To the Graduate Council:

I am submitting herewith a dissertation written by Susan Yvonne Beisel entitled "Teacher Interns' Perceptions of the Internship." I 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 Education, with a major in Education.

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TEACHER INTERNS' PERCEPTIONS OF THE INTERNSHIP

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Susan Yvonne Beisel

December 1997

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Dedication

This dissertation is dedicated to the eight participants who made it possible.

ACKNOWLEDGMENTS

There are many people to whom I am appreciative of their help and reassurance as I completed my program. Many family members, friends, colleagues, and students offered encouragement and support throughout the past three years. To them I express my love and gratitude.

I am especially indebted to my advisory committee. Lester Knight has been a gentle but guiding hand. I appreciate his everwilling helpfulness. Colleen Gilrane caused me to realize how I needed to get back in the classroom and try some of the things we had discussed. E. Grady Bogue reminded me that we all have theories that run our lives. His level of understanding and application of moral decision making is one that I can only hope to emulate. Ted Hipple stepped in when I needed someone and has been an asset. I truly enjoy his sense of humor and style of teaching.

I wish to also recognize my working colleagues at the Shekou International School, Shekou, Peoples Republic of China. Robert Morgan, Gail Morgan, Debbie Patterson, Ray Cook, Scot Lake, and Dayna Vande Velde all helped me to read over rough drafts and gave me invaluable input into how I had presented the material. Many of our sessions turned into philosophical discussions that helped me considerably when presenting this information.

I also wish to especially thank my husband, Bryan, who helped at all the stages. He read rough drafts and gave me input

on clarity. But more importantly, when I wanted to quit, he wouldn't let me. When I was downhearted, he cheered me up. When the laundry needed to be done, he did it. He always told me I could finish this and with his help, I did. He was always there when I needed him the most.

ABSTRACT

This is a qualitative study about teaching interns' perceptions of the internship. Interviewing, participant observation, and unobtrusive data collection were the data gathering methods used. Data for the study were collected over a nine month period and included field notes of many observations in eight different classrooms in six different schools.

The goal of the study is to provide information about how teaching interns perceived their year-long internship. Their viewpoints are presented in individual accounts along with comparisons on how the study participants were similar and dissimilar, and how these interns might compare to other studies' participants who were interns as well, or first year teachers, or student teachers.

The following general conclusions are drawn from the findings: (a) The interns view their experiences as positive and worthwhile; (b) The internship's extensive program helps to reduce anxieties about entering their own first classroom; (c) Financial burdens during the year-long internship are detrimental; (d) Interns have similarities to student teachers and to first year teachers that need to be acknowledged, but they also have some unique differences.

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Chapter I

INTRODUCTION

Design

This first chapter serves as a preface to the study. There is an introductory statement that describes the conditions that have suggested the problem of study. This beginning section will build a framework for a general understanding of the study's purpose. Second, a problem statement is included telling the general nature of what is to be studied and why. Third, a purpose statement will specify exactly what was done in this research and the questions that were involved. Also included is a theoretical framework, in which is indicated the philosophy used to guide the study. In the next section the need for the study is covered and how it is important as a contribution to our field of knowledge. Because of the qualitative nature of the study there is also included a Bias Statement as well as a section called Establishing Trustworthiness. The Bias Statement explains how the researcher's particular beliefs and dispositon could color the process that is used. Establishing Trustworthiness is the title of the section that clarifies how the verification of the explanations of the participants' statements is conducted and whether the participants' circumstances and meanings were obtained as they

saw them. Finally, there is included the definitions of terms used throughout the study, an overview of the methods and procedures used as well as the treatment of data, and an organizational look at the entire study.

Prologue

Life is in a constant state of change. Society reflects that as do the institutions within the society. Education, as one of those institutions, is always in a process of transformation. Some view this as a necessary process because we are always gaining new knowledge about what and how we learn. One part of teacher education that has recently undergone changes is student teaching (Scannell, 1987). It has changed in the past few years at some higher education institutions to become interning. Where previously students might spend one quarter or one semester close to the end of their four-year educational program doing student teaching and then be granted a bachelor's degree and a teaching certificate, now education students can enter various programs that might be four years plus one for professional studies and clinical experience or four years plus one for interning, both of which result in a baccalaureate degree. There are also five year programs that include one year for professional studies and clinical experiences or one year of internship, from which students may emerge with a master's degree. There are even six and seven year programs. The one with which the

researcher is most familiar is a five year program in which the interns spend four years earning a bachelor's degree in Arts and Sciences. These students continue on in the fifth year to spend one semester, starting at the beginning of the public school year, working in their assigned school for 4.5 hours. After the university's fall commencement, they spend the entire day at their assigned school and do not finish until the local school system's year ends. After this time they usually attend summer classes at the university and finish with a master's degree, their teaching certificate, and a year on the state's career ladder.

Because of these changes, what we know about the student teaching experience is not entirely applicable to internships. However, these interns are not exactly like first year teachers either in that they do not teach full days for the first half of the school year. They do have a mentoring teacher for the whole year and have a support system in place at the University. Therefore, it is important to examine these interns' experiences and see what they might have in common with student teachers and first year teachers as well as explore differences. We also need to attempt to determine how the internship has worked as a transition into the teaching profession.

Statement of the Problem

It is necessary to explore the experiences of teaching, learning, and professional interactions that occur in an intern's life

during the internship and the meanings that interns attach to these experiences. Our teacher education programs should reflect what we know about learning to teach (The Holmes Group, 1986) and should acknowledge the ways in which the personal and the professional are linked within the lives of individuals (Tisher, 1984).

Teacher educators should understand that individual purposes originate within a person's ongoing awareness of the changing reality within and around him (Zeichner, 1983). Collaboration, collegiality and conversation provide us with the means of professional learning that can lead to professional development. Educators and preservice students must reflect upon their experiences to gain understandings of the lives they live and the contexts within which they live them (Erikson, 1986). New meanings can come to teacher education through exploring the educational situations created by the university's preservice education system. It is safe to predict that we will always live in a world where others hold different views, values and beliefs. The process of working through our differences and toward shared understandings lies in interactions (McWilliams, 1995). Teacher educators need to find out how the interns are working through interactions in the schools within which they are placed. We must see if and how interns perceive the same problems that first year teachers describe(Veenman,1984). It is necessary to attempt to understand if and how interns are working through a lack of synchronicity that Fuller and Bown (1975) describe as existing

between the educational faculties' theories and the real life actualities in classrooms We must look closely at how and if interns see their experiences as a new cultural undertaking (White, 1989). There is much we need to learn about this change that has occurred in teacher education.

Purpose

The purpose of this study is to gain an understanding of the interns' perceptions of the intern experience. The researcher attempts to find out the participants' background information, how they see themselves culturally, how they had come to the field of teaching, and how they describe their individual worksites. The participants' beliefs about how the reality was the same or different from their expectations is discussed. The researcher attempts to see if the participants feel that personal changes have occurred and if there were things that they wished they had done differently. What the interns view as the most important element, the most difficult situation and the most enjoyable parts of the internship experience are considered. The meanings they had constructed of their actions are explored and any changes that might have happened are investigated. Varying interpretations of meaning, expectations, and motivations which may affect their behavior are examined. Their viewpoint is presented in hopes that these overt and covert meanings can help teacher educators, as well as other preservice interns, to ponder

the process and make it the best that it can be.

Theoretical Framework

Interpretivism is a formal theory that has many strands since it is a *set* of assumptions, ideas, and proposals. There are strands that have taken on a life of their own and are known as Constructivism, Symbolic Interactionism, and Phenomenology. Each of these paradigms is related. Erickson (1986) uses the term interpretive to "refer to the whole family of approaches..." (p.119). He explains interpretive research and its guiding theory as developing out of "interest in the lives and perspectives of people in society who had little or no voice" (p. 122). The goal of this type of research is to understand the meaning of the lived experience from the point of view of those who live it. Social beings construct their own world and to understand it, one must interpret it. The researcher will offer personal constructions of these observed or discussed constructions.

According to Schwandt (1994), interpretivist theory has roots in sociology, which seeks to describe and explain collective human behavior. Interpretivism also has a foundation in philosophical anthropology which is the study of the basic categories in which humans and human behavior are described and explained. Interpretivists say that most of the earlier paradigms of social reality omitted the *meanings* that are created, negotiated, sustained and modified in human action. These

meanings are established and adjusted through an interpretive process which is situational. Then the meanings become guidance instruments for the formation of actions.

Erickson(1986) also says that when this interpretivism is applied to educational research, it is most often called symbolic interactionism. This approach has a basis in social psychology. Symbolic interactionism is summarized by saying that humans act toward objects and other beings based on the meanings these objects or beings have for them. These meanings, constructed through social *interaction,* are assembled, believed, and altered within a specific context. Individuals act on the basis of meanings they perceive, not mechanistically or due to stimulus-response ideas. These meanings change in the course of interaction because of different perceptions held by the actors. Reality is not a prior given, but is seen as being socially constructed because it is based upon interpretations that are constructed during interactions between the actors. People use symbols, spoken or written words, to communicate or interact, thus the name symbolic interaction.

In interpretivist research the questions that usually interest researchers are about what meanings humans attach to behavior patterns and objects in their world. They investigate how the process of constructing meaning takes place and what symbols and rituals humans create to structure their interaction. Denzin and Lincoln (1994) say that a commitment to questions of knowing and being make them conspicuous. Interpretivists have an abiding concern with the life world of the researched and are

obligated to study of that world from the point of view of the interacting individual, called an emic view. Researchers are said to have an etic view, that of an outsider. Interpretivists actively debate with their informants and exchange points of view with them. As Schwandt (1994) believes, interpretivist researchers feel that informants are "dialogic, conversational and questioning beings"(p. 132). They put the participants' ideas on par with their own and test them against what they see in daily life.

This overarching theory, interpretivism, and its relative, symbolic interactionism, inform this research in all aspects. They guide the problems of interest, how participants are approached, the methods used, the data analysis conducted and the findings made. An attempt is made to understand the interns in the study in terms of their meanings, their situations, and their interpretations of what they do.

Need for the Study

This study will add to the current research by providing information needed about interning that could help in the planning of preservice and intern programs and experiences that provide support. Because there is not much direct information about five year programs and how the participants view them, this research will contribute to knowledge in that area. If teacher educators and local administrators were more aware of how the interns viewed the process, then perhaps an even better, more

supportive transition could occur.

Martin (1991) notes "scenarios in which student-teachers experienced dissonance between the goals of preservice programs and the implementation of those goals in the field setting are not atypical. " (pg. 288). But does this apply to internships? This research may add to our information about how internships compare to student teaching experiences.

When first year teachers become frustrated, anxiety-ridden and exhausted (Lortie, 1975), the students under their care are not getting the best education that they can. Do our interns suffer these same conditions? This research may contribute to an understanding of how and if interns are similar to first year teachers.

Decision making about what to include in preservice actions will continue to be a need. If colleges of education are preparing preservice students to better meet the needs of American society through its public education system, then we need to know what factors to consider when trying to determine the best way of doing that. Perhaps we can do as Baker and Grayson (1994) suggest and have new expectations if we are going to be doing new things, but we need to know what information from other research applies.

Bias Statement

Because this researcher has been teaching for over 20 years, in public and private schools, in elementary and middle and high schools, she views certain situations differently than newcomers to the profession do. Given that everyone brings their own backgrounds to any situation, these experiences colored the conversations that the researcher had with the participants. They did exchange points of view about certain situations, but the researcher's past teaching experiences guided how she talked to the interns, what she talked to them about, and how she saw their situations. The researcher believes that she does the best thing that she can in teaching situations, but she feels that she has had the time to work on finding out what might be the best thing. The researcher tried to make certain that her point of view about issues faced by these participants did not come through as the only possible construction.

Because the researcher was the participants' supervisor for most of this process, she had to be careful not to bring that role to the interview procedure, even though it was always there when she did classroom observations. The interns knew that she did their written evaluations as well as passing them or failing them for the two semesters' work. The researcher did not see herself as primarily an evaluator, but more as a sounding board for these interns to use to discuss different ideas and situations. One of the interviewees said, before he responded to a question, "I think I'm

oversensitive about things so I'm trying to think of one [response] where it won't look like, 'please, you're reading too much into that.'" This brought to the researcher's attention how personal this process was and how the respondents might feel that what they were saying made them look bad. The researcher wanted them to know that what they contributed was just as viable and important as her remarks. She conducted the last two interviews when the interns were finished with the internship experience and when she no longer had any input into their university career.

In the last 15 years of her teaching, the researcher has gone from a small rural area in southeastern Ohio, to a suburb of Houston, Texas, to a private school in Algeria, to a high socioeconomic level elementary school in Myrtle Beach, South Carolina, to three private international schools in Saudi Arabia and China. In all of her travels the culture was new to her. At first she was apprehensive, but eventually it became a pleasure to travel and see what interesting people and ideas are out there. So she is biased in that when she goes to any new situation she handles it as a cultural encounter. She expects differences to be present in every new community that she enters and is open to the possibility that she may not know what to do or how to react in ways that the new people she has met will understand. The researcher expects other people to do the same. However, she must be prepared to realize that this is not true for many people. For some persons, cultural encounters are only those that occur when they travel to a different country, where they expect major

contrasts.

The researcher is at a stage in her educational career where she wishes to help others join this profession. She views this occupation as very important, very special, and very intense. The researcher believes that people who are in the early stages of this work, who are just becoming teachers, should be constantly scrutinizing what they are doing. She realizes that she was, at times, asking the participants to think about things in a new light, in an unfamiliar way. She was asking them to critically analyze situations that they had just taken for granted, or had not thought of in particular ways. Sometimes this made for halting and slow conversations, but perhaps that meant people were thinking about their responses. Because the researcher is an extrovert, who likes to readily talk over events and ideas, she expected others to be willing to discuss freely and openly how they saw what they were doing. This did not always happen. However, this researcher's bias is that discussion helps understanding and professional development.

Establishing Trustworthiness

In order to check on the interpretations of the participants' feelings and thoughts and to see whether their circumstances and meanings are captured as they see them, subsequent transcripts and rough drafts were given to the participants. They were asked to respond to the material. During the taped interviews the

researcher tried to paraphrase what they were saying to see if their statements had been correctly understood. Before this document was submitted, the researcher and the participants had exchanged points of view.

During the course of the analysis, the researcher also endeavored to triangulate data by having associates in education look at the transcripts, the charts, and the observations, to profit from their perspectives. An attempt was made to see if others' conclusions were similar or in opposition to the researcher's findings. Colleagues were asked to look at the described experiences and tell how they interpreted these happenings. If many interpretations were similar, then the researcher moved on to those that were not in accordance. Other associates were then asked to compare these different understandings and respond. Finally, all of this information was resubmitted to the participants and they were asked for their conclusions. All of these things were taken into consideration before this final analysis is presented.

Definition of Terms

1. Culture - the particular system of standards or beliefs which circumscribes and typifies a specific group of peoples. Culture is the response of a group of human beings to the valid and particular needs of its members.

2. First year teachers - educators engaged in their first professional assignment.

3. Induction programs - agendas arranged by local school districts to help incoming first year teachers to become acclimated to the teaching profession.

4. Interning - a part of a five year education program that is designed to give advanced students in education supervised practical experience in a classroom for an entire school year.

5. Mentoring teacher - the regular classroom teacher who has an intern working in the classroom.

6. Preservice education - programs in education that prepare future teachers before they have had any professional experience.

7. Student teaching - a program in education designed to give the participants supervised practical experience for one quarter or one semester in their final year of a four year program.

8. Socialization - the learning provided by a culture or a social group that is designed to fit the newcomer to the ways of thinking and behaving developed over time by the group to assure its survival.

9. Teacher educators - university people involved with preservice teacher education.

Methods and Procedures

Data Collection

The purpose of this study is to gain an understanding of the interns' perceptions of the interning experience. The researcher attempts to find out the participants' biographical information, how they chose teaching as a career and how they describe their particular worksites. The question of if and how they apply their perceptions and knowledge of previous schooling experiences to the school in which they were working is explored. The researcher wants to know if the participants believed that their personal situations had been as they expected and if they were pleased or displeased with the overall experience. The various meanings they had constructed of their actions are explored and any changes that might have occurred are investigated.

Because the researcher was acting as the university supervisor assigned to these social studies interns, access to them was already open. The researcher had been working with these interns in their schools for well over a month before talking to them about participating in an interview study being conducted for a qualitative research class. The interns were informed that this would require one interview session during the current semester. After this class was finished, the researcher decided to study the internship and interns' perceptions of that experience as part of a doctoral dissertation. The previous participants agreed to

continue. They were told that information from school visits, discussions, and from the first interview would be used. They were also informed that there would need to be at least one more individual interview. At a later date it was decided to add a focus group interview.

The information from school visits was in the form of field notes of observations of the participants as well as the formal observation forms. There are also notes and personal observations about the various schools from the researcher's two years of working as an intern supervisor. During that time conversations were conducted with many students, parents, teachers, administrators, and other personnel.

The first interviews, conducted in the fall of 1995, were structured around seven open-ended questions (see attached interview guide, Appendix A) with spontaneous, related questions used to probe and elicit explanation and clarification. The individual interviews took approximately one hour and were conducted in the researcher's office. It was during this time that the participants all chose their own pseudonyms, which are used throughout the study. Biographical information about the interns, which dealt with their background as well as different cultural experiences that the interns had had, and if and how they viewed their school as a culture were the main thrust of the first interview.

The second individual interviews, done in the summer of 1996, also had seven open-ended questions (see attached

interview guide, Appendix B), and were organized like the first set in that the researcher would ask questions about the responses as the interview proceeded. These conferences were also held in the researcher's office, with one exception. When one of the participants could not make it to the office, a meeting was held in a private room at a local library. All of these second individual meetings were conducted after the interns had completed their interning experience and dealt with the interns' overall perceptions of the internship circumstances. These second interviews took from 60-90 minutes.

The researcher always explained the purpose of the study to each participant and obtained written consent prior to beginning the interviews (see attached consent forms, Appendix D). Participation was voluntary and participants could withdraw from involvement at any time without penalty. The identity of the participants was kept completely confidential by using pseudonyms.

The third interview, also structured around seven open-ended questions (see attached guide, Appendix C), was a focus group interview. Hoping that all of the participants' discussing issues together might bring about a different outlook as well as highlight interrelated concerns, the researcher invited all of the study participants to the office at the same time. Again, the purpose of the study was explained and written consent (see second consent form, Appendix E) was obtained prior to beginning the group interview. Participation was voluntary and participants

could have withdrawn from the situation at any time without penalty. Because of the group nature of the interview, the identity of the participants could not be assured.

All interviews were audiotaped and the tapes transcribed to facilitate capturing the experience in the exact words of the participants. Only the researcher has access to the tapes, the tape transcripts, field notes from observations and visits, rough drafts, and any other material relating to the study. The tapes were destroyed upon transcription, and the other materials will be eradicated upon completion of the dissertation process. The consent forms are stored in a locked filing cabinet in the Holistic Teaching/ Learning office for three years upon completion of the study, after which they will be destroyed.

Data Treatment

Because the purpose of this study is to gain an understanding of the interns' perceptions about the internship, the researcher analyzed the data from the audiotapes and transcripts inductively, looking for themes and patterns. Charts were made of the distinct concepts that emerged from each of the interviews as well as from notes of observations and conversations. The researcher compared results from each of the individual participants. An attempt was made to determine if there were any constructions common to the group. The researcher also compared the participants' constructions with the

studies done on student teachers, other interns, and first year teachers. Findings were checked with the participants as well as with colleagues.

Organization of the Study

Chapter one is the introduction in which the problem and the purpose of the study, the theoretical framework as well as a definition of terms, an overview of research methods used, and importance of the study is included. Chapter two presents a discussion of previous research and other literature related to the study of preservice programs and first year teaching. In chapter three there is a description of the setting and the participants, an explanation of the research design, the data collection methods, and data analysis. Chapter four contains the presentation of data as individual accounts, similarities and dissimilarities among the study participants, and comparisons of information to that of previous studies. Included in chapter five are the discussion of the data, conclusions, recommendations for further study, and a summary.

Chapter II

REVIEW OF THE LITERATURE

Introduction

In this chapter, there is included a survey of the research investigations that have been found to be relevant to this study. First, there is a discussion of the area of student teaching and what are the main issues that research in this domain has covered. Next, the researcher examines the available information on internships, which is not as comprehensive as that of student teaching because educational internships have just come into existence within the last decade. Finally, there is a consideration of studies on first year teaching because internships, which last one full school year, might be similar to that experience.

Student Teaching

Historically, student teaching was an apprenticeship where student teachers practiced what they had seen model teachers do (Lortie, 1975). It was not until 1920 through 1940 that most states began requiring some professional courses and student teaching as prerequisites to certification. In this twenty year period, most student teachers did their practice teaching in

campus laboratory schools. After World War II, public schools became the preferred sites because the laboratory schools were incapable of handling the increased number of education students and the lab schools were too dissimilar to the public schools in which most teachers would work (Guyton & McIntyre, 1990).

According to Hersh, Hull and Leighton (1982) there has not been much change since the late 1940's in student teaching practices and not much of what is done is based on research, but on more logistical matters, like how many student teachers a school will accept and where supervisors have easy access. Joyce (1975) notes that much of the essence and procedures implemented in teacher education curricula are representative of normative schooling practices for he observes that there has been no better way to insure the status quo in a social institution than to apprentice the novice to the elder. Nevertheless, Zeichner (1983) does list four different orientations to teacher education: (a) behavioristic, which is skill oriented; (b) personalistic, which is based on the psychological maturity of student teachers and works to improve their perceptions and beliefs; (c) traditional craft-apprenticeship, which is based on watching and learning from a master teacher; and (d) inquiry-oriented, which works to prioritize the development of inquiry about teaching and teaching contexts. He maintains that the different paradigms that exist have led to different types of student teaching, but as Guyton and McIntyre (1990) point out, the content and structure of what to include in student teaching has not been fully studied nor

implemented. They mention that field experiences can go from 5 to 19 weeks and that the college supervisor ratio range can be from 1:1 to 1:30 students. They also note that there is no widespread agreement among student teachers, cooperating teachers and university supervisors as to the roles and responsibilities of each, and that communication between these people can take many different forms. Given the widespread diversity that seems to exist in the many programs throughout the world, there are, nonetheless, some common themes that do emerge.

Knowledge

One universal idea present in the studies is that of acquiring knowledge. Most everyone agrees that those interested in becoming teachers need to know more to start teaching than they do when they finish high school. Basically, this is why becoming a teacher requires a college degree. Feiman-Nemser (1990) states that the question of what teachers need to know and how they can be helped to acquire and develop that knowledge must be answered. Many people have worked on the *what.* Haberman (1995) tells us that the five sources of knowledge available to teachers are (a) theory of learning and development, (b) research, (c) common sense and folklore, (d) expert opinion and (e) the experiences of self and others which is called craft knowledge. He asserts that the most widely used knowledge base is the

experiential one because of the heavy influence of context and situation. But again the important issue here is *what* knowledge.

Hoy and Woolfolk (1989) say that knowledge about the teaching process, subject matter, lesson structures, students and the situation are necessities. Carter (1990) studied what she calls practical knowledge, about classroom situations, and pedagogical-content knowledge. She believes that "experienced teachers have more finely tuned cognitive skills to identify resistors to cooperation and of how to engage them in work" (p. 303). She goes on to say that student teachers need training on when to use the appropriate skills, but also that each individual's own cognitive processes will affect these applications as will the contexts of different schools.

On the question of *how* students can obtain and develop their knowledge, Sparks-Langer and Colton (1991) purport that the knowledge base is organized in individuals through schemata and that novices have less developed schemata, which Howey and Zimpher (1996) call less elaborate, presumably because of a lack of experience. Borko (1989) claims that preservice teacher education people can develop their teaching knowledge through four important preparations. First, they must have sufficient content area grounding. Otherwise, novices will spend too much time in learning it and not in helping their students. Second, preservice students need opportunities to develop the cognitive skills necessary for planning content, presentation, and evaluation. Borko states that a third area to emphasize is how and when to

use a textbook, which she says plays a central role for many student teachers. Finally, she addresses the influence of the cooperating teacher and the university supervisor. She believes that mentors do not have enough expertise to be good teacher educators and that university supervisors should be educators rather than assessors.

