

LIVED EXPERIENCES OF TWO PRE-SERVICE TEACHERS
FROM A MIDWESTERN RURAL UNIVERSITY DURING INTERNSHIPS

by

KEVIN L. SPLICHAL

B.A., Fort Hays State University, 1995

M.S., Fort Hays State University, 2004

Ed.S., Fort Hays State University, 2012

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

2015

Abstract

This phenomenological study explores the lived experiences of two elementary pre-service teachers in a Mid-western rural university in an attempt to heighten the quality and depth of those experiences as they pertain to pre-service teacher preparation prior to student teaching. The study analyzed the pre-service teachers' descriptions of their lived experiences in elementary schools during internship experiences and how those experiences contributed to their personal growth as educators. Flick's (2009) recommendations for phenomenological data analysis of personal journals and face-to-face interviews was used as a methodological framework for exploration of the two pre-service teachers' lived experiences while Van Manen's (1990) journal and interview methodologies were used for data collection. The findings were represented in thematic format and revealed transformational learning experiences for both participants. The six phenomenological themes captured the essences of teacher and student relationships and how classroom experiences contributed to personal learning opportunities for the pre-service teachers. Moreover, the findings of this study bolstered the necessity for pre-service teachers to reflect upon and evaluate interpersonal and intrapersonal lived experiences as they relate to the basic tenets of phenomenology in order to gain a fuller appreciation for how lived experiences of pre-service teachers, and their students, contribute to professional growth and improved decision-making skills. This study argues for a more attuned investigation of the basic tenets of phenomenology to increase student achievement through improved teacher and student relationships, and to enhance pre-service teachers' personal and professional learning.

Keywords: pre-service teachers, clinical based practices, internships, internship experiences, phenomenology, lived experiences

LIVED EXPERIENCES OF TWO PRE-SERVICE TEACHERS
FROM A MIDWESTERN RURAL UNIVERSITY DURING INTERNSHIPS

by

KEVIN L. SPLICHAL

B.A., Fort Hays State University, 1995
M.S., Fort Hays State University, 2004
Ed.S., Fort Hays State University, 2012

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2015

Approved by:

Major Professor
Dr. Debbie Mercer

Copyright

KEVIN L. SPLICHAL

2015

Abstract

This phenomenological study explores the lived experiences of two elementary pre-service teachers in a Mid-western rural university in an attempt to heighten the quality and depth of those experiences as they pertain to pre-service teacher preparation prior to student teaching. The study analyzed the pre-service teachers' descriptions of their lived experiences in elementary schools during internship experiences and how those experiences contributed to their personal growth as educators. Flick's (2009) recommendations for phenomenological data analysis of personal journals and face-to-face interviews was used as a methodological framework for exploration of the two pre-service teachers' lived experiences while Van Manen's (1990) journal and interview methodologies were used for data collection. The findings were represented in thematic format and revealed transformational learning experiences for both participants. The six phenomenological themes captured the essences of teacher and student relationships and how classroom experiences contributed to personal learning opportunities for the pre-service teachers. Moreover, the findings of this study bolstered the necessity for pre-service teachers to reflect upon and evaluate interpersonal and intrapersonal lived experiences as they relate to the basic tenets of phenomenology in order to gain a fuller appreciation for how lived experiences of pre-service teachers, and their students, contribute to professional growth and improved decision-making skills. This study argues for a more attuned investigation of the basic tenets of phenomenology to increase student achievement through improved teacher and student relationships, and to enhance pre-service teachers' personal and professional learning.

Keywords: pre-service teachers, clinical based practices, internships, internship experiences, phenomenology, lived experiences

Table of Contents

Chapter 1 Introduction	1
Rationale	1
Research Purpose	3
Research Questions	3
Operationalization of Constructs	3
Methodological Framework.....	4
Theoretical Framework.....	5
Limitations	6
Subjectivity Statement	7
Chapter Summary	8
Chapter 2 Review of the Literature.....	10
Pre-Service Teachers and Clinical Based Practices.....	11
Standards.....	11
High Quality Partnerships.....	16
Pre-Service Teacher Knowledge, Skill, and Wisdom Through Experiences.	18
Pre-Service Teacher Studies.	22
Teacher Preparation Programs.....	28
Student Experiences.....	31
Working With Experienced Teachers.....	34
Continued Shortcomings.....	37
What is Phenomenology?	39
Bracketing	42

Distancing.	43
Reductionism.	44
Subjectivity.	45
Being.	49
Self-Understanding.	50
Lived Experience.	52
Chapter 3 Methodology	56
Research Questions	56
Research Design.....	57
Journals.	57
Interviews.....	58
Narratives.....	59
Personal Experience.....	60
Data Gathering	61
Journaling.....	61
Personal Interviews.....	62
Data Analysis	62
Mezirow (1991).	63
deMarrais (2004).....	63
Potter and Hepburn (2012).....	64
Moustakas (1994).....	64
Vagle (2014).	65
Flick (2009).....	65

The Study	66
Chapter 4 Data Analysis	69
Coding.....	69
Categories	72
Trista T. Categories.....	73
Kelly S. Categories.	74
Themes.....	77
Trista T. Theme 1. Trista’s experiences within internships helped to prepare her for teaching.....	77
Trista T. Theme 2. Trista’s interactions within the classroom setting revealed her personal struggles as well as the struggles of the students.....	79
Trista T. Theme 3. Trista’s relationships with the students allowed for growth and fulfillment.	81
Kelly S. Theme 1. Kelly S. used the classroom experiences to develop pedagogical knowledge for the whole class as well as individual students.....	83
Kelly S. Theme 2. Kelly S. learned from the challenges a teacher faces with student behavior.	86
Kelly S. Theme 3. Kelly S. experienced growth through reflective practice and epiphanies.	89
Chapter 5 Conclusion.....	93
Finding Meaning.....	93
Unfinalizability	95
Interpretation.....	96

Considerations.....	98
Phenomenology.....	98
Distancing, Bracketing, Reductionism.	99
Subjectivity and Intersubjectivity.	99
Perception.	99
Being.	100
Self-Understanding.	100
Lived Experience.	101
Limitations	101
Purpose.....	101
References.....	104
Appendix A: Letter to the Chair of the Department of Teacher Education.....	117
Appendix B: Introduction Letter to Participant 1	118
Appendix C: Introduction Letter to Participant 2	119
Appendix D: Informed Consent Document	120
Appendix E: Kelly S. Journals.....	121
Appendix F: Trista T. Journals	128
Appendix G: Kelly S. Interviews.....	139
Appendix H: Trista T. Interviews	148
Appendix I: Coding from Kelly S. Journals and Interviews.....	155
Appendix J: Coding from Trista T. Journals and Interviews.....	160

Chapter 1

Introduction

Rationale

There is a relationship between a pre-service teacher educator's experiences and effective decision making practices while in internships. Wilson, Floden, and Dilworth (2003) contend, through analysis of Grossman's (1990) study, that "subject matter knowledge is a necessary but not sufficient condition for effective teaching" (p. 14). Effective teaching requires more than knowledge acquisition, it requires knowledge application based on classroom experiences. Knowledge and skill are widely agreed upon characteristics of effective teachers, but not entirely related to the effective decision-making practices of those teachers. Page, Rudney, and Marxen (2004) state, pre-service teachers in general "had many things to learn about student development, management, instructional strategies, diverse learners, and the myriad of other facets of successful teaching" (p. 34). Their argument was directed toward the pre-service teachers' lack of ability to delve into more complex thinking about holistic approaches to educational decisions. Bullough, Knowles, and Crow (1989) concluded that when teachers had insufficient educational experiences, they "lacked useful understanding of the contexts in which they would work and consistent, grounded, and accurate understandings of themselves as teachers" (p. 12). In *Placing a Highly Qualified Teacher in Every Philadelphia Classroom*, Neild, Useem, Travers, and Lesnick, (2003) state, "knowledge of subject matter is important, but there is strong evidence that content knowledge alone is not sufficient" (p. 32).

The International Society for Technology in Education (ISTE) Standard 2 emphasizes authentic learning experiences that maximize learning in context through authentic experiences in classroom settings. Lesley, Gee, and Matthews, (2010) state, "we encourage our students to

put educational theories into practice in their classrooms and analyze them against the experience of teaching.” Later though, “we were not sure we were seeing this happen as we observed the teaching practices of students who graduated from our program” (p. 36). In *The Design of Teacher Education Programs*, Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2007) state that teacher preparation programs cannot “overcome the disconnect between the ideas about teaching and learning espoused in their (pre-service teachers’) program and those they encounter in the classroom” (p. 414). A deeper sense of self-reflection, based on pre-service teacher experiences, must be apparent as a caveat to effective decision making skills for those pre-service teachers within internship experiences. It is through this reflective excavation of experiences that “candidates construct their own knowledge of teaching” (Lesley, Gee, and Matthews, 2010, p. 31).

More emphasis on reflective practices related to informed decision making skills will provide better results when coupled with knowledge and skill. Becoming a better teacher is a process of building wisdom through reflective practices. Wisdom and good judgment are deficient in pre-service teachers due to a lack of significant teaching experiences which then result in poor decisions or the lack of ability to make informed decisions (Loughran, 2002/2012). In *Reflective Practice and Professional Development*, Ferraro (2000) suggests this can be accomplished in teacher preparation internship programs through a more attuned investigation of pre-service teacher experiences and how those experiences contribute to making good judgments.

Research Purpose

The purpose of this research is to explore the lived experiences of two elementary pre-service teachers in a Mid-western rural university in an attempt to heighten the quality and depth of those experiences as they pertain to pre-service teacher preparation prior to student teaching.

Research Questions

Two questions will be considered in this study.

1. What are the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university during internships?
2. How do the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university contribute to the quality and depth of internship experiences as they pertain to pre-service teacher preparation prior to student teaching?

Operationalization of Constructs

1. *Pre-Service Teachers* – Pre-service teachers are defined as those students at this Mid-western rural university pursuing elementary education degrees that lead to recommendation for licensure in the state. Often referred to as *candidates*, these pre-service teachers plan to pursue a professional career in teaching.
2. *Clinical Based Practices* - Clinical based practices are in-field, on site instructional practices of pre-service teachers (Grossman, 2010).
3. *Internships* - Internships at this Mid-western rural university are of various grade levels between kindergarten and grade six in accredited elementary schools. Candidates are involved in three different internship experiences during the university program, each equaling forty clock hours of time within an elementary

classroom setting. These internships are part of the program course requirements and conducted prior to student teaching.

4. *Internship Placements* - These candidates are typically placed in rural elementary schools, both private and public, through an internship placement coordinator at this Mid-western rural university. Placement of these pre-service teachers is a communal effort between the teacher education department at the university and the various school districts within the community.
5. *Internship Experiences* - Internship experiences include individual student instruction, group instruction, whole class instruction, lesson planning, behavior management planning and implementation, and collaborative work with the mentor teacher within the classroom environment (Kennedy and Archambault, 2012).
6. *Phenomenology* – Phenomenology is a living, transformative experience through which we make sense of our own “being” in and through the transformative experiences of others so that we become nourished beings. (Gadamer, 2008; Harman, 2007)

Methodological Framework

The methodological framework used in this study is based on Max Van Manen’s (1990) theories about phenomenological writing. He suggests that a “certain form of consciousness is required, a consciousness that is created by the act of literacy: reading and writing” (p. 124). Through the act of interpreting lived experiences and then again in the act of verbalizing those interpretations, the phenomenological researcher orients himself [sic] to the data and therefore becomes consciously connected to it. For it is through phenomenological writing that a true

relationship to lived experiences can emerge. Van Manen continues, “it is a minded act of writing that orients itself pedagogically to a notion that is a feature of lived experience” (p. 124). This analysis is an interpretation of the literature and data. It is unique to the purpose of this study. Not only is it important to understand the processes for discovering lived experiences of pre-service teachers, but it is through the writing of those experiences that true visibility will emerge. Van Manen goes on to explain:

Phenomenological writing is not found in the colorful words of the story-teller, nor in the fanciful phrases of the person with a flair for writing. The words are not the thing. And yet, it is to our words, language, that we must apply all our phenomenological skill and talents, because it is in and through the words that the shining through (the invisible) becomes visible. (p. 130)

Further supporting phenomenological writing as a methodology, Moustakas (1994) said, “each research project holds its own integrity and establishes its own methods and procedures to facilitate the flow of the investigation and the collection of data” (p. 104). This study is firmly based in best practices of phenomenological writing, theory, and methodology.

Theoretical Framework

Phenomenology is a living, transformative experience through which we make sense of our own “being” in and through the transformative experiences of others so that we become nourished beings (Gaddamer, 2008; Harman, 2007). The lived experience of the individual is phenomenology and will be the theoretical basis of this study. Louise Berman (1991) said, “persons whose lives are embedded in gratitude for the gift of life and its possibilities can use conversation to share insights acquired in solitude, to transcend the mundane and humdrum and to become more caring human beings” (pp. 137-138).

Merleau-Ponty's (2002) explanation identifies phenomenology as unique to each individual and understood only by that individual. It is not anything that can be scientifically derived through the explanations of others. It is through our own manner of "articulating the world" that phenomenology reveals itself (p. lxxxii). Pinar, Reynolds, Slattery, and Taubman (2008) support that notion by explaining it to be something lived and not merely as it is theorized by others. Crotty (1998/2004) explains, "whenever one examines a particular methodology, one discovers a complexus of assumptions buried within it" (p. 66). In other words, the subjectivities each researcher brings to the research will impact, in numerous ways, the processes through which the data are derived. What follows are interpretations of phenomenology as a theoretical framework for teaching, life in general, and this study. They are rooted in Max Van Manen's (1990) *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy* as well as Aristotle's *Nichomachean Ethics* (1985).

The basic tenets of phenomenology for this theoretical framework are bracketing, distancing, reductionism, subjectivity and intersubjectivity, perception, being, self-understanding, and lived experience. For each of these phenomenological concepts there will be an analysis of the literature in Chapter 2 to help the reader associate with the theme and begin the process of consciously reflecting upon phenomenology as it applies to education and the experiences of pre-service teachers.

Limitations

This research explores the lived experiences of two pre-service teachers in a Mid-western rural university. A convenient sampling of participants was utilized for easy accessibility. My position as the researcher is situated within close context to the participants and therefore allows continued work in the field of higher education. Some limitations include the timeframe, which

is only twelve weeks, through which data are collected and the unfamiliarity of the participants' ability with regard to reflective writing. More time for data gathering would likely result in a deeper breadth of qualitative data to be analyzed. Further, the participants rarely have the opportunity to write lengthy reflection papers within internships. Asking participants to write reflective journals about their experiences is a new venture.

Subjectivity Statement

Teaching, which includes the exploration of individual lives, is a moral activity that draws upon what is best for all students. My theoretical framework couples Max Van Manen's (1990) *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy* with Aristotle's *Nicomachean Ethics* (1985). According to Aristotle, phronesis is a moral and intellectual virtue rooted in a natural human capacity to do the right thing in the right place at the right time in the right way for the right people. More simply stated, phronesis is wisdom. It is this moral judgment, wisdom that becomes the "best condition" for the acquisition of proper virtue that "arises and grows mostly from teaching" (p. 33). As an instructor of pre-service teacher educators, the purpose is to emphasize the moral activity of teaching in order to bolster student knowledge and skill with the wisdom to do the right thing in the right way at the right time for all students.

Further, the cornerstone of this teaching philosophy and theoretical framework is finding individual truth (happiness/being) that can only be uncovered in a reflective, rigorous excavation of self and subconscious (Harman, 2007). More succinctly stated, truth and moral judgment is acquired through rigorous reflective practices. The developing individual (self), is a common person who lives primitively in the murky waters but never loses sight of 'being' (purpose). The individual does not express truth in comfortable and mystical terms, but rather with direct,

pointed, and unquestionable clarity (Schon, 1983). The process of uncovering self is a difficult job. It requires diligent and uncomfortable work but can produce positive results with dedication and commitment. Aristotle (1985) said, “a good result is even better when it is harder” (pp. 39). Often scholars, researchers, and teachers will make errors in difficult times, but it is through these errors and difficulties that phronesis (wisdom) can be achieved. He said, “error is easy and correctness is hard, since it is easy to miss the target and hard to hit it” (pp. 44).

This educational philosophy is grounded in the phenomenological world of lived experiences. The expectation is that pre-service teachers will take full ownership of their educational experiences and evaluate for themselves the importance of those experiences in teaching and education. In order to do that, pre-service teachers must understand and analyze the basic tenets of phenomenology and apply those tenets to their teaching situations. Through an in depth and rigorous process of understanding these basic tenets of phenomenology, pre-service teachers will gain a fuller appreciation for the lived experiences of their students.

Chapter Summary

This chapter includes an introduction to the research topic and rationale as to the reason for the research. The research purpose is closely linked to two specific questions related to pre-service teacher experiences within internships. Operational definitions are included to help the reader associate commonly used terms within teacher education for pre-service teachers. The methodological framework is closely aligned to the theoretical framework. Both utilize phenomenology as the foundation for this research. The next chapter in this study will include an in-depth literature review of pre-service teachers in clinical practice as well as phenomenology as it applies to teaching. Chapter three will outline the phenomenological methodology in more detail as it explains how phenomenology can be used for researching lived experiences. Included

within this methodology are personal interviews, journaling, narratives, and personal experience as research tools necessary for gathering information about pre-service teacher experiences within internships. Chapter four is an analysis of this data using phenomenological writing as a foundation for exploring this data. Finally, the last chapter will summarize the entire study and offer recommendations for further consideration.

Chapter 2

Review of the Literature

Review of pre-service teacher experiences and clinical based practices uncovers several different aspects of clinical practice that relate to the difficulties experienced by those pre-service teachers with regard to making informed decisions as they relate to numerous classroom experiences and practices (Gitlin, Barlow, Burbank, Kauchak, and Stevens, 1999/2012). The literature review that follows is an overview of pre-service teachers' experiences within internships and clinical based practices, as well as an analysis of phenomenology. This review is divided into the following sections: (1) clinical practice standards, (2) high quality partnerships, (3) pre-service teacher knowledge, skill, and wisdom through experiences, (4) pre-service teacher studies, (5) teacher preparation programs, (6) student experiences, (7) working with experienced teachers, and (8) continued shortcomings. Examinations from different accounts and perspectives allow insight into the reasons for pre-service teacher weaknesses, ranging from classroom management to lesson planning and instructional approaches as well as clinical based practice structures (Darling-Hammond, 2006/2012).

The second section of this literature review includes an overview of phenomenology. Phenomenology will be used as the theoretical framework in order to explain how those pre-service teacher experiences and decision-making skills could improve (Van Manen, 1990). Phenomenological practice can reduce the difficulties experienced by pre-service teachers within clinical practice, both through reflective practices as well as through instructional practice by pre-service teachers (Jordan and Stanovich, 2003/2012). Educators agree that reflective practice is an integral part of knowledge acquisition throughout a learner's course of study, integrating theory and practice (Mann, Gordon, and MacLeaod, 2009). In fact, Valli (1992) comments,

“central to the vision for effective teaching is the teacher as a reflective decision maker who makes informed decisions that directly impact practice” (p. 6). Valli continues, “because we envision teachers as reflective decision makers who work best from their own philosophical constructs, we endeavor, throughout the program (internships), to provide conditions, instructions, and communities that will enable students to develop their own coherent ways of being teachers” (pp. 12-13); ways that coincide with their personal strengths and abilities based on the candidate’s experiences.

Pre-Service Teachers and Clinical Based Practices

Standards. Clinical-based practices are in-field, on-site instructional practices of pre-service teachers. These practices include internships and student teaching experiences in accredited educational entities (Kennedy and Archambault, 2012). The future direction for clinical based practices is guided by the accreditation standards. In fact, the primary mission of these accountability programs and standards is to provide improved instruction so that students learn better (Maheady, Jabot, Rey, and Michielli-Pendl, 2007). The Council for the Accreditation of Educator Preparation Standards (CAEP) is insistent on evidence based outcomes that ensure candidate quality through many facets. The area of clinical experience, predominately identified in CAEP Standard 2: Clinical Practice and Partnerships, demands a restructuring of our current processes and practices (2013).

The Kansas Department of Education (KSDE) Standards for Professional Learning Communities (2013) supports alignment of individual, team, school, and school system goals to support all students’ learning and well-being. The Interstate Teacher Assessment and Support Consortium (InTASC) Standards 3 and 10 refer to collaborative learning environments that encourage positive social interaction in the classroom, as well as in the community, to foster

growth within the profession (2013). The International Society for Technology in Education (ISTE) Standard 2 emphasizes authentic learning experiences that maximize learning in context (2012). The National Board for Professional Teaching (NBPTS) Proposition 5 specifically states the need for building partnerships between, not only K-12 schools and higher universities but, mentors and pre-service teachers to improve student learning (2009). Those accrediting institutions and the literature show that there are three initial components of clinical practice that are integral to the success of pre-service teachers within clinical based experiences include:

1. The importance of mentor and mentee relationships;
2. The role of mentor teachers; and
3. The role of pre-service teachers.

First, identifying the importance of mentor and mentee relationships is essential. Page, et al., (2004) suggest that the role of both the mentors and the pre-service teachers are intertwined and inseparable, and that neglecting the importance of that collegial relationship would result in the licensing of inadequate teachers. They go further by specifying the role of the mentor as “nurturing, guiding, and reflective” in the process of mentoring pre-service teachers who attempt to learn the practices of effective teachers (p. 39). This is important because the vast majority of time spent in clinical practice is not between a university supervisor and the pre-service teacher but rather between a classroom mentor and the pre-service teacher (Nguyen, 2009/2012). An increased level of involvement and experience between mentor and pre-service teacher is a recommendation of the Blue Ribbon Panel (2011) report referenced by *NCATE Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (2011). This can only take root, however, if there is a shared responsibility toward student achievement. Howey and Zimpher (2010) assert, “collective pride trumps apathy or

assigning blame every time” (p. 17). It is through this collegial relationship that true experience in teaching methods is learned. Grossman (2010) who, through the Partnership for Teacher Quality, specified that the mentor and pre-service teacher relationship allows for both individuals to build confidence in their teaching, as well as, skill in their methodology of teaching. She states, “the quality of clinical experience depends heavily on the kind of coaching, supervision, and support prospective teachers receive as they develop their practice” (p. 5). In fact, Page et al.’s (2004) research indicates that the pre-service teacher candidate may actually display greater “teachability” when working with the mentor teacher rather than the university supervisor (p. 39). Further support for establishing this working relationship was Russell and Russell (2011) who asserted the mentoring relationship with the mentee was a two-way street in which both individuals learned as a result of the collaborative relationship. This is the predominant facet by which all clinical experiences should be based (Cooperating Teachers’ Motivation for Mentoring section, para. 7).

Second, how the mentor teacher perceives his/her role in the clinical experience, based on university and K-12 school partnerships, is equally important to the success of clinical preparation. The viewpoint of the mentor teacher provides important insight into these relationships and how those relationships contribute to the success of the pre-service teachers. It is through the relationship the pre-service teacher has with the mentor that his/her self-efficacy will take root. As Jamil, Downer, and Pianta (2012) point out, “teachers with a higher sense of teacher self-efficacy after their first year have greater optimism than other novice teachers that they will remain in the field of teaching” (p. 121). The Russell and Russell (2011) study was specifically designed to look at the perceptions of mentor teachers in the clinical experiences. Their findings fortify the importance of collegial relationships. One mentor teacher in their study

said that the experiences with her intern helped “bring fresh ideas and a renewed energy” into her own teaching. Another mentor teacher said that the experience “motivated her to exhibit effective mentoring practices” (Russell and Russell, 2011, Cooperating Teachers’ Motivation for Mentoring section, para. 1-4). This accountability on the part of the mentor is important because it highlights his/her responsibilities toward the university and pre-service teacher. Grossman (2010) stated that because the mentor teacher exhibits a great deal of control over the learning experiences of the pre-service teacher, his/her role is a powerful indicator of the success of the pre-service teacher (Feedback, Mentoring, and Supervision section, para. 2). That success is based on what Russell and Russell (2011) indicated when they said that effective mentoring relationships are productive “when built on trust, respect, communication, honesty, and patience, all of which are necessary components for productive clinical experiences” (Role of the Mentor and Expectations for the Mentoring Relationship section, para. 4).

Third, the experiences of the pre-service teachers themselves can indicate a correlation between the relationship with the mentor and their overall success in clinical experiences. The consequences for pre-service teachers can be detrimental if the mentoring relationships are not built on the foundations discussed above. Page, et. al.’s (2004) study of pre-service teachers, and their experiences with mentors, identified pre-service teachers who were hesitant to consider suggestions from their mentors and reluctant to engage in self-reflective practices. This was a contributing factor to poor mentor relationships. Therefore, if the mentor and pre-service teacher relationship is not built on a solid foundation the overall effectiveness of the clinical experience is diminished (Jonson, 2008). On the other hand, those pre-service teachers who did establish good working relationships with their mentors, who were open to suggestions regarding instruction, who were receptive to constructive criticism, and who engaged in active reflection

were most successful in their clinical experiences. Grossman's (2010) study bolsters these findings by indications that the academic achievement of the students in these classrooms also improves as a result of the harmonious relationship between mentor and pre-service teacher (Promising Practices in Clinical Supervision section, para. 1). Therefore, the successes and failures of pre-service teachers in clinical practices are fortified in and through the mentor and pre-service teacher relationship, which has a direct impact on student achievement.

Lastly, three additional recommendations to achieve a more meaningful and effective clinical experience for pre-service teachers and mentors are identified through the recommendations of the Blue Ribbon Panel (2010). Areas of potential improvement in the teacher education clinical experience programs for pre-service teachers and mentors include:

1. Providing continuous "extended embedded school experiences" in which candidates are assigned to a school building for six months to one year as a "resource" in the school with increasing levels of involvement;
2. Improving cooperation among school districts and teacher preparation programs and;
3. Providing incentives, including financial options, to promote teamwork among school districts and teacher preparation programs. (Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers, 2011, p. 19)

Page, et al., (2004) contend, "pre-service teachers who struggle the most are able to attain standards with the nurturing, guidance, feedback, and challenges of knowledgeable others such as university faculty and cooperating teachers" (p. 40). This can be accomplished, not only through effective mentor and mentee relations, but through the Blue Ribbon Panel (2010)

recommendations. Extended time for clinical practice and improved cooperation among stakeholders allows for increased experience working with mentor teachers who provide critical feedback and encouragement to pre-service teachers (Page, et al., 2004). Higher incentives for participating districts and mentor teachers fortifies the necessity for high quality partnerships described next.

High Quality Partnerships. The Council for the Accreditation of Educator Preparation (CAEP) Standard 2 (2013) emphasizes high quality partnerships that are an integral part of effective clinical experiences for universities, partnering schools, and pre-service teachers. The shape that these partnerships form is dependent upon the school and community culture that can sometimes be dramatically different from the expectations of the university. Promoting teamwork among school districts and teacher preparation programs is essential (National Council for Accreditation of Teacher Education , 2011). Different leadership styles of building principals, capability and dedication of teachers within the buildings, and community support can all impact the quality of these partnerships and effect student achievement. What is clear, however, is that partnerships must be established and maintained in order for high quality clinical experiences to take root. Howey and Zimpher (2010) state that these partnerships must include goal setting, established routines, caring interpersonal relationships, high expectations, and interdependence among participants. A few recommendations made by Howey and Zimpher (2010) will help provide insight as to how high quality partnerships in clinical experiences can progress. The recommendations state:

1. Identification and acquisition of Professional Development Schools that have been carefully selected to meet specific standards toward a vision of increasing student achievement;

2. Federal and state funding is essential for support of these schools;
3. A follow-up Blue Ribbon Panel commission to delineate clinical practice roles and responsibilities;
4. University instructors as well as P-12 instructors will assume expanded roles in instructional responsibilities;
5. The same commission should also look at the attributes of internship, residency, and induction programs in terms of scaffolding;
6. Future research to determine the success of clinical practices and pre-service teacher performance over time as a result of these high quality partnerships following the qualities listed in this report; and
7. The review of university faculty in regard to their role and responsibility throughout the clinical experience process at the university as well as the P-12 level. (pp. 18-19)

This can only be achieved, in their opinion, through “formalized partnerships with shared instructional leadership” (p. 6-7). They specify, “the quality of a school as an entity, its organization, culture, and climate, is directly related to the vision and leadership provided by the district, the union and the broader community partnership in which universities can serve as the lead anchor institution” (p. 10). There are many different levels of leadership. The governance and management levels are supported at the university while the operational levels are housed in the partnering schools. This hierarchical structure can provide much needed direction and vision for partnering schools. This can only take root, however, if there is a shared responsibility toward student achievement based on effective pre-service teacher relations with participating clinical practice schools (Howey and Zimpher, 2010).

Pre-Service Teacher Knowledge, Skill, and Wisdom Through Experiences. The research base provides strong documentation that pre-service teacher success is not entirely related to their knowledge, skill, and mentor relationships (Putnam and Borko, 2000/2012). These qualities are not sufficient to ensure success. While knowledge and skill are widely agreed upon characteristics of effective teachers, they are not entirely related to effective decision-making practices of those teachers. That ‘effectiveness’ is what Linda Darling-Hammond refers to as their ability to apply knowledge and skill to new situations, which enables them to “learn how to learn” (Wehling and Schneider, 2007, p. 69). Learning how to learn is a process of deep reflective practice related to the experiences encountered while teaching. Experience comes with time and opportunity. Time allows for new teachers to develop into better teachers. Becoming a better teacher is a process of building wisdom through reflective practices. Wisdom and good judgment are deficient in pre-service teachers due to a lack of significant teaching experiences which then result in poor decisions or the lack of ability to make informed decisions (Loughran, 2002/2012).

More emphasis on reflective practices, related to informed decision making skills, will provide increased student learning when coupled with knowledge and skill. A deeper sense of self-reflection, based on pre-service teacher experiences, must be apparent as a caveat to effective decision making skills for pre-service teachers within internship experiences. In *Reflective Practice and Professional Development*, Ferraro (2000) suggests this can be accomplished in teacher preparation internship programs through a more attuned investigation of pre-service teacher experiences and how those experiences contribute to making good judgments. Gonzalez, Moll, and Amanti (2009) support this claim by saying, “focusing on understanding the particulars of life, and peoples’ lived experiences, we gained a deep

appreciation of how people use resources of all kinds, prominently their funds of knowledge, to engage life” (p. xi). Pre-service teachers can transition from viewing students as “one-dimensional” to being “multidimensional” by bridging students’ knowledge with their experiences (p. 8). Donald A. Schon (1983) discusses the knowledge and reflection relationship through a person’s actions (experiences):

Reflection on knowing-in-action goes together with reflection on the stuff at hand. There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action. (p. 50)

When educators are asked to reflect or describe one’s knowledge, Schon (1983) states, “we find ourselves at a loss,” because knowledge goes beyond pen and paper, it is “about the spontaneous, intuitive performance of the actions of everyday life, we show ourselves to be knowledgeable in a special way” (p. 49). Pre-service educators must be highly flexible and adaptive, tapping into their “gestalts,” allowing themselves to be molded by novice teachers (p.49).

The expectation of an educator’s skill and knowledge set continue to grow with the “economic and social demands due to prevailing diversified classrooms” (Darling-Hammond, 2006, p. 4). To be a truly effective educator, one cannot simply transmit information. To be effective, teachers need to “link what students already know and understand to new information, correcting misimpressions, guiding learners’ understanding through a variety of activities, providing opportunities for application of knowledge, giving useful feedback that shapes performance, and individualizing for students’ distinctive learning needs” (p. 8).

According to Kereluik, Mishra, Fahnoe, and Terry (2013), there are three main categories of knowledge that are critical for effective educators to incorporate: foundational knowledge, meta knowledge, and humanistic knowledge. Implementation of this package of knowledge is key in not only comprehending and delivering based on the needs of the students, but also analyzing oneself as a pre-service teacher through rigorous reflective practice for the purpose of improving instruction based on experiences. Delving deeper into this package of knowledge as well as the impact is understood through reflective practice.

Foundational (knowledge) is inclusive of cross-disciplinary knowledge, core content knowledge, and digital literacy. Cross-disciplinary knowledge integrates and synthesizes information from across fields or domains, such as the application of knowledge to new contexts in the pursuit of specific end goals (Kereluik, et al., 2013). This knowledge is vital in connecting, organizing, and understanding information at our fingertips. Kereluik, et al., (2013) describe core content knowledge as a disciplined way of thinking “characterized by highly complex and deeply ingrained mental processes specific to traditional domain” (pp. 13-131). This knowledge includes the competence of science and mathematics concepts, health, civics, and environmental literacy.

Meta knowledge (skill) incorporates communication and collaboration, problem-solving and critical thinking, as well as creativity and innovation. Communication and collaboration involves the ability to clearly articulate oneself through all mediums of communication as well as individual contributions, such as flexibility, willingness to participate, and recognition. Problem-solving and critical thinking is “conceptualized as the use of critical thinking skills toward the effective resolution of a specific problem or toward a specific end goal,” while creativity and innovation encompasses “applying a wide range of knowledge and skills to the generation of

novel and worthwhile products...as well as the ability to evaluate, elaborate, and refine ideas and products” (Kereluik, et al., 2013, pp. 130-131).

