we're getting to where it's about half and half...the disruptive kids and the problem children...there's about half and half in the classrooms. I think, I may have even told you. I was sitting down one night and just counted, out of twenty-two, I've got eleven behavior problems. So there's...there's half the class. Now the other half is not all intelligent, brain-child type students. It's, you know, there's some of average intelligence, some above average intelligence. That's only half the

class. The other half, I guess they're probably divided in the same way.

EVIDENCE 3¹:

G-36 We've got...we've got one that I know of that is in first grade now. And I'm sure that's...there's several more. We're getting crack babies in school, we're getting more and more things that are affecting the children.

EVIDENCE 3¹⁻²:

G-21 And we have to be able to do these things to be able to get along in the work world and in the...in society as a whole.

EVIDENCE 3¹⁻⁴:

H-29 then I would simply tell them the names. O.K. now you have to make a quadrilateral, or you have to make a triangle.

EVIDENCE 3²⁻¹:

G-27 We try different things and...and the children won't move.

EVIDENCE 3¹⁻²⁻¹:

H-25 that it was a little bit more difficult than usual to maintain control.

EVIDENCE 4:

A-37 preparing them myself, too, and I'm also working on my own game that I'll be using the week after that. One that I made up myself with all my own materials and everything that I'll be able to use in the class.

B-19 because, I mean I really was surprised how quick sometimes my things would end because, I don't know, but it seemed like I'd planned enough for my twenty minutes or whatever and then it wo...it would be over so soon and I don't know.

- C-29 They're very very receptive to anything I want to do,
- D-19 This particular time I had them do a, uh, I don't know how to describe it...it was a, a, game that had a Stegosaurus on it and they put different fruits...fruit snacks on it so that they can match more and less and different numbers and the children if...if the number six was on the plate of the Stegosaurus then they did a six on it. Uh, I also helped the children with making a...an art project today. We made dinosaur costumes.
- E-15 The, uh, and I've found out how hard it is to, uh, to...or not how hard, but how time-consuming it is to...to plan and...and to try to do different activities with groups and uh,
- F-17 because it was our last week and the kids were real excited and we had all kinds of things like, um, on Wednesday we had a behavior movie and that's like at the end of each six weeks, if you got a A on your report card for behavior or...I think an A or a B, in behavior...you get to watch the behavior movie. So Wednesday we had our behavior movie for last six weeks and the whole class got to watch it but two kids, but they're really...they're...well they stay in trouble a lot...they're the only two that didn't get to watch it. But, um, Wednesday we had our behavior movie and a pizza party because some of the kids, um, it was some kind of...they did this before I got there...but there was some kind of book-reading contest or something, and it you met your goal four out of five weeks or something you got to have this pizza party. So, we had a pizza party and a behavior movie on Wednesday, then Thursday...we...well, Thursday we were suppose to have an ice cream party because they had the 'best lunch bunch' so many times, but we didn't get to because I think they were trying to...they didn't have enough ice cream because they were trying to get rid of the ice cream before spring break so it wouldn't all get freezer burn or whatever so they didn't have have enough ice cream there. But, um, so we'll have to make that up. And we had lunch with the principal again for our second time because we've had so many lunch bunches, 'best lunch bunches'. My don's squeaking her toy, sorry. And then on...Hershey, give me that...and then on Friday, I brought my puppy Hershey to school for show and tell because they, you know, I'd written...what I did was I wrote a little letter home to all the parents, just like I did in kindergarten so that, you know, I could kind of introduce myself to the kids and to their parents and,

you know, they'd know who I was. I did this at..when I first got in there, but, you know, so they would kind of get to know who I was and why I was in the class and all this. And I told them a little bit about myself and I told them about my puppy and so I told them I'd bring it in one day. So Friday, since that week was kind of crazy anyway with spring break coming up and Easter parties and all this I thought that would be a good day to do it. Like Friday we had our Easter party and the day was pretty much shot anyway, so we thought that would be a good day to bring my puppy in. So we brought her in...I brought her in...my husband brought her. And they...they just loved her. She ran around all the kids and played and did tricks for them and. It's funny though, there's one little girl that I've got that's allergic to dogs and I knew it and so I, you know, talked to her mom and she said it would be fine as long as she washed her hands good and, you know, and took her medicine and all this stuff and. She didn't even touch her. She stayed away from her because she forgot to bring her medicine that day, so she was fine but. There was another little girl, and I'd told them I was bringing my puppy and, you know, everybody seemed real excited and nobody said anything bad, or whatever, and then, um, when I brought Hershey in, she, um, there was one little girl who stood over there with the girl who was allergic, and I...you know, afterwards I wondered what she was doing and I asked the teacher, and she said that the little girl was really s...afraid of dogs, and it was just really I don't know, kind of shocked me and the teacher because we had mentioned it before and nobody...you know I guess we should have asked if anybody was afraid or if anybody objected...but she didn't, you know, she wanted to see the puppy, I mean she just didn't want the puppy to come up to her. So she stood back...we were all in a big circle...and she stood back away from the circle but it kind of surprised me that she never did mention in earlier. But, she, you know, she enjoyed it, I think, I mean she liked to see her, she thought she was cute and everything but the dog ran over to her once and, like, tried to lick her or whatever, and she was kind of scared. But I----she was afraid of dogs. But, I don't know, I thought...I just think it's kind of funny how people have such ma...that's a pretty...that's a pretty common fear, too. I've...I've heard a lot of people are afraid of dogs and. If you could see my puppy, I mean, she's a Yorkshire terrier, I don't know if you know what that is, but they're tiny... and full grown they're only like five pounds. So she's four pounds now, I mean

she's tiny, and she couldn't hurt a flea and she's real friendly, she doesn't bark at people, she doesn't snap or anything or bite so. But, you know, I thought that was real interesting that she, you know, didn't even mention it to us that she was afraid but. Anyway, we had our Easter party on Friday and it was O.K. There was only one parent that came. There was supposed to be some more parents--I don't know what happened to them, but we had one parent come and there were lots of treats and stuff and.

G-39 I think I need more training. But then, again, I don't know that all of my training has helped me.

H-35 because we're getting ready for a social studies test this week. So we did that.

EVIDENCE 4¹:

C-33 Well, then, she needed to be uh, doing something else and she told me that I could do one. And I told them that, uh, they were going to have ten minutes, and I knew that some of them would get finished and some wouldn't and we talked about it a few minutes before--did it.

E-24 So I tried to, uh, use some different games every once in awhile.

F-20 I guess we were trying to get all the behavior movies and all that stuff in before spring break, you know, kind of, because we still have a...we have another behavior movie coming up for the...because the end of the sic weeks is coming up again, so you know we wanted to go ahead and get that one out of the way and, because we'd been putting it off for so long so it's really long overdue.

H-37 because we're studying about the West and the cow trails and stuff.