Borko ends up by suggesting that even though coursework influences student conceptions of their subjects and fieldwork influences their knowledge of their students' understandings, overall student teachers' perspectives of teaching are not altered much by their college experiences. Lanier and Little (1986) say that the field experience's value is dependent on the prospective teacher's being appropriately prepared to learn from it. They suggest that while practice seems to dominate scholarship in teacher education, it does not lead to becoming more knowledgeable about and better at teaching. They state that the short time of learning assigned to student teaching personifies the notion that "teaching can be mastered in a relatively short period by persons acting independently with good sense and sufficient stamina" (p. 561). Along this same line, Cogan (1975) calls for more knowledge about theory and research which should help student teachers overcome the 14 to 16 years of being a student, during which many behaviors and values were internalized.

Preservice Beliefs and Attitudes

The influence of preservice beliefs and attitudes is another one of the common threads running throughout the literature (Dilworth & Imig, 1995; Eddy, 1976; Fuller & Bown, 1975; Guyton & McIntyre, 1990; Hoy & Rees, 1977; Lortie, 1975; Schempp & Graber, 1992; Tabachnick & Zeichner, 1984). Schempp and Graber (1992) and McNamara (1995) discuss how parents, siblings, friends and significant others inform student teachers about occupational status as well as the professional responsibilities of teachers. They all agree that these warrants are not easily vanquished. A person's preconceptions of teaching, learning and the purposes for schooling will greatly influence their interpretations of the coursework and the fieldwork experienced in college. Silvernail and Costello (1983) as well as Tabachnick and Zeichner (1984) assert that perspectives brought to the university do not really change but are concealed while the students perform as they are directed by mentoring teachers or university supervisors.

According to Carter (1990) preprogram beliefs, program content and classroom opportunities interact to yield different levels of teaching knowledge. She sees these beliefs as filters through which preservice teachers try to make sense of classroom context. Guyton and McIntyre (1990) and Johnston (1994) agree and suggest that these perspectives need to be uncovered in order to be helpful.

On the other hand, Zeichner (1986) claims that students come into the university experience with different teaching perspectives and significantly different ones when they are finished. But, the teaching perspectives grew in the direction consistent with the "latent culture" the student brought to the experience. Zeichner believes that student teachers' actions are a result of the interplay of these perspectives and the institutional imperatives they encounter.

In this same vein, Callahan (1980) discusses attitudes which are "a function of the way we conceive the event from the standpoint of its effect on our values" (p.167). He notes that teacher candidates feel that the training they receive only slightly affects their roles as effective teachers even though there were some changes in their attitudes about knowledge and pupil control from the beginning to the conclusion of their experiences. Feiman-Nemser and Remillard (1996) seem to agree for they point out that what student teachers make out of the situation is important, because student teachers usually do not change their minds about what they see as their role unless the alternatives presented are "vivid, concrete and detailed enough to be plausible" (p. 81) to be put into their own practice.

Weinstein (1989) writes that student teachers tend to have "unrealistic optimism, and to demonstrate self-serving biases, perceiving as important for teaching those attributes they themselves possess" (p. 53). Weinstein concludes that previously obtained attitudes, which serve as screens for new experiences,

cause student teachers to have 'reality shock' when faced with their own classroom. Their initial confidence helps them to start out well, but she believes that student teaching should help student teachers to develop complete, systematic, steady schemata for teaching. She writes that student teachers need to realize that a good teacher is "more than a willing worker with good intentions" (p. 59). They need to value the worth of professional preparation. Instead, she finds that student teachers as well as inservice teachers, tend to emphasize affective variables and downplay academic dimensions.

From a study that began with student teaching and went on into the first five years of inservice teaching, Pigge and Marso (1989) conclude that most attitudes toward teaching do remain stable. It is Britzman (1991) who reminds us that student teachers bring to their teacher education experience a search for a blueprint on how to teach because they are quite familiar with the teacher's role. However, Britzman feels that learning to teach is not just being able to apply decontextualized skills or to mirror predetermined images, but it is " a process of becoming, of scrutiny into what one is doing and who one can become" (p.8).

Development

Development is a third strand that comes forth in the literature. Fuller and Bown (1975) define the three stages that preservice teacher education people experience. The first is the

survival stage, where they worry about having classroom control, about being liked by the children, and about being observed by supervisors. During the second stage, they have moved on to teaching situation concerns like having too many duties, not enough time to do everything that must be done, and of lacking materials to do their jobs. In the final stage, they become concerned about the pupils within their classrooms and wonder if they, as teachers, are doing the best they can for their students. Fuller and Bown feel that this third stage is not as demanding as the first two, so that is why it comes in third place. They suggest that if the teaching context were changed, these self concerns would not be generated, and pupil concerns could become of main importance.

Teachers have the same developmental characteristics as other adults (Burden, 1990). This should help teacher educators understand the needs and abilities of student teachers. According to Burden, there is a transition in the late teens and early twenties from adolescence to adulthood in which first commitments to work and family and other adult responsibilities are realized. He discusses many well-known developmental stage theorists who see adult development as a definite progression from concrete, simple, unstructured patterns of thought to more abstract, differentiating, and complex patterns. He explains that teachers who are assessed at more advanced developmental stages are seen as more effective classroom teachers, more flexible, more tolerant and more adaptable than those assessed at lower levels

(Burden, 1986). Burden sees the developmental level not as a permanent classification, but as a preferred mode of functioning. Thies-Sprinthall and Sprinthall (1987) also concur that knowing the developmental stages of teacher education students was the best predictor of the students' classroom behaviors. Thies-Sprinthall and Sprinthall state that if students "have more complex levels of psychological development they behave more humanely" (p. 48).

However, educators need to see the unique aspects of beginning teaching as well as perceive its commonalities with other beginnings (Gehrke, 1991). Gehrke lists the phases of most newcomer behaviors as (a) lack of reflectivity because there are so many new events, (b) disillusionment or disorganization, (c) exploitation of others or non/involvment, (d) long period of searching in which there is a reflective reexamination, and (e) adaptation and thus integration and involvement in the new life. She claims that others can help the newcomers through these phases if they are made aware of them.

Feiman and Floden (1980) give us an overview of three different approaches to defining, describing, and applying the term teacher development. One employment deals with the commonly experienced changes most teachers undergo over time, and they say that Fuller and Bown's work (1975) is the best example. The second use is that of existing psychological developmental theories applied to teacher education. Teacher development is seen as a form of adult development. Feiman and

Floden agree that the research appears to confirm the underlying assumption that teachers who appear at higher stages of development are more effective than their colleagues at lower stages (Burden, 1986) because the more advanced stages of ego development are characterized by increased flexibility, differentiation of feelings, respect for individuality, tolerance for conflict and ambiguity, the cherishing of interpersonal ties and a broader social perspective. However, Feiman and Floden note that while cognitive-development models may offer a satisfactory setting for thinking about teacher development, they cannot help a teacher educator decide when and how to intercede. Feiman and Floden consequently describe a third approach which contains ideas about professional learning, the necessary conditions to support it, and a scope of tactics for working with teachers. Teacher centers and advisory programs are the essence of this course of actions. Feiman and Floden prefer this process because learning is seen as a mental growth spurred from within, not something designed by others.

A different perspective is offered by Huberman (1989) for he says that "we have come to see that many patterns once attributed to age-related influences are in fact as much or more the result of "cohort" or "period" influences which means that historical and sociological factors need to be counted more heavily" (p. 31). Career development is a process which may or may not be linear. Veenman (1984) would seem to agree with this for he states that the developmental framework must be

supplemented by a socialization framework. Gehrke (1991) reminds us that student teachers need early help for their own survival, and continuing community support. When student teachers are in the phase of more careful reflection, no matter whether they have gotten there linearly or abstractly, a helping community should be there responding to their needs, which brings us to the fourth strand, the idea of community or culture.

Cultural Considerations

Anthropological researchers (van Gennep 1960; Spindler 1970,1974; Turner 1969) have given us many analyses of different cultural happenings that relate to transitional stages in people's lives. The fact that many individuals in different cultures have similar actions and reactions when they move from one section of society to another led van Gennep (1960) to describe "rites of passage" which cushion the disturbances these transitional periods cause. We have been given information on these different stages, the novitiate's position, and the rules of conduct for different participants.

In applying these anthropological theories to education, White (1989) explains how student teachers follow the model in their experiences for they go through rites of separation, then transition and finally incorporation into the profession. We can come to better understand how student teachers feel as they face their first practicum experience using this idea (Jardine & Field,

1992). Willower (1969) agrees but says that the first full years of teaching are more influential as far as the socialization that occurs. Eisenhart, Behm and Romagnano (1991) raise the question of whether learning to teach is a rite of passage or a development of expertise. They decide that it is more like a rite of passage and state that teacher education programs should pay attention to and use these transitional aspects to improve existing programs to better meet the needs of these novices. During this liminal period, as Turner (1987) describes the inbetween stage of not being a student any longer, nor yet a full-fledged teacher, Head (1992) states that development should be tied to the more stable period of preparation that preceded it as well as to the job situation that will follow it.

While there is evidence to suggest that student teaching practices resemble rites of initiation, there is equal evidence that schools are cultures (Fox, 1992; Hamilton & Richardson, 1995). Pai (1990) writes that "culture is most commonly viewed as that pattern of knowledge, skills, behaviors, attitudes and beliefs, as well as material artifacts, produced by a human society and transmitted from one generation to another" (p. 21). Teachers are expected to attend to the formal socialization and enculturation of the youth of our society (Eddy, 1976). However, Pai comments that culture is more than this collection. It is also the set of standards by which these beliefs and behaviors are organized. Geertz (1973) seems to agree for he says that "culture is .... a set of control mechanisms ... for governing of behavior" (p.44). Again,

schools have procedures in place to serve just that purpose. As Eddy (1969) claims, the very first orientation for student teachers is about rules and actions that are necessary for them to be transmitters of the school culture.

So, as has been noted, there are two cultural aspects to schools. Wurzel (1988) calls these macrocultures and microcultures. Macrocultures are those based on national, ethnic or racial groups. Microcultures are identity groups based upon age, sex, religion, family, vocational or avocational aspects that affect these macrocultural actualities. Everyone's world view is shaped by both macrocultural and microcultural experiences, which also influence our interaction with others. So not only will all schools have cultural aspects of the nation, but each will also have its own culture, due to its size, its geographic location, the economic situation of its many attendees, the political situations that exist in the area, as well as the different levels of schooling of the novices and verteran teachers and administrators within its walls. Fox (1992) indicates that the different cultures within the school can sometimes supply conflicting views of teaching and schooling. Her study participants found themselves situated among a number of cultures which included the academic community, the English education community, the cooperating teachers, and the adolescent community. All of which, at times, provided them with opposing views of English, teaching and schooling.

Not only is the school a culture, but Feiman-Nemser and

Floden(1986) discuss the cultures of teaching and the "shared sentiments, habits of mind and patterns of interaction" (p.515) that exist within the profession. They present research that accounts for the advent of these aspects as well as the acquisition of them. Fuller and Bown (1975) note that while teachers will probably admit that they form a culture in and about their schools, student teachers initially tend to identify with the pupils' culture rather than the teachers'. However, as Sikkema and Niyekawa-Howard (1977) bring to light, it is difficult to develop a clear awareness of our own culture, or one that we consider familiar, because we take so much for granted. Cogan (1975) says that student teachers think they know about schools because they have spent so much time in classrooms, albeit on the opposite side of the desk. When student teachers get into a classroom with an established teacher, they need to learn this second culture. Lortie(1975) claims that when student teachers are put into this new environment, they feel at a loss. Consequently, they observe the work of an experienced teacher, who usually knows how to handle the situation, and end up teaching classes as that teacher directs or exhibits. Lortie recalls that "Reports on practice teaching frequently point out that its effectiveness depends in large part on the skill, involvement, and conscientiousness of the supervising teacher" (p.59).

This relationship between the student teacher and the cooperating teacher is part of the ecological setup of the classroom, of everything in that environment. Copeland (1980)

stresses that student teachers usually do not exhibit desired behaviors if the cooperating teacher does not. He also suggests that the cooperating teacher has already established ground rules for the class and so the pupils react to that with which they are familiar, making it difficult for the student teacher to do something that is overtly different, and bringing up the idea that the pupils have a large impact on what happens in the classroom as well.

Environmental demands moderate a teacher's performance and also establish limits on the range of response options (Doyle, 1977). Doyle says that the six features of classrooms, that of multidimensionality, simultaneity, immediacy, unpredictabililty, publicness, and history affect a student teacher's development. Learning the texture of the classroom means learning the sets of behaviors congruent with the environmental demands of that setting. Hoy and Rees (1977) write that bureaucratic socialization occurs. This is the process whereby organizations attempt to mold role ideology and performance of personnel through a variety of procedures and mechanisms designed to make individual beliefs, values, and norms correspond with those of the organization. Hoy and Rees find that the basic structure of belief systems of student teachers seemed not to be modified during student teaching, but important changes in orientation did occur for the student teachers seemed to become more bureaucratic in orientation as a result of student teaching. They feel that until the organizational structure of most public schools and its patent emphasis on

bureaucratic procedures and control is changed, teacher education programs seem limited to a modicum of success.

Hoy and Woolfolk (1990) suggest that control is significant in cultures where participation is mandatory and clients are unselected, like schools, prisons, and hospitals. They say that since school is compulsory for pupils, control of them is significant and consequently the pupils' culture is affected by this. And not only is the pupils' culture influenced by this, but so is that of the teachers. Hoy and Woolfolk studied organizational socialization and found student teachers became more controlling in their perspectives as they completed their practice teaching, more custodial in pupil-control and more governing in orientation toward social problem solving.

Another perspective on the control issue is that of Perry and Rog (1989). They conclude that the more discrepancies that student teachers find between the realities of the classroom and the ideals of teacher preparation programs, the more likely that student teachers' attitudes will change toward a conservative direction and the more likely they are to use authoritarian behavior.

Universities' Theories versus Schools' Realities

Perry and Rog's idea brings us to a fifth strand, that of student teachers being caught in two conflicting worlds, that of the university and that of the school in which they are working

(Fuller and Bown, 1975). Many believe that these two aspects of the student teacher's life are at odds. Lanier (1983) writes about a joint effort of classroom teachers and teacher educators to design a staff development program. She concludes that the classroom teachers believe that the most meaningful instructional competencies are those that center on the pragmatic and specific aspects of teaching, whereas teacher educators believe that crucial educational skills are those implanted in making decisions that use informed professional judgment. Lanier suggests that even though the classroom teachers appeared to want to avoid working with explicitly mental operations at the same time that the teacher educators chose to shun becoming intimately involved in routine matters, that the tension they felt working together was productive as far as staff development concerns were related. Lanier's conclusions do show the two most widely held ideas as to the major differences between the university and the public school systems.

Head (1992) mentions that cooperating teachers are chosen by the school district and are seen as outsiders by the university community. In most cases, mentors are not given much guidance to assist the student intern for mentors are supposed to already be experienced and accomplished (Little, 1990). The dissonance that the neophyte feels when removed from campus and put into school can cause him to be open to examining his beliefs and assumptions and more open to the influence of the mentoring teacher. Veenman (1984) also discusses dissonance. He states

that the everyday experiences of teaching seem to "wash out" the teacher education impact. He suggests that this may be due to cognitive dissonance that occurs when student teachers encounter the everyday reality of teaching. They will do what they can to reduce this dissonance, so they change their actions to fit the new situation.

Hoy (1967) states that public school teachers have a double socialization process. The initital socialization to the professional norms and values occurs in a teacher's formal college preparation. Then the second phase results when the new teacher actually enters the "real" teaching world, which has conflicting norms from the colleges. Hoy and Rees (1977) say that student teachers see in the schools the opposite of what they learn at the university, for most teacher educators focus on the ideal rather than real. Ryan (1970) agrees that a major source of conflict is the disparity between what should be and what is. Teacher preparation programs tend to give what ought to be, but the tension does not disappear until the student teacher either achieves the ideal or lowers the standards of what is perceived to be necessary. Eisenhart, Behm, and Romagnano (1991) point out that the universities fail to offer a compelling point-of-view and body of content to the student teachers, but classrooms with their immediate needs, do. These authors explain that the degree to which student teacher, pupils, cooperating teacher and college supervisor share perceptions of the profession is a measure of how effective the student teacher experience will be.

Disagreements between any of these elements and the student teacher lead to stress and problems.

A different perspective is offered by Zeichner and Gore (1990). They state that although college education students are urged to use liberal phrases, the socialization within the university is actually a separation of theory and practice, which encourages the expansion of objectivist interpretations of information, perceptions of students as receptacles mutely awaiting authorized knowledge, and segmented pictures of curriculum. So one must be cautious in accepting that teacher education courses have a low socializing impact. It has become accepted that students become more progressive during their stay at the university and then shift to opposing and more traditional views as they move into student teaching and inservice experience (Zeichner and Tabachnick, 1981). This is assumed to happen as students are caught between the conflicting demands of the university and those of the public schools. Cooperating teachers and the ecology of the classroom, the bureaucratic norms of school, teaching colleagues, and pupils all play major roles in this reversal. However, Zeichner and Tabachnick think that an alternative idea is that universities are just as traditional as the schools, with respect to practice. While the theories are liberal, the students' experiences are still traditional. The university's teacher educators continue to articulate views of knowledge which are essentially conservative and supportive of the existing social system. Teacher educators focus on how things are to be done

without asking students to consider what and why. This tends to encourage conformity, which brings us to a sixth strand, that of power.

Power

"The professionalization of knowledge gives certain occupations cultural and social authority in controlling institutional realms of meaning and definitions of reality" (Popkewitz, 1987, p. 2). Therefore, the behaviors that are encouraged in teacher education are how the new recruits are taught what is considered to be appropriate occupational actions. Student teachers learn these suitable forms of professional behaviors along with academic subject matter. The concepts in teacher education are themselves part of what helps create beliefs about the nature of institutional practices. Popkewitz claims that it is folklore that there is a tension between university and schools and that the university is liberal. He also asserts that the dichotomy of theory and practice is false, for practice depends on theory as it involves tacit visions of social reality. Institutions, by the very fact of their existence, control human conduct by setting up predefined patterns which control behavior in one direction as against the many other directions that would be possible (Zeichner, 1983). Prospective teachers often lose sight of the fact that the existing reality is only one of many possible alternatives that could exist.

Zeichner (1980) says that the idea that the student teacher is a malleable substance that the university has some effect on, and that the placement school has more of an influence over, forgets the idea that the neophyte may be an active agent in his own right. McNamara (1995) agrees for he says that student autonomy was very evident in his research observations.

Zeichner and Gore (1990) note that teachers at a given school work under similar conditions but often face conflicting pressures by colleagues to influence them. But they also remark that teachers influence and shape that into which they are being socialized at the same time as they are being shaped by a melange of forces that come from many different levels. Zeichner and Gore also assert that if student teachers could read accounts of teacher socialization and relate them to their own experiences in learning to teach they would potentially be able to gain larger insights into, and have more control over, the actions and constraints of their own socialization. Zeichner and Tabachnick (1981) declare that the processes of teacher education should be linked with social, economic, and political contexts within which both school and universities exist while Valli (1992) mentions that student teachers need to consider cultural, instructional, and organizational aspects of the problems they encounter.

Cochran-Smith (1991) asserts that new teacher education programs, products of university teacher educators' assumptions about knowledge, language, and expertise of teachers, need to examine the relations between the university and the school and

the power structure implicit in teacher educators' ways. She describes three contrasting relationships. These include consonance, critical dissonance, and collaborative resonance, that characterize today's reinvented teacher education programs and lead to different opportunities for student teachers.

Consonance, where the university-based and school-based portions are compatible with and approving of one another, is acceptable to Cochran-Smith, but she states that it can be based on problematic notions about the power and knowledge of schools and universities. No one in the schools is encouraged to examine their knowledge from multiple perspectives or to draw upon their own resources to pose problems and generate theories, or to question the curriculum. School-based teachers are limited in their authoritarian opportunities because the outsiders' university expertise is considered to be the main contributor.

Critical dissonance is described as being that in which the university-based portion is incongruous with the school-based portions of preparation. The student teachers are encouraged by the university people to become reflective teachers who question and work for democratic participation. Students are to try and develop analytical skills to critique and reinvent their own perspectives. Cochran-Smith feels that unfortunately this causes many mentoring teachers' actions to be considered as undeveloped and insignificant as they are exposed in university courses. It can also contribute to the idea that the school is practical and that the university is theoretical. Consequently, this

still reflects the hegemony of the university.

Cochran-Smith's final relationship is that of collaborative resonance, which means that there is a link between what the students learn about teaching from their school experiences with what they learn from the university. This bond is established through mutually-constructed learning communities where the opportunites from both the school and the university provide a richer background than either could if working alone. Teacher educators, from both the university and the school, not only help student teachers learn to teach but they help novices to consider how both the school and the university can be influences that cause them to continue learning. This view "aims to interrupt the traditional pattern of socialization and capitalize on the potency of teaching culture to alter students' perspectives by creating or tapping into contexts that support ongoing learning by student teachers in the company of experienced teachers who are actively engaged in efforts to reform, research, or transform teaching" (p.109). Cochran-Smith expresses the belief that, with collaborative resonance, power is shared and socially constructed knowledge about teaching is always available. The power to reinvent teaching is located in neither the university nor the school, but in the collaborative work of the two.

Inquiry Orientation

Thus we arrive at the last of the overall themes noted in student teaching literature. This last topic, inquiry orientation, is related to the power issue as well as to preprogram beliefs and attitudes, knowledge, development, cultural bases, and the worlds of the university and the public school. Zeichner (1983) mentions it as his fourth type of teacher education, but many others (Carter & Doyle, 1989; Fox, 1992; Knowles & Cole, 1996; Nagel & Driscoll, 1992) are interested in this possibility.

Carter and Doyle(1989) insist that expert teacher knowledge is event-structured, and that the curriculum in teacher education should provide occasions for student teachers to practice analysis and reflection of their own beliefs from various perspectives, which Sparks-Langer and Colton (1991) observe, allows for a flexible and thoughtful approach to teaching. Knowles and Cole(1996) seem to be in agreement for they say that to improve field experiences there must be an inquiry orientation, as well as a broader view of teaching, use of research, and collaboration between the university and the public schools. There is not much experiential processing by student teachers (Johnston, 1992), nor is there the freedom to experiment with new ideas, even if they are erroneous (McWilliams, 1995). Students need to take an active role in seeking specific experiences during their time in the schools and to work on processing the information gleaned from that time. Johnston (1994) comments that dialogue, which

highlights the student teacher's perspective, should point to self-awareness. She states that this will happen in a collaborative experience with the school and the university. She feels that student teachers' perspectives are usually not even acknowledged and that few efforts have been made for novices to understand the influences their own biography have on them, or the implications of their thinking processes. She implies that if student teachers could first fully understand their own theories of teaching, eventually they could start to explore and develop some others.

Along this same line, Tabachnick and Zeichner (1984) say that some student teachers are able to resist comforming pressures if their teacher preparation programs are inquiry oriented. They can be helped to realize that student teaching usually contributes to the development of instrumental perspectives, what will work just to get through the lesson in a quiet and orderly manner. Supervision in an inquiry type of program encourages students to clarify their perspectives, which allows them to develop in a direction consistent with their entering perspectives rather than toward instrumental ones. Haberman (1995) contends that student teachers tend to reinforce their own stereotypes because they are not closely guided and debriefed about the poor practices, racism, sexism, or child abuse they are observing and how they might interpret what they are seeing.

Because teacher candidates need regular opportunites to

articulate and develop their conceptions of teaching and learning, teacher education programs should promote community (Fox, 1992). Student teachers must often deal with many contrasts which offer opposing realities. Fox says that if student teachers read personal autobiographies and case studies of other beginning teachers this will enable novices to uncover their own preconceptions and maybe reorganize or restructure them. Student teachers must go through the "inevitable, painful process of being required to reflect upon the factors that house and sustain the community of teaching" (Jardine & Field, 1992, p. 309). Novices must see the character of what they do and realize their responsibilities.