Humanistic knowledge (wisdom) comprises ethical and emotional awareness, life skills, job skills, leadership, and cultural competence. Ethical and emotional awareness encompasses the ability to intuitively analyze the feelings of others, which is vital for gains when success in social and economic realms necessitates a deep understanding of human emotions and successful human interactions. Life skills, job skills, and leadership are fundamental to create lifelong learners who are capable of success beyond the confines of the classroom. These skills are crucial to a pre-service teacher’s professional and personal leadership. Cultural competence involves “aspects of personal, interpersonal, and intercultural competence evidenced through effective communication, collaboration, and appreciation of ideas and emotions of all types of individuals” (Kereluik, et al., 2013, p. 131).

According to the *Handbook of Educational Psychology* (2009), “despite the difficulties inherent in delineating categories of knowledge and beliefs for teaching, such a delineation can serve as a useful analytic tool for thinking about teacher learning” (p. 675). This thinking process is incorporated in deep reflective practice and ongoing personal improvement which is necessary for making the connections between content knowledge and actual practice. Amobi (2006) details the importance of phronesis (wisdom) by saying, “the personal meaning and theory-building that teachers make about their teaching actions as they impact student learning, can and should coexist with episteme (knowledge)”, therefore, a “meaning-making, theory-building realistic approach offers a useful rationale for balanced teacher education programming in an educational climate that is suffused with the conception of teacher knowledge as a linear and quantifiable entity” (pp. 28-29). Knowledge goes beyond reading word for word from a teacher’s

manual. It enlightens, interacts, and invites the senses of our pre-service teachers to cultivate and build upon their own understanding through experiences and reflection on those experiences in order to build wisdom.

Pre-Service Teacher Studies. A unique and very revealing document was an addendum to the report *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations* by Wilson, et al., (2003). This document focuses on many aspects of educational processes and policies related to teacher preparation in state agencies. Among the data collected are many examples of the relations between subject knowledge and pedagogical practices of educators during field based experiences. A common theme emerged from that study. Namely, “there simply is not a sufficient body of literature to make claims that we know anything about the features of a high-quality field experience” (p. 16). Further, without larger studies that reflect the integrity of different university programs, “we are far from making any reasonable claims about the power of teacher preparation” related to the quality of clinical experiences for pre-service teachers (p. 17). While those statements provide a candid look into some limitations, the extensive nature of this study probes into some obvious themes namely, that knowledge and skill are not sufficient indicators of pre-service teacher success.

First, Wilson, et al., (2003) repeatedly recognized the fact that teacher knowledge and skill are determining factors for pre-service teacher success, yet the literature suggests that there is no significant description of how teacher knowledge and skill contributes to student achievement. While higher education levels equating to increased content knowledge of pre-service teachers would seem to make a difference, the data suggests otherwise. There is inconsistency in the relationship between the level of educational knowledge that the pre-service teacher holds and the impact on student achievement. Wilson, et al., (2003) contend, through

analysis of Grossman's (1990) study, that "subject matter knowledge is a necessary but not sufficient condition for effective teaching" (p. 14). Bullough, et al., (1989) concluded that when teachers had insufficient educational experiences, they "lacked useful understanding of the contexts in which they would work and consistent, grounded, and accurate understandings of themselves as teachers" (p. 12). Strong (2011) contends, "observable teacher variables such as education, credentials, and paper qualifications" are not reliable methods for determining teacher quality and effectiveness (p. 48). Of the multitude of studies analyzed in the work of Wilson, et al., (2003), the uniting front of that data can be synthesized below:

1. *Knowledge of Subject* – Pre-service teachers' knowledge of the subject material had no significant impact on student achievement.
2. *Skill* – Teachers' pedagogical skills, such as properly implemented lessons, had no significant impact on student achievement.
3. *Education level* – Pre-service teacher education levels had no significant impact on student achievement.
4. *Experience* – Five years or more of teacher experience resulted in significant increases to student achievement.
5. *Reflective practices* – Reflective practices of pre-service teachers resulted in increased student achievement in such areas as classroom management, lesson planning, implementation of classroom activities, time management, and awareness of the classroom environment.

This is noteworthy because the predominant factor contributing to student achievement is more related to reflective practices and experiences rather than knowledge and skill. Wilson, et al., (2003), utilized over 24 different studies in this research which legitimizes that statement. Not

only do those studies reveal significant characteristics leading to pre-service teacher success, but they are further bolstered by continued research and scholarly activity by other professionals as well. Page, et al., (2004) investigated the teachability of pre-service teachers during clinical experiences. This teachability was the notion that pre-service teachers would benefit from the expertise of university personnel, as well as mentor teachers in the field, through collegial relationships that contribute to reflective practices by pre-service teachers. While many pre-service teachers did show significant advances with making good educational decisions, their weaknesses correlated with the literature. Pre-service teachers in general “had many things to learn about student development, management, instructional strategies, diverse learners, and the myriad of other facets of successful teaching” (p. 34). Their argument was directed toward the pre-service teachers’ lack of ability to delve into more complex, reflective thinking about holistic approaches to education. The focus, rather, was more attuned to the pre-service teachers’ tendencies to think about education in concrete and undifferentiated ways of operating, namely knowledge and skill acquired in university preparation programs. This claim once again fortifies the idea that knowledge of content is not the issue that leads to student achievement, nor is the skill with which the teachers implement that knowledge, rather a combination of knowledge, skill, and wisdom built through reflective practice. It is through reflective excavation and analysis of student experiences that “candidates construct their own knowledge of teaching,” and are therefore able to translate that knowledge into effective decisions about teaching, hence, pedagogical practice (p. 31).

In *Mentoring Relationships: Cooperating Teachers’ Perspectives on Mentoring Student Interns*, Russell and Russell (2011) contend that the mentor’s role in building reflective practice is essential because of the expertise that the tenured faculty bring to the table. One mentor

reflected on having a pre-service teacher in her classroom by saying that it was a chance for her to share her experiences. The experiences of mentor teachers, or wisdom if you will, is exactly what pre-service teachers will reflect upon and use to construct meaningful educational decisions. This wisdom cannot be acquired in university preparation courses that focus on knowledge and skill, rather it is achieved in the field through rich reflective analysis of experiences, both of the pre-service teacher and of his/her students.

One study by Lesley, et al., (2010) specifically designed to gather information about the quality of pre-service teacher clinical experiences will make this point absolutely clear. The focus is intentionally targeted toward knowledge and skill rather than building good reflective practices that lead to good decision-making abilities. Lesley, et al. state:

We obtained the information we sought by interviewing a representative sample of recent graduates and the administrators who hired them to determine whether we were providing ‘the critical teaching skills all teachers must learn’ in order to help them become quality teachers capable of providing a successful education to their students. (pp. 34-35)

The focus is once again on pre-service teacher skill and knowledge. In fact, an actual interview with a pre-service teacher in that study reveals that this focus is not helping candidates to be successful. That pre-service teacher commented, “we feel obligated to do things that don’t make sense,” hence decreasing credible educational decisions (p. 35). The researchers verified that point by supporting their own university preparation programs in stating, “we encourage our students to put educational theories into practice in their classrooms and analyze them against the experience of teaching.” Later though, “we were not sure we were seeing this happen as we observed the teaching practices of students who graduated from our program” (p. 36). Once again, the skill of teaching was emphasized over the reflective practice of using experiences to

increase student achievement, even though the authors argue that they wanted the pre-service teachers to couple skill and knowledge with the ‘experience of teaching.’

In a separate study conducted by Grossman (2010), knowledge and skill was once again emphasized as an integral component of meaningful clinical experiences for pre-service teachers. Four key recommendations resulted from this study. They included additional support for quality clinical placements, stronger supervision of candidates, more rigorous feedback targeting instructional practice, and increased research that highlights effective clinical practices. The author did not directly suggest that more instruction toward reflective practices would result in high quality clinical experiences and increased student achievement. However, one category emphasizing more rigorous feedback came the closest to addressing this issue. Further, it did not specify a responsibility that the candidate would have toward reflective practices leading to improved educational decisions. Instead the focus was on assessment, counseling, and technical skills. In *Placing a Highly Qualified Teacher in Every Philadelphia Classroom*, Neild, et al., (2003) state:

Knowledge of subject matter is important, but there is strong evidence that content knowledge alone is not sufficient. Good teachers are also able to reconfigure knowledge in ways that students understand and to draw on a wide repertoire of teaching strategies that best fit diverse topics, classes, and students. (p. 32)

This study, aimed at uncovering reasons for the high attrition rate of beginning teachers in Philadelphia, continually referenced student behavior as a contributing factor of low retention rates of new teachers. This overwhelmingly points toward poor decision-making skills by beginning teachers. The most contributing factor toward that lack of skill was a deficiency of pedagogical experience that the ‘good teachers’ had. These are the same deficiencies seen in pre-

service teachers as they struggle to conform their knowledge of education into effective educational decisions. Neild, et al., (2003) state, “a teacher’s inexperience heightens the probability that he [sic] will have difficulty managing a classroom, developing curriculum and assessments, and diagnosing learning difficulties” (p. 9). Ericsson and Smith (1991) expound on a study proving that extensive training is required for superior performance, “the assessed mechanisms mediating superior performance implicated cognitive structures that were specific to the relevant task domains. The nature of the mediating cognitions (reflection) allows us to infer that they reflect acquired knowledge and previous experiences in the domain” (p.25). The acknowledgement that it takes more than just content knowledge to be successful is evident and the remedy typically points toward conscious reflective practices based upon experiential learning (Osterman and Kottkamp, 1993, p. 2).

According to the National Commission on Teaching and America’s Future, Barnes, Crowe, and Schaefer (2007) reported that there are four criteria that make for a successful teaching environment: learner-centered, knowledge-centered, assessment-centered, and community-centered. A learner-centered school focuses on the needs of the individual learner; keeping in mind their strengths, cultural differences, specific learning style, skill set, as well as the pace in which they absorb knowledge. Knowledge-centered schools are where primary focus is given to the mastery of skills to increase the quality of instruction. The learner utilizes their analytical skills, focusing on the “what and why” of teaching different concepts (p. 44). Reflection, coupled with student experiences, is key in learner-centered and knowledge-centered learning, encouraging students to connect and authenticate in order to motivate their learning desires. Pre-service teachers who relate student experiences with new knowledge are able to fulfill those learning desires (Day, 1999).

Assessment-centered schools assist educators in effectively utilizing assessment tools and practices, as well as revising educational activities to ensure the progress of their students. Observing, recording, reflecting and meaningful feedback are all key components in successfully monitoring and implementing teaching strategies as well as adapting to the needs of learners. Community-centered schools encourage sharing, reflection from discussions, knowledge building, and collaboration as a community of learners. In this environment pre-service educators thrive on the opportunity to share and build upon their knowledge, gaining support and necessary criticism for personal growth through reflection (Day, 1999).

Teacher Preparation Programs. There is data to support the need for educational practices that incorporate more ontological concepts of student experiences in teacher preparation programs (Seidel and Sturmer, 2014). Anderson and Stillman (2012) stated that the incorporation of lived experiences into the practices of pre-service teachers was bolstered by teacher education programs but that the cooperating and mentor teachers had stressed more traditional approaches to teaching such as lesson design and classroom management procedures, thus hindering those attempts. This is significant because university preparation programs may be trying to implement new approaches to teaching that emphasize reflective practices but the cooperating and mentor teachers charged with nurturing educational practices and experiences in their pre-service teachers are not enforcing those concepts. Anderson and Stillman (2012) continue, educators should become more involved in efforts to revamp pre-service teacher preparation that includes “how pre-service experiences, including but not limited to student teaching experiences, impact teacher education program graduates” (p. 54). Indeed, such steps would “do much to ensure that *clinical* experience is *critical* experience too – experience that engages and deepens the critical faculties of all involved” (p. 57).

In a very extensive analysis of the American education system in the 21st Century, Wehling and Schneider (2007) included a contribution by Linda Darling-Hammond who said, “high-achieving nations increasingly focus their curriculum on critical thinking and problem solving, organizing teaching around a curriculum focused on deep understanding” (p. 67). Unfortunately, she continued, “in the United States, our curriculum is still defined by standards and textbooks...and tests that focus on recall and recognition, rather than production and application [good judgment]” (p. 69). Her antidote is that “teachers need to work with students on critical skills that will allow them to transfer and apply their knowledge to new situations, and enable them to learn how to learn” (p. 69). Darling-Hammond states, reflective practice that is focused on ‘learning how to learn’ can be complimentary to knowledge and skill in such a way as to mesh pre-service teacher experiences with reflective practices. This is an integral component of producing quality pre-service teacher candidates who are able to make well-informed educational decisions.

Zeichner (2010) suggests a “third space” to increase pre-service teacher decision-making skills. His contention is that there is a large disconnect between university preparation and implementation of that preparation, saying much of what pre-service teachers need to learn should be obtained through actual practice instead of the processes of preparing for practice (p. 483). The third space allows for a way to bridge that gap by bringing together campus instruction and practitioner instruction in a collaborative environment. In this environment, university teacher preparation classes would actually be conducted on site within school settings. This allows for university instruction to be clinically experienced within real world application. While this does require heightened communication and collegial relationships between universities and schools, the results do show that pre-service teacher educators are more prepared. That said, this

third space concept is still a focus on knowledge and skill rather than reflective practices toward improved educational decision making skills on the part of the pre-service teacher unless they have access to the thinking and decision-making processes of the experienced mentor teachers. Academic knowledge and the sharing of mentor teacher knowledge should be treated with equal respect (Zeichner, 2010).

Teacher preparation programs are ever-changing. Darling-Hammond (2006) states, “the goals for teacher education today are not just to prepare teachers to deliver a curriculum or get through the book, but actually to ensure learning for students with a broad assortment of needs” (p. 8). According to the National Commission on Teaching and America’s Future (2003) pre-service teachers must:

1. Possess a deep knowledge of the subjects they teach;
2. Collaborate with their colleagues, parents, community members, and other educators;
3. Reflect on their practices in order to improve teaching and student learning;
4. Pursue professional growth in both content and pedagogy (skill); and
5. Instill a passion for learning in students (wisdom). (p. 75)

Freeman (2009/2010) insists that “field experiences are essential for pre-service teachers in making connections between theory and practice” (p. 20). Fang and Ashley (2004) reported that field experiences help pre-service teachers connect theories and strategies they learn in the college classroom to actual students and schools where experiences are enhanced and properly analyzed through reflective practices.

In order for pre-service teachers to develop effective educating practices, stronger preparation toward reflective practice and informed decision-making is a must. Future educators must develop specific skills based on knowledge acquisition in order to be effective, but it must

be coupled with the wisdom gained through enriching experiences. Amobi (2006) contributes, “when teacher educators acquiesce to the pressure of making teachers to order, rather than ensuring the development of the sustainable, ever maturing and self-renewing growth that high-quality teaching entails, they miss the major point of their mission” (pp. 24-25).

Student Experiences. The Council for the Accreditation of Educator Preparation (CAEP) Standard 1 (2013) has a central focus of ensuring quality in pre-service teachers through professional dispositions. In a most revealing study by Thronton (2006) titled, *Dispositions in Action*, she makes the value of teacher dispositions absolutely clear. Two different teachers who teach the exact same curriculum can make a significantly different impact on their students and the achievement of those students. Those teachers who are caring, compassionate, nurturing, etc., contribute more to the development of their students than those who do not have dispositions toward teacher-student relationships. Teacher-student relationships are crucial for high student achievement (Brophy, 1996). Klem and Connell, (2004) state, “students need to feel teachers are involved with them – that adults in school know and care about them.” They continue, “caring and supportive inter-personal relationships between teacher and student contribute to higher student achievement” thus emphasizing relationships built upon an understanding of students’ lived experiences (p. 262). Ripski, LoCasale-Crouch, and Decker (2011) further these statements by saying, “student and pre-service teacher interactions and relations provide higher quality learning opportunities for students in the classroom” (p. 81).

In a study conducted by Adams, Bondy and Kuhel (2005), data was gathered from pre-service teachers who were involved in the Bright Futures Mentoring Project (BF). Within this program, pre-service teachers were enveloped in the lived experiences of their students, families, and communities by mentoring a student during the semester, twice a week for an hour each

time. Revealing conclusions were made, namely, the intense drive to understand children as individuals in order to meet their academic needs, knowing each child well required becoming familiar with the broader contexts of his or her life, and insight into the children's lives and the lenses through which they interpreted the world was closely linked to good teaching. Adams, et al., (2005) contend, "the view of learning and knowledge as situated in activity yet influenced by participants' histories (experiences) has important implications for our understanding of pre-service teacher learning and also for the design of instructional experiences in teacher education" (p. 42).

Furthering the sentiments of those pre-service teachers, other pre-service teachers revealed similar comments in a study conducted by Wilkins, Shin, and Ainsworth (2009). In that study, researchers looked at the effects of peer feedback practices with pre-service teachers. Through journal reflections, those pre-service teachers commented on numerous aspects of their experiences that included classroom climate, lesson delivery, and classroom management; but more importantly they also elaborate on more ontological themes such as the value of "collaboration, teacher confidence, and a deeper understanding of children" through reflection (p. 86). Pre-service teachers wrote, "this process allowed me to take an inside look at how effective my teaching is. Sometimes it is hard to look at your own teaching and reflect on how effective or ineffective it is" (p. 87). Another commented, "I'm learning to reflect on what went well and what could have been better" (p. 87). Yet another, "it helped me see what strengths and weaknesses I have as a teacher; and what things I need to improve" (pp. 87-88). Noteworthy, is the candidate who said that it was sometimes hard to take a look at his/her own teaching and reflect upon that experience. This is another example of how the pre-service teacher experiences are focusing more on content knowledge and skill rather than reflective practices geared toward

better decision making skills enhancing student success (Renzaglia, Hutchins, and Lee, 1997/2012).

Berry, Daughtrey, and Wieder (2010) reiterate these comments from pre-service teachers' candid experiences. In their "Teachers Network" study, conducted through the support of the Ford Foundation, the goal was to determine the effectiveness of teacher leadership networks for beginning teachers. One new teacher expressed her frustration with the teacher preparation she received, commenting that the teacher preparation program "didn't really prepare me for the real things that I experienced...I wish that [preparation programs] could give...newer teachers a very clear presentation of what they're going to experience" (pp. 3-4). Another new teacher said that continuous growth through "reflective experiences and ongoing professional development" would be key to her continued success (pp. 5-7). These are important words to elaborate upon because unexpected teaching experiences cannot necessarily be taught within teacher preparation programs, but continuous reflection of teaching experiences can. Certainly teaching scenarios, case studies, and simulated classroom experiences can help shed light on some teaching challenges but every child's lived experience is different and therefore adds to the experience and comprehension of the pre-service teacher. This is why pre-service teacher reflective practices based on educational experiences can help nurture improved educational decisions. Ball and Forzani (2009) state that there needs to be a shift from what pre-service teachers know and believe, based on what was learned in teacher preparation coursework, to what teachers actually do. They continue, "this does not mean that knowledge and beliefs do not matter but, rather, that the knowledge that counts for practice is that entailed by the work," the work through which experience contributes to wisdom (p. 503). It is through these real-life opportunities that novices will actually have the opportunity to contribute to the work instead of simply talking about the

work. Ball and Forzani (2009) summarize, “the focus in teacher education can slip easily into an exclusively cognitive domain, emphasizing beliefs and ideas over the actual skills and judgment required in enactment” (p. 503).

Billett (2009) describes what constitutes background knowledge as “offered from a perspective that positions learning as something mediated by personal, social, and natural factors. The elaboration is prompted by the need to go beyond the immediacy of physical and social contributions to learning experiences to account, more fully, for the personal contributions and mediations that shape these experiences” (pp. 32-33). Schon (1983) considers a skillful educator as one who “draws out critical facts, and by a sequence of astutely chosen questions leads students through a process of inquiry which serves both to structure the ‘solution space’ of the situation at hand and to demonstrate a mode of thinking about...problems” (p. 316). Due to both economic and social current demands, higher expectations are placed on educators to conform their teaching styles to match that of the diverse learners in the classrooms (Darling-Hammond, 2006). As a result, Ference, Clement, and Smith (2008/2009) liken the difficulties of pre-service educators to “getting a drink of water from a fire hose” to a “gush,” that is often arduous to overcome (p. 53). Those difficulties can be lessened through proper relationships that build upon student experiences, hence leading to student engagement that contributes to increased student achievement (Klem and Connell, 2004).

Working With Experienced Teachers. Smith (2007) noted, “mentoring is a process which develops the whole person, rather than parts” (pp. 277-278). Lai (2005) explains that mentoring encompasses, relational, developmental, and contextual principles. These three components are the foundation for the relationship between the mentor and mentee. She insists that the essential component of these relationships is the passing of the gift of wisdom from the

mentor to the mentee through the sharing of experiences. Cuenca (2011) explains that although the common position of formal preparation for pre-service teachers suggests that the “experience serves as an occasion to test and enact the theories advocated by the academy, learning as simply applying and refining theories ignores the interactive and social nature of learning from experience” (p. 117).

According to the American Psychological Association (2006), there are four stages of mentoring: initiation stage, cultivation stage, separation stage, and the redefinition stage. The initiation stage comes about when a relationship is entered by a mentor and mentee through mentoring programs. The cultivation stage is the key stage that the relationship between the mentor and mentee grows and essential lessons are learned through the sharing of experiences. The separation stage is the ending of the relationship between mentor and mentee. This can be a difficult stage if both parties are not in agreement on ending the relationship. The redefinition stage is the recognition that a professional relationship was formed and can continue. Not all relationships prove to be amicable, however, with a little work and perseverance, it can prove to be beneficial for both parties.

In *Mentoring Relationships: Cooperating Teachers' Perspectives On Mentoring Student Interns*, Russell and Russell (2011) state, “the beginning teacher is impressionable and the internship experience is pivotal to his or her development, it is critical to investigate methods or strategies that better prepare the cooperating teacher to be an effective mentor” (para. 5). Cuenca (2011) contends that what is missing in the pre-service teacher literature is the critical role of the mentor teacher in helping the pre-service teachers enter into the community of teaching. This “community of teaching,” experiences if you will, will help the pre-service teacher embrace learning opportunities readily found in the act of teaching (p. 118). In *The Effects of Clinical*

Experiences on the Understanding of Classroom Management Techniques, Aycock-Cushman and Kemp (2012) attempted to discover whether or not classroom management was more effectively learned through university preparation or through observation and practice of mentor teachers within school settings. They concluded that practice and observation resulted in increased confidence of pre-service teachers' ability to make good classroom management decisions. Further, "learning to practice, with expert guidance (from those who are experienced), is essential to becoming a great teacher." One pre-service teacher commented, "I feel confident that I can manage a classroom well" because of classroom experiences in clinical practice settings (pp. 54-55). These findings clearly indicate that the valued observation and collaboration with expert, "experienced" teachers makes a difference. Aristotle (1985) said, "virtue of thought arises and grows mostly from teaching, and hence needs experience and time" (Irwin, trans., 1985, p. 33). Ronfeldt (2012) contends, "teachers are probably learning most about effective instructional practices from other teachers" (p. 20). Teachers who have better professional relations with, and who work closely with experienced faculty have improved effectiveness as measured by student achievement gains. Experience comes with time. Time allows for new teachers to develop into better teachers. Becoming a better teacher is a process of building wisdom through reflective practices.

Sayeski and Paulsen (2012) conducted an evaluative study with the assistance of several pre-service teachers. The pre-service teachers were asked to fill out a "Cooperating Teacher Evaluation Form" with regard to pertinent information on effective practices of their mentor teachers, in which six categories were analyzed: pre-planning; sharing of resources; constructive, specific feedback; multi-modal feedback including written feedback; cooperating teacher modeling of effective practices; and practices demonstrating trust and confidence. It was found

that advanced planning, followed by cooperating teacher modeling of effective practices, and constructive, specific feedback, were the three most effective practices (p. 121). Pre-planning, allowed time for the pre-service educator and their mentor teacher to go over the lesson and identify appropriate student behavior. Within modeling effective practices, the pre-service students highlighted three areas of mentor effectiveness: “instructional practices, classroom management strategies/approaches, and ways to promote access to instruction through personal or emotional support of the students” (p. 124). Constructive, specific feedback allowed the pre-service educators to know what they were doing correctly, as well as areas in which they needed to work. Without this feedback, they lacked confidence in their abilities to effectively instruct the students.

In an article titled, *Recruiting and Retaining Highly Qualified Teachers For Hard-To-Staff Schools*, research corroborates the fact that new teachers need much more than just content knowledge and skill to be successful (Berry, 2004). While written in the wake of No Child Left Behind (NCLB) legislation, this article denotes a representation of the literature pertaining to pre-service teacher practices before and after that specific legislation. Berry (2004) emphasized the importance of new teacher induction programs to help retain effective teachers because the primary focus has historically been on knowledge and technical skill. However, couple the knowledge and skill with the expertise of experienced teachers through induction programs, or on-the-job training, and you have a new product. That product being pre-service teachers who are better prepared for the decision making challenges of teaching within the first few years of practice.

Continued Shortcomings. Possibly more than the other pieces of literature, the last example encompasses most of the other research points made previously. In *The Design of*

Teacher Education Programs, Darling-Hammond, et al., (2007) identify numerous teacher education program components that are geared toward pre-service teacher success. These include mentoring and induction programs, professional learning communities, comprehensive performance assessments utilized as exit exams, case studies, professional development schools (PDS), portfolios, the use of video analysis and simulations, and autobiographical narratives to name a few. The end result, however, is the same. None of these preparation program components can:

easily overcome the disconnect between the ideas about teaching and learning espoused in their [pre-service teachers] program and those they encounter in the classroom - leaving them [pre-service teachers] feeling confused, guilty, and discouraged about their ability to be successful teachers. (p. 414)

Eisenhardt, Besnoy, and Steele (2011/2012) confirm, “until the actual experience occurs, gaps exist among a pre-service teacher’s educational belief structure, knowledge base, and ability to teach” (p. 2). It is imperative that pre-service educators embrace learned knowledge and personal experience in order to surpass their ‘cognitive dissonance’ and internalize their newfound cognizance. A knowledge base should be coupled with ‘reflection-in-action’ as Schon (1983) states, “when intuitive spontaneous performance yields nothing more than the results expected for it, then we tend not to think about it. But when intuitive performance leads to surprises, pleasing and promising or unwanted, we may respond by reflecting-in-action” (p. 56). Page, et al., (2004) specify, “clearly we recognize and believe that many factors enhance pre-service teachers’ growth, including their own background knowledge, skills, and attitudes; their interaction with particular groups of students and cooperating teachers; and their own deep reflection” (p. 28). While deep self-reflection is difficult for all, two participants in the study

“seemed reluctant to engage in such reflection and often were hesitant to investigate their own teacher role and agency” (p. 31). Anderson and Stillman (2012) restate the difficulty, as well as the benefit involved with reflective practice by saying, “richly rendered and nuanced – even messy – accounts tend to reveal the most about teaching and learning processes and therefore also yield some of the most actionable insights for teacher educators and researchers alike” (p. 57). Aristotle (1985) affirms, “now both craft and virtue are concerned in every case with what is harder, since a good result is even better when it is harder” (pp. 38-39). Often scholars, researchers, and teachers will make errors in difficult times, but it is through these errors and difficulties that phronesis (wisdom) can be achieved. Aristotle said, “error is easy and correctness is hard, since it is easy to miss the target and hard to hit it” (pp. 44). More emphasis on reflective practices related to informed decision-making skills would provide better results when coupled with knowledge and skill. This can be accomplished in teacher preparation internship programs through a more attuned investigation of pre-service teacher lived experiences and how those experiences contribute to making good judgments.

What is Phenomenology?

What is phenomenology and how can it be explained? This review of phenomenology is in no way a scientific endeavor, rather a philosophical framework. Kincheloe and McLaren (2011) state, “no pristine interpretation exists - indeed, no methodology, social or educational theory, or discursive form can claim a privileged position that enables the production of authoritative knowledge” (p. 294). Phenomenology can take a shape of its own depending upon the context that the individual researcher applies to the specific situation. We begin to see a hint of terms used to describe phenomenology such as interpretive, ever-changing, ever-evolving,

relational, dynamic, and ideological, all of which are rooted in phenomenological development throughout the years.

Phenomenology originated in Europe through the work of Edmund Husserl (1970) at the turn of the 20th Century and was later expanded upon by multiple philosophers and researchers alike. Martin Heidegger (1968), Merleau-Ponty (2002/2012), Max Van Manen (1990), Madeleine Grumet (1976/1981) and others expanded and interpreted Husserl's work to provide phenomenology with multiple facets of investigative research and analysis that would offer a more rigorous philosophical analysis of human nature. This 'more rigorous' philosophical analysis would challenge more positivistic and scientific explanations of human phenomena. Throughout its ongoing development, phenomenology attempts to deter from the objective, positivistic and scientific explanation of 'things' and focus more on the subjective, ontological and constructivist analysis of 'things' (Pinar, et al., 2008). Phenomenology, in its purest sense, attempts to explain how individuals, living in an ever-changing world, make sense of their place in that world based on their experiences and the experiences of others. That complex and ever-evolving world holds a unique complexity in the 21st century that can be deeply analyzed and understood through phenomenological research and analysis (Dall'Alba, 2009). As a methodology for understanding human phenomena, then, phenomenology can elicit a deeper sense of understanding for the observer and observed. Many methods can be used to capture the lived experiences of subjects. Personal accounts, autobiographical narratives, journals, personal interviews and observations can all be utilized in phenomenological research to enable the researcher to enter into the ever-changing world of the observed. These approaches are methodological avenues for researching the lived experiences of individuals (Van Manen, 1990).

Merleau-Ponty (2002) describes phenomenology as something to be understood only through a specific methodology. A methodology is to be constructed and followed only by the researcher whether in their conscious systems or not. This accentuates a process of understanding known only to the individual and “it does not expect to arrive at an understanding of man and the world from any starting point.” Phenomenology “tries to give a direct description of our experiences as they are, without taking account of their psychological origin and the causal explanations which the scientist, the historian or the sociologist may be able to provide” (pp. vii-viii). Merleau-Ponty’s explanation identifies phenomenology as unique to each individual and understood only by that individual. It is not anything that can be scientifically derived through the explanations of others. It is through our own manner of “articulating the world” that phenomenology reveals itself (p. lxxxii). Pinar, et al., (2008) supports that notion by explaining it to be something lived and not merely theorized by others. Gadamer (2008) stated that there had been an “epochal movement toward genuine scientific philosophy” rather than phenomenological research in recent history, therefore, scholars had become accustomed to defining phenomenology through their own interpretations only (p. 143). This is significant because each individual scholar, in his/her own way, defines phenomenology as it is experienced in their own life.

Explaining pieces of phenomenology, as lived by phenomenological philosophers, can help provide a better understanding. Each can be explained with anecdotal episodes. Van Manen (1990) states:

Anecdotes can teach us. The use of story or of anecdotal material in phenomenological writing is not merely a literary embellishment. The stories themselves are examples or topics of practical theorizing. Anecdotal narratives (stories) are important for pedagogy

in that they function as experiential case material on which pedagogic reflection is possible. (p. 120-21)

Bracketing. The first concept to explore is bracketing. Bracketing is a phenomenological term used to describe the process of separating oneself from his/her own daily, practical life in order to attempt an understanding of the observed. This daily life is part of the “taken-for-granted experiences” that we hold to be true in our own lives (Pinar, et al., 2008, p. 406). These taken-for-granted experiences are what constitute our preconceived notions about ourselves and others. For example, if the phenomenologist wants to describe the experiences of minority students in rural public schools, he/she must bracket his/her own life in order to provide a true description of what the experiences of those minority students are. The phenomenologist would have to set aside all preconceived understandings of what minority students are and what they experience, such as discrimination by peers, ridicule by society, scorn by teachers or administrators, and depression due to seclusion. Even those topics are neither comprehensive nor accurate because they are merely the phenomenologist’s view. This is exactly the point of bracketing. Those situations are offered by the phenomenologist and therefore must be bracketed from the observed. Gadamer (2008) describes this process as demythologizing. Demythologizing means that we must go beyond our own understanding of events and people in order to understand the other person’s experience. This is a difficult process because it requires a deep sense of knowing oneself before attempting to know the observed. One must set aside any and all pre-conceived notions of “minority” before attempting to describe the experiences of what “minority” means to the subject who is a minority. As Gadamer explains, even this process goes far beyond what we ourselves can become aware of because through every dialogue about minority and rural schools, a different understanding evokes presuppositions. Closely related to bracketing is distancing.

Distancing. Merleau-Ponty (2012) said that man is thrown into the world and in every sense of the phrase, is attached to it. This statement describes the unity that man holds with this world, and in that unity experiences find meaning as a product of our individual senses. But what does this mean for observing the subject phenomenologically? Beneath the idea of the subject and the idea of the object, is where the primordial layer is uncovered. The uncovering of these layers is where “ideas and things are born” (p. 228). How do we achieve that? What must the observer do in order to distance him/herself from the object? Husserl (1970) said that “each life with its own intentionality reaches intentionality into the life of every other, and all are interwoven in different, closer, or more distant ways in an association of life” (p. 240). Therefore, the phenomenologist must have no participation in the validity of the experiences of the subject. This is what distancing attempts to accomplish. It is the observers “disinterested” observations of the object that distancing evokes. One cannot be partial to, or participate in the experiences of the observed. Husserl (1970) goes on to say that the observer must “stand above” the observed in an attempt to separate his/her life from the life of the observed. In consciousness this means a total separation from the object and one’s own life experiences. If we once again use the anecdote of the minority students in the rural school, distancing means we must refrain from taking any position in regard to the minority students as valid or invalid, truth or myth, logical or illogical (p. 77-78). If, in observing the experiences of one minority student, an instructor associates his experiences of being teased on the playground with his/her own experiences as a youth on the playground of the elementary school, he/she has fallen into the life association of the participant and therefore invalidated the research. This sharing of life experiences, one to the other, has caused the researcher to be interested in the well-being of his/her subject and has prevented himself [sic] from observing the true phenomena of the subject

even though the subject has no association to the researcher's past experiences. Distancing is the only way to prevent that association. The phenomenologist must stand above the observed and not take part in his/her life through association.