EVIDENCE 4²:

C-36 because she was still gone.

E-27 and I had them stand up and hold their cards, and and uh, so they really enjoyed that. And uh, and, you know, I have them write words on the chalkboard sometimes, or circle things on the chalkboard

EVIDENCE 4:

C-40 I've got another game that I'm going to try.

E-30 because they...the reading books...because they give you, uh, a lot of different activities that you...that you can use, uh, within the reading group and also, uh, they call it 'across the curriculum', or with the curriculum connections or something like that where uh they have art activities or math activities or, uh, you know, all...all different kinds of activities, science, and they usually o=cover all...all those activities in...in each unit. And uh, and that really gives the teachers some good ideas about using different activities to teach the concepts from the story. And not just, you know, using the, uh the reading book, and uh there are also a lot of worksheets in there which we don't use. Uh, I think my cooperating teacher only uses the worksheets when she things...when she wants to see how they're doing, if they're really understanding it, or, uh, if she thinks that the worksheet is really worthwhile. But usually she doesn't do any of the worksheets with the reading groups. And uh, and it's kinda hard to try to pick out things that...that will benefit the children because, uh, we obviously don't have time to do every single activity that's in all these books.

EVIDENCE 5:

B-22 But this past Friday, or tonight...today before I left, I um, I listened to a bunch of songs and wrote down the words because, I don't know, I just wasn't...I was really surprised how...how quick some of my things ended and I...

D-22 It seems like we're able to talk more and more about different children and the different things that they do.

E-18 So I made myself a little schedule to see how many days we could spend on each story and...and the other activities.

H-42 They actually wanted to go ahead and get it over with rather than go on to another day which is...we had scheduled to just go on today because she has found that the children just really burn out near the end. And we noticed that today, too, that on the last few tests they might give them sixteen minutes and a good number of them finished with eight minutes to go. So

we circulated and reminded them to check their answers.

EVIDENCE 5¹ :

E-21 But it is hard to uh, to cover everything. A lot of things in the books, uh, are repeated again and again so that if they don't catch it the first time, they have two or three more chances to get it, in, uh, in that book, and then they'll probably get in more in other reading books, and of course they get it in other English courses a lot of the phonics, and the diagraphs, and and uh, things like that.

EVIDENCE 6:

B-25 For example, one day I led a game and, in the game you had to...all the children had to scoot their...we have two benches that the kids sit on...and they had to scoot their benches back because there wasn't quite enough room. And, after the game was over, I needed to scoot the benches back up. And, I mean, I thought, you know, I didn't even plan how to do that. I just assumed, you know, we'd just scoot the benches back up, you know, I didn't really think about how am I going to get the benches back in place after we do this activity. I just assumed it would be, you know, something easy. I didn't even think about how to plan it.

D-24 And we're supposed to watch their non-verbal language, and that was something that I told my C.T. about

E-34 And uh, well, this week in particular, we've been talking about how plants grow.

H-46 that you can read them the exact questions that are on the test, give them the answers...well, they give me the answers, and then you can hand them the very exact test, and you still have a good portion of them that don't do very well.

EVIDENCE 6¹ :

B-28 she knows after seventeen years of doing this that you have to give directions for every little thing. And she does, and I used to kind of think maybe she was being over-cautious or something, because she gives them directions for, I mean, everything. After they

do a game, it's like, you know, I want the, you know, this group to sit down first, and this group to sit down next.

D-27 And it is very interesting because one of the children is a, uh, troubled child, or problem child, and the other one is a child who doesn't seem to interact with the other children.

E-37 They got their beans and they...they uh got, you know, their paper towels all wet and everything and put them in the baggies and put their names on them, and we...we taped them all up to a chart. And uh, that we can move around the room. So we moved it over by the window an...and some of them were even sprouting by uh, by Friday afternoon. Some of them had little...little shoots coming out, and some of them uh, the uh shells were starting to come off.

EVIDENCE 6² :

B-31 because, I mean just the simplest thing like scooting your benches up was difficult for five-year-olds, you know, it was really difficult for them because, you know, I didn't give them the specific directions of what to do and how to do it.

E-43 And then, uh, through the day we saw how the green food-coloring went up through the celery stalk. And uh, it ended up turning the leaves at the top a lot greener.

EVIDENCE 6³ :

E-52 about, uh, plants and how they grow, and the roots and things, different parts of the plants.

EVIDENCE 6¹⁻¹ :

E-40 So, uh, that's uh, one of the things that they can see about, uh, actually how plants grow and how they uh sprout from little seeds and...

EVIDENCE 6²⁻¹ :

E-46 and they had a space to write the materials and draw a picture, and then there was a space where it uh said, "Prediction", and they got to guess what they thought

would happen. And some of them thought that it would...it would grow. And uh, some thought that...some did guess that it would turn green. And uh, just some different, various responses, and then they could draw a picture of their prediction. And then there was a...a space where it said, "What happened?" and they could write and draw a picture about what happened.

EVIDENCE 6²⁻²:

E-49 how they use their veins to get the uh, the nutrients in the water from the roots down under the ground or in the water, uh, and take the nutrients up into the leaves.

EVIDENCE 8:

D-43 And what I planned for the children to do was for one group to be paleontologists and they are to...they were to dig in the sandtable to find different, uh, items that a...maybe would be fossilized at some time. And in particular, the letters that spelled 'dinosaur' were in there, individually, and they were to dig those out and then match them to the dinosaur word on the board. They also listened to Danny and the Dinosaur in the listening center and that was a tape that I had made for them. Then they played one...another activity, it was playing the dino games with me, which each group circulated through me each day. The other was to study the windmill...uh, not to study, but to make a windmill because the letter of the week was "W". so I cut out a...a basic shape for them of the windmill, they decorated it to make a WILD windmill and put beans on the letter "W" to form the shape. And then they also did some playdough playing, uh, with the dinosaurs. So those were the activities that I was supposed to plan for the week.

E-58 She gave me all her materials and said, "You know, here's some things I've used in the past. You can use whatever you want or you can make up new things or whatever."

H-54 because I handed them all several different toothpicks and miniature marshmallows.

EVIDENCE 8¹:

E-60 And uh, she confessed to me that, uh, art and science and social studies are the hardest things for her to uh, to plan. And uh, and those are the things that's she's doing right now. About the only things that she's still planning right now.

EVIDENCE 9:

E-66 And uh, and she uses the uh, the overhead uh. Or she does various things, but uh, usually she uses the overhead to write uh. Like last week she used uh a different vowel everyday, and she was stressing the short vowel sounds. So she would write a couple of sentences on the overhead with them. And then, uh, they would have to underline the words with that particular short vowel sound. And then they would have to write a story on the back of their paper using at least three words that started with, or that uh had that short vowel sound in it.

