Developing the Whole Teacher: A Phenomenological Case Study of Student Teachers' Emotional Experiences in One Teacher Education Program

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DEVELOPING THE WHOLE TEACHER: A PHENOMENOLOGICAL CASE STUDY
OF STUDENT TEACHERS' EMOTIONAL EXPERIENCES IN
ONE TEACHER EDUCATION PROGRAM

by

KATHLEEN MASSON CRAWFORD

(Under the Direction of Yasar Bodur)

ABSTRACT

Student teaching serves as the culminating field experience in the majority of teacher education programs, and studies have revealed the need to investigate the connection between pre-service teachers and the emotions they experience, express, and manage. Therefore, the overarching purpose of this phenomenological case study was to examine how one Early Childhood (PreK-5th) Education Program addressed and prepared teachers for the emotional dimensions of teaching, as well as to examine the emotional experiences of the student teachers. The results of this study revealed the need for teacher education programs to amend the ways in which they prepare pre-service teachers, so, just as K-12 teachers develop the whole child, teacher educators are able to develop the whole teacher through emotionally anticipatory and responsive pedagogy. Limitations of the study, as well as recommendations for future studies are included.

INDEX WORDS: Teacher education, Teacher educators, Emotions, Pre-service teachers, Student teaching, Whole teacher, Emotionally anticipatory and responsive pedagogy, Social emotional learning, Clinical supervisors, University supervisors, Elementary education

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DEDICATION

To my past, present, and future Eagle Teachers - go soar. Go change the world.

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CHAPTER I

INTRODUCTION

A Personal Narrative

I am an educational statistic. Yes, I am a quitter. I taught fourth and fifth grades for five years in an inner city school. That's it. Five. And at the end of my fifth year I left my classroom, just as 50% of practicing K-12 teachers do across the United States (Alliance for Excellent Education, 2004) and 44% of practicing K-12 teachers do in the state of Georgia (Georgia Department of Education, 2015). I do not just mean that I gently and methodically packed my belongings like my usual Type A self; I'm talking about a full blown, hasty exodus – boxes unmarked. I vividly remember sitting behind closed doors and blinking back tears perched atop Mario's desk gazing around my neat, orderly classroom thinking: "Where have I gone wrong? Teaching isn't supposed to be this hard. Teaching should be about teaching children, and I don't get to ever teach! There's just too much for just too little in return." There's too much responsibility, too much pressure, too much testing, too many other tasks to do that are not at all teaching, and far too much public humiliation and attack of the profession I so deeply respect. It was emotionally draining and physically exhausting. Where were the rewards, the recognition, the appreciation, and, well let's face it, the money and incentives? I also thought to myself, "Get it together, Crawford! Woman up. There are no tears in teaching. You *shouldn't* be feeling like this. You're stronger than this." Even then, as a novice teacher, I had not only internalized the unspoken emotional rules and regulations of teaching but also knew that I had somehow 'broken the rules.'

Teaching children was supposed to be about joy and laughter and light bulbs going off. Teaching was supposed to be about students following classroom rules created together on the first day of school, students learning and applying content meaningfully, and students coming to school ready and excited to learn. Indeed, I had many great days and bright, shining moments that led me to return to the classroom day after day. Like the time our class erupted volcanoes, the week my kids refused to go to recess because they wanted to hear, "Just one more chapter!" of *Holes*, and the time Reggie, the toughest kid in the class, cried on the last day of school and said, "This sucks, Mrs. C. You taught me how smart I can be. No one ain't never done that before." And the time I looked over at a small group of students during Reader's Workshop and they were all crying because "Leslie died in Terabithia, Mrs. Crawford! Nooooo!" Wow. Talk about getting kids to read – *really* read. And even in a time of tragedy and devastation when my class witnessed the second plane hit the tower on 9/11 and Brock dropped to his knees and prayed, followed by Julia and Trevin and, soon after, all other 33 kids; before I knew it the whole class was making cards and care packages for "all of the kids up in New York who might not have a mom or dad anymore." Moments like these reminded me of why I chose to be a teacher, chose to make a difference with children, and chose to give back to our society. I had expected these positive emotions, these moments of joy and affirmation for my calling to education; what I had not expected was the number of 'bad' days to surpass the 'good' days. My professors never taught me about the intense pressures of high-stakes assessments, the sorrow you feel when your students are homeless and hungry and just need a little deodorant, the resentment that develops when an irate mother demands that you stop reading *Harry Potter* to the class because her son "is not a damn wizard." I was never prepared for the irritation when that *one* kid simply won't shut up, the disbelief you experience when you realize the reason why nine year old

Arielle can't stay awake is because she was up all night with her six week old baby sister while her mom worked the night shift, or the exhaustion you feel when there's just one more piece of paperwork to complete or one more baggie to fill with Unifix™ cubes for tomorrow's math lesson before heading home at seven o'clock at night knowing just how quickly 5:00 a.m. would come. My professors in college and supervisors in my field placements didn't teach me these things in teacher school. I was neither mentally nor physically equipped for the range of emotions I experienced from week to week, day to day, and even hour to hour in my very own classroom. Feelings of frustration, isolation, and even anger continued to surface, and I began to wonder what was wrong with me and what I was doing wrong. Why was I feeling this way? Could anything have prepared me for the emotional work of being a classroom teacher?

Had my professors lied to me? Had my mentor teachers intentionally deceived me? What I thought I knew of teaching and learning was a complete misrepresentation. Teaching was nothing like the ideal picture painted for me by my own memories of school or by my supervisors in my undergraduate program of study. Nothing at all. Why didn't they tell me about the harsh realities and clandestine responsibilities of a "real" teacher? Why didn't they tell me how emotionally draining and defeating teaching could be? Why didn't they tell me that even though teachers are surrounded by a room full of children, the profession can be completely isolating? Why didn't they tell me that planning and implementing lessons was actually the *easiest* part of teaching? Shouldn't teacher education programs prepare future teachers for the unspoken, emotional realities of teaching?   Clearly, the joys of teaching and the emotional demands that are at play within the profession are central to the work of educators; yet, they are rarely, if ever, explicitly examined in teacher education programs.

Perhaps the absence of critical and public engagement with emotion in most teacher education programs is a product of the ways in which emotions have traditionally been viewed and constructed. Emotions are often perceived as irrational or unreasonable, particularly with women, and they are viewed as interferences to our ability to 'think clearly.' We often hear comments such as, *"She's just so emotional!"* When comments like these are expressed, it can be understood that women can be perceived adversely because there lies an implication that they are acting "crazy" or being just plain difficult and irrational. There is an underlying assumption here that it is unacceptable for women to "behave" in this way, for women are to act feminine. Women are to be caring and soft, not angry or aggressive to others. Since the work of teachers, primarily female, has always been emotional, and now with the rising demands of teachers to demonstrate high student performance, teachers now more than ever face feelings of fear, embarrassment, shame, and guilt (Bullough, 2009).

Gender, Teaching, and Emotions

Noting that approximately 76% of all teachers from the United States are female (National Center for Education Statistics, 2013) and 87% of all elementary teachers are female (The World Bank, 2014), it is important to recall that discourses of emotion are most often connected to women. Boler (1999) states, "Women are the repository of emotion in Western culture, while in their role as a school teacher they are simultaneously assigned to prepare moral citizens and expected to be the guardian against the irrational" (p. 31). She continues by noting the infrequency of emotional topics in educational histories and theories (p.31). The culture of the United States has a long-standing belief that women are, in general, "more emotional" than men (Simon, R. & Nath, L., 2004). As Grumet (1988) asserts, associations of femininity in teaching cannot be ignored, so it is important to not disregard the gender of a teacher. Gender,

undoubtedly, cannot be assumed as neutral or meaningless, as we know gender connects closely to a range of inner and outer emotions. So, if emotions are so closely connected to women, and women are so closely connected to schools and classrooms, why does the gap between emotions and classrooms exist in teacher education programs?

Schutz and Zembylas (2011) argue, "In the coming years, it will be valuable to further examine the emotional impact on teachers' lives and work, especially in the context of recent and forceful efforts emphasizing the need for accountability in schools and the rapid increase of high-stakes testing" (p.10). They also contend that the complexity of teaching is undervalued because it is "perceived as a rational activity, while the emotional complexity of teaching is neglected" (p.10). The emotions of teachers in classrooms are discernible and inevitable, and they serve as the driving force of the emotional narratives of teachers' work.

Emotions in Teacher Education

While the role of emotions in teaching and learning has recently gained more attention in educational research, (Bloomfield, 2010; Cuenca, 2011; Fantozzi, 2013; Ripski, LoCasale-Crouch, & Decker, 2011; Sutton, 2004), how these emotions are addressed in teacher education programs has been the least studied. First, researchers have failed to, or have possibly been reluctant to, investigate if and how teacher educators are preparing future educators for all of the emotional joys and difficulties, or the emotional dimensions, which classroom teachers inevitably experience. Second, there is a gap in the body of literature that aims to examine how the implicit emotional rules, or what emotions are "acceptable" and what emotions are "not acceptable" to reveal in schools, of teaching have been practiced, taught, and/or challenged during initial teacher preparation programs. Finally, researchers have neglected to closely

investigate if teacher education programs are perpetuating these traditional emotional rules and if they have considered what can be done to interrupt this cycle. The minimal attention emotion receives in most teacher education programs is, in part, a result of the ways in which emotion itself has been constructed, understood, and experienced.

One component of teacher preparation that is important to gain an understanding of is pre-service teachers' emotions during their field experiences. This must be done in order to determine if pre-service teachers' needs are met, so, in turn they can meet the needs of their own students. After all, Storrs (2012) states, "By explicitly attending to emotions, teachers are afforded opportunities to learn about and respond to underlying conflicts and can enhance student learning through dialogue and curriculum adjustments" (p. 11).

Public schools have become increasingly rigid and now function under the radar of high-stakes testing and surveillance, and the field of teacher education is following their lead due to accountability mandates and political agendas. In this climate it appears that a focus on emotion distracts from the 'real issues' facing schools, teachers and teacher education. However, as Zembylas (2005) argues, emotions are "central to the life of teachers, open to deep social influence," and "are of the highest political significance" (p. 474). Since emotions stir within teachers it is critical to examine the emotional dimensions, or all aspects of emotions including how positive and negative emotions are managed, of teaching and in learning how to teach.

Reform in teacher education is desperately needed. I intend to advance the work in this field by carefully examining the emotional experiences of student teachers in order to gain a better understanding of how we are attending to the emotional dynamics of teaching and how pre-service teachers experience, acknowledge, interpret, and express the emotional dynamics of

their journey, this rite of passage, from student to teacher. Through student teachers' stories, histories, and lived experiences, we can learn how to best prepare pre-service teachers for the emotional realities of teaching that many of us have failed to overtly address in teacher education programs. It is our responsibility, as teacher educators, to uncover and reveal the many facets of teaching that aren't just the joys of teaching and learning, and this is supported by Winograd (2003). He states, "In teacher education classes, in teacher lounges, at staff meetings, in NCATE standards, and elsewhere, it is time to recognize the emotional experience of teaching and to let these stories be told, studied, and acted on: stories good, bad, and ugly" (p. 1671). Undeniably, teaching is not easy and it is not always as joyous as one might envision, and when teaching becomes "bad and ugly" it is not uncommon that emotional rules, unspoken rules, surface in schools.

Teacher educators must be explicit and honest in educating future teachers, therefore, it is important that pre-service teachers have an understanding of "*emotional labour*" (Isenbarger & Zemblyas, 2005) in the classroom. Hochschild's (1983) seminal work on understanding emotions within service workers and organizations transfers nicely to the classroom, in which there is a need for teachers to have the ability to enhance, fake, or suppress emotions by modifying expressions and synthesizing different emotions based on situational encounters. Are teacher educators preparing pre-service teachers to appropriately apply emotional labor or to regulate their emotions? Are teacher educators teaching future teachers that having difficult emotions such as stress, anger and frustration, is not only expected, but acceptable, and such professed negative emotions are not necessarily a "bad" attribute? Sutton (2004) states the need for teachers to learn how to increase their awareness of their own emotions in order to strengthen their effectiveness in the classroom with students. Therefore, it is critical that teacher education

programs thoughtfully examine the means in which they are preparing teachers to not only cope with their own emotions that are oftentimes uncontrollable and unforeseeable, but also their students' emotional well-being.

If there are schools that emphasize the role of Social Emotional Learning for K-12 students (Elias, Gager, & Leon, 1997), then there is a clear need for teachers to engage in the same emotional self-awareness and regulation. Zins, et al. (2004) state the need for the training of new professionals entering the profession of teaching in the area of Social Emotional Learning. In doing so, teachers learn how to successfully manage their own classrooms, improve their instructional practices, cope with challenging students, and learn to manage their own personal stresses through problem solving strategies. There is a push to learn how to address Social Emotional Learning in an integrative manner, rather than in isolation or in irrelevant fragments. When students and teachers alike learn how to navigate their emotions effectively and appropriately, they become self-aware and aware of others, make conscientious and thoughtful decisions, practice ethical and respectful behaviors, and are cognizant of contexts and given norms. As a result of these mutual behaviors, it is likely that emotions are expressed and addressed appropriately so students and teachers both feel motivated to succeed, can openly communicate, and have the tools to solve problems through informed decision making processes.

Through this study, I hoped to begin the process of opening up and exposing the ways, rather than hiding or ignoring, in which the emotional truths, good and bad, about teachers and learning to teach were and were not addressed in teacher education. More specifically, I investigated how the emotional dimensions of teaching are addressed, if at all, during the student teaching experience, how teacher educators and clinical supervisors helped student teachers understand emotions in the classroom, and the lived emotional experiences student teachers

encounter and how they managed or responded to those emotions. This study, in turn, adds to the existing research on the student teaching experience and the role of emotion in this culminating field experience.

The Student Teaching Experience

There is wide-spread consensus among experts in the field that the culminating student teaching experience is a pivotal event in the development of a teacher. This is why it is important to investigate how the emotional dimensions and emotional rules for teaching are 'taught,' experienced, and practiced during student teaching. This experience has historically been a core component of virtually every teacher education program in the United States and continues to serve as one presently (Gutyon & McIntyre, 1990). Numerous studies in the mid-nineties explored the need for generating closely connected coursework and field experiences (McIntyre, Byrd, & Foxx, 1996) and the need to clarify the roles and support systems of the clinical supervisor and university supervisor in the mentoring of the student teacher (Borko & Mayfield, 1995).