Nagel and Driscoll (1992) document discrepancies between the content of course work and practices observed in the field in the areas of planning, assessment, class management, practice activities, grouping strategies, and teaching models. They describe the cognition and decision-making of preservice teachers as they are faced with dilemmas in these discrepancies. They remark that an understanding of the dilemmas is critical to the development of outstanding teacher education programs. Opportunities must be provided for students to work through problems with support of a collaborative team of university and school faculty. Nagel and Driscoll indicate a huge need to include accomplished classroom teachers in development and implementation of preservice programs. Schempp and Graber (1992) inform us that students in preparation programs have

many covert behaviors that hide how they truly believe education should be. Unless teacher educators can get student teachers to question their assumptions about teaching and reinterpret their past experiences, then teaching recruits may leave the university untouched by new knowledge or insights. Novices must discuss their own experiences and look at alternate forms of pedagogy while realizing that there is variability between teachers due to history, context, and individuality and that there is a wide range of environmental conditions and social agents that affect teaching. For, as Schempp and Graber contend, they are active participants in their own development. This last issue, an orientation toward inquiry, ties into the idea of Internships.

Internships

In 1986 The Holmes Group published a report called *Tomorrow's Teachers* in which they called for an overall improvement in the teaching profession. They wanted a commitment to make teacher education sound and relevant so that schools of education were connected to real schools. Germane to this discussion, The Holmes Group wanted teacher education students to be true students rather than apprentices. They wanted teachers who "exemplify the critical thinking they strive to develop in students" p. 26. Along with these ideas they wanted teachers to have professional status, so a Master's degree would be required for licensing. While critics (Hawley 1986; Tom, 1986)

have said that the Holmes Group's plan will reduce the quality and quantity of teacher candidates, Sikula(1990) notes that this report and a few others in the 1980's have influenced the direction of educational change. One of those changes is that the formal preparation period was extended by some universities and now the internship (as it is newly designated) can be a full school-year in length. Feiman-Nemser (1990) says that the problem is not the length of the program but the quality and coherence of what is offered. She states that for five-year programs to be useful they need to have a greater intellectual challenge or build on prior knowledge. While four-year teacher education programs are still the most common kind (Wong & Osguthorpe, 1993), five-year programs are to be found throughout the country.

Because internships are fairly new, research on the programs and the interns is very limited (Baker & Andrew, 1993; Boser & Kennedy, 1993). Most of the research that has been done deals with comparisons between the two types of teacher preparation programs (Andrew, 1990; Armstrong, 1991; Baker & Andrew, 1993; Boser, 1990; Dyal, 1993; Jivelekas, 1991). Andrew (1990) indicates that 5-year program graduates view their teacher preparation in a more favorable light, value their teaching abilities higher, report that the faculty is more supportive, and their education coursework more applicable than do 4-year program graduates. Boser (1990) notes in her study that stress may be higher for interns due to the longer time frame, which meant a longer period without being able to hold down a fulltime

job. George and Bordner (1993) report that financial reasons were cited as one of the top three reasons for leaving a five-year program, along with residential relocation and graduate school enrollment. Boser & Kennedy (1993) suggest that interns are more committed to the profession than student teachers in that a higher percentage enter with intentions of staying in teaching. Most interns compare favorably to student teachers in their academic qualifications, but as Andrew (1983) points out, most of the five year programs have higher entrance requirements. Silvernail and Costello (1983) state that more extensive programs do appear to be effective in reducing preservice teaching anxiety, but neither student teaching nor internship programs impact the type of concerns neophytes have about teaching. However, these two still conclude that the extensive type of experience may be more beneficial.

To give some insight into others' perceptions of the interns and the internship, Dyal (1993) tells us about principals who say that interns are given a more comprehensive experience which allows for a wider diversity of educational opportunities and Baker & Grayson (1994) inform us that principals and interns are in agreement as to the strengths and weaknesses of the interns' programs. Jivelekas (1991) explains how cooperating teachers' ratings of the effectiveness and teaching performance of interns show no significant differences to that of student teachers, but that a higher percentage (43%) felt that interns were better prepared. Overall, one would have to say that, as Boser (1990)

reports, all of the results from these studies are heavily influenced by context variables, because of the different natures of the preparation programs and the internships.

Because internships can be year-long and follow the four-year undergraduate experience, this researcher has also looked at the first year teacher literature to determine if there are similarities and information that can be applied to the internship.

First Year Teaching

Descriptive Studies

A few of the first-year teacher studies are descriptive in nature (Huberman, 1989; Lortie, 1975; Pellicer and Anderson, 1995; Ryan, 1970; Ryan, 1986). First year teachers have, as seen by Lortie (1975), the unusual opportunity to observe members of their chosen occupation at work long before they actually get to do the job themselves. However, they still experience anxiety, which Lortie contributes to their really having no apprenticeship because first year teachers do the same tasks as 25-year veterans. Lortie also asserts that teachers are isolated from other adults and lack a common technical vocabulary, which leads each teacher to construct individual ways of perceiving and interpreting what is significant.

However, Newberry (1977) establishes that first year teachers will seek assistance from others, for beginning teachers

rely on experienced teachers to define the appropriate standards for student achievement. While experienced teachers are hesitant about offering assistance for fear of appearing to interfere, beginning teachers ask for assistance only when they are sure that their competence will not be questioned. Beginning teachers determine what is happening in other classrooms by watching and listening (not asking) and wherever close relationships develop between beginning and experienced teachers, they are almost always at the same grade level, have a close proximity of classrooms, as well as having compatible ideologies.

First year teachers are too prone to use the trial and error method, says Ryan (1970), for they are still learning how to determine what their pupils already know, how to pace their learning, and how to keep the students interested. They are learning that they cannot be their true selves, because they must maintain some distance between themselves and the students, which they usually do not want. Consequently they are usually incapable of maintaining classroom control and this lack of discipline is a serious contributor to their failure. Their pupils have come to school looking for a strong personality and some leadership, and the new teacher is looking for a more gentle leadership style than he has himself experienced. Ryan uses the term "shock of the familiar" (p.16) and says that mostly the pupils are the main cause of distress to first year teachers. Ryan (1986) notes that novices' positive attitudes which they have when they enter the school in the fall, peak in the early weeks, but drop

dramatically during the fourth or fifth month. Ryan feels that the novice must eventually change, by lowering his standards, because he cannot attain his ideals. Applegate (1977) agrees for he says that novices change because the first year of teaching is so difficult. Beginning teachers discover that the daily situation stymies their attempts to do a good job. Consequently they either quit or modify their attitudes and perceptions of themselves and their role. He observes that first year teachers' modifications occur along seven dimensions: (a) teacher satisfactions, (b) discipline frustrations and problems, (c) self as teacher, (d) surprises in school culture and job entailment, (e) career plans, (f) opinions of teacher training, and (g) measure of progress.

Pellicer and Anderson(1995) describe the career stages of teachers. They list the five distinct stages of teaching as that of novice, advanced beginner, competent, proficient, and finally expert. Novices are student teachers and first year teachers who are experiencing the induction period that is the transition from preservice teacher to an active full member of the profession. With a little experience the novice becomes an advanced beginner, usually someone in the second or third year, who still has many insecurities, but is beginning to gain the necessary knowledge to deal with the many problems commonly faced in classrooms. Competent teachers have two distinguishing characteristics, they make conscious choices about what they are doing to do and they know what is important and what is not. They are not so detached from teaching as are novices and advanced beginners.

On the other hand, Huberman (1989) believes that career development is a process, not a series of events, and while for some novices this process may be linear, for others there are plateaus and regressions. He describes the first of the career phases as being that of survival and discovery. There is reality-shock as novices confront the mixed nature of instructional managment that they did not realize as students. They are preoccupied with the self's survival as they see the distance between ideals and the daily grind, the segmentation of tasks, the fluctuation between intimacy and distance with one's pupils, and the apparent inadequacy of instructional materials available given the variety of pupil characteristics. He calls the next stage stabilization which may be followed by a committment to a defined professional role. Veenman (1984) says that using the term "reality shock" might suggest that this is a short period. He indicates that "reality shock deals with the assimilation of a complex reality which forces itself incessantly upon the beginning teacher, day in and day out" (p. 144). He discusses the many behavioral, attitudinal, and personality changes that first year teachers undergo. His main interest is about the first year teachers' own perceptions of the problems that they have. He describes their eight most frequently listed ones as (a) classroom discipline, (b) motivating students, (c) dealing with individual differences, (d) assessing students works, (e) relationships with parents, (f) organizing class work, (g) insufficient materials and (h) dealing with problems of individual students. He suggests that

these problems may be necessary transitional states that teachers endure as they move to better professional stances.

From an outsider's point of view, Valli (1992) sees only four particularly knotty problems for novices which are imitation, isolation, transfer and technique. She says that most imitate what they have seen, rather than use a reflective approach. Many are isolated, as Lortie (1975) suggests, by a cellular organization which retards collegiality. Collegiality should be fostered (Bullough, Knowles & Crow, 1992) throughout the first years. Valli goes on to discuss transfer of newly acquired knowledge as a problem, because novices rely on old models or imitation. She states that transfer will be easier if first year teachers can see the conceptual and structural links between this new knowledge and the practices in schools. Finally she believes that first year teachers' desire for technique, how to do something, must be noted. She indicates that this can be normed throughout preparation programs which use a conceptual framework, because technical concerns can be covered in many different areas of instruction.

Development

Most of these descriptive studies hint at the idea of teacher development and changes while some studies (Adams, 1982; Fuller and Bown, 1975; Burden, 1990) focus on that very idea and stress that common professional changes occur over time, with the

most transformation happening within the first five years of teaching.

Adams (1982) looks at how perceptions change and finds the factors that Fuller and Bown (1975) had noted when studying how people become teachers and the different stages of learning to teach that occur (a) survival of self, (b) teaching situation concerns and (c) pupil concerns. Adams finds that self, task and impact concerns go on into the first year of teaching. As teachers gain experience they tend to perceive an increase in problems with pupils, administrators, and parents at the same time that their concerns about themselves as teachers are decreasing. Adams states that the most difficulties occur during the first year of teaching. Part of this, he suggests, may come from the fact that first year teachers seem to get the least desirable assignments both in teaching and extracurricular activities.

Feiman and Floden(1980) find there is a range of strategies for working with teachers in teacher centers and advisory programs which use a developmental style of inservice. These centers provide teachers with individualized assistance, a variety of resource materials and learning options, and different kinds of assistance at various stages in the process of development. Feiman and Floden note that the beginning teacher first needs practical help, then moves on to individualized personal classroom needs that lead to how-to questions, and lastly teachers are looking for greater depth and more continuity in children's work, so they need help with curriculum building.

A second application of the developmental ideology is that teachers have the same developmental characteristics of other adults (Burden, 1990). The last three stages of adult development are said to be that of (a) working with strength and conviction, (b) producing, and (c) knowing oneself. Teachers who are assessed at more advanced developmental stages are seen as more effective classroom teachers because they are more flexible, more tolerant and more adaptable than teachers at lower levels (Thies-Sprinthall and Sprinthall, 1987). Zeichner (1986) would seem to agree for he says that adult development theory supports his idea that the interaction of individual development and conditions within certain schools contribute to the development of teacher perspectives. He says there is no definitive reason for the changes that do occur in teachers, because individual characteristics and purposes mediate with institutional factors. This then contributes to an interactive socialization.

Socialization

The aspect of socialization is another of the ideas found in first year teacher studies that was also apparent in the studies of student teaching. Lortie (1975) declares that the socialization impact is low in teaching because of easy recruitment in which there is no selective screening. He says there is an absence of a common technical vocabulary and each teacher constructs an individual way of perceiving and interpreting what is significant.

Eddy (1969) says that this happens due to past experiences, with which Lortie agrees, but Eddy goes on to say that these past experiences far outweigh the new. Lortie argues that there is no common culture and when all things are considered, teaching is truly an idiosyncratic experience.

Gehrke (1991) might be seen as in agreement with Lortie for she sees adult socialization as voluntary. She states that individuals look to other teachers, school administrators, education professors or even students to be their socializing agents. This means that first year teachers will not become indiscriminately socialized to any role they really do not choose for themselves. She feels that individuals largely construct and interpret their own situations. However, she did note (Gehrke,1981) that individual teachers relate selectively to the various potential reference groups, those with a client oriention, a peer orientation or an authority orientation. She finds that the focus group does change depending on context and an individual's needs and perceptions. Novices seek ties with the groups that provide an optimum security level for them during their role transition.

With a more active view, Schempp and Graber (1992) insist that socialization is a contest between societal expectations and the individual inclinations of prospective teachers. These two authors declare that sometimes direct opposition on the part of novices can occur, or perhaps passive resistance. At other times there is noncompliance, or indirect negotiations, or even

withdrawal. Schempp and Graber maintain that "all teachers are in some measure the architects of what they believe and how they behave" (p.330). However, beginning teachers must come to terms with the tension between themselves as individuals and the school as a social institution while also synthesizing the multiple voices of students, colleagues, parents and administrators.

According to Pataniczek and Isaacson (1981) there is a formal process of socialization. They state that conventional socialization begins in preservice training programs. For these authors, the second step is job interviews. Because many applicants today are not hired, those who do get a job start out feeling unique, fortunate, and grateful to their new employers for the opportunity to teach. School district orientation programs, which are helpful but not professionally valuable, are the next stage. Pataniczek and Isaacson maintain that administrative supervision, viewed by most people in their study as a benign organizational formality, is the final phase of a formal socialization process. They note that new teachers usually get the worst jobs and given their gratitude for having a position, they do not question the status quo. Most experienced teachers in their study felt that new teachers should not get a reduction in teaching load, an extra preparation period, or more supervision. Given this attitude, it is not surprising that concern for one's survival is the logical result for most novices.

Induction

Fortunately, induction into the profession has become of major interest. Prior to 1980 there were not many induction programs, but by1988 all but three of the states had state-level activity on teacher induction (Abell, Dillon, Hopkins, McInerney, & O'Brien (1995). Teacher induction is part of a continuum, preservice-induction-inservice, that can lead to staff development programs that provide opportunities for continued professional growth (Huling-Austin, 1990). The major purposes of these induction programs, according to Tisher (1984), are to extend knowledge about school and education systems and how they function, to increase awareness of the complexity of the task and how to cope with it, to acquaint novices with support systems and resources of a particular school and region, and to help them apply knowledge they already possess. Supporters for these programs acknowledge that beginning teachers have recently completed their teacher education programs but still need supervision and bolstering similar to that which was available in their student phase. However, the comprehensiveness and quality of the induction programs varies greatly (Huling-Austin, 1990). The early induction programs were based on the results of research about common problems to beginning teachers, but these failed to meet the unique needs of individual beginning teachers (Wilkinson, 1994). Mentoring programs were the supposed answer. However, Huling-Austin (1990) asserts that mentors do

not benefit the psychological orientation of beginning teachers if they have been inappropriately chosen. They must be willing to take on the assignment and be able to explain to the novices why things work as well as how they work. A side benefit is that the mentoring teacher assigned to the novice has increased satisfaction as well as more knowlege about teaching (Ishler & Edelfelt, 1989). Huling-Austin (1989) indicates that not only do mentors benefit, but that it is in the school's best interest to have an induction program. She also notes that mentoring may well be the most powerful and cost-effective induction practice available to developers, but mentors should receive training in how to fulfill the role and should be compensated with money or release time or recognition.

The impact of these programs is that there is a greater retention of first year teachers (Ishler & Edelfelt, 1989), that novitiates are more satisfied with their situations (Villeme, Hall, Burley, & Brockmeier, 1992), and they have have improved performance (Huling-Austin & Murphy,1987). Odell (1989) states that with assistance provided, first year teachers' concerns were ideas for instruction, without this assistance their concerns were mainly discipline. It seems the advantages far outweigh the disadvantages.

Summary

This concludes the review of relevant literature. In general, all of the three examined areas of internships, first year teaching, and student teaching contain important information that can impact the topic of teacher education. Within the areas of first year teaching and student teaching there are some issues that overlap and intertwine. Specifically, there are some ideas that impinge on this study. In later chapters, how research in all of these areas are particularly related to this study will be discussed.

Chapter III

METHODOLOGY

Introduction

In order to gain an understanding of interns' perceptions of the interning experience, the methodology used was qualitative in nature. Qualitative research helps us examine the experiences people have in their lives and the particular meanings people affix to those events (Erickson, 1986). This study is an investigation into how the process of constructing meaning took place in each individual and how these humans structured and interpreted their interactions. The setting and the participants, who are using pseudonyms, are described first. Second, the data collection methods are explained. Finally, the methods used for analysis are specified. An attempt is made to understand the people in the study in terms of their meanings, their situations, and their interpretations of what they do. Interpretivist researchers have a lasting concern with the participants' existence and are obligated to study their worlds from their point of view (Denzin and Lincoln, 1994).

Because interning is a relative newcomer to the educational scene, these participants' understandings will be analysed on their own merits and how they compare to each other, as well as in

light of how they relate to, or differ from, student teaching experiences, other interns' experiences, and first year teachers' experiences.

Setting and Participants

Overall Setting

All of the interns were attending the same university, going through the same program in the same unit, teaching the same subject area. Six of the eight participants were working for the whole school year in middle schools and high schools within the county school system that has jurisdiction over all the public schools in the area surrounding the university. One exception taught a first semester in this same system, but finished the school year at a nontraditional magnet high school in a city approximately three hours' drive southwest of the university. The other exception worked for the whole school year in a different county system that was about a 45 minute drive east of the city where the university is located.

Specific Settings

Although the same county system serves as the central coordinating office for five of the interns' schools, the different locations are anything but homogeneous.

Two of the schools, one high school and one middle school, are in the newest and rapidly expanding suburban area of the county. Consequently, these two schools are newly built and have pleasant campus sites, located within a few minutes of other newly constructed workplaces, many restaurants, golf courses, and up-scale housing. Most of the students attending the school come from wealthy, upper middle class families, whose ancestry is European American. There is a also a small number of African Americans, Hispanic Americans, and Asian Americans who attend this school. Two interns, one male and one female, worked in the middle school and one male was placed at the high school.

A second high school is not too far from these first two locations. Because the suburbs have continued to expand past this school, it too has a location that is centralized within businesses, restaurants, and good quality housing. However, the building is slightly older than those of the first two schools. The school population has grown in recent years and three relocatable buildings are situated directly behind the main building. Geographically, this school's population lives in the zone adjacent to that of the first two schools. Many of these students also came from European American families who have upper socioeconomic levels of income. However, there does seem to be more middle income families living within this area than in the first, as well as more minority families. Two of the study participants, both males, were placed in this school.

A third high school is located very close to the outskirts of

the university campus. At one time, it occupied the furthest western suburban regions of the city, but much expansion on the outskirts of the city has now placed it closer to the middle. The students at this school come from a mixture of living areas. There are housing projects located very close to the school and these resemble other innercity living areas. But there are also some very upscale suburban sectors whose residents supply the school with students. Consequently, there are many types of students at the school, from many different socioeconomic levels and cultural backgrounds. One male intern worked here.

A fourth school was located about 15 minutes drive east of the university, in a setting that is almost totally rural. The middle school building, which is where one female intern worked, is situated across a parking lot from the high school that serves the area. The building is about 20 years old, but is still in good physical shape. There is some bussing of children from an innercity area that is not too far away, so the students come from many different cultural backgrounds and socioeconomic levels.

The final school is a high school located in the neighboring county. This county has some small urban areas, but also has many farms within its boundaries. The one high school serves the entire county area, so there are several different types of students from several different backgrounds. This school has been built within the last three years and is a huge facility located on sprawling farm acreage. It is about a five minute drive from the freeway, and all students are bussed to the location. One female

intern spent her whole school year here.

Selection of Participants

The researcher's original contact with the eight participants was as their University supervisor. They were assigned by the Holistic Teaching/ Learning Unit in August of 1995. They were high school and middle school social studies education interns with undergraduate degrees in history, political science, communications and marketing. They represented an almost equal number of males and females, were married and single, were local and from out of state, were all within a five year age range and all of European American ancestry. The researcher worked with them for a little over a month in a supervisory capacity and then asked them to participate in a research class study. It was during this study that they chose the pseudonyms you will see in the following descriptions. This project led into the dissertation study. All in all, the researcher felt fortunate that there was such easy access to the participants and that there was some personal contact prior to this study. The researcher believes that this previous acquaintanceship encouraged openness on the participants' part. The first interviews were conducted during the time that the researcher was their supervisor. However, the final set of interviews, both individual and group, were completed after the internship was finished and the researcher was no longer their supervisor. This was arranged so that any question about

coercion, due to the researcher's position, could be eliminated.

Description of Participants

Cleveland Brown is an outgoing, energetic individual whose youthful dark looks belie even his 26 years. Of medium height and weight, he has dark brown eyes and wears his black hair cut very short. Following high school in a large city in the northeast, he went to college for one year. He then joined the Navy for one and a half years active duty. He spent some time in overseas areas and when he returned stateside he remained in the reserve for five years. This meant that when Desert Storm occurred he was on a ship in that area of the world.

He was married in 1992 and worked at "any job that earned money" while his wife finished her schooling as a physical therapist. When she got her degree and then a job in this state, they moved here. She worked while he finished his undergraduate degree in Liberal Arts in History, as well as while he interned to obtain his Masters in Education. They have two small daughters, aged two and four, that take up his extra time.

He helped coach the girls' soccer team at his school and worked with weight training as well. He liked teaching and looked forward to finding a job in the area.

Isaac Goldman is a 25 year old man with a deep bass voice. He lived in different places in the northeastern part of the

United States, before he came to this area to attend college. He is unmarried and lives close to campus. He has two undergraduate degrees in Political Science and in Religious Studies from this local university.

Of average height and weight, with straight brown hair combed forward and brown eyes, he has a marvelous sense of humor and extremely good rapport with the students in his classes. He is well-read and has been asked by other teachers in his school to be a guest speaker in their classes due to his expertise in World Religions and his interest in the Holocaust.

Because of his father's job in the Navy, Isaac traveled to many places in the United States, but calls a small town in Idaho his present home. He enjoyed university life but looked forward to having a job because "I want to put all this schooling to work, and I think if one is going to pursue higher degrees in education you can't be sort of an armchair professor without the experience." He does plan on returning to school to earn his doctorate within the next few years. He is presently teaching English at a business firm in Seoul, Korea.

JJ is a curly, brown-haired intern of small stature whose undergraduate degree was in marketing. Before coming to education, this 27 year old athletic male worked for six months as a bank teller and then for a shorter time as an inventory clerk in a commerce firm in a large city in a neighboring state. Unhappy with that, he moved back home to live with his mother while he

worked on his Masters degree in Social Studies Education. His mother has a degree in English, and his father, now deceased, was an attorney.

He was quite enthusiastic about the intern program and with teaching. He constantly evaluated his lessons, wanted feedback from me and his mentoring teacher, and searched for better ways to do things. He worked in a school close to where he lived and felt that he identified well with the students in his school. Since he is "closer in age" to many of them, he felt that he had an advantage over many of the other teachers there. He is a very energetic young man who planned on looking for a teaching job back in the city where he worked as a bank teller, "where the chances for finding a teaching job are better."

Krista Jones is a tall, slender woman with a reserved demeanor in the classroom. She has straight, shoulder-length, light brown hair and hazel eyes. She once spent time modeling in a European capital city but returned home when the lifestyle was not what she anticipated. She is softspoken and always willing to help the students in her classes. She is quiet, but once she gets to know her surroundings and feels comfortable, she tends to be more forthcoming. In her interviews, she talked quite openly about her concerns with her job performance. She is 26 years old and resides at home with both of her parents, who are teachers. Her mother works in a local elementary school and her father is a college professor. She spent two years at a southeastern

university, but left there for the modeling stint abroad. She returned to live with her parents and finish her undergraduate degree in Communications at the local University. She interned in a middle school that fed the high school she attended her freshman and sophomore years. She finished high school at a private school in the area because she "felt it provided a better education." Upon completion of the internship she remained at the University to get her elementary certificate.

Larry Land is a talkative, energetic, 23 year old male who originally hails from from a huge western coast city. He has spent the latter half of his life with his family in this state, where his father has a job in the music business. Larry, too, has an interest in music, along with drama and soccer, a good combination for someone actively interested in getting that first job. He is about 5'6" tall, of a slight build and has curly, dark hair and hazel eyes. He is confident of his appearance and his abilities. He has an undergraduate degree in history and political science, and has excelled academically in his college career.