EVIDENCE 7:

- B-34 Haven't really, you know, not a lot is going on really different. Um, plus we had one day less
- D-32 And, uh, I again was able to read them a book about the Stegosaurus.
- D-41 (2) Some of the children brought in some animals and we talked about them. And then again it was time to go.
- H-49 I handed the children different...a sheet of paper apiece, and I showed them how to cut a tangram. And we talked about congruency today.

EVIDENCE 7¹:

D-34 They're by the Berenstains

EVIDENCE 7²:

D-37 which they learned

EVIDENCE 8:

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H-56 What they did today after we went through a demonstration of the different solids, which I had wooden examples of, and I had them pass them around

EVIDENCE 8²:

H-59 So the children then started to make their cubes.

EVIDENCE 8' :

H-66 Ah, and we did a lot of a..."Look at what I've done" type things.

EVIDENCE 8' :

H-69 And they could use all the marshmallows that they wanted and all the toothpicks that they wanted. And they experimented with different designs. And we discussed about the fact that there are different shapes that are stronger

EVIDENCE 8²⁻¹ :

H-61 that they just had to remember the definitions that they had given.

EVIDENCE 8³⁻¹ :

H-72 and then they brought them up in front of the class and shared their different shapes. And then they got to eat their marshmallows.

EVIDENCE 9:

D-47 And what I had done was brought in a tape measure that measured up to a hundred feet. And I had the children stand up one by one, uh, in about four feet increments so that they could see...were going to measure to see if a Brontosaurus would fit into our room. And as we wrapped and wrapped the tape measure around the room they quickly discovered that the dinosaur would not fit. And we were also able to talk about the size of the different animals as we have been doing previously. And then I told them that if it...if we were able to go outside that we would take a tape measure and see how long that would stretch. Unfortunately, we were unable to go outside. Maybe we'll get to go tomorrow. So we also did the Brontosaurus song and we talked about different things that the Brontosaurus is known for. And that took our day, or took our morning, because it took a long time to do the measuring. Then we went to our different activities. This activity I played with the children is similar to the dinosaur races, only I pl...it was a helicopter ride, and we again patterned, and it was another one that they enjoyed. And we let them

pretend that they were the pilot and, uh, went through the different patterns and allowed each of them to make a pattern.

E-66 And uh, and she uses the uh, the overhead uh. Or she does various things, but uh, usually she uses the overhead to write uh. Like last week she used uh a different vowel everyday, and she was stressing the short vowel sounds. So she would write a couple of sentences on the overhead with them. And then, uh, they would have to underline the words with that particular short vowel sound. And then they would have to write a story on the back of their paper using at least three words that started with, or that uh had that short vowel sound in it.

H-77 So they are learning how to do their dimensional drawing. And this week they got into overlapping and size and contour.

EVIDENCE 9¹ :

E-69 Uh, on Friday, they...they got a sheet of paper that said uh, "If I were a leprechaun and I had magic, I would..." and they had to finish the story on their own and tell what they would do.

EVIDENCE 10:

E-72 But uh, the idea was to cut out a bunch of leprechaun footprints and uh stick them all over the room and write a little message on the board and that the...that a leprechaun had come to play but he couldn't stay. With just a little poem. I can't remember it. And he had left some gold somewhere. And uh, that he would be back next St...next St. Patrick's Day or something like that.

H-81 And we're making quite a bit of progress.

EVIDENCE 10¹ :

D-51 So, the children then, after the story, talked to me about the different things they discovered about the Tyrannosaurus. About him being a meateater

E-74 And uh, and then after everyone left, uh after all the children left, uh, we just kind of uh, tipped a few disks over and put some books on the floor and dumped

out some of the games and so we kind of messed up the room a little bit.

EVIDENCE 10³:

E-79 on each gold piece, we wrote the child's name and one good character quality about that child.

EVIDENCE 10³⁻¹:

E-81 Uh, there were a couple of children that uh, that we just have trouble with you know and it's common in every class. But uh, you know, one of them was good in math so we put that, you know, so-and-so was good in math. And uh, uh and one of the little boys just loves to dance and to draw. And uh he doesn't always enjoy doing the school work, but he just loves to write in his journal and draw pictures and, and uh, he loves to dance, so you know, we had something good about him.

EVIDENCE 11:

D-54 Again, I played a...well today I played a bingo game with them which was a...a color-matching bingo game. And, uh, all of the groups, again, circulated through me.

E-86 I'm doing my time unit

H-86 They were quite knowledgeable about what symmetry was

EVIDENCE 11':

D-58 because what my C.T. had done was have the children write their name on one of three different steg...uh...three different dinosaurs, and they were to choose which one was their favorite. Then they did a graphing under, uh, the pictures of a Tyrannosaurus, a Stegosaurus, or a Triceratops. And the children counted them to see which one was the most favorite.

H-88 but I had worn two different pairs of...two different earrings that morning. And I asked them, "O.K., now, if Mrs. [West] stands up in front of you, uh, and you were to fold her in half, would she be symmetrical?" And half the class said, "Yes," and half said, "No."

EVIDENCE 11²:

H-91 Ah, and I had them cut half of...the paper in half and then into and then one half of the paper into quarters so that they could do an ex...a sample of something symmetrical.

EVIDENCE 11³:

H-96 And I gave them a little bit of ad...direction for it and then I told them to go ahead and cut what they wanted.

EVIDENCE 11¹⁻¹:

D-60 it wasn't a game--played a song on carpet squares, where she played a record and the children stood on their re...on their carpet squares and they had to do a march to it.

EVIDENCE 11²⁽²⁾:

H-94 Then they cut a different design out of the other one.

EVIDENCE 12:

D-64 And so I took...let them take the tape measure and they went out and just played with it and pulled it out and wound it up and asked a lot of questions about it.

H-100 We are going to the dairy farm, to the Incredible Machine, and also to the planetarium.

EVIDENCE 13:

D-67 Um, I've enjoyed the conversations with my C.T. We've done a lot of looking at...into the different children's behaviors, and things. I feel very comfortable with our situation, and I hope she's feeling more comfortable with it all the time.

H-104 and uh believe it or not, we're coming up on Mardi Gras

EVIDENCE 14:

D-70 simply because I'm going to start observing some different classes.

APPENDIX XI

COMPILATION OF THE EVALUATION COMPONENTS

EVALUATION 1:

- A-4 I think that's a really good idea for the children to have the responsibility to do that. Make sure they get the art activity done by themselves. And, she has to remind them sometimes, or some of them may forget to do the art activity, but, um, usually the children work pretty well with that. They get it done and then they have time to do other things, like, write in their journals, or draw pictures in their journals. And uh, or play in other areas of the room.
- C-4 And, it's really discouraging to see the ability there, and know that until he gets some type of behavior modification program, or something, he can't realize his full potential.
- E-4 But, um, first graders, obviously, they can do more, and uh and I think I like that better than kindergarten.
- F-4 But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.
- G-4 I feel like I've not done as well as I've really liked to have done.
- H-4 so that we are almost down to the publishing date. But it's...it's taking a long time to compile.