Teacher education programs are highly vested in understanding student teachers' experiences from a variety of angles in order to best prepare future educators. Researchers have studied student teachers' self-efficacy (Nettle, 1998; Knobloch & Whittington, 2002; Jamil, Downer, & Pianta, 2012), their perceptions of their field experiences in schools (Johnston, 1992; Broko & Mayfield, 1995; McNally, Cope, Inglis, & Stronach, 1997; Koerner, Rust, & Baumgartner, 2002; Sadler, 2006; Cuenca, 2011; Fantozzi, 2012), and their relationships and interactions with supervisors (Griffin, 1989; Koerner & Rust, 2002; LaBoskey & Richert, 2002; Valencia, Martin, Place, & Grossman, 2009; Bloomfield, 2010; Cuenca, 2011; Rozelle &

Wilson, 2012). However, what has not been examined are the ways in which teacher educators prepare these future teachers for the emotional challenges and responsibilities of managing a classroom full of children, as well as how student teachers experience and manage the emotional rules of teaching. Though not much attention has been afforded this dimension of the student teaching experience, my work as a teacher educator supervising student teachers since 2005 suggests that there is a serious gap.

Undoubtedly, every semester I have student teachers cry out of stress, anger, concern, and just pure frustration. While some student teachers tend to mask their emotions in front of supervisors and their students, many pre-service teachers have cried in front of me, perhaps after a "bad" lesson, or when they can't reach that *one* child, or because "there's just so much to do!" Recently, I had a student teacher in a fifth grade classroom write the following in a reflection:

> This is my first week teaching math (whole group) officially. I was prepared. I knew the material. I was being formally observed by my clinical supervisor, and of course I got nervous. My nerves didn't affect the majority of the lesson. However, I lost my place a few minutes into the lesson and became flustered. I worked and explained a problem backwards. My clinical supervisor corrected me, and I immediately knew what I'd done wrong. I felt like I was going to cry. I've never wanted to be so finished with a lesson in my life. Fighting back tears, I continued and corrected my mistake…Three lessons and two and a half hours later, the students were dismissed to buses. It was a long day.

Inevitably, teaching is an emotional experience. I ask my student teachers why they want to become teachers, and they often state that it is because they "like children", and they believe they can make a difference. They also commonly speak of a teacher who made an impact on them

and because of that teacher, they, too, desire to teach and make a positive impact on children. Yet, when they are placed in real schools, with real children, with real demands of lead teaching, teaching becomes obscure territory for them – even under the mentorship of a classroom teacher. It is just not as pretty as they envisioned. Where they once imagined a classroom full of happy, polite, bright, and clean children just waiting and ready to follow their lesson plans as scripted, what they actually experience can be quite the opposite. Perhaps this can be attributed to their own perceptions and, even more importantly, their limited understanding of teaching and learning. Furthermore, this could be attributed to teacher educators ignoring or avoiding difficult topics that are not part of a prescribed teacher education curriculum.

My student teachers tell me, *"I had such a bad day. Teaching isn't easy."* Even on days that don't appear so bad, I ask them, *"How are you doing? Really doing?"* It is not uncommon that their eyes swell up with tears; some student teachers spill it all – the good, the bad, and the ugly. While others blink back their tears and simply say, *"Everything is fine. It's going great."* This leads me to wonder why some student teachers are so open with me and why others are resistant to share openly their thoughts and how their personalities impact the ways in which they experience and express their emotions, both positive and negative. I have learned that we are all different in how we respond to the daily experiences and stresses endured in the field of education. Many of us are eager to discuss openly our daily joys and successes alongside our daily frustrations, while others may be much more hesitant to expose their inner feelings. Perhaps it is my role as their supervisor to create safe spaces in order to encourage and initiate richer, more difficult conversations that address the raw emotions my student teachers experience.

The physical and emotional demands of teaching present unexpected challenges. Therefore, I worry if teacher education programs are fully preparing our teachers for the range of positive and negative emotions that inevitably loom alongside the technical, and oftentimes untold, responsibilities of a teacher. There appears to be a general perception among my student teachers that elementary classrooms are full of positive emotions; that teachers, statistically mostly females, are supposed to be nurturing and caring – that 'good' teachers avoid anger and conflict. These misconstructions lead to much confusion in my student teachers; perhaps they don't know why they get angry at one of their students, why they cry when there's not enough time to write all of those lesson plans, or why they just want to scream and even quit sometimes. They fail to understand why all of these negative emotions ensue, or they don't know quite how to regulate them, but what they do know is that teachers, particularly female teachers, are supposed to be strong and nurture their students through care and compassion.

What my student teachers do not know is that teachers, far more often than not, do try to increase their positive emotions, such as happiness, and decrease their negative emotions, such as anger and frustration (Sutton & Knight, 2006b). Practicing teachers naturally do this in the classroom because they have developed a particular skill set over time. My student teachers, however, find responding to emotions is difficult and confusing because when they personally experience this wide range of emotions, they fail to have the tools to respond to those emotions appropriately. It is at this student teaching level that they begin to fend for themselves, begin to understand how isolating teaching can be, and begin to manage their emotions whether it be on the spot or behind closed doors like "good" teachers. These future teachers believe crying is for the weak. Crying equates to inadequacy. Raising voices in anger is unjustifiable in schools.

Anger equates to unruliness and disorder. Undoubtedly, pre-service teachers have a skewed vision that teaching is all smiles and beautifully executed lessons.

Then, upon entering a classroom of their very own, first year teachers stumble across obstacles they never knew existed. They quickly come to an understanding that, hey, student teaching wasn't really that difficult compared to their very first year – *all alone* with no mentor teachers or supervisors. These first year teachers, my former student teachers, desperately turn to social media and post comments like, "Dinner…because today I finally know why so many teachers leave the profession. #eatingmyfeelings" accompanied by a photograph of a piece of chocolate cake and glass of wine. And they write gut-wrenching posts like, "As a teacher, they don't prepare you for the deep sadness that goes along with this job. You feel such great joys, and are surrounded by such lively young people that is seems hard to imagine one of those sweet children passing away. We have a wonderful angel looking over us now." My heart goes out to these young, novice teachers, and I feel a sense of guilt that I rarely, if ever, embrace the opportunities to talk, *really talk*, to them about the raw emotions teachers experience day in and day out. Perhaps I inadvertently avoid these discussions because I want to avoid crushing a young teacher's dreams of becoming an educator, for I, too, remember those passionate, naïve beliefs. And, perhaps I care too much for my own student teachers to share the brutally honest truths of the classroom.

Caring in Education

Noddings (2002) has declared the need for deliberately creating a culture in schools that produces "caring, competent, loving, and loveable people," a culture that drives our curriculum "and everything we do in schools" (pp. 35-36). Caring is defined by Noddings (2002) as having

a desire or inclination for someone or something, and she divides the idea of "caring" into two dimensions: 1) to care and 2) to be cared for. If we, as teacher educators, are failing to produce caring and emotionally healthy teachers, schools will, in turn, be failing our children. And if we are creating a generation of teachers who are only concerned with producing high test scores because of political directives, instead of creating caring and compassionate individuals, the field of education has moved in a direction that will ail the future of our country.

Zembylas and Chubbuck (2009) explore the need to understand how socially just education should be linked to the emotions of teachers. They state, "engaging emotions in social justice education – such as examining one's feelings in the context of teaching/learning about inequality and injustice – can be a catalyst both to transform educational practices and to problematize perceptions of equity in schools and society" (p. 344). Building on this work, particularly in pre-service teacher education, teacher educators have the potential to broaden the perspective of beginning teachers as they enter diverse classrooms of their own. In turn, they are better prepared to understand how their own emotions interplay with weighty social justice issues and how these two sources can serve as transformational pieces in the creation of powerful, influential, and compassionate educational experiences for marginalized students (Zembylas & Chubbuck, 2009).

While teachers express compassion and concern for their students and their students' families and community, they often care so deeply that they feel frustrated or guilty when they believe the needs of their students are not being met (Hargreaves, 1994). When these types of emotions arise, practicing teachers are susceptible to burn-out and exhaustion (Goldstein & Lake, 2000). This situation is problematic as well, as some of our most caring teachers are fleeing the field of education. Having such high attrition rates places an enormous burden on both the

overall effectiveness of a district, school, as well as instructional continuity in the lives of children. Moreover, recruiting, replacing, and training new teachers costs the public schools system billions of dollars (Hong, 2010) that could otherwise be well invested. Clearly, we must begin to make changes in teacher education in order to develop teachers who have a full understanding of every facet of teaching, beyond the technicalities of teaching and learning, so when novice teachers enter their own classrooms they are well-equipped to handle the emotions teachers inevitably experience.

This supports Meyer's (2011) challenge to, "redefine teaching and teacher education in ways that will emphasize the love for learning and teaching our world so desperately wants and needs" (p. 90). In doing so, teacher educators can develop future veteran teachers who will remain in schools to serve as experts, mentors, and leaders for novice teachers who are fully prepared to create and teach lesson plans, but not yet primed for the emotional demands entrenched in teaching and learning. For, the more pedagogical preparation and practical experiences, such as student teaching, teacher candidates encounter during their teacher education programs, the more likely they are to remain in the classroom (Ingersoll, Merrill, & May, 2014).

Emotions of Student Teachers

I teach my student teachers how to create lesson plans and units of study, how to assess students and use those assessments to inform their instruction, how to manage their classrooms, and how to differentiate their classroom practices to meet the diverse needs of their students. However, teacher preparation is not best construed as a procedural 'how to' play by play manual for educators to follow. Emotions are involved – whether we want them to be there or not; they

are there because teachers care. My student teachers often write reflections about the students in their classrooms, but what they write about does not usually describe the academic progress of their students or how well their M&M™ graphing lesson was received by the children. More often they discuss their concern for a certain child who comes to school late and hungry, or they describe their frustration with a student who throws desks or chairs (whichever is closer) across the room. What my student teachers fail to understand is that practicing classroom teachers also experience these frustrations daily; the only difference is that, with experience, classroom teachers have developed coping and regulation strategies, as well as have built relationships with colleagues for support systems. My student teachers, however, are novices and simply lack these more mature and established skills in managing their emotions.

The concern of my student teachers, which evokes the most intense emotions, is more about the "whole child" rather than a singular piece of educational success. Of course my teacher candidates worry about their children's academic gains, but what stirs their emotions the most is their concern for their children's health, safety, and general well-being; these emotions come solely out of care and empathy for many of their children who are growing up in home environments that are far different from the type of affluent, suburban environments in which many of my students were raised. My student teachers simply don't understand why they have elementary students who are hungry, who need a bath, who are taking care of their younger siblings, and who just don't have the support at home to do their homework. I have witnessed my student teachers cry for these students, write about these students with intensity and a sense of helplessness, and bring these students food for the weekend.

Just as my student teachers are worried about reaching the whole child, I worry if I am developing teachers who have an understanding of not just the technical aspects of the

classroom, but also of the social and emotional aspects in order to best prepare them emotionally for the unexpected, not so ideal, classroom of their own. Meyer (2009) indicates that research on student teachers' emotions is the least developed area when examining teacher emotions. She believes in the importance of studying student teachers' experiences prior to becoming a practicing teacher in order to "capture a part of the histories that teachers bring to their careers and classrooms" (p. 74). She also argues that teacher education programs focus primarily on pedagogical and managerial aspects of teaching, and this is causing student teachers to accept the practices of our professional culture without grasping an understanding of its restrictions. For example, if we teach our pre-service teachers current practices in schools, whether best practices or not, we are failing to provide them with an honest understanding of the detriments of some of those practices in teaching and learning – for they have become the norm, and therefore acceptable without question. If we fail to provide teacher candidates with a holistic understanding of teaching, including explicit attention to emotions in the classroom, we are failing to prepare them for the realities of teaching; in turn, we will continue to have teachers flee the profession.

Significance of the Study

Clearly, we must begin to make changes in teacher education by expanding our perspectives through the broad field of curriculum studies in order to develop a comprehensive understanding of not only the act of teaching, but also the social and emotional realities involved in schools. In turn, our pre-service teachers have the potential to enter their own classrooms well-equipped to handle and respond to the inescapable emotional facets that encompass being a teacher. This supports Meyer's (2011) challenge to, "redefine teaching and teacher education in ways that will emphasize the love for learning and teaching our world so desperately wants and

needs" (p. 90). Curriculum should not be perceived as ready-made knowledge. Conversely, curriculum is more focused on inquiry in order to understand the social contexts that envelop us and the ones that surround us. We must move from curriculum being viewed as moving from Chapter 1 to Chapter 12 to curriculum being viewed as a movement among and between individuals; curriculum is humanistic and, inevitably, curriculum involves emotions. Pinar (2004) defines curriculum as, "…the interdisciplinary study of educational experience…a distinctive field of study, with a unique history, a complex present, an uncertain future" (p. 2). In the broadest of senses, curriculum is an anthology of our lived experiences within ourselves and with ones who surround us and further impact our development as human beings; certainly, curriculum is autobiographical, interdisciplinary, and emotional. Ultimately, in order to understand the meaning of curriculum, we must understand that every learned experience and every emotion we encounter is our curriculum, and this curriculum occurs far beyond the confines of our school buildings and closed classroom doors.

In order to come to understand the learned experiences, specifically the emotional experiences of student teachers, it is critical that "complicated conversations" (Pinar, 2004) transpire among student teachers, their colleagues, their mentor teachers, and their selves. "This practice requires curricular innovation and experimentation, opportunities for students and faculty to articulate relations among the school subjects, society, and self-formation." In these conversations, and through this study, teacher educators can gain a much broader understanding of the emotional experiences of student teachers – experiences far beyond the technicalities of lesson planning, administering assessments, and managing a classroom. It is known that teacher education programs prepare teachers for these procedural aspects of the classroom, but what is

unknown is how the other aspects, the hidden aspects like emotions and caring, are addressed with pre-service teachers.

Our teacher candidates are provided a foundational curriculum of pedagogy, assessment, and developmentally appropriate practices; in the midst of their coursework and field experiences, they are also internalizing the hidden curriculum (Jackson, 1968) that resides in teacher education programs. Teacher educators, including professors on campus and in the field, as well as classroom teachers who supervise our teacher candidates in their field placements, have the "power" to disseminate and withhold content at their will. This, too, becomes part of the learned experiences of our teacher candidates. For what is intentionally omitted from this grand curriculum is just as much a part of learning as what is intentionally and overtly emphasized, and we as teacher educators have the ultimate power to decide this. On the contrary, the teacher candidates hold the power to also decide what knowledge they desire to gain and what knowledge they deem valuable and invaluable. This study has the potential to unveil a hidden curriculum, a hidden agenda, in teacher education, and it can reveal what we explicitly teach and value and what we intentionally talk about or avoid talking about – specifically the emotions, the authentic emotions, that are experienced in teaching and learning and in learning to teach.