Reductionism. Associated with distancing is reductionism. Reductionism also requires the observer to stand above the world in order to view the subject, but it does not discount humanity's world as an integral component of the experiences for the subject. All natural interests of the observer are put out of play but this does not invalidate the world from our view (Husserl, 1970). Reductionism is the descriptive psychology that does not attempt to find existence or nonexistence, truth or myth, mistaken perceptions or illusions. The observer must be careful not to bring anything into play for the observed that does not constitute consciousness of the object. In other words, the observer must understand that the perception he/she holds for an object cannot discount the perceived consciousness of the object in question. For everything perceived also has perception (p. 236). Husserl states: "in pursuit of a pure psychology the psychologist must never allow the validities, no matter how diverse, of the person who makes up his [sic] subject matter to be valid for himself [sic]" (p. 238).

This quote by Husserl is a perfect example of what Merleau-Ponty (2012) calls an "awakening of thoughts that are constitutive of other people, of the researcher as an individual subject, and of the world as the pole of all perception" (p. 61). If the phenomenologist applies what is explained by Husserl and Merleau-Ponty, he/she finds that no matter how attuned he/she is to the subject, a position cannot be taken that negates the life experience of the subject. No matter how many instances of bullying a person may have experienced as a child, he/she cannot make those instances conscious to the instances of bullying upon the subject being observed. Gadamer (1976) refers to this concept as "dissolving the fixed determinations of thought," as

defined by Hegel (p. 8). Doing so, he said, elevates the phenomenologist to the universality of thought. This “thought” is the foundation by which reductionism is exemplified. According to Merleau-Ponty (2002), reduction forces us to “loosen the threads” that attach us to this world so that they become noticed and thoughtful and in so doing they reveal “a strange world” (p. xv). In *What is Called Thinking*, Heidegger (1968) cautions the observer against subjectivity:

He desires a thinking that is at once receptive in the sense of a listening and attending to what things convey to us and active in the sense that we respond to their call. Only when we are really immersed in what is to be thought can we reveal truly the nature of anything no matter how commonplace it may be, and only then can we avoid our habitual ways of grasping it as it is for us, *i.e.*, subjectively. (p. xxv)

Subjectivity. Thus far the phenomenologist has been an observer of the subject as described through bracketing, distancing, and reductionism in purely objective terms. Heidegger’s (1968) statement encourages the observer to evaluate his/her own thinking as to become attuned to what the objects are emulating. He explains this type of thinking as “torn consciousness” (pp. 89-90). Through a torn condition of open-mindedness to the experiences of others, phenomenologists can help curb their own subjectivity. However, as we uncover different aspects of phenomenology, it becomes more and more of a shared experience between observer and observed. This concept is made clear by Merleau-Ponty (2002),

The phenomenological world is not pure being, but the sense which is revealed where the paths of my various experiences intersect, and also where my own and other people’s intersect and engage each other like gears. It is thus inseparable from subjectivity and intersubjectivity, which find their unity when I either take up my past experiences in those of the present, or other people’s in my own. (p. xxii)

Merleau-Ponty (2002) touched on two key components of phenomenology that are yet to be explored in this study. The first is subjectivity. For Merleau-Ponty, it is used in the context of explaining the interrelatedness of subject and object in the phenomenological context. This is important because objectivity of the world only becomes truth through the subjective nature of each individual's validity. In other words, objective analysis of this world or an object is only comprehensible after the individual subjectivity of human beings. Husserl (1970) said, "in their human commissions and omissions, human beings are related to realities which are valid for them" (pp. 69, 263). This is further clarified by Gadamer (2008) in his explanation of the subjectivity game between individuals who relinquish the autonomy of his/her own will to the will of the other. He explains this concept of the subjectivity game through the example of the two men sawing a tree by bringing to the forefront the uniqueness of reciprocal behaviors of two individuals unified into one movement. Gadamer (2008) explains these phenomena as the sharing of consciousness, or will. The two men would not consciously think of each other's movements but would saw as one object feeling, anticipating, absorbing, and understanding each other in a reciprocal process. Every movement is absorbed and reciprocated by the other. Merleau-Ponty (2002) explained this nature of human relations to be intertwined with intersubjectivity because this process of merging experiences involves various subjects.

Intersubjectivity. Husserl (1970) references intersubjectivity as a communal process. Subjects live with one another and therefore take part in the lives of one another. This "communalization" of subjects occurs because of the nature of beings living among other beings in the world. This can sometimes cause discrepancies in validity between subjects because of the intersubjective relationships established. He stated, "each individual has his [sic] experienced things, that is, if we understand by this what in particular is valid for him [sic], what is seen by

him[sic] and, through the seeing, is experienced as straightforwardly existing and being-such” (p. 163). However, “he [sic] knows that he [sic] and his [sic] fellows, in their actual contact, are related to the same experienced things” and therefore share in the consciousness of those things bringing validity to the experience (p. 164).

Pinar, et al., (2008) quote Ted Aoki (1988) who said that this is a “communicative understanding of meanings given by people who live within the situation” (p. 412). Aoki is referring to the inferences we formulate as a result of being in and among relationships with others. Intersubjectivity, therefore, asks the phenomenologist to be fully aware of the consciousness of the subject in relation to the observer’s consciousness. This is important because meaning for the individual is compounded with every new meaning brought forth by multiple subjects. This phenomenon of human experience leads us to the formulation of differing perceptions, a topic to be discussed next. Husserl (1970) said that all validities are related to self, but this also includes the actual “perceptions” of others and therefore, Husserl specifies, what is said to self is also “paradoxically” said to all others (p. 258).

Perception. A former college professor frequently mentioned perception as “reality.” He was a professor in an undergraduate foundations courses and his insight revealed many unique teaching experiences as he recounted his days of teaching and administrating. One topic revolved around truth and myth, much like Husserl (1970) mentions the realities being valid for each individual based on his/her experiences. What shapes our truths? Where do we find validity? The professor made this point clear. No matter how concrete a person is in the support of an individual truth, there will always be other beings whose truth supersedes your own. He clarified his position by saying that perception is each individual’s reality.

Gadamer's (2008) description of Husserl's views on perception is noteworthy. He states that the images we have of things are consciousness of things themselves. This consciousness is knowledge formulated by intuition. This intuition is not found in the image of the object but rather through knowledge and memory already developed in our life experiences. He makes this point clear by explaining our view of an object is always from the side on which we stand, but that our perception of the unseen side of the object is a result of our intuitive memory which has constructed our perception of the object from all sides. These representations of objects, either from objective views or intuitive descriptions untangled in our memory, do not adequately represent the true essence of the object, however, "we have adequate representations and knowledge only of what is in our own soul" (Husserl, 1970, p. 86). Husserl continues, "each one has his [sic] perceptions, his [sic] presentifications, his [sic] harmonious experiences, devaluation of his [sic] certainties into mere possibilities, doubts, questions, illusions" (p. 163). This is most clear if you have ever experienced the separation from a family member in a crowd of people. As the observer scans the crowd in an attempt to find the separated other, he/she makes objective appearances connected to the intuitive memory that the observer has of the other. Scanning the crowd and finding the physical features represented by the separated other, we immediately connect the unseen side of that individual to our separated other, yet when the person turns around, showing the previously unseen side, we realize that this person is not at all what we had perceived as our "lost" other. Merleau-Ponty (2012) clarifies these phenomena as our "access to the truth," which is often times an illusion of the perceived object (p. lxxx). We know such instances to be illusions because we have previously experienced illusions, thus creating perceived truth. Even though doubt and fear can sometimes overpower the illusion, it remains truth based on our perceptions of the object. However, if all appearance is "reality," then

illusions, which are not reality, are not perceived as truth and are true hallucinations because real being and appearance are one in the same (p. 343). The illusion that the observer created in his/her mind about the unseen side of the person in the crowd is a result of his/her perceptions about reality, which in fact are not real but illusions retrieved from memory.

Merleau-Ponty (2012) claimed, perception is a continual “reconstitution of the world at each moment” and therefore has no awareness of objective thought. Perception continually “bombards and besieges subjectivity just as waves surround a shipwreck on the beach” (pp. 214-15). The world deploys “itself little by little and never in its entirety... each appearance of the thing that falls before our perception is still nothing but an invitation to perceive more and a momentary pause in the perceptual process” (p. 242). What do all of these excerpts about perception mean? Think about gazing into the night sky on a hot summer night. Our objective view of the twinkling lights goes no further than specks of light against a dark background if one thinks objectively. Therefore, one who perceives is the one who closes his/her eyes from the visual sense and continues the perceptual process. What happens when the eyes are closed? We continue the image obtained through our sense of sight and expand and evolve that image into artistic grandeur within our minds? The observer takes that artwork and makes it his/her own based on their experiences. We create illusions that constitute reality in our minds even though the same illusions do not exist for others. If the true observer perceives his/her subject, then he/she must subjectively become aware of the perceptual world that gives him/her being.

Being. To become fully aware of our place in the phenomenological world, participants must acknowledge themselves as beings existing in the world together. This nature of things is the way in which participants in this world interact, communicate, experience, and “be.” It is ever-changing and evolving and moving further and further away from reductionism. Husserl

(1970) said that these things are an “endless multiplicity of changing experiences and experienced things, one’s own and those of others” (p. 164). As beings in this world, we reside over these “things” and are able to use them at our disposal for growth and understanding in a continuous transition from one aspect of a thing to another in order to make progression in our knowledge (Gaddamer, 2008, pp. 70-73).

According to Harman, (2007) Heidegger’s name for human existence is Dasein. Dasein is not something that can have attached to it any descriptive property as such. This is what Heidegger calls “facticity.” He explains:

The facticity of life simply means that life cannot be adequately described in theoretical terms. Human life is always immersed in a specific situation, involved with its surroundings in a very particular way. This facticity always remains partly obscure, and for this reason human life cannot be approached by the methods used in the sciences to describe inanimate matter. (p. 25)

Heidegger theorized that nothing can be explained without interpreting it in accord with other things in the world and therefore must be seen as an act of reality, not to be explained by properties consciously and objectively assigned to them. Dasein is a communal process because life is comprised of other things and humans; therefore it is always fluid and always growing. These things and humans are not objects, rather a system of relations in the environment that help to explain “how” something has being in this life. For Heidegger, the true reality of the “thing” hides itself from conscious view, therefore, it cannot be explained through scientific lucidity (pp. 23-29).

Self-Understanding. Once the conscious being identifies his/her place in the life-world with other beings, he/she partakes in uncovering the “essence” of what it means to be human.

Essence is replacing the “fact” of existence with the “nature” of the existence. Merleau-Ponty (2012) explains that essence is our commitment in the world and to the world. This commitment is the fundamental understanding of what our unconscious contributes to the conscious world. It cannot be systematically delineated through discourse of human language, rather essence is the interpretation of this world for each individual.

Gadamer (2008) explains that the “operation of understanding requires that the unconscious elements involved in the original act of knowledge be brought to consciousness” (p. 45). This act of self-understanding is unique to each individual and solidified in the lived experiences of that individual. Gadamer (2008) continues by saying that this self-understanding is a religious experience only to be conceived through the perfection of understanding self-consciousness.

Many times self-understanding leads to contradiction within self. This contradiction within self is what Hegel identified as the only method for transitioning into a higher truth about self (Gadamer, 1976). He meant that we must confront the conflicts in our mind before we can uncover the truth about ourselves. He makes this point clear by discussing the fact that the criminal only realizes the purpose of his/her punishment and justice is brought about, when the criminal accepts his/her punishment. Only when that punishment is accepted does the criminal understand himself and become able to transform himself. The criminal cannot understand his wrongdoing until he/she accepts the punishment.

Gadamer (2008) said, “one must take up into himself what is said to him in such a fashion that it speaks and finds an answer in the words of his own language” (p. 57). This statement about self-understanding is fashioned through hermeneutical explanations of art. Hermeneutics, named after Hermes the interpreter of the divine message to mankind, is the

process of clarifying through our own efforts what is said and understood in our encounters with art or other life events (p. 98). Art, therefore, is what the artist portrays for him/herself but also portrays a meaning totally independent of his/her own in the mind of the one who observes the artwork. This becomes evident when the one observing a piece of artwork does not understand what the artist is trying to reveal. An onlooker might observe that an artist's portrayal of color, texture, and depth is foreign and incomprehensible, but the artist would have accomplished his/her task in such an explanation of the observation. The work of art, therefore, is a "self-encounter" and a "shattering and demolition" of the familiar. Everything encounters man's understanding in different ways and should not be about what it "is," rather about what it understands about self (Gadamer, 2008, pp. 95, 100-04).

Understanding of self is never finalized. Thinking requires an uncovering of subconscious thought by bringing it to the conscious. This process is never-ending because every new conscious understanding is reciprocated by yet another subconscious venture. This back and forth stimulation of thought is a way. Heidegger (1968) explains, "we respond to the way only by remaining underway. To be underway on the way in order to clear the way" (pp. 168-69). Being underway is partaking in a journey to discover self. This journey, because it leads you to think and act differently, is never-ending. Self-understanding can never come to fruition because there will always remain a sub-conscious that can forever remain accessible only to the divine. The simple fact that we enter the journey is evidence of being on the way toward eventual transformation into a new being, a temporary being who is replaced by yet another self.

Lived Experience. As previously discussed, the journey into phenomenology is always underway. It is unfinalized in respect to what self-understanding means to each individual. The final component of this literature review in no way means an end, rather it is an opening of doors

into the world of phenomenology. More than any other component of phenomenology, however, the lived experience is manifested through each and every other aspect of phenomenology and invites humans as beings into a deeper understanding of the world in which they live. Just as the Latin root of curriculum implies, “currere” is the running of the course of one’s life. This is exemplified through the lived experience of one’s life and is ongoing. Madeleine R. Grumet is a most notable scholar who can help explain the lived experience through currere (Pinar, et. al., 2008).

Madeleine R. Grumet (1976) contributed numerous avenues for explaining what currere means to the phenomenologist. She states, “Currere as a method and theory of curriculum which escapes the epistemological traps of mainstream social science and educational research.... In contrast to the conventional empirical-analytic paradigm of educational research, currere returns to the experience of the individual” (quoted in Pinar, et al., 2008, pp. 414-16). Therefore, a phenomenologist takes the stance of uncovering the lived experience of his/her subjects and utilizes all the other components of phenomenology to do so. The phenomenologist will incorporate bracketing, distancing, reductionism, subjectivity, intersubjectivity, perception, being, and self-understanding in order to excavate the essence of what “being” means to the individual. Merleau-Ponty (2012) said, “the object is only determined as an identifiable being through an open series of possible experiences, and only exists for a subject who produces this identification” (p. 220). At the same time the phenomenological world “shines forth at the intersection of my experiences and at the intersection of my experiences with those of others...” (pp. lxxxiv).

Husserl (1970) explains, “it is pregiven to us all quite naturally, as persons within the horizon of our fellow men, i.e., in every actual connection with others, as ‘the’ world common to

us all” (p. 122). That which will forever continue as unfinalized will always be a dip into each other’s worlds. Max Van Manen (1990) states:

Lived experience is the starting point and end point of phenomenological research.

The aim of phenomenology is to transform lived experience into a textual expression of its essence-in such a way that the effect of the text is at once a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (p. 36)

Van Manen (1990) offers a methodological approach to researching phenomenology. This methodology is the basis for exploring the lived experience of others. It includes processes for collecting lived experience data such as using personal experiences, experiential descriptions from others, lived experience descriptions through writing, interviewing, observing, biographies, autobiographies, diaries, journals, logs, art, and other phenomenological literature. As a phenomenologist, utilizing some of Van Manen’s approaches can offer avenues for research that go beyond scientific descriptions of a thing. Phenomenology will transform both the researcher and the participants and offer more to education than can ever be taught through traditional methods of teaching skill and knowledge.

While the following definitions of phenomenology can seem vague, muddy or without direction, they are just a small piece of what phenomenology encompasses. Anyone who reads this can define phenomenology for themselves and continue down the road of discovering – self. Phenomenology is a living, transformative experience through which we make sense of our own being in and through the transformative experiences of others so that we become nourished beings. Phenomenology is a Hermeneutical theory of philosophical and methodological inquiry that seeks to uncover the multilayered, transformative, subjective, and intersubjective

experiences of others who create and negotiate those lived experiences with other members of the shared culture in an ever-changing and evolving process of human phenomena.

Chapter 3

Methodology

The methodological framework utilized in this study was based on the phenomenological research methods of Max Van Manen (1990). Within this methodological framework were numerous resources for exploring lived experiences of research participants. Others have contributed to this methodology as well, such as Moustakas (1994) and Vagle (2014). Van Manen's methodology was selected due to the clear and concise descriptions as to how phenomenological research can be implemented. While Moustakas and Vagle have similar methods, the ease and cohesiveness of Van Manen's concepts are most suitable to this frame of analysis. This information is organized into the following sections: (1) research questions, (2) research design, (3) means of data gathering, (4) means of data analysis, and (5) reliability and validity.

Research Questions

Two questions were considered in this study as they pertain to the lived experiences of two elementary pre-service teachers in a Mid-western rural university.

1. What are the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university during internships?
2. How do the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university contribute to the quality and depth of internship experiences as they pertain to pre-service teacher preparation prior to student teaching?

Research Design

Phenomenology is a living, transformative experience through which we make sense of our own being in and through the transformative experiences of others so that we become nourished beings. Merleau-Ponty (2002) said that phenomenology is unique to each individual and only understood by that individual. Phenomenology as a methodology makes this study qualitative in nature and invites unique and independent interpretations of lived experiences.

Within this methodological framework, Max Van Manen (1990) identifies numerous methods for gathering phenomenological data of lived experiences. This study explores the lived experiences of two pre-service teacher educators within clinical experiences in a Mid-western rural university in Kansas during a 12-week internship. Four components of Van Manen's (1990) methods will be utilized in this study. They consist of journals, narratives, interviews, and personal experience.

Journals. Journaling allows for an authoritative account of one's experiences as reported by that individual. This personal account is something that Grumet (1976/1981) refers to as *currere*. *Currere* is an in-depth account of one's experiences as told by that individual. Journaling offers a first-hand account of the experiences of the study's participants while in clinical practice. Levering (2006) speaks of a "balance" that is rendered between the researcher and the researched through journaling. When one (participant) partakes in an analysis of his/her own perceptions, they are uncovering the being/life in which they participate. This being is uncovered through a rich and deep reflection of one's subconscious in order to reveal something new and relevant. Schon (1983) describes this type of activity as "muddling through the murky waters" (p. 42). True reflection upon one's experiences is sometimes a painful and difficult job. Journaling offers an avenue for this type of vetting of consciousness. The researcher, then, is

charged with objectively, and many times subjectively, unraveling the participant's journals in an attempt to find new meaning out of something as commonplace as the elementary classroom (Van Manen, 1990).

Kim's (2012) analysis of a male adolescent's lived experience is a perfect example of taking a commonplace event, such as the educational classroom, and transforming those events by making meaning from the student's existence, as lived by the student. The true essence of the student's experience is brought to the forefront. Peshkin (1993/2012) fortifies this notion by commenting that no prototype or mold exists for qualitative research, therefore, each reality is a "slippery notion" to be deeply analyzed in an attempt to make meaning (p. 28). In *Lived Experiences of Being Comforted by a Nurse*, Bottorff (1991) uses journals, as well as personal interviews, to explore the emotional connection that patients had with their nurses. Comments such as, "the nurse makes me feel better," and "I like being together," are concrete examples of how journaling can help uncover buried emotions that would normally be undiscovered (p. 240). Kincheloe and McLaren (2011) say that our own authoritative knowledge is, "lived our way," and described by us (pp. 293-294). The use of journaling in this study truly reveals the lived experiences of pre-service teachers within clinical experiences as lived and told by the individual.

Interviews. The second component of phenomenological data gathering methodology utilized included interviews (Kvale, 1996). While structured questioning can reveal some objective data in an interview, conversational interviews were the primary methodology. Conversational interviews allow for a more candid sharing of experiences because the researcher becomes an insider. An "insider" is one who is more easily accepted into the conversation due to his/her connection to the researched (pp. 36-37). That connection, or personal relationship with

the researcher, may allow for more revealing and honest data by the participant. This method, however, brings with it some ethical issues to consider, namely, striking a balance between the emotional human interaction and cognitive knowledge seeking. Lawler and Thye (1999), however, claim that emotional signals will allow for a deeper social exchange between the researcher and the researched. They said, “mood, affect, and feelings all have been shown to impact how people process information and a degree to which they reveal a concern to others” (p. 230). This method likewise brings an ethical issue to consider. The researcher must avoid any sort of power struggle with the participant when moods and emotions emerge. Personal judgment and ethical processes must be objectively bracketed and brought into check if the researcher is to avoid these ethical issues within conversational interviews. NVivo coding was utilized as a method for analyzing common themes throughout the interview transcriptions (Flick, 2009).

Narratives. As mentioned previously, journals and personal interviews were the data gathering methods in this study. Within journaling, however, personal narratives by the respondents were analyzed as a byproduct of the journaling. Respondents were encouraged to write autobiographical narratives during journaling as a tool for describing their classroom experiences. This section will explain why those narratives are most valuable and revealing in the study.

Using one’s lived experiences as a tool for gathering information can sometimes be a highly emotional undertaking, not only for the researched but for the researcher. In *Narrative and the Divided Self*, Bochner (1997) uses an autobiographical narrative of his experiences with the death of his father as a catalyst for change, growth, and nourishment. The writing of those events, and the reliving and retelling of those events, resulted in growth and transformation in a life story, (Clandinin and Connelly, 2000). The respondents in this study journaled about their

experiences in the clinical practice classrooms. This type of ethnographic research is what Green, Camilli, and Elmore (2006) describe as “complex” (p. 744). When the respondents are encouraged to write about their experiences, and how those experiences relate to the classroom experiences within clinical practice, a transformation emerges and with it, much complexity. This process helps nurture and promote deep reflective practices (Schon, 1983). Coulter and Smith (2009/2012) caution, however, that a balance between “story-telling” and the “inclusion of every literal detail” must exist in order for narratives to uncover the “complex transaction between researcher and evidence” (p. 587). This is why NVivo coding was utilized so that the literary details (codes) can be grouped into categories and themes, thus avoiding the inclusion of literal details in the overall analysis.

Personal Experience. The use of autobiographical narratives within the journals allowed for personal experience to emerge from the respondents. The conversational interviews also allowed for personal experience to be revealed. As a result, Van Manen (1990) argues that personal experience is a most valuable avenue for gathering phenomenological data. Coles (1989) said that you do not investigate lived moments with theories, you use “stories” (p. 47). The stories of the respondents were phenomenological in every sense. Again, this is what Grumet (1976/1981) calls *currere*, as reported by the individual. Grumet goes further in saying that *currere* is a “wrestling of individual experience” (pp. 116-118). This definition describes the sometimes uncomfortable nature of traversing the murky waters in an attempt to find truth and meaning from something wrestled with for a period of time. An anecdotal narrative as suggested by Van Manen (1990) is most fitting here. If you have ever experienced a bodily injury of some kind, you know that the initial moments of pain during rehabilitation are indeed uncomfortable, but the end result can be most rewarding and enlightening for the body and psyche. Pinar, et al.,

(2008) explain this process as “soaring from the heights so that new landscapes can emerge” (p. 27). Carr (1986) describes the exploration of lived experience through autobiographical narratives as a way to “make a life that seems to be falling apart, come together again” (p. 418). Difficulties and struggles in teaching are common on a daily basis. The hope is that educators can embrace these struggles and grow in wisdom through effective decision making as a result of these struggles (Schon, 1983).

Data Gathering

Data was gathered through personal face-to-face interviews and journals. Within the journals and interviews, the lived experiences of the participants were revealed through narratives, stories, and descriptions of events during internships.

Journaling. Participants were required to complete two activities during the semester. First, was the journaling. Candid, open, and honest communication from participants with regard to their experiences within the internships was requested. While participants were free to journal as often as they like, at least one entry per week during the 12 weeks of the internship experience was required. Journaling was either handwritten or electronic based on the participants’ preference. Participants reflected upon their experiences while in the internships. These experiences included, but were not limited to, classroom environment, lessons, student interactions, mentor interaction, classroom discipline, student relationships, etc. Participants were free to write about anything they desired as they reflected upon experiences within the internships. Some questions that guided participants included:

1. What went well and why?
2. What did you like/not like and why? What concerns you?
3. What are you noticing about the students?

4. Are you forming relationships with the students? Why? How?
5. Are you becoming more confident in your ability? Why or why not?

Participant journals were submitted at the end of the 12 week internship to be analyzed using NVivo coding (Flick, 2009).

Personal Interviews. Coupled with the journaling, two face-to-face interviews were conducted in a neutral location and recorded. These interviews took place midway through the internship (6 weeks) and again at the end of the internship (12 weeks) experience. The interviews were conversational in manner and required no prior preparation on the part of the participants. This structure allowed for an interpersonal relationship to be established which promoted an “inter-change of views” between the participant and the researcher (Brinkmann and Kvale, 2014, p. 2). Interviews began with a restatement of the purpose of the research and were followed with general questions to begin the conversation. Some examples included:

1. As you know, the purpose of this research is to gain insight into your experiences within internships. Do you have any questions about your involvement in this study?
2. Can you tell me about your internship experience?
3. Have you enjoyed your internship experience?

Each interview lasted no longer than sixty minutes. Recordings were then transcribed and coded using NVivo coding. Data was grouped into codes and categories. Themes were then analyzed and interpreted (Flick, 2009).

Data Analysis

Moustakas (1994), Vagle (2014), and Van Manen (1990) all offer basic techniques and processes for analyzing phenomenological data. Before investigating those aspects of data analysis, it is important to once again state that phenomenological writing is unique to the

individual as described by the individual. The analysis of interviews and journals was conducted through a unique lens of perceptions, values, beliefs, and interpretations. Van Manen (1990) said, “to write is to rewrite” (p. 131). This was the basis for data analysis in an attempt to show something unique and independent of normalcy. This type of writing not only makes the research unique but opens the door to vulnerability (Behar, 1996).

That said, the analysis of phenomenological data should follow certain processes and procedures to ensure credibility. The outlines/lists below helped to guide data analysis and interpretation.

Mezirow (1991). Adults partaking in discourse (phenomenological discourse) should:

1. Gather accurate and complete information.
2. Be free from self-deception.
3. Have the ability to be critically reflective.
4. Be open to alternative perspectives.

deMarrais (2004). Qualitative interview studies should reveal ambiguities and resolve them through a social construction of meaning. This is an inter-subjective process whereby the researcher and the researched are actively involved with one another. The following characteristics should be evident:

1. Relationships with participants are important.
2. Selection of participants is crucial: unique-case or reputation-case (convenient sampling).
3. Conversational interviews are beneficial.
4. Questions should be open-ended to allow for discourse.
5. Bracketing is important: the researcher identifies subjectivity and sets it aside.

Potter and Hepburn (2012). Interview reporting can be enhanced by following certain criteria. Challenges arise through design, conduct, analysis, and reporting. Some of these challenges include:

1. Flood: Do not flood the analysis process with a social or hidden agenda.
2. Footing: The “footing,” or power position, should not inhibit the processes for gathering data. Structuralism comes into play here. Do not let “structures” prevent respondents from being open and honest.
3. Stake or interest: If a researcher cares deeply about a topic and the respondent does not, the researcher must be aware of this fact. The inverse is also true. A lack of enthusiasm on the part of the researcher for a topic being discussed discourages communication.
4. Assumptions: Individual assumptions and perceptions must be bracketed. Statements such as “I feel” should be objectively positioned.

Moustakas (1994). In the analysis of journals, Moustakas makes several suggestions for interpreting that data. These structures are very similar to Flick’s (2009) NVivo coding.

1. Listing and preliminary grouping of themes and categories is critical.
2. Reduction and elimination can help sift through literal details.
3. Clusters and themes will show commonalities.
4. Use relevant themes for the purpose of the study.
5. Use “individual” structural descriptions and then “textual” structural descriptions to find meaning and essence.
6. Incorporate personal experience when appropriate.

7. Horizontalization: Each statement holds equal value and contributes to an understanding of the nature and meaning of the data.

Vagle (2014). The use of a post-intentional approach is useful in that “wholes” are taken and then deconstructed to find meaning. This is the inverse to NVivo coding because larger themes are identified first and then broken down into parts. The researcher should read and write his/her way through the data in a systematic and responsive manner. Following these processes will provide credibility.

Flick (2009). NVivo coding. While all methods above prove successful in particular context for qualitative data analysis, NVivo coding is the data analysis method of choice because it can be used for both journals and personal interviews and at the same time offers systematic methods for acquiring that data.

1. Transcriptions of interviews or journals can both be analyzed through NVivo coding
2. Journals and interview transcripts are first highlighted with “codes” that have meaning. An example might be if a respondent continually mentioned the word, “transformative.” “Transformative” would be a code to be highlighted throughout.
3. Second, codes are grouped according to “categories.” For example, the “transformational” codes may be grouped together when the word was used within the classroom description and again when the word was used during reflective writing. “Classroom Transformations” and “Reflective Writing Transformations” would be the categories. Numerous categories should emerge.

4. Next, categories are grouped into “themes.” If categories reveal that the respondent was having transformational experiences in the classroom when he/she was working with individual students, the theme may be: “One on one student interaction was transformational for Sally.”
5. Finally, three to four themes are used to create a framework for the writing of the phenomenological experiences, thus allowing for a clear and concise method for analyzing journals and interviews.

The Study

The study began with an application to the Internal Review Board (IRB) at the Mid-western university where the prospective participants were enrolled in pre-service teacher internships within the department of Teacher Education. A detailed description of the purpose, risk to prospective participants and institution, research questions, and methods for studying human participants was provided. Once approval was secured from the IRB, locating prospective participants began with the department’s faculty rather than from a pool of candidates.

The selection of two participants prior to the start of the internship experiences followed three basic criteria. First, credibility of prospective participants within the department was sought. Information about the work ethic and capabilities of prospective students for this study was discussed with select members of the Teacher Education department who had knowledge of student characteristics based on encounters in face-to-face courses at the university. Several prospective participants were secured and further assessed against the remaining two criteria.

In the second criteria, personal dispositions were explored in order to shorten the pool of prospective participants. Communication skills, punctuality, professionalism, and attentiveness to detail were all used to informally assess prospects. Information about dispositional character

traits was gathered from instructors, as well as through informal conversations between the researcher and candidates. Two participants were secured after the initial screenings.

Finally, the two participants were additionally evaluated based on the final criteria, reliability. Participants were asked whether or not they were willing and able to complete the required journals and face-to-face interviews during the semester. Specifics about requirements and confidentiality were provided in the form of introductory letters for each participant (see Appendix B and C). After each participant had agreed to participate, approval was secured from the department chair (see Appendix A). Finally, informed consent documents were delivered to the participants that explained their rights and responsibilities (see Appendix D).

Next, instructions for journaling were given. A new, bound journal was provided for each participant for handwritten journaling. The option was also given to journal electronically. Participants were required to journal at least once per week during the 12 weeks of the internship experience but the option to journal more frequently was suggested. Some guiding questions were offered to help the participants begin the process (see Appendix B and C). Further, each participant was encouraged to journal during the time of day that was most convenient and suitable for reflective writing based on their personal situations and schedules.

Coupled with the journaling, two face-to-face interviews were scheduled with each participant midway through the semester and at the end of the academic semester. Interviews were conducted in a neutral location on the campus of the Mid-western rural university and recorded using an electronic recording device. The interviews were conversational in nature and required no prior preparation on the part of the participants. The topic of discussion during the interviews was simply, internship experiences. Each interview lasted no longer than thirty minutes.

At the end of the semester, journals were collected from each participant. Written journals were transcribed electronically and combined with electronic journals into one document for each participant (see Appendix E and F). Recordings of the four face-to-face interviews were transcribed. One interview document was created for each participant (see Appendix G and H). After all documents were electronically secured they were printed for the purpose of coding. Codes were then highlighted within each document to be used for the creation of thematic categories. Those categories were then used to identify possible themes. Three themes were developed from the codes and categories for each participant. The phenomenological process of coding, categorizing, and thematic development is described in detail next.

Chapter 4

Data Analysis

The methodological framework used in this study was based on Max Van Manen's (1990) theories about phenomenological writing. He suggests, "it is a minded act of writing that orients itself pedagogically to a notion that is a feature of lived experience" (p. 124). Not only is it important to understand the processes for discovering lived experiences of pre-service teachers, but how the writing of those experiences enables visibility to emerge. Richardson (1994) states, "writing is also a way of knowing – a method of discovery and analysis" (p. 516).

Further supporting phenomenological writing as a methodology, Moustakas (1994) said, "each research project holds its own integrity and establishes its own methods and procedures to facilitate the flow of the investigation and the collection of data" (p. 104). Behar (1996) supports, "every form of representation must pay homage to its roots in the ethnographic experience of talking, listening, transcribing, translating, and interpreting" (p. 163). This analysis of journals and interviews is an interpretation.

First, analysis of journals and transcribed interviews followed the processes outlined by Flick (2009) for researching qualitative data (see Appendix E, F, G, & H). Those processes provided a systematic method for interpreting this qualitative data through coding (see Appendix I & J). Pseudonyms were used throughout this project to protect the identity of the two participants.

