

ABSTRACT

The ways student teachers reflect upon their thinking and practice as educators determines to a great extent how they feel about themselves as teachers in the classroom. This study examines how pre-service teachers envision their sense of professional identity as they engage in reflective acts about effective and ineffective instructional and classroom management strategies and the contexts in which these strategies are employed.

Overview

- Confidence and competence tensions arise in student teachers during residency related to the following foundations in learning:
- *Knowledge of planning, instruction, and management strategies*
- *Skills in planning, instruction, and management strategies*
- *Awareness of the growing knowledge and skills and the process of growing*
- *Acknowledging the purpose and value of growing knowledge as impacting their teacher self*
- The purpose is to understand how pre-service teachers experience their transformational learning during residency.
- An area of focus is the use of developmental reflective acts to change and affirm teaching beliefs and practices.

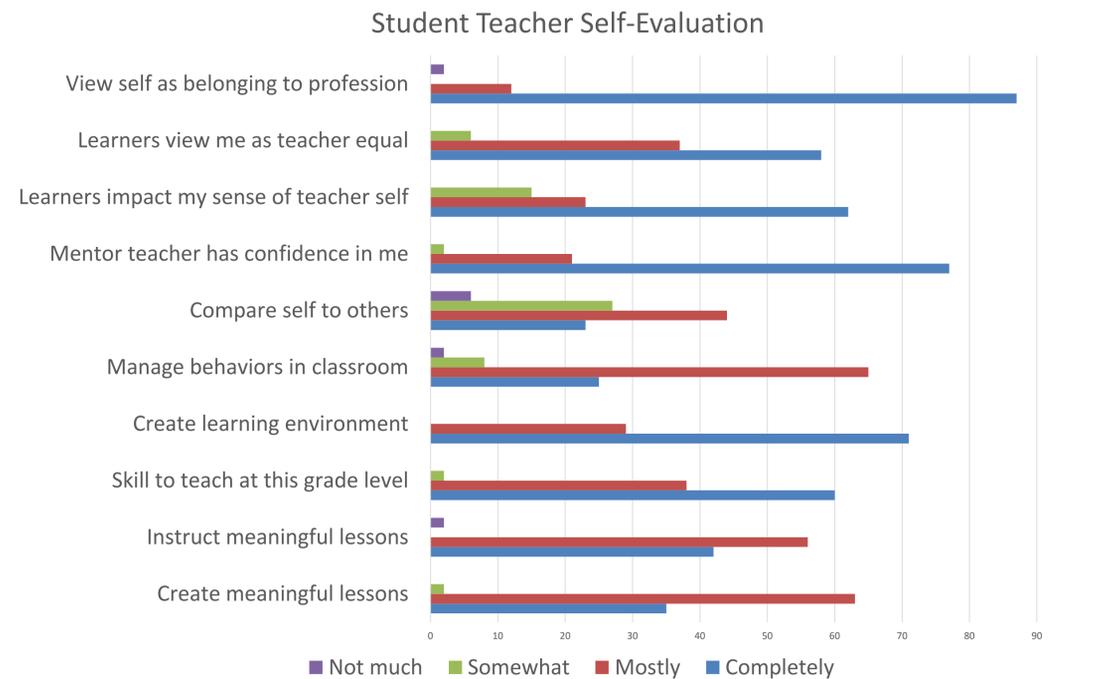
Context

- UW-S is a small, liberal arts, public institution with approximately 2,500 students in northwest Wisconsin.
- The Department of Education is the largest program at the university in undergraduate and graduate program service in both on-campus and online programs.
- Participants: UW-S student teachers (38) enrolled in the student teaching residency in Fall 2021. Average cohort: 50
- Data points examined included “course” activities including belief summaries, self-assessments, and reflective writings.

Results

Consideration of Self-Skills and Perceptions of Self

The results might reflect an idealized perception of self based on comparisons with thematic topics addressed in belief summaries and reflective writings.



Future Research

- This study is ongoing relating to assessing the coded passages based upon the level of reflective sophistication or complexity.
- Additionally, the emerging themes will be used in a future study to examine the contributing factors of self-awareness for reflection on- and in-action.

Results

Emergent Themes

The five emerging themes arose from the qualitative data. These are defined below:

Traits of Teachers: qualities, attitudes, and values teachers should acquire or aspire to have.

Teacher Talk & Action: the terms educators use about teaching/learning (“shop talk”) including awareness of concepts vs. practice

Role of Others: acknowledgment of the role mentor teachers and student have upon learning to become a teacher

Self-confidence and Self-care: a perception of self and the tension between being confident vs. uncertain in knowledge or skills

Self-Awareness to Make Mistakes: awareness of and an ability to engage in trial and error and be comfortable with imperfection or gaps

Discussion

- The emergent themes reveal increasing levels of complexity, (here noted from minimal habitual reflection, to understanding, and to critical reflection).
- Reflective writings with passages that reveal multiple themes embedded within the reflective act at various levels of sophistication and complexity reveal reflective acts that addresses What, So What, and Now What (Rolfe, Freshwater, & Jasper, 2001). Thematically rich passages indicate a transformative process in understanding self as teacher and a teacher identity.