Since there is a void in the body of research regarding the ways in which emotions have been addressed in teacher education programs by teacher educators and how teacher candidates experience a range of emotions, this leads me to wonder what teacher education programs are explicitly or possibly implicitly doing, if anything, to prepare teachers for the emotional dimensions of teaching. Reflecting on my personal experiences supervising student teachers, I aimed to answer the following research questions:

1) How are the emotional dimensions of teaching addressed, if at all, during the student teaching experience?

2) How do teacher educators and clinical supervisors help student teachers understand the role of difficult emotions in teaching and learning?

3) What are the lived emotional experiences pre-service teachers encounter during their student teaching experience, and how do they respond to or manage these experiences?

A small body of research is focused on the examination of pre-service teachers' emotions; however, the literature appears to be limited with very little understanding of this phenomenon. There is not a significant number of studies on a single topic, however, there is a clear interest and need for this examination. Zembylas (2004) states, "Emotions in education are by no means new terrain for researchers and educators, however, there seems to be a renewed interest in the emotions of teaching, the emotional politics of educational reform and the implications for teacher education" (p. 186). Furthermore, Timoštšuk and Ugaste (2012), studied the role of student teachers' emotions and personal identity and found that the importance of teacher educators to foster student teachers' understanding of their own emotional experiences with a focus on the positive factors involved during the student teaching experience. They also determined the importance of how teacher educators can assist in developing student teachers' ability to understand the emotions of others as well as their own ability to express personal emotions. Therefore, it is important to gain an understanding of pre-service teachers' emotions during their field experiences in order to determine if we are meeting their needs, so, in turn they can meet the needs of their own students.

It is necessary to critically examine how the emotional dimensions of teaching are addressed in teacher education programs, how emotions inform pre-service teachers practice and craft and their relationships with their students and student learning. Examining how the role of emotions is addressed in teacher education is best situated during student teaching, as this experience is most like full time teaching. In coming to understand these phenomena, we are better able to avoid high rates of teacher stress and burn out within the first several years of teaching as practicing teachers. Since we know 14% of new teachers leave the teaching profession after their first year, 33% of teachers leave the profession within the first three years, and half of beginning teachers leave within five years (Alliance for Excellent Education, 2004), it is possible that these percentages can decline if we come to understand how teachers are prepared for the unexpected emotional realities of teaching. Teacher educators then have the potential, and I argue the obligation, to act on these findings and understandings in order to prevent such alarming attrition rates of beginning teachers who have just made the emotional transition from student to teacher.

The next chapter defines emotions and describes the muddled channels of how emotions are constructed and regulated in education. Social Emotional Learning (SEL) in schools are also explored and connections are made to teacher education. I focus on how gender impacts the emotional rules of teaching, the feminization of teaching, and how the notion of care and concern becomes the crux of the work of teachers. I also review what researchers have already studied about the roles of emotions in teachers and pre-service teachers, the experiences and development of student teachers, and the roles of stress and burn out in student teachers. Explicitly bridging all of these conceptions together allowed me to build upon the existing body of literature.

Chapter three, Methodology, comprehensively reviews the phenomenological case study method and describes why a phenomenological case study was selected as my qualitative methodology for this research. I also explore the advantages of the case study method as well as limitations. The context for the study are explained, participants in the study are described, and sources of data are reviewed in connection with my posed research questions. Finally, I explained the processes by which data were collected and analyzed, and I outlined how I accounted for biases, perspectives, and prejudices.

CHAPTER II

LITERATURE REVIEW

Introduction

In this literature review I begin by defining emotions and making connections between emotions, women, and education. I then explore the notion of caring in schools and the interconnectedness of caring, gender, and emotions. Research on the role of in-service and pre-service teacher emotions is examined which leads into a discussion of existing studies of the student teaching experience, the development of the student teacher, and emotions that student teachers experience. The literature review concludes with an overview of the overall implications of existing research for this study.

Defining Emotions

Emotions are full of complexities, and they encircle all of us, individually and contextually, each day. Yet, because of their multidimensional nature, they are difficult to concretely define. Emotions involve sociocultural, cognitive, and physical (somatic) components. Winograd (2003) differentiates these emotional components as:

Somatic refers to bodily changes that result from emotions, such as increased blood pressure, breathing, and pulse; bodily flush; and perspiration. The cognitive component of emotion refers to one's actual verbal reflection that identifies the emotion, such as when one thinks or says, 'I am happy…' (p. 1643)

Emotions are, therefore, biological, psychological, and cultural in nature where environmental influences lead to a biological reaction which, in turn, causes an emotional response (Winograd,

2003). These components are not isolated from one another, rather, they are unavoidably interconnected and are perceived and realized in various ways, both from within and from others.

Emotions have been studied through various approaches from diverse fields of thought. Psychological and sociological approaches overshadow the literature regarding the role of teachers' emotions (Zembylas, 2007). From a psychological viewpoint, emotions are not only commonly shared across cultures, but are also limited to personal or privatized experiences and not the associations or engagement with others (Parkinson, 1995; Savage, 2004; Zembylas, 2007). Whereas, a sociological framework suggests that emotions are constructed through both social and cultural interactions (Savage, 2004; Zembylas, 2007). Combining these approaches leads to a third framework for understanding emotions, the interactionist approach, that argues, "emotion comes into being when biophysical, personal and social experience interact," (Savage, 2004, p. 27). The interactionist approach encompasses the processes in which people emotionally respond and react to other people through a social exchange occurring in a given context. It is not simply limited to the individual nor the interaction between the self and others in a discrete event but embedded within a specific historical, cultural moment. These theoretical research approaches, through the various fields of study, stand as foundations for research in educational settings both in the past and in the present. In this study, the interactionist approach is threaded throughout, as social exchange and discourse lie at the core of teaching and learning in educational contexts.

Boler (1999) explains, "Our common language and scholarly discourses tend to characterize emotions as: Located in the individual, 'natural' phenomenon we must learn to 'control,' and 'private' experiences many of which we are taught not to express publicly" (p. 8). Controlling or privatizing our emotions, as suggested by Boler, leads one to believe that some

emotions are indeed 'bad' or corrupt. This is the reason we manage and regulate our emotions; social norms tell us that enthusiasm and happiness are acceptable emotions to show, yet, irritation and impatience should be hidden (Frijda, 1993). Regulating and controlling emotions is relevant across many work settings in customer service and care, and it is particularly applicable in education. While we do not overtly talk about which emotions are acceptable to reveal and which are not, there is a hidden curriculum in schools that suggests the existence of emotional rules, norms, and codes. Longstreet and Shane (1993) advocate a commonly accepted definition for the hidden curriculum as, " …that which refers to the kinds of learning students derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators" (p. 46). Considering this hidden curriculum, this unacknowledged and unexamined agenda, there is a certain expectation of happiness, camaraderie, and playfulness – especially in elementary schools for both students and teachers. Whereas, in actuality, what lies behind the school doors is often angst, frustration, and solitude. Teachers are quite gifted at hiding these emotions that are often frowned upon, and they have an uncanny ability to mask these internal battles in front of their students, parents of their students, colleagues, and administrators. In fact, in MacDonald and Healy's (1999) handbook for beginning teachers, they advise new teachers, "Do not allow yourself to overreact when things do not go exactly as you would like. Avoid projecting an image of yourself as a complainer" (p. 125). They also advise beginning teachers to, "Avoid abrupt variations in your moods, policies, and responses to classroom situations" (p. 125). So, expressing or exposing negative feelings and moods, or even having unpredictable emotions is frowned down upon, and this is a rule learned by new teachers just as they are entering their own classrooms. Moreover,

if this hidden curriculum exists in schools, perhaps there is a hidden curriculum in teacher education programs that masks the emotional realities of learning to teach and teaching.

In schools, teachers apply "emotional labor" (Hochschild, 1983) by making a concerted effort to disguise or conceal their feelings in order to exhibit the emotions expected of professionals in the teaching profession. Under the pressures and strains of all that encompasses the teaching profession, teachers force themselves to externally appear animated, compassionate, and positive. This emotional labor can be self-destructive and counterproductive because, while well-intended, teachers are more concerned with fulfilling other people's purposes than purposes of their own (Hochschild, 1983; Hargreaves, 2003). For, in order for teachers to care for others, they must first genuinely care for themselves while balancing the various obligations that extend far beyond instruction in the classroom. If teachers fail to engage in self-care, they become unhappy and resentful; if teachers are only taking care of others, they burn-out on all of the giving and providing without reciprocation. Teaching and learning are intricately related to emotions, and since women have been constructed as being more emotional than men, these two paradigms can inform the emotional experiences of teachers and those learning to teach, and it is perhaps a self-fulfilling prophecy that women mold to the societal assumptions or expectations about their roles in the classroom.

Emotions and Schooling

Andy Hargreaves (2003) explores the realities of teaching and schooling that move beyond cognitive and intellectual work. He states, "Good teachers fully understand that successful teaching and learning occur when teachers have caring relationships with their students and when their students are emotionally engaged with their learning" (p. 60). For,

emotions are a fundamental part of teaching and learning, not simply a supportive piece (Goleman, 1995). Arguably, it is not teachers who shape the nature of the educational profession; teachers clearly understand these emotions because they live them and address them in their daily work. However, it is policymakers and administrators who fail to address the emotional, or affective, aspects of teaching, and perhaps this can be attributed to a lack of understanding of all that teaching entails. It is not that emotions and relationships are not recognized in schools, it is just that they are simply not an easy objective, measurable piece of teaching and teaching effectiveness. Therefore, the technical aspects of teaching and standardized test scores, for the sake of accountability, are the current driving forces of teacher evaluation tools. In turn, many teachers and administrators then deem what is missing from this evaluative process as unimportant, or even more frightening, inconsequential. Clearly, we must remember that teachers are meant to be, "…autonomous professionals who make decisions for the benefit of their students as persons – not simply for their students' achievement" (Noddings, 1986, p. 506). The curriculum guides and frameworks in schools are pushing teachers to focus their attention on cognitive student outcomes, rather than students as individual human beings, and this is perhaps the root of teacher stress and burn-out. Noddings (2005) urges the public to take responsibility for raising "healthy, competent, and happy children" (p.14), and she argues that academic achievement in schools is unobtainable when children are not provided with a caring environment. We must first take care of our children before we can take care of the curricular standards set forth by governing agencies.

Curriculum, Women, and Caring

Noddings (2005) asserts that caring ought be an essential element of curriculum design in schools and in classrooms, and she believes there are shared centers of care and concern which

must be developed among the children we teach. Caring cannot be taught through a restricted, mandated curriculum such as the Common Core Standards (2010), nor can a generalized curriculum teach all that children need and want to learn. Noddings (2005) states, "There are few things that all students need to know, and it ought to be acceptable for students to reject some material in order to pursue other topics with enthusiasm. Caring teachers listen and respond differentially to their students" (p. 19).   When teachers care and respond to diverse needs, emotional and trusting bonds are formed. And it is not until these faithful relationships are formed that students know they are cared for that real learning inside and outside of classrooms can occur.   For, as Bill Ayers notes (2001), "It is the person before us who becomes our central concern. This in no way implies a lack of concern for academic rigor or excellence, or for teaching the basic skills, but it does mean that skills are taught, for example, as a result of the concern for that person" (p.36). It is vital that teachers are able to put aside their lesson plans, their checklists, and their meetings in order to build time to care for and connect with their students (Hargreaves, 1994) while simultaneously maintaining high expectations for quality academics in schools.

If teachers are simply teaching content set forth by experts, appointed by governing agencies, they are failing to holistically educate the whole child and failing to teach to the gifts, natural curiosities, and talents of their individual students. For, "curriculum planning cannot be divorced from its human, social, economic, political, and religious context" (Macdonald & Purpel, 1987, p.192). Our current curriculum maps have compartmentalized content knowledge, rather than bridged to the important themes of the world around us –themes such as ourselves, ideas, strangers, animals, and the environment, which need caring for (Noddings, 2005). If care is the essence of human life and we should ideally all be both cared for and care for others, either

we have failed our system, or the system has failed us. Noddings (2005) contends, "The desire to be cared for is almost certainly a universal characteristic. Not everyone wants to be cuddled or fussed over, but everyone wants to be received, to elicit a response that is congruent with an underlying need or desire" (p. 17). Certainly, caring should not only be a part of the curriculum, but be the impetus behind the curriculum. All teachers should possess this understanding of the need for care because caring for others undoubtedly has a much longer and more influential impact than that of the standards taught and assessed. As Ayers (2001) asserts:

> I want students to know that I care about them; I want students to realize that I have a greater concern for each of them as a person than for any particular task achieved; I want students to know I trust them; I want everyone to realize that I see teaching and learning as a long and winding road toward empowerment, enlightenment, and freedom rather than entanglements and control; I want my students to know that I value initiative and courage above obedience and conformity. (p.10)

In all of these personal wants that burn within countless teachers resides the selfless desire to care for our children and to care for something far beyond the confines of a school building or classroom. Women are "supposed" to be altruistic, and they place the needs of their own behind the needs of others; this need for women to nurture others is supported by the works of Minturn and Lambert (1964) and Sears, Maccoby, and Levin (1957). It is in this context that they are to deny their anger and frustration, as these are self-absorbed emotions that serve as a barrier for caring for others. So, they mask these feelings and continue to care – because they earnestly do care. Indeed, this caring disposition for children has a great and powerful influence on the democracy of our communities and nation as a whole in our quest for a more just, harmonious, and equitable society.

While caring for others can often be considered a positive trait, the notion of caring also presents difficulty for many teachers. There are students who challenge, frustrate, and anger teachers, and these teachers have an unspoken responsibility to mask their responses to students' words and actions. For it is expected that teachers, especially female teachers, nurture and coddle their students, rather than show their own frustrations, irritations, and furies. Not only can caring for students be challenging, but caring for their students' parents can also be demanding. What about the parent who questions how assignments are graded or the parent who questions a teacher's teaching style? It is difficult, in any situation, to truly care, or at least "show" one cares, when one is personally attacked or questioned.

Feminization of Teaching

As alluded to in the introductory chapter, there is a prevailing cultural norm that women express and experience emotions differently than men (Brebner, 2003). Prevailing cultural stereotypes suggest that women's emotions are more intense or passionate than men's, and that women "allow" their emotions to "control" them (Fausto-Sterling, 2008). There is a cultural paradigm, or gender myth, that defines women as "emotional." At the same time, women are viewed as "caregivers" who nurture and love children unconditionally. Conversely, according to this paradigm, emotions do not control or dictate men. The common perception, then, is that women are more likely to be viewed as "emotional" or irrational, while men are regarded as rational beings. There is a certain stereotype that women "allow" their emotions to control them and men do not, but in reality one cannot think without feeling. Jagger (1989) roots this from a Western epistemological perspective by stating:

Not only has reason been contrasted with emotion, but it has also been associated with the mental, the cultural, the universal, the public and the male, whereas emotion has been

associated with the irrational, the physical, the natural, the particular, the private, and of course, the female. (p. 151)

It simply means that women follow a different set of rules about when and how emotions should be openly expressed than men; after all, men stereotypically have a different set of rules in which to follow under societal norms.