Coding

Coding was a process of identifying common words or phrases throughout the journals and interviews. One must be in a phenomenological state of mind when identifying codes. The researcher cannot simply locate multiple words having the same meaning or spelling. Coding is

an act of phenomenological research that asks the researcher to orient his/her thinking with that of the participant. This is not a mathematical process nor is it quantifiable. The researcher does not attempt to decipher every literal detail within the context of each event or happening as described, rather, the codes emerge as a result of phenomenological attainment to how the words impact the researcher. Flick (2009) explained, coding “depends on the research question, on your material, on your personal style as an analyst, and on the stage that your research has reached” (p. 309). While reading journals and interview transcriptions, the researcher systematically chooses words (codes) that separate from the typical commonalities in the data. Codes speak directly to the researcher and, adhering to the purpose of phenomenological and qualitative research, should not attempt to say everything to everyone (Richardson, 1994).

Coding for Trista T. and Kelly S. began with journals and transcribed interviews being printed. Reading through the journals and transcribed interviews, the researcher cultivates the words in a systematic process of concentrating on what the words uncover, separate from the context of the sentence structures. Words were highlighted throughout all documents. Both Trista and Kelly provided a tremendous amount of rich data to be gathered as codes. As with any phenomenological data, analysis is a transformational process. True meaning is found in that particular moment in that particular place and time. Continued analysis and coding produces new meaning based on new circumstances and experiences involved with the researcher even though the hard data itself remains constant.

The coding of Kelly S. (see Appendix I) was systematic and procedural but required diligent concentration because her journals were more descriptive rather than interpretive. For example, Kelly described, “in my internship class today the class learned about the constitution along with finishing up their section about compasses” (Kelly S., personal communication,

September 17, 2014). This statement resulted in no coding due to the descriptive nature of the sentence. Another example provided the same result. Kelly stated, “today the social studies class started a new unit about Indian tribes” (Kelly S., personal communication, October 8, 2014). While not all records were descriptive, it was more difficult to decipher codes from descriptions of events rather than experiences with those events. Later however, a more revealing comment emerged. Kelly said, “if I would change this lesson I would have involved much more discussions that could relate to the students’ lives” (Kelly S., personal communication, October 13, 2014). This statement resulted in four codes during the analysis. Many more instances provided meaningful codes such as understanding, knowledge, learning, creativity, engaging, experience, and growth. For a full list of codes from Kelly S. journals and interviews (see Appendix I).

Coding for Trista T. was a little less arduous (see Appendix J). Trista’s personality and expression emerged through her words. During the second day of internship experiences, she journaled, “I came into the classroom feeling pretty confident today. We followed the same routine as last time, so I wasn’t too worried” (Trista T., personal communication, September 4, 2014). Three codes were pulled from these short statements. They included the words confident, routine, and worried. Simultaneously these codes hinted toward a theme which was then analyzed on a deeper level compared to all other codes. Later in the semester Trista’s journaling maintained the same rigor. She stated, “I really enjoyed my time with them (students) at recess. It gave me a chance to get to know them better and bond with them” (Trista T., personal communication, October 24, 2014). During the interviews Trista again offered statements that contributed to numerous codes. She commented, “I know one thing is just being able to make connections with what I am teaching them and relating it to their own lives, I think it is

something really beneficial for them to learn” (Trista T., personal communication, December 9, 2014).

Once all codes were recorded, the process of categorizing those codes into a strand of multiple categories followed. Flick (2009) explains, “categories are further developed. To this end the properties belonging to a category are labeled and dimensionalized (i.e., located along a continuum in order to define the category more precisely regarding its content)” (p. 309). These categories of codes become general properties within the data. It is from these general properties that themes emerged.

Categories

Categories were created for Trista T. and Kelly S. in order to define topics. These general topics allowed for “comparability” and at the same time remained open to the views of the researcher in order that he/she could find relationships among them (Flick, 2009, p. 318). Restating the research questions is pertinent to categorizing because these categories, which help develop themes, must stay in line with the purpose of the research. The research questions are:

1. What are the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university during internships?
2. How do the lived experiences of two elementary pre-service teacher educators from a Mid-western rural university contribute to the quality and depth of internship experiences as they pertain to pre-service teacher preparation prior to student teaching?

The codes developed in the first portion of the data analysis contributed to the foundation that was used to uncover meaning and answer the research questions. Codes, independent of thematic interpretation, have no value unless categorized. The system of categorizing codes

allowed for pieces of data to become part of the whole. While no interpretive meaning was derived from codes independent of one another, they contributed to the development of themes when they were joined. Flick (2009) states, “categories are brought to the empirical material and not necessarily developed from it, although they are repeatedly assessed against it and modified if necessary” (p. 323). As with selecting codes, choosing categories was a phenomenological process. Categories sometimes take a shape of their own. They intertwine and mesh with overlapping codes. Out of categories, themes emerged.

Trista T. Categories. First, Trista’s codes were highlighted based on commonalities. Codes were read independently and grouped based on the frequency of occurrence. What resulted were groups of codes with the same meaning. These groups became categories. Three categories resulted:

1. Activities, Preparing, Lesson, Strategies, Questions, Testing, and Group
2. Difficult, Different, Confused, Worried, Struggled, and Nervous
3. Conversations, Stories, Lives, Experience, and Relate

The first list of codes, when grouped, offered insight into Trista’s relationship with “teaching” in general. Trista’s reflective journaling and face-to-face interviews revealed an ongoing experience with teaching during her internship experiences. This is significant because the data showed a large amount of concentration on teaching. There were more codes associated with this category than any other. While this is an obvious conclusion since internships were conducted in school settings where teaching was expected, Trista’s concentration on teaching was noteworthy and contributed to a thematic analysis.

Trista’s next category of codes highlighted an area of concern for this pre-service teacher, not only for herself but for her students. Codes such as confused, worried, and struggled all

contributed to a thematic analysis that helped to answer the research questions. She stated, “I’m excited to do something new, but I’m a little nervous as well. Hopefully with practice before giving the lesson, things will go smoothly” (Trista T., personal communication, September 30, 2014). When the sentiments of individual struggles were coupled with the struggles she identified for her students, a theme began to emerge. Trista stated, “she (student) didn’t know how to read some of the words and would repeatedly ask about the same words. She also struggled with understanding whether or not the sentences made sense” (Trista T., personal communication, October 7, 2014).

The last category for Trista encompassed her connections to, and experiences with, the students and mentor teacher. She consistently mentioned experiences, lives, stories and conversations among other codes. The most impactful statements from Trista were in relation to this category. She stated, “while we were working, he (student) would have random conversations with me and relate them to the cards he found” (Trista T., personal communication, November 18, 2014). In the interview she commented on the relationship with her mentor teacher, “I would probably say my experiences have helped me the most, just being able to actually see what’s being done, you know how that works for her and then actually being able to practice it...” (Trista T., personal communication, October 29, 2014).

These three categories contributed to the development of themes for Trista T. The themes, analyzed in the next section, help to answer the research questions.

Kelly S. Categories. Categories for Kelly were created using the same processes as for Trista. Codes were highlighted and compared based on the frequency of occurrence within Kelly’s reflective journals and face-to-face interviews. Three categories resulted:

1. Lessons, Creativity, Learning, Decisions, Knowledge, Watching, Understanding, and Ideas
2. Difficult, Different, Trouble, and Issues
3. Experience, Understand, Excited, and Reflecting

As with Trista T., Kelly's first category revolved around instruction and teaching, with a slight difference however. Kelly's focus was more on the pedagogical aspect of teaching rather than the skill of teaching as with Trista. Kelly stated, "we planned several different activities to do during our hour and half and quickly learned the meaning of planning more than you might actually get done" (Kelly S., personal communication, October 7, 2014). In the first interview she said, "she (mentor teacher) understands that they want to have fun and that they need to have fun, but she also understands the importance of being on task" (Kelly S., personal communication, October 28, 2014). In both instances, Kelly was discussing the pedagogical approaches to teaching. This was a significant theme and will be analyzed in the next section.

The second category for Kelly was again similar to Trista's. She mentioned words such as difficulty and trouble frequently. Not only were these codes associated with her own experiences but with those of the students. She reflected, "while I was planning the lesson I believed that I had enough interaction and engagement throughout the lesson but as I was teaching it I was very disappointed in my lesson" (Kelly S., personal communication, December 1, 2014). Kelly revealed, in this statement, that she had properly planned for the lesson but those plans did not help prepare her for the actual implementation when students were involved. In the final interview with Kelly, she commented, "I had a student that, he had troubles every day until I kind of started to get to know him and know that if you gave him motivation...he worked so much better" (Kelly S., personal communication, December 10, 2014). These statements helped

to formulate a theme regarding, not only difficulties for both the teacher and student, but also about how those challenges were resolved. This theme will be further analyzed in the next section.

Finally, Kelly's last category was developed from codes such as understand, experience, and reflecting. Similar to Trista's last category, these codes encompass a system of growth and change through experience and reflection for Kelly. She stated during the interview, "I caught myself reflecting and figuring out what I would do different, how I would change it and make it better" (Kelly S., personal communication, October 28, 2014). She also made numerous comments with regard to her relations with her mentor teacher and how she experienced growth through those encounters.

Categories were formulated to reveal relationships between codes (Flick, 2009). These commonalities were then cultivated by the researcher into meaningful units of phenomenological interpretation unique to the researcher. It was through the writing of these relationships, commonalties, and experiences that the researcher attempted to bring what was internal, external. Van Manen (1990) states, "we try to read it as someone else might, but that is actually quite impossible, since we cannot help but load the words with the intentions of our project" (p. 127). The thematic cultivation that follows is an attempt to reveal the internal experiences of Kelly and Trista during their internships. This data analysis must be fluid according to the phenomenon that is revealed. Vagle (2014) recommends, "one must...be willing to make adjustments and explore new ways to open up the phenomenon" (p. 77). The themes that follow were opened using the basic tenets of phenomenology as described in Chapter 2. The basic tenets of phenomenology were bracketing, distancing, reductionism, subjectivity and intersubjectivity, perception, being, self-understanding, and lived experience. While not all tenets were established within each

theme, portions of each were revealed throughout the analysis as they related to appropriate themes.

Themes

Themes were uncovered using the system of coding and categorizing based on NVivo coding by Flick (2009). Reflective journals and personal interviews from both participants offered narratives of personal experiences equaling usable data for NVivo coding. Van Manen (1990) argues that personal experience is a most valuable avenue for gathering phenomenological data. The themes represented were based on phenomenological experiences by both participants. Coles (1989) said that you do not investigate lived moments with theories; you use “stories” (p. 47). Trista T. and Kelly S. offered their stories within the journals and interviews. Interpretations of those stories are what follows, and through those stories the themes were revealed, which answer the research questions.

Trista T. Theme 1. Trista’s experiences within internships helped to prepare her for teaching. This theme is a result of coding and categorizing based on numerous statements made by Trista within journals and face-to-face interviews. What she observed, learned, experienced, participated in, and practiced were a result of internship involvement, not only with the students but with the mentor teacher. Trista stated, “I feel like I am a lot more prepared now than I was before starting this internship” (Trista T., personal communication, October 29, 2014). Trista was able to put into practice the things she had been learning in her university courses. This included lesson planning, working as the lead teacher in group settings, assessing student achievement, leading activities, answering questions, handling discipline issues and numerous other tasks. She continued, “I kind of follow what the mentor teacher does, just watching what she does and seeing how it works well for her, so then I try doing the same thing” (Trista T.,

personal communication, December 9, 2014). She commented that her experiences were helping her to identify different strategies for becoming a better teacher and that all of it was helping her to feel more prepared for teaching. She said, “I try to take bits and pieces and make it into my own; that works well for me” (Trista T., personal communication, December 9, 2014).

The internships were a true learning opportunity for Trista and she suggested that she was happy about finding things that worked well for her. She said that she needed to “be more observant and keep an eye on all students, no matter what I am doing” (Trista T., personal communication, September 18, 2014). This perceptive thought process enabled her to bracket her personal behaviors with those of the students, thus enabling her to make better decisions for instruction. She was able to separate her instructional needs with the learning needs of the students.

When working with two different groups of students, with differing levels of ability, she concluded, “I was able to see and experience first-hand the diversity of students in terms of ability and behavior...it shows the importance of using a variety of strategies in the classroom to meet the individual needs of each student and help them learn and succeed” (Trista T., personal communication, October 16, 2014). Here Trista was employing reductionism as a phenomenological process for making instructional decisions. She was able to set aside her notions of one group of students regarding their ability and separate those notions from the new group therefore, make new decisions.

Trista also began to realize the rewards of teaching. While guiding a spelling lesson with a small group of students, Trista recalled, “they were able to understand the concept well and figure everything out on their own...It felt amazing to see the students fully grasp the concept and have fun while doing it” (Trista T., personal communication, October 7, 2014). Here Trista

was fully participating in the lived experience of the students, sharing with them the joy of the learning event and seeing its reward. In another lesson, Trista was working one on one with a student who had been struggling with sight words. The student's determination and hard work affected Trista's intersubjectivity with the student. She expressed, "it's amazing to see how far along a student has come along and it's an even great feeling seeing the student succeed and want to strive for more" (Trista T., personal communication, November 20, 2014). Trista's intersubjectivity with the student allowed for her to not only help the student with her instructional strategies but also share in the joy of the accomplishment. She said it was a great feeling knowing they were making progress.

Trista T. Theme 2. Trista's interactions within the classroom setting revealed her personal struggles as well as the struggles of the students. In theme one the teaching situations and scenarios emerged as valuable learning events for Trista. Inside of each of those learning events she identified weaknesses, not only for herself but for her students. Through realization of those struggles, Trista grew as a teacher.

When working one on one with an individual student, Trista realized that her mentor teacher had to correct the behavior of another student. Trista commented, "I felt so bad that I hadn't been paying attention, and Jenny (mentor teacher) had to stop what she was doing to take care of the situation." Moments later she was working with a group of students and had to tell one student that she could not work independently with him. She stated, "he looked so disappointed, and I felt bad for saying no" (Trista T., personal communication, September 18, 2014).

In both of these examples, Trista recognized the difficulty of opening her sensitivity to the class as a whole while maintaining individual relationships with students. Her desire to work

one on one with a student caused her to lose sight of the group as a whole. Then, immediately following, she had to decline one on one work with a student in order to instruct the group. These decision-making skills were once again challenged when Trista tried to help a struggling student with sentence structures. She revealed, “it was frustrating because I tried explaining it in different ways, but she (student) still couldn’t understand” (Trista T., personal communication, October 7, 2014). Later in the semester Trista’s frustration continued. Trista was teaching a lesson over word recognition and spelling. Students were writing words on white boards and when two students were not following the rules, Trista became upset. She commented, “I would tell them to write properly, and they would either stop for a while or ignore me. It was kind of frustrating and stressful to deal with” (Trista T., personal communication, November 18, 2014).

Trista struggled during many lessons to keep students on task but she grew from those experiences. She commented, “I had to tell them (students) several times to stay focused and on their own work. For the most part, I think I handled it well. I was able to get them to listen to me” (Trista T., personal communication, November 20, 2014). After accidentally confusing the gender of one student, Trista changed her perceptual processes and commented, “the whole situation made me realize that I shouldn’t judge my students on anything and that I should make greater efforts to truly get to know each student” (Trist T., personal communication, December 2, 2014). In a final example, when reflecting upon a lesson she taught, Trista stated, “while things were different and somewhat hectic, I learned many things... the importance of classroom management and being flexible to make adaptations. I also saw things that worked well, changes that need to be made and my strengths and weaknesses” (Trista T., personal communication, October 14, 2014).

Evidence of Trista's growth through these trials and errors emerged. True self-understanding and acknowledgement within her practices were uncovered through self-analysis in the journals. This became a key element toward the identification of theme three described next.

Gadamer (2008) said, "one must take up into himself what is said to him in such a fashion that it speaks and finds an answer in the words of his own language" (p. 57). This was the type of self-understanding and growth that Trista experienced through her struggles and the struggles of her students. Heidegger (1968) refers to this process as a "never-ending journey toward self-understanding" (pp. 168-69). Trista's acknowledgement of the journey was revealed when she stated, "I needed to be more attentive to everything that was going on, so that really helped me to actually change that, you know and it actually changed over the few weeks after that" (Trista T., personal communication, October 29, 2014). In the final interview with Trista she revealed, "I've seen good things, I've experienced bad things, so I think it has just helped me push forward and help me become better" (Trista T., personal communication, December 9, 2014).

Trista T. Theme 3. Trista's relationships with the students allowed for growth and fulfillment. In theme two Trista's struggles were identified. Individual growth through reflective processes revealed itself in Trista's journals and interviews. When discussing all of the scenarios pre-service teachers might encounter in the classroom she commented, "you might be able to know about (teaching), by professors teaching you here (university), but you just won't be able to experience it first hand and just have an idea of how to handle everything that comes your way" (Trista T., personal communication, December 9, 2014).

First-hand experience with teaching enabled Trista to grow as an educator. An integral part of this growth was due to the relationships that she established with the students through conversations about their lives and experiences. In the first interview she explained how the relationship-building process began for her during recess. She stated, “I think that is where I bonded the most with them, just because I actually went out with them for recess, so I actually interacted with the kids there and you know that is where it (relationships) took off too” (Trista T., personal communication, October 29, 2014). She journaled about how nice it was to learn about their lives outside of school, “they told me stories, showed me their tricks, showed me how to play school, and had me push them on the swings. I really enjoyed my time with them at recess. It gave me a chance to get to know them better and bond with them” (Trista T., personal communication, October 24, 2014).

This phenomena continued into the classroom while she worked with students in group and individual settings. Trista identified, working one on one with students enabled her to connect with the students in a rewarding way. The students told stories about their lives which allowed for Trista to enter into an intersubjective partnership with the students. Husserl (1970) explains the intersubjectivity that Trista experienced. He stated, “each individual has his [sic] experienced things, that is, if we understand by this what in particular is valid for him [sic], what is seen by him[sic] and, through the seeing, is experienced as straightforwardly existing and being-such” (p. 163). Trista’s comment regarding these relationships fortified Husserl’s statements. She recalled, “it’s only the first day and I love those kids already. I look forward to working with and getting to know all these students this semester and I hope to connect with them all...” (Trista T., personal communication, September 2, 2014).

One student explained to Trista that he wanted to be a firefighter, another explained that she wanted to be a veterinarian, and another a policeman. Trista commented that she loved these personal stories and that she looked forward to learning more about her students through these personal engagements. She said, “I liked hearing about his (student) experiences with his family. I hope to learn more about the student’s experiences and see them connect what they learn about in the classroom to their own lives...” (Trista T., personal communication, September 16, 2014).

Throughout Trista’s reflective journals and interviews she consistently commented that witnessing student success was rewarding for her. During the last interview Trista discussed her last day in the internship experience. She commented, “you could just see how much of an impact you had on their lives from that last day, like they just told you and I think that was the most rewarding experience I had” (Trista T., personal communication, December 9, 2014). After telling her students that it was her last day with them, several students looked disappointed. When Trista asked what was wrong, they revealed to her that they did not want her to leave. Trista reflected upon this day, “he (student) told me, ‘because you and all the other teachers are leaving this work. I really like you, and I don’t want you to leave.’ That killed me a little. Honestly, I’m not ready to leave them” (Trista T., personal communication, December 4, 2014). This confirms an earlier statement by Trista in the first interview. At that time she said, “I think leaving the internship is going to be pretty hard, actually, just because the relationships I have formed with the kids” (Trista T., personal communication, October 29, 2014).

Kelly S. Theme 1. Kelly S. used the classroom experiences to develop pedagogical knowledge for the whole class as well as individual students. With the initial assessment of Kelly’s codes it was evident that teaching experiences were being observed. It was also stated that the process for acquiring those codes required more concentration due to Kelly’s journals

being more descriptive rather than interpretive. After categorizing those codes, however, and uncovering themes, it became evident that Kelly's experiences were much more than initially described during the coding process.

Numerous new codes were excavated during the analysis of this theme. They included such words as manipulatives, adaptations, organization, discussions, questions, and relate. The new codes resulted in a modification to Kelly's categories, which enabled the theme to grow and change. Flick (2009) supports, "categories are brought to the empirical material and not necessarily developed from it, although they are repeatedly assessed against it and modified if necessary" (p. 323). The initial category does not change, rather a new category was uncovered and contributed to the development of the theme.

During the second day of her internship experience, Kelly began acquiring pedagogical knowledge. She stated, "I noticed how personable the teacher could be with her students...and...I started noticing how the classroom was set up" (Kelly S., personal communication, September 10, 2014). Her intuition with regard to classroom environment and teacher behavior was revealed. Kelly continued, "I learned that each grade of students needs to be treated different...with practice, every lesson will get better...students are much more eager to participate when it's not just a lecture but also have manipulatives" (Kelly S., personal communication, September 15, 2014).

Kelly also began applying this new knowledge to her future classroom. She explained an instructional strategy that the mentor teacher was using. Students would create and maintain a timeline of events by placing sticky notes on the wall near the door. Kelly assessed this strategy, and, while she agreed it was a great idea, also processed how it could improve. She said, "at first I thought that was very creative and original but after thinking about it I have a few concerns.

The main one is that it will only help the few students next to the door. To help this problem I thought each student could have their personal timeline on their desk” (Kelly S., personal communication, September 30, 2014). Kelly was able to separate the development of her knowledge with that of her mentor’s practices. Husserl (1970) described it this way, “in pursuit of a pure psychology the psychologist must never allow the validities, no matter how diverse, of the person who makes up his [sic] subject matter to be valid for himself [sic]” (p. 238). In another example Kelly described a lesson in which her mentor teacher read from a book to a group of students. Kelly felt that the students were disengaged and offered a solution for her future classroom. She identified, “if I would change this lesson, I would have involved much more discussions that could relate to the students’ lives” (Kelly S., personal communication, October 13, 2014).

Not all of Kelly’s pedagogical knowledge revolved around deviating from the mentor’s methods. In one particular lesson students were immersed in a project that the mentor teacher had implemented. Kelly reflected, “this lesson was a great example of teaching across the curriculum because it involved all of the subjects including art, politics, writing, and at the end to determine who won, it involved math” (Kelly S., personal communication, November 3, 2014). Kelly also began to adjust individual instruction as she learned more about teaching methods and individual students. In one example she stated that she was able to determine which students had studied the material and which ones had not. She then adapted instruction to meet the needs of those students by asking different questions.

During the interview Kelly explained her ability to make informed decisions about students. When reflecting upon a behavior issue with one particular student she stated, “every student is going to be different and not every discipline procedure is going to work for the same

student...you have to get to know the student...learn what is wrong before you can actually get an idea of how to help him best” (Kelly S., personal communication, October 28, 2014).

Heidegger (1968) stated, the observer (Kelly) must listen to and attend to the things being conveyed to us so that we “respond to their call” (p. xxv). Kelly’s subjectivity with individual students helped her to make informed decisions about appropriate behavioral strategies. In regard to one student who had continually been causing trouble, Kelly figured out a way to motivate this student. She commented, “I had a student that, he had troubles every day until I kind of started to get to know him, and know that if you gave him motivation, like we’ll give you five minutes to color... that he worked so much better” (Kelly S., personal communication, December 10, 2014).

Kelly’s reflective journals and face-to-face interviews uncovered her unique perspectives on the pedagogical knowledge acquired during the internships. Not only did she reveal this theme through whole class experiences but also through individual student experiences.

Kelly S. Theme 2. Kelly S. learned from the challenges a teacher faces with student behavior. This theme was cultivated in a chronological manner in order to expose the growth Kelly experienced during the semester with regard to the way she analyzed student behavior issues. Once again, Flick’s (2009) notion that phenomenological data evolves during the act of analyzing was true with Kelly’s reflective journals and interviews in this category and thematic analysis.

During the beginning of the semester Kelly expressed her concern and nervousness with classroom management. She explained, “since this was my first time in charge of students this age I was very nervous. I was not really sure what to expect and I was not sure how to handle inappropriate answers” (Kelly S., personal communication, October 2, 2014). This uneasiness

with her capabilities continued early in the semester. She described the challenges she endured during an after-school science internship where she had to make lesson adaptations in the middle of the lesson. She expressed her reasons for making the changes, “the largest difficulty was their attention span. Our science internship is scheduled from 3:30 to 5:00 and after all day of school this is very difficult to keep their attention that long” (Kelly S., personal communication, October 23, 2014). This concern and apprehension with her ability to handle similar issues was reinforced during the interview. When asked if classroom management was an issue for her, Kelly responded that she was a little nervous about classroom management because she did not know the students very well and that it was hard to get them to respect her. She described her nervousness during a 5th grade lesson. Kelly stated, “it was kind of hard to get them under control and get them listening and just listening to us and respecting and doing what we were asking them to do” (Kelly S., personal communication, October 28, 2014).

Kelly began to adapt and change as a result of these experiences however. She soon started analyzing reasons for her apprehension and difficulties with student behaviors. Husserl (1970) explained how this phenomenon occurs when describing “being.” He stated, experiences are an “endless multiplicity of changing experiences and experienced things, one’s own and those of others” (p. 164). Kelly’s initial apprehension with student behaviors and classroom management slowly changed with each new experience.

First she came to a realization that her short duration in the internship did not allow for her to prepare well enough for classroom management issues. She expressed, “the fact that we are only in the classroom for an hour, there’s not very many discipline issues that we can see...the whole day experience will help discipline issues and time management and everything” (Kelly S., personal communication, October 28, 2014). Second, Kelly identified a key aspect of

pedagogical instruction that she interpreted as a key factor in engaging students and contributing to student cooperation. She said, “I think it’s just kind of how your personality works...it’s going to be different than somebody who’s shy and trying to be their friend...I think it’s just kind of the personality that’s gonna change how the classroom works” (Kelly S., personal communication, October 28, 2014). Kelly began to notice the way in which students responded to her after relationships were established. Her personal disposition of a positive personality made a difference in the way she engaged students. Her perception of classroom management changed from “possibilities, doubts, questions, and illusions” early in the semester to confidence and security based on her experiences with students (Husserl, 1970, p. 163). This became evident during the last interview with Kelly in December 2014.

Kelly described a lesson in which a guest speaker read a story to students in two different languages. One student in particular concerned Kelly prior to this lesson because of his history with defiant behavior and apathy. Kelly’s perception of this student’s impending behavior flipped once the guest speaker began reading the story in Spanish. The student’s behavior quickly changed. He became engaged, attentive, and intrigued. Kelly commented, “it was really cool how when you give that kid a motivation, like when you figure out what motivates them, I think it changed the whole aspect of classroom management” (Kelly S., personal communication, December 10, 2014). Kelly realized that student behaviors were easier to handle once she was able to recognize what motivated each student. She stated, “it’s a good thing for classroom management, its knowing your students” (Kelly S., personal communication, December 10, 2014).

Kelly’s knowledge about classroom management and student engagement increased during the internship semester as she built relationships with the students. A byproduct of this

thematic analysis was the development of an entirely new theme. Coding for the new “sub-theme” meshed more cohesively with Kelly’s final category but was a direct result of the learning event in theme two.

Kelly S. Theme 3. Kelly S. experienced growth through reflective practice and epiphanies. A new sub-theme emerged during the code and category analysis for theme two. This was revealed in the interviews with Kelly but was uncovered during the coding process of journals and interviews. Codes such as difficult, discipline, management, and creativity directly aligned to theme two, and Kelly revealed an epiphany that she had with regard to student relationships. She said, “I think I would much prefer a fifth grade classroom as opposed to a kindergarten classroom...it is just a totally different atmosphere than a kindergarten or first grade...” (Kelly S., personal communication, October 28, 2014). Kelly’s epiphany with the grade level preference was reciprocal to the relationships formed with students. Not only did those relationships help her to manage student behaviors but also contributed to a more enjoyable internship experience. She said that the fifth graders offered a more relaxed atmosphere that allowed for her to identify their unique personalities. Kelly commented, “just little conversations on the side, on the playground or when they are doing their busy work and I am asking questions about their work. It’s just you kind of see what their personality, what they enjoy more, what they don’t enjoy” (Kelly, S., personal communication, October 28, 2014). Kelly revealed that the thing she benefitted the most from was the experience with the fifth grade students. She explained how relaxed and calm the environment was with the older students. She contributed this enjoyment to the interactions that she had with them. Kelly said, “the older kids, they are able to goof around and still know that you need to work...you don’t have to be serious all the

time and so structured. You let their creativity kind of go and their imagination go..." (Kelly S., personal communication, December 10, 2014).

The epiphany with the older students allowed for an enhanced learning experience for Kelly. Her acquisition of self-understanding was evident. Merleau-Ponty (2012) explains self-understanding in terms of 'essence' by stating that it is a fundamental understanding of what our unconscious contributes to the conscious world. It cannot be achieved through "verbal discourse," rather through individual experiences (pp. lxxviii-lxxix). Kelly may not have consciously realized she was having an epiphany with her learning experiences but through phenomenological analysis of her journals and face-to-face interviews, it was revealed. During the last interview she commented about her growth by saying, "I don't think I've improved (but)...I would look back to that first journal...I think that it would really help me build confidence that I am growing and that I am learning" (Kelly S., personal communication, December 10, 2014).

Kelly explained why the reflective processes allowed for epistemological growth. She commented, "just writing something down and reflecting on different ideas that you've had, or different growths... I think it really helps make me realize that I might not be so lost when I go into the classroom for the first time" (Kelly S., personal communication, October 28, 2014). The growth through reflective practices that Kelly mentions is the main topic for the final thematic analysis.

After reflecting upon a lesson that the mentor teacher was presenting, Kelly processed the event. In a lesson the mentor was reading from the textbook to the whole class. Kelly witnessed several students falling asleep and not paying attention during the reading. Kelly's growth through reflection became evident. She stated, "I caught myself reflecting in my head, like what I

would be doing different, what I would change to make sure all the students were listening...how I would change it to make it better” (Kelly S., personal communication, October 28, 2014).

Reflective journaling also helped develop Kelly’s pedagogical decision-making skills. She continually stated how she would do things differently, make changes to the lessons, and adjust teaching methods by mentally placing herself in the position of the classroom teacher. When describing a situation between the mentor teacher and a disengaged student, she stated, “I think that her (mentor) approach made him mentally shut down and continue to sit there...I would...make sure that this student is placed closer to the front of the classroom” (Kelly S., personal communication, November 10, 2014). When describing a similar situation with a different student Kelly commented, “it made me realize that even if a student is having behavior problems that day, in a couple minutes they have the potential to change and be on the best behavior for the rest of the day” (Kelly S., personal communication, November 18, 2014).

Kelly’s journals proved that she was continually supporting what was best for individual students. She described one student who she believed was disengaged with a lesson due to a medication issue. She stated, “his whole attitude towards this experience almost disappointed me because of how much he did not care” (Kelly S., personal communication, November 18, 2014). In another situation, Kelly explained what she would do to help a student who had behavior issues. She said, “it made me kind of want to just ask him to see what is going on in his life” (Kelly S., personal communication, October 28, 2014).

Kelly was growing as a teacher through her classroom experiences. Her ability to reflect upon the experiences of the classroom enabled her to view instructional situations in a different light. Gadamer (2008) explained, “operation of understanding requires that the unconscious elements involved in the original act of knowledge be brought to consciousness” (p. 45). Kelly’s

reflective journaling allowed her to bring the subconscious events of the classroom to the consciousness of her lived experiences. She stated, “without these experiences I could have gotten myself into a job that I absolutely disliked when something that was much more suitable was out there for me” (Kelly S., personal communication, December 3, 2014).

The themes that emerged for Kelly and Trista were hidden beneath their written and spoken words. Interpreting those words at the basic and literal level of expression would have flattened the experiences of Kelly and Trista. NVivo coding offered a method to raise the words of the participants into a new level of understanding (Flick, 2009). Coding, categorizing, and thematic analysis converted basic levels of expression into newly written words that enabled the research to be seen. Van Manen (1995) stated, “writing shows that we can now see something and at the same time it shows the limits or boundaries of our sightedness” (p. 130).

Phenomenological writing is praxis. It offers research an avenue for exercising what has been researched.

Chapter 5

Conclusion

Finding Meaning

What is phenomenology of the lived experience? Crotty (1998/2004) answers the question by looking at what phenomenological analysis of lived experience is not. It is not interpreted through the systems associated with positivistic analysis. Phenomenological discourse, that has taken place over the last one hundred years, has made that clear. Through positivism, Crotty (1998/2004) explains that verification of any statement made by human participants is derived through logical positivistic approaches. Factual claims about particular subjects are based on objective definitions assigned to an object by the researcher. These definitions are called analytic statements. The car is black, or “two-plus-two equals four” are basic analytic statements that define a certain “thing” (p. 25). Coupled with analytic statements are synthetic statements. Synthetic statements are verified through experiences associated with the statements being made and systematically derived through the senses. What can be touched, viewed, or otherwise acquired through “sense-data,” is logically attained and assigned to the research based on previous experiences (pp. 25-26). The color of the object will change when heat is applied, or the child jumping rope will increase sensory enjoyment. These statements are predicated by previous experiences connected to objective and scientific, observable analysis. Phenomenological analysis of lived experience goes beyond synthetic and analytic data.

What analytic and synthetic statements lack, is subjectivity. Subjectivity is necessary for phenomenological interpretation of lived experience. Therefore, claiming phenomenological research is valid and reliable in some way, or adhering to certain objective truths, is contrary to the purpose behind the study of human phenomena. What is claimed, however, is that

phenomenological analysis calls upon the researcher to consciously, and sometimes subconsciously, interpret his/her findings. In so doing, we ask our audience to “decide whether it has application to their interests and concerns” (Crotty, 1998/2004, p. 41).