EVALUATION 1¹ :

- C-8 So I'll be interested in seeing how this works out. I'd like to see this through. Hopefully, we can get the screening done while I'm still here so I can see some results and see how it turns out. Whether he has a medical need, or whether he has a...a psychological need or whatever, I really would like to see him evaluated so that he can concentrate on his schoolwork rather than being out of his seat and jumping around and on the table and under the desk and making little

noises and shouting out and everything in the world but doing his own work.

D-7 and they thought that was great fun.

EVALUATION 1² :

F-12 it's real sporadic, but

EVALUATION 1³ :

F-26 But, I mean, I'm sure, she's real open to me. Any time I say you know, "Why don't I teach this," she'll say, "Fine," you know. She's real good about letting me, she just doesn't want to push me, so it'll be no problem if I talk to her.

EVALUATION 1²⁻¹ :

A-18 And they really enjoyed that. And it was...it was very realistic, too, and a lot of good pictures for the children to see, you know, it wasn't like a cartoon video put together. It really gave the children pictures of what the birds really look like, and what they eat, and, and uh, the real birds that do stay around in the winter. And, so I thought that was really appropriate for the week.

EVALUATION 2:

C-11 And, that was kinda nice because I could lend my own personal views and comments to the discussion, and although I had her as a model, and saw how she did it, I could choose how I wanted to do it, if I wanted to do it the same, or if I wanted to change. And, it was nice having that freedom.

D-12 However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class.

E-7 And...and she was surprised at some that did that she didn't think would be able to. And then of course you know these two children, uh, probably won't get it this year. But they have, you know, next year and.

G-11 (2) Of course, usually those results don't come back before the school year's over. But even if they did, I probably won't get to see them.

EVALUATION 2¹ :

A-13 And, they really enjoyed that; they seemed to understand it pretty well, and some of them needed more help than others

G-9 But anyway, I'm anxious to see how that turns out.

H-10 but they, for the most part got it. It...it was interesting to see, once a couple of them got the phrase, that a lot of them sa...assumed that they could just write in the phrase themself [sic] rather than go ahead and put it on the points. So they found that that didn't quite work and we either made them do it again or they didn't get a good grade. It just depended on how much we could tell that they've done...they had done.

EVALUATION 2² :

A-21 And that worked pretty well.

E-10 and uh, most of the children followed along real well. And uh, of course there were some who tried to work ahead, you know, and because they really understood it and didn't need any help and they could probably read it on their own, too. But, uh, most of the class stayed with me, and uh was able to to complete that page.

G-14 I don't think you could be a good teacher if you weren't. I don't think it's something that you can just go and put in your hours and leave it and forget about it. I don't think that's something you could do very easily. But I'm sure there are those who...who do it that way. But, I don't know.

EVALUATION 2⁽²⁾ :

C-19 and it's...it's been really fun.

EVALUATION 2⁴ :

A-32 But, more or less, everything is going pretty well.

EVALUATION 2¹⁻² :

- A-15 but some of them are still having trouble, so I could...I could tell when they needed to spend more time explaining it to some of the children. And uh, but most of them did pretty well with it on their own.

EVALUATION 3:

- A-25 And Thursday and Friday the kids did pretty well, too.
- B-14 it didn't go as smoothly as I thought it would. And so, I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo or whatever, you know.
- C-14 But she doesn't do that and I think that's really nice.
- C-16 (2) And it's kinda nice. I'd like to give it to myself. But, anyway, I guess maybe I'll get used to it. I, I guess maybe I need to feel a little more secure, myself, and as long as she gives me this, it...sometimes it'll be her, maybe, that'll help me to feel more confident, because she has the confidence in me.
- E-13 Uh, so I guess that's one of my strengths being able to uh get, uh, get the information down to their level so that they can understand uh what it is we're trying to uh to teach them in...in their own terms. And uh, because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes, but, uh.
- F-15 And it went really well. Matter of fact, you came in on...I guess on Thursday and watched me do a reading group. And, that's about all I did last week was a couple of math and English lessons and a reading group and.
- G-34 And it's going to get worse.
- H-16 that out of twenty-six children only one of them had ever used one.
- H-27 (2) The children learned a lot from this

EVALUATION 3¹ :

- A-31 So that's, u, that's one method of...of, uh, monitoring the classroom that I can use from sitting at a...at the table. So that's one thing that I'm working on, too, that...that I'll need to, uh, work up to before my solo week.
- B-17 And I won't be so nervous the week I solo.
- C-23 And that's really encouraging.
- G-19 And, I feel like that we're so ill-equipped to handle them and teach them and reach them. And some of them are really...they're never going to be able to cope with so many things in today's world. It's...it's just amazing to me that the numbers are there that we...we're having a terrible time reaching. and I wonder what in the world is this country going to be when these kids get to be adults if clearly 50% of them, and more, are severely handicapped in their abilities to cope, with their abilities to relate to others, with their abilities to concentrate, or, not necessarily retarded or...or...or uh learning disabled or something, you know, there's...there's a great number like that, but nevertheless, there's so many that their behavior is so antisocial and anti...I don't...I don't know how to...to put it. But I think you'll understand what I'm driving at.

EVALUATION 3² :

- C-26 So she's real encouraging and I...and I appreciate that.
- G-29 I realize he's a big kid, but I watch that child when they do this ritual that they do of trying to uh kill one another, and he moves just as fast as the rest of the kids. So I know it can't be that he's tired.

EVALUATION 3³ :

- G-33 But, who knows, half of them having behavior problems, they don't cooperate enough to where you can tell a lot of academics about them.

EVALUATION 3⁴ :

- G-37 Where's it all going to end?

EVALUATION 3¹⁻¹ :

H-21 and they found after they shared them that they, in fact, did not.

EVALUATION 3¹⁻² :

G-22 And these children are just not able to do these things.

H-23 Some of them said they were squares and rectangles, but in fact we went ahead and called them quadrilaterals and we talked about how polygons are named by the number of sides that they have.

EVALUATION 3¹⁻⁴ :

H-30 So they...they did real well.

EVALUATION 3¹⁻⁵ :

H-32 which they all shared and they had to point out the different shapes that they had in there. And I'd let a group of five of them come up to the board at once.

EVALUATION 3²⁻¹ :

G-30 So, I don't know. I...I guess I really hope that we can make a difference along the way.

EVALUATION 3¹⁻²⁻¹ :

H-26 So, I think, in reflecting on today's activity, that probably if I...when I use it again, I will probably just give them a few minutes of free exploring time so that they can play with the geo board and the rubber bands and see what it does and then we'll get down to more of the what's at hand uh type of thing. Or either I may just let them have a free period uh, it just depends on the class.