He spent half of his internship year in an affluent suburban middle school in the same city where the University is located. The other half was in a magnet high school, with an entirely nontraditional approach to learning, in a city in the southeastern part of this state. While looking forward to this "exciting place" he regretted leaving the relationships he had established at his middle school. He is very positive about teaching, tries many

different kinds of activities and has worked at forming good associations with the staff and the students in both schools. He hoped to get a job wherever he could, but eventually wanted to return to his home city to live and work.

Marilyn Jefferson is a soft-spoken Southern female who says that she takes life in an unruffled manner. "In my family, we're not very rushed, if you want to do something and take your time, that's fine." With loosely curled, medium length, brown hair that frames her face, she is of average build. She has lived in this area her entire 23 years. She is unmarried and lives at home with her mother, a teacher's aide, and her father, who is a retired electrician. Her only brother also still lives within the vicinity.

Marilyn's undergraduate degree was in Political Science and Education. She interned in a high school that is in a neighboring city to her own high school, so she felt "right at home." While she enjoyed the experience, she also worked the whole time she did the internship. Consequently, she decided not to finish her coursework in the summer for her Master's degree, but take off some time for herself. She hoped to find a teaching job in the area for the next school year and finish her coursework during the fall.

Renee Barnhouse is a native of this area and has spent all of her 22 years of life here. She is the only child of two parents who were also only children. Consequently, her grandparents are very involved in her life. Her parents and grandparents all live

nearby Renee and her husband of 16 months. She met her husband, a 4-H agent, through the 4-H program.

She started her college career in a university not far from home where she lived in the dorm her freshman year, with a girlfriend from high school. After that year, she transferred to this local university where she finished her Bachelor's degree, interned, and worked on her Master's degree. She lived with her parents until she got married.

She interned in her former middle school. Her mentoring teacher was the brother of her fourth grade teacher. While she admitted that getting a job in Social Studies in this county would be "extremely difficult" she hoped to at least get a start by subbing, if necessary. Also, her husband, through his work with schools in the 4-H program, had some contacts in neighboring counties that might turn out to help her get a fulltime job.

Tom Smith is a tall, athletic young man of medium build, who plays basketball in his spare time. He has short dark hair, dark eyes, and a reserved manner. He is 25 years old and a native of the area. His father is a doctor and his mother an art teacher. His parents live near to the school in which Tom was interning. Tom is the only son, and has three sisters. When asked to describe himself, he said, "People say I'm a rich white kid, since my father was a doctor. But there is more to me than that." He earned his undergraduate degree in history from the local university.

He has been married for two years and during his internship his wife was expecting their first child. Tom had a job as a pizza delivery man, while his wife worked with her parents' business. Two months into the school year, there was a problem with his wife's pregnancy and Tom quit the internship program. When I asked about his reasons for dropping out he said it was too much, with work, teaching a half day, being a husband, and taking classes. He indicated that if he still lived with parents who were footing the bills and didn't have all these responsibilities then he might have stayed with the program. In our first interview, he had said, "I noticed if you have a work load, you can handle it up to a certain point and then when it gets past a certain point, then none of it gets done. Once you get to a certain stress level then you just say, forget it all."

Tom did return to the University in the Spring semester and was working toward a degree in computer science, which he has always liked, "I have been programming since I was 12." His child, a son, was born in May. Tom's wife returned to the University in the summer to work on her Elementary Education degree. He seemed relaxed and satisfied with his and his family's new course of action.

Data Collection Methods

Design of the Study

This study was originally begun as a project for a university course. The researcher was interested in the cultural backgrounds and experiences of the interns and how they viewed their schools, because some were from the same cultural background as their students and fellow teachers and some were not. After the course was finished, the researcher decided to do a dissertation study on the intern experience from the interns' viewpoint. Part of the information gained from the initial study is used as background information on the participants. A qualitative interview procedure was used with the participants both individually and in a group. The researcher also continued to observe the participants in their school settings throughout the school year.

Participant Observation

Study participants were visited at their schools at least 15 times during the school year, usually on an every-other-week basis, and field notes were made from most of those visits. During these visits the researcher observed the interns in many situations. Sometimes they were observing other teachers or working in a workroom. However, the bulk of the observations

were of them teaching classes. Visits lasted from 45 to 120 minutes. In middle school, the reseacher would watch the class, which was usually 45 minutes long, take notes and observe, and then talk to the intern afterwards. In high school, where block scheduling was being used, the researcher would watch the 90 minute class, take notes and observe, and then talk to the participant. A discussion was held after the class, about the intern's perceptions of how the class had gone, any suggestions that the observer might have, any areas that were outstanding, any areas where they thought they might need help, any questions or concerns that the interns might have, related to either their work in this school, or the university program, and when the next visit might be.

Unobtrusive Data Collection

The researcher talked to students, parents, teaching staff, and administrative personnel at each of the schools as well as to the interns. Conversations occurred with students about their schools and projects on which they were working. The researcher would communicate with parents who were at the schools, about how long they had lived in the area and whether they liked the vicinity. The researcher talked to the staff about the mission of the school and their school population. Principals and vice-principals were asked about how they saw their schools, their roles in relationship to the interns, the supervisory role of this

researcher, and how the duties coincided. Because the researcher had been an intern supervisor the previous year at three of the six school sites where these interns were placed, there were over 30 visits to these schools. This information and prior knowledge about the school settings is used as part of the research.

Interviewing

The qualitative research method most used was an open-ended interview study. The researcher conducted three of these interviews with the participants during the course of the study. All interviews were audiotaped and the tapes transcribed to facilitate capturing the experience in the exact words of the participants. Only the researcher has access to the tapes, the tape transcripts, rough drafts, and any other material relating to the study. The tapes were destroyed upon transcription, and the other materials will be eradicated upon completion of the dissertation process. The consent forms are stored in a locked filing cabinet in the Holistic Teaching/Learning office for three years upon completion of the study, after which they will be destroyed.

The first set of interviews, conducted in the fall of 1995, were structured around seven open-ended questions (see attached interview guide, Appendix A). Most interviews lasted from 45-60 minutes. The researcher explained the purpose of the study to each participant and had them read the consent form (see attached form, Appendix D) which clarified the explanation.

At this point they could ask questions, if they had any. Then they were asked to sign the two page consent form and given the first of the pages to keep, which was the explanation. They were asked to pick out a pseudonym. After they did, that name was written at the top of the sheet of questions and they were told that notes would be taken as the interview progressed to remind the researcher of what other topics to pursue. They were told the first question and given a few seconds to think about that as the researcher turned on the tape recorder and made sure the tape was moved onto the reel. The question was reread and then they could respond.

For the first interview the questions were designed in a way that the researcher hoped would move in stages from the general to the specific and give the information that was being sought. There was a general question about how they would describe culture. Then a question about their own cultural background, which hopefully put them at ease with familiar ideas and got them into a talkative mode.The next three questions were designed to elicit information about cultural encounters they had or had witnessed. From there, the interview proceeded to the final two questions, about the culture of the school in which they were presently interning, to see if they applied cultural encounter ideas to their experience with the students and the teaching environment there. As this process continued, the researcher asked spontaneous, germane questions to try to investigate and evoke explanations or clarifications.

The second individual interviews, done in the summer of 1996, also had seven open-ended questions (see attached interview guide, Appendix B), and were conducted in a similar manner with inquiring questions about the responses and were also done in the researcher's office, with one exception. One of the participants could not make it to the office. Therefore, a meeting took place in a private room at a library close to the participant's residence. All of these second individual interviews were conducted when the interns had finished their interning experience. The questions dealt specifically with the interns' perceptions of the entire internship situation. The researcher tried to include in the questions some issues that had been encountered in the literature about student teaching, interning, and first year teaching.

The purpose of the study was always explained to each participant and written consent was obtained prior to beginning the interviews (see attached consent forms, Appendix D). Participation was voluntary and participants could withdraw from involvement at any time without penalty. The identity of the participants was kept completely confidential by using pseudonyms.

The third interview, also structured around seven open-ended questions (see attached guide, Appendix C), was done as a group focus interview in July, 1996. All participants were invited to the researcher's office at the same time, with six of the eight keeping the appointment. A focus group interview was used in

hopes that all of the interns together could offer some considerations that had not been touched in the individual interviews and would perhaps bring out related concerns. Again, the purpose of the study was explained and written consent (see second consent form, Appendix E) was obtained prior to beginning the group interview. Participation was voluntary and participants could have withdrawn from the situation at any time without penalty. Because of the group nature of the interview, the identity of the participants could not be assured. The questions for this interview were structured in a general format so that each participant would have something that could be contributed. The researcher again tried to raise some issues that were recorded in the student teaching, first year teaching, and other interning literature to gain these people's ideas on similarities or differences they had experienced.

All of the tapes were transcribed as soon as possible, to retain the feeling of the interview and to be current about what had been discussed. The researcher wanted to capture the experience in the exact words of the participants to understand their feelings and their thoughts. All of the first eight interview transcripts were done by the end of 1995. The participant observation and unobtrusive data collection continued until June of 1996. The final interviews were conducted by the end of July, 1996. These tape transcriptions were finished as soon as possible. Then much of the data was in hand.

Analysis

Because the purpose of this study is to gain an understanding of the interns' perceptions about the internship, the researcher analyzed the data from the audiotapes and transcripts inductively, looking for themes and patterns that would help in understanding the feelings, thoughts and experiences of the participants. Upon transcription of individual interview tapes, the researcher first tried to determine the essence of each interview. After reading through each transcript, the researcher tried to write one or two sentences about how the interview had progressed and what words could be used to describe the participants' reactions. Working still with just one transcript, their statements were reread and key words were written that exemplified their responses. After the researcher had finished all of the first interview transcripts, charts were made of the information that emerged from each of the interviews as well as from notes of observations and conversations. One chart dealt with overall similarities and another was of the major differences that had been noted. Each individual participant's results were compared among the study group as the transitions to teaching that these people had made were investigated. The researcher attempted to discern if there were any constructions common to the group, but also looked for contrasts.

When the second individual interview transcriptions were finished, the researcher again analyzed each personal interview

on its own merits. Impressions of what the spirit of the interviews had been were written down. Next, the researcher did a person by person comparison of the first interview to the second interview to see if individuals still had similar ideas after the internship was finished or if there were changes that were in evidence. When the researcher had finished with them as single entities, a comparison was mapped out in chart form of each of these second interviews to see if there were shared perceptions or differing ideas that emerged from the group. The researcher attempted to find patterns that were common to all and quotes that upheld the findings. After this activity, the chartings were integrated into the information obtained during the focus group interview. Finally, the researcher compared the two sets of charts, those from the first interview and those that were from the second and third interviews combined. Using all of the information that had been gathered throughout the year, the researcher studied these eight interns' activities. The researcher attempted to discern if there were similar developmental characteristics. If and how the different school contexts played any part in their understandings was explored. The researcher attempted to see how the interns' backgrounds influenced their school lives. and also compared them with the studies done on student teachers, other interns, and first year teachers.

In regard to checking on the impressions that the researcher had about the participants' sentiments and opinions, much of the written material relating to the study was shared with the

participants. They were asked to respond to whether they agreed, disagreed, wished to add more information or wanted something deleted. During the taped interviews the researcher rephrased their responses to see if they agreed with what the researcher had heard. Interactions and exchanging of points of view were held before the final product was submitted.

The researcher also attempted to triangulate the data by having colleagues look at transcripts, charts, and analysis to gain their points of view. The researcher endeavored to see if others agreed or disagreed with the interpretations of similarities and differences among these eight participants as well as with student teachers, first year teachers, and other interns. Educational associates were asked to look at the interns' experiences and give feedback as to how they, as fellow educators, interpreted these happenings. If the colleagues had similar interpretations to the researcher, then the researcher's interpretations were seen as being valid. Those not in accordance with the researcher were taken to different fellow workers, who were asked to give an opinion on how they saw the situations. Finally, this questioned information was resubmitted to the participants who were asked for their conclusions. The researcher made an effort to do, as Geertz (1973) suggests, and see to what degree clarification could be made about what went on with these interns. The researcher's job is to make available the information that they possessed and make it part of the consultable record.

Summary

This methodology has been explained so that the process used for the study can be understood. Hopefully, the description of the setting and the participants has made them clearer as people who have gone through a similar, yet dissimilar, situation. The data collection methods have been described so that all of the information that has been gleaned can be seen as coming from an overall picture of what did transpire according to the individuals' perceptions and to the researcher's interpretations. Finally, the explanation of the analysis can show how it fits into the purpose of the study, how it can perhaps extend knowledge in the preservice educational field, and how practical applications may be forthcoming.

Chapter IV

PRESENTATION OF DATA

Introduction

Because the purpose of this study is to gain an understanding of the interns' perceptions of the interning experience, the data will be presented in the following format: (a) Each individual story will be explored, because these are individual entities whose backgrounds and earlier experiences, school placements and personal associations make them unique, (b) Similarities as well as dissimilarities will be examined, and (c) Comparisons to other studies on student teachers, other interns, and first year teachers will be proffered. In each of these sections, the researcher will attempt to exhibit the interns' perspectives by using their statements.

Individual Accounts

In order to review the previously mentioned individual characteristics, the researcher has included pertinent information in Table 4-1. This is followed by the separate chronicles.

Table 4-1. Biographical Data

	Cleveland	Isaac	J J	Krista	Larry	Marilyn	Renee	Tom
Age	26	25	27	26	23	23	22	25
Sex	Male	Male	Male	Female	Male	Female	Female	Male
Marital Status	Married	Single	Single	Single	Single	Single	Married	Married
Resident	No	No	Yes	Yes	No	Yes	Yes	Yes
Undergrad degree	History	Religious Studies Political Science	Marketing	Communications	History Political Science	Education Political Science	History Geography	History
School Location	Suburban High	Urban High	Suburban High	Sub-Urban Middle	Suburban Middle Urban High	County High	Rural Middle	Suburban High
Future Plans	Teach High or Middle	Teach English in S. Korea	Teach High or Middle	Obtain Elem. certificate	Teach High or Middle	Teach High or Middle	Teach High or Middle	Finish Computer Degree

Cleveland Brown had many different work experiences, being in the Navy, working on a fishing boat in Alaska, being in business with his father, before he finally decided upon teaching as a career. He noted that he had various reasons for choosing teaching. He said that he was "always interested in educational pursuits, the whole idea of reading . . . and knowledge, but I didn't like the way it was presented." He also had decided, after having some interest in being in politics,

> If I really want to make a difference in the world then I could do it by teaching. . . . Because if you want, [you can] sit around and argue all day about issues like welfare and such . . . [or] you can educate them before they actually get out.

He also chose teaching because "I didn't want to work physical labor jobs any more." He wanted to be home more often with his wife and two young daughters.

Cleveland had previously gone to college when he still lived in the northern United States. He had been "in a teacher program" but had discontinued that so his wife, who was in physical therapy "could finish and we could make ends meet." When she finished school, she had obtained a position in this university city. With her working, he then "picked up where I had left off at the other college and I went into the Master's program." His wife's "good job" allowed Cleveland not to have to work or to worry about finances.

He had grown up in a large city in the northern United States. At the beginning of his internship he described the culture

of the school where he was as "middle to upper class . . . most have two parents there. . . . but definitely, white background, or white southern . . . because I consider that a different culture in itself than northern." He admitted that fitting into this southern school caused him to be reticent about what he was doing, and to "feel that I can't openly say something, because I don't know where everyone stands." He did remark that the students were more respectful than he had expected. He stated, "Even though they see you as a teacher, they see you as an adult. Therefore that's built-in respect from what they've grown up in, I guess."

Cleveland's assigned mentor was a middle-aged male basketball coach and history teacher. Because another teacher told Cleveland, at the beginning of his experience, that this man "does not like northerners whatsoever" Cleveland said that "he has never shown me any sign" but also explained, "I just don't feel comfortable, but I like him, he's a good guy. He helps me out . . . but I don't know where I stand firmly." His other mentor was a single female in her mid-thirties who taught history. About her he stated, "when we talk school, everything seems to mesh." He admitted that he had gotten many ideas from her for "I definitely like her style." He remarked at the end of the experience that the university could help to make the internship better by "matching the intern with a mentoring teacher who you will get along with."

His two mentors did help him out when he had a problem with the head of the social studies department, a female government teacher. This teacher asked Cleveland not to do any

more cooperative group lessons because she felt that his students were too noisy. At first, he had not discussed his dilemma with his mentors, preferring to deal with it on his own. However, this female went to his mentors and asked that they intervene. His mentors told him that he should have come to them, for they could have helped immediately. They supported what he was doing and proceeded to alleviate the tension caused by the situation. They also helped him to get his classroom assignment changed, to an area further away from the head of the department.

As far as any other staff members, Cleveland got along well and felt "they didn't look at me as an intern, they looked at me as a teacher." By the end of his time "I had a bunch of other teachers going to the principals and telling them that I would be a good teacher [to hire]." He helped coach both the boys and girls soccer teams, which not only gave him the opportunity to meet other teachers and coaches, but also helped him with the students. "I knew a lot of them before the school year started" and "when I came in, it was kind of like coach . . . . and they spread it around and it was easier for me, for kids I didn't even know."

He did seem to have a good rapport with the students in his classes. "I wasn't a good high school student and this is one thing I keep in mind when I'm teaching, was what I was like when I was that age." He wanted the students to comprehend that "basically your actions have consequences and you have to realize that. If you make a bad mistake then you have to take the blame

for it." He felt that the biggest reward of his whole experience was "the relationships made with the kids . . . helping them make a better year." He felt that he had not had "any discipline problems, if I did, I always turned it around and . . . gave them the responsibility." He described what he did as, "I tried to have control, without controlling." However, he was not totally convinced yet of what he wanted to do in the area of discipline, "to me the hardest part . . . is what is my role as a teacher? Is my role to tell him . . . to get his hair cut and to watch his mouth?" He was unsure as to how much and what needed to be addressed. "The torch of power is given to you and you are like 'I have the torch, well what do I do with it?' " He was trying to decide exactly what to pursue in this area, "There are the little things, like tardy, is that important to me? I don't know and that is what I am feeling around. What do I think has to be taken care of here? I have the torch, but I don't want to go around beating people with it, just because I have it." He once advised a fellow female intern about discipline in the hallways, "You need selective looking" because "you have to pick your situations."

By the end of his internship Cleveland felt that he "definitely learned 10 times more in that one year than I would have ever learned at the university." He had come to appreciate professors "who gave me things to work out in class . . . things I am going to use in my own class." He believed that the "whole theory thing without any application is worthless. So this [the internship] was the part I needed." He wondered about the

efficacy of memorizing "what all the researchers say about this and that" as opposed to knowing what to do in the classroom. He stated that "I think you can go in with learning styles and basic stuff about kids and the classroom environment and here are some ideas about how to handle that. Then come back [after the internship is over] and throw all that other BS at us." For him, knowing "all these educational buzzwords . . . is okay" but "you can *look* good, or you can *be* good [italics added]."

Cleveland admitted that he had changed some during this interning year, "I learned the value of patience. . . . it's a necessity." He also remarked about himself though, that "I don't stress out about things, I just don't. It's not going to solve anything." He maintained that "I really had no expectations. I kind of come in and this is how it is. Okay, this is what I have to do." He admitted to being surprised that teaching was very interactive, "I figured you come in and teach and you're a good teacher and do your job and everything is over and you just kind of, they let you go." But he found that not only was he involved with the students in an ongoing manner, but relationships with the other teachers carried over into his life outside of school. By the end of his internship year he felt ready for his own classroom, "the whole year has been valuable . . . because I did everything."

Because Isaac Goldman's father had been in the navy, Isaac had lived in different states, but he noted that "I grew up primarily in the northeast." He was used to having to

accommodate to new situations, "I was amazing at knowing what was expected of the new kid, which was basically you had to do everything better than everybody else before they would give you the time of day."

He did feel "hesitant actually about getting terribly personal" with the people in his internship school. He acknowledged that "I honestly expected it [the internship] to be quite different" for he had thought that his experience in this city was going to be more "religious oriented." He thought that with the faculty "I am going to have to fake it for a year" rather than "share how I really feel about things." However, he was pleasantly surprised to find the teachers "seem to be very keen on multiculturalism as well and being very accepting, which I think is a very good thing" because "multiculturalism . . . that's my big thing." He admitted that his own biases at the beginning made him think that things would be difficult due to his being "diametrically opposed . . . as far as social issues and politics" to that which he expected from the people in this region. Nevertheless, for the most part he did not overly assert his opinions into many situations because "there are particular aspects that I don't think would go over terribly well if I said I felt this way." He realized that this came from his early experiences of moving around and "not necessarily trying to cover up things to fit in, but being clever enough to know what is acceptable or what is not."

At the end of his experience, he still described the faculty as "very eclectic, which was great. " He believed "they treated me

with the same respect that I showed them, which was great, because you don't know how you are going to be received." He felt accepted, as a teacher, by most of the staff for he was "asked to deliver a short lecture" in some classes about the Holocaust and Islam. He felt "flattered when they ask me to do things. So I don't think they view us as lowly peons." However, he also stated that "as an intern you are sort of in this nether world" partly because "you are not viewed as highly as are the colleagues there at the time" and because the other teachers know "You are transient. You are not going to be here next year. Hell, you are not even a paid employee."

He did mention quite often a concern about money and that lack of funds was getting to be a problem. "I don't know about anybody else, but I was living on savings and not very well, mind you." and "I think the experience was great and I enjoyed it immensely, but financially it was a bloody disaster." However, he had decided that "between the internship and the work you had to do at the university . . . if I had to work, it would have been, just commit me now!" He also noted that anyone who had managed to keep a job while doing the internship had his "respect and admiration."

He liked his school population because "I quite simply enjoy [them] because for this area there is a lot of diversity" and his classes had all sorts of "academic echelons in the group." He described his student community as "inclusive . . . a lot of different types of students there, different socioeconomic levels,

different colors, religious backgrounds, and so forth." He was pleased that "the students I come in contact with pride themselves on being open-minded" and "accepting of that which is, or willing to respect that which is different."

He taught one history class that had many students with divergent abilities in it. He "learned how to deal with different students differently." He also saw that maybe he should have been "stronger on the discipline in the beginning because it is much easier to become lax later than to be lax in the beginning." In the future he would "maybe be a bit more stringent . . . about what is acceptable and what the repercussions would be for these behaviors" even though he thought he was "fairly consistent throughout." He talked about handing out a syllabus which he had gotten from his mentor. He felt that it "made me look like King of the Ogre People" but he did state that his own personal preference was for "proper classroom decorum" which he had learned from his parents and the schools he had attended, one of which was for "the talented and gifted." He believed that students like to have rules, which gives them "security" for they will "know that this is what is going to be expected and things aren't changing every day."

Isaac had two mentors, a middle aged male government teacher who was also a coach and a middle aged female history teacher, who was the head of the social studies department. He knew the male,

> I had done my field experience with him, so when he got me back he was "Oh, I was hoping I'd get you, this is great. The only thing that I want is that you follow the same chapters as I do, but hey, it's yours" and that was it and he was wonderful.

However, Isaac described the female as "very, very particular, and probably like other teachers, and maybe me in some years' time, she would prefer that things be done her way." He felt "at the beginning, I think she was hoping that I would be her clone." Nevertheless, by the end of the experience he realized that "she had said some things that politically I didn't agree with, but I think overall, at least as far as education, we felt the same about a lot of things. He even said to her "I think that we are probably much more the same than we are different, at least in our approaches." He felt that getting to work with both of his mentors, "the poster teacher for laissez-faire and then Germanic structure woman" was good for him because "I could glean things from both because they had such vastly different approaches."

When asked where he got his own teaching style, he replied that teaching style has to

> come from one's self. . . . Yes, you can pick up things in your courses. Yes, you pick up things from other teachers, but the way those things manifest themselves are all based on your personality and how you interact with other people.

While his philosophy is that teachers should help students to "be able to think and make concerned decisions" and that "learning is

a life long process" he did admit that "I am far from the poster child for a good teacher."

Isaac's immediate future plans were somewhat set, for he had secured a position in South Korea to teach English. He also talked about "getting my doctorate eventually, but I do want to teach after getting my Master's Degree" for "I think if one is going to pursue higher degrees in education you can't be sort of an armchair professor without the experience."