Structuralism likewise cannot stake a claim to interpretive phenomenological research of lived experience. Raulet (1983) entered a rather lengthy discourse with Michel Foucault concerning human reasoning and reflexivity contending, the acquisition of truth about self is futile because of the structures that encase all human beings. Foucault said, “if I tell the truth about myself...it is in part that I am constituted as a subject across a number of power relations which are exerted over me and which I exert over others” (p. 207). In other words, Foucault (1983) was saying that the truth about human experience cannot be reasoned by the participant involved in the experience because of the structures that control him/her. These structures may include economic organizations, religious associations, workplace hierarchies, or other social frameworks. Phenomenology, on the other hand, counters Foucault’s claims that truth about self cannot be separated from the structures that control human beings (Raulet, 1983). The truths about “self” as told by the participants in this study are found in the words of their “own language” (Gadamer, 2008, p. 57). The way that the participants artistically, and sometimes subconsciously, expressed life events was revealed in part by the very structures that Foucault admonishes.

Even with the small amount of philosophical discourse described above, understanding Crotty (1998/2004) and Raulet (1983) helps the researcher come closer to the essence of phenomenological research of the lived experience, such as from the participants in this study. When attempting to explain the truth about human experience associated with structuralism, Foucault himself said, “perhaps the project is utterly mad” (Raulet, 1983, p. 202). Indeed it is.

Individual truth about lived experiences is an ever-changing and evolving process of interpretation of the human phenomena, both within and outside of the structures that surround us, therefore truth becomes each researcher's interpretation.

Unfinalizability

Phenomenological research of the lived experience is void of any conclusion. Behar (1996) comments on the nature of human research by saying the experiences can never again be reproduced because, "they are unique, irrecoverable, gone before they happen, always in the past, even when written up in the present tense" (p. 7). There can be no end result or ultimate finding in what is experienced and interpreted. That is the true purpose behind the study of phenomenological data. Through an ethnographic living of the experiences, both the researcher and the researched are changed. Crotty (1998/2004) said, "making meaning is always an ongoing accomplishment" (p. 47).

The lived experiences of Kelly and Trista during their internships will never be changed, duplicated, or adapted to future pre-service teachers studies. Aristotle (1985) said, "do not look for the same degree of exactness in all areas; but the degree that fits the subject-matter in each area and is proper to the investigation" (p. 18). What was proper to the investigation of the pre-service teachers in this study will not be proper for the investigation of different participants in different settings at different times. What is proper to the investigation, however, is the continuation of the study regardless of the researcher or those researched so that the pursuit of meaning does not end.

Phenomenological research is like the unfinalized story of Augusto in *Niebla*, written by deUnamuno (1969). Augusto, the main character of the story, has a conversation with deUnamuno, the author of the book. Since neither the main character nor the author could agree

upon an ending to the story, the reader is left to make his/her own conclusions as to how the book should end - if at all. deUnamuno (1969) calls upon his audience to make their own interpretations about the rest of Augusto's life. The same is true for the stories told by Trista T. and Kelly S. about their experiences within internships. The analysis of those experiences is just the beginning. How we interpret their experiences and apply meaning to our lives is what phenomenology of lived experience answers.

Interpretation

If phenomenology of lived experiences is ever-changing, evolving, and unfinalized based on human beings participating in a shared culture, how is it explained to others? Laurel Richardson's *Writing: A Method of Inquiry* (1994) offers two techniques. The first technique is through the use of metaphors. She stated, "the essence of metaphor is the experiencing and understanding of one thing in terms of another" (p. 519). The codes used during the data analysis of participants' journals and interviews were metaphors that allowed for the creation of categories and themes. The codes translated into events and scenarios. Codes allowed for interpretation, validation, and expression. After Kelly's student said to her, "don't forget to be goofy," the image of a jovial student building a relationship with his/her teacher was portrayed (Kelly S., personal communication, December 10, 2014). The metaphors (codes) allowed for true lived experiences to unfold from the data.

Secondly, Richardson (1994) supports the use of autobiographical narratives. She stated, "they are specific stories of particular events...asking the reader to relive the events emotionally with the writer" (p. 521). The reflective journals from Kelly S. and Trista T. were stories about their experiences. Student interactions on the playground, discipline issues in the classroom, lesson planning, and teacher-student relationships were all told through the words found in Trista

and Kelly's narratives about self and their students. Van Manen (1990) explains lived experiences through anecdotal story-telling. He states:

Anecdotes can teach us. The use of story or of anecdotal material in phenomenological writing is not merely a literary embellishment. The stories themselves are examples or topics of practical theorizing. Anecdotal narratives (stories) are important for pedagogy in that they function as experiential case material on which pedagogic reflection is possible. (p. 120-21)

Trista T. used the stories that her students shared with her as tremendous learning opportunities. Not only did those stories help to build better teacher-student relationships but, once reflected upon, helped Trista to improve pedagogical practice. Coles (1989) answers how stories help us to understand the complexity of lived experiences by stating, "you don't do that (understand) with theories. You don't do that with a system of ideas. You do it with a story" (p. 128).

Quoting Britzman (1989), Connelly and Clandinin (1990) explain how stories bring to life the voice buried within the experiences of individuals by stating, "finding the words, speaking for oneself, and feeling heard by others are all a part of this process. . . . Voice suggests relationships... since understanding is a social process" (p. 4). Ayers (1990) referred to "voice" as "the insider's view" (p. 271). The insider's view helps us to construct meaning out of the lives of our students. He said that the stories of our participants "portray the world with immediacy as they see it" (p. 272).

The stories of Kelly and Trista helped bring to life their experiences within internships by offering an insider's view of the classroom. Autobiographical narratives that include metaphors, anecdotes, stories, and other phenomenological methodologies can help bring all educators to a new light of understanding about themselves and their students in order to elicit deeper meaning

in educational processes. Ruth Behar (1996) stated, “every form of representation must pay homage to its roots in the ethnographic experience of talking, listening, transcribing, translating, and interpreting” (p. 163). Crotty (1998/2004) reinforces Behar’s statement by saying, “what is said to be ‘the way things are’ is really just ‘the sense we make of them’ ... we will do well to listen” (p. 64). Listening to what Trista and Kelly said has helped provide meaning for educators. What purpose does that understanding serve for pre-service teachers?

Considerations

How will pre-service teachers increase self-awareness regarding instructional decisions and student needs in order to find purpose? Using the basic tenets of phenomenology as a self-reflective professional development tool, pre-service teachers can become more attuned to the lives of their students in order to make better classroom decisions. Several questions for pre-service teachers to consider are found within each of the phenomenological tenets below. These questions should help pre-service teachers improve instructional decision-making skills as well as awareness of student needs.

Phenomenology. Why is it important to understand the experiences of students? How do student experiences help pre-service teachers become more effective with regard to decisions in the classroom? How does understanding those experiences help determine teacher and student success? Phenomenology is an interpretive theory of philosophical and methodological inquiry that seeks to uncover the multilayered, transformative, subjective, and intersubjective experiences of others who create and negotiate those lived experiences with other members of the shared culture in an ever-changing and evolving process of human phenomena. Phenomenology of lived experience will increase pre-service teacher’s conscious, pedagogical practices toward student success.

Distancing, Bracketing, Reductionism. What messages do students communicate and how do pre-service teachers respond? What can pre-service teachers do to objectively analyze their students so that subjectivity does not hinder what is best for students? How can pre-service teachers distance themselves from their preconceived notions about students' lives? Heidegger (1968) said, "he (the observer) desires a thinking that is at once receptive in the sense of a listening and attending to what things convey to us and active in the sense that we respond to their call" (p. xxv). Occasionally it is difficult for pre-service teachers to separate their preconceived notions of students' lives. Being sensitive to students' needs requires pre-service teachers to stop, listen with full attentiveness, and then respond in a way that has students' best interests at heart.

Subjectivity and Intersubjectivity. How will pre-service teachers engage their students in order to build professional relationships with them? How do student and teacher relationships contribute to educational effectiveness? How can pre-service teachers use professional relationships to improve instruction? Merleau-Ponty (2002) said, "the phenomenological world is not pure being, but the sense which is revealed where the paths of my various experiences intersect, and also where my own and other people's intersect and engage each other like gears" (p. xxii). Meaningful, professional relationships between pre-service teachers and their students will influence pedagogical practice in such a way that engages student interests and increases student performance.

Perception. What perceptions do pre-service teachers have of their students? How will pre-service teachers challenge the reality constructed in their minds? How will pre-service teachers maintain positive perceptual processes regarding your students? How do pre-service teachers separate ill-conceived perceptions of students with reality? Edmund Husserl (1970) said,

“we have adequate representations and knowledge only of what is in our own soul” (p. 86).

Merleau-Ponty (2012) believes that perception is a continual “reconstitution of the world at each moment” and therefore has no awareness of objective thought. Perception continually “bombards and besieges subjectivity just as waves surround a shipwreck on the beach” (pp. 214-15). Pre-service teacher perceptions about the community, school, and students will change with new educational experiences. When pre-service teachers use classroom experiences to change perceptions, pedagogy will be impacted and therefore impact student achievement.

Being. What do pre-service teachers have to offer their students? What personal dispositions do pre-service teachers possess that will help them to be successful? What positive personality traits will help pre-service teachers make a difference in the lives of their students? How do pre-service teachers embrace and nurture their positions as instructional leaders? Heidegger (2007) said, “human life is always immersed in a specific situation, involved with its surroundings in a very particular way” (p. 25). Pre-service teacher dispositions, or personal character traits, will impact student achievement due to the way pre-service teachers deliver the instructional messages.

Self-Understanding. What do pre-service teachers plan to contribute to the field of education? How will they achieve that? Are they underway in the process of becoming better teachers through continued professional development? In what way do pre-service teachers communicate their message? How the students respond? Heidegger, (1968) said, “we respond to the way only by remaining underway” (p. 168). This is what Aristotle (1985) called, "bildung." It is having the end...within (Margolis, 2010, p. 62). Continued professional development for pre-service teachers will contribute to an increase in knowledge, skill, and pedagogical wisdom.

Lived Experience. How will teachers help their students find meaning from classroom experiences? How do pre-service teachers engage and motivate their students? How will pre-service teachers relate the information to the students' lives so that they too can find meaning in the teacher's purpose? Max van Manen (1990) said, "the aim of phenomenology is to transform lived experience into a textual expression of its essence-in such a way that the effect of the text is at once a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience" (p. 36). Pre-service teachers will need to provide meaning for their students in everything that they do. When connections are made between instructional content and student lives, student engagement with the lesson objective can increase.

Limitations

Further research could be conducted in respect to how social and cultural characteristics of participants contributes to the complexity of phenomenological data. This study did not utilize social and cultural variances as contributing factors toward the methodology for acquiring phenomenological data of lived experiences within pre-service teacher internships. Further, diversity of participants in this study was not analyzed in respect to the quantity and depth of phenomenological data collected. Ethnographic research of participants' lived experience journals and face-to-face interviews could reveal differences with regard to how data are collected and analyzed.

Purpose

The purpose of phenomenological interpretation of lived experience is to uncover what was once covered. One way that can be accomplished is through the basic tenets of phenomenology. The themes for Trista and Kelly emerged after rigorous phenomenological

excavation using phenomenological methods. Bochner's (1997) personal narrative titled, *It's About Time: Narrative and the Divided Self*, is a call to phenomenological action. It is a voice from the field that encourages us to slow down and take the time to recount our experiences in such a way that transforms ourselves as well as others.

The intersubjective nature of this communal proposition, whereby we encourage others to take part in the subjective analysis of oneself and share it with others, is where personal narratives of lived experience, such as those from Kelly and Trista, can be prescribed. That is what Bochner (1997) did with his personal narrative about how his father's death changed his life. These narratives are reflexive in nature. Being reflexive is a process that not only asks us to reflect upon past events but pushes us to criticize and subjectify our own thinking of those events in order to grow, just as Kelly and Trista grew as educators by taking their classroom experiences and reacting in such a way that improved instruction. Aristotle (1985) said, "the good is the end of action...since it is for the sake of the end that everyone does the other things" (p. 13). By deconstructing the way we internalize past events we sometimes open doors to something previously undiscovered about ourselves so that wisdom can emerge. Pinar, et al., (2008) quote Butt (1991) who stated, "in interpreting and reconstructing our past, present, and future, we move beyond what we thought before through action. In exploring these notions through acting them out, we are able to rehearse the possibility of transformation" (p. 556-57).

The experiences of Kelly and Trista were indeed transformative, but being able to write about those experiences actually provided new meaning. Kelly said, "I think just writing something down and reflecting on different ideas that you've had, or different growths that you've had, I think it really helps..." (Kelly S., personal communication, October 28, 2014). As mentioned previously, Aristotle (1985) said that true understanding comes from understanding

where one has been and how one develops moving forward. This statement truly exemplifies the value of analyzing one's lived experiences. Trista T. commented, "I hope for more different experiences as I go through the rest of the semester and learn many more things through these experiences" (Trista T., personal communication, October 14, 2014). Every day offered new meaning and new direction based on the experiences Kelly and Trista encountered. Their candid account of teaching within internships helped to uncover what was once covered. Instructors, and their students, can increase self-awareness through autobiographical and phenomenological analysis of lived experiences in a developmental process of acquiring a better life for themselves as well as for those they encounter. Understanding the interrelatedness between college preparation and the lived experience of practice can increase effective pedagogical decision-making skills of pre-service teachers. Using the phenomenological tenets, in conjunction with knowledge and skill gained through pre-service teacher college preparation coursework, pre-service teachers can begin to formulate the necessary wisdom to be successful.

References

- Adams, A., Bondy, E., & Kuhel, K. (2005). Preservice teacher learning in an unfamiliar setting. *Teacher Education Quarterly, Spring*, 41-62.
- American Psychological Association. (2006) *Introduction to mentoring: A guide for mentors and mentees*. Retrieved October 2, 2014 from <https://www.apa.org/education/grad/intro-mentoring.pdf>.
- Amobi, F. (2006) Beyond the call: Preserving reflection in the preparation of highly qualified teachers. *Teacher Education Quarterly*. 33(2), 23-35.
- Anderson, L. M., & Stillman, J. A. (2012). Student teaching's contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Educational Research*, doi: 10.3102/0034654312468619
- Aoki, T. (1988). Toward a dialectic between the conceptual world and the lived world. In W. Pinar (Ed.), *Contemporary Curriculum Discourses* (402-416). Scottsdale, AZ: Gorsuch Scarisbrick.
- Aristotle. (1985). *Nicomachean ethics* (T. Irwin, trans.). Indianapolis: Hackett Publishing Company.
- Aycock-Cushman, C. A., & Kemp, A. (2012). The effects of clinical experiences on the understanding of classroom management techniques. *Journal of Inquiry and Action in Education*, 4(3), 44-58.
- Ayers, W. (1990). Small heroes: In and out of school with 10-year-old city kids. *Cambridge Journal of Teacher Education*, 20 (3), 269-278.

- Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511. doi: 10.1177/0022487109348479
- Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts: A pilot study*. National Commission on Teaching and America's Future.
- Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Boston, MA: Beacon Press.
- Berman, L. (1991). Louise's voice. In L. Berman, F. Hultgren, D. Lee, M. Rivkin, S. Roderick, Toward curriculum for being: Voices of educators (137-138). [In conversation with Ted Aoki. Foreward by C. Stimpson.] Albany, NY: State University of New York Press.
- Berry, B. (2004). Recruiting and retaining highly qualified teachers for hard-to-staff schools. *NASSP Bulletin*, 88(638), 5-27.
- Berry, B., Daughtrey, A., & Wieder, A. (2010, January 10). *Preparing to lead an effective classroom: The role of teacher training and professional development programs*. Retrieved from <http://www.teachingquality.org/content/preparing-lead-effective-classroom-role-teacher-training-and-professional-development>.
- Billett, S. (2009) Conceptualizing learning experiences: Contributions and medications of the social, personal, and brute. *Mind, Culture, and Activity*. 16, 32-47. doi 10.1080/10749030802477317
- Bochner, A. P. (1997). It's about time: Narrative and the divided self. *Qualitative Inquiry*, 3(4), 418.
- Bottorff, J. (1991). The lived experience of being comforted by a nurse. *Phenomenology and Pedagogy*, 9, 237-252.

- Brinkmann, S., & Kvale, S., (2014) *InterViews: Learning the Craft of Qualitative Research Interviewing*. Los Angeles, CA: Sage, 2014. Print.
- Britzman, D. (1989). Who has the floor? Curriculum, teaching, and the English student teacher's struggle for voice. *Curriculum Inquiry*, 19 (2), 143-162.
- Brophy, J. E. (1996). *Teaching problem students*. New York: Guilford.
- Bullough, R. V., Knowles, J. G., & Crow, N.A. (1989). Teacher self-concept and student culture in the first year of teaching. *Teachers College Record*, 91(2), 209-233.
- Butt, R. (1991). In the spotlight of life: Dramatic expression as emancipatory pedagogy. In G. Willis and W. Schubert (eds.), *Reflections from the heart of curriculum inquiry: Understanding curriculum and teaching through the arts* (267-276). Albany, NY: State University of New York Press.
- Carr, D. (1986). *Time, narrative, and history*. Bloomington: Indiana University Press.
- Clandinin, D.J. & Connelly, M. (2000). *Narrative inquiry: Experience and story in qualitative research* (San Francisco, CA, Jossey-Bass).
- Coles, R. (1989). *The call of stories: Teaching and the moral imagination*. Boston: Houghton Mifflin.
- Connelly, M. & Clandinin, J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19 (4), 2-14.
- Coulter, C. A., & Smith, M. L. (2009/2012). The construction zone: Literary elements in narrative research. *Educational Researcher*, 38(8), 577-590. doi: 10.3102/0013189X09353787
- Council for the Accreditation of Educator Preparation (CAEP). (2013). *Standards for Accreditation of Educator Preparation*. Retrieved from <http://caepnet.org/standards/standards>.

- Crotty, M. (1998/2004). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage
- Cuenca, A. (2011) The role of legitimacy in student teaching: Learning to “feel” like a teacher. *Teacher Education Quarterly*, 38(2), 117-130.
- Dall’Alba, G. (2009) Phenomenology and education: An introduction. *Educational Philosophy and Theory*, 41:1, pp.7-9.
- Darling-Hammond, L. (2006, 12). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, 57(3), 300-314. doi: 10.1177/0022487105285962
- Darling-Hammond, L. (2006) *Powerful teacher education: Lessons from exemplary programs*. (pp. 4-8) San Francisco, CA. John Wiley and Sons.
- Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2007). The design of teacher education programs. In L. Darling-Hammond and J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). Hoboken, NJ: Jossey-Bass, A Wiley Imprint.
- Day, C. (1999). Understanding teachers' development: Experiences, expertise, and competence. In *Developing teachers: The challenges of lifelong learning*. London: Falmer Press.
- deMarrais, K. (2004). Qualitative interview studies: Learning through experience. In K. DeMarrais and S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 51-68). Mahwah, NJ: Lawrence Erlbaum Associates.
- deUnamuno, M., & S, M. (1969). *Niebla*. Englewood Cliffs, N.J.: Prentice-Hall.
- Eisenhardt, S., Besnoy, K., & Steele, E. (2011/2012) Creating dissonance in pre-service teachers’ experience. *SRATE Journal*, 21(1), 2.

- Ericsson, K., & Smith, J. (1991). Prospects and limits of the empirical study of expertise: An introduction. In *Toward a general theory of expertise: Prospects and limits*. Cambridge: Cambridge University Press.
- Fang, Z., & Ashley, C. (2004) Pre-Service teachers' interpretations of a field-based reading block. *Journal of Teacher Education*, 55(1), 39-54.
- Ference, R., Clement, M., & Smith, C., (2008/2009) Growing your own: Keys to successful first-year teaching. *SRATE Journal*. 18(1), 53-58.
- Ferraro, J. (2000). *Reflective practice and professional development*. ERIC Digest., 2000-Oct. (n.d.). Retrieved June 19, 2014, from <http://eric.ed.gov/?id=ED449120>
- Flick, U. (2009). *An introduction to qualitative research (4th ed.)*. Los Angeles: Sage Publications.
- Freeman, G. (2009/2010) Strategies for successful early field experiences in a teacher education program. *SRATE Journal*. 19(1), 15-21.
- Gadamer, H-G. (1976). *Hegel's dialectic*. (P. C. Smith, trans.). London: Yale University Press.
- Gadamer, H-G. (2008). *Philosophical Hermeneutics*. (D. E. Linge, trans.). Berkeley, CA: University of California Press. (Original work published 1976)
- Gitlin, A., Barlow, L., Burbank, M. D., Kauchak, D., & Stevens, T. (1999, 12). Pre-service teachers' thinking on research: Implications for inquiry oriented teacher education. *Teaching and Teacher Education*, 15(7), 753-769. doi: 10.1016/S0742-051X(99)00015-3
- González, N., Moll, L. C., & Amanti, C. (2009). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New York: Routledge.
- Green, J. L., Camilli, G., & Elmore, P. B. (2006). *Handbook of complementary methods in education research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York, NY: Teachers College Press.

Grossman, P. (2010, May). Learning to practice: The design of clinical experience in teacher preparation. *Partnership for Teacher Quality*, Policy Brief.

Grumet, M. (1976/1981). Existential and phenomenological foundations. In W. Pinar and M. Grumet, *Toward a poor curriculum* (31-50). Dubuque, IA: Kendal/Hunt.

Handbook of Educational Psychology. (2009) Mahwah, NJ. Lawrence Erlbaum Associates, Inc. (675).

Harman, G. (2007). *Heidegger explained: From phenomenology to thing*. Chicago, IL: Carus Publishing Company.

Heidegger, M. (1968). *What is called thinking?* (F. D. Wieck and J. G. Gray, trans.). New York, NY: Harper and Row, Publishers.

Howey, K. R., & Zimpher, N. L. (2010). *Educational partnerships to advance clinically rich teacher preparation*. A report commissioned by the National Council for the Accreditation of Teacher Education for the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, Washington, D.C.

Husserl, E. (1970). *The crisis of european sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. (D. Carr, trans.). Evanston: Northwestern University Press. (Original work published 1954)

International Society for Technology in Education. (2012). *ISTE.NETS: The standards for learning, leading and teaching in the digital age*. Retrieved from <http://www.iste.org/standards/standards-for-teachers>.

- Interstate Teacher Assessment and Support Consortium (InTASC). (2013, April). *InTASC Model Core Teaching Standards and Learning Progressions for Teachers*. Retrieved from http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html
- Jamil, F., Downer, J., & Pianta, R. (2012) Associates of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy. *Teacher Education Quarterly*. 39(4), 119-138.
- Jonson, K. F. (2008). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press.
- Jordan, A., & Stanovich, P. (2003/2012). Teachers' personal epistemological beliefs about students with disabilities as indicators of effective teaching practices. *Journal of Research in Special Educational Needs*, 3(1). doi: 10.1111/j.1471-3802.2003.00184.x
- Kansas State Department of Education (2013). *Academic Standards*. Retrieved from <http://www.ksde.org/Default.aspx?tabid=1678>.
- Kennedy, K., & Archambault, L. (2012). Offering preservice teachers field experiences in k-12 online learning: A national survey of teacher education programs. *Journal of Teacher Education*, 63(3), 185-200. doi: 10.1177/0022487111433651
- Kereluik, K., Mishra, P., Fahnoe, C., & Terry, L. (2013) What knowledge is of most worth: Teacher knowledge for 21st century learning. *Journal of Digital Learning in Teacher Education*, 29(4), 130-131.
- Kim, J. (2012). Understanding the lived experience of a Sioux Indian male adolescent: Toward the pedagogy of hermeneutical phenomenology in education. *Educational Philosophy and Theory*, 44(6). doi: 10.1111/j.1469-5812.2010.00733.x

- Kincheloe, J., & McLaren, P. (2011). Rethinking critical theory and qualitative research. In K. Hayes, S. Steinberg and K. Tobin (Eds.), *Key work in critical pedagogy: Joe L. Kincheloe* (pp. 285-326). Rotterdam, the Netherlands: Sense Publishers
- Klem, A., & Connell, J. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, Calif.: Sage Publications.
- Lai, E. (2005). Proceedings from the Annual Conference for the Australian Association for Research in Education (AARE). University of Western Sydney, Parramatta, Australia.
- Lawler, E., & Thye, S. (1999). Bringing emotions into social exchange theory. *Annual Review of Sociology*, 25, 217-244.
- Lesley, M., Gee, D., & Matthews, M. (2010). Separating chaff of bureaucracy from the grain of pedagogy: Creating quality new teachers in the age of accountability. *Teacher Education Quarterly* (Spring 2010), 33-51.
- Levering, B. (2006). Epistemological issues in phenomenological research: How authoritative are people's accounts of their own perceptions? *Journal of Philosophy of Education*, 40(4), 451-462.
- Loughran, J. J. (2002/2012). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33-43. doi: 10.1177/0022487102053001004

- Maheady, L., M. Jabot, J. Rey, & J. Michielli-Pendl. (2007) An early field-based experience and its impact on pre-service candidates' teaching practice and their pupils' outcomes. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children* 30.1 (2007): 24-33. Print.
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education*, 595-621.
- Margolis, J. (2010). *Pragmatism's advantage American and European philosophy at the end of the twentieth century*. Stanford, Calif.: Stanford University Press.
- Merleau-Ponty, M. (2002). *Phenomenology of perception*. (C. Smith, trans.). New York, NY: Routledge. (Original work published 1945)
- Merleau-Ponty, M. (2012). *Phenomenology of perception*. (D. A. Landes, trans.). New York, NY: Routledge. (Original work published 1945)
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: SAGE Publications, Inc.
- National Commission on Teaching and America's Future. (2003) *No dream denied: A pledge to america's children*. Washington, DC.
- National Board of Professional Teaching Standards (NBPTS) Certification Council. (2009). *National Board of Professional Teaching Standards*. Retrieved from <http://www.nbpts.org/developing-national-board-standards>.

- National Council for Accreditation of Teacher Education (NCATE): Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. (2011, November). *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>.
- Neild, R. C., Useem, E., Travers, E. F., & Lesnick, J. (2003). *Once and for all placing a highly qualified teacher in every philadelphia classroom: What we know and need to do*. (A Research for Action report from Learning from Philadelphia's School Reform).
- Nguyen, H. T. (2009/2012). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers and college supervisors? *Teaching and Teacher Education*, 25(5), 655-662. doi: 10.1016/j.tate.2008.10.001
- Osterman, K., & Kottkamp, R. (1993). *Reflective practice for educators: Improving schooling through professional development*. Newbury Park, Calif.: Corwin Press.
- Page, M. L., Rudney, G. L., & Marxen, C. E. (2004). Leading preservice teachers to water and helping them drink: How candidate teachability affects the gatekeeping and advocacy roles of teacher educators. (2004). *Teacher Education Quarterly*, Spring (2004).
- Peshkin, A. (1993/2012). The goodness of qualitative research. *Educational Researcher*, 22(2), 23. doi: 10.2307/1176170
- Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2008). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York, NY: Peter Lang Publishing, Inc.

- Potter, J., & Hepburn, A. (2012). Eight challenges for interview researchers. In J. F. Gubrium, J. A. Holstein, A. Marvasti and K. McKinney (Eds.), *The SAGE handbook of interview research: The complexity of the craft* (pp. 555-570). Los Angeles: Sage.
- Putnam, R. T., & Borko, H. (2000/2012). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4-15. doi: 10.3102/0013189X029001004
- Raulet, G. (1983). Structuralism and Post-Structuralism: An Interview with Michel Foucault. *Telos*, 195-211.
- Renzaglia, A., Hutchins, M., & Lee, S. (1997/2012). The impact of teacher education on the beliefs, attitudes, and dispositions of preservice special educators. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 20(4), 360-377. doi: 10.1177/088840649702000406
- Richardson, L. (1994). Writing: A method of inquiry. *Handbook of Qualitative Research*, 516-529.
- Ripski, M., LoCasale-Crouch, J., & Decker, L. (2011) Pre-service teachers: Dispositional traits, emotional states, and quality of teacher-student interactions. *Teacher Education Quarterly*, 38(2), 78-79.
- Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis*, 34(1), 3-26. doi: 10.3102/0162373711420865
- Russell, M. L., and Russell, J. A. (2011). Mentoring relationships: Cooperating teachers' perspectives on mentoring student interns. (2011). *The Professional Educator*, 35(2).

- Sayeski, K., & Paulsen, K. (2012). Student teacher evaluations of cooperating teachers as indices of effective mentoring. *Teacher Education Quarterly, Spring*, 117-130.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. (pp. 21-69). New York, NY: Basic Books.
- Seidel, T., & Sturmer, K. (2014). Modeling and measuring the structure of professional vision in preservice teachers. *American Educational Research Journal, 51*(4), 739-771.
- Smith, A. (2007). Mentoring for experienced school principals: Professional learning in a safe place. *Mentoring & Tutoring: Partnership in Learning, 15*(3), 277-291.
- Strong, M. (2011) *The Highly Qualified Teacher: What is Teacher Quality and How Do We measure it?* (pp. 14-37). New York, New York. Teachers College Press
- Thornton, H. (2006). Dispositions in action: Do dispositions make a difference in practice. *Teacher Education Quarterly, 33*(2), 53-68.
- Vagle, M. (2014). *Crafting phenomenological research*. Walnut Creek, CA: Left Coast Press.
- Valli, L. (1992). *Reflective teacher education: Cases and critiques*. Albany, N.Y.: State University of New York Press.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: State University of New York Press.
- Wehling, B., & Schneider, C., eds. (2007). National Commission on Teaching and America's Future (NCTAF). *Building a 21st century u.s. education system*. Washington, DC: National Commission on Teaching and America's Future.
- Wilkins, E. A., Shin, E., & Ainsworth, J. (2009). The effects of peer feedback practices with elementary education teacher candidates. *Teacher Education Quarterly, Spring*, 79-93.

- Wilson, S. M., Floden, R. E., & Dilworth, M. E. (2003). Creating effective teachers: Concise answers for hard questions. An addendum to the report *Teacher Preparation research: Current knowledge, gaps, and recommendations*. Washington, DC: AACTE Publications.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college and university-based teacher education. *Educacao, Santa Maria*, 35(3), 479-501.

Appendix A: Letter to the Chair of the Department of Teacher Education

Kevin L. Splichal
2003 Patio Dr
Hays KS 67601
August 18, 2014

Dr. Adam Holden
Chair, Department of Teacher Education
600 Park St
Hays, KS 67601

Dear Dr. Holden:

I sincerely appreciate your willingness to allow me to study two of Fort Hays State University's pre-service teachers. As we discussed in our meeting, I will require each intern to keep a journal during the 12 weeks of the internship experience. Coupled with those journals will be personal interviews that I conduct with each participant. While I have not scheduled the dates of the interviews, I anticipate two interviews with each participant. One midway through the internship and one toward the end of the internship experience.

The participant's names are included in this letter for your reference. They are:

Trista T. and Kelly S.

If you have any further questions, please contact me.

Sincerely,

Kevin L. Splichal

Appendix B: Introduction Letter to Participant 1

Kevin L. Splichal
2003 Patio Dr
Hays KS 67601
August 18, 2014

Ms. Kelly S.
Hays, KS 67601

Dear Kelly,

I sincerely appreciate your willingness to participate in my dissertation study. As I mentioned in our informal conversation, you will be required to complete two activities during the semester. First, is the journaling. I would like candid, open, and honest communication from you in regard to your experiences within your internships. While you are free to journal as often as you like, I need at least one entry per week during the 12 weeks of the internship experience. I will provide you with a journal notebook for this purpose or you can journal electronically as an alternative. As mentioned, you should reflect upon your experiences while in the internships. These experiences can include, but are not limited to, classroom environment, lessons, student interactions, mentor interaction, classroom discipline, student relationships, etc. I want you to feel free to write about anything you desire as you reflect upon your experiences within the internships. Some questions to guide you could include:

1. What went well and why?
2. What did you like/not like and why? What concerns you?
3. What are you noticing about the students?
4. Are you forming relationships with the students? Why? How?
5. Are you becoming more confident in your ability? Why or why not?

Coupled with the journaling will be two face-to-face interviews conducted in a neutral location on campus and recorded. These interviews will take place midway through the internship and again at the end of the internship experience. The interviews will be conversational in manner and will required no prior preparation on your part. Each interview will last approximately 15 to 20 minutes.

In regard to confidentiality, I am acquiring Internal Review Board approval from both Kansas State University and Fort Hays State University. Your confidentiality, as well as the confidentiality of the students you may reference, is of utmost importance to me. Any identity will not be disclosed in the final study. A pseudonym will be used to ensure confidentiality. Your signature on this document verifies that approval if you agree. Please contact me with any questions you may have.

Sincerely,

Kevin L. Splichal

Kelly S.

Appendix C: Introduction Letter to Participant 2

Kevin L. Splichal
2003 Patio Dr
Hays KS 67601
August 18, 2014

Ms. Trista T.
Hays, KS 67601

Dear Trista,

I sincerely appreciate your willingness to participate in my dissertation study. As I mentioned in our informal conversation, you will be required to complete two activities during the semester. First, is the journaling. I would like candid, open, and honest communication from you in regard to your experiences within your internships. While you are free to journal as often as you like, I need at least one entry per week during the 12 weeks of the internship experience. I will provide you with a journal notebook for this purpose or you can journal electronically as an alternative. As mentioned, you should reflect upon your experiences while in the internships. These experiences can include, but are not limited to, classroom environment, lessons, student interactions, mentor interaction, classroom discipline, student relationships, etc. I want you to feel free to write about anything you desire as you reflect upon your experiences within the internships. Some questions to guide you could include:

1. What went well and why?
2. What did you like/not like and why? What concerns you?
3. What are you noticing about the students?
4. Are you forming relationships with the students? Why? How?
5. Are you becoming more confident in your ability? Why or why not?