Femininity and the role of females are often associated with affection and nurture, for women are stereotypically perceived as mothers who serve as caregivers and love their children unconditionally. Since society has historically resolved that it is not feminine to publicly express anger, frustration, or aggravation, women have been more broadly defined by "softer" emotions such as love, gratification, and delight. Undoubtedly, gender roles frame "appropriate" emotional responses, and these responses are different for women and men. Hochschild (2003) argues that this foundational belief situates itself around origins of power and status, and it is believed that women must manage their emotions to a higher degree because they are often in a status lower than that of men.

It is socially "acceptable" for women to cry out of sorrow and joy, for these are both feminine acts. However, when men cry they are perceived as "sissies" or weak. Crying isn't the manly, or masculine, thing to do. Despite equal rights movements among men and women, our society remains male-dominated. Men in our country continue to dictate social norms, and, housed within those norms, how emotions are expressed is defined by what men have determined to be acceptable and unacceptable in both social and professional or business settings.

There has been a paradigm shift in the perception of women and their roles which has emerged in the last century. The question we ask now is, "What makes a woman a woman?" Is there a way to define this? It is in this large, social context that women are marginalized, and if the focus is narrowed to female dominated professions, as in teaching, there are massive populations of teachers in schools whose "weak" voices are viewed as unimportant or irrelevant and, ultimately, ignored. Inevitably, this presents challenges to the traditional construction of femininity.

Gender is culturally constructed; there are reasons for why women "behave" in the ways that are typically expected. Since the industrialization of Western culture, women's strong intuition, both biological and cultural, to be sensitive to others has led to their primary role in caring and tending to the needs and wants of their children and spouses. In this role, this culture of womanhood, women have been quieted; women are to fit the mold of being gentle and content, as well as to show no discouragement or fury. Since women have been constructed in this way, as natural nurturers, it makes sense, then, for them to teach and to take care of children in our schools. This is evident in the hyper-feminization of elementary school teachers, where young children need to be cared for, guided, and encouraged. These cultural paradigms leave little room for the "difficult" emotions, the perceived negative emotions, to surface in elementary educational experiences. But why is this? Why should showing emotions such as anger, sorrow, or frustration be perceived as negative, and why should these difficult emotions be admonished? Why does showing emotions cause a person to appear to be irrational to others? And, most importantly, where is this learned?

Janet Miller (2004) states, "Current feminist and curriculum theories, then, focus on ways to undermine 'certainties' that contribute to the perpetuation of unnatural silences of women,

indeed for all students, teachers, and theorists hemmed in by 'received heritages'" (p. 63). And if these pre-determined roles steeped in the heritage of women preclude women from showing "outlaw emotions," or unconventionally, unacceptable emotions (Jagger, 1989), then women in education remain silenced. Teachers are then left with an internal conflict to balance the need and desire to care and nurture, societal expectations, and the difficult emotions we inevitably experience. It is in this oppression that emotions reside within the hearts and minds of the greater population of teachers, women, rather than revealed overtly.

Research on Emotions in Schools
Social Emotional Learning in Schools and Teacher Education

Social-Emotional Learning (SEL) can be defined as, "the process for integrating thinking, feeling, and behavior to achieve important social tasks; meet personal and social needs; and develop skills necessary to become a productive, contributing member of society" (McCombs, 2004, p.27). There is a consensus among educators, particularly elementary school teachers, that fostering children's social-emotional development is important in schools and should be addressed (Langdon, 1996). Unfortunately, the application of this in practice is often fragmented and unfocused. SEL is often thought about as, "…either as an important end in itself or as a contributor to enhancing children's health (e.g., drug prevention), safety (e.g., violence prevention), or citizenship (e.g. service learning)" (Zins, Bloodworth, Weissberg, and Walberg, 2004, p. 3). Since the emotions of children play a significant role in schools, it is critical that educators have an understanding of these emotions and how to tend to them appropriately in order to have the most positive impact on their students – socially, emotionally, and academically. Zins, Bloodworth, Weissberg, and Walberg (2004) state:

Many new professionals entering the teaching force need training in how to address

social-emotional learning to manage their classrooms more effectively, to teach their

students better, and to cope successfully with students who are challenging. Moreover,

such skills likely will help these teachers to manage their own stress more effectively and

to engage in problem solving more skillfully in their own lives (p. 4).

It is arguable that teachers are the single most critical element in establishing learning

environments conducive to their students' social, emotional, and academic needs. However,

many teacher education programs fail to address SEL in their programs of study; rather these

programs tend to focus more on the academic development of children. The argument here

resides in the logistics of course offerings, in that, there is simply no room for SEL training with

all of the other accrediting mandates (Zins, 2004). However, there is an agreement that exposure

to SEL in teacher education programs is critical. Fleming and Bay (2004) contend, "Training in

SEL has the potential to reduce teacher attrition by affecting factors associated with retention,

such as reducing job-related stress, increasing feelings of effectiveness and job satisfaction,

reducing student-teacher conflicts and discipline problems, and improving classroom

management skills" (p. 108). If the ultimate goal of these programs is to foster the development

of teachers who will, in turn, foster the development of their students, then it is critical that

teacher educators move beyond teaching solely about the cognitive development of children and

extend instruction to children's social and emotional development. Just as P-12 teachers

embrace the idea of the developing the "whole child," teacher educators must also consider how

we develop and address SEL in pre-service teachers.

The Role of Teacher Emotions

Since the literature about teacher emotions is limited to some degree (Sutton & Wheatley, 2003; Zembylas, 2003) and since research on pre-service teachers' emotions is the least developed (Meyer, 2011), it is important to examine how researchers have defined and studied teacher emotions and what implications have been determined for future research in this field. Savage (2004) outlines the three primary means in which emotions have been studied and theorized through the social sciences. Among these are "whether emotions are a natural or cultural phenomena; the nature of the relationship between emotion, the body and the person; or the association of emotion with reason or cognition" (Savage, 2004, p. 26). Applying these means into educational settings and contexts is increasingly growing in popularity, and the more researchers have come to understand the role of emotions in education, the more questions researchers have developed and are seeking to understand.

According to Zembylas (2003), there have been two waves of research that have studied the role of emotions in teaching and learning. The first wave, taking place in the 1980s and early 1990s, aimed to gain a general understanding of the role of emotions and how schools and the stakeholders residing within could benefit from those powerful, uncertain emotional roles. From this wave, research was developed regarding emotional exhaustion, stress, and burnout. These initial studies served as an impetus for examining the role of teachers' emotions in the field of educational research. Voided from much of this literature was the understanding of how the emotions of teachers impacted student achievement and learning outcomes, so, in essence, the role of emotions were described, but the implications and effects of those roles were not. However, during this time frame of the first wave of research of research, Hochschild (1983)

identified and defined the concept of *emotional labor* as the regulation of one's emotions in response to organizational norms.

In the late 1990s a second surge of research, drawn from a sociological perspective, sought to understand how emotions are constructed through social interactions in schools (Zembylas, 2003). This second wave of studies began to detail teachers' emotional complexities in schools, however, this research was fragmented due to its vast nature, and it was also, "limited within sociological and psychological frameworks" (Zembylas, 2003, p. 112). Research during this time revealed that social interactions and relationships, not intrapersonal characteristics, were the determinants of a teacher's emotions (Harre, 1986). Zembylas (2003) maintained that there was an absence of studying emotions from a political lens, and there was a great need to understand how the practices in schools force teachers into emotional management as well as the need to "develop pedagogies that account for the intersections of teacher emotion, power relations, and ideology" (p. 122). This gap and disconnect between emotions and politics in schools serves as a disadvantage in this specialized field, especially when considering the shifting culture in education driven by bureaucratic agendas. The top-down business model that many schools and school districts were facing then and are undoubtedly facing now, in connection with the ambiguous and unclear role of emotions, have led researchers to more closely study the connections between emotions, personal interactions among stakeholders, and school reform.

More recent research has begun to investigate the connections between social interactions, relationships with others, and the role of emotion in those relationships. Since teaching serves as their central source for personal fulfillment and self-esteem, Nias (1996) examined how teachers' emotional experiences and personal lives are linked together. She found

that teachers merge their personal and professional identities because of their high investment in their work in schools. Through teachers' stories about their emotions, Nias (1996) believed that, ultimately, collective action and change could occur, making this an advantage of these types of studies – studies that reveal depictions of real, personal, and raw narratives that have the potential to evoke the emotions of others and result in transformation. Connected to this, Noddings (2005) has examined the act of caring for one another in schools. She recognizes that caring is an essential aspect in teaching and learning, and she believes that schools should serve as universal centers of care and concern. Noddings (2005) believes that in order for real learning to occur inside and outside of the classroom, caring for one another and showing genuine compassion for children is essential. She contends that these affective, human interactions supersede all other technical aspects of teaching and without care and concern, edification is simply not feasible.

The spatial proximities of closeness and distance in human interactions, "emotional geographies," (Hargreaves, 2001) and the overarching "emotional practice of teaching" have also been studied in the educational context (Hargreaves, 1998a). Indeed, the literature supports the notion that teaching is far more than technical or procedural, and it is more than knowing the content to be taught; "it is a way of *being* and *feeling*, historically, in relation to others" (Zembylas, p. 469, 2005). Informed by the work of Reddy (1997), Zembylas (2005) aimed to study *emotives*, or emotional gestures and expressions. Teaching through a single ethnographic case study using a variety of data sources, Zembylas captured the emotional interactions, sufferings, and freedoms in schools. It was found in this study that a teacher's emotional development is highly influenced through school interactions and practices. Moreover, the establishment of emotional regimes and rules set in, abided by, and broken at school constitute

what is considered appropriate to do and feel is perhaps "the greatest possible space for emotional freedom" (p. 482). And while the concept of *emotional labor* (Hochschild, 1983) was developed in the first wave of research, researchers are now tying this form of emotional regulation to more specific facets of teaching, such as classroom management, through qualitative studies (Sutton, Mudrey-Camino, & Knight, 2009).

Recently, Taxer and Fenzel (2015) conducted a quantitative study that examined "teachers' genuine, faked, and hidden emotions" (p. 78). In this study, the researchers collected data from 266 in-service secondary teachers which made recommendations for the need for explicit emotional regulation training in teacher education programs. As a result of this training, novice teachers could begin to develop an understanding of how to healthily manage the emotions experienced in schools. The results also indicate that teachers who are happier are likely to implement better, or more effective, teaching, and emotions that are expressed positively is conducive to teachers' self-efficacy.

Pre-Service Teachers' Emotions

The emotions of pre-service teachers in their classroom experiences, while limited, have been examined through a variety of lenses by several researchers. Ripski, LoCasale-Crouch, and Decker (2011) sought to examine the association between professional dispositions, the emotional states of pre-service teachers, and the effectiveness of the pre-service teachers' interactions with students. In this study, pre-service teachers' personality dimensions were "less neurotic, more extraverted, more open, more agreeable, and more conscientious" (p. 89) than their same aged peers, not studying in the field of education, who were given the same personality test. These traits, or personality dimensions, are understood to be desirable for

persons entering the teaching profession. The researchers also found that the pre-service

teachers were less likely than their peers to exhibit depression, anxiety, or stress. The

researchers indicated that, overall, the emotions and personality traits of pre-service teachers are

positive, which is "promising for the profession" (p. 92). This study recommended empirical data

be collected to further substantiate the associations between the personal characteristics teachers

possess and their effect on student learning. Additionally, they acknowledged the importance of

teacher educators being, "attuned to the unique qualities of the individuals they prepare for the

classroom" (p. 93).

In order to come to understand how emotionally competent, or how skillful student

teachers are in perceiving and regulating emotions, Corcoran and Tormey (2012) quantitatively

examined student teachers' emotional skills, or abilities to express their feelings and construct

the feelings or emotions of others. The researchers in this study found it disconcerting that

student teachers' emotional intelligence are at a lower level than the wider population. The data

presented also shows that, on average, female student teachers are stronger than male student

teachers, "at using emotions to facilitate thinking and at regulation of emotion" (p. 757).

Therefore, they recommended teacher education programs provide a focus on emotional

competencies in the classroom through activities such as role playing and the incorporation of

emotional diaries. Since the student teachers scored lowest in the area of perceiving emotions, it

is also suggested that they gain, "an understanding of how a given emotion is likely to change in

response to different events" (p. 755). The researchers also propose that teacher educators

explicitly teach student teachers how to effectively regulate their emotions by matching

appropriate strategies to the context of the situation.

Bloomfield (2010) studied one particular pre-service teacher and focused primarily on the personal and emotional journey of that selected participant during her student teaching experience. In this study, Bloomfield sought to understand how teacher educators can most effectively work with the "more difficult and uncomfortable aspects" (p. 221) of the experiences of pre-service teachers. Bloomfield contends:

> It will assume that for pre-service teachers and their educators, the work of professional identity formation will be enriched by attending not only to institutionally sanctioned requirements and competency development, but also to the emotionally infused ambiguities, confusions, inconsistencies and resistances, as well as the accommodations and valuable insights that arise as all those involved in Professional Experience navigate their journeys of learning (p. 233).

Bloomfield (2010) concluded that one of the roles of teacher educators is to gain an understanding of the emotional experiences, including feelings of isolation, inadequacy, resentment, and vulnerability that pre-service teachers encounter during their internship. These emotional experiences also include gaining an understanding of the perceptions of pre-service teachers regarding what makes a "good" teacher and the perceptions of their mentor teachers.

Since pre-service teachers are required to demonstrate an understanding and application of professional dispositions in school settings, it is important to gain an understanding of how these dispositional characteristics, as well as the emotional rules in dispositions, impact their emotional states as they make the uneasy, often complicated, transition from the role of the

student to the role of the teacher. To aid in this transition, Fantozzi (2013) contends supervisors[1] of pre-service teachers should move beyond supporting just the technical aspects of teaching, and they should delve deeper into the much larger issues in education, including the messy and complex emotions; it is vital that supervisors highlight the emotional aspects of teaching, rather than ignoring or dismissing them. Furthermore, she recommends that supervisors should begin to differentiate their own instruction and support, just as P-12 teachers differentiate for their students in their classrooms. While university supervisors provide varying levels of support for their assigned pre-service teachers from state-to-state and institution-to-institution, it remains critical to examine the role and influence of the supervisor, as her role is often discounted or ignored (Marks, 2002), viewed as just an "inspector" of teaching (Ongel, Capa, & Vellom, 2002), and is perhaps not as qualified as the clinical supervisor, or classroom teacher (Zheng & Webb, 2000).