JJ started out willing to learn, wanting to "slowly get in there and do it, and get my feet wet" and ease into the job. He got what he wanted, perhaps even slower than he desired, for he said "I wish [my mentor] would have let me go on my own a little earlier."

He began with some conceptions about classrooms, "teachers work together" as well as "the community sort of runs the school, as to what kind of school you're going to have," or that by putting "you are going to respect your fellow students . . . your teacher . . . yourself" on the syllabus helped the students to realize that he, as the teacher, could "be a friend to a certain extent and they [students] could still learn stuff." However, some changes had occurred by the end of the experience for he indicated that he was "a little more responsible" and he realized that "I'm not a great teacher by any means. But, you know, I'm a lot better . . . than I was in the fall." And he was "a lot more confident in my abilities" and knew he had learned some of what he now needed, "I have

guidelines and structure."

He had come from a fairly affluent family. His father, now deceased, had been an attorney and his mom "didn't have to work" but he describes his home as "medium income." Although he worked during the internship, he never mentioned having money difficulties. Perhaps living at home with his mother helped alleviate financial worries.

As a student, he had attended a private school for middle school and the first two years of high school but "didn't like being around a bunch of snobs." Consequently he finished up his high school days in one of the more affluent schools in the area close to where he did his internship. So his internship school was "almost exactly as I expected it to be." This was not a new culture to him, but "a new job." He knew people who worked there, as teachers, secretaries, and other interns. He believed he could relate to the students because "I'm not much older than they are and I'm from there."

Because his parents valued education as a means of getting ahead, and his students' parents were similar, he reinforced the idea to his students that doing well in high school meant they would go to a better college and then eventually get a better job. He often told his students that they would "need history. . . . You are going to school [college] and see this history again. And if you go off to the job force . . . the more you know about anything, the better off you are going to be."

Regarding teaching, he was happy when he was "doing it the

way I want to do it" and when "I feel like I am being a good teacher and the kids are learning". He got his idea of what a "good" teacher is from teachers he had in high school where he "learned something and I enjoyed it." He believed that if the students "go out of the classroom laughing, hopefully they are going to remember something." As for himself and his perspective of the job, "I'm doing what I want to do and it's fun. I actually have fun. You know it's not even like a job sometimes."

He had two mentoring teachers. He worked with one middle-aged female American history teacher the entire year. According to JJ, this teacher "didn't care if they [the students] liked her or not, her bottom line was to teach history." He felt that she didn't involve her private self with the school self, which he did. "I think that's important because they see me not just as a teacher but as somebody else" while in regards to his mentor "they are just going to look at her as a teacher." However, he admits he got a lot of good ideas from her, "I learned a lot from her about American history" and "almost all of them [the material and the variety of ideas that he used] are from my mentoring teacher."

She did not require him to do as she did, "she let me do what I wanted to do, pretty much. But she did want to know where I was going and what I was doing." His only regret with her was that she stayed in his class the whole first semester, which he viewed as her checking up on him, "I could have had more confidence than with her in there watching. . . . The kids react

differently when she is in there. . . . They know she is as strict as anything." Even though he believed she was perhaps too firm, he also says he learned from her that "you can't go in there and be their friend. You have to be a teacher first, and then their friend." So his ideas of discipline and the relationship with the students changed as the year progressed. At the end he believed that "the kids do want discipline because discipline shows you care for them."

JJ did not have a good working relationship with his second mentoring teacher, a female in her early thirties. JJ began work with her government class the second semester. He said this teacher was too negative and looked at him as "a subordinate." "I don't think she wanted me teaching her class." Eventually he talked to his other mentoring teacher about the situation, but he "learned that there might be somebody that I might not get along with, that might dislike me for whatever reason. But you know, you just have to deal with it, and move on."

In other aspects, his second semester was more to his liking, "I think that I just learned so much more the second semester, when I was there all day, involved in everything all day." With block scheduling, he got to reteach American history the second semester. He came to realize that covering all the material was a major problem and that "gosh, I don't know enough." However, he felt he knew a lot more the second time around, which gave him confidence. "I think I was a lot better the second time than I was the first."

For him, the biggest problem was communication at his very large high school, as well as with the university. He was the only intern in the social studies area at his high school, and many times he did not get the notices about meetings and other events, "which made me look like an idiot when I didn't show up for the meeting."

Also, he felt that his having to be at the university for registration or other situations that arose was difficult when he was supposed to be teaching at his school. He mentions an incident where his grades had to be turned in at the same time that he had to be at the university to get permission to sign up for a summer class. He admits that "my grades were due Monday, and I thought the grades were due Tuesday." When he finished what he had to do at the university and attempted to get to the high school to turn in his grades, he "couldn't find my car keys, and so I didn't get to the high school in time."

In another example, he mentions a day when his grades were due in by 3:30, and "I'm there [in the computer room] at 2:00 waiting and we got one computer for like 20 people . . . and the grades are supposed to be due in at 3:30, yet I did not know that." He confesses, "I could have had them [the grades] done the night before and probably wouldn't have had to have that problem."

He plans on teaching in either a middle school or a high school, whichever kind of job he can get. He also would like to coach baseball, which might help him obtain a position. He has

applied for a position in three county systems in and around a large city in a neighboring state, where his girlfriend already lives. However, he is apprehensive about working with a different type of student who comes from a different background than he has seen in his experiences. "ideally I would like to find a school like my internship school . . . where I'm teaching the kids, where you know education is important. . . . If these kids [in other types of schools] don't have their basic needs met, education is the last thing on their minds."

JJ realizes he still has a lot to learn. "I feel like I'm a good teacher now. I'm not a great teacher by any means, but you know, I'm a lot better." By the end of the year, he felt more assured, "I feel confident about my abilities to teach these kids." He was also more willing to try different ideas, "They really do enjoy getting up and working in these [cooperative] groups." He was more knowledgeable about what he wanted for his students, "They leave my class and have a good foundation of what happened[in history]."

At the end of the experience, he still retained certain ideas like "my job is to teach them American history" and "everybody needs to see why it is important to learn something." His philosophy of education was that each student "will be a more productive citizen." However, he is also open to more possibilities, "It's like I am coming into the classroom with a lot of new ideas," like "how important reading is, and how we can get them interested in reading." He realized that "I know what's in the

textbook. But you know, there is a lot more than what is in the textbook."

His concern for the students always came through in his conversations. The researcher also noted this while observing him in his classroom. He liked "giving everybody positive reinforcement" and felt that "they are going to be a better student and hopefully a better person when they come out of my class."

Krista Jones had started the internship feeling very ready, "That's what my mother did and actually that's what my dad does too. It sort of feels comfortable to me. I felt like I was where I needed to be." She had worked for a while as a model, but "I hated it." So she had come to this situation feeling very prepared and assured. Her internship school was in an area comparable to that in which she had lived. About the students, she felt "I am similar to them because I can understand the pressures that they deal with."

She described her internship school as "middle to upper middle class" with "a very academically charged atmosphere." The students wanted "seat work" and not "creative activities," for they were "focused on test scores." All of this attitude, Krista felt, "they definitely get that from their parents."

She originally described the teachers' culture as very similar to the students. She did note that "They are very, very nice" to other people and to each other. Krista felt they would go "out of

their way to help you." She thought she was "similar in the way I feel about people and the way I feel about learning" so she originally commented about the whole school, "I love it."

She confessed early in the experience that she was not "expecting the discipline problems." Because she had believed "if you stood up in front of them, they would listen to you," she had not anticipated the daily dilemmas she faced. She described her feeling about the discipline as, "It's not that I thought it would be bad or I thought it would be good, I didn't think it would be *there* [italics added]." She talked about students who "try to impress each other by being funny, making jokes either at my expense or other people's expense. " Another time she described trying to make a point and moving her hands and "this one student will start doing the same with his hands, making fun of me."

She thought that she was not "naturally bossy" and so that was why she had problems. She stated that for some people "it will come very naturally, if they have parents who were very strict, very commanding, very structured then I think it would come more like a natural progression, this transition to teaching." She was "very uncomfortable with the confrontational kind of situations, because that is not in my personality." She definitely did not like it in a middle school "where you are constantly having to confront people for their misbehavior."

Even though she did feel this way about the students, she also said that the most rewarding aspect of teaching was how the "kids relate to you . . . the adoration that they give you because

they really do look up to you." She observed that "I think it's kind of like being a parent, in that you get to really take care of them and they demand a lot from your patience. But, at the same time, that's what's rewarding about it, because you feel better about yourself for having been a service to these people."

According to Krista, her other major area of uncertainty was "I never realized that I would be nervous speaking in front of a group of people." At first she had "thought of them as kids" but when she had gotten into her classes and seen how they actually "are as tall as I am" and how "in the halls . . . they don't realize I'm a teacher" she became worried that "they were adultlike" and "they knew as much about history as I did."

Consequently, she would go home every night and prepare for hours for her classes for the next day because "in order to lecture you have to know this stuff." She was constantly worried that she had "a lack of content area knowledge." She stated early in the internship that most nights she could not sleep the whole way through because of her apprehension. Later she remarked that she had "started sleeping better after Christmas, maybe after spring break."

Krista's mentoring teacher was a male history teacher who was close to retirement. He valued quiet in the classroom and stressed that to her. Originally, before she took over any classes, he gave her all the papers to grade, and she spent hours going over portfolio items for him. The students saw her at first as "sort of a teaching assistant or something like that." When asked what

she had learned from him, she said "I think he has taught me a lot about discipline and professionalism."

She did have the opportunity to talk to other teachers for she usually spent lunch time in the teachers' lounge. She felt that by "talking to other teachers and watching them" she had learned about "public speaking, about behavior management and about being a professional." At the end of the internship, she described the other teachers as "very formal, and very polite and they are all very businesslike." She conceded that "I seek people's advice real actively about so many things because I acknowledge that I'm not at all an expert, that I'm still learning every day."

At the end she portrayed herself as "more confident about public speaking . . . and now that I know them [the students] on a more personal level, not at all intimidated." She had become "more serious" because "they expect a certain level of authority." However, she also felt she was more "aggressive" because if she were timid the students do not "respond" nor would they "respect me because . . . they need someone to fulfill that role, as the leader and a professional."

Perhaps in part due to these changes, she had also realized that "I do not want to teach middle school and it feels better to discover that now, than later in my career." Consequently, she was going to finish her Master's degree in the summer and start in the fall working on an elementary add-on to her teaching certificate.

Larry Land appeared to be a genial, outgoing fellow who liked being agreeable for he declared, "my personality has always been conciliatory." He was amiable in most situations and "an optimistic person who thinks everything is meant to be." He also describes himself as "a progressive, but I can always use a shot of conservative."

He depicted teaching, perhaps due to his drama background, as being "to some extent, the next show will happen in a half an hour." His style, which was very vivacious, intimated that he often implemented that idea. He had teaching moments that he summarized as "so incredible because everybody was together."

Larry had interned in two different schools. He began in a middle school in this university city, which he described as "semi, semi right up my alley." He described this school as "very affluent, white predominantly" and indicated that this school was "exactly like the area I have been accustomed to." Like his students, he dressed well and did not seem to have financial difficulties. In his family, as in this neighborhood, parents "prioritize education." He was quite proud of the fact that he was a Phi Beta Kappa. His "whole theory of education is to relate to the students." He believed that in this first school he could connect well to them because he had grown up in similar circumstances which helped him "to see a little more eye to eye with them. "

In this first school, his mentoring teacher had been a middle-aged female who had "drifted from her subject matter . . . she hadn't taught eighth grade history in a long time, she was

used to doing eighth grade geography." All the other teachers in his work area at this school were women, who "treat me like they're my mother." He described the staff as "wonderful" but as having "very set ways" to do many things. As an example, he mentioned an incident involving student discipline that he had witnessed, but "I couldn't have disagreed more with what was going on." However, he did not say anything to the teachers involved because "my belief, when you work with someone who is your peer . . . I've been taught never to cut down or disagree with what another teacher says in front of the students because that cuts down their authority and I would never do it in a million years."

Larry went from this traditional middle school to a nontraditional magnet high school in a city to the south of the university. He felt the change for he said, "this school is so stimulating" and observed that any "typical public school . . . will pale in comparison to this place."

At the end of his time there, he commented that he would prefer to teach high school because "academically speaking, I'm ready to challenge students as much as I can." He learned that he had to plan more than he had at his other school "you have to put as much planning in as you do instruction" but didn't want to lose perspective that his "main goal, at all costs, is to teach the student." He did not want to become one of those teachers who said, "I am here to teach history, I am not here to teach you."

He had coached soccer at this school and realized that helped

him to "relate to certain kids" but also noted that "the challenge was there, to relate to someone who was not coming from the same perspective as I was . . . . So it took a while, but I realize you relate to them because education is an equalizer."

In this second school, Larry had as his mentors "two teachers who are extremely competent." One was a female who was "outstanding, but she will tell you herself that she is very black and white" when it comes to policies like late work. His other mentor was "the old grandfather . . . who is so knowledgeable" that Larry realized "the importance of knowing your subject." Nevertheless, he says that his biggest problem at this school was "I had such competent mentoring teachers that I never really took the reins of the class like I did at the other school." Here he also came to the recognition that "a young teacher's worst disadvantage is that they don't have activities and this school has given me a lot."

He suggested that interns needed more classes "where you did role playing scenarios" and that "I could have spent more time wisely working on theories" about how to "handle parents" or "what are your classroom management ideas, or "how to handle a special education student in my class." He described the internship as similar to learning to drive a car. "I don't care how much I read in the book, getting in the car was the real learning experience." He affirmed that interning is the "only route that a school of education should take" and that his university was "better than the university of wherever someone else went . . . because I was

given a chance to drive my car." He perceived his whole year as "incredibly encouraging and heart wrenching and trying but in the end it was probably the most learning experience I have ever had."

Larry plans on trying to get a job back in his own large hometown to the west of this university city. He thinks he has a good chance, but hopes for a position in a school similar to what he has been in, either suburban or magnet inner city, because "you only are your experiences." He even admits that he was not sure he was "a good teacher" for "I'm more knowledgeable about how little I know about teaching." By the end of his internship experiences, he had also realized "that to be a good teacher . . . you have to work hard at it, but it is something that I want to do."

Marilyn Jefferson appeared to be very nonchalant and described her own culture as "very laid back . . . we're not very rushed in my family, if you want to do something and take your time that's fine." She was always positive about how the experience was progressing. Her mentor was "really, really helpful" and "they're wonderful students. I really enjoy them." Her fellow workers were "just wonderful people." When asked about anything that she might have been unaware of upon entering the internship, she replied, "I can't really think about any, because I have been exposed to school most of my life." She felt that this was familiar territory. Her students were "a lot like me because I was born and raised about 15 miles from there."

Consequently, she had begun the internship feeling prepared and comfortable.

Marilyn lived at home with her parents. Her mother had been a teacher's aide and her father an electrician. Although she worked at a local grocery store throughout the whole experience, she never discussed financial needs. She said, "it is hard to work, because I did it and you can't do it and do schoolwork too."

About the internship, she admitted, "I don't have a life because going to the university kind of monopolizes everything that you have to do." She was the only intern of the eight in the study who decided not to take classes in the summer, after the internship, in order to finish her Masters degree. She needed some "time off."

She hoped to find a position for the upcoming school year in a middle or high school close to her home. She also planned on finishing her degree at that time. However, she had not applied to the county where the university was located and had been "shocked when I was doing my field experience [there] . . . because I guess there's so much more . . . a different mix of kids . . . than there is in the school I went to and the school where I'm doing my internship." So, although she was looking for a position, she was also limiting where she would work.

During the internship, Marilyn described most things in positive terms. However, at the end of her internship she admitted that she had not been prepared for the different types of students that she had encountered, "you go in thinking you are

going to get all these nice high level students that really know what you are talking about" but she found out she had to deal with varying stages of emotional and intellectual capabilities. She also commented on the amount of paperwork that had to be done, "I never realized there were so many forms to fill out just to give books to them and to get books back from them."

She felt prepared for her subject, history, but "I don't know if the education was adequate." She felt ill equipped to deal with "how to get the kids interested." She did not expect that there would be "days when they don't get it and you are going to have to back up your plan about four days to go back and get what they haven't got."

Marilyn also stated that "there are times when you have to be mean." She complained that in her behavior management class at the university no one had explained "what to do if someone stood up and shouted at you, which has happened on occasion." She also talked about having students who wouldn't work, "they just absolutely didn't do anything. I had one kid who sat in the back of the room and just stared at me the whole time." However, when she explained how her discipline plan worked, she said that she had never had to implement the second step, giving an office referral, because "I had really good kids and it was in a really good setting. They didn't have any problems at all." When asked what she planned on doing when she started in her own classroom, she stated that she would "start out with a strict teacher [role]. I'm the teacher and you are the student and unless

I see different that's the way it's going to stay. I hate to be that way, but you give them an inch and they take a mile." She felt this was necessary "to really have any kind of learning environment."

She was unclear about where she picked up ideas as to what to do about these problems that she encountered. When asked about her discipline plan, which she had shown the researcher, "I think that's the way they had always done it. I had always heard 'give them a warning first, then write something down on a piece of paper, then send a note.' " When asked about how she had dealt with the different level of students she encountered, she replied that she had to "sit and sweat over it" for "I don't think you ever really know how students learn because all kids are different." Plus, she "had basically two planning periods a day . . . and I would read a lot of that stuff [textbooks and supplemental materials] just to get some kind of idea of what to do." She also stated that some realizations about how to handle these problems had come late to her, but "you see things when you see them, I guess."

She could go to her mentor, a middle-aged male who taught American and World History. Marilyn could ask for help whenever she needed it, but he did not usually interfere in what she was doing. When the researcher asked her if her mentor had talked to her before her experience began and offered any advice, she replied, "No, . . . he was kind of laid back. Then I came to him and said, 'I am having these problems' and he would say 'okay, it is good that you noticed . . . and this is what we usually have to do

to counter that.' " She sat in on his lectures and "made my own notes" because he "didn't use the textbooks, he had his own notes, which were great. And he went over a lot of stuff that wasn't in the book." Before the second semester had begun, he asked her if she wanted to "go in there and just start from day one" which she did.

She stated that the whole year time frame for the internship was good for her, because she got to see "the pattern of the kids" as they go through the year. She had previously thought they "would be ready to learn all year long" but notes "it was really an eye opening experience to see what their attitude is at the end of the year."

She also had some other realizations in that "I thought, you go in the classroom, you teach, and then you leave, but they get attached." She stated that "kids, especially this age, want you to be their friend and their buddy. . . . I had one little girl . . . and she wanted to tell me about all of her problems at home. . . . I didn't think you ever had to do anything like this."

At the end of the experience, Marilyn felt that she should have "started out with a more firm set of rules, a better structure" and "there are a lot of different activities that I could have done better. I'll have to work on them." She described her year as "fairly good, I mean I learned a lot, *I* learned *a lot* [italics added]."

Renee Barnhouse is a soft-spoken woman, who had spent her whole life in this area. She had gone to college for one year

away from home, but transferred to the university in this city, and "for the three years here, I stayed with my mom and dad." She is presently married to a man she met through the 4-H program and lives in a neighboring county. She interned in a middle school in "a rural part of the county" where she had actually attended as a student. She believed that it had not changed much from her time there so "I guess I had inside knowledge of the school before I went."

She was somewhat preacquainted with her mentoring teacher, a late thirty something male who still lived at home with his mother. "I had his sister for 4th grade [as a teacher]. I didn't know him as well . . . because he kept kind of to himself, but I knew him. I didn't know him as well as I know him now." As she became familiarized with him and how he wanted her to do things, she became very "aggravated." He used one method for teaching, relating everything to slides that he had accumulated, which he showed on an almost daily basis. He wanted her to sit in his class, take notes on what he was saying, then show the same slides and give her version of what he had said. She summarized working with him as, "At the beginning, I thought this was the most horrible experience I ever had in my whole life." She described her year as "particularly hard . . . because my mentoring teacher . . . felt I should do everything the way that he did it." She had expected her mentoring teacher to "guide me, but not you know, push me and force me along." She had a difficult time "convincing him to let me try to do something on my own

and explore, even if I did fail, to let me learn from my mistakes." She tried all year to do things on her own. Finally, "the last two or three weeks of school I was on my own, doing things totally different from what he was doing."

Part of her growth during the year focused on how to deal with this troublesome situation. She described herself, at the beginning, as "a very timid person in nature and I guess I have had to learn to come out of that and stand up for myself." She did manage to do this because she realized that "if I really wanted to grow and learn in this internship, I was going to have to come out and say, 'I have to do this, I really want to do this.' "

Even though he was her only assigned mentor, she did have other teachers, "on the team I was on" with whom she could discuss things. One of these people had been her previous teacher in middle school, "so with her I felt more I was still the student and you're the teacher." But she mentions another "woman teacher on our team who was closer in age to me . . . and I would talk to her about a lot of things. . . . I thought she could relate to me better than he [her mentor] could."

She had begun her teaching time feeling very timid with the students as well, "I was scared to death. What if somebody was talking or whatever . . . what should I do?" As her year progressed she realized, "I had to learn that this was my classroom and these were my rules and this was what we were going to do." However, she also noted at the end of the internship,

I know that I need to keep learning and growing in discipline. It is something that my principal and I talked about and it is something that I feel I still need to grow into but I feel comfortable that I can, that I have the basis of it. She believed that discipline was necessary or the students "would not stay focused on what we were doing in class."

She also discussed how the students wanted her to "be mom and friend." She felt she could be a friend "to an extent." When some of them "would come up and hug me" she was concerned because "could I be sued for sexual harassment or whatever?" She realized she "had to be careful."

Renee had gotten some of her ideas about what she wanted to do in her classroom from two previous high school teachers. She remembered their classes as ones "I enjoyed. . . . because they incorporated . . . different things." She felt that these two teachers were good because "I can still *remember* [italics added] what they talked about." In relationship to this, she described the biggest reward of her own teaching experience as being that "the kids really did remember things that I had taught them."

Renee also modeled her own relationship with the children after these two teachers for "they were very friendly teachers. . . . approachable, they were interactive . . . and I think that I have grown to be that way."

Renee also talked about the many ideas that she had gotten from the university, "I often incorporate different things that I have learned from here . . . papers, primary sources." The students

had actually liked "cooperative learning" which she had thought "would never, ever, ever work in school" when she heard about it in one of her classes. She had enjoyed "so much doing my portfolio" that "I've thought about doing portfolio assessment" with the students even though that was not something the county system used.

At the end of her internship, she discussed "getting my elementary certification" to help in the search for a teaching position. She had noticed that "a lot of social studies positions in the high school have coaching attached to them." She believed that she could "do girls' basketball, but that's as far as it goes."

She did state that her preference at this time was to teach middle school. She felt she was prepared "for dealing with the kids at that age . . . to deal with their attitudes of school, peers and society, and as far as curriculum . . . you can go into it a certain extent with them and I think I learned that this year." She was confident that if she could find a teaching position that she would be capable of handling the situation, "I can pretty well stand on my own two feet now that I went through this whole year."

Tom Smith grew up in a family where educational pursuits were considered customary. His mother, a nurse, had met his father in medical school. However, she switched occupations at some point because by the time she had Tom, she had become an art teacher. He remembered "ever since I was little, she taught art" However, he also mentioned, "but she never had to work

because my dad is a doctor."

Tom also has a sister who is an elementary teacher in this city. When he was trying to decide upon a career, after one failed attempt at getting a degree in computer science, Tom mentioned that "I thought 'what will I do' and my mom taught and my sister taught and I had been around all these teachers and I had friends who taught, so that was the next step."

Tom had lived in "an affluent white neighborhood" where he "loved going to school, didn't always like my subjects. There was a few subjects I liked and a lot I didn't like. But as far as being in that social atmosphere, I loved school." He had gotten married and at the time of his internship, his wife was expecting their first child and his parents' first grandchild. He and his wife lived close to both sets of grandparents and not very far from Tom's internship school. Tom worked part-time as a pizza delivery man and his wife worked at her parents' business. His wife was to do her internship in elementary education during the next school year.