Coupled with the journaling will be two face-to-face interviews conducted in a neutral location on campus and recorded. These interviews will take place midway through the internship and again at the end of the internship experience. The interviews will be conversational in manner and will require no prior preparation on your part. Each interview will last approximately 15 to 20 minutes.

In regard to confidentiality, I am acquiring Internal Review Board approval from both Kansas State University and Fort Hays State University. Your confidentiality, as well as the confidentiality of the students you may reference, is of utmost importance to me. Any identity will not be disclosed in the final study. A pseudonym will be used to ensure confidentiality. Your signature on this document verifies that approval if you agree. Please contact me with any questions you may have.

Sincerely,

Kevin L. Splichal

Trista T.

Appendix D: Informed Consent Document

Dear Participant,

I sincerely appreciate your willingness to participate in my dissertation study. This type of study requires an investigation of research pertaining to your experiences within internships. The purpose of this study is to explore the lived experiences of two pre-service teachers within internships in a Mid-western rural university in an attempt to heighten the quality and depth of those experiences as they pertain to pre-service teacher preparation as well as your own academic and clinical preparation for the field of teaching.

As I mentioned in our informal conversation, you will be required to complete two activities during the semester. First, is the journaling. I would like candid, open, and honest communication from you in regard to your experiences within your internships. While you are free to journal as often as you like, I need at least one entry per week during the 12 weeks of the internship experience. Coupled with the journaling will be two face-to-face interviews conducted in a neutral location on campus and recorded. These interviews will take place midway through the internship and again at the end of the internship experience. The interviews will be conversational in manner and will require no prior preparation on your part. Each interview will require no more than sixty minutes of your time.

Your participation in this study is totally voluntary and considered low-risk through Internal Review Board standards. No credit is earned in Fort Hays State University courses through participation in this study. While I foresee no risk or discomfort for yourself or others, your refusal to participate will involve no penalty or loss of benefits to which you are already entitled in the Teacher Education program at Fort Hays State University. You also have the option to discontinue participation at any point during the semester. This option also involves no penalty or loss of benefits to which you are already entitled in the Teacher Education program at Fort Hays State University.

Should you choose to discontinue your participation in this study for any reason, please inform me in writing as soon as possible. As the researcher in this study, I also have the opportunity to discontinue your participation at any time without your consent. I foresee no circumstances that would require me to discontinue your participation at this time.

Finally, you will have full disclosure to all journal and interview transcriptions. You will have complete authority over the journal and interview transcriptions and have the right to add, detract, or change your statements at any time before publication. Further, you will have full access and authority over my analysis of the journal and interview transcriptions before publication and maintain the right to add, detract, or change any analysis that is not representative of your original statements. Any identity will not be disclosed in the final study. A pseudonym will be used to ensure confidentiality.

Your signature represents acknowledgement that you have read and understand this consent. Please contact Dr. Gerald Jaax or Dr. Rick Scheidt in Research and Compliance should you have any questions.

Dr. Gerald Jaax
785.532.3224
comply@ksu.edu

Dr. Rick Scheidt
785.532.1483
rscheidt@k-state.edu

Kevin L. Splichal
klsplichal@mail.fhsu.edu
785.628.4622

Participant

Appendix E: Kelly S. Journals

Today was my first day of my social studies internship. Previously I was placed in a kindergarten and first grade classroom, however this semester I was placed in a fifth grade classroom. Today I only observed the students working on their Native American group projects. In the fifty minutes that I was there I noticed a huge difference in how the class as a whole was ran. In my first two internships the teachers were only able to give a few instructions at a time, in this classroom the students and teacher are much more relaxed and more collaboratively run. During my observation today I really liked how the teacher gave them very vague instructions and let them use their own creativity as opposed to giving them very specific instructions.

September 10, 2014

Today was my second day in my fifth grade classroom. The class had moved from native tribes to explorers. Something that I really liked about this class was that I noticed how personable the teacher could be with her students rather than in younger classrooms if you get off track it takes much longer to get back on subject. I also really like that the students can work on multiple projects at once. During this visit I started noticing how the classroom was set up. From just observation it looks as if the students choose their own seat. It looked as if the athletic kids were grouped together and then the more school oriented students together. I also noticed how much more I am liking the older students. I thought that I would never have wanted to teach students this old.

September 15, 2014

Today I participated in the Ben Franklin papers activity for my social studies methods course. For this event we were paired with a partner and instructed to prepare a 7 minute lesson for 5th graders. During this event I learned several things. My partner, I learned is not as adaptable to every grade as I feel that I am. I learned that each grade of students needs to be treated different. In kindergarten students need more structure and order but as they get older they need to know who's in charge but have more choices to decide. Another lesson that I learned is with practice every lesson will get better. Which I can translate into even if you're nervous about teaching with every opportunity of teaching a lesson it will become easier each time. I also learned that students are so much more eager to participate when it's not just a lecture but also have manipulatives.

September 17, 2014

In my internship class today the class learned about the constitution along with finishing up their section about compasses. I also had time to talk to my internship teacher about her past jobs and her experience with the Ben Franklin papers event. I learned that my mentor teacher used to think she only wanted to be a kindergarten and first grade teacher but the moment she was given a fifth grade position she wouldn't want anything different. When she told me this story it made me realize that even if you think you will be best in one place you could be completely wrong. I was also able to hear the teacher side of the Ben Franklin even. Although she enjoyed the event she expressed how difficult it was for students to relate it to anything they were learning about.

September 24, 2014

In this week's internship I observed some of the different learning levels in this classroom. Since they are learning about explorers the students have been asking the teacher several questions about Antarctica that the teacher wasn't able to answer so she had two student that were ahead in another subject research all they could about it. I really liked this because it taught the students that if they had questions they could easily research and figure it out for themselves. Even

though this was more than likely an impromptu it was a wonderful learning experience. I was also able to observe the student who always has a comment for everything. This student also has some sort of speech issue but I also have observed that most times he has a comment the teacher lets him talk but doesn't typically reply and continues with her teaching.

September 30, 2014

In my social studies internship class they have moved on to explorers that have discovered parts of North America. I noticed today that every time their books move on to a new event she has a student write on a sticky note and add it to their time line above the door. At first I thought that was very creative and original but after thinking about it I have a few concerns. The main one is that it will only help the few student next to the door. To help this problem I thought each student could have their personal time line on their desk. This would also probably help them remember it more since they will continuously look at it. This would also help the fact that you are not always able to read every students handwriting. I really do like this idea and might use it in my future classroom because normally you do not see much social studies items on the wall. Although I do think it could use some improvement and more personalized for each student.

October 2, 2014

Today the students split into four different and the teacher had me work with one group that would be reviewing for the upcoming test. My mentor teacher gave me the lesson idea but let me instruct and direct the class. Three of the groups had a few cups that contained "new smells of the the new world" and were instructed to smell them and guess what they might be. After each child got a chance to smell each sup we went over the worksheet as a class. Since this was my first time in charge of students this age I was very nervous. I was not really sure what to expect and I was not sure to handle inappropriate answers. My teacher usually just smiles and moves on so that is what I tried. I had several student just give off the wall answers but I learned when you ignore those answers you actually find the students who genuinely care. The forth group that I worked with had a matching game that had an explorer on one card and had what they did on the other. After the whole thing was over I visited with the teacher on how it went. I learned that with this group of students you must first establish the importance of roles and then you are able to actually let them joke around & know they will not get too out of hand. With the matching activity I was able to determine very easily which students had previously studied & which had not. I was also able to adapt different questions to check for understanding & level of attention.

October 7, 2014

This week was the first week of the science internship and I taught a group of K-2 graders about pollination. We planned several different activities to do during our hour and half and quickly learned the meaning of planning more than you might actually get done. I also learned about making sure an activity is suitable for the age of students. The activity we chose to do was very entertaing for the students but some of the students supplies broke or were damaged. To fix this I would have glued all the items before hand so that the glue would for sure been dry. I also learned in this lesson that even if you finish your lesson plan sometimes some outside games are great way to end the day.

October 8, 2014

Today the social studies class started anew unit about Indian tribes. I learned several different minor details that help her classroom run better. The first thing I learned about was the students unit folders. This is made from one large piece of construction paper folded and stapled. These folders are meant to held all of the worksheets, readings and crafts that they will do during that unit. I love this idea because it helps students and teacher keep everything organized. The second

thing I noticed dealt with classroom management. I noticed the two students are extremely advanced are always assigned to sit close together. This way if they have questions they are encouraged to talk to each other.

October 13, 2014

For the lesson today in my social studies class was about Native Americans but my teacher mainly only read out of the text book. This was even boring to me. I felt that a majority of the students didn't learn much. Most of the questions came from the pictures on the page as opposed to the actual reading. If I would change this lesson I would have involved much more discussions that could relate to the students lives. At the end of the lesson she had two students stand up and do a skit about the things she was talking about which helped a lot. In my future classroom I learned that if you have to read from the text book you need to always have a wrap up activity to check for understanding from the students who are kinesthetic.

October 15, 2014

Today I talked to my teacher about reading out of the text book and what she did after I left. I learned that after I left she had the students role play some of the situations that they read about. I believe by adding a simple role play at the end of the whole lesson. I have learned through classes that I have taken that the more hands on activities the more I remember. In my psychology class we were just talking about memory and a study shows that students that say & do remember 70% more than students that see.

October 21, 2014

Today I learned about a student from the third grade who sits in my fifth grade class several times a week to help his discipline issues. My mentor teacher explained to me that this student has had many issues about behaving in his own class that they have sit in older classrooms to create role models. From my understanding they have many grade levels and this fifth grade class does the best job. My teacher informed me that they have tried all the way up to high school. I think this whole situation is very interesting for many different issues. First of all I had never seen this type of intervention before. I have seen teachers send students to other classrooms but never to other schools. My teacher had mentioned to me that this student had serious IEP's so without reading those I feel it would be very difficult to make an educated guess on what I would do. My mentor teacher has instructed her class that when this student was in the classroom to ignore him completely and just be great role models. I think that this is probably the best decision my mentor teacher could have made. This student needs serious structure in his life. If this student starts recognize that in the classroom work comes first and then fun, maybe this student will be able to go back into his original classroom.

October 23, 2014

Today we had our science internship. Our group was assigned to attempt to adapt a 3rd-5th grade lesson plan to k-2nd grade. In the beginning it didn't seem that hard of a task because the books seemed easy enough. The largest difficulty was their attention span. Our science internship is scheduled from 3:30 to 5:00 and after all day of school this is very difficult to keep their attention that long. Another difficult task that we came across was some of the vocabulary in the books. I learned in this lesson how difficult it is to adapt a very difficult lesson into a more simple lesson. One thing I would have done is have more hands on activities instead of just talking about them in the book.

Monday 11/3

In my internship classroom the light of the election students were having a candy bar election in their classroom. Previously they had narrowed it down to two parties the chocolate party and the

gummy party. The class was divided into two parties and had to come up with testimonies, a speech, posters, a slogan, basically anything that a true political race would come up with. It was very interesting to watch the students split up and come up with all of these items. Some students were in charge of writing a speech that persuade other students one way or another. I really enjoyed watching students work on this project because it incorporated so many different lessons all in one fun project. I don't think that I would change anything about this lesson because all of the students were having so much fun while also learning. This lesson was a great example of teaching across the curriculum because it involved all of the subjects including art, politics, writing, and at the end to determine who won it involved math.

Wednesday 11/5

Today in my science internship we were teaching students about wind energy by having them build small cars powered by their breath. After students had built their cars we were going to have the students race them against each other. Since these students were kindergarten through second grades some of them had a very difficult time constructing their car so that it would actually be able to move. Then when their car wouldn't move and other cars would they became very frustrated. Something that i would have done differently to prevent this would be to have a few examples for the students to view and critique why it would move or not. This could still keep the opportunity for creativity but this would also help students notice certain faults on their car. During the races there was several girls that ended up in tears because they had lost. This was another learning opportunity for me in that some students this young had never been exposed to the idea of losing. The idea that some teachers make up awards for every student so they don't feel left out is crazy to me. Teaching the idea that you always need to win is going to mess a student up when they start getting older and playing sports. I really enjoyed this lesson for many reasons. The main one was watching students try out their car and try to figure out how to fix it. In some classrooms everything is handed to the students and they have no time for creativity or problem solving and this had them doing both. This also opened my mind that if I do end up teaching younger students in the future they might not have the same outlook on losing as I do.

Monday 11/10

In my classroom internship they were preparing for a test by filling out a study guide as a class. As I observed I saw several students off task or just waiting for the answer and not trying to answer it themselves. I also saw the same few students answering all of the questions. I know from classes how important it is as a teacher to make sure that every student is on task and by asking questions and makes it very simple to check this. One student in particular in the very back of the room was just sitting there. A couple time the teacher asked if he had gotten everything written down because he had already put his pencil down. Finally my mentor teacher walked around the classroom while the rest of the class was writing and saw that he had not written anything down and what he had was very sloppy. To correct this she had him erase everything and start over. Although his writing needed to be corrected I think that her approach made him mentally shut down and continue to sit there. He was also not able to rewrite the answers because there were already off of the Elmo's projector screen. There are a few different items that I would do to prevent this one major one being to make sure that this student is placed closer to the front of the classroom so that it is easier to make sure he is on task. Having him sit in the very back of the classroom could be part of the issue because there is nobody back there to keep him on task. Something else that I would do is have all of the students including him answer questions by calling on specific individuals. By doing this not one student is answering

everything and I am also able to pre-test them on what they might need help with before the test. I also noticed that the few students with casts on were expected to listen and participate but that the teacher gave them a copy of the study guide filled out. I think that this is a great accommodation because even if they did try to write I'm sure that they would not be able to read it later.

Wednesday 11/12

During my classroom internship the students were supposed to be taking their social studies test. Before they started the test the students took a group bathroom break so that they could get a little energy out and get a drink if they would like to prevent anyone needing to get up during the test. Right before the test a student asked a question about the test and the teacher discovered that she had not completed half of the study guide. My mentor teacher was kinda annoyed because this student was not able to explain why she didn't complete the study guide because they had done it as a class. Since the class was waiting for the test the whole conversation was pretty public as opposed to a private one on one. To prevent the student from failing the test she had me go to another room to work with her to complete the study guide. Between listening to students before the test and how this student worked through the study guide I learned a select few students had just remembered the order of the matching questions but had not actually learned the material. When I reviewed the study guide with her she could tell me the letter but could not tell me the answer next to the letter. I talked to my mentor teacher afterwards and she informed me that when she makes the test she mixes all of the questions up and when she grades the tests it makes it very easy to determine which students memorized and which ones studied. As a teacher I would probably do the same thing as my mentor teacher. If it continues to happen I might skip giving them a study guide to prove to them that it is a privilege.

Monday 11/17

Today during the science after school program we were informed that we would have a student attending that can be very troublesome. Our instructor however did not tell us his name or anything about him however to see if we could pick him out of our forty students. Although not knowing which student it was made me feel very nervous I enjoyed the fact that we did not automatically label that student as a bad kid. Through out the after school program I had a few guesses of which student it might have been but I learned that it was a student that was very well behaved. From this I learned that just because that has had problems in the past with certain teachers that a teacher should not just assume he will be terrible. I also learned how observant and alert a teacher must be every single day because a student could look like an angel when you are watching them but what could happen when you turn you back. This also reminded me that every day is a new day and you should not carry over the terrible thing a student did yesterday to today. Previously I was an daycare counselor and I had to stop and remember this several times. As a teacher, I need to remember that even though a student had a bad day yesterday they could have a great day today. With the student in our after school program I think it would be very stressing on his classroom teacher to know that everyday this student could either have a great day or could be sent home. This is also paired with the fact that if he is sent home he loses out on all of that learning for the day or distracts the rest of the class from learning. If I was put in this position I would set very strict contingency contract for the student that both him and the parents would sign on how we would handle his everyday behavior. Possibly the stop light method where he has three strikes and is sent to the principals office to regroup and possibly be sent back into the classroom or try again the next day. I also would make sure to let the parents know that

he is still required to do whatever assignments he missed that day due to being sent home so that it does not completely fall back on me when he is behind in his studies.

Tuesday 11/18

This afternoon Dr. Martin was able to come to our corrections internship and read all of the students a book that was both in Spanish and English. Dr. Martin did a very good job about going back and forth between English and Spanish so that every student was able to understand the book and the story. This was a really awesome experience for me because I had never heard someone do this before with such ease. I also noticed some of my troublesome students behaviors do a complete change on their attitude when she started speaking. Before Dr. Martin sat down to talk to the students I had two of the students in my group not getting along and arguing a lot. Normally these students do not get along because one antagonizes the other so I was preparing to move them after I had given them one last warning. When Dr. Martin sat down to start talking I noticed Student A, who is the typical antagonist, had moved on the other side of me so that he was sitting far away from the other student along with all of his friends that would have potentially gotten him in trouble. This was a real shock for me because this student had never really cared if he got in trouble or not. As I watched him throughout the presentation he had a perfect behavior. Previously when working with this student I had learned that with a little incentive he worked so much better than if he was just expected to do something for no reason. Watching this student be so engaged with the story and Dr. Martin's presentation made me feel great on the inside for many different reasons. It made me realize that even if a student is having behavior problems that day in a couple mins they have the potential to change and be on the best behavior for the rest of the day. I also saw how important it was to make a lesson relate to each student. This student was a hispanic but I don't believe that he was fully bilingual but as Dr. Martin spoke in Spanish and English he was fully engaged in listening to her. This experience made me want to learn another language so that in future years I could try and teach my students in English along with another language. This also reminded me of a school that my little cousin is attending that teaches students in Spanish for half the day and English the other half.

The second student who was also having issues was just the opposite as student A. As Dr. Martin sat down and started speaking in Spanish he shut down and did not want to even try to listen to her. I believe that part of the reason for this was because he was already frustrated and his medication was starting to wear off. However his whole attitude towards this experience almost disappointed me because of how much he did not care. I wish that every student was excited to learn everyday but unfortunately this is not true. A large part of teaching is learning what will motivate students to want to learn everyday. In this situation his parents were also sitting behind us so I felt almost intimidated by confronting this student in any way rather than just minor issues of having to face forward, stop talking, or to move away from the issue. In the future when I have my own classroom I believe that this situation might change because I will have had previous contact with the parents rather than encountering them for the first time.

Monday 12/1

Today I taught my formal lesson for my social studies internship on the Declaration of Independence. While I was planning the lesson I believed that I had enough interaction and engagement throughout the lesson but as I was teaching it I was very disappointed in my lesson. Throughout the last three internships and especially this semester I have learned about how easy and important it is to have as many hands on projects as possible. For this lesson I had a PowerPoint, a music video, a lot of different questions and to end a game all which were

intended to really get the students excited about this lesson. Although the students enjoyed the game and I believe learned a lot I was not happy because I didn't not involve something that got them out of their seats. My mentor teacher this semester in the classroom along with my science internship really showed me how easy it is to eliminate reading from the textbook and have more activity sheets that are more engaging.

Wednesday 12/3

Wednesday was my last day in my internship classroom which always a little sad. The students made me a card to say 'thank you and good luck'. On the inside of the card each student signed and left me a small message, one that really caught my eye was one that said 'don't be afraid to be goofy'. I absolutely loved this comment because throughout the semester I was able to observe how fun and free going my mentor teacher was, she was able to goof off with the students but they always knew when she meant business. Compared to all of my previous classroom experiences I never had a teacher be able to have so much fun in her classroom and still get everything accomplished. I'm not sure if this is because most of my previous classroom experiences have been in younger grades and students do not understand how to separate fun and learning.

In the beginning of this semester I thought that although I probably didn't want to teach kindergartners I was certain I wanted to teach around first through third graders After this semester I am also thinking that I would prefer the older grades because you are able to do so much more than you can with kindergartners or first graders. Although you are still able to do fun things with younger students because they are still really excited about school I think that with older students you can have students become more creative and see how they are molding into who they might become later on.

I enjoy these internships so much because without these experiences I could have gotten myself into a job that I absolutely disliked when something that was much more suitable was out there for me. The advice from these students about not forgetting to be goofy really hit home because school needs to be as fun for the teacher as much as the students.

Appendix F: Trista T. Journals

Today was my first day in my internship classroom for the semester. I was placed in a first grade classroom at Lincoln Elementary here in Hays. Like my previous internships, I was very excited & a little nervous. However, I wasn't as nervous as before for several reasons; 1: I've had a variety of experiences these past few years; 2: I met with my mentor teacher last week. She discussed her expectations for me, the routine we would follow when I was there, & what was required for my internship class. We also had all our questions answered before my first day. When I came in today, I had time alone with Jenny (my mentor teacher). We went over the plan for the day & the activities the students would be doing. The students would be rotating to different centers & doing different activities at each place. My job was to make sure students were on task & answer any of their questions. Everything went by surprisingly well. Jenny warned me things may be hectic since it's their 1st day doing centers & moving some students to different classrooms. However, all the students were well-behaved & seemed to know what they were doing. If I asked them to do something, they listened & did what they were told. One event stood out to me today. I saw a girl at a center sitting by herself as her two other group members played the game. Since Shaylee (the girl) didn't have a partner, I sat & played the game with her. She was very happy, & as we got further into the game, she got more comfortable & started telling me stories. After doing centers, Jenny had the students & I introduce ourselves to each other. It's only the 1st day, but I love those kids already. I look forward to working with & getting to know all these students this semester, & I hope to connect with them all, just like I did with Shaylee today.

September 4, 2014

Today is the 2nd day of my internship. I came into the classroom feeling pretty confident today. We followed the same routine as last time, so I wasn't too worried. I looked at all the center activities to see what the students would be doing. Turns out, they did the same activities as Tuesday, but each group went to different stations. My main job is to answer questions & help the students when needed. Compared to Tuesday, I interacted with more students & answered more questions. Out of all the students, I worked with Becky the most. When I sat at one of the stations, she told me stories about her family as I helped her with the activity. I worked with her much more when her group returned to their seats for individual work, which happened to be working in their phonics books. They had to identify the picture & figure out what letter the picture started with. Becky asked me so many questions about what each picture was. At one point, I ended up pulling a chair up & sitting with her. Due to previous experiences in other internships, I thought she just didn't want to do the work. As I continued to work with her, however, I found out I was wrong. She's a very bright student. She did a good job with sounding out the words, & she actually did most of it on her own without my help. At the end, Jenny thanked & praised me for taking the initiative to sit with Becky. As flattering as that was, I didn't think I did something out of the ordinary. I did what most other people would do: help until she could succeed & manage on her own. She (Jenny) then told me I may need to do that throughout the semester, as Becky is an ELL student. I ended my day there knowing I had made a difference, & it felt good. It's so rewarding to see a student succeed & show how much potential the student has. I can't wait to go back & hopefully do the same for other students in the classroom.

September 9, 2014

I started my 2nd week of my internships, & with each week, the activities for each center changes. I looked at each center, & the activities were pretty much self-explanatory. I spent the first part of class testing a few students on sight words & answering any questions they had. I spent the rest of my time at a station playing Sight Word Bingo with Leah, Gretchen, Darryl, & Kooper. I had a really good time working & talking with them. They did an excellent job of identifying the sight words & following the directions. They also told me a few things about themselves, such as what they wanted to be when they grew up. What they said was very cute yet interesting at the same time. Kooper said he wanted to become a firefighter, & he hoped he'd have big muscles like his dad. Darryl said he wanted to become a police officer, but changed to a firefighter after Kooper said he wanted to be a firefighter. Darryl then told me he changed to a firefighter because he "didn't mind burning up". Leah said she wanted to be a veterinarian because she likes animals. To than, Gretchen asked Leah if she could handle that job because she would have to put down animals too, & in turn would be "helping to kill the animals". I had to keep myself from laughing when they said these things. Honestly, I had no idea how to respond to these things. I enjoy interacting with students on a personal level, & that's one of the things I look forward to in teaching. I can't wait to come back on Thursday to work with the students & get to know them on a personal level.

September 11, 2014

Today was pretty much a normal day at my intern. I spent the 1st ten minutes or so talking with Jenny & a helper who helps out with the ELL students. When the students came in, I spent the first 15 minutes of center time with Audrey, Becky, Erik, & Karsen. I played the word game with them, & they talked about the characters in the games & how they went to church Wednesday night. It was nice to hear about their personal lives & some of the things they do outside of school. I spent the rest of my time there answering questions, testing some students on their sight words, & grading phonics workbooks. I was pretty impressed on how things turned out. Almost everyone I asked knew all the words on their list & could move on to the next one. With their Phonics books, the most questions that were missed were one or two, & no one needed to make corrections. It was great to see that all the students understood the material that was taught.

September 16, 2014

I had a pretty good day at my internship today. I started the day like normal by looking at the new center activities & talking with my mentor teacher before the students came back from recess. Jenny spoke with me more about testing students on their sight words & gave me a few more tasks to do with it. For the first 20 minutes of center time, I did my usual routine by answering questions & monitoring the students at their centers. Later, I spent 10-15 minutes helping Becky with her sight word worksheet. She was doing fine until it came time to write the word in a sentence. Being an ELL student, she struggles with writing sentences properly. She came up with a sentence, & I helped her write it by guiding her in sounding out the letters. It was my first time helping out a student in this way, & I was happy with the way things turned out. It was amazing to see her think & figure things out on her own & be successful with it. It felt good to actually be able to see the impact someone can have on a student & see the student move forward. I spent the last 10 minutes of my internship with Karsen. He asked me to read him a story since there were many difficult & unrecognizable words. After I read the story, he flipped through to look at the illustrations. As he did so, he told me his opinions of the story & interpreted it his own way. He was also able to connect parts of the story to things that have happened in his life. It was interesting to see how he did so, & I liked hearing about his

experiences with his family. I hope to learn more about the student's experiences & see them connect what they learn about in the classroom to their own lives as the semester goes on.

September 18, 2014

Today's internship was a little bit hectic, the 1st part went pretty smoothly. I spent the 1st 20 minutes working at a station with Andrew, Shaylee, Eduardo, & Gabriela. For that activity, I helped them sound out words so they could figure out which ones had the short 'a' sound. Things got slightly out of hand the last 20-30 minutes, the group with Leah, Darryl, Gretchen, & Kooper couldn't focus on their activity. Darryl had many stories to tell, & he kept fidgeting in his seat & distracting the others in the group. I liked listening to him, but he wasn't getting much work done. After telling him he needed to keep working, he'd listen, but only for a short time before getting off task again. Once I thought I got everything under control, I went over to Erik's desk & read him a book since he asked & had finished his work. I got so into the book that I didn't see or hear Darryl get off task. Jenny ended up going over to talk to the group, & she had Darryl finish his work at his desk, I felt so bad that I hadn't been paying attention, & Jenny had to stop what she was doing to take care of the situation. I finished reading to Erik, & Jenny reminded me I had some students to check sight words on. I got so wrapped up in other things, I completely forgot about the sight words. I immediately started on them, Karsen asked me to read to him again, & I had to tell him I couldn't until I finished the sight words. He looked so disappointed, & I felt bad for saying no. Luckily, I was able to finish most of the sight words, & I only left two students for Jenny to do. Today, I learned that I needed to be more observant & keep an eye on all students, no matter what I'm doing. I also learned that I need to keep my focus on the tasks that need to be completed first before I take on other activities.

September 23, 2014

When I came into my internship today, Jenny & I worked on planning. Today, she wanted me to observe her work with a group of students. Starting next Thursday, she wants me to start working with student groups. We also discussed some assignments I had to do in my internship for my Reading/Language Arts Methods class. I have a read-aloud assignment in October, & I have a formal lesson to do for the semester. We don't have everything planned out, but we were able to discuss options & what was to come.

The rest of my time there was like any other day. I answered questions, observed students, read to some students, & tested students on sight words. I watched Jenny work with some students, & I noticed she had many questioning techniques & incorporated discussion with each student. Watching her will help me not only when I work with students in her classroom but also when I start student teaching & my teaching career.

September 25, 2014

Today was a fairly normal day at my internship. I did some planning with Jenny, tested sight words, & sat with some students at centers. I noticed the students really get into the activities. They are usually very excited, motivated, & sometimes get competitive with each other. It's great to see students excited & motivated to learn, & many strategies & activities done in the classroom do that. Seeing all these things give me many options & ideas I can use in my classroom someday. I've noticed one student, Erik, is very motivated to learn his sight words. If I give him back his list for more practice, he will come back to me so I can retest him. It's great to see him so persistent on it & take charge of learning himself.

September 30, 2014

My mentor teacher gave me a lesson plan when I came in today. She wants me to teach a group at a center like she does each day so I can start preparing for bigger lessons. I looked at the

lesson, & it doesn't look too difficult. The lesson focuses on ending blends, & there is a book for the students to go along with it. I will be doing this lesson on Thursday. I'm excited to do something new, but I'm a little nervous as well. Hopefully with practice before giving the lesson, things will go smoothly. The rest of the day went very well. I worked with many students individually & at centers. I spent a lot of time sitting with two groups, but I balanced that well with helping students at their desks & doing other tasks. There were many students I needed to test sight words on, & I finished all of that as well. I'm slowly starting to get the hang of things & figuring out a system that works well for me, & I'm pretty happy with that.

October 2, 2014

It was a busy day at my internship today, & time flew by very quickly. I came in, & Jenny & I discussed today's plans & two upcoming assignments I have. She also informed me that the TV would be on since a former staff member was on a game show. I was all over the classroom for the first 20 minutes. I had multiple students from different groups ask me questions throughout that time period. I also tested students on sight words & observed Jenny leading a reading group to prepare myself. I led a reading group for the last 20 minutes. I was excited but a little nervous to do it. It helped that Jenny gave me a lesson to go off of on Tuesday. I had four students in my group, two students Brooklyn & Jameson, were in the other first grade classroom. The other two, Jesse & Mariella were part of Jenny's class. We started by having them read to themselves for a few minutes. I then had them practice spelling words using the "1,2,3 show me" method. For the most part, they did very well with it. We moved on to the main lesson, which involved looking at word endings & their families. We identified word families & the students wrote down words they thought that came from the same word families. They picked up the concept very well. The only thing was they came up with nonsense words. After this, I introduced a book for them to read, & they whisper-read "Robert and the Rocket". When they finished, they each got a sticker for positive behavior. Afterwards, Jenny & I discussed how everything went, & she gave me some feedback. She said I looked very comfortable, knew what I was doing, & was in control of the students. She wants me to do more activities like this, & I may be with another group on Tuesday. I'm looking forward to working with other students & taking on more roles in the classroom.

October 7, 2014

Today's internship started like the other days. I started off by passing out papers, checking centers, & planning future class periods with Jenny. She gave me a lesson plan & asked if I was comfortable teaching it to the same reading group as last week. I said I was & looked over the lesson plan. The students came in, & I spent the first 20 minutes at a center with Eduardo, Andrew, Gabriela, and Shaylee. Jenny said they may need a lot of help with the activity. For the activity, they had to put the cards in the right order to form a sentence. I had to check their sentences before they could write them & they struggled with it. Most of them were able to get the hang of it by the end but didn't have time to finish. Gabriela struggled the most, & honestly, it was kind of frustrating. She didn't know how to read some of the words & would repeatedly ask about the same words. She also struggled with understanding whether or not the sentences made sense. Being an ELL student makes it even more difficult. It was frustrating because I tried explaining it in different ways, but she still couldn't understand. I wish I knew how to better work with ELLs & know specific strategies to use so I could've helped her more & better. The last 20 minutes of my time went perfectly, I taught a lesson about opposites to Jesse, Mariella, Jameson, & Brooklyn. We discussed what they were & practiced identifying opposites on white boards. I wrote a word, had them identify it, & had them write the opposite of my word on their

boards. I also decided to integrate spelling into it & have students practice sounding out unknown words & blending. They were able to understand the concept well & figure everything out on their own. They even said they were having fun with it. It felt amazing to see the students fully grasp the concept & have fun while doing it.

October 9, 2014

At my internship today, I taught another lesson for a guided reading group. However, I taught to a new group, which included Kiko, Darryl, Leah, Gretchen, Kooper, & Jazmine. We worked on spelling & moved on to the lesson of rhymes. We had some short, random conversations, but I was able to get them back on task & get everything done. At the end of the lesson, I felt everyone understood the concept of rhyming words well. Jenny gave me feedback on how I did working with the new group. She thought I was doing a good job, especially with learning the names of students from the other 1st grade classroom & with teaching a new lesson given to me that day. The last 20-30 minutes were normal for me. I checked centers, answered questions, & tested students on their sight words. Erik was very persistent on getting all his sight words correct again. After testing him once, he called me over 2 or 3 times to retest him, & he was so determined. While he didn't receive a new word list, it was interesting & neat to see him make improvements. I noticed the center with Leah, Kooper, Darryl, & Gretchen had some minor issues, so I stood over there for about half the time. They were arguing about who was doing the activity correctly & incorrectly, & they kept messing with their markers & boxes. Luckily, it didn't take too much effort to get them back on task & finish their work.