In order to investigate the role of site-based teacher educators, or classroom teachers, who supervise pre-service teachers, Hastings (2010) conducted an investigation of the expectations of classroom teachers who work with pre-service teachers. An interesting element of this study is that the selected teachers were teachers who worked with non-traditional pre-service teachers that encountered strong emotional experiences in their field placements. These emotional experiences were reflective of the pre-service teachers' inabilities to meet program requirements and expectations.   Hastings found that site-based educators hold expectations that may not be realistic; for example, the site-based educators indicated that they expect their pre-

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[1] There is extensive research on the roles and responsibilities of both university and clinical supervisors, as well as models of supervision in teacher education, but the focus for this paper was situated around teacher education programs and how teacher candidates are prepared for the emotional demands of teaching during their student teaching experience.

service teacher to have an understanding of the school's culture and the behaviors that are expected within that culture. It can be argued that this mismatch of expectations results in a negative emotional experience. Another important implication of this study indicates the need for teacher educators to facilitate conversations with site-based teachers regarding the changing demographics of pre-service teachers. Finally, Hastings argues for the need for pre-service teachers and site-based teachers to share the mutual expectations one another carries by engaging in meaningful discourse.

Due to their fluid and complex nature, the study of emotions, both with in-service and pre-service teachers, is just as convoluted as the emotions themselves. Indeed, the act of teaching itself is often perceived as rational and linear, yet the underestimation of emotions obscures those mechanical acts and makes them difficult to understand from both an insider's and outsider's perspective. Emotions, "within the educational context, for ethical reasons, do not lend themselves to traditional research methods…[because] they can be quick to occur and quick to change" (Schutz & DeCuir, p. 125, 2002), so there are potential challenges to studying teachers' emotions. Additionally, a systematic means of researching the affective aspects of teaching has not clearly been identified, as researchers in the field of education have focused primarily on studying the cognitive aspects of teaching and teacher beliefs as their two central areas of concentration (Richardson, 1996). Perhaps this is because these two areas are more objective in nature and are more easily generalized across populations through the use of quantitative measures. However, as the body of literature has grown in regard to the role emotions play in teachers, and more recently, in pre-service teachers, it has become quite evident that qualitative measures, in particular case studies, have been the preferred choice of methodology. This method allows researchers to more closely examine and capture the crux of

teachers' emotional understandings, experiences, and narratives. Since the large majority of research reflects the emotions of in-service teachers, it is important to broaden this field by extending our understanding of the emotions of pre-service teachers, specifically, student teachers.

Research on the Student Teaching Experience

In reviewing the literature on student teachers' experiences, it is evident that there is consensus among experts in the field that the culminating student teaching experience is a pivotal event in the development of a teacher (Wilson, Floden, & Ferrini-Mundy, 2001, Hollins & Guzman, 2005, American Association of Colleges for Teacher Education [AACTE], 2010). This experience has historically been a core component of virtually every teacher education program in the United States and continues to serve as one presently (Gutyon & McIntyre, 1990). Numerous studies in the mid-nineties explored the need for generating closely connected coursework and field experiences (McIntyre, Byrd, & Foxx, 1996) and the need to clarify the roles and support systems of the clinical supervisor and university supervisor in the mentoring of the student teacher (Borko & Mayfield, 1995). Progress has been made in these areas in a unique way recently, as there is a growing trend of the use of a co-teaching model in the mentoring of student teachers. Thomas (2014) states:

An emerging trend, however, is the use of this practice in teacher preparation as one way of enhancing the development of student teachers. With the increase in teacher accountability and the heightened scrutiny of teacher evaluation, co-teaching is a strategy that can be incorporated into student teaching to ensure that effective teaching is taking place and that student learning is maximized. (p. 76)

This recent body of research builds on the previous research that emphasized the need for supporting and mentoring teacher candidates in their field placements.

Based on the articles selected and reviewed, it is clear that teacher education programs are highly vested in understanding student teachers' experiences from a variety of angles in order to best prepare them. Understanding these experiences through various approaches is the core of how each of the studies examined were conceptualized and developed. Researchers have studied student teachers' self-efficacy for numerous years (Nettle, 1998; Knobloch & Whittington, 2002; Jamil, Downer, & Pianta, 2012), and in these studies, researchers found the importance of developing pre-service teachers' understandings of themselves and how their personalities, attitudes, and beliefs can impact who they are as teachers. Student teachers' perceptions of their experiences (Johnston, 1992; Broko & Mayfield, 1995; McNally, Cope, Inglis, & Stronach, 1997; Koerner, Rust, & Baumgartner, 2002; Sadler, 2006; Cuenca, 2011; Fantozzi, 2012) have also been extensively researched. Researchers of these studies found student teachers believe they learn to become a good teacher by being in the classroom and learning by doing.

Woods and Weasmer (2003) examined the student teaching experience through the lens of 28 cooperating teachers; through surveys and interviews, they sought to understand the expectations they maintain of their student teachers that fall beyond the basic practices of teaching. Cooperating teachers' expectations of their student teachers beyond basic day to day instructional practices included traits that are often recognized to be desirable among teachers. These traits include the student teachers acting as role models, caring for students, and "developing a love for teaching" (p. 685). Implications of this study also include the need for clear and timely communication of mutual expectations between schools and universities. In

this, experiences that are mutually rewarding and beneficial for all stakeholders can be established and carried out in the best interest of the student teacher.

Additionally, many pre-service teachers perceive student teaching as difficult, challenging, and stressful. Finally, there is a body of research on student teachers' relationships and interactions with supervisors (Griffin, 1989; Koerner & Rust, 2002; LaBoskey & Richert, 2002; Valencia, Martin, Place, & Grossman, 2009; Bloomfield, 2010; Cuenca, 2011; Rozelle & Wilson, 2012); these studies show that the roles of the university and clinical supervisors are both important, but they vary during the student teaching experience; many student teachers value the clinical supervisor more than the university supervisor.   In understanding these various dimensions of the student teaching experience, teacher educators are better informed to make both programmatic and individualistic decisions based on the shared experiences of the student teachers.

Development of the student teacher. Just as children develop at different cognitive, social, maturational, and emotional levels, so do pre-service teachers as they leap from the role of student to teacher, and this transition occurs at varying time frames (McNally, Cope, Inglis, & Stronach, 1997). Some pre-service teachers enter teacher education programs ready to take over a classroom their very first semester, while others still struggle and require support systems during their culminating student teaching experience prior to becoming certified teachers. Moreover, some student teachers are able to successfully demonstrate competency in all facets of teaching, while others may understand the mechanics of teaching, such as writing a lesson plan and creating assessments, but may be unable to build appropriate relationships with students or conduct themselves professionally, and appropriately apply the "emotional rules" of school and teaching. Here, it is important to understand how teachers develop; Fuller (1969) describes a

model of teacher development through the lenses, or stages, of concern. This model illustrates

the predictable patterns of development as teachers gain experience in the classroom. Fuller

(1969) describes three stages of development: Teacher Focused on Self, Teaching in Transition,

and Teacher Focused on Learning (student growth and achievement), so in essence, pre-service

teachers move from being concerned about themselves to being concerned about their students.

Because of student teachers' differing ability levels, Fantozzi (2013) suggests that teacher

education programs should provide differentiated instruction and evaluation for student teachers,

perhaps though increasing or decreasing observations.

In order to bring this to fruition, the student teaching experience would then begin to

reflect that of our current P-12 schools, where the push for differentiating instruction is central to

teachers' work. Supervisors, at the beginning of the semester, would need to build close

relationships with the student teacher in order to determine the means in which to best meet the

individual student teacher's needs as he/she makes the shift toward becoming a teacher

(McNally, Cope, Inglish, & Stronach, 1994). Therefore, the need to remediate or enrich student

teachers' experiences would be of upmost importance, just as it is in our P-12 schools today.

Indeed, the student teaching experience should not be a prescriptive experience, meaning all

student teachers doing the same thing in the same manner, within and among teacher education

programs, so it is important that we understand the student teaching path, rather than identifying

if student teachers begin and finish in the "right" place (Rozelle & Wilson, 2012), places that can

often leave student teachers feeling a sense of isolation.

Student teachers in isolation. An overwhelming amount of the articles reviewed

alluded to the notion of student teachers feeling a sense of isolation during their experiences

(Bloomfield, 2010; Griffin, 1989; Johnston, 1994; Knoblach & Whittington, 2002; Koerner,

Rust, & Baumgartner, 2002; Valencia, Martin, Place, & Grossman, 2009). The student teachers feel they are neither a student, nor a teacher, but rather, just somewhere lost in the middle full of questions and searching for answers as they develop their own teaching identity alongside their clinical supervisor. McNally, Cope, Inglis, Stronach (1997), describe this experience in the following manner:

> They draw on the very experience they are having of course, and in that they are, to a great extent, socially and emotionally well supported. Intellectually, however, there is a solitary dimension to their learning. They meet the reality of teaching as individuals in the classroom and ultimately have to make their own sense of it. (p. 488)

Student teachers need to feel a sense of collectivity and belonging in the school setting, as this social influence shapes their development as a teacher. When they do not consider themselves part of the communal group, or consider themselves feeling isolated, it is possible their growth as a teacher is inhibited, as they have not had the opportunity to ask questions, be given constructive feedback, or offered affirmations about their beginning teaching skills (Bloomfield, 2010; Griffin, 1989; Johnston, 1994; Knoblach & Whittington, 2002; Koerner, Rust, & Baumgartner, 2002; Valencia, Martin, Place, & Grossman, 2009).

Often clinical and university supervisors are so consumed with their own duties, they fail to remember how it feels to be a novice in the classroom as a student teacher, just as they once were. Student teachers find themselves wanting to be in charge of the classroom and treated as a colleague. They simply want to be a part of the school community, yet they realize their position as a university student, and they are not quite a teacher that resides as part of the inner circle (Koerner, Rust, Baumgartner, 2002). Indeed, it is a difficult and sometimes blurred terrain, and

it is a lonely passage when dyads work in isolation from one another during the experience and when our emotions lead us to detect these personal boundaries between ourselves and among others (Griffin, 1989).

It is essential for supervisors to remember, recognize, and empathize with their student teachers' feelings of seclusion in their schools and to reach out to their social needs of belonging. Johnston (1994) asserts that student teachers, "deserve to be studied in their own right, not from the perspective of students nor from of teachers, but as individuals struggling with the unique dilemmas which this dual role of student teaching brings" (p. 75). The student teaching experience encompasses a wide-range of expectations, and amongst these expectations is the ability to act as a student and a teacher in the midst of feeling isolated in an often remote, unfamiliar place. In order to unravel these feelings of isolation and solidarity during the student teaching experience, McNally, Cope, Inglis, and Stronach (1994) recommend student teachers seek or discover their own mentors, beyond their assigned classroom teacher in order to become a part of an atmosphere in which they are supported and feel a sense of security. Programs of study could also consider placing student teachers in cohorts, so they have others to rely on when these feelings of isolation surface. When student teachers endure similar circumstances with school settings, student populations, teaching responsibilities, and additional requirements, it is likely that they commiserate and become mentors to one another during inevitable periods of isolation during this transition to practicing teacher. Moreover, learning to build and foster these relationships with colleagues during their student teaching experience is essential in the development of a teacher, as these collaborative skills will undoubtedly translate into their own work as an in-service teacher.

Pre-Service Teacher Stress and Burnout

It is not uncommon for pre-service teachers to experience stress and burnout in learning how to become a teacher. According to Greer and Greer (1992), pre-service field experiences serve as the highest risk points for stress and burnout. Typically, students are able to perform successfully in their coursework, but since experiences in actual classrooms can be unpredictable, and sometimes undesirable (depending on the assigned classroom teacher, grade level, and/or school), field experiences tend to become the most stressful portion of programs of study in colleges of education (Greer & Greer, 1992). Pre-service teachers tend to believe they are not only being evaluated on their teaching competencies, but also their overall presence as a human being (Jelinek, 1986). Since pre-service teachers report stress as a common emotion they experience, it is important to expand upon this research in order to determine how stress impacts their performance in the classroom. Some studies in this area has been conducted (Jelnik, 1986; Wadlington, Slaton, & Partridge, 1999), but few studies reveal specific findings to incur change in teacher education programs due to the rigorous standards set forth by accreditation demands in higher education. Furthermore, research is needed to determine if pre-service teachers' stress levels translate into classrooms upon becoming practicing teachers.

An estimated 33% of in-service teachers resign during their first three years of teaching (Roulston, Legette, & Trotman Womack, 2005), so it is critical to fully examine how stress and teacher burnout are connected to this percentage and how these emotions impact these attrition rates. Teacher education programs have become overly consumed with teaching the logistics of teaching (i.e. lesson planning, classroom management, designing assessments, etc.), and teacher educators fail to teach these novice teachers how to identify stressors and coping mechanisms to address those pressures and anxieties that teachers face daily. In a study on new teachers'

identities, Flores and Day (2006) found that new teachers, "…spoke of the inadequate preparation provided to them in order to deal with the complex and demanding nature of their daily job in schools and in classrooms" (p. 224). If teacher educators addressed these emotional competencies, in connection with a wide-range of field experiences, it is conceivable that teachers in their first three years would remain in the classroom rather than flee to another profession.

Overall Implications of the Studies

Several patterns emerged when reviewing the implications of each of the studies. First, emotions reside in each of us, and they are particularly heightened in the field of education where teachers, mostly female, experience a range of both "positive" and "negative" emotions. The perception of negative emotions is veiled in the overarching belief that teaching should be a happy place and teachers should be happy people. It is in this "happy" fairytale that teachers learn the unspoken rules and regulations of emotions in teaching; teachers are not allowed to cry, be angry, or show frustration. Even with the inevitable daily aggravations and disappointments of teaching, teachers remain sensitive and patient, and teachers care deeply about their students.