Tom's internship high school was very similar to the one he had attended. "If I was blindfolded and I was taken to my own high school and to the one I'm in now and I'd never been in either one, I wouldn't be able to tell the difference." He felt like he fit in, "I look like everybody else. I act like everybody else." However, he noted that "some of the teachers are kind of older than I am, so our ideas are a little different." Overall, the beginning of the internship had "pretty much gone the way I expected it to go."

At the end of his second month in this school, after he had taken over one history class for about one month, he suddenly dropped from the program. His wife had a problem with her pregnancy and had ended up in the hospital for a short time. He also dropped out of the university for the rest of the semester. But, he was back to start again in the spring semester, majoring once more in computer science.

Tom admitted that he was unsure as to when he knew that teaching was not what he wanted to do, "it was just kind of like a progression." He suggested that "if I didn't have to work and I didn't have a child on the way, and all this other stuff on top of it . . . I probably would have made it." He did not like having to do his university classes, with projects, at the same time as the internship because "it just doubles your workload, and what's the point?"

However, he confessed that his wife's trouble with the pregnancy only contributed to his making the final decision to quit, for he had "already been thinking that." Early in the internship he had made the statement, "I noticed if you have a work load, you can handle it up to a certain point and then when it gets past a certain point, then none of it gets done. Once you get to a certain stress level then you just say, forget it all."

In his internship school, Tom had worked with a female history teacher, in her early forties, who had recently gotten to move from a middle school to this high school position. He felt that "she wanted to control the environment too much." He says

that "had I been able to choose my mentoring teacher, I would not have chosen her." He said that when she would tell him how to do certain things he would think, "that's not the way I want to do it. that's the way you do it, and personally I don't think you do it very well." However, he never gave voice to those feelings because "I couldn't do anything else for fear of getting in trouble" for you have to "wait until you get up the ladder and then you can talk back." He did not feel he could alter his situation for "you can't rock the boat because you are in it." Nevertheless, he admits that he did not really know what to do but "kind of made it up as I went. I mean you have to develop your own style. . . . I was developing it and she was trying to develop it some differently."

He acknowledges that he "didn't use notes and she said I should use notes. . . . And I didn't use the overhead and she wanted me to." He did not like to use notes, because he had not liked it during his own high school time when he had teachers who would "just sit there and read off those freaking overheads" and he would "sit in the back and sleep." He admitted that not using notes meant that he had extra work to do because "I wasn't familiar with all the fine details" which he felt he needed to be in order to be prepared for his classes. This teaching method, however, felt like "it was studying" for the "preparation was so much and the time was so little."

For him, the best part of the experience was "getting to hang out with the kids before class" because "they were cool." However, he notes that when he did try a few different things with the

students he felt like "they were used to somebody just feeding them the information. They didn't really have to think on their own."

He realized now that he should have "taken time out between high school and the university and then gotten a Bachelor's degree in computer science." As far as teaching, "I didn't really dislike it. I guess I did dislike it because of what I was going through. But as far as actual teaching, I didn't really dislike it." He does not rule it out as a career somewhere down the line "if I could do it at my own pace and be able to afford to do it."

Similarities

For these eight participants, there were some similarities that were distinct. For one thing, they all planned on staying in teaching, with the exception of Tom, who had left the program. However, even he did not eliminate teaching as a possibility later in his life, "I think I might [come back to teaching] if I could do it at my own pace and be able to afford to do it, and not have to depend on it as a livelihood, I would."

There were five areas in which they were very analogous. In their individual interviews, they all discussed discipline, the amount of paperwork required, their mentor(s), their view of the internship and what they saw as the most satisfying aspect of the experience, namely the relationships established with the

students. During the focus group, these same aspects continued to be the main areas for discussion.

Because of these similarities, the researcher has included Table 4-2 to outline their various statements. Obviously, these are not all of the statements made, but are indicative of their perspectives.

Satisfactory Aspect: Relationship with the Students

When asked about what was the best part of the whole experience, almost all of the participants responded that it was the relationship with the students. However, the range of responses vary along a continuum from a teaching relationship, like Renee's, JJ's, and Cleveland's statements, to a more personal connection, like Isaac's and Larry's, to an even more familiar rapport, like Tom's idea. Only Marilyn said that gaining experience was the best reward, but even her statement dealt with the students, and getting to know how they react throughout the year.

Internship

Marilyn's statement also tied into the different ideas they all expressed on the internship itself. She had remarked once that "I don't know what I would have done if I had only been there 12 weeks." She believed that her experience had given her invaluable information that she would need and now she was "not as afraid

Table 4-2. Participants' Similar Areas for Discussion

Key Issues	Discipline	Paperwork	Satisfying Aspect	Mentor	View of Internship
Cleveland	"I can see how yes, we need discipline" but "I have the torch of power and what do I do with it?"	"You do more paper work than teaching."	"The relationship with the kids, that's the fun part for me and helping them make a better year."	One who "kind of dropped me in the classroom " and one who"I'd definitely be like her."	"Well I definitely learned 10 times more in that one year than I would have ever learned at the university."
Isaac	"You have to let them know that yes, I listen to the same music as you, but I am still in charge."	"We are secretaries."	"The most memorable was the interactions with the students."	" the Martha Stewart of teachers" as well as "a coach who said 'They're yours, fine!' "	"I think just teaching for a year, I will probably have no surprises getting into the classroom."
J J	"I learned that you have to start out very ,very difficult or hard and then you can ease back."	"We need to have our grades in by 3:30 and I'm there at 2:00 waiting and we got one computer for like 20 people."	"Teaching the kids...that I'm being a good teacher and the kids are learning."	About his main mentor, "I learned a lot from her." The other "looks at me as a subordinate."	"I don't think the internship needs to be a year long." He did say he was "100% better now than I was in the fall."
Krista	"I was uncomfortable with the confrontational kind of situations."	"You have to learn ... about paper management."	"The way the kids relate to you whenever you are walking down the hall."	Mentor taught her "a lot about discipline and professionalism."	"It was a very valuable experience for me."
Larry	The students "aren't meeting me halfway and being quiet when I walk into class," but "I was able to handle that stuff."	"I had adequate time to plan ... but I am always, always, as much as I think I have free time to do something, I never do."	"Such a good rapport with the kids."	"I have dealt with two teachers who are extremely competent as opposed to a teacher who was caught in her official ways."	"The most learning experience I have ever had, more so than regular education."
Marilyn	"I don't like to be mean but there are times when you have to be."	" The paperwork, which is unbelievable, I didn't realize there were so many forms to fill out ."	Gaining experience was the best part because "you get to know the pattern of the kids as they go through the whole year."	"If I had a question about anything, he would say 'you can go back and do this, you can approach it this way.' "	"It's good that I know what to expect next time and you can count on that with a lot of different things."
Renee	"I feel comfort-able that I have the basis of it."	"I didn't realize there was so much paperwork."	"At the end of the year the kids really did remember things"	"At first, I felt very intimidated by him."	"It's prepared me for dealing with the kids."
Tom	"My mentor said, 'you have to be more strict.'"	"As a teacher, you have to go home and prepare for the next day."	"Getting to hang out with the kids, they were cool."	"Had I been able to choose my mentoring teacher, I would not have chosen her."	"You can't really prepare until you are in the classroom."

as I would have been, I think" to go ahead and face her first year teaching assignment.

Many of the others also viewed the internship as practical and better than anything they had yet learned or done in education. Cleveland believed that he was "definitely a do-it learner" therefore "the whole year has been valuable because . . . I dealt with everything." Isaac stated, "The teaching aspect was wonderful," and he went on to explain, "I think basically that I will have probably experienced almost everything that one can experience, having been there for an entire year." JJ did not feel that a whole year was necessary, but he noted that "I learned so much more the second semester, when I'm doing it . . . when I was there all day, involved in everything all day" because he viewed the first semester, when he had not taken over yet as "just being there."

Mentor Relationship

The mentor relationship was a very integral part of the internship experience. Three of the interns had only one mentor. Krista was rarely critical of hers, but also never commended him in many ways. She complained early in the experience that he had turned her into an aide. But she did rely on him for his advice about her discipline and professionalism. On the other hand, Renee's main complaint during her whole time had been her mentor's attitude. He "felt like I should do everything the way

that he did it" and when she did not, there were times when he would not talk to her. At the opposite end of the spectrum from Renee's mentor, was Marilyn's. This man waited for her to come to him with problems and never gave her advice unless she asked, "He was kind of laid back. And, then I came to him and said, 'I am having these problems' and he would say, 'okay, that's good that you noticed . . . and this is what we usually have to do to counter that.' "

All of the other interns had at least two mentors that they worked with, some for the whole year and some for one semester. Cleveland had two mentors for the entire year, "both of mine just said 'here you go' and that was it." He felt that this "makes it easier when you start and they say it's yours."

JJ got to experience having two, who were very different in their views of their role in relationship to him. With his original mentor, he felt like "she sort of wanted me to go by what she did. But the second semester she let me do what I wanted to do, pretty much. But she did want to know where I was going and what I was doing." Then "she would just offer suggestions." He worked with another female, only for the second semester, and felt that when he would ask her for help, she would "bring something negative in it" and would only tell him "things I ought to do differently, which was fine. But she never gave me anything positive."

Isaac's situation was that he had two mentors, from the very beginning, who also approached him in different manners. One

female, his main mentor, was "just very, very particular" and "would prefer that things be done her way, which if her way is the correct way and works for me is fine." There were a few times when they had "some personality conflicts" but by the end of the experience he felt that he could "glean things from both [of his mentors]." His other mentor, a male, was the opposite from the female. He had told Isaac that "you are very competent. I don't feel that I have to stay and look over what you're doing."

Larry had three mentors. One had been for his first semester and "had very set ways." He transferred to a different school for his second semester and had two mentors there who were "outstanding" and "probably the most content knowledgeable person that I have ever met as far as history." Perhaps Tom best summed up how the interns viewed the mentors when, after stating that his mentoring teacher had been too controlling, he said "I guess there has to be something in between."

Discipline

Discipline was an area that many of them came to view differently at the end than they had at the beginning. Marilyn had made up rules and then revised them for the second semester. When asked about how she would begin with her own classroom she declared, "Definitely, we are going to start out with a strict teacher." JJ felt that "you can't start up somewhere hard or

somewhere not hard and then try to get harder, because they won't go for it. That's the main thing I learned." Isaac stated it as "I saw maybe go stronger on the discipline in the beginning because it is much easier to become lax later than to be lax in the beginning."

Larry talked about discovering, "it doesn't mean you have got to be a hard guy, but it means you have to be relentless." Krista stated that she was "not very adequately prepared there" and had become "a much more aggressive person." Renee talked about a situation at the end of the year when "the kids came up to me and said 'why are you being so mean?' and I thought, 'well I am probably finally learning the hang of this thing.' " She laughed about this as she explained, but she did add that her mentor "intimidated the kids which I didn't really like . . . . I want them to know that I am in charge of the classroom, but to not be afraid to voice their opinions."

Cleveland was another one who questioned how far his discipline should extend and what it did entail "what is my role? I've been trying to figure it out." He described it as "I try to have authority without actually having authority." The only one to not ponder the idea was Tom, who was not in the internship for an extended period of time. He believed that he did not have to be more controlling, "but they [other staff] wanted me to be meaner, it was like, you have to be more strict."

Paperwork

Paperwork concerns were of two types, the individual school districts' absence and tardy policy that dealt with students making up daily work and tests and then the customary kind of having to do lesson plans, grades, or preparations to be ready for the next day. Tom and Larry and JJ discussed the daily sort. Tom felt that "I had to go home and study." Larry observed that "I had adequate time to plan . . . but something comes up."

Most of the others were concerned about how to deal with the district policy regarding absences and tardies and the make-up work required. Cleveland felt that "you do just as much paperwork as lecturing." During the focus group interview, the participants explained the different phases of this policy as "this kid is home bound," "you have to do cut slips," "time for time which means they can make up any absences they have missed by coming an hour before or after school," "tests for the people who miss tests," "absences that don't count against them like the football team's got a game in the playoffs," and "seven day absence letters, which said they lost credit." This study's participants felt that they could not eliminate all of this because as Cleveland explained, "you'd have to make more paperwork to get rid of the paperwork."

Dissimilarities

There were about an equal number of discussion areas in which the participants were different as where they had been similar. How the interns perceived the university's usefulness, how they viewed the culture of their school, if they spent time with the other teachers in their schools, the worst dimension of the experience, and whether they felt their subject matter preparedness was adequate, were all topics on which they had a variety of views. This information is outlined in Table 4-3.

Culture of the School

Most of them did not view beginning their internship school experience as becoming a member of a new culture. However, if they were from different areas of the United States, rather than this being their hometown, they did enter more cautiously. In most cases, five out of the eight, this area was their hometown. Tom had attended the high school where JJ was doing his internship, and felt "it was exactly what I expected." JJ had attended the school where Tom was doing his and stated, "it's just like my high school."

Marilyn lived in an area only a few miles from where she did her internship and "to be honest, they [students] are a lot like me." Krista had gone to a different middle school, which fed the same high school as her internship school did. She now lived with

Table 4-3. Participants' Differences

	Culture of their school	Subject Matter Preparation	Teacher's Lounge	University Classes' Utility	Worst Problem
Cleveland	"I don't know where everyone stands."	When prompted said, "I thought it was enough."	"I don't like the conversations.	Most of the classes were "change the world ideas."	"I didn't have any big concerns."
Isaac	"I honestly expected it would be quite different."	Never in question.	"Ours was like a gossip session, so I never went into the lounge."	He used "things that we had discussed in courses."	"As an intern you are sort of in this nether world."
J J	"It's almost exactly as I expected it to be."	"I could have known it a lot better."	"I would rather sit in my room ... than go there and sit there and gossip."	"The university is like the state of the art . . . just new ideas."	"Communication between the university and the school, and [at]the school."
Krista	"Just a very, very nice environment to work in."	"Lack of knowledge in my subject area" was a problem.	"I eat my lunch there. We talk about other stuff [not school]."	"As far as methods classes, not really."	"discipline problems"
Larry	First school , "very much in line with what I was used to. Second school, "it's more inner city"	Never in question. A Phi Beta Kappa.	Ate lunch with the other teachers. "They usually involve me in everything."	"I didn't have a class, except for two . . . that I thought was applicable."	"I had such competent mentoring teachers that I never took the reins of the class."
Marilyn	"It's the kind of school I went to."	Good back-ground as far as "history" but "I don't know if the education was adequate."	Had a shared space "They were wonder-ful people and I had gotten to know them real well."	"A lot of theory and a lot of, I want to say abstract."	"How little you are prepared for everything that comes at you on a daily basis."
Renee	"I've lived there almost all of my life and it's [about] the same."	"I feel comfortable with it [geography], but history I have to keep up, and research and read."	"As the year progressed, I felt more comfortable ... with the staff ... and they helped me a lot."	"I often incorporate different things that I have learned from here at the university."	"I had a particularly hard year because my mentoring teacher and I didn't always see eye to eye."
Tom	"As far as what I grew up with and what is in my school now, they're exactly the same."	"with history, I hadn't had a lot in college and so I wasn't familiar with all the fine details."	"I didn't really hang out, there were a couple of teachers I liked."	the university classes were helpful but "you can't really prepare until you are in the classroom."	"the constant pressure ... the preparation was so much and the time was so little."

her parents in an area close to her internship school. Renee had actually attended her internship school.

Isaac and Larry had lived in different parts of the United States before coming to this city to attend the university. Cleveland had come to the area because of his wife's job. Of these three, Larry felt that his first school was like his own middle school, but at his second school recognized that "these are different backgrounds" than that to which he was accustomed. Isaac had been prepared for his school to be different and had begun the year "worried about" how he would fit into his faculty. Cleveland also had been apprehensive and stated at the beginning "I feel like almost I'm walking on edge. I'm trying to play the game." Luckily for these three, they all eventually felt at ease with their fellow faculty members and their students.

Subject Matter Preparedness

The only interns who mentioned that the subject matter was a concern, were those who felt they needed to know more. Krista noted that one of her major problems had been "lack of knowledge in my content area" and what she would have done differently turned out to be "I would have taken more American history course preparations . . . . Or I would have taught geography, something I knew more about." Tom also felt he needed to know more, "with history, I hadn't had a lot in college and so I wasn't familiar with all the fine details." If they were

comfortable with their content area knowledge, they never mentioned the subject. If asked, they were like Cleveland who said, "I thought it was enough."

Teachers' Lounge

This was an area where the interns were divided mostly according to gender. Four of the five men did not tend to go to the teachers' lounge. Cleveland kept his free time at school for himself. Because coaching and then going home to his children meant that he did not have a lot of time without some commitment, "the last thing I want to do with that (1/2 hour free time) is talk about school, or students, or other teachers." Isaac and JJ and Tom all agreed that they did not go to the lounge because most of the conversations were not to their liking. JJ stated it best, " the one thing we are told is not to sit and gossip about kids. And that is the one thing they are doing." However, Larry did eat lunch with the women in his area and did go to the lounge as well.

The women all tended to spend some time in the lounge. Renee and Krista both ate their lunches in the lounge and Krista noted that mostly we "talk about what they did last night, scheduling, . . . other stuff." Marilyn's school had been designed with a central area in each part of the building and all of the teacher's desks were "in the pod." She had been assigned her own

desk in this area and was constantly in contact with other staff members whenever she was there.

University's Utility

Few of the interns ever brought up the subject of what they had gained from the university that they applied to the internship. They usually discussed the idea only when asked. Most of them felt that their university classes had been helpful to a small extent, but never was the information gained there a major contributor to what they were doing. Tom, when asked if the university classes had been helpful replied, "No . . . you have to do a lot of projects which you are going to be doing in your classes anyway, except they want you to do them separate, and it just doubles your workload. What's the point?" Larry was apologetic in his response, "I didn't get as much as one would think, sorry." Marilyn and Renee both admitted that they used sources and methods in their internship that they had gotten from "classes at the university." Only JJ was truly complimentary in his evaluation of the universities utility, "it is state of the art . . . it's like I am coming into the classroom with a lot of new ideas, whereas these people in the classroom . . . are teaching what I was taught ten years ago."

Worst Problem

This area showed the most variety. No two of them mentioned similar problems in describing what was the worst aspect. The responses ranged from Cleveland's, "I didn't have any big concerns," to discipline, lack of communication, lack of preparation for the real situation, to mentors who were either too good or too bad.

Comparisons to Other Studies

The final presentation of data is the comparisons made to other study participants who were either interns, student teachers, or first year teachers. The researcher will attempt to show, by using individual statements, the areas where the study participants may have similarities to or differences from other studies' representatives.

Interns

In Andrew's (1990) study involving other interns, he indicates that many interns view their preparation in a more favorable light than do student teachers. Some of the interns in this study did also. Cleveland stated "that is one thing I give the university credit for, I personally like the year as an intern." During Larry's explanation about how doing the internship was

similar to learning to drive a car, he was emphatic that "the University of wherever I went to is better than the University of wherever someone else went, who didn't have a chance to drive their car."

In another study on interns, Boser (1990) found that stress on novices might be higher in internships due to the extended time frame. One of the interns in this study, Krista, had expressed how difficult it had been for her to carry on the whole year because of the difficulties she had experienced. At the end she explained, "I still am not comfortable." This extended time frame also impinged on financial considerations, which George and Bordner (1993) noted as being one reason that interns left a five-year program. Cleveland noted that "It is almost impossible [financially] to make it a whole year." Others in my study noted the monetary pinch, but did remain.

Silvernail and Costello (1993) observed that extended programs appear to help in reducing preservice teaching anxiety. Renee talked about being ready to comfortably start her own classroom. Larry indicated "now I am ready to teach." However, Krista spoke about a friend who had done the internship the year previous to our study, "she had a rough time with the internship and she said that the first year was better, but still, she wasn't looking forward to going back [to her second year]."

Cleveland, Isaac, and Larry all noted that the internship had given them a wide range of opportunities. This is in agreement with Dyal's (1993) findings that internships offer more

comprehensive experiences than student teaching. Cleveland put it as "I did all my own grades and did everything, handled it like a regular teacher would." Isaac agreed for "I will probably have experienced almost everything that one can experience."

Boser and Kennedy (1993) found that a higher percentage of interns as compared to student teachers have plans on staying in the profession. Seven out of these eight study participants did intend to continue teaching.

First Year Teachers

Descriptive

According to Newberry (1977), novice teachers expect the qualified teachers they know to delineate suitable standards for student achievement. Krista, Cleveland and JJ all discussed how they relied upon their fellow staff members to guide them in knowing what to expect. Krista stated that she had learned what to do by "Talking to other teachers and watching them." She also felt it was wise on her part to "take the advice of someone who knows what they are doing."

Newberry also states that novices usually form close connections with experienced teachers who have compatible ideologies. Cleveland recommended that people at the university should try to "make sure you match the mentoring teacher with someone who you will get along with."

Some of the interns in this study had come to realize what Ryan (1970) describes as not being able to show their genuine personality. They realized by the end of the experience that they must sustain some space between themselves and students. Marilyn felt that "a lot of them [students] . . . thought that I would be oh, just another friend. I had to set them straight a couple of times and I didn't really want to do that." Krista stated that "you can't make jokes and get down on their level. They expect a certain level of authority."

However, Ryan also stated that the principal basis of anxiety for first year teachers were problems with the students. For five out of the eight participants in this study, the most stress related topic was other teachers they encountered. For four of them it was one of their mentors.

These study participants did discuss some of Veenman's (1984) eight most frequently listed problems of first year teachers as being part of their concerns. Many of them discussed classroom discipline, dealing with individual student problems, as well as individual differences, organizing class work, motivating students to do the work and assessing it. However, they were not too concerned about insufficient materials, perhaps because most of their schools were well supplied, and they did not have worries about the relationship with the parents. Renee said that "I felt comfortable talking to them." Krista felt that "you have to work with the parent and never be confrontational at all."

Socialization

Eddy (1969) states that past influences affect what each individual teacher will decide to do. Lortie (1975) agrees and says that the past is more significant than the present experience. Renee talked about two former high school teachers that "I guess I did look back and say 'how did they do things?' " JJ believed that for him "almost all of what [I do] is from my mentoring teacher." Larry described the situation as changing. He felt that he had an incredible teacher in high school who was "the biggest influence on me." However, "I started realizing that although he was the influence that sort of got me off the ground and set a standard of excellence for myself, I think that this semester I have come into my own."

Gehrke(1991) declares that teacher socialization is voluntary and that other teachers, university personnel, school personnel and students all are socializing agents. The interns in this study did allude to people in all of these categories. Isaac mentioned, "the interaction with the students and not just the mentoring teacher but being part of the faculty." Cleveland stated about one of his social studies professors "she is like the best . . . she is in touch with what is happening out there." He also described his supervisor as "perfect" and "realistic." JJ talked about "my principal knew who I was. He liked me."

The different reactions that novices have to the tensions in their situations, namely direct opposition, passive resistance, noncompliance, indirect negotiations, or withdrawal, as described

by Schempp and Graber (1992), were also in evidence with these interns. Tom indicated that "I didn't use notes and she said I should use notes . . . and I didn't use the overhead and she wanted me to." Eventually he withdrew from the whole situation. Renee, using an indirect route, consulted both her principal and her supervisor about how to handle her situation with the mentor. Consequently, the principal and supervisor both discussed some ideas directly with this man about different things they wanted her to try. However, Renee eventually found that she must confront him. She discussed "the hard time I had convincing him to let me try to do something on my own."

Induction

Tisher's (1984) description of induction programs' goals for first year teachers, as amplifying information about the function of schools and educational systems, as heightening awareness as to the complexity of the task and how to address that, as acquainting novices with support systems and resources and as helping them apply knowledge they already possess, are very similar to what the interns in this study were learning.

Wilkinson (1994) discusses mentoring programs that were designed to meet the unique needs of individual teachers. The mentors for each of this study's participants were chosen differently at different schools. Some were assigned, some had volunteered, but none were given any formal training or directions. Huling-Austin (1990) declares that mentors need to

receive training and should be compensated in some manner. These mentors were neither paid nor given other compensations for spending their time with the interns.