October 14, 2014

Today's internship was much different compared to the other days. Instead of walking around centers, testing sight words, or leading guided reading groups, I spent the whole time leading a center activity with Karsen, Becky, Erik, & Audrey. For my Reading & Language Arts Methods course, I had create a read aloud lesson, create game to go along with it, & record myself presenting the lesson in my internship classroom. Things were a little hectic when I was doing the activities with them. They kept trying to get in the video, & they aren't supposed to be seen because the video was uploaded online & no waivers were signed. The kids were very talkative & somewhat hyped up, but I was able to control it. They argued a few times about sharing the book & who went first during the game, but I was able to settle that as well. The students also had to fill out a graphic organizer to test their comprehension of the story. It took them much longer to complete it than I thought, & I worried we wouldn't have time for everything. Luckily, though, everything worked out in the end. While things were different & somewhat hectic, I learned many things. I was able to see what it's like to present a lesson to students. So many things are involved with it than I realized. I saw the importance of classroom management & being flexible to make adaptations. I also saw things that worked well, changes that need to be made, & my strengths & weaknesses. I hope for more different experiences as I go through the rest of the semester & learn many more things through these experiences.

October 16, 2014

For today's internship, Jenny had me lead both of the guided reading groups since she had to finish testing students for reading. I worked with two groups I had never worked with before, so that was interesting. The first group included Austynn, Hailie, Zoe, Lizzy, Ethan, & Kaylee. Their lesson focused on sentence structure. They were given word cards & had to put them in order to make a sentence. This group was somewhat of a challenge to work with because they were very talkative & liked to get off topic. They tried to get me to spell all their names correctly. It was fun to interact with them this way, but I had to stop it because no work would

get done. I had to tell them multiple times, but I was eventually able to get them to listen. Kaylee had a hard time staying in her seat, & Jenny had to call her over. Jenny later told me she'd been having problems with Kaylee all week, so she needed to talk to her. After that, the group got on task for the most part & finished all their activities. The second group included Owen, Delia, Lily, & Addison. Their lesson focused on syllables. This group was completely different from the previous group. This group was at a higher reading level, & they were so much more behaved. They were focused on the activity, listened well, & completed all their tasks successfully. Today, I was able to see & experience first-hand the diversity of students in terms of ability & behavior. By working with the two groups, you can clearly see those differences. It shows the importance of using a variety of strategies in the classroom to meet the individual needs of each student to help them learn & succeed.

October 21, 2014

Everything went back to the way it was a few weeks ago. Jenny said she wanted to lead both reading groups since the groups were changed. I walked the centers, & the students were doing well & didn't need any help. Since they were doing well, Jenny had me grade phonics books for the first 15 minutes. I spent the rest of my time testing students on their sight words. Many students needed to be tested since they took a break last week. I think the break was helpful for the students since it gave them more time to practice. Over half the students I tested moved on to a new word list. I feel like I got a lot of work done today. I was able to grade all of the phonics workbooks & test all the students on their sight words. At the same time, I was able to help individual students at their desks & answer questions. I feel pretty accomplished knowing I could finish so many tasks with the amount of time I had.

October 23, 2014

Today went exactly like it did on Tuesday. I spent my day walking around centers, answering questions, & testing sight words. I spent the first 15 minutes walking the centers. Most of that time was spent with Becky, Erik, & Audrey. They were playing Bingo, so I helped them identify the pictures. Becky also joined the group late, so I made sure the others included her & that she knew what to do. I spent another 15 minutes sitting at the center with Darryl & Kooper. We played a matching game together & had some random conversations about things such as the difference between "son" & "sun" & Batman. It was a good balance as they were able to stay on task yet have random conversations at the same time. I enjoyed the interaction with Darryl & Kooper, & I'm sure they did too.

October 24, 2014

I decided to come in an extra day this week to get more hours. Since I came in the afternoon, they did different activities & different subject areas. They started off with math & discussed telling times & counting by 2s, 5s, & 10s. Like they do in reading, they also did centers, so I walked around to help the students. After that, we went outside for recess. Some of the students asked me to go on the playground & play with them. I spent time with different students at the monkey bars, swings, & jungle gym. They told me stories, showed me their tricks, showed me how to play school, & had me push them on the swings. When it was time to go inside, some of them asked me to hold their hands & walk with them. I really enjoyed my time with them at recess. It gave me a chance to get to know them better & bond with them. It's hard to do so when I'm only in the classroom for a short amount of time. I hope I get more chances to do this with the students again. We came back in the classroom, & the students read Weekly Readers, had snacks, & worked on science. I spent that time observing & helping the students as needed. During that time, I also saw a method Jenny used to motivate students to behave. Students have

coins that can be given or taken away based on their behaviors. At the end of the week, students can “shop” for a prize. With 5 cents, they can choose an object from the treasure chest. This method seems to work well for her students as it rewards good behavior & gives them something to work at.

October 28, 2014

Today’s internship went the way it usually did with centers & guided reading groups. I worked with Becky, Erik, & Audrey at their center. They had to rearrange words to form sentences, & since they are ELL students, they struggle with doing so. Some of them started getting the hang of it by the end, but others needed more help with it. I spent the second half of center time leading a guided reading group with Jesse, Mariella, Jameson, & Brooklyn. Today’s lesson focused on the two sounds of the letters “oo”. It went very smoothly as they understood the lesson well, & they were well-behaved.

November 4, 2014

For the most part, today was a normal day. In the beginning, Jenny had me work with Becky at her seat. Since she was not in class the day before, she missed completing the workbook about the “th” digraph. She had me sit with her to help her complete the pages and to make sure she understood everything. I worked with her, and the only thing she needed help with was identifying some pictures. It didn’t take long for her to finish everything, and she even had time to go to her center for a little bit. I sat with her at her center, where they had to arrange words to form proper sentences. They do this quite often, and I’ve noticed significant improvement compared to the last time I worked with her.

The rest of my time there was spent leading a guided reading group with Jesse, Mariella, Jameson, and Brooklyn. Jenny wanted me to have extra practice with them since I will be doing my formal lesson plan with their group. I’ve worked with this group multiple times, and I wasn’t too worried. They are typically on task and understand the content well, and I never have any problems with them.

November 6, 2014

My day started off like normal at my internship today. I passed out the students’ seatwork before the students came in. After the students came back from recess, they did guided reading groups and centers. I spent a few minutes helping the group with Hailie, Gretchen, and Leah since they were unsure of the directions. After they understood everything and got started, I spent the rest of that center time with the group with Andrew, Gabriela, Eduardo, and Shaylee. Their center involved arranging words to make proper sentences and writing those sentences on paper. Since those students had lower reading abilities, ELL students, or students with special needs, this was a little bit more difficult for them. I spent the most time helping Andrew and Gabriela since they needed the most help. They had done center activities similar to this one before, and since then, I have seen improvements. While they still needed assistance, I saw they understood the concept better and worked much faster than they had the last time. They were also able to finish the worksheet, which is something they were unable to do before. It’s such a great feeling knowing they are making great progress.

I spent the last 30 minutes with Jesse, Mariella, Jameson, and Brooklyn for their reading group session. However, today was much different compared to the other days. Instead of using Jenny’s lesson plan, I made my own for my formal lesson plan. Jenny sat with me the whole time to score me on my TCOR. I was pretty confident and comfortable with my lesson, so I wasn’t too worried. My lesson focused on rhyming words. For my lesson, I had the students watch a video to introduce the topic, had a discussion on rhyming words, played a rhyming matching

game, assessed the students, and did a picture walk through the book *Henny Penny*. With my matching game, I got worried once I started setting it up because I thought there were too many cards, making it complicated for the students. However, I was able to make adaptations to it and make everything work out. At the end of the lesson, Jenny and I discussed how my lesson went. She thought my lesson went very well. She only had one suggestion for future lessons, which was to ask students questions from time to time to review and check their understanding. After today, I feel even more confident in my abilities. I will take the lessons learned from today and implement it in future lessons I will teach.

November 11, 2014

Today, I started by leading the reading group with Lizzy, Ethan, Karsen, and Austynn. Their lesson focused on rhyming words, but it went into more detail. With this lesson, they focused more on the fact that some words may rhyme but have different spellings for their ending sounds. Most of the lesson consisted of me telling them a word and having them write a rhyming word on their whiteboards. Overall, they seemed to understand the concept well. The only problem they had was coming up with nonsense words.

The rest of the day was very laid back. I walked around the centers and helped students with seat work as needed. I helped test a few students on sight words as well. One of the students I tested, Darryl, passed his list and moved onto a new list in a new color. With each color, there are five lists. After passing the fifth list, the students receive a list on another color, which contains more difficult words for them. Darryl moved from the blue list to the red list, and he was very excited about it. He started bragging to everyone about it and had one of the biggest smiles I had ever seen. It felt pretty amazing to see a student accomplish something and to see how enthusiastic and proud about it.

November 13, 2014

I had the same routine as I did on Tuesday. I worked with Lizzy, Karsen, Austynn, and Ethan again for reading groups. This time, the lesson focused on the sounds the letter ‘c’ makes, particularly the soft sound of the letter. With this lesson, we discussed the clues that show us whether the letter ‘c’ makes the hard or soft sound. I then showed them words, and they had to figure out the word and the sound the letter ‘c’ makes. The students all had a very good understanding of the concept, and it didn’t take very long to do so. I introduced the book *The Animal Picnic* for them to read. We finished everything five minutes earlier than expected, so Jenny had me ask the students comprehension questions about the book. Overall, they knew the characters of the story and remembered the plot of the story.

For the rest of my time there, I tested students on sight words and helped them with their seat work. Darryl passed one of his word lists again, and he was pretty excited about that too. He was most excited about moving onto a new list in one day, which according to him was a new record. I also helped students with their seatwork. They had a hard time understanding what to do with the poem paper. I helped some of them to read and sound out the words of the poem. Once they understood what the poem meant, they drew pictures to go along with the poem.

In the short time I have been in the classroom, I have seen the students made significant improvements along the way. I have seen them gain a better understanding of concepts being taught, and I have seen them improve many skills. I hope to see more of this in the next few weeks as I get closer to finishing the semester.

November 18, 2014

I started the day off leading a guided reading group with Austynn, Lizzie, Ethan, and Karsen again. Their lesson focused on the sound “aw” makes. They had a good grasp of the concept, so

the lesson went by smoothly in that aspect. The lesson involved the students writing words on their whiteboards, and I had problems with a few of the students in this part. Two of them were not writing properly on their boards. They would either write the words multiple times, write much bigger than necessary, or draw things on their board. I would tell them to write properly, and they would either stop for a while or ignore me. It was kind of frustrating and stressful to deal with. I had no idea what else I could do to get them to behave and do things properly. I brought up the issue with my mentor teacher, and she had an idea of who they were. She said that'd be something for her to deal with when she works with that group tomorrow. For the rest of my time there, I walked around the centers, tested sight words, and helped students with seatwork. For half of that time, I sat at a center and worked with Darryl. He didn't really need help, but he wanted me to help him get cards that were too far away from him. While we were working, he would have random conversations with me and relate him to the cards he found. I really enjoy have those conversations with the students whenever I can. One of the things I want to get out of my internship and one of the things I look forward to is building relationships with the students. It can be hard to do since I am not in the classroom often, but I've been doing a good job with that through the small conversations I'm able to have with them.

November 20, 2014

Today's internship went very well. I worked with Karsen, Austynn, Lizzie, and Ethan again for guided reading groups. Beforehand, Jenny and I talked about them and their difficulty in writing on whiteboards properly. Yesterday, she had a discussion with them about the proper uses of the whiteboards and the consequences that would come if used incorrectly. She said they did very well yesterday, but she told me what I could do if they did use the boards improperly. I worked with the students, and I was impressed they all did surprisingly well. They wrote properly without me having to tell them to do so.

Their lesson today was structured differently than other days. Instead of doing the lesson first, the students read the story first since the lesson focused on reading comprehension. With the lesson, the students had to connect the story to their lives. After reading the story, we had a discussion about those connections. I thought the discussion went very well. They made good connections, and with the discussion, I was able to learn more about the students. The students then completed a worksheet where they had to draw themselves and two ways in which the story relates to their lives. Some of the students had difficulty focusing on their own work and talking with each other, so I had to tell them several times to stay focused on their own work. For the most part, I think I handled it well. I was able to get them to listen to me, but I think I need to find a better way to get that across to them so I don't have to tell them more than once.

The last part of my internship involved walking the centers, helping students with seatwork, and testing sight words like usual. When testing the sight words, Erik was the student that stood out most to me. Out of the 20 words on his list, he was still unfamiliar with almost half of those words. Even though there were many words he didn't know, I was impressed and amazed with him. He was so determined to get all those words correct, and you could see the large amount of effort he put into it. Since I have started testing him on his sight words this semester, I have seen how much he has grown. As time has gone on, he tries harder and harder to do his best, and you can see how much he wants to succeed. It's amazing to see how far along a student has come along, and it's an even greater feeling seeing the student succeed and want to strive for more.

November 21, 2014

I went to my internship this morning during their reading time so I could get enough hours. I expected the students to do centers and guided reading groups, but I found their Fridays are

different than their other days. Instead, the students did their spelling tests and played a comprehension game as a class. When I was watching the students take their spelling tests, one of the students, Jesse, raised his hand for a question. I came over to him, and he asked me if he spelled the word “school” correctly. I told him I couldn’t tell him because it was a test. He was so disappointed and kept pleading for me to tell him, but I didn’t give in. Looking back on that situation, it was kind of funny how he kept begging and giving me that puppy dog face to give him the answer. I was also appalled that he asked me for the answer, being that I am considered one of the “teachers” in the classroom. I’m glad I came today because I got to see things I normally don’t get to see during my normal internship times. However, I wish I was able to do more today. My mentor teacher didn’t have me do much today, so I mainly observed the students. It’s interesting to observe the students and see how the teacher does things and how the students react to everything, but it gets somewhat boring after a while. However, I was able to learn a few things from observing the class.

December 2, 2014

Today’s internship went about like normal. Jenny had me lead a guided reading group with Darryl, Kooper, and Kiko, and their lesson covered antonyms. Overall, things went pretty well. I had a little trouble with Darryl throughout the lesson. He was very talkative and had some difficulty writing and erasing his whiteboard properly, but I was able to get everything under control for the most part. Another thing happened in the lesson, and I felt so bad for it. Kiko is a student in the other first grade classroom. For guided reading groups, the groups between the classes mix, and they rotate to each teacher every two weeks. I had only worked with Kiko twice before today. I was saying something to the students, and I was comparing their work with Kiko’s. I said that everyone’s board should like like Kiko’s, but when I said it, I said “hers.” They said I was wrong, and I could not figure out why. It turns out when I said “hers,” I should have said “his.” I felt so horrible because this whole semester, I thought Kiko was a girl due to the name, feminine features, and personality. This made me think that I did not know some of the students as well as I thought. I felt awful not only because I embarrassed myself but also him as well. This whole situation made me realize that I shouldn’t judge my students on anything and that I should make greater efforts to truly get to know each student.

For the rest of my time there, I tested the students on their sight words. I was so proud of them as many of them passed their lists and moved onto the next list. The students who passed were so excited and proud as well that they could move on. It’s nice to see the students want to succeed and their reactions to their success.

December 4, 2014

Today was my last day at this internship for the semester. For the first part of center time, Jenny had me assess the students on rhyming. This was a good learning experience for me because I had never assessed the students in this way before. For the second part of center time, I led the reading group with Jesse, Mariella, and Jameson. Their lesson covered adjectives. I think they had a good grasp of what the concept was, but they had difficulty coming up with one word to describe some characters in the book they read. It was somewhat difficult to try to get them to come up with one or two words to describe the characters in the story.

Today was definitely bittersweet. At the beginning of class, Gretchen asked me if today was my last day, and she looked so disappointed when I told her it was. When I was leading the guided reading group, Jesse told me he was sad. When I asked him why he was sad, he told me, “Because you and all the other teachers are leaving this work. I really like you, and I don’t want you to leave.” That killed me a little. Honestly, I’m not ready to leave them. When it was time to

go, Jenny told everyone today was my last day, and they all said thank you. Erik added in, "You're the coolest." Jesse also said, "I like you. You're a very nice lady." I then stood at the door and gave them hugs and high-fives as they went to lunch.

Appendix G: Kelly S. Interviews

K: Okay, so this is interview with Kelly S. and Kelly I just to remind you the purpose of this research is to learn about your experiences within the internship and I want to gather as much information as I can to include in my study. Do you have any questions about what you've done so far with the journaling or anything like that?

Kelly: The only question I have is, if it's okay to write about three or four internships?

K: Oh yeah, definitely. The point of the internship experience is not specific to one particular classroom. So, anytime you are in an internship experience you can write about those experiences in the journal.

Kelly: Okay

K: So tell me, what's been going on in the internships? Do you have any specific questions about anything that you've done so far?

Kelly: I don't really have any questions. I've learned a lot about, this is the oldest classroom that I've been in. I've been mainly with kindergarten, first grade, and that grade level. This semester I am in fifth grade classroom, so I've really been put to a different expectation about different knowledge that I need to know about standards and different like historical issues and just how you treat different students with the grade level. Like kindergarten, you have to treat them, you have to give them step-by-step directions and fifth grade, you kind of give the basics of the projects.

K: So the way that you handle those students based on the age group, you've found for yourself that it's more work, in what? In the way that you prepare for the internships and the way that you prepare the lessons?

Kelly: Yeah, I think, Kindergarten its a lot more work than fifth grade. Fifth grade, you kind of have an idea, like right now their working on villages, from like the 1800's I think. They just have to make this little neighborhood. So, its, you give them as much freedom as they want, they can use as much creativity. In Kindergarten, you have to be more, this is what I need and this is what you need to do. I think it's a lot more difficult for a Kindergartener teacher than for a fifth grade teacher.

K: So you think, the preparation that you were doing in the earlier grade levels, like Kindergarten, was more intense, because you had to have all of those things planned out?

Kelly: Yes

K: Do you feel like you are prepared for that or was it just that it required more work for you?

Kelly: I think it is more the mindset of how you feel. I don't think it is really a lot more work, you just have to think a little bit more, and a little bit harder about what might actually go wrong. In like the Kindergarten classroom as opposed to the fifth grade. It's just kind of, more of a...what's the word?

K: It's more structured?

Kelly: Yeah, it's more structured. The Kindergarten is more structured and the fifth grade is more, kind of.

K: So, like in the fifth grade, you were talking about the villages that they are working on. Basically, you can present this project-based activity, get them started on it and kind of let them lose and let them do what they need to do.

Kelly: Yes, I think it shows more growth. You can see; it is just a totally different atmosphere than a kindergarten or first grade than a fifth grade classroom. My teacher is more, my mentor teacher is very just chill with them and she kind of just says, "this is what we are going to do

today, here you go.” Everything goes really smoothly. In the Kindergarten classroom, you have fifty questions after you give an assignment, it’s just like...

K: So, based on the experiences you’ve had in both those grade levels, what do you prefer?

Kelly: I think if you are able to get the discipline issues under control and all the fifth graders know you are the boss, but that you guys can have some fun in the classroom, I think I would much prefer a fifth grade classroom as opposed to a Kindergarten classroom.

K: Just a little more relaxed atmosphere?

Kelly: Yes, it’s more relaxed and the fifth graders have more of a personality and there just, you get to see a lot of growth in them with their personalities and their learning.

K: So, how do you know what their personalities are? I mean, how are you identifying those characteristics of your students, the older ones?

Kelly: Just who’s like more in depth and who’s more particular about each little thing and then you can determine which students are more of the kinesthetic learners rather than like the reading and the writing.

K: Do you feel like you are able to learn those things about your students based on the instruction that you are giving or just based on the relationships that you have with them in the classroom and the way that you communicate with them and the way they communicate with you?

Kelly: I would say it’s how you communicate with the student and how they communicate back with you or with the classroom.

K: So, lessons aside, do you find yourself having more typical conversations with those students? Like, for example, when you come into class, are there students who are just, “Hey, Ms. S., how are you today?” Are those the type of things that are helping you learn about your students?

Kelly: Yes, just little conversations on the side, on the playground or when they are doing their busy work and I am asking questions about their work. It’s just you kind of see what their personality, what they enjoy more, what they don’t enjoy.

K: So, it’s the informal type stuff that you’re getting the most information from your students?

Kelly: Yes

K: Do you think you were... why do you think that wasn’t as easy for the younger grade students?

Kelly: I would say because they are excited about everything. I think, cause when I was in the Kindergarten classroom they were just excited to do everything and they were learning more about themselves. By fifth grade, they have learned about themselves, they know what they like and what they don’t like. In Kindergarten, it’s more, they are learning how school works and how...

K: The structure?

Kelly: Yes, the structure and the society. The little things, you kind of get a personality per se, but it’s more...they are excited about everything, I guess, would be the...

K: Yeah, you had mentioned earlier, when you were talking about the older students. If you have classroom management under control, then it was easier. So, are you finding that classroom management is an issue for you?

Kelly: I would say, a little bit. I am a little nervous about classroom management. We’ve done a couple, we did a Ben Franklin day at the beginning of the year for my Social Studies and we had fifth graders come and go, we had like 7 minutes each with them. Since we didn’t know them and they didn’t know us, it was kind of hard to get them under control and get them listening and just listening to us and respecting and doing what we were asking them to do. It was really

difficult. Then in our Science Methods course, we also had a little difficulty getting the kids' respect towards us and getting them to know that we're in charge. In my Social Studies fifth grade class, my teacher just treats them as adults and they just listen. There have never been any discipline issues that I have seen and she just gives them that one look and they know they need to stop or they can kind of joke around, but there's a limit. It would have been nice to kind of see that, how she got that discipline established at the beginning of the year and then been able to relax, seeing the whole progression.

K: Right, so do you think that your mentor teacher has that characteristic of being able to get the students under control, is it because of her long experience? Is it because she has a discipline policy in place? You said, she just gives them that "look," what do you think is the reason that she can just give a look and get the students under control?

Kelly: I think it's a combination, she said she had been a first grade teacher. I think it's a combination of that and knowing that. Having that mindset or that body set of being right there if there is an issue. I don't know how she...

K: She understand how to...

Kelly: She understands that they want to have fun and that they need to have fun, but she also understands the importance of being on task. She relates to the students, but then again she, projects that importance of this is, we are at school and we need to get what we need to get done.

K: So, do you think you are able to get to that point? Or, I guess what I'm saying is, why do you feel that you have classroom management issues to work on? Is it because we have not prepared you well enough, here at Fort Hays or is it just because it's all new to you and you are just learning how to apply those strategies? What do you think, what do you feel is the reason for you?

Kelly: I think, being in the four years that I have been and all the other, I have been a daycare provider or like a counselor, so I have previous experience from management, group management. But I think the biggest issue, while at Fort Hays, we are only in the classroom an hour at a time and it's hard to get in their more with all of the students. The fact that we are only in the classroom for an hour, there's not very many discipline issues that we can see coming up and stop or have and follow through that they are going to stay on task for the rest of the day.

K: You are talking about the hour of the internship experience?

Kelly: Yes, correct, yes.

K: Yeah, okay. Let's say you were in there for an entire day, would that allow you, you think, a better opportunity to deal with those discipline issues?

Kelly: I think so. I think being in there longer, will help any, just kind of the whole day experience will help discipline issues and time management and everything. I also think that you are never really going to be prepared until you get into the actual classroom too. I think it's just kind of how your personality works, if you can go in there and just be assertive and everybody knows that you're the boss, I think its going to be different than somebody who's shy and trying to be their friend, but also get what's done. So, I think it's just kind of the personality that's gonna change, how the classroom works.

K: Do you have a specific instance, I mean have you had any trouble, like one particular student Johnny, let's just say, that was really causing you some issues?

Kelly: I had one when I was in daycare, when I was helping out with the daycare. He would just act out; he would be a bully. I learned that he was more of, he didn't respond to yelling or time outs, ever. He responded to, well let's get this done and you can pick the next activity.

Sometimes students just need more structure rather than discipline, you kind of have to know

your students, which would also help being in the classroom all day, knowing the students and just how their day is going. Rather than, expecting that they need just a talking to.

K: To follow a certain policy or something that you have in place?

Kelly: Yes

K: Right. So, do you think your reflective practices, you know, you've been journaling for me, for this study. Do you think that being able to reflect on some of your experiences and what your doing in the classroom, do you think that has helped you to deal with some specific issues when they come up, whether it's discipline or whether it's lesson planning or whatever it might be?

Kelly: I think it is. I think, writing everything down, just helps you kind of organize your thoughts and I think, realizing like, oh I did this without even thinking about it, let me try this or let me change it up a little bit. Or writing about what the teacher had done in the past and then just kind of adapt that to your teaching habits and reflecting. When I write in a journal, I kind of reflect back to my past internships and what I did then or what I learned back then and seeing if it works the same for an older classroom or when I am in Science Methods or something and we have the younger students. I think reflecting on everything, like with the portfolio due at the end of the semester for internships or this journal. I think just writing something down and reflecting on different ideas that you've had, or different growths that you've had, I think it really helps make me realize that I might not be so lost when I go into the classroom for the first time. I think I actually might know more than I think I do, I just haven't had time to put it into (action).

K: Process it, put it into words?

Kelly: Yes

K: So, you had mentioned that you sometimes journal or reflect upon what your mentor does. So, are you taking, let's just say it's a lesson that she's presenting or he. So are you saying when you reflect upon that, are you identifying, for yourself, things that you may do the same or differently?

Kelly: Yeah, there's been a couple of instances, one of my mentor teachers had been reading out of, while I was in, at the end of the hour I was there, she was reading out of a textbook and the students were just kind of falling asleep and not really paying attention and I caught myself reflecting in my head, like what I would be doing different, what I would change to make sure all the students were engaged in the lesson and I had talked to her the next time that I had came back, she said, yeah as soon as you left we did a role play, to make sure the students were listening. It was like, oh yeah that makes sense. I wish I would have stayed five minutes longer, but it was just kind of, I caught myself reflecting and figuring out what I would do different, how I would change it and make it better.

K: Right, right, good. Yeah, I think our ability to do that, for you especially, being a new teacher, would be so important, because we are trying to provide for you and your internships and even when you get into student teaching, all of these situations that are going to help prepare you. Unless you do as you explained and take something and decide how you you're going to improve upon it. I don't see the benefit for anyone as they move forward. That is good to hear, definitely. What else about your internships, anything in particular that has struck you? Any students that you think, I can't figure out exactly what is wrong with this student? Whether they are on an IEP or whatever it might be, just anything that strikes you about what you've experienced so far?

Kelly: Actually last week we had a student that came into the classroom, he was in third grade and he was sitting at the teacher's desk, kind of secluded from everybody else. I just kind of watched him, cause I didn't know, my teacher was teaching a lesson, so I didn't want to ask her, or whatever, so I just kind of watched him and none of the other students interacted with him.

There was at one point she called him out and said, “when your in fifth grade, you can do fifth grade work.” When she got the students on their next task, she came over and she explained, “This student is in third grade, he has major IEP’s and he has major disciplinary issues.” She kind of gave me his thing and said that the teacher cannot handle him with twenty-five other students, so they send him to other older classrooms, to give him role models of how he should be acting in school. It was just really weird, because I had never, in Fort Hays we always kind of get told that the last resort is sending him to the principal. For some reason, somehow he is getting sent to other schools and other grades and it made me kind of want to just ask him to see what is going on in his life, that he was so... Or like with all the teachers that have dealt with him, how they would change it? I was just like; I don’t know what I would do as his first teacher or what I would do as my mentor teacher, where she has this third grader in her classroom and she is instructing her whole class to just ignore the fact that he is there. So, he can just watch how the whole class interacts with each other.

K: Really

Kelly: It was just really weird. He sat there for an hour and then went back to his classroom or something.

K: So, the regular classroom teacher basically, told the rest of the class not to interact with him and just pretend he is not there?

Kelly: Yeah, just kind of ignore him so he doesn’t get that fuel to the fire if he starts to act out or whatever.

K: How do you feel about that? Let’s just say, you are the regular classroom teacher.

Kelly: My mentor teacher?

K: Yeah, let’s just say you are the regular classroom teacher and you have this situation with this particular student. What, as you are talking about this, I can sense you are reflecting upon it. So, what would you do differently?

Kelly: I haven’t gotten to that. The first couple of days, I was just mind boggled, because I’ve never heard of a teacher sending their kid into a different grade level, to just sit there and do work by themselves. I’ve never heard of that.

K: Let alone, not even acknowledging or letting your students acknowledge that that person is even there.

Kelly: Yeah, so I think the fact that having the students kind of ignore him would be probably the best aspect. Just because he has his own work that he needs to be doing. Like, there are some troublemakers in her class, I think that if he saw them kind of acting out, he would kind of be like, “oh it’s okay, and it’s no big deal.” So, I think at first, he really needed to be just ignored and not get that feeling that he can joke around in that classroom. So, I think it was the best probably, idea and he could maybe after a couple of weeks or a couple of months, he could start maybe interacting with the other students. I think the first initial thing would be for like discipline, would be to get that base level of, this is where you are supposed to be working, this is how you supposed to be acting. Every once in a while you can have a little bit of fun.

K: You mentioned something though, that I thought was the most important about this student that you are talking about, and you said, “I don’t even know anything about this student.” I am just thinking to myself, you know, in order to best handle this student; we probably ought to know about them.

Kelly: Yeah

K: That’s the whole point, I believe, in the way that we learn about, the way we should instruct our students, their different learning needs, their behavior issues, is to communicate with them,

learn about them, and understand them, before we can try to implement some sort of strategy that may or may not work. In my opinion, it is getting to know them.

Kelly: Yeah, every student is going to be different and not every discipline procedure is going to work for the same student and I don't even know, like you would have to get to know that student or like read his IEP's or get to know him and then maybe read his IEP's. Learn what is wrong, before you can actually get an idea of how to help him the best.

K: Right.

Kelly: It was an interesting experience.

K: Well, I think I have some really good data from this interview that I can use to move forward. Is there anything that you would like to add? You do remember that we have another interview scheduled at the end of this semester?

Kelly: Yeah

K: So, we will just talk about similar types of things. So, is there anything you would like to add, here today?

Kelly: I don't think so.

K: Okay, excellent. Well, I really appreciate you working with me on this and the interview, and if you do have any questions as you move forward, either with the journaling or the interview that comes up later please contact me and I would be happy to help you.

Kelly: I can do that.

K: Excellent, thank you.

K: Okay, this is the second interview with Kelly S. and we are going to talk about her experiences in the second half or in fact about all of the internship experience this semester. So Kelly, I just want to reiterate the purpose of my study and that is looking at your experiences within internship as well as the experiences of another candidate and how those experiences can help me to shape instruction in what we do for teacher preparation and how we help you be successful as teachers. So do you have any questions about that in general? The reason I had you participate in my study?

Kelly: No, I don't think so.

K: Okay, excellent. So, to start this conversation, I just have some basic questions that I think will help guide our conversation and one of those is, what do you think you have gained during your internship? Do you feel like [01:00] there are certain things that stand out to you that are going to be most beneficial to you as you move forward into your educational career? Maybe you don't think the internships have been beneficial at all, I don't know. I want to gain a little bit of knowledge from you regarding your feelings about the internship.

Kelly: I think the thing that I benefited the most from, is I got the knowledge of an older grade level. Like I've always thought that I wanted K-3rd grade, younger kids that are more lively, just really more fun. This semester, when I was in the 5th grade internship and then throughout my science internship, when we dealt with all grade levels. I really experienced just how enjoyable older kids are, just as much as younger kids. If I wanted to try to find teaching jobs without that experience of going into a 5th grade class. I could have been put in a position where [02:00] I didn't enjoy it as much as I thought I would, I would have enjoyed a 5th grade class more than a kindergarten class or vice versa.

K: Why do you think that is? Why do you think that the experience in the older grade level? Was it some type of interaction you had with students? Do you think it was your relationship with the

mentor teacher? What do you think it was that enabled you to have such an enlightening experience with an older grade level?

Kelly: I think it was just the combination of everybody. My mentor teacher had previously taught Kindergarten/1st grade. She said that when she had kids, she could never have gone back to that younger grade and that she absolutely loved her older kids. The older kids, they are able to goof around and still know that you need to work and you need to get things accomplished, you don't have to be serious all the time and so structured. You let their creativity kind of go and there imagination go, but like in a Kindergarten classroom [03:00] you have to go step by step by step and make sure that [interruption 03:03]

K: They're on task

Kelly: They're on task and they're learning. I think it is mainly the interactions that I had this semester. The fifth grade class that I was in they were just fun and they were just kind of laid back. I mean, it is going to be different with every grade level and every class, but just the experience of how relaxed and calm and laid back everybody was in the classroom.

K: Yes, I feel the same way that you do. I mean, sometimes in those older grade level students, you can joke with them a little bit more, you can kid around with them a bit more and I truly believe that those types of interactions helps us to build those relationships and make a better learning environment in the classroom. So, I am happy to hear that you had a good experience with the older grade level students and hopefully, when you do go out looking for a job, you will be able to [04:00] flourish wherever, whatever grade level you are in. Then, as you get that experience, obviously you will be able to, hopefully, if you have a good administrator, be able to go where you are the strongest, whether it is fifth grade or whether it is Kindergarten. I am glad that you had that experience and that opportunity this semester. Do you feel like there are any areas that you still need to work on, like some things that you have encountered in your internships that you feel like you are still not prepared well enough for?

Kelly: I didn't feel, in the fifth grade class, that I got much classroom management techniques because they were already just so calm. It was the end of the day and every once in a while they had a little bit of trouble staying on task, but they always just seemed to know exactly what. So, I don't think I got much practice in that, but I still feel that I got some sort of classroom management techniques from her.

K: Do you feel that this is because [05:00] the mentor teacher had a good discipline rapport with his or her students from the start or do you feel like it is because of your interactions with the students?