The majority of studies emphasized the need for teacher education preparation programs to revise their program of study or reconsider the composition of the student teaching experience in order to prepare teachers for the emotional facets and challenges of teaching (Griffin, 1989; Borko & Mayfield, 1995; Wideen, Mayer-Smith, & Moon, 1998; LaBoskey & Richert, 2002; Valencia, Martin, Place, & Grossman, 2009; Fantozzi, 2012; Rozelle & Wilson, 2012; Fantozzi, 2013). While the researchers did recognize the need for change in order to develop better prepared practicing teachers, very few studies provided viable, concrete recommendations. Additionally, researchers recognize the need for more collaboration between the university, the

schools, and the student teacher and also suggest rethinking the development of the clinical

supervisor, as he/she serves as the most influential role model during the student teaching

experience (Griffin, 1989; Johnston, 1994; Koerner, Rust, & Baumgartner, 2002; Sadler, 2006;

Bloomfield, 2012) . The need to follow student teachers into their classrooms upon becoming a

certified teacher in order to identify patterns and/or disconnects between their performance and

dispositions has also been suggested (Ripski, Lo-Casale, & Decker, 2011; Jamil, Downer, &

Pianta, 2012). And, finally, studies suggest the need to evaluate all aspects of being a teacher

and not just the act of teaching in isolation (Cole & Knowles, 1993; Johnston, 1992; Johnston,

1994, Rozelle & Wilson, 2012). This coincides with the need to consider and respond to the

emotional, or non-academic, facets of teaching when preparing future teachers (Bloomfield,

2010; Cole & Knowles, 1993; Fantozzi, 2013; Johnston, 1994; McNally, Cope, Inglis, &

Stronach, 1994). It is crucial that teacher preparation programs begin to merge the technical

aspects of teaching with the social and emotional teaching pieces that are so often forgotten or

omitted, conceivably due to the current tools used in evaluating pre-service teachers and colleges

of education as a whole. In turn, this helps us raise questions, begin to understand, and develop a

framework for how teacher education programs can best, and perhaps more honestly, prepare

teachers for the inevitable emotions that inhabit and our classrooms and resonate within the field

of education.

CHAPTER III

METHODOLGY

Introduction

The purpose of this research study was to examine how teacher candidates are prepared for the emotional dimensions of teaching during the student teaching experience. This is critical to investigate, so we can come to understand if and how we are preparing teachers for the rigorous demands of a "real" classroom and perhaps come to recognize gaps in one single teacher education program of study which has the potential to be transferrable across other programs. In this unveiling, it is also possible to determine means in which teacher educators could apply in order to ultimately prevent teachers from burning-out and leaving the profession. If the emotions of teachers play a crucial role in the academic, social, and emotional development of children, it is also essential for teacher educators to address the emotions of pre-service teachers throughout their journey in learning to teach. It is critical that emotionally aware teachers positively and richly contribute not just to the children they teach, but to the field of education in its entirety.

As addressed earlier, it is important to note that a void exists in the review of literature regarding the ways in which emotions are addressed and experienced in teacher education programs, particularly during the student teaching experience. In this study, I aimed to answer the following research questions in order to understand this phenomenon:

1) How are the emotional dimensions of teaching addressed, if at all, during the student teaching experience?

2) How do teacher educators and clinical supervisors help student teachers understand the role of difficult emotions in teaching and learning?

3) What are the lived emotional experiences pre-service teachers encounter during their student teaching experience, and how do they respond to or manage these experiences?

Research Design

Drawing from a postmodern perspective where explanations of phenomena are "myths and grand narratives" and, "where the rationality, scientific method, and certainties of the world no longer hold" (Merriam, 2009, p. 10), my research naturally situated itself in the field of qualitative research. Qualitative research can be defined as, "a situated activity that locates the observer in the world" (Denzin & Lincoln, 2011, p. 3) where researchers aim to understand or interpret a phenomenon in its natural settings through various data sources and collection methods that lead to interpretation (Denzin & Lincoln, 2011). The methods and findings discussed in the literature above have both confirmed and provided justification for utilizing qualitative methodologies for my study regarding how the emotional dimensions of teaching are or are not addressed in teacher education, as well as how pre-service teachers experience the emotional dimensions of teaching during their student teaching experience.

When studying human emotions, it is important to understand that it is difficult to neatly or objectively examine emotions through quantitative, formulated measures. Merriam (2009) states, "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p.5). In order to fully understand 1) how the emotional dimensions of teaching are addressed during student teaching, 2) how teacher educators and clinical supervisors help student

teachers understand the role of difficult emotions in teaching and learning, and 3) how student teachers express the emotional experiences they encounter during student teaching and how they respond to or manage those emotions, it is critical that I did so through an emic, or insider's perspective, as opposed to an outsider's perspective. This allowed me to collect data that are rich and meaningful and delineated the personal narratives, or histories, of pre-service teachers' emotional experiences in their field placements. I believed the most effective way to capture and illustrate the emotional experiences of my pre-service teachers was through a phenomenological case study, a fusion of two qualitative research methodologies that have each been used in social sciences.

Phenomenological Case Study

Phenomenologists aim to examine the lived experiences of a particular group of people to best capture and describe their perceived realities within a certain context (Moustakas, 1994). Phenomenological research allows one to understand the essence of a human experience in order to gain a rich understanding of a particular experience from the perspective of the participant(s). These participants' personal, firsthand knowledge provides descriptive data which provides the researcher a firmer understanding of the "lived experience" for a particular event (Patton, 2002, p. 104). This phenomenological approach, fused with the case study method, allows the researcher to come to understand or make sense of intricate human experiences and "the essence and the underlying structure of a phenomenon" (Merriam, 2009, p. 23).

Case studies are "anchored in real-life situations," and they result in "…a rich and holistic account" of a particular phenomenon (Merriam, 2009, p. 51). This design allows researchers to gain a more in depth understanding of participants' total experiences through

inductive processes. Yin (1984) defines case studies as, "an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23). Unlike quantitative analysis, where patterns in data are examined on a large scale, case studies allow researchers to observe and analyze data in a much smaller, intimate level. The case for this particular study can be defined as a *descriptive case*, meaning, "the end product…is a rich, 'thick' description of the phenomenon under study" (Merriam, 2009, p. 43).

Utilizing the case study design allows researchers to examine a given uniqueness in order to reveal a phenomenon that otherwise may not be accessible (Merriam, 2009, p. 46). In this, the researcher is able to come to understand the phenomenon through the participants' descriptions of their lived experiences as well as search for the cruxes of those experiences (Moustakas, 1994). Additionally, case studies allow researchers to build upon existing theories, produce new theories, and challenge existing theories. The results of case studies facilitate an understanding of real-life complexities that directly relate to readers' routine, ordinary experiences.

For this particular study, one early childhood education (ECED) teacher education program was used as the selected case. In order to thoroughly examine how teacher education programs prepare their teachers for the emotional dimensions of teaching, it was best to investigate a single program, so rich data can be gathered from a variety of sources. And since, "…a phenomenological approach is well-suited to studying affective, emotional, and often intense experiences" (Merriam, 2009, p. 26), this methodology naturally connected with my selected case. This phenomenological case study method also allowed me to engage in what Michael Agar (1996) calls the "funnel approach" to fieldwork, whereby, "the strategy is to selectively narrow the focus within a previously explored broad field" (p.61). Since emotions,

teacher education programs, and student teaching and supervision models have been broadly studied in separate entities, my phenomenological case study is unique, as it unites this triad of data sources.

Advantages of Case Study

Case studies not only provide rich, in-depth, developed anecdotes and descriptions, but they also have the potential to transfer knowledge and understanding of phenomenon to others. When readers encounter cases through narration, or through participants' stories, they can learn from the encounter vicariously (Stake, 2005). In acquiring new understandings, new hypotheses and new research questions are developed by researchers for future research. Another advantage of using the case study methodology is that it allows researchers to understand what causes a phenomenon and provides a link between those causes and the outcomes of the study. In contrast, traditional statistical methods provide weaker understandings of the entire context, process, and causes of the given phenomenon (Flyvbjerg, 2011). Since case studies concentrate on a single phenomenon through several lenses, this methodology lends itself to study the emotional dimensions of teaching and learning to teach. In this, one can gain a better understanding of the construction of personal, social, and cultural emotional experiences; for this particular case study, the understanding of the interaction of these experiences can emerge from the data sources collected.

In determining these causes, researchers have the ability to apply a range of research tools and sources (Yin, 2009; Creswell, 2013). Yin (2009) identifies "documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts" (p. 101) as the six main sources of evidence; however, this list is not limited. This is important as Sutton

and Wheatley (2003) suggest that there is a need to move beyond utilizing interviews as the sole source of data when studying the role of emotions in teaching. Rather, they suggest, we should approach studies through multiple measures and through multiple data sources in order to obtain the most robust information.

Just as case studies allow researchers to be creative and flexible in the selection and use of data sources, researchers can also tailor their methodology in order to best expand their knowledge. For example, Sutton and Wheatley (2003) suggest researchers study the daily emotions of teachers rather than limiting their interviews to examining salient emotional episodes. This flexibility affords the researcher with a variety of rich data that may have been lost or forgotten in a distant, isolated interview. Additionally, depending on their research question, researchers have the opportunity to choose to identify a single case or multiple cases for comparative purposes for their particular study. Once an appropriate number of cases has been determined, researchers have the opportunity to choose either an *intrinsic* (a unique or unusual case) or *instrumental* (a case about a specific problem) case (Stake, 2005). This choice should be dependent upon the type of research question posed by the researcher(s) prior to beginning the study. Since this study aimed to understand a particular problem, emotions in teacher education, this study can be classified as an instrumental case. Once case studies have been developed, the data analysis and implications allow researchers to develop their own research questions which, in turn, can ultimately build upon and expand the field in which they are studying.

Specifically, one advantage of using the case study methodology allowed me to collect and assemble the stories of our teacher candidates, stories that could have been lost or not shared, in order for me to gain a deeper understanding of the emotions they experience during student

teaching. Another advantage is that this method allowed me to intently investigate, through the use of multiple data sources, how our teacher education program prepares our student teachers for the emotions involved in teaching and learning to teach. Additionally, another advantage of using case study as my selected methodology is that a colleague and I have already conducted a pilot study that reflects much of this proposed study. While that study used the teacher candidates as the case and was also phenomenological in nature, many of the interview questions developed in the pilot study were also used for this study, as they produced informative, descriptive, and revealing data.

Since the focus of the pilot study was situated around pre-service teachers' perceptions of experiences with different emotions during student teaching, phenomenology was considered appropriate for the research design, as that design captured the essence of the pre-service teachers' experiences. In this study four traditional teacher candidates who had just completed their student experience served as the participants. Semi-structured interviews were conducted and coded for patterns in the data, and it was found that the teacher candidates commonly associate "having a bad day" with the negative emotions that occur in the classroom, yet they were unable to pinpoint those exact feelings or coping mechanisms to manage those emotions. We concluded that it may be useful in teacher education programs, especially in practicum courses, to include a study of teacher emotions, their impact, and how they should be handled; therefore, that pilot study served as a strong impetus for this research.

Disadvantages of Case Study

While case studies do offer, "a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (Merriam, 2009 p.

50), there are several disadvantages that should be explored and considered before researchers commit to a case study research method. Creswell (2013) states that a disadvantage of a case study is simply identifying the case(s), or bounded system(s), to study and determining if the selected case is worthy of examination. Another limitation is that the investigator of a case study serves as the primary instrument in collecting and analyzing data. This potentially leads to the integrity and reliability of the research to be questioned by readers. Creswell (2013) also describes the intensive amount of time and resources required in qualitative data collection and analysis; while the results and implications of findings lead us to greater understandings, the rigorous process does serve as a limitation in the case study methodology.

Additionally, in the case of the observations, participants may not always act or behave the way in which they normally would when the researcher is present. In addition to the participants serving as potential limitations, so can the sources of evidence collected. These ideas are presented by Yin (2009) as follows. First, documents may be difficult to locate, or there could be instances of bias in the selection of documents. Finally, physical artifacts could serve as a limitation to a case study, in that there could be issues in both selectivity and availability. As stated above, Yin (2009) describes these weaknesses in using these sources of evidence, and they are all important to consider as I begin to build my case study. When recognizing these potential limitations, this allowed me to be proactive in identifying my data sources and the means in which I collected and analyzed the data. In doing so, I was better able to increase the credibility of my study through careful, accurate, and detailed reporting.

Finally, when researchers collect data and disseminate their findings in qualitative studies, numerous ethical issues arise (Merriam, 2009; Creswell, 2013), so these present themselves as another limitation of a case study. The relationship between the researcher and the

participant(s), especially when the research revolves around topics that are controversial, sensitive, or political, can also cause ethical violations. Ethical concerns lead readers of the research to question the credibility of the research conducted, or the internal validity. In order to avoid internal validity concerns, Creswell (2013) suggests using, "triangulation, checking interpretations with individuals interviewed or observed, staying on-site over a period of time, asking peers to comment on emerging findings, and clarifying researcher biases and assumptions" (p. 234). Engaging in processes such as these increases not only the credibility of the researcher, but also the trustworthiness of the research. It was, therefore, important to study how other researchers have studied emotions, so I was able to mirror their methodologies in order to best limit any ethical actions.

A specific disadvantage for my study was that the teacher education program I studied is the same undergraduate program from which I graduated. Moreover, I also now serve as the Program Director for the same program, and in this role, I am responsible for overseeing the entire Early Childhood Education Program, coordinating field placements at all levels, and coordinating the student teaching block. I have been working in this teacher education program since 2005, and it is possible that the way in which I collected and analyzed data could have been skewed or blurred by my own personal experiences, since I remain so close to the subject. Another disadvantage of using case study for my investigation is that I could have missed key pieces of data if the sources I selected were not representative of what the teacher candidates actually experienced. Finally, when interviewing the teacher candidates, my own experiences with student teachers, specifically student teachers who experience difficulty in their field placements, could have informed my analyses in unexpected or unanticipated ways. It was

critical to obtain readers outside of my area program to review the data; that step served as a preventative action for circumventing any biases that could have unintentionally surfaced.

Context of the Study

This study was conducted at a mid-sized, rural university located in the southeastern region of the United States. The teacher education program investigated was the Early Childhood Education Program (ECED) which leads to a Bachelor of Science Degree and certification in grades Pre-K through fifth. Throughout the program, the teacher candidates spend over 1,000 hours in five different field placements; these placements begin the semester before they are admitted to the Teacher Education Program. In order to ensure diversity in field placements, our teacher candidates must be placed in the following three grade level brackets: Pre-K/K, $1^{st} - 3^{rd}$, and $4^{th} - 5^{th}$ grades. Additionally, the teacher candidates are placed with a variety of clinical and university supervisors and a variety of schools with differing populations of students.

University supervisors are faculty (full and part-time) at the university; these faculty members must hold advanced degrees and have had a minimum of three years of teaching at the elementary level. Clinical supervisors are classroom teachers who have also had at least three years of teaching experience; clinical supervisors are selected based on numerous factors including a recommendation by the school level administrator, teaching aptitude, and willingness to mentor our teacher candidates. All placements are identified in public elementary schools located within a 60 mile radius from the college campus, and the pre-service teachers are typically blocked in small cohorts of 3-8 within these schools.