With designated assistance provided, Odell (1989) believes that first year teachers' concerns are more likely to be about instructional ideas, as opposed to focusing on discipline. The interns in this study varied. Krista focused on discipline throughout the year, while Renee had to deal with her mentor and handling him. Both of these women did work on instructional ideas, but that had to come second. Renee, in discussing her style, stated that "I really don't think that I took too much from my mentoring teacher. He was big on discipline . . . and I took some things from that." All of the others did move on to instructional ideas, but also felt discipline was still an area of concern. Cleveland talked about "My teaching is real life activities, how to act responsible . . . to give them a guideline." Isaac worked on "teaching them ways where they can be self learners, how to make concerned decisions . . . we should facilitate things." JJ emphasized "being a productive citizen." But Cleveland does realize "I can see how yes, we need discipline."

Student Teachers

Knowledge

In the area of knowledge necessary to be a teacher, Haberman (1995) lists the five sources available as (a) theory of

learning and development, (b) expert opinion, (c) research, (d) experiences of self and other teachers, and (e) common sense and folklore. He declares that the most common one in usage is the experiential one. Tom said that his idea of what a teacher does came from "the teachers I had." Renee felt that her ideas came from "two teachers I had in high school." Also, both of these people had mothers who were teachers. Larry felt he learned a lot from the two mentors he had at his second school, "who are extremely competent." Krista mentioned, "take the advice of someone who knows what they are doing." Cleveland's ideas were the negative side of this for he remembered that "I didn't like the way it [education] was presented." He tried to keep in mind "what I was like when I was that age." He also believed that he would have been better served to have had the internship experience first, and then to have returned to the university to discuss theories for "that whole theory thing with out any application is worthless."

Borko (1989) discusses four patterns that she notes in learning to teach, those of having adequate content area preparation because learning it later is too taxing, successful core skills of planning and evaluation, how to use a textbook, and how the mentoring teacher and the university supervisor influence the student teacher. The study participants also discussed these areas. Krista had noted that "it is such a lot to learn how to relate to them [pupils], just as exhausting, plus to learn content areas on top of that, is out of hand."

As to planning, Cleveland said that "I knew where I had to be by the end of the year. . . . I knew what I wanted to do and I did it. But as far as evaluation he was uncertain, "I don't know, am I expecting too much?" Renee stated that "I feel like I'm going to have to have tests, but as something to add to the test grade, I think they'll accept that [portfolio assessment]."

Because this state was going to adopt a new textbook for the upcoming year, one of the interns' assignments for a university class had been to look at the new textbooks that were up for possible adoption. Copies of these were available in all of the schools. Consequently, many of them did as Renee said, "we read textbooks a lot because we are getting ready to adopt a new textbook. I did get a couple of activities that I transferred into my class." Using a textbook did not seem to distress many of them, and most of them did have a text that they followed. However, Marilyn knew that her mentor did not use one at all. She had not been advised how to use one, and did not do so to any great extent. She did state that "textbooks really have got a clue as to what they're [the students] doing and where they are at." At JJ's school the social studies department taught history by using themes. He believed that "there are different ways they can learn. So therefore I need to expose them to as many ways as possible." He stated that "there is a lot more than what is in the textbook."

Borko believed that the mentoring teacher usually lacked the expertise to be a good teacher educator. None of these interns

had mentors who had received any training. Some of the mentors were better at it than others, but all of them seemed to have different ideas as to what their job encompassed. Many had expressed to the researcher their happiness at not having to give the interns a grade or a written evaluation.

Preservice Beliefs and Attitudes

Schempp and Graber (1992) and McNamara (1995) contend that significant others influence how student teachers perceive their status as well as their occupational roles. Three of the interns in this study, namely Larry, Isaac, and Marilyn, chose teaching first as a career. Larry stated, "Education is a high priority in my family." Isaac noted that "we have always been instilled with a great respect for education." However, he also noted that "my parents said 'we respect educators in this family but society doesn't' and had tried to dissuade him from his choice. Marilyn said, "As long as I can remember, I've wanted to be a teacher." She talked about her mother being in education, for she was a teacher's aide. Three other study participants also had relatives who taught. Tom's mother was an art teacher and his sister taught elementary, as did Renee's mother, and Krista's mother. Krista's father was a college professor. All of these spoke about their parents' careers in positive terms. Renee felt that she had gotten her job expectations from different sources but her mother was who she mentioned first, "I guess working with my

mom at the elementary school, I saw . . . how things were going along."

The five other participants chose teaching second after trying another career, like JJ with banking, Krista with modeling, and Cleveland with the fishing industry, or another major in college, for Renee had been in premed and Tom began in computer science. In all of these cases, teaching was seen as a positive step. Krista remarked, "It felt like a comfortable thing, because of my parents." Cleveland stated that it was a good choice for him, "because I like being around people . . . but I don't want to be in a situation where you have to compete against other business people."

Carter (1990) believes that these preservice beliefs act as filters through which the novices sift their understandings of the classroom. Larry discussed a former high school teacher who had influenced him. "Whenever something went wrong, I would say 'what would Mr. C. do?' and try to decide how he would handle it." JJ brought up "I had teachers from high school that I can remember, where I, if I really enjoyed a class, I felt like I learned more stuff." Consequently, his idea of what he wanted to do was "make it enjoyable for them." He viewed his mentor as "her bottom line is to teach history, whether they like it or not."

Callahan (1980) believes that student teachers perceive their training as only slightly effective in helping them to be a good teacher. Tom noted that "you can't really prepare until you are in the classroom." Cleveland felt that many of his university

classes were "change the world ideas" or as Marilyn said, "abstract." However, JJ described the university as "state of the art" and Renee said that she tried to "often incorporate different things that I have learned from here at the university."

Development

Fuller and Bown(1975) describe the three stages that preservice teachers experience as the survival stage, the task stage and finally the pupil concern stage. Novices begin in the survival stage with a concern for themselves and how they are viewed by the children as well as supervisors. Renee talked about how the students questioned her after her first formal evaluation, "I couldn't get down the hall the next morning for them wanting to know how I did." Krista mentioned that "in the very beginning, I was very uncomfortable to be in this leadership position."

The second stage, when concerns about the task emerge, involves having too many duties and not enough time to do what is necessary. Isaac noted "that we spent our planning periods doing tardy forms." Cleveland stated "the administrators have all this paperwork and they try to pawn off much of the trivial paperwork onto the teachers."

The third stage, pupil concerns, is where novices begin to wonder if they are doing their best for the students in their classes. Cleveland talked about his testing and "it's not about that [the percentage grade], it's are they improving, are they getting the point?" JJ discussed "when I could see them learn something."

Renee felt that the best part was "that the kids really did remember things that I had taught them."

Community

Eisenhart, Behm and Romagnano (1991) discuss that student teaching is like a "rite of passage." The newcomer is isolated from the situations where he felt comfortable, goes through initiation type of activities, and then joins the group of adults as a full-fledged member of the culture. Some of these study participants began the experience with apparent trepidation, like Cleveland's "I don't know where I stand." Larry went to his second school where "I don't know many people" and had felt "very lonely here at times." JJ said "I was unsure the first week, but everyone went out of their way to be friendly with me." Krista, however, felt from the beginning like "I find people I am more like than any other group I've been a part of." Marilyn felt that "at the beginning of the year I was very quiet . . . but towards the end of the year we were having a good time . . . I had gotten to know them real well."

Turner(1987) discusses a liminal period, an in-between stage of not being a student anymore, nor yet a full-fledged teacher. Isaac talked about being in a "nether world" when describing interactions with fellow staff members. However, by the end of the experience most of the interns felt that the other teachers "accepted me" as Cleveland said, "as a good teacher [to hire]." Krista described her experience at the beginning as "they

[the students] don't see me as being as important as the other teachers." Again, by the end of the experience most also felt the students viewed them as the real teacher. Isaac described it as "As far as they are concerned I'm their teacher."

When asked to describe the cultures of their different schools many, especially Krista, Tom, JJ, Renee, and Marilyn, found them similar to their own previous school environments. Sikkema and Niyekawa-Howard (1977) state that it is hard to develop a clear awareness of one's own culture because it is so familiar. Krista put it this way, "I think I'm not even aware of the culture surrounding me. I'm so completely immersed in it that I don't even recognize certain elements of it."

Hoy and Rees (1977) discuss how student teachers react to the environmental demands in each situation, and usually develop a more bureaucratic orientation by the end of their experience. Cleveland described part of the experience as "the practicality of it is that you do more paperwork than teaching." Many of the interns did not feel this could be eliminated, but wished it might. Many of them also expressed the idea that they had become more controlling, as Hoy and Woolfolk (1990) cites. Marilyn was definitely going to start her own classroom with "a strict teacher" and JJ talked about having more "guidelines and structure" for he had learned that "you need to set a strong example from the very beginning . . . and then you can ease back."

Schools versus University

Ryan (1970) feels that educators in teacher preparation programs tend to describe how they think schools *should* function. Student teachers quickly find out that most schools do not follow those ideals. Cleveland talked about "I can kind of see how far off some people [professors] really are" but he also acknowledged that some professors gave you "what you can use in your class." Renee also felt that "I thought, well, maybe I'll try this [different ideas] just to see, when I had the chance and sometimes it worked . . . like cooperative learning."

On the other hand, Zeichner and Tabachnick (1981) believe that although the theories taught are liberal, as Cleveland described them, "blah, blah, blah let's change the whole world," the actual experiences are still traditional. Most of my study participants did end up in schools that function as JJ said, "these people in the classrooms . . . are teaching what I was taught ten years ago" or as Larry remarked "traditional teaching, it's getting into a pattern of doing something for so long."

Power

According to Zeichner (1980), neophytes are not as malleable as some people portray them. McNamara (1995) agrees that many people in his research observations evidenced autonomy. Tom, in this study, chose to teach as he wanted, not as his mentor directed him. Renee also continued to try and do things as she wished. Isaac felt that at times he and his mentor "were

going to go loggerheads over a few things" but he also stated that "I still like to have a bit of what I consider proper classroom decorum," which he had learned after "having my parents as my parents and maybe where I went to school." When not given any specific direction, as Cleveland and Marilyn were not, then the interns could choose whatever they wished, but within bounds. Cleveland said, "they[mentoring teachers] kind of say, well you can't do this because it will get you in trouble."

Inquiry orientation

Johnston (1992) believes that there is not much experiential processing by student teachers and Zeichner and Tabachnick (1981) note that student teachers are not asked to consider what they are doing and why. For the most part, that seemed to be the case for these study participants during the latter part of the internship. At that time, they did not have a class at the university, where they might have time to question and discuss their actions or practices that they had seen at their intern school. They rarely saw other interns to confer about experiences. However, during the first semester Cleveland had said that one of his classes had been "stuff you could use and reflections and that is kind of relevant to what we were doing."

Renee remarked once that her mentor would not let her "try to do something on my own and explore, even if I did fail, to let me learn from my mistakes." McWilliams (1995) notes that this lack of freedom to experiment with new ideas, even erroneous

ones, prohibits student teachers from processing information critically.

Larry discussed having his own theories of education, "which are solidifying as we speak" but he was one of the few. Johnston (1994) states that if students could understand their own theories of teaching, which Popkewitz (1987) says all student teachers have, then they could explore and develop others that could prove to be useful.

Summary

Individual accounts, how the study participants were similar and dissimilar, and how these interns might compare to other studies' participants who were interns as well, or first year teachers or student teachers have been presented. The interns' own viewpoints have been furnished, as expressed by their own statements. Various areas have been shown in which they were like each other as well as how they differed. The researcher has also attempted to compare them to other interns, first year teachers or student teachers by placing their comments or situations alongside information presented by other authors. This data presentation chapter leads naturally into the final chapter, where there will be a discussion of the data, a summary, some conclusions, and finally some recommendations for further study.

Chapter V

DISCUSSION

Introduction

The purpose of this study has been to gain an understanding of the interns' perceptions of their interning experience. In the preceding chapter, using the interns' own words, some of those viewpoints have been portrayed. In this final chapter, there is a discussion of these perspectives as well as the interactions that occurred based upon them. This is presented in an outlining of the participants in relationship to the others in the study along with a comparison to other interns, first year teachers or student teachers.

Although this first section has some conclusionary references, it is followed by some general intern conclusions about the internship and how it has worked as a transition into teaching. Then there are some of the researcher's interpretations of these same topics. This is followed by recommendations for further areas of interest that this study has suggested. Lastly, there is a closing summary.

Comparisons in the Same Study

Differences

The interns' individual differences come as a result of their unique personalities, their particular approaches to life, their previous experiences and the different schools in which they worked. Although Table 4-1 on page 85 describes some basic differences like age and gender, and Table 4-3 on page 129 describes the differences that the interns expressed about (a) the culture of the school, (b) subject matter preparation, (c) the teacher's lounge, (d) utility of university classes, and (e) the worst problem they faced, they also had other distinct factors that were influential.

For example, individual differences could be seen in their statements about their own overall knowledge capabilities. Isaac and Larry both viewed their learning proficiencies as exceptional and proceeded to focus on other areas. Perhaps because Larry had two experiences in different schools with three very divergent mentors, he focused on what was the best ways that he could teach and how he could find the many materials he wanted to use. Isaac's main mentor forced him to deal with lesson plans, unit plans, internal paperwork for counselors, and other bureaucratic necessities.

Unlike Larry and Isaac, JJ felt insecure about his depth of subject knowledge. He continuously worked at gaining more

information as well as searching for better and different ways to do things. He actively sought help from his mentor, other teachers and his supervisor about how he was proceeding. Perhaps his having had a previous career led to his wanting this one to be successful. He was determined that he would be a good teacher.

Like Cleveland and Larry and Isaac, JJ was an extrovert who liked the constant interchanges that he had with the students in his classes. The other four study participants were much more introverted in their interpersonal exchanges.

Because the social studies teachers in JJ's and Marilyn's school taught using themes, they had a different experience than all of the others who proceeded through the textbooks, using a chronological approach to teaching history.

In fact, all of the high school interns had a somewhat different experience from those working in the middle schools because all of the high school staffs were using block scheduling. This meant that the high school interns got to work with their mentor in one 90 minute class in the fall, of which they eventually took charge. However, they got to reteach that same class all on their own, with a new set of students, beginning the second semester. They also got to do an entirely new subject as well. For example, JJ taught American History in the fall with his mentor, then taught American History with a different group of students in the spring, along with a government class.

On the other hand, the middle school interns had 45 minute periods in a daily schedule which ran for the entire school year.

They worked with the mentor in one class the first semester, which they eventually took over. Then throughout the year, they took over two other classes that the same mentor had. For instance, Renee taught one class of 7th grade social studies from October through the remainder of the year. She also taught two other sections of 7th grade social studies which she picked up in January and March respectively.

Cleveland's differences perhaps came about because he had experienced many different work situations, and tried to apply his previous learning to his teaching. "I just took what I would do normally if I were to run something at home or if I were running a business and just kind of put that in the classroom." He was married with two young daughters, whom he picked up and dropped off at daycare. He had asked for an internship school on the west side of town because that was where his children were. He had learned responsibility from the way he was raised, for he said, "I worked basically since I was 14 years old."

Tom, the other male intern who was married, had also worked previously. However, this had been in fast-food establishments on a part-time basis and never a full-time position. Tom seemed to have difficulty in sticking with his decisions. This was the second time he had dropped out of school. However, he did return to the university both times.

All of the females had seen at least one of their parents succeed in the area of education. Given the individual situations into which these females entered, all three had emerged with

different outlooks. Krista was going to immediately pursue taking courses in elementary education. Renee was also interested in her elementary certificate, but only to make her more marketable. Marilyn wanted to stay in middle or high school, but needed some time off before teaching in the fall. Renee was the only female who was married. Perhaps this contributed to her having a different outlook. The other two females continued to live with their parents, so their support systems were different.

Similarities

It is obvious that all of these interns shared some characteristics. Originally they were all interested in teaching social studies in either high schools or middle schools. They were all within the same program in the same time frame. Consequently they had some similar experiences in preparation, as well as some of the same college professors and the same university supervisor for their internship. Huberman (1989) talks about "cohort" influences which might have some bearing in this case.

The five previously mentioned similarities, as noted on Table 4-2 on page 122, are (a) their views of discipline, (b) paperwork, (c) the most satisfying aspect, (d) their mentor(s) and, (e) the internship itself. These resemblances are perhaps the results of many factors. One such determinant could be that discipline, paperwork, and the satisfactory relationships with

students are all common elements of working in any school. For interns, who are close in age particularly to their high school students, discipline is perhaps more of a major concern than it is to veteran teachers. However, discipline is always a subject that teachers must confront. Hoy and Woolfolk (1990) suggest that this is due to the fact that attendance is compulsory. Most teachers, like the interns, have to develop their own theories and manners of handling the question of student discipline.

Paperwork falls within this same framework. All teachers have to deal with the bureaucratic processes that seem to have become a part of daily life. Although some of the interns in this study had to deal with particular policies about absentee students' work and how to make up that which was missed in a timely, but equitable fashion, there is always the everyday type of paperwork that exists. Turning in grades, filling out progress reports, doing attendance, creating make-up work, and sending letters about upcoming activities are all tasks that every teacher must handle.

The third aspect mentioned in similarities, the most satisfying aspect of the job, is one that many experienced teachers also acknowledge as their favorite. Various teachers do enjoy their students and help them to have an educational experience that is beneficial in emotional and social as well as cognitive aspects. It is to be hoped that this remains a satisfying aspect for the interns.

Mentors were very important in all of their lives, whether for a positive or a negative reason. Partly this is due to the fact

that they spend an inordinate amount of time with these people for nine months. Even mentors like Cleveland's and Isaac's who just let these two men go on their own, still had input when needed. Also, the interns all began their internship sitting in these people's classes and observing their habits. Is it a coincidence that Krista ended up overly concerned about discipline? Her mentor was. Isaac and his "Martha Stewart" shared many teaching ideas. Larry benefited from having three different people who showed him a variety of approaches.

The mentor-intern relationship is one of the most important aspects of the internship. Depending upon the approach chosen by the mentor as to what and how much input he or she wishes to have, the intern responds. The interns in this study had mentors who ranged along a continuum from totally "hands-off, call me only if you need me," to being in the background and available for consultation, to a foreground model but non-intervention role, to wanting to direct everything.

Along with the five mentioned similarities among all members, there was another similarity among the females in this study. They appeared to be more reticent, more retiring and not as authoritative as any of the males. Consequently, some of the females' discipline problems seemed to stem from this outward behavior. Renee discussed this idea with the researcher. She felt that women experience more discipline problems than men do. During the focus group discussion all of the other interns agreed with this synopsis. Cleveland's suggestion as to a solution to this

problem was that all of the women needed "to get tattoos, just for a week!"

Comparisons to Other Studies' Interns

The interns in this study were similar in some aspects to others in intern studies. They mostly did view their preparation in a favorable manner as Andrew (1990) suggests. However, they were split equally on whether their education coursework had been applicable or not. Andrew states that most interns seem to feel it is useful.

The financial situation caused some stress, as Boser (1990) indicates. However, this was dependent upon whether the interns were facing this situation on their own, or had support from parents or spouses.

The interns agree with Silvernail and Costello (1983) who find that the extensive program seemed to help reduce the anxieties about having their first job. For Krista, who had a very difficult time adjusting, the long time frame perhaps helped because she indicated that "within the last couple of months, I feel like I know the kids better."

However, Silvernail and Costello also said that the types of concerns that novices have about teaching is not affected by the preservice program. However, this is not true of all of this study's participants. Krista's problems with discipline were not what she was expecting prior to the internship. However, she will face her first teaching position wondering about this area. Larry also had

come to be more interested in finding a wide variety of materials and techniques to try, which was not a prior regard. He said that "I used to be from that school that said the ability of the teacher outweighed the knowledge of the curriculum, but that is not true."

Comparisons to First Year Teacher Studies' Participants

Descriptive

There are areas where the interns in this study were similar to first year teachers. Pellicer and Anderson (1995) talk about how first year teachers, after having gained some experience, become advanced beginners who might have some insecurities but are gaining confidence. This seems to apply to these participants. They all had accumulated some knowledge about how to face common classroom problems and felt more assured in doing so.

Huberman (1989) described career development as a process. He designates a stabilization stage, after the original stage of self-survival, which leads to professional surety. Five out of the seven interns who finished the internship appeared to be into this stabilization stage. Only Krista and Marilyn still seemed to be unsure.

These interns did not seem to share all of the eight most frequently listed concerns that Veenman (1984) describes first year teachers having. Although the interns did talk about (a)

classroom discipline, (b) motivating students, (c) dealing with individual differences as well as (d) individual students, (e) assessing student's work, and (f) organization, they did not talk about (g) parents unless asked and they did not seem to have (h) insufficient materials.

In fact, there was a lack of discussion about parents. The middle school interns did seem to deal with parents on a more regular basis, but did not see it as a concern. Krista, Renee and Larry all dealt with the parents in an easy manner. Renee commented, "After I started putting the grades on the report cards and having to talk to the parents, I felt comfortable talking to them." The high school interns rarely talked to parents at all.

Induction

The interns are very similar to first year teachers who have induction programs. The purposes of the induction programs that Tisher (1984) outlines seem to match those of the internship. Professionals in both programs want the novices involved to expand their knowledge about school systems and how they operate, to increase their awareness of the task complexity, to acquire coping skills, to be aware of support systems available to them, and finally to apply knowledge they already possess.

Huling-Austin (1990) discusses how mentoring programs fit into induction. Her view is that mentors, if inappropriately chosen, do not benefit the beginning teacher. Cleveland agrees and

suggests that the university staff needs to try to "match the mentoring teacher with an intern who he will get along with." Huling-Austin also suggests that mentors must be willing to do the job and be able to explain why and how things work as they do. She proposes that mentors should receive training as well as compensation of different types.

Comparisons to Student Teacher Studies' Participants

Knowledge

The four areas that Borko (1989) mentions are all important to these interns. Borko discusses (a) content knowledge, (b) the cognitive skills for planning, content, presentation and evaluation, (c) textbook use expertise, and (d) the cooperating teacher and university supervisor. All of these areas played a role in the internship experience as well. Content knowledge was of importance, especially if the intern felt he or she needed more. They all discussed and accepted as necessary the daily cognitive skills of how to plan, what to include, how they wished to present the information and how to evaluate it. They all used textbooks to some extent and admitted that they had not had any training in how to do so, but most did not feel that they needed any.

The university supervisory role was one that the interns discussed at the end, when the researcher no longer was their supervisor. They all felt that they had gotten assistance, but with

differing aspects of the internship. Some had gotten help with various problem areas that they encountered. For both Isaac and Cleveland, who had confrontations with department heads, the supervisor was available for them to talk out their frustrations. She could aid them in finding some ideas of how to work within the situation. Isaac said that the supervisor was "a shoulder to cry on." Cleveland believed that she was "helpful" and "realistic."

The supervisor was someone who could approach these department heads or teachers as an equal and act as a go-between. This was true for Renee in particular. Because the supervisor was not part of the regular school staff, but aware of Renee's mentoring difficulties, she was someone with whom Renee could freely discuss her feelings, with no repercussions. The supervisor could talk to the principal more freely than Renee could, and she did. Renee commented that the supervisor had "helped me so much."

The supervisor did not give them "overbearing things to do" as Cleveland stated. Marilyn mentioned interns she knew who had to turn in weekly journals, but felt "teachers don't do that and I don't want to do that either."

JJ stated that just "having the supervisor in there helped." She was someone who always gave him immediate feedback about his classes and concerns. JJ stated that she helped by giving him ideas of how to do different things and suggestions of different ways to approach the material. JJ was more receptive to these suggestions than some of the others, like Cleveland and

Larry, who were more sure of their own resources. Borko(1989) says that the university supervisors should be educators rather than assessors. These study participants' supervisor tried to be an educator, but was also required to be an assessor.

Preservice Beliefs

The interns came to the experience with many beliefs and attitudes that shaped how they performed. Carter (1990) describes these beliefs as filters which preservice people use continuously. In fact, how can it be otherwise? As Larry stated, "You only are your experiences."

For the interns in this study, like the student teachers in McNamara's (1995) work, significant others are very important in how they see themselves. Many of these study participants had family members who were involved in public education. Many were influenced by previous teachers.

The interns in this study also appear to be similar to the student teachers in Feiman-Nemser and Remillard's (1996) study. They did not appear to change their perspectives about teaching unless the alternatives were presented in a plausible way. Isaac and Cleveland in particular were very certain of how they viewed teaching at the beginning of the experience. They did not change their points of view easily.