Kelly: I think it would be the mentor teacher. I think she had a previous encounter/experience with the students that they already kind of knew her and she knew them and so they came into the classroom knowing what she expected. Since it was the fall semester, I don't think there was that new person kind of thing where they had to feel each other out. So, I think they all just knew how to interact in that classroom.

K: Do you feel that, if you were the only one in control of those students, let's just say that the mentor teacher is not in the room, do you feel like you would learn more about your classroom [06:00] behavior strategies and management by you yourself being able to take control of those situations as opposed to, because what I think I heard you describe was that the kids behave pretty well, but it's because the mentor teacher has already established that with them, but if you have that class strictly to yourself, let's just pretend you were teaching, do you feel that this is an area that you need more experience in?

Kelly: Yeah, I don't think that any student teacher or any intern is going to be fully prepared for walking into a classroom with management skills, because you never know those students and you never know just a student that is having a bad day? In my corrections internship for instance, I had a student that, he had troubles every day until I kind of started to get to know him and know that if you gave him motivation, like we'll give you five minutes to color [07:00] or we'll give you five minutes to go outside and play if it's nice, that he worked so much better. So that was me, learning how to manage my small group, which really helped, because it was a different day. There was one instance when Dr. Martin came in and talked to us, for all of the Corrections course. I followed the kids at Washington and he was having a really bad day, he was kind of defiant, he just didn't care and as soon as she sat down, he straightened up, he sat and he was so intrigued by her story and her ability to go from Spanish to English. It was really cool how when you give that kid a motivation, like when you figure out what motivates them, I think it changes the whole aspect of classroom management.

K: So how do you figure out what motivates them?

Kelly: Getting to know them. Getting one on one with them, finding time to really get to know each student.

K: [08:00] In that process are you learning about their experiences at home, in different classes, what they are experiencing on the playground and just every aspect?

Kelly: Every aspect I think, because that's what makes each student is every aspect that they encounter and if something is really bothering them, then we need to know kind of what is ticking them off or what's making them happy.

K: Definitely

Kelly: It's a good thing for classroom management, its knowing your students.

K: Do you feel like you have had like one experience that really stands out, like a best experience for you during your internship this semester something that you reflect upon and that you think was really rewarding and really beneficial for you?

Kelly: Probably the one thing that stands out to me the most, probably because it was the most recent, it is kind of small, but the students got me [09:00] like a "thank you" and "good luck" card for the very last one. A couple of them said, "don't forget to be goofy." It just kind of hit home, because you are supposed to make teaching fun for the students and learning fun for the students, but you also have to remember that it has to be fun for you or you're not going to like your job and it just really hit home.

K: Did one of your students write that to you, "don't forget to be goofy?"

Kelly: mmm hmhhh

K: So, why do you think they wrote that to you? Were they seeing you being goofy with them, previously or joking with them?

Kelly: I don't know if it was because the mentor teacher is always kind of goofy with them or she is like just kind of playing around with them or if they thought I was really serious in the classroom. There were a couple of days that I was goofy and I would kind of help them and laugh with them. I don't know what the combination was, but it just hit really home and made me realize it has to be fun for you.

K: When I read similar things from my students, it really [10:00] impacts me, it really makes me value what I do and thinking that I am making a difference. So, I am happy to hear that that stuck out to you, something so simple that a student wrote, but it impacts us in so many ways. I am really happy to hear that experience from you. You will get, as you continue teaching, you will get all sorts of things as you move forward. Those are the types of things that really help

motivate me, to keep me pursuing knowledge and continuing in what I do, are those types of rewards. That's awesome! What I wanted to talk about, just a little bit about the journaling that you have done this semester. How beneficial was that for you or was it just another task that you had to do and it didn't even mean anything?

Kelly: I enjoyed it, just because I was able to reflect more on each particular day that I had interaction with some students. [11:00] It wasn't actually a task, but it really helped me to reflect what I could change or what really went wrong or what I would actually do in that situation. It helped me to really sit down and think about the internship. A lot of times, I will go to an internship and I will do that whole thing, I will leave, and then I will go on to the next task, but I will never really reflect on what I would do different or what I learned that day. So I think journaling just helped be able to reflect more on what I did.

K: Yes, do you think you may continue that as you move forward? Let me just say, journaling doesn't have to be, sit down and write paragraph after paragraph. Sometimes I will come out of class and write on a sticky note a few short statements about something that really impacted me in my class and I use that as a catapult into my next lessons [12:00] for what I would like to do.

What do you think you might be able to [cross talk 12:03]

Kelly: I think I would like to try, especially in my student teaching and my first year teaching, I think that it would be really helpful. Even to see the growth when I get to the end of the year and I don't think I've improved or anything, I would look back to that first journal or that first sticky note or first whatever; I think that it would really help me build confidence that I am growing and that I am learning. I think that I would like to keep journaling on just different teaching experiences.

K: Yes and I would encourage you to do so, even if it is just something so simple as writing it on a sticky note or putting a little note on your iPhone or whatever you do. I find that I do that myself and I find a lot of benefit in it and you will as well. Well, do you have any questions or concerns about your internship experience or my research that I am doing?

Kelly: I don't think so.

K: [13:00] Okay, good. I think I have a lot of really good useful information from your interview and from my other participant. I want you to know and be aware that in the next couple of months I am going to be analyzing this data, going over it and writing my reflective piece for this document. I want you to know that you have and I will make available to you the opportunity to look at that portion of my paper and make any changes or suggest to me that I make changes based on anything that I may have interpreted from your journals or from your interviews. I just want you to be fully aware in our informed consent document that I gave you earlier, that you will have the opportunity to review this. Keep in mind that I am going to use pseudonyms to protect your identity. So you will have the opportunity to look at everything that I have written about your journals and about your interviews and have a chance to change or recommend changes to anything that I said there. [14:00]

Kelly: Okay

K: Okay. Excellent, well I really appreciate your help in my study and I look forward to hearing about some of your experiences in student teaching and I think you are going to be awesome.

Kelly: Okay

K: Excellent

Appendix H: Trista T. Interviews

K: Okay, so this interview is just, I just kind of just wanted to touch base with you and see what's been happening in your internships, see a little bit how you feel about the journaling and possibly, have you identified for me some experiences that you've had. So, what can you tell me about your internships? Do you like them? Are you stressed about them? Are you learning a lot of things that you are going to use to take forward in your teaching career? What's going on?

T: Yeah, I am in a first grade classroom and at first, I thought that it was going to be kind of scary, just cause they are so young, they are probably going to be all over the place, but they are actually a good group of kids and they are well behaved and I learned so many things from my mentor and taking on different tasks, that I've never done before; so it's really nice.

K: Good. So is this your first internship?

T: No, I have done internships before for Honors.

K: Oh, okay, right. So, this is your first internship however, where you're actually a little bit more involved in what's going on in the classroom, right?

T: Yeah

K: So, have you taught your formal lesson yet?

T: I'm actually doing that next week.

K: Next week. So has your mentor teacher let you teach anything thus far, or is it mainly one-on-one help with students?

T: She has had me lead guided reading groups for the past month or so.

K: Oh, good and so how has that been?

T: It's been pretty good; I mean she's changed up the groups a few times on me. So, there, I don't know, each group is different. You know you can tell there are some kids that are like really high up there and their skills are really good and they are well behaved and there are other kids that are kind of like need more help and that are kind of all over the place, so it's different, but good.

K: How have you been able to cope with that? You said some have really high skills and some are a little bit lower. What have you done to you know work through that situation?

T: I mean, it's just being sometimes in a situation, you just have to stop and think a little bit, you know try to figure out what else you can do you know for each situation, so that's basically what I've been doing and it's, it's been working.

K: Good. What about, I know a big issue for a lot of our interns that go through the program, even for student teachers and even for beginning teachers in their first few years of teaching is classroom management. Have you had any discipline issues that you've been working with?

T: A few, I mean, there's just a few individual students who kind of need that extra push, you know? Like there's maybe one or two who will just talk from time to time, but usually you can just go over and like tell them and most of the time they'll get back on to what they are supposed to.

K: Does your mentor teacher have a, like a behavior management plan in place for the entire class?

T: I know she's done, maybe two different things. I know; she has this ticket system, which I've heard like if they are doing something they are not supposed to do, she'll say "go get a ticket." I've never seen them actually do it, so I am kind of confused on that, but she has that one for sure. And then, I know they do this coin thing, you know like, behavior wise, if they are bad or something, she will take a coin away from them and then at the end of the week they'll go shop

for something in a treasure chest or something. So, I think those have been working pretty well to motivate them.

K: You said you've never really seen a student go take a ticket? Does that mean that she, you know, is that when she's told someone to take a ticket, but they never actually did it, or that you've never had that come up yet?

T: I don't know, I've just heard her say, "You owe me a ticket" or something, but nothing happened. So, I don't know if that's something later on, or if that's like...

K: So, maybe they do it, you know, towards the end of the day, but I would think they would forget about it by then and she would probably forget about it by then as well. So, yeah, I don't know, I mean, that's obviously something with the mentor teacher that we may not know, but, yeah. When you've been doing your individual reading groups and what not. Have you had any students who have misbehaved or causing you some issues?

T: There has been, I know there was this one time, where this girl she just wouldn't sit in her seat, you know and like I would tell her and she would, but then she'd go back to what she was doing. My mentor teacher eventually pulled her out and then later she told me, she's like been having problems with her all week, so that's why she had to pull her out.

K: Okay, so there could have been some other issues with that student that we weren't aware of.

T: Yeah

K: Cause your there, what, twice a week?

T: Yeah, on Tuesdays and Thursdays.

K: Tuesdays, Thursdays, for what, about an hour and fifteen minutes each time?

T: Hour fifteen, hour and a half...yeah.

K: So, are you learning some good information to take forward with you from your mentor teacher or more from just being in the classroom and experiencing you know, that aspect of the classroom? What, what kinds of things are you taking with you?

T: I would probably say my experiences have helped me the most, just being able to actually see what's being done, you know how that works for her and then actually being able to practice it really helps a lot too.

K: Good. So, do you communicate a lot with your mentor when you are there? Or is it basically, you know, business as usual. You know Trista comes into the classroom and then you just move on forward with the lesson? Or have you been able to meet with her or even email, outside of the time that your in the internship to talk about lessons or behaviors or anything like that?

T: Yeah, most of the communication is during my internship, because when I get there the kids are out at recess, so we have like 15 minutes to ourselves. We just kind of plan what's going on, you know what I need to do and what she wants. So, we have time for that.

K: Good. Part of what we want for you in the internships as well, is for you to build some good practices so that you can take those with you. How are you, well let me rephrase this, are you feeling prepared to be a full time teacher based on your college preparation courses?

T: I don't feel like I am a 100% prepared yet, but I feel like I am a lot more prepared now than I was before starting this internship.

K: So, do you think that's a result of the internship experience in and of itself or coupled with, you know all of the instruction that you are receiving in your college courses?

T: It's both, because I know especially since the internship I'm in corresponds with the Reading and Language Arts class. I know there are some strategies that I have learned in there that I have been able to actually implement during my time in the classroom, so it really helps a lot.

K: Good, good, definitely. So, what about, you know part of what I am doing for my data collection is the journaling as well. So, do you feel that your journaling has been beneficial or do you think that it's just a something that you need to do for me for this research? What do you feel about the journaling?

T: I think it's really beneficial, it's just cause it helps me reflect back on what I've done, what happened throughout the whole day, you know. Just seeing how things went, where I need to go from there. So, it really helps a lot with that.

K: Good. So, you said that basically, journaling can help you reflect upon what's been going on in the class? How are you using that information? So, let's say you had an experience during the day and then later, you go and you write about those experiences. How are you using that? Is it just a mental process for you or does it actually change the way you do things moving forward?

T: I think in some ways it has. I know there was this one experience I wrote about, where this one kid, he just wouldn't focus at all. Like you would tell him something, he would do it, but then he would go back. It's like you think you get it under control, then you would leave and then out of nowhere he does something and you don't even realize it. So, I wrote about that. How I needed to be more attentive to everything that was going on, so that really helped me to actually change that, you know and it actually changed over the few weeks after that.

K: Good, good, so that's definitely great to hear. I mean obviously, in our courses we stress you know the importance of reflective practice, but I think there's a key word in there it's "practice," being reflective takes practice. So, that's one of the things that I had hoped you'd build during your internship experience as well. So what else, what about any student relationships? Have you been able to form some relationships with students?

T: I have, I think out of all the internships I've done, this is probably the one where I have bonded with them the most.

K: Good, so can you give me an example?

T: Well, I don't know. It's weird, cause like, a lot of times, they do center activities when I'm there. So, usually I will go from center to center and sometimes I'll sit with them and like, I'll work with them and stuff, but then they will tell me about what's happened in their lives too and all these stories. I don't know.

K: And so are you able to...do you feel pressure, when you're there to kind of stop some of those conversations and get back on task? Or do you feel that it's ok to kind of nurture some of those conversations and allow the students to tell you about you know what happened to them over the weekend or what they do with their pets at home or their responsibilities at home?

T: I think it's okay as long as they actually get their work done. I think you can usually tell when they can actually work and talk at the same time, rather than, they are just trying to distract you, you know from doing what they are supposed to do. So it just depends.

K: So, for you, has it helped you, in your instruction with those students to know more about their lives?

T: A little bit, yeah.

K: So, do you think that you want to continue to try and build on that?

T: Yes

K: So, do you have the opportunity to do that or do you feel like, if you had more time in the classroom that it would be easier to do that?

T: I think it would be easier. I mean, know last Friday, I came in an extra day and I think that was the day where I bonded the most with them, just because I actually went out with them for recess, so I actually interacted with the kids there and you know that is where it took off too.

K: Good, yeah I think especially in the elementary school we see a totally different side of our students when we are out there at recess. You know no one can talk to them about those types of things. You know the way that that benefits us in the classroom is so important, I believe. What else, anything else that you would like to share about what you've experienced so far?

T: I don't know. Everything has just been really good. I think leaving the internship is going to be pretty hard, actually, just because the relationship I have formed with the kids.

K: Yeah, definitely, I used to feel that way when I was teaching full time, when summer came around. I was kind of depressed in the summer, because you are with these kids every day and you really do build good relationships with them. As you move forward, do you see any areas where you feel like your not prepared? What fears do you have as you move forward?

T: I think my main thing is classroom management is a huge thing for me, just being able to get control of those kids. I think an area that I really need to work on.

K: What do you think you need to do to improve in that area or have you thought about that yet?

T: I've sort of thought about it, but I think just knowing different strategies and trying to figure out which one works well for me is a pretty big thing.

K: Okay, good. I think I've got some really good information here. Do you have any questions for me as you move forward?

T: No, I think I'm good.

K: Your good, okay. So, basically we will stop with this interview and you also understand we're going to do another face-to-face interview at the end of the semester? I will continue to have you journal based on your experiences and move forward from there.

T: Sounds good.

K: Okay, excellent.

K: This is the 2nd interview with Trista T.. It is the end of the semester. Internship experiences are complete and I am visiting now with Trista about some of her experiences. Now at the end of the semester, Trista you also understand the purpose of my study is to look at the experiences of 2 pre-services teachers. You are one of those and how those experiences contribute to your growth, as a person, as a per-service teacher, as you move forward into this profession? Do you have any questions for me about this last interview or about this entire process?

T: Nope

K: No.

T: I'm good.

K: You're good, okay excellent. So tell me, in your internship experience, I don't have any direct questions necessarily that I need to ask you, but I want to kind of give you some guiding questions that may help me discover some of that growth that you have had throughout the semester. [01:00] So, what do you feel you have gained in the internship experience? What's the value that you feel is most important for you as you move forward?

T: I think just being in the classroom itself, I've just gotten so many things out of it. Just being able to learn more about some of the different strategies that are used, how it's done and just being able to figure out what I need to work on to be a better teacher or prepared.

K: So you talked about some instructional strategies. Do you mean strategies for teaching lessons? Do you mean strategies for working with behavior students? Just give me an example, I guess, of a strategy you feel has been most beneficial for you.

T: I think both behavior and different ways of instructing . Usually when I am there, they are doing centers and guided reading groups, so I have been able to learn more about that. I think

that's a really good thing to use. In terms of behavior, [02:00] I've kind of seen how she's done some of the behavior issues. She has a few different strategies that she uses that I think work pretty well for her, so possibly someday I might be able to use those strategies as well.

K: Do you think you have seen from your mentors, some things that you want to replicate or are you saying you want to use this along with all the other experiences that you have had to build your own strategies for instruction?

T: Yeah, I'm not going to do everything exactly the way she does it, but out of all the experiences that I've had, out of all my internships, I'll try to take bits and pieces and make it into my own; that works well for me.

K: Good. So you are able to use those experiences that you have seen, that you have witnessed, not only in this internship, but in others as well. What about your observations with Fort Hays Professors, the information that you are receiving in your campus courses? [03:00] How does that relate to what you have seen in the internships? In other words, we teach you all of these things in the class to have discipline policy in place, follow this, be consistent...but you have had the experience of being in the class, witnessing what the mentor teacher has done and thinking about what you would do. How do you make those connections between what we are teaching you here, what you are witnessing in the internships and then what you are going to do with it?

T: I've seen a lot of good connections. Like, I am in the Reading and Language Arts class, but other classes as well, I have seen different connections being made, it's like, some of the things we have talked about in class and some of the things we've learned in class, I've also seen out there, so it's pretty clear connections out there.

K: Good. So, you are saying or what I am hearing is that you are able to take those experiences and make those connections back to what [04:00] we are teaching you in your courses and apply those?

T: Yes.

K: Good. That is our goal obviously, we want you to be able to do just that, so that is definitely good to hear. Do you feel that there are areas that you yourself want to improve upon as you move forward? How many semesters before your student teaching?

T: Two more before I actually student teach.

K: Two more semesters before student teaching. So you are going to have a couple more internships, so where do you want to improve? How do you want to use those future internships to become even more prepared for not only student teaching, but after student teaching?

T: There are a few things that I know I want to work on. I know one thing is just being able to make connections with what I am teaching them and relating it to their own lives, I think is something really beneficial for them to learn. [05:00] I think another thing would be, classroom management is a big thing. I think this semester I have had some practice in it, but I'd like to have more experience practicing it as a whole group instead of just like a small group experience or just a few students at a time.

K: Do you feel that you have an opportunity to practice your behavior management strategies with the students or do you feel like you have to follow what the mentor does so you don't really get a chance to practice those?

T: I feel like most of the time I kind of follow what the mentor teacher does, just watching what she does and seeing how it works well for her, so then I try doing the same thing. So, I don't really do anything on my own necessarily.

K: Do you feel that you have a desire to try your own behavior management techniques?

T: Yeah, I kind of want to try different things just to see what works well for me, because I don't know what works well for me at this point, so I'd like more chances to be able to that.

K: Good. So, we know [06:00] that is a challenge in the internships, because on the one hand, we want you to try to begin implementing what we are teaching here on campus, but on the other hand, we know that you are limited in some ways based on what the mentor teacher wants you to do. In fact many schools have a school-wide behavior plan that you have to follow. So, I understand that you are kind of limited in that arena. Do you feel that the students themselves are giving you ideas, as to how you can manage their behavior well?

T: A little bit. I think all students are different, so it just depends on each student's needs, so it's kind of hard to say. Just with my experience is what works well for me, so it's a little difficult for that.

K: So you said that you also want to work on and improve making connections to their lives. Are you talking about in general or specific lessons that you are teaching?

T: I think that both. I think content [07:00] especially, because it helps them to better understand what you are trying to get at.

K: How do you think you are going to do that?

T: I don't know. Just providing different examples, I think would be a main thing. Other ways, I'm not sure of yet, I'm hoping to find out by the time I get to student teaching.

K: Okay excellent. I think you will be able to do that as you move forward, definitely. Do you have a best experience that you had, maybe with a student? Maybe not best experience is the way to say it, but one of your favorite experiences, maybe working with a student, maybe a lesson that you presented that you feel was rewarding and valuable for you?

T: I think that there have been a lot of really good experiences. I think it's hard to pick just one. I think one of the biggest things, on the last day of my internships, just interacting with those students. [08:00] They knew that it was my last day and some of them expressed... you could just see how much of an impact you had on their lives from that last day, like they just told you and I think that was one of the most rewarding experiences I had.

K: Excellent. Those are some of my most rewarding experiences to. The way that the students react to you, so that is definitely good to hear. You have been journaling for me also, what do you see is the benefit, if any, of that journaling for your growth as an educator?

T: Just being able to reflect on my experiences is really good. Just seeing what went really well and thinking about what you feel during those times, it just reminds you of what you want as a teacher later on. So it just makes you want to try harder to make those efforts [09:00] to get where you want to be.

K: Definitely. I use reflection in my own practice, like you said, not only to improve your instruction, but I find it most beneficial to say to myself, "okay, you did this, it didn't work, here's how I want to change it next time" with the knowledge that it may or may not work next time, but at least I recognize that and I am able to take that information and move forward. I hope that you have had some of the same experiences in the classroom for yourself.

T: Yep

K: So anything else that you would like to add for our interview here... anything about your entire semester really? We have been journaling and interviews the entire semester here and it seems like it has gone by really, really quickly, but now that it's to an end, anything else you'd like to share with me?

T: I don't know. I mean, this whole semester has been really great. [10:00] All my classes, my internship experiences, I've seen good things, I've experienced bad things, so I think it has just helped me push forward and help me become better.

K: Do you still want to pursue education?

T: I do

K: Is that something that you're still passionate about, even after this internship and knowing that you have more internship experiences coming? You have a couple more semesters of classes coming and then your student teaching, are you still forging forward with this career choice and with this degree choice?

T: Yes. I mean, I think it's going to be a lot of work, but I think it's going to be worth it. I don't know, it's just helping those kids, making a difference, I think it's all worth it.

K: Good. This just kind of came to me right now when you were answering that question. Do you feel like without these internship experiences, you would have as much knowledge about the profession of education?

T: [11:00] No, not at all, just because without those experiences, you will see different things come up in the classroom that you wouldn't be able to know about. I mean, you might be able to know about, by professors teaching you here, but you just won't be able to experience it first hand and just have an idea of how to handle everything that comes your way. So, I think it helps prepare yourself for that.

K: Good, definitely. That is our goal with these internships. Okay T, I really appreciate you having this second interview with me and I will be sure to share with you my analysis of not only the interviews, but of your journals throughout this semester, when I compile all this information into chapter 4 of my dissertation, which is the data analysis. So you will have an opportunity to look over that. You will have an opportunity to change anything that I may have misinterpreted from what you said or from what you wrote in the journals. [12:00] Also keep in mind that I am going to use pseudonyms to protect your name and my other participant. So I will have that in the paper. Know and rest assured that the information that you have given me is confidential and just between the two of us and whatever I write in my final document, you will have the chance to review and if you want to change anything about my data analysis from our interviews, from your journals, you have the right to do that. So do you understand that?

T: Yes.

K: Okay, excellent. Well, thank you again and I hope you have a good break and we will see you again next semester.

T: All right.

Appendix I: Coding from Kelly S. Journals and Interviews

Relaxed	Collaboratively	Creativity	Personable	Projects
Observation	I am liking	Participated	Learned	Structure
Translate	Nervous	Easier	Participate	Experience
Learned	Story	Difficult	Relate	Learning
Figure it out	Experience	Creative	Concerns	Personal
Personalized	Nervous	Not Sure	Learned	Learned
Determine	Adapt	Understanding	Planned	Learned
Planning	Learned	Learned	Learned	Learned
Love	Organized	Management	Advanced	Encouraged
Boring	Involved	Discussions	Relate	Students' lives
Learned	Understanding	Learned	Role play	Learned
Remember	Learned	Discipline issues	Issues	Behaving
Understanding	Interesting	Issues	Intervention	Feel
Difficult	Instructed	Ignore	Decision	Structure
Recognize	Assigned	Task	Difficulty	Difficult
Attention	Difficult	Learned	Difficult	Difficult
Activities	Classroom	Testimonies	Interesting	Watch
Writing	Enjoyed	Project	Different lessons	Think
Fun	Learning	Curriculum	Determine	Teaching
Build built	Difficult	Frustrated	Differently	Examples
Opportunity	Creativity	Notice	Tears	Learning
Idea	Idea	Teaching	Messed up	Enjoyed

Watching	Figure out	Creativity	Problem solving	Opened my mind
Outlooks	Preparing	Task	Themselves	Answering
Important	On task	Questions	Written	Walked
Writing	Start over	Writing	Corrected	Mentally
Rewrite	Prevent	Students	Easier	On task
Classroom	On task	Answer	Individuals	Answering
Pre-test	Help	Test	Noticed	Listen
Participate	Study guide	Accommodation	Students	Test
Test	Break	Energy	Prevent	Question
Discovered	Study guide	Annoyed	Explain	Study guide
Waiting	Test	Conversation	Public	Private
Prevent	Failing	Test	Complete	Listening
Worked	Study guide	Learned	Remembered	Questions
Learned	Reviewed	Study guide	Answer	Informed
Test	Questions	Tests	Easy	Determine
Probably	Study guide	Privilege	Troublesome	Nervous
Enjoyed	Learned	Learned	Problems	Assume
Observant	Watching	Terrible	Remember	Remember
Stressing	Learning	Distracts	Learning	Contract
Behavior	Principals	Behind	Corrections	Understand
Awesome	Experience	Behaviors	Attitude	Arguing
Antagonizes	Preparing	Warning	Antagonizer	Potentially
Cared	Presentation	Behavior	Learned	Incentive

Expected	Engaged	Presentation	Realize	Behavior
Problems	Potential	Behavior	Important	Lesson
Relate	Bilingual	Engaged	Experience	Language
Language	Teaches	Issues	Reason	Frustrated
Medication	Experience	Disappointed	Teaching	Learning
Motivate	Intimidated	Situation	Encountering	Lesson
Planning	Lesson	Interaction	Engagement	Disappointed
Learned	Excited	Learned	Eliminate	Engaging
Loved	Observe	Experiences	Experiences	Thought
Thinking	Excited	Creative	Molding	Enjoy
Experiences	Learned	Expectation	Knowledge	Different
Directions	Idea	Working	Freedom	Creativity
Difficult	Mindset	Feel	Think	Harder
Structured	Structured	Growth	Atmosphere	Smoothly
Discipline	Control	Fun	Relaxed	Personality
Growth	Personalities	Depth	Kinesthetic	Communicate
Communicate	Conversations	Personality	Excited	Excited
Learning	Learned	Learning	Structure	Personality
Excited	Nervous	Management	Control	Listening
Listening	Respecting	Difficult	Difficulty	Respect
Discipline	Joke	Discipline	Relax	Knowing
Mindset	Understands	Understands	Task	Relates
Importance	Experience	Management	Management	Discipline

Experience	Discipline	Management	Prepared	Personality
Assertive	Different	Personality	Helping	Learned
Respond	Responded	Structure	Discipline	Know
Knowing	Expecting	Reflective	Writing	Organize
Thoughts	Thinking	Reflecting	Journal	Reflect
Learned	Reflecting	Journal	Writing	Reflecting
Ideas	Growths	Realize	Attention	Reflecting
Different	Engaged	Listening	Reflecting	Different
Watched	Watched	Interacted	Explained	Disciplinary
Models	Weird	Reason	Dealt	Change
Instructing	Weird	Boggled	Ignore	Troublemakers
Ignored	Probably	Interacting	Discipline	Acting
Different	Discipline	Know	Interesting	Experience
Benefited	Knowledge	Lively	Experienced	Enjoyable
Experience	Enlightening	Experience	Loved	Accomplished
Structured	Creativity	Imagination	Task	Learning
Interactions	Different	Experience	Relaxed	Calm
Feel	Management	Trouble	Seemed	Practice
Management	Techniques	Experience	Expected	Interact
Prepared	management	Skills	Troubles	Motivation
Learning	Manage	Bad	Defiant	Intrigued
Motivation	Motivates	Management	Know	Know
Encounter	Management	Knowing	Goofy	Fun

Goofy	Combination	Enjoyed	Reflect	Reflect
Change	Wrong	Think	Reflect	Different
Journaling	Reflect	Try	Growth	Improved
Journal	Help	Confidence	Growing	Learning
Journaling	Experiences			

Appendix J: Coding from Trista T. Journals and Interviews

Excited	Nervous	Nervous	Experiences	Expectations
Activities	Questions	Hectic	Seemed	Listened
Stories	Connect	Confident	Routine	Worried
Stories	Family	Activity	Group	Identify
Praised	Initiative	Flattering	Succeed	Manage
Potential	Activities	Activities	Questions	Playing
Become	Changed	Laughing	Interacting	Personal
Personal	Questions	Impressed	Questions	Corrections
Tasks	Routine	Questions	Struggles	Helped
Impact	Difficult	Interpreted	Interesting	Experiences
Figure	Stories	Distracting	Listening	Listen
Reminded	Disappointed	Learned	Observant	Learned
Observe	Discussed	Lesson	Planned	Questions
Watching	Planning	Noticed	Motivated	Competitive
Motivated	Practice	Persistent	Lesson	Preparing
Practice	Time	Balanced	Figuring	Happy
Questions	Observed	Prepare	Excited	Nervous
Concept	Introduced	Behavior	Discussed	Feedback
Planning	Lesson	Teaching	Lesson	Activity
Frustrating	Struggled	Understanding	Difficult	Frustrating
Rotating	Comfortable	Interacted	Wrong	Rewarding
Testing	Successful	Activity	Situation	Planning

Nervous	Groups	Identified	Activities	Struggled
Practice	Understand	Fun	Amazing	Concept
Lesson	Conversations	On Task	Understood	Concept
Learning	Teaching	Normal	Lesson	Questions
Interesting	Improvements	Arguing	Activity	On Task
Leading	Create	Create	Record	Presenting
Activities	Talkative	Hyped	Control	Sharing
Different	Hectic	Learned	Lesson	Realized
Flexible	Adaptations	Strengths	Weaknesses	Experiences
Testing	Interesting	Structure	Challenge	Talkative
Problems	Activities	Lesson	Different	Reading
Listened	Successfully	Experience	Ability	Behavior
Strategies	Learn	Succeed	Changed	Testing
Tested	Test	Questions	Accomplished	Centers
Identify	Included	Random	Conversations	Balance
Interaction	Decided to	Activities	Discussed	Reading
Stories	Showed	Enjoyed	Know	Bond
Observing	Motivate	Behaviors	Rewards	Behavior
Help	Leading	Group	Lesson	Understand
Complete	Understood	Help	Identifying	Arrange
Leading	Group	Practice	Group	Lesson
Problems	Normal	Groups	Centers	Group
Arranging	Writing	Special	Difficult	Help

Understood	Concept	Worked	Unable	Feeling
Different	Lesson	Lesson	Confident	Comfortable
Lesson	Introduce	Discussion	Assessed	Worried
Lesson	Discussed	Thought	Lesson	Suggestion
Confident	Lessons	Learned	Lessons	Leading
Focused	Lesson	Seemed	Understand	Concept
Work	Tested	Passed	Passing	Difficult
Amazing	Enthusiastic	Routine	Lesson	Lesson
Figure	Understanding	Concept	Comprehension	Remembered
Excited	Helped	Understood	Helped	Significant
Concepts	Improve	Group	Lesson	Grasp
Lesson	Problems	Properly	Necessary	Properly
Behave	Properly	Idea	Group	Tested
Conversations	Conversations	Relationships	Conversations	Groups
Discussion	Consequences	Improperly	Impressed	Surprisingly
Structured	Lesson	Lesson	Comprehension	Lesson
Discussion	Connections	Discussion	Connections	Discussion
Lives	Difficulty	Focused	Testing	Testing
Amazed	Determined	Effort	Harder	Harder
Strive	Expected	Comprehension	Question	Correctly
Situation	Begging	Appalled	Normally	Normal
Observe	React	Observing	Normal	Group
Talkative	Difficulty	Properly	Lesson	Groups

Felt	Horrible	Personality	Embarrassed	Situation
Excited	Proud	Succeed	Reactions	Success
Assessed	Lesson	Grasp	Difficulty	Difficult
Disappointed	Like	Honestly	Questions	Activities
Questions	Activities	Played	Happy	Determined
Activities	Activities	Knowing	Difference	Leading
Questions	Experiences	Identifying	Directions	Hectic
Activity	Struggled	Personal	Normal	Worried
Understand	Strategies	Understood	Talking	Management
Interesting	Talked	Guiding	Amazing	Groups
Discussion	Strategies	Experiences	Lives	Eventually
Practiced	Integrate	Control	Attention	Focused
Reading	Worked	Completed	Activities	Importance
Feedback	Working	Observed	Techniques	Practice
Comprehension	Help	Excited	Motivated	Centers
Importance	Hope	Difficult	Excited	Conversations
Experiences	Groups	Busy	Plans	Persistent
Interact	Lesson	Lesson	Practice	Different
Behaved	Significant	Comfortable	Control	Lesson
Differences	Worried	Different	Lesson	Lesson
Tested	Directions	Worked	Adaptations	Problem
Testing	Improvements	Struggle	Feel	Excited
Difference	Progress	Normal	Lesson	Discussed

Relate	Lesson	Improvement	Helped	Tested
Properly	Complicated	Understand	Bragging	Improvements
Lesson	Understanding	Understood	Showed	Concept
Connections	Lesson	Assistance	Excited	Frustrating
Relates	Stressful	Group	Understanding	Help
Difficulty	Impressed	Feeling	Groups	Trouble
Properly	Succeed	Disappointed	Realize	Comparing
Discussion	Pleading	Observed	Assess	Proud
Learn	Interesting	Lesson	Describe	Experience
Unfamiliar	Bittersweet			