Upon entry to the Teacher Education Program, the pre-service teachers enroll in a variety of courses held on campus, and each semester they are placed in a field experience. As the pre-service teachers move through the program, the amount of hours in the field increases, as does their amount of teaching responsibilities and interactions within the school. It is expected that the pre-service teachers make connections between theory and practice each semester since they are dually enrolled in both course work and field work. The ECED program has both fall and spring entries, therefore, they can enroll in student teaching either semester. Since there are larger cohorts of student teachers in the spring, due to the students staying on track with their program of study, data were collected from the spring of 2016 semester. See Appendix A for the full ECED program of study.

The first semester for our teacher candidates includes a generalized P-5 curriculum course in which students begin to learn about developmentally appropriate practices and basic lesson planning and unit development. In this course, the teacher candidates spend 30 hours in an elementary field placement where their responsibility is to observe and assist their clinical supervisor. The teacher candidates also have the opportunity to conduct a whole group read-aloud with their assigned class. During this semester the teacher candidates typically also enroll in cultural issues, introduction to special education, assessment and management, and cognition and language courses.

Teacher candidates who are enrolled in their second semester of the program enroll in a methods practicum course (Methods I) where they spend approximately 135 hours in a new elementary field placement. In this practicum, the teacher candidates plan and teach two "stand alone" lessons (30-45 minute lessons taught in isolation), one of which should be based on a social studies standard, and they plan and teach a three day unit of study based on a literacy

standard selected by the clinical supervisor. All of these lessons are reviewed and approved to be taught by both the clinical supervisor and university supervisor. One of these five planned lessons is used for the Key Assessment for this course; teacher candidates must pass the Key Assessment in order to move on to the next practicum (Appendix B). During this semester the teacher candidates typically also enroll in creative arts, social studies methods, and language and literacy courses.

During the third semester in the teacher candidates' program of study, they are enrolled in a third methods practicum course (Methods II) where they spend approximately 315 hours in another assigned elementary field placement. In this practicum, the teacher candidates plan and teach four "stand alone" lessons, and they plan and teach a five day unit of study based on a standard of their clinical supervisors' choice. This five day unit serves as the Key Assessment for this course (Appendix C). Like the semester before, all of the lessons are reviewed and approved by both the clinical and university supervisor. During this semester the teacher candidates also typically enroll in literacy and assessment, mathematics methods, science methods, health and physical education methods, and classroom management courses.

The student teaching experience, the final semester in the teacher education program and the focus for this research, is comprised of a fifteen week field placement (600+ hours) in an elementary classroom in which they have not been placed previously. The teacher candidates begin their full time placement on the first day of the semester, and they each follow their clinical supervisor's school calendar for the entire semester. This experience provides a period of guided teaching which the teacher candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of their assigned students and engages directly in the activities which constitute the wide range of a teacher's assigned

instructional and non-instructional responsibilities. The student teacher ultimately assumes full responsibility of the classroom teacher for a minimum of four weeks. Each week, student teachers are responsible for submitting lessons plans to their clinical supervisor for review and approval, and midway through the semester they plan and teach a three to five day unit of study that is reviewed and approved by both the university and clinical supervisors. Additionally, student teachers are responsible for submitting weekly reflections to their university supervisors; these reflections are open-ended, so the student teachers are not provided with prompts. During the semester, the student teachers are provided with informal daily feedback, weekly evaluations (Appendix D), and formal observations of instruction (Appendix E). The clinical and university supervisors each complete four of these formal observations throughout the semester and more, as needed, to provide supplemental feedback and support. The observation of instruction serves as a Key Assessment for this course; the other Key Assessment for this course evaluates the student teachers' professional dispositions (Appendix F). Student teachers are also enrolled in a three hour Senior Seminar course which entails submitting weekly reflections to their university supervisor and participating in a minimum of seven meetings throughout the semester with their university supervisor on selected topics.

Upon completion of this culminating placement, teacher candidates graduate and depending on their successful completion of state mandated certification exams/portfolios they become certified P-5 educators in our state. Recently (Fall of 2015), a nationwide standardized Teacher Performance Assessment (edTPA) was adopted by our state and has become consequential for teacher certification. "The purpose of the edTPA Elementary Education…is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from

research and theory" (SCALE, 2016, p. 2). The edTPA portfolio of materials consists of four tasks: Task 1: Planning for Literacy, Task: Literacy Instruction (including an unedited video recording of teaching), Task 3: Literacy Assessment, and Task 4: Mathematics Assessment. In order to support our student teachers, on campus support seminars and designated writing days with onsite university supervisors are provided throughout the semester to assist with the development of their portfolios. If our student teachers pass the edTPA (meet the current state mandated cut score of 42), they obtain an initial teaching certificate, however, if student teachers do not pass the edTPA, there are numerous retake options. It is important to note, that passing or not passing the edTPA does not impact the student teachers' ability to graduate and obtain their degree in Early Childhood Education.

Participants

In order to understand if this particular teacher education program was addressing the emotional dimensions of teaching during student teaching, I collected data from a variety of participants using purposeful sampling. For this research, a typical sample of the population of student teachers was selected in order to "reflect the average person, situation, or instance of the phenomena" (Merriam, 2009). The first group were student teachers who were under the supervision of a variety of university and clinical supervisors. Additionally, the researcher selected participants who were placed in a wide-range of schools with diverse populations, as well as numerous grade levels. The second group of participants that were selected for this study were three full time faculty members who served as university supervisors for this cohort of student teachers. Thirdly, three clinical supervisors, or cooperating teachers, who supervise student teachers served as participants. Lastly, three recent graduates, who have graduated within the last two years, served as the fourth set of participants. These participants were

graduates who had recently been hired in local school districts within the last two years after completion of the selected ECED program for this study.

The participants selected were representative of the demographics of each of the types of participants (student teachers, university supervisors, clinical supervisors, and recent graduates) in this teacher education program. Table 1 presents information about the participants who were included in the study. With every effort put forth, the participants selected remained largely reflective of the population of the identified teacher education program.

Table 1

Participants

Characteristic	Student Teacher	University Supervisor	Clinical Supervisor	Recent Program Graduates
Gender				
Female	4	3	3	3
Male	1			
Race				
White	4	3	2	3
Black	1		1	
Grade Level				
PK-K	1		1	2
1st - 3rd	2		1	
4th – 5th	2		1	1
Years of Supervision Experience				
1-5		1	1	
6-10		1	1	
11+		1	1	
University Supervisor				
Tenured or Tenured-Track		1		
Clinical Instructor		2		
Years of Teaching K-5 Experience				
1-5			1	3
6-10		2	1	
11+		1	1	

Data Sources

Multiple sources of data were utilized in order to explore how the emotional dimensions of teaching were or were not addressed in the selected teacher education program, how teacher educators and clinical supervisors addressed emotions in teaching and learning with student teachers, as well as the lived emotional experiences of student teachers. Using multiple sources of data and informants, as described below, ensured greater credibility of my findings (Creswell, 2013).

Semi-structured interviews served as one the major source of data for this study as outlined in Table 2. Student teachers, clinical supervisors, university supervisors, and recent graduates of the teacher education program were all interviewed regarding the role of emotions during student teaching. The interviews of university supervisors, clinical supervisors, and recent graduates occurred throughout the semester, and the interviews of the student teachers occurred at the end of the semester, after their experiences in the classroom had concluded. This was important, so they had an understanding that what they shared in the interviews would not have had an impact on their final course grade, and they then had the capacity to speak freely about their experiences. Each participant was asked to sign a consent form, and upon consent and selection of the participants, they were interviewed in a one on one, private setting; the interviews for clinical supervisors and recent graduates occurred at the teachers' school sites, and the interviews for university supervisors and student teachers occurred on the university campus. The interviews were audio-recorded, saved to a password protected computer to ensure confidentiality, and later transcribed for analysis and saved to the same password protected computer.

There was a set of questions (Appendices G, H, I, and J) posed to each participant, and probes were used to extend, clarify, or redirect responses. The questions devised stemmed from the pilot study described earlier and were conducted by me in consultation with an educational research professor who has expertise in both qualitative research and the study of emotions. I aimed to ask the same types of interview questions, but worded them through the different lenses of the participants. This allowed me to obtain rich, qualitative data in order to gain a comprehensive understanding of my overarching research questions posed at the beginning of this chapter. Each question was aligned to the three research questions being studied as coded in the appendix mentioned above.

Another key source of data that were collected and analyzed were the student teachers' weekly reflections. Most student teachers, depending on their university supervisor, submit weekly reflections on topics of their choosing to their university supervisors; it should be noted that clinical supervisors do not typically read these reflections since they are submitted directly to the student teachers' university supervisor. These reflections often provide meaningful narratives of student teachers' experiences and how they emotionally respond to the day to day actions within the classroom and the day to day interactions with students, parents, other student teachers, and their supervisors. For this study, some of the selected participants were also provided with specific prompts that led to reflections of their emotional experiences (Appendix K).

Other data sources for this study included a document analysis of the following relevant materials: ECED student teaching course syllabus and packet (Appendix L), College of Education Student Teaching Guidelines (web link is provided in Appendix M), teacher education preparation standards (Interstate Teacher Assessment and Support Consortium, InTASC; Council

for the Accreditation of Educator Preparation, CAEP; and Association for Childhood Education

International, ACEI) (web links for each set of standards are provided in Appendix N), program

evaluations, and program reports. These documents connect to the "wide range of written,

visual, digital, and physical material relevant to the study at hand" (Merriam, 2009, p. 139).

Including this wide variety of data sources allowed me to gain an objective, thorough, in-depth

understanding of all dimensions of the selected teacher education program, and through the use

of multiple data sources, triangulation of data was possible and likely resulted in higher levels of

accuracy (Yin, 2009).

Table 2

Data Sources

Data Source	Research Questions	Key Concepts
Semi-Structured Interviews	Research Questions 2, 3	emotions in teaching, emotions in student teaching, student teaching expectations and requirements, positive and negative emotions, emotional regulation, teacher education, roles of university and clinical supervisors, gender, teacher attrition
Weekly Reflections	Research Questions 2, 3	emotions in student teaching, emotional rules, positive and negative emotions, emotional regulation, student teaching expectations and requirements roles of university and clinical supervisors
ECED Student Teaching Syllabus/Course Packet	Research Questions 1, 2	teacher education, teaching standards, student teaching expectations and requirements, roles of university and clinical supervisors
College of Education Student Teaching Guidelines	Research Questions 1, 2	teacher education, teaching standards, student teaching expectations and requirements, roles of university and clinical supervisors
InTASC Standards	Research Question 1	teacher education, teaching standards
CAEP Standards	Research Question 1	teacher education, teaching standards
ACEI Standards	Research Question 1	teacher education, teaching standards

Data Analysis and Interpretation

Data analysis and interpretation in qualitative research is conducted in order to provide opportunities to hear and interpret the voices and stories of the selected participants. Since researchers do not know what will be discovered or what themes will emerge from the various data sets, Merriam (2009) recommends that ongoing analysis take place when coming to understand the proposed research questions. "Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating" (Merriam, p. 171, 2009). The interpretation of data is a result of the humanistic activities that include researchers' personal experiences, instincts, and emotions – all personal attributes that involve much reflection (Wolcott, 2009).

I began the data analysis process by conducting a document analysis of the student teaching course syllabus, and teacher education preparation standards (InTASC, CAEP, ACEI). The documents were thoroughly reviewed, and codes and categories were created. After given consent, I then selected fifteen student teachers' weekly reflections; a colleague collected each of the reflections, removed student teachers' names, and renamed/coded the reflection files in order to a) maintain anonymity of the student teachers and b) easily organize and sort the reflections by each student teacher and by submission date. The student teachers each had a different number of reflections submitted to their university supervisor (ranging from 6 reflections to 10 reflections), so I sorted their reflections into three different categories: Beginning of the Semester, Middle of the Semester, and End of the Semester. The reflections were coded based on significant patterns of words and phrases and these were organized into a chart. Any time instances of emotion surfaced, those sections were highlighted; I used different highlighter colors

to color code negative and positive emotions in order to provide a visual representation of all of the reflections.

Finally, the audio-recorded semi-structured interviews were transcribed and then analyzed. Following the procedures outlined by Merriam (2009), I first read the transcripts by each type of participant (student teacher, university supervisor, clinical supervisor, and recent graduate) and created a list of open codes based on multiple reading of the transcripts. Since this analysis was in the initial stages at this time, any and all of the potential codes were recorded and jotted directly onto the transcripts as well as hand recorded on large data charts. As I moved from one transcript to the next, I continued to add and sort codes as the data emerged and connections were made among transcripts of the interviews. Categories were then constructed based on significant patterns of words and phrases, and themes were determined among the patterns, and once overarching categories were determined, subcategories were also be determined. Specifically, I applied axial coding to analyze the data collected. This allowed me to examine the open codes and identify relationships among them. In order to do this, I kept an ongoing list of codes alongside each of the transcripts in order to begin initial groupings (Merriam, 2009). Like the reflections, all of these data were organized into charts to provide a visual representation of the findings.

Once codes were created and major categories were formed from the key sources of data (written documents, student teacher reflections, and semi-structured interviews), the data were analyzed and interpreted together to connect back to the conceptual framework for this study and to shape implications for future studies. After the data were analyzed and interpreted, the findings were then aligned with the three major research questions of this study.

Accounting for Biases, Perspectives, and Prejudices

From an epistemological perspective, researchers using qualitative methodologies attempt to be as close to their participants as possible. The researchers examine their participants from a variety of angles and contexts in their everyday settings in order to come to a full understanding of the details that the participants impart. "This is how knowledge is known – through the subjective experiences of people" (Creswell, 2013, p.20). Without having an unabridged picture of the participant(s), researchers may miss critical pieces of information that could result in inaccurate or faulty analysis.

Inevitably, one's personal biases, perspectives, and prejudices have the potential to cause limitations to the research design's implementation and analyses of a study. Creswell (2013) states, "In qualitative study, the inquirers admit the value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered from the field" (p. 20). Therefore, when conducting my research, it was critical for me to openly delineate my own possible biases, values, and prejudices of my selected cases. Obviously, as Yin (2009) suggests, it was best not to form my research questions based on my own preconceived notions with wrong intentions to either dispute or advocate a point. For my particular study these preconceived notions could have stemmed from a variety of sources, such as the school contexts, comparisons of other pre-service teachers, assumptions about the perceived ability levels and emotional states of the participants, as well as my own experiences as a teacher educator and university supervisors, and as a former classroom teacher.