EVALUATION 4 :

A-38 So I have some...some good things to look forward to next week.

B-20 I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself.

C-30 and it's...that's just great.

D-20 And, so that was something that took a lot of time. And, basically because of that, we did not do some different language arts activities because the art activity took so long. The children are very interested in the dinosaurs, to say the least. They talk quite a bit about them and they have a lot of information about them.

E-16 and it does take a lot of time to plan these things.

F-18 Friday was pretty much shot;

G-40 Maybe getting in there and working and...and having the experience will...will make me figure out some answers and figure out some directions and figure out some...some coping strategies. I don't know.

EVALUATION 4¹ :

C-34 and they...they enjoyed it. And they...one of them got finished before the time was up, and, it was really nice because she let me try it.

E-25 They really liked the concentration games.

F-21 So that...we didn't really, I don't know, we didn't get...we didn't really do anything extra special besides the behavior movies and the pizza parties and stuff so.

H-38 So they...they were able to sing and then we continued with our read aloud.

EVALUATION 4² :

C-37 And she came in, and she saw them thoroughly enjoying the game and behaving themselves. And they didn't need a lecture and they didn't need somebody to call them down, they weren't disrupting anybody else, but

they were enjoying it. So, she had me make up the game board for her.

- E-28 or just do different activities to help them...to help reinforce the concepts to them and, and uh, not make it just a rote experience for them, just the teacher telling them all the time what they're supposed to know.

EVALUATION 4³ :

- C-41 So, I'm enjoying myself, and I think it's going to be O.K.
- E-31 And so uh, we kinda have to get to know the kids and where they're at, and know what they need uh so that they can get, you know, the most out of their reading groups, and not waste time on what they already know. So uh, it is a challenge

EVALUATION 5:

- B-23 I would feel more comfortable if I knew more of the songs and more things to fill in with.
- E-19 And uh, and so far, uh it's going pretty well.
- H-43 But it was real interesting to see either...they either knew the subject matter better, which we didn't know, and...or they were getting tired and just rushing through it.

EVALUATION 5¹ :

- E-22 But uh, and some of them already understand it, so they get bored with it.

EVALUATION 6:

- B-26 But, I mean, it's just so amazing how five-year-olds, the simplest task can turn into chaos, you know. I mean it really didn't go that bad, but the...like I tried to scoot the benches up and they're standing in front of them, they didn't...they wouldn't get out of the way, I mean.
- D-25 and she agreed that that's interesting and we decided which two children we would pick.

E-53 And uh, she just kept it real basic, uh, using the stem, the leaves, and the roots, that's uh, the three basic parts of the plants.

H-47 Ah, it's...it's intriguing to...to see that. I...I wouldn't have expected that.

EVALUATION 6¹ :

B-29 You know, she never just lets them go sit down all together.

D-28 So we're watching her body language. And I found that my C.T. is also watching the body language.

E-36 And they just loved that.

E-38 (2) So the children are really excited about watching these grow. And uh, and they uh, want to look at them all the time

E-41 (3) and I think that baggie gardens are a good experiment for them to do to uh, actually see how...how plants start as seeds and how they grow.

EVALUATION 6² :

B-32 But um, that was kind of amazing to me how, I don't know, it really...it really, I don't know, helped me realize how important it is just to give them directions for the littlest things, and how much smoother things'll run if you do that. I mean it wasn't like total chaos, really, but still, it would've been...it would've just flowed so much smoother if I would've just gave [sic] them directions, you know, who needs to help move benches and who didn't. But, um, anyway, I'll definitely...I won't assume that...I won't assume that things are simple any more for them. I'll really try to plan exactly how to do it.

E-44 And, oh, the kids were just really excited about that.

EVALUATION 6²⁻¹ :

E-47 And they were just really excited to see how the...how the celery leaves turned green because before they were kind of yellow, some were yellow and some were kind of real light green. But uh, my cooperating

teacher and I thought that we could...we would be able to see the...the green food-coloring going up the veins, but it didn't show up until it got up into the leaves.

EVALUATION 6²⁻² :

E-50 And uh, so that was another good experience...experiment that went along with the----- that we were talking about.

EVALUATION 7:

B-35 so all this has probably been a little bit shorter than the last few weeks.

D-44 Overall, today went well again with the children. They are...are very interested, as I said, in these dinosaurs, and so it's not difficult to keep their attention with them.

E-56 And uh, and so that'll be interesting.

H-50 So they were able to see th...how the pieces went together. And what they found frustrating was the fact that they had cut all these pieces out of the square and it was very difficult to put them back into the square. But they did enjoy it and they learned about...a lot about congruency.

EVALUATION 7¹ :

D-35 and they have a lot of real good information that's on the level for the children and they seem to really enjoy that.

EVALUATION 7² :

D-38 and I found that the tape actually went too fast

EVALUATION 7²⁽¹⁾ :

D-40 and then the children were able to learn it a little bit better.

EVALUATION 8:

E-62 So uh, anyway I'm sure she enjoys having the time to uh, to do other things, too, and uh, make her own materials and things like that, get new ideas, and.

H-74 And uh, I...I felt very complimented because my C.T. said that that was one lesson plan that she was definitely going to use in the future.

EVALUATION 8¹ :

E-61 And so she said that she should be able to come up with really good lessons for these now since I'm doing all the reading and the math.

H-57 they...they gave me the definitions of the different items.

EVALUATION 8² :

E-64 And uh, and we're getting along really good, too.

EVALUATION 8³ :

H-64 They were fascinated with what they were building.

EVALUATION 8⁴ :

H-67 And they really enjoyed that.

EVALUATION 8⁵ :

H-70 and they came to the conclusion that triangular shapes are stronger than squared shapes.

EVALUATION 8²⁻¹ :

H-62 Ah, and then I circulated around the room and the children made a cube.

EVALUATION 8⁵⁻¹ :

H-73 They really enjoyed that and...and most of all, they learned.

EVALUATION 9:

E-67 And uh, that's usually what She uh she does with the uh with the handwriting.

H-78 So they were really...they are really learning a lot in art.

EVALUATION 9¹ :

E-70 And uh, so that was just something different to go along with St. Patrick's Day.

EVALUATION 10:

H-82 But unfortunately it's not as quick as we both want it to come. But we're planning on working on it over the weekend together.

EVALUATION 10¹ :

D-52 and one of them was able to remember the word 'carnivore' and how tall he was and different items like that.

E-75 And it was kind of fun.

EVALUATION 10² :

E-77 And uh, when they come in on Monday morning, you know, it'll be like, "Oh my goodness, what did this leprechaun do to our room?"