Lanier and Little (1986) seem to be accurate in their standpoint that the field experiences' value is dependent on the

prospective teacher's being prepared to learn from it. Tom's statements make one think that he was perhaps not open to learning and therefore did not value his encounters. JJ, however, wanted and benefited from his experiences.

University versus School

Hoy (1967) discusses the double socialization process that occurs, with the first being that of college preparation, then a different one that happens in the "real" teaching world. Fuller and Bown (1975) also describe a difference between these two times. The interns in this study were divided upon this issue. Cleveland felt that the university dealt with "change the world" theories, for the most part, and not hands-on materials and ideas that he needed and wanted. However, he did praise professors who had given him things he could use in his own classroom. Krista also did not feel that she had been given much at the university that she could use. Larry stated that interns should have been given more workable theories, about how to handle parents, classroom management, and mainstreaming. On the other side of this, Marilyn, Isaac, and Renee felt that many of the ideas that they tried and applied came from the university, which JJ described as "state of the art."

Power

Zeichner(1980) discusses the idea of power in the novice's relationship with the university as well as with the cooperating school. He states that neophytes often exert their own capabilities into the situations they encounter. This seems to be true of the interns in this study. In relationship to the university, many of the interns did use ideas that they had acquired at their institution. However, they did not view those ideas and the professors as the final authority on any of their questions. Renee discussed thinking that some of the things she had heard about in her classes would "never, ever, ever work." She determined which ones she would try in her own classroom.

Nevertheless, the interns did realize that there were certain functions that they had to perform. Even though many of these interns objected to taking classes during the fall semester, they still did as directed. They still did action research projects and filled out blue books that indicated how they had filled the requirements of the internship.

In relationship to their work in the schools, their own autonomy was evident as McNamara (1995) notes. Even though Tom indicated that he was concerned that his mentor did not like what he was doing, he continued to direct his classes as he wanted. Cleveland attempted to deal with his department head on his own, until she brought others into the situation. Even Renee, who was less assertive than either Cleveland or Tom, did still try to shape her own experience. It is as Zeichner and Gore (1990)

indicate, teachers influence as they are being influenced. It seems obvious that many of the mentors of all of these interns have in some way had to rethink or reshape what they were doing as a result of having had an intern in their classroom.

Inquiry Orientation

Carter and Doyle (1989) believe that the curriculum in teacher education should provide occasions for student teachers to practice analysis and reflection from various perspectives. Johnston (1992) says that this does not happen often and McWilliams (1995) states that there should be freedom to experiment with new ideas, even if they are erroneous. The interns in this study did have some opportunities to try and analyze what was going on with themselves and to reflect, but they could have used more. Cleveland mentions that reflections were part of one class that he had in the fall semester. The supervisor attempted in her conversations, that were held after every observation, to get the interns to decide what had gone on in this classtime and why and to critique their own lessons.

Renee mentions that her mentoring teacher would not give her the freedom to try new things and to find out on her own what might work or not. Krista and Isaac had mentors with similar actions. In fairness, one could say that these mentors were worried for the pupils in their classes. Fox (1992) suggests that if teacher candidates could have opportunities, through their

teacher education programs, to discuss these problems and how they are coping they would be better able to deal with them. Fox feels that a learning community atmosphere would better serve the novices.

Cultural Considerations and Socialization

Because there are two areas in student teacher studies and first year studies that are very similar, they are discussed here together. These are cultural considerations in student teaching and socialization in first year teaching, along with development in both areas.

The internship, like White (1989) describes student teaching, seems to be a transitional stage in education. The schools are cultures (Fox, 1992; Hamilton & Richardson, 1995) in which the interns came to be participants. By the end of their experience all of these study participants fit comfortably into their school's culture and usually described it in pleasant terms. As to Fox's (1992) idea that the different cultures in the school, those of the pupils in particular, can provide opposing views for the novices, this seems to be evident in this study. Fuller and Bown (1975) state that initially student teachers tend to identify with the pupils' culture. The interns in this study also tended to perceive themselves aligned with the students many times. When asked in the end focus group setting if they believed that they identified initially with the pupils' culture then gradually changed to the

teachers', most of the male interns still felt they did not find themselves fitting easily into the teacher frame.

Gehrke (1981) says that individual teachers relate selectively to different reference groups, their students, their peers or the authorities. She says novices seek out the group that is giving them optimum security. The male interns in this study may have felt more secure with the students.

Pataniczek and Isaacson (1981) say that new teachers usually get the worst job assignments. This did not happen with the interns. They were given some of the better positions, with classes that had less disruptive students who were usually more motivated to learn. Pataniczek and Isaacson also found that most experienced teachers felt the new teachers should not get any extra help, preparation time, or a reduced teacher load. This also did not happen for the interns. They were given extra help whenever needed, and did begin the year with less of a teaching load and consequently more preparation time. By the end they did have the same preparation time and same teaching load as the other staff. So in this aspect, they were better cared for than first year teachers.

Development

Fuller and Bown (1975) are cited in both student teaching and first year teacher literature. Their three stages of development and change, namely (a) self concerns, (b) teaching

situation concerns, and (c) pupil concerns, were initially ascribed to preservice people. Adams (1982) finds that these stages go on into the first year of teaching. The interns in this study do seem to fit into these areas. Krista seems to have stayed mainly within the first stage. Renee remained in the first, due to her mentor situation, but was slowly moving into the second. On the surface, Marilyn seemed to be into the second phase as did JJ. Isaac and Larry seemed to be further along and moving out of the situational concerns into pupil orientation, while Cleveland was into the final stage.

Although Fuller and Bown's ideas seem to apply to these interns, the researcher also believes that the overall psychological and social developmental stage of each intern played an integral part in how they were adapting to their situations. When these interns were more flexible, more tolerant, and more adaptable, as Burden (1990) describes advanced stages in adult development, they progressed through their situations with less problems. This coincides with Thies-Sprinthall and Sprinthall's (1987) assessments that more effective classroom teachers have been assessed as having the characteristics of versatility, equanimity and adaptability.

Gehrke's (1991) phases of newcomer behaviors were evident in the interns to some extent. The interns did seem to have a beginning lack of reflectivity because of so many new events happening. In some cases, like Renee and Krista, this did lead to disillusionment or disorganization. But that was not

something that one could see in Cleveland or Larry. Also, none of the interns began to exploit others or to be non-involved, as Gehrke describes the next phase. They seemed to have skipped that and moved on to her next phase, that of adapting to some extent and becoming involved in their new experiences.

The interns seemed to agree with Feiman and Floden (1980) who say that these beginning teachers first need pragmatic ideas, then individualized classroom aid, and lastly greater depth for their work with the students. This seems to be in accordance with Fuller and Bown's concern schema. Krista needed systematic ideas on how to deal with the discipline, which impacted her self concerns. Renee required different ways to approach her mentor. JJ and Marilyn were looking for things to try in their classrooms. Isaac, Larry, and Cleveland questioned their philosophies and were searching for what was best for the pupils.

Conclusions

The preceding section offers some conclusions about how interns were similar yet different within the same study, and how they are similar yet different when compared to other researchers' information about interns, student teachers and first year teachers. This section here offers some interns' conclusions as well as some final ideas offered by the researcher.

Interns' Conclusions

The interns' major perception of the internship is that overall it has been a positive experience for them. There have been many hurdles to overcome, but that is true of most new ventures. Even for those who experienced the most difficult situations, they still believed they had gained much. Krista realized she needed to pursue elementary education, but felt that having worked in a middle school for a year gave her invaluable insight. Renee learned how to assert herself. JJ recognized that he might have to deal with difficult individuals at times, but that he could manage it.

Although JJ thought that the time frame was a little too long, the others believed that working an entire school year was beneficial. They all agreed that they had experienced many things which would enable them to face their first year as inservice teachers in a more calm manner.

This factor led the interns to express their beliefs that the internship is a better transition into teaching for the preservice person than student teaching, because it does allow for a longer and better involvement in the preliminary stages of the career. The interns agreed that they had a wide range of experiences on which to draw when they would begin to work in their own classroom. This scope contributed to the feeling that they all expressed about being comfortable and ready to enter their own first classroom. They have been given time to work through the

early stages of preservice and inservice work as described by Adams (1980) in a more nurturing atmosphere than many first year teachers have on their own.

The major deficiency of the internship, as expressed by the interns, was the financial aspect. Having a full-time job at their school made it very difficult to work on a part-time basis. Having to pay tuition and live for nine months without any income was a hardship that was eased only by help from family members. Because the researcher believes, like Tisher (1984), that the personal and the professional are linked, this burden had to impact some of the study participants. To what degree is difficult to determine. Marilyn's need for time off before continuing with her coursework over the summer may have been largely influenced by the fact that she had a job throughout the internship. The financial aspects of a year long internship do make this element more difficult than it would be for student teachers.

Researcher's Conclusions

Interns are very similar to student teachers in the themes that run throughout the literature. These participants also discussed content area knowledge, held certain preservice beliefs, were involved in a culture, wondered about the university's theories as opposed to some school realities, and pondered the idea of power.

However, there was a major difference with the high school interns in relationship to student teachers. All of the interns in the high schools were able to have one class that was totally their own. They did not have to take over a class that a mentor had begun. They were with these students from the beginning of the class to the end and were totally responsible for it, like any other teacher in the school. Unfortunately for the middle school interns this was not true. They always took over a class that their mentor had previously taught, which is what most student teachers do.

These interns are like first year teachers due to the year time frame, the socialization aspect, and their development. They are similar to first year teachers who do have induction programs. However, they are unlike first year teachers in the daily time frame because they begin the year with only being in their schools for half days with the other half spent at the university. They also differ in the aspect that they have a support system, both in their schools and with the university, designed to supply help whenever they need it. This is usually not the case for many first year teachers. They also differ in that they were not paid for this work, which might contribute to attitudinal differences from first year teachers.

Each of the study participants is an individual. Each one came to the internship from a different perspective, with different expectations as to how things would proceed, determined in large part by their individual personalities and previous events in their lives.

They all entered the internship expecting that it was going to be a positive experience which would prepare them for their chosen career. Britzman (1991) states that student teachers bring to their teacher education experience a search for a blueprint on how to teach. They know what they wish to construct, because they are quite familiar with the teacher's role. However, they are looking for distinctive arrangements. None of these participants indicated any initial doubts as to what a teacher's function was. By the end of their experience, they had sketched in the rooms that made up their singular houses.

Separately then, there are individual designs. Cleveland Brown is a mature person, fully prepared for his own classroom. He is confident and capable. Although he feels his subject area knowledge is "enough," he never seems to doubt that he has the essential intelligence to handle the material. He just does what he believes is necessary. His loose planning system allows him to work toward a goal in an indirect manner, but he still knows where he wishes to finish. He works well with students who have different maturity and intellectual levels. He appears to be in the third stage of development that Fuller and Bown (1975) describe. He is past the stage of worrying about self survival, as well as that of task anxieties. His concern is for the students within his classroom, and whether he is doing what is best for them.

Isaac Goldman was another individual whom the researcher viewed as moving past the first level of concerns about self, but perhaps as still being in the second stage of worrying about

having too many duties and not enough time to do everything that must be done. Nevertheless, this possibly could be ascribed to his personality, which he described as "methodical" for he "liked to have things in order." He came to realize that being organized and keeping up with the paperwork required much of his time.

Isaac seemed to fit into Burden's (1986) description of people in advanced stages of ego development, who are described as more tolerant and adaptable. He seemed to be able to endure ambiguity. However, the internship situation overall tends to cause the interns to feel very unsettled in the beginning, as described by White (1989). They are in a liminal period (Turner, 1987) where strength of character, wanting to forge ahead and surety of purpose are at a low stage. But Isaac came out of this time rapidly, to become more certain as to his goals and what he would be doing as a teacher.

JJ exhibited less strengths in flexibility and adaptability than the first two mentioned interns had, but he seemed to be progressing in these areas. He had begun the internship with rather naive views of his profession, as did some of the other participants, but as time progressed he came to realize the complexities he faced daily. He was not extremely confident about his subject knowledge, but was attempting to alleviate that problem. He also needed better organizational skills. However, his genuine caring for the students in his classes was his strong point. He wanted to do all that he could do to improve so that his pupils

could benefit from his expertise. His capabilities in the other areas will improve with time and experience.

Krista Jones rarely made it past her main concern with discipline. Although she did talk about problems concerning speaking in front of a group and not having enough knowledge, this tied into her fears about discipline. She believed that if she had a firm grasp on the necessary knowledge she would be able to speak in such a manner that would not allow the students to become disruptive. Because of this discipline concern, she could not seem to move on to thinking about many other areas for very long. She said that only at the end was she "starting to try more theory. . . . I think the reason I didn't was because I was nervous about relating to them." She seemed to remain inflexible in her picture of how she was supposed to act, which was reinforced by her mentor and his uncompromising views of discipline. Perhaps her nonconfrontational personality in combination with her general anxiety over the discipline combined to create a situation she was happy to see end. Hopefully she made a wise choice in pursuing elementary education, but she may see more discipline problems there than she anticipates. However, she may be better prepared to handle them.

Larry Land was an intern who had a good idea of what he was doing and where he was going. He did not seem to worry about his personal status. He was intent on making certain that he had the materials and the methods he wanted to help him to do his job. He had thought about what his position was and meant

and how he wanted to pursue those ideas. He felt very strongly about his mental capabilities and this perhaps made him comfortable throughout the experience. He was an extrovert who enjoyed his students and making sure that he could relate to them. He saw them as more important than just teaching the information.

Marilyn Jefferson was difficult to discern. While she outwardly declared that things were going extremely well, for the students were "really good kids," the mentor was "really, really helpful," and the other teachers were "just wonderful people," underneath it all, she seemed very unsure. With her, the researcher felt that many times she said what she thought the researcher wanted to hear. During conversations she would make convoluted statements that started at one end of the spectrum, but ended at the other. For example, in discussing her use of a textbook, she said, "I never opened the textbook and neither did the kids." But two statements later she said, "I used it more than my mentoring teacher did. There were times I would say 'you need to read this chapter in the book. We are going to have a test over this.'" It would appear that she still has much to learn.

Renee Barnhouse exhibited the same reticent, nondirective, easy-going manner that the other two females also suggested. She, like Krista, had major troubles in one area, on which she focused. For Renee, her major problem was her mentor. His unwavering determination of what she should be doing caused her, as well as her supervisor, much consternation. So although

this could be viewed as Renee never progressing past the stage of self concerns, the situation prevented her from moving forward very easily. In one aspect, she did seem to change toward a more forthright determination to get some of the experiences she believed she needed. She, like Krista, was well aware of her problems with discipline. However, unlike Krista, she did not focus on that. Again, the situation and personalities involved seem to have determined how the intern and the internship progressed.

Although the researcher knew Tom Smith for the entire time and interviewed him again at the end of the internship, she did spend less time with him because he stopped the internship after two months. Consequently, the researcher visited and talked with the other interns much more frequently than she did with him. When the researcher saw him in the classroom, he seemed to have a good rapport with the students and to be in charge. There were no obvious discipline problems. From the lessons that the researcher saw him direct, he also seemed to know his material. However, his statements give us a clear idea of how he viewed teaching during his short time at his school.

In conclusion, this researcher believes that people interested in preservice education should look to both the research on student teachers and first year teachers as contributing to an overall picture of the internship. However, due to the differences from each of those groups, the research on internships should continue, which is why the following recommendations are suggested.

Recommendations

In order to plan for preservice programs and experiences that might be the most helpful to having a good transition to the inservice experience, it is this researcher's recommendation that teacher educators need to have an in-depth look at the mentors and how they view the internship. We need to know their perspectives about having someone in their room for a whole year, about their training or lack of the same, how they are chosen to be mentors, and how they view their role. This researcher recommends that we explore ways to have training for them as well as reflection sessions available. Surely the interns are not the only ones who need to discuss what is happening in their classrooms.

As far as the interns are concerned, we need to research ways to help them finance the experience. These study participants suggested tuition waivers, help with room and board, or a stipend from the school district. They felt that something could and should be done.

This researcher also recommends that studies be done that could determine how yearlong reflection sessions, perhaps available on a weekly basis, could be made available to the interns. Teacher educators need to see how these sessions do affect the interns' ability to be more critically oriented.

Also, we can try to ascertain the effect on the interns, as well as the students, when an intern tries new methods that fail.

We also need to try to determine if interns understand their preservice beliefs, attitudes, and working theories. Teacher educators need to see if understanding all of this does affect the way interns conduct their classrooms.

Teacher educators need to know if interns could be helped by learning some of the ideas that are contained in studies on cross-cultural encounters as well as the cultural happenings that relate to transitional stages in people's lives. Perhaps some of the ideas within anthropological studies on how schools are cultures could help the interns in dealing with their having to enter a classroom where the teacher and the students have already set up and defined their parameters.

Another area to pursue is how does using case studies of interns' or student teachers' actual experiences before beginning the internship, as well as during the first semester's classes, affect the interns' behaviors. Larry had a good idea, similar to case studies, when he suggested that interns could use work with scenarios. We need to know if scenarios involving discipline problems, subject matter difficulties, or mentor relationship problems, to name a few, could help.

One final recommendation is to research how interns who have gone into their first year of teaching perceive that experience. It would be beneficial to teacher educators to find out if the internship has contributed to making the preservice to inservice transition more facile. The interns in this study felt prepared for their first job. However, some of them expressed

certain apprehensions about working in schools that might be very different from what they had experienced. We need to follow the next logical step.

Summary

This researcher has attempted to present the interns' perceptions of the internship because it is important for educators to realize how preservice people are working within the frameworks devised. These perceptions have been aligned within the group, as well as with other studies' participants, whether interns, student teachers or first year teachers. Also included are some of the researcher's personal viewpoints of the interns individually, as a group, and in relationship to other studies' participants.

The interns' conclusions about their actions as well as those of the researcher are included. Implications for further research are stated in hope that what has been presented here will help teacher educators as well as other preservice people to ponder the process and make it the best that it can be.

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APPENDICES

Appendix A

First Interview Questions

1. What do you think we mean by the word culture?

2. Tell me about your own cultural background.

3. Can you tell me about a time in your life when you felt like the "outsider" in a situation?

4. Tell me about a time when you experienced a different culture. What was that like for you? How did you feel when that occurred?

5. Can you think of a time when you saw people from two cultures meet and get along well or meet and not understand each other?

6. Describe the culture of the school you are working in.

7. Before interning, what were you expecting? Is the reality the same or different?

Appendix B

Second Interview Questions

1. Tell me how you chose teaching as a profession.

2. You have been an intern for a year now, can you tell me what stands out most in your mind about the experience?

3. How do you feel about the experience now as compared to the beginning?

4. Tell me about what you learned about teaching.

5. Tell me about changes you have undergone, if any.

6. Considering what you know now, what would you have done differently?

7. Tell me about your plans for the future.

Appendix C

Questions for Focus Group

1. Tell me the most important element of your experience. What had the most impact on you?

2. Compare your schools and your students.

3. What caused the most difficulty during your internship?

4. What was the most fun for you?

5. If any of you have acquaintances who have done student teaching compare their experiences to yours.

6. If any of you have acquaintances who are first teachers compare their experiences to yours.

7. How can the internship experience be improved?

Appendix D

INFORMED CONSENT FORM for Individual Interviews
Of Education Interns Participating in a
Qualitative Interview Study
about their Perceptions of the Internship

You have been asked to participate in a research project about interns and their perceptions of the internship. I will be asking you about your experiences with people from similar and different cultures and about your experiences as an intern in a public school classroom. I will audiotape our conversations so that I might listen to your story later. I will make transcriptions of the tape, which I will use as I analyze your story. The tapes will be destroyed upon transcription. The typed transcriptions will be destroyed upon completion of the project. The consent form will be kept locked in a filing cabinet for three years past the completion of the project.

I will be using this information as part of my Doctoral Dissertation.

I will be using notes from my observations and discussions that I have had with you during the course of your internship.

Throughout the research process I will use a pseudonym for you and for your school to protect your identity.

Your participation in this interview is voluntary. You may stop at any time without any penalty or hard feelings on my part.

Benefits to you, the participant, include the opportunity for reflection on your interning experience within the public schools in the surrounding areas. In addition, you may feel personally satisfied that you are adding to an important body of knowledge about teaching interns' perceptions of their experiences. You will have access to any printed form that this research may take and may gain knowledge about the teacher education field.

Risks to you as a student participant in this study are minimal. No physical or mental discomforts are foreseen for you.
Do you have any questions at this time for me?

Susan Beisel
216A Claxton University of Tennessee
Knoxville, TN 37996 (423) 974-8956

INFORMED CONSENT FORM for Individual Interviews
of Education Interns Participating in a
Qualitative Interview Study
about their Perceptions of the Internship

I have read the information above.

I understand that I will be audiotaped.

I understand that the tapes will be destroyed as will the transcriptions. The consent form will be destroyed after three years.

I understand that this information will be used as part of a Doctoral Dissertation.

I understand that the researcher will be using notes from observations and discussions that we have had.

I understand that my name will not be used nor the name of my school.

I understand that my participation is voluntary and that we can stop at any time.

I understand that I am participating in a research project about understandings of the internship. The information the researcher is gathering will be used to produce a final written analysis. I agree to participate in this project as it has been described.

_____ _____

name date

_____

signature

Susan Beisel
216A Claxton,
University of Tennessee
Knoxville, TN 37996 (423) 974-8956

Appendix E

INFORMED CONSENT FORM for Focus Group Interview
Of Education Interns Participating in a
Qualitative Interview Study
about their Perceptions of the Internship

You have been asked to participate in a research project about interns and their perceptions of the internship. I will be asking you about your experiences as an intern in a public school classroom. I will audiotape our conversations so that I might listen to your story later. I will make transcriptions of the tape, which I will use as I analyze your story. The tapes will be destroyed upon transcription. The typed transcriptions will be destroyed upon completion of the project. The consent form will be kept locked in a filing cabinet for three years past the completion of the project.

I will be using this information as part of my Doctoral Dissertation.

I will be using notes from my observations and discussions that I have had with you during the course of your internship.

Due to the nature of this group interview, confidentiality cannot be assured.

Your participation in this interview is voluntary. You may stop at any time without any penalty or hard feelings on my part.

Benefits to you, the participant, include the opportunity for reflection on your interning experience within the public schools in the surrounding areas. In addition, you may feel personally satisfied that you are adding to an important body of knowledge about teaching interns' perceptions of their experiences. You will have access to any printed form that this research may take and may gain knowledge about the teacher education field.

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INFORMED CONSENT FORM for Focus Group Interview
of Education Interns Participating in a
Qualitative Interview Study
about their Perceptions of the Internship

I have read the information above.

I understand that I will be audiotaped.

I understand that the tape will be destroyed as will the transcription. The consent form will be destroyed after three years.

I understand that this information will be used as part of a Doctoral Dissertation.

I understand that the researcher will be using notes from observations and discussions that we have had.

I understand that confidentiality cannot be assured in this group setting.

I understand that my participation is voluntary and that we can stop at any time.

I understand that I am participating in a research project about understandings of the internship. The information the researcher is gathering will be used to produce a final written analysis. I agree to participate in this project as it has been described.

_____ _____

name date

_____

signature

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VITA

Susan Beisel was born in Bellaire, Ohio on September 15, 1948. She attended public schools in the Switzerland of Ohio Local School District, Monroe County, Ohio. She graduated, as the class Valedictorian, from Beallsville High School in June, 1966. She entered Ohio State University during August of 1966 where in May, 1970 she received a Bachelor of Science degree in Elementary Education. She taught for twelve years in the Switzerland of Ohio Local School District at Powhatan and Beallsville Elementary schools. She then began to move around the world to teach in public and private schools. She taught in Pasadena, Texas and in Myrtle Beach, South Carolina, in the United States. She taught for seven years in Saudi Arabia at Khamis Mushayt and Udhailiyah. During this time she received her Master's degree from Trenton State College, Trenton, New Jersey, in 1993. She also taught for one year in Shekou, Peoples Republic of China. In August of 1994 she returned to the United States and enrolled at The University of Tennessee to pursue the Doctorate of Education in Education. The doctoral degree was received December, 1997.