EVALUATION 10³⁻¹ :

E-82 And so uh, there were uh, it was kind of hard to find different things we tried to be different, too, on each one, not to say that uh they were all good at math or all good at reading and things. We tried to be different in our uh character qualities. And uh, for some of them it was kind of hard, but you know, you have to look for those things. And uh, that's what the children need to be emphasized anyway, what they're good at. And uh, I'm sure that they'll uh appreciate that on Monday. We did...finding something good about themselves. And uh, maybe it'll help them feel better about themselves, too.

EVALUATION 11:

- D-55 I've really enjoyed working with the children in these small groups with something other than art, simply because I'm able to see their different skill levels. And it's very amazing to see the differences in the skills from one group to the next. And there is the group who is far and above what the others are, and uh, not only in their ability but in their maturity level. I find that very interesting.
- E-87 and I'm sure I'll have a lot of good things to tell you next Friday.
- H-85 Ah, and I really enjoyed doing this with them.

EVALUATION 11¹:

- D-57 And I found that very interesting
- H-89 And the...the part that said "No" was correct and I asked them why and they said because of my earrings. So they were very observant.

EVALUATION 11²:

- H-97 Well, we had one cut out paper dolls, and another one cut out uh, arrows, with a real meticulous design at the bottom. We ended up with twenty-six different symmetrical uh shapes. The kids shared their cuttings with the rest of the class. They also had to point out the line of symmetry, if there was more than one line they had to show that. And some of them even made a symmetri...a design that was symmetrical so it could be folded horizontally as well as vertically. We then mounted those and they are now proudly hanging upon our wall.

EVALUATION 11¹⁻¹:

- D-61 And it was very good for directions. It was left, right, forward, backward, turn around, and that type of thing. And it...they played it a couple of times because the children really enjoyed it. We even played it after lunch, and

EVALUATION 11²⁻¹:

H-93 which they then discovered was symmetrical.

EVALUATION 12:

D-65 So they were intrigued with the tape measure. And I found that very interesting.

H-101 We're trying to pull in all of the different activities that we've been studying lately.

EVALUATION 13:

D-68 In all, I've had a really good week.

H-105 and don't quite have everything ready that we need. But we are anxious.

EVALUATION 14:

D-71 And I'm excited about that--to see some different things.

APPENDIX XII

COMPILATION OF THE CONCLUSION COMPONENTS

CONCLUSION:

- A-35 So, I guess that's about it for this week.
- B-36 But um, I guess that's all for today. I can't really think of anything else to say.
- C-42 But uh, I'm not having any problems that I really could talk about. And uh, I can't...I can't say that, uh, I'm not enjoying myself, and I can't say that I need anything, so, anyway, I'll talk to you later. Bye.
- D-29 That's it for today.
- D-72 So I will talk to you later. Have a good week. Bye-bye.
- E-84 And so, I think that's a pretty good note to end this tape on.
- F-22 I guess that's really about it, um, for that week.
- F-29 and I guess I will see you on Tuesday when we get back to school. I don't know if I'm ready. I can't believe that was a whole week off for spring break. It seemed like a couple of days. I can't believe we're already going back. But uh, anyway, I'll see you then. Bye-bye.
- G-41 Well, I've talked enough. But uh don't get me wrong. I'm real glad this is coming to an end. And I'll talk to you later. Bye.
- H-12 That was today.
- H-102 And that's pretty much it for the week.
- H-106 Have a good weekend. Bye.

APPENDIX XIII

COMPILATION OF MONOLOGUE COMPONENTS AS EVIDENCE OF REFLECTION

- A-31 So that's um, that's one method of...of, uh, monitoring the classroom that I can use from sitting at a...at the table. So that's one thing I'm working on, too, that...that I'll need to, uh, work up to before my solo week.
- A-34 And I'm really getting to know the children--which ones need more help in certain areas and...and I'm starting to learn which ones are...are, uh, more...more active, I guess, and, uh, have more energy than the...some of the other children--needing to be watched a little more. So I'm really getting a feel for the children in my class and getting to know them better.
- B-13 because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know.
- B-16 because you know, it's like the longer I do it, of course, the more natural it's going to come to me and I'll, you know, know what to do when I run out of time and stuff.
- B-24 But, um, I also realized, this past week, how organized my teacher is and how important it is just for the littlest things to be organized...
- C-16 And it's kinda nice. I'd like to give it to myself. But, anyway, I guess maybe I'll get used to it. I, I guess maybe I need to feel a little more secure, myself, and as long as she gives me this, it... sometimes it'll be her, maybe, that'll help me to feel more confident, because she has the confidence in me.

- D-12 However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class.
- D-67 Um, I've enjoyed the conversations with my C.T. We've done a lot of looking at...into the different children's behaviors, and things. I feel very comfortable with our situation and I hope she's feeling more comfortable with it all the time.
- E-3 Uh, because, I just like the, uh, the structure of the classroom more, the uh, the different subjects, and uh, it's a little bit more organized to me than uh, than kindergarten where you just have to come up with activities off the top of your head, and uh, it's just, uh, you know, the group times, uh, are fine, in kindergarten, but I...I really enjoy, uh, first grade a lot more because the kids can do more and it's a lot...well it's more, maybe not a lot, but it's more uh, learning, and uh, things-----kindergarten is a lot more socialization, and teaching them how to get along in school, and how to share with others and first grade is some of that, too.
- E-13 Uh, so I guess that's one of my strengths being able to uh get, uh, get the information down to their level so that they can understand uh what it is we're trying to teach them in...in their own terms. And uh, because the books, a lot of times, they use adult language and it's hard to, uh, get it down to their level sometimes, but, uh...
- E-15 The, uh, and I've found out how hard it is to, uh, to...or not how hard, but how time-consuming it is to...to plan and...and to try to do different activities with groups and uh...
- E-23 So it's a challenge to try to uh, just meet the individual needs within the reading group, and keep them all attentive and...and not bored.
- E-83 So, and that's one thing they've told us at U. T., also to, uh, to uh, emphasize the good qualities of the children and maybe that will help them in other areas. Or at least to develop a...a good self...self-concept. And know that they...they may not be good at everything, but that they are good at some things.
- F-4 But, you know...you know I told her that I really needed to...you know, I just kind of mentioned to her

that I really needed to get, you know, going, so I would know what to do my solo week, and, you know, I needed to get used to being up in front of the class and stuff.

F-25 because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I want to get up in front of the class a little bit more, like I should be doing. So I'm going to talk to her on Monday.

G-2 Well, as the end draws nearer, I guess I'm approaching it with mixed feelings.

G-12 But anyway. I guess I understand why teachers hate to be out or be on extended uh leaves of absence or anything like that

G-13 because they hate to...hate to leave their kids and they don't want to turn their kids over to someone else and things like that and...and I understand that. Because, really, I see teachers being involved and interested and very concerned with the welfare of their children.

G-14 I don't think you could be a good teacher if you weren't. I don't think it's something that you can just go and put in your hours and leave it and forget about it. I don't think that's something you could do very easily. But I'm sure there are those who...who do it that way. But, I don't know.

G-19 And, I feel like that we're so ill-equipped to handle them and teach them and reach them. And some of them are really...they're never going to be able to cope with so many things in today's world. It's...it's just amazing to me that the numbers are there that we...we're having a terrible time reaching. And I wonder what in the world is this country going to be when these kids get to be adults if clearly 50% of them, and more, are severely handicapped in their abilities to cope, with their abilities to relate to others, with their abilities to concentrate, or, not necessarily retarded or...or...or uh learning disabled or something, you know, there's...there's a great number like that, but nevertheless, there's so many that their behavior is so antisocial and anti...I don't...I don't

know how to...to put it. But I think you'll understand what I'm driving at.

G-38 I want to make a difference. I don't know that I'm up to it, but I think I need...I...I feel so inadequate.

G-39 I think I need more training. But then, again, I don't know that all my training has helped me.

G-40 Maybe getting in there and working and...and having the experience will...will make me figure out some answers and figure out some directions and figure out some...some coping strategies. I don't know.

H-26 So, I think in reflecting on today's activity, that probably if I...when I use it again, I will probably just give them a few minutes of free exploring time so that they can play with the geo board and the rubber bands and see what it does and then we'll get down to more of the what's at hand uh type of thing. Or either I may just let them have a free period uh, it just depends on the class.

APPENDIX XIV

COMPILATION OF MONOLOGUE COMPONENTS USED FOR NEGATIVE EVALUATION

- B-7 And, let's see. What else can I talk about? Well, next week, I'll be doing about the same thing. I won't really be doing more...
- B-13 because, like, this past week I felt, I don't know, I was really expecting it to go pretty smooth, but I was surprised how, I mean, I don't know, you can...I can...I was all...you know...had everything all planned out I was really surprised how quickly, you know, your activity that you plan, you know, sometimes it...you get through with it too soon and you have a few minutes left and you're not sure what to do, how to fill in. And so it, really, you know, I was amazed how, you know...
- B-14 it didn't go as smoothly as I thought it would. And so, I was really glad that I went ahead and started this week instead of waiting, 'til, you know, the week before I solo or whatever, you know.
- B-19 because, I mean I really was surprised how quick sometimes my things would end because, I don't know, but it seemed like I'd planned enough for my twenty minutes or whatever and then it wo...it would be over so soon and I don't know.
- B-20 I didn't know a lot of the songs that they sing in class and, sometimes I felt kinda uncomfortable because like I'd put on a record or something that they usually sing and I didn't know all the words and, of course you know, the teacher said that was fine, they knew the words. But still, you know, you don't really feel comfortable leading a song or something when you don't even know all the words yourself.
- B-23 I would feel more comfortable if I knew more of the songs and more things to fill in with.
- B-25 For example, one day I led a game and, in the game you had to...all the children had to scoot their...we have two benches that the kids sit on...and they had to scoot their benches back because there wasn't quite enough room. And, after the game was over, I needed to scoot the benches back up. And, I mean, I thought, you know, I didn't even plan how to do that. I just

assumed, you know, we'd just scoot the benches back up, you know, I didn't really think about how am I going to get the benches back in place after we do this activity. I just assumed it would be, you know, something easy. I didn't even think about how to plan it.

B-29 You know, she never just lets them go sit down all together.

B-34 Haven't really, you know, not a lot is going on really different. Um, plus we had one day less...

C-4 And it's really discouraging to see the ability there, and know that until he gets some type of help, whether it's medical help or some type of behavior modification program, or something, he can't realize his full potential.

C-16 And it's kinda nice. I'd like to give it to myself. But, anyway, I guess maybe I'll get used to it. I, I guess maybe I need to feel a little more secure, myself, and as long as she gives me this, it...sometimes it'll be her, maybe, that'll help me to feel more confident, because she has the confidence in me.

C-32 Ah, we've been doing a lot of ah, timed tests, they're working on multiplication, and, uh, a lot of the other ladies are using timed tests and things like that--a kind of race against time. Not exactly a competition among the children, but a race against time to see if you can beat your own time and beat your personal best and things like that and, she didn't much care for that and she didn't li...she didn't like it because she said that she felt like that the kids that they couldn't do it, and they...they maybe didn't have the coordination and things like that and I felt like that that was a self-fulfilling prophecy, because she had told them they couldn't do it, and so they couldn't. Well, she...she went ahead and, uh, tried it one time and they didn't do so well.

D-4 We did not get to discuss very much because, ah, the morning announcements ran a little long again because it's...they're starting with singing, ah, different patriotic songs and have extended the morning time. So that cuts into the time we have in the morning, and we have to rush out the door to go to p.e. on Monday

morning. So we went to p.e., or they went to p.e. I went back and did some room [sic] in the classroom.

D-12 However, I...I still don't know if I will use as many films as what I'm seeing used. But, uh, we'll have to wait and see how that goes in my own class.

D-20 And, so that was something that took a lot of time. And, basically because of that, we did not do some different language arts activities because the art activity took so long. The children are very interested in the dinosaurs, to say the least. They talk quite a bit about them and they have a lot of information about them.

D-38 and I found that the tape actually went too fast...

D-49 This has been an extremely quick week. It seems like a lot of the things we planned we were not able to do because some things took longer than we both anticipated, or we had an...an interruption. However, the kids have really enjoyed it, and today I started the day with the big, ferocious Tyrannosaurus Rex, which we sang a song about uh, and what he ate.

D-69 We've planned out all of next week and the following week. And I think, we've basically uh gotten everything ready for both of those weeks. It seems like I will be doing less on one of the weeks...

E-6 there were a couple of children that, uh, she, uh, that my cooperating teacher just uh tried to drill uh, some of the coins with them because some of the...there were two children who just had no idea what the coins were after going through money for two of three weeks. And, uh, and they would just guess. And uh, she tried doing various activities with them and nothing worked and so, obviously she was disappointed that these uh that these children never did really catch on. But when they took the unit test on Friday, uh, she was really, uh, glad to see that most of the children mastered all of the skills that they were supposed to. Uh, having to do with money.

E-7 And...and she was surprised at some that did that she didn't think would be able to. And then of course you know these two children, uh, probably won't do it this year. But they have, you know, next year and.

E-9 And uh, and we had to do that all together as a class because a lot of the children in the class couldn't

- read most of the words on the page so I had to read each problem and then, uh, I would ask, you know, they had to decide whether it was an adding problem or a subtraction problem. And they had to circle and then figure out the answer...
- E-20 And a couple of the groups...one group is already starting to get behind.
- E-21 But it is hard to uh, to cover everything. A lot of things in the books, uh, are repeated again and again so that if they don't catch it the first time, they have two or three more chances to get it, in, uh, in that book, and then they'll probably get it more in other reading books, and of course they get it in other English courses a lot of the phonics, and the diagraphs, and uh, things like that.
- E-59 So uh, and she's uh...she just really doesn't know what to do with herself because she doesn't have to plan as much any more and.
- E-80 And uh, and we did this together, and some of the kids it was just really hard to find something good about them but we did.
- E-81 Uh, there were a couple of children that uh, that we just have trouble with you know and it's common in every class. But uh, you know, one of them was good in math so we put that, you know, so-and-so was good in math. And uh, uh and one of the little boys just loves to dance and to draw. And uh he doesn't always enjoy doing the school work, but he just loves to write in his journal and draw pictures and, and uh, he loves to dance, so you know, we had something good about him.
- E-82 And so uh, there were uh, it was kind of hard to find different things we tried to be different, too, on each one, not to say that uh they were all good at math or all good at reading and things. We tried to be different in our uh character qualities. And uh, for some of them it was kind of hard, but, you know, you have to look for those things. And uh, that's what the children need to be emphasized anyway, what they're good at. And uh, I'm sure that they'll uh appreciate that on Monday. We did...finding something good about themselves. And uh, maybe it'll help them feel better about themselves, too.

- F-2 Let me think, um, I talked to you before about not getting, well, um, well about like the fact that, I don't know, sometimes I don't get to do stuff.
- F-3 It's not that she doesn't want me to but, you know, my teacher's just really slow about letting me get involved in the class because I'm her first student teacher and she's not sure how fast to move me and she doesn't want to rush me and all this.
- F-7 I didn't start doing that 'til like around Wednesday
- F-8 so I only did about three days that week, Wednesday, Thursday, and Friday.
- F-11 but that's really not how it's been going in my class, like, you know, this week I did a few English lessons, and she did some, and I did a few math lessons and, I don't know
- F-18 Friday was pretty much shot
- F-19 we didn't get a whole lot accomplished on Friday. But, it was a pretty...pretty crazy week with everything going on.
- F-21 So that...we didn't really, I don't know, we didn't get...we didn't really do anything extra special besides the behavior movies and the pizza parties and stuff so.
- F-25 because I really don't feel like I'm going to be prepared. But I don't know. Watching her everything looks pretty easy, it's just I know that when you watch something and when you do something, it's two different things, because the littlest transitions between subjects or whatever can be hectic unless you're used to doing it so. You know, I do want to get up in front of the class a little bit more, like I should be doing. So I'm going to uh talk to her on Monday.
- G-4 I feel like I've not done as well as I've really liked to have done
- G-11 Of course, usually those results don't come back before the school year's over. But even if they did, I probably won't get to see them
- G-14 I don't think you could be a good teacher if you weren't. I don't think it's something that you can

just go and put in your hours and leave it and forget about it. I don't think that's something you could do very easily. But I'm sure there are those who...who do it that way. But, I don't know.

G-19 And, I feel like that we're so ill-equipped to handle them and teach them and reach them. And some of them are really...they're never going to be able to cope with so many things in today's world. It's...it's just amazing to me that the numbers are there that we...we're having a terrible time reaching. And I wonder what in the world is this country going to be when these kids get to be adults if clearly 50% of them, and more, are severely handicapped in their abilities to cope, with their abilities to relate to others, with their abilities to concentrate, or, not necessarily retarded or...or...or uh learning disabled or something, you know, there's...there's a great number like that, but nevertheless, there's so many that their behavior is so antisocial and anti...I don't...I don't know how to...to put it. But I think you'll understand what I'm driving at.

G-22 And these children are just not able to do these things.

G-27 We try different things and...and the children won't move.

G-33 But, who knows, half of them having behavior problems, they don't cooperate enough to where you can tell a lot of academics about them.

G-35 We're getting crack babies in school.

G-36 We've got...we've got one that I know of that is in first grade now. And I'm sure that's...there's several more. We're getting crack babies in school, we're getting more and more things that are affecting the children.

G-38 I want to make a difference. I don't know that I'm up to it, but I think I need...I...I feel so inadequate.

G-39 I think I need more training. But then, again, I don't know that all of my training has helped me.

H-1 Today is Monday, April the eight. Today is...was the beginning of our T-caps. We will be testing through Wednesday of this week. So pretty much our schedule has been wiped out for anything that would...that we

would normally have. Uh, T-caps started this morning promptly at eight-ten and continued until ten...about ten thirty, then the children had a snack and uh, we went ahead and gave them their spelling pre-test so that they would simply be able to get back on schedule by Friday. Then they had phys. ed. and uh recess, and so during the time of T-caps.

H-46 that you can read them the exact questions that are on the test, give them the answers...well, they give me the answers, and then you can hand them the very exact test, and you still have a good portion of them that don't do very well.

H-82 But unfortunately it's not as quick as we both want it to come. But we're planning on working on it over the weekend together.

B-1 [Personal comments; aside to listener; not considered in analysis; negative.] I just want to start off...just saying one concern that I've had, that I have right now. Because, like whenever you come in, you ask me if I have any concerns and I never can think of any off the top of my head but. The only thing that I'm...that I'm concerned about with my student teaching is that, just getting everything done. Like, I've been making so many games and stuff for my teacher, and, I don't know, just different activities like flannel-board stories and stuff. And I mean, every...seems like every night she gives me something else to make, which, you know, I really don't mind, but, I haven't had time to start really getting things prepared for my solo week, or even really thinking about what I'm going to do, because I've been working on so much stuff for her. It just kind of worries me. I'm afraid that, when my solo week gets here, I'm gonna be kind of...I don't know. I know I'll have to make stuff for that week and I'll be so far behind, and not to mention that seminar...those two seminars we have...that we have to take with our student teaching. We have got so much stuff in there, and I mean, I just...seems like I'm just...I don't know. I haven't even started on any of my assignments in there. But, I don't know. It's just...that's about my only concern, I'm just kind of worried that I'm not gonna have time to get...I don't know...all stat stuff done. But anyway.

VITA

Zudith L. Manning was born in New Orleans, LA and started to school in Pike County, MS. From second grade through high school, she attended the public schools in Corinth, MS.

Ms. Manning attended Mississippi College, Clinton, and received the B. A. degree in Modern Languages after which she began her teaching career in Ft. Myers, FL. Ms. Manning received the M. Ed. degree from Mississippi College and continued her teaching in Corinth, MS, Hancock County, MS, and New Caney, TX. She was a substitute teacher in Waverly and Pike County, OH, and in Oak Ridge and Roane County, TN before pursuing the Ph. D. at the University of Tennessee, Knoxville.

Ms. Manning is the daughter of Rev. and Mrs. M. Glenn Smith, of Philadelphia, MS, the mother of J. Michael Nelson, and the wife of William F. Manning.