It is possible that, as an investigator, my sensitivity and personal experiences as a former pre- and in-service teacher could have impacted the manner in which I collected and interpreted

data and drew conclusions. If my student teachers' experiences were different than that of my own, then this could have led to confusion and disconnect which could, in turn, have skewed my interpretation of their experiences. In order to avoid this type of bias, Yin (2009) suggests reporting preliminary findings to several colleagues who are critical in this area. On several occasions I met with fellow teacher educators and shared these initial findings in order to seek their feedback and offer suggestions. This collaboration allowed me to gain valuable feedback for collecting data, as well as provide other possible interpretations of the data. I also applied member checks in order to validate the data I collected. During this process, I provided my participants with an overview of the results and tentative interpretations of the data to ensure accuracy and plausibility, as well as allowed the participants to correct any possible inaccuracies or misconceptions (Merriam, 2009).

In order to increase the reliability of my study and in order to avoid entangling my own perspectives in the process of data collection and analysis, Yin (2009) suggests four criteria regarding data collection. First, the report should include specific, sufficient, and relevant citations. Second, the report should include the actual artifacts and should detail how and when the data were collected. Third, the case study should show that the procedures, as stipulated by the protocol, have been followed. Lastly, there should be an obvious correlation between the research questions and the content of the data collection process. In following these criteria, readers are better able to navigate through each piece of the case study, making the design not only easier to follow but more evidenced based due to this cross referencing methodology reflected in the "chain of evidence" (Yin, 2009, p. 122). Additionally, as alluded to earlier, the use of triangulation, using multiple methods and multiple sources of data, allowed me to confirm findings that emerged from the data collected (Merriam, 2009).

In this triangulation, it was important to incorporate member checking and peer debriefing. Member checking is a strategy used commonly for ensuring the credibility of a study (Merriam, 2009). In this process, feedback from interviewees was solicited regarding initial interpretations of data to ensure that I had not misinterpreted any experiences of the participants and accurately captured their thoughts, ideas, and perspectives. Merriam (2009) also suggests the incorporation of peer debriefing in order to establish stronger plausibility of the findings interpreted by me, as the researcher. For this study I identified a colleague, housed in the College of Education, who is familiar with research of pre-service teachers to review my interpretations and ensure greater credibility to my study. Lastly, a methodological device, bracketing, used in phenomenological studies in the field nursing were also applied for my study. Bracketing calls for the need to intentionally place the researcher's beliefs about the phenomenon being studied aside throughout the investigation (Carpenter, 2007). In order to apply bracketing, it is important for researchers self-assess their current knowledge and understanding of the research questions posed; if curiosity remains, this reflects a sense of open-mindedness to the data which means the data is likely not to be skewed or interpreted in a way the researcher expects (Chan, Fung, & Chien, 2013).   Applying these criteria assisted in preventing or avoiding potential personal biases, prejudices, and perspectives that I may have inadvertently held during the data analysis and interpretation process.

In conclusion, to best answer the research questions for my study, phenomenological case study method was selected and applied. A variety of data sources, including written program documents, student teachers' weekly reflections, and interviews of participants (student teachers, clinical supervisors, university supervisors, and recent graduates) were collected throughout one semester. These data sources were then coded and analyzed for major themes and findings. The

following chapter will discuss how emotions are addressed in the selected ECED program, how teacher educators help student teachers understand the emotions involved in teaching, as well as the lived emotional experiences of student teachers and how they respond to or manage those emotions during their student teaching experience.

CHAPTER IV

FINDINGS

Introduction

The overarching purpose of this study was to examine how one Early Childhood (PreK-5th) Education Program (ECED) addressed and prepared teachers for the emotional dimensions of teaching, as well as to examine the emotional experiences of student teachers in the selected program. I strived to reveal ways in which the emotional truths, good and bad, about teachers and teaching are and are not addressed during the student teacher semester of the selected teacher education program. Additionally, I investigated how teacher educators (university and clinical supervisors) help student teachers understand the role of emotions in teaching and learning. Finally, I investigated the lived emotional experiences that pre-service teachers encounter during student teaching, and how they responded to or managed those experiences. This study, in turn, aimed to add to the existing research on the student teaching experience and the role of emotions in this culminating field experience by answering the following research questions:

1) How are the emotional dimensions of teaching addressed, if at all, during the student teaching experience?

2) How do teacher educators and clinical supervisors help student teachers understand the role of difficult emotions in teaching and learning?

3) What are the lived emotional experiences pre-service teachers encounter during their student teaching experience, and how do they respond to or manage these experiences?

In order to answer the research questions, data were collected throughout one semester and included written college and programmatic documents, student teachers' weekly reflections, and interviews of student teachers, university supervisors, clinical supervisors, and recent graduates of the selected teacher education program. At the conclusion of the semester, data were coded and analyzed for major themes. These themes are presented below and primarily use the voices of the participants in order to capture the emotional experiences and stories of their student teaching journey. This chapter presents how the selected teacher education program addressed and supported student teachers' emotions, how clinical and university supervisors helped student teachers understand the role of emotions and how to manage their emotions, and how student teachers described their lived emotional experiences during the student teaching semester. Major findings of the study are summarized at the conclusion of the chapter.

Findings on Research Questions 1 and 2 are presented together because they are both related to the preparation and development of the student teachers and the role of the teacher education program and its faculty. The written college and programmatic documents examined for this study set forth guidelines, standards, and expectations for teacher education programs and teacher educators, including the roles of university and clinical supervisors. Encompassed in the written documents, as well as the weekly reflections and interviews, are the roles of both clinical supervisors and university supervisors in the student teachers' field experiences, so all data sources were used in answering Research Question 2. Research Question 3 is presented by itself and is answered based on the information gathered in the student teachers' reflections and interviews of all participants.

Emotions in Written Teacher Preparation Documents

All of the written documents and standards reviewed in this study included a standard or expectation about supporting P-5 students' development beyond academics. For example, Association for Childhood Education International (ACEI) supports the need for teacher candidates to, "…understand how factors in the elementary students' environments outside of school may influence the students' cognitive*, emotional*, social, and physical well-being and, consequently, their lives and learning" (p.3), and Interstate Teacher Assessment and Support Consortium (InTASC) Standard #1 states:

> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, *emotional*, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Therefore, all accrediting agencies value and recognize the importance of developing the whole child in schools and have an understanding of how external factors impact learners and learning. However, in reviewing the standards and program documents established for teacher educators of this program, there is not a single standard established that promotes the need or the importance of meeting teacher candidates' social and emotional development and well-being as a teacher both in school and outside of school. While Council for the Accreditation of Educator Preparation (CAEP) standards recognize that teaching is complex and outlines the need for teacher candidates to develop a positive impact in classrooms and create nurturing atmospheres, the technical aspects of teaching, such as content and pedagogical knowledge and assessment, are the predominant foci of teacher preparation standards.

All of the written documents reflect standards regarding teacher candidates' professional dispositions in schools, and while emotions are not explicitly stated, the standards address the expectations of teacher candidates being caring, appropriate, ethical, trusting, and collaborative. Again, emotions are not directly stated, but these non-technical, more subjective aspects of the teaching profession can be indirectly related to emotions, as they can each evoke a feeling or a response to a certain situation or with another human being. CAEP Standard 3 (Candidate Quality, Recruitment, and Selectivity) directly recognizes and measures non-academic qualities of teachers (p. 11) such as, "…mindsets/dispositions/ characteristics such as coachability, empathy, teacher presence of with-it-ness, cultural competency, collaboration, beliefs, that all children can learn" (p. 49), but emotional competencies are only alluded to and never explicitly stated. Furthermore, CAEP states, "Research has not empirically established a particular set of non-academic qualities that teachers should possess" (p. 11), and "…non-academic factors associated with high-quality teaching and learning need to be studied for reliability, validity, and fairness" (p. 12). This indicates that even though accrediting agencies recognize there is much more to teaching and learning, the objective technicalities of being a teacher continue to be the center of educational standards and accrediting mandates in teacher preparation.

It should be also noted that the college's Student Teaching Guidelines acknowledge in their 4 Core Beliefs and Commitments of the College that educators should, "…understand the political and humanistic nature of education; and…must understand how human emotions interact with the educational process, both in terms of the student and the educator" (p. 2). This indicates that the college in which this program is housed recognizes that teaching is "multifaceted" (p. 3) and there is more to education than the basic mechanics of teaching and learning. Furthermore, since the college explicitly addresses human emotions, this shows that

the college is more aware of the emotions involved in education than the accrediting bodies that

oversee and evaluate the "success" of the teacher candidates and of the program as a whole.

Nonetheless, the statement quoted above from the Student Teaching Guidelines is vague and

does not necessarily define or outline how teacher educators should help nurture the emotional

development of a teacher.

The written documents also address the need to establish and maintain learning

environments that are conducive to learning, and anytime they were described, common words

emerged. These associated words include: positive, safe, secure, encouraging, respectful and

supportive. For example, InTASC Standard #3(a) states, "The teacher collaborates with learners,

families, and colleagues to build a safe, positive learning climate of openness, mutual respect,

support, and inquiry" (p. 12). ACEI mirrors this expectation in Standard 3.4 by stating,

"Candidates use their knowledge and understanding of individual group motivation and behavior

among students at the K-6 level to foster active engagement in learning, self-motivation, and

positive social interaction to create supportive learning environments" (p. 2). Additionally, the

Student Teaching Guidelines lists, "Failure to develop a positive learning environment and

failure to develop an environment of respect and rapport" (p. 22) as factors that contribute to lack

of success in student teaching. The standards, therefore, have been established to promote safe

and positive learning environments for P-12 students, but they do not directly make connections

between learning environments and emotions that are involved in those spaces.

The importance of communication and building collaborative relationships with students,

families, and colleagues are also acknowledged in the written documents. For example, ACEI

standard 5.2 states, "Candidates know the importance of establishing and maintaining a positive

collaborative relationship with families, school colleagues, and agencies in the larger community

to promote the intellectual, social, emotional, physical growth and well-being of children" (pp. 2-3). Much like the ACEI standard, one of the course objectives in the ECED Student Teaching Syllabus states the student teacher will, "Demonstrate positive, cooperative professional working relationships with administrators, supervisors, colleagues, and parents" (p. 2).   In both of these standards the word "positive" is used which indicates that having negative relationships with others in schools and throughout the educational process is undesirable. Additionally, in this expectation of building and maintaining positive relationships with others situates student teachers in applying emotional work, since relationships involve emotions.

The written document analysis also reveals that there are implications and expectations for both university supervisors and clinical supervisors during the student teaching experience. The CAEP standards vaguely allude to desired roles of clinical supervisors in partner schools, but the specific desired roles of a university supervisor are omitted. Contrary to this, the written documents (College of Education Guidelines and ECED programmatic student teaching packets) housed within the college of the selected program reveal that the college as a whole and the program have a much more heightened awareness of the team triad that exists among the student teacher, the university supervisor, and the clinical supervisor. For example, the College of Education Guidelines for student teaching state, "As a student, the team's focus is on you and your development. The clinical supervisor and university supervisor will offer significant contributions that impact your growth" (p. 4). Housed within the College of Education Guidelines are separate packets. There is a packet that reviews general expectations, and there are three other packets designated directly for the student teacher, the university supervisor, and the clinical supervisor. Each of these packets explicitly delineates the roles and responsibilities of each team member.

Roles of supervisors in the written documents. The standards set forth by CAEP regarding expectations and qualities of clinical and university supervisors are vague and focus more on the contexts of experiences in schools, rather than the relationships between teacher candidates and supervisors. For example, CAEP Standard 2.3 states, "The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development" (p. 6). Here, the contexts of field placements and having a positive impact on P-12 students are the focal points of this standard. The standard fails to outline qualities and characteristics of supervisors/mentors of teacher candidates which could include how teacher candidates are emotionally supported by their clinical supervisors in their field placements. Furthermore, CAEP defines clinical educators as, "…P-12 school-based individuals, including classroom teachers, who assess, support and develop a candidate's knowledge, skills, and professional dispositions at some state in the clinical experiences" (p. 7). Again, the technicalities of teaching are emphasized (knowledge and skills of the profession), but how teacher candidates' emotions are supported by clinical supervisors is not overtly stated. What is absent from the CAEP standards is the selection, qualities, and characteristics of university supervisors. The standards fail to address how university supervisors should support the emotional development and competencies of teacher candidates, specifically in field placements, as the teacher candidates develop and progress throughout their programs of study.

Like accrediting standards, the college's Student Teaching Guidelines and ECED program syllabus and course packets fail to explicitly address how university supervisors and clinical supervisors help student teachers understand the role of emotions in teaching and learning. The college's Student Teaching Guidelines indicate that clinical and university

supervisors should serve as a, "Coach, Assessor, Mentor, and Planner" (p. 41). However, when defining these roles, emotions are omitted, and the focal points are again placed on the mechanics of teaching. To illustrate this, the guidelines state, "You will coach them [student teachers] in all areas of the teaching profession, planning, instruction, assessment, and classroom management to name a few" (p. 41). While the guidelines state that it is the clinical supervisor's responsibility to establish trust with his/her student teacher, to, "…establish an environment of trust that provides for effective communication" (p. 42), and to provide a safe and nurturing learning environment it, again, fails to mention the emotional support for the student teacher. One of the roles of the clinical supervisor, as listed in the student teaching guidelines, is to, 'Share the "unknown/hidden" information – the unspoken rules of the classroom' (p. 43) with their student teacher. It is unknown which "unknown/hidden information" this is referring to, but it does indicate that there is an unspoken, shared knowledge in classrooms, in teacher education, and in the development of teachers that clinical supervisors should openly address, rather than hide.

The college's guidelines state that, like clinical supervisors, university supervisors should serve as a mentor for student teachers, and they should also serve as a "facilitator, counselor, advocator, and troubleshooter…by building positive and productive relationships" (p. 48). Since both supervisors are to serve as mentors and coaches/counselors, it can be inferred that there is an understanding from the college's perspective that student teaching inevitably presents challenges, that possibly evoke difficult emotions, and that they need mentors to help them through troublesome or uncertain times. The guidelines also note that university supervisors should, "*Guide the student teacher in moving beyond feelings* about their teaching to reflecting on evidence of their planning, teaching, and assessment and the impact on the P-12 learners and

future instruction" (p. 49). This directly suggests to student teachers that they should dismiss their emotions, and that emotions are neither relevant nor valued, and their focus should be solely on the mechanics of teaching and learning. However, the interviews and student teacher reflections prove differently. Supervisors, both clinical and university, recognize and address their student teachers' emotions. However, the supportive approaches, both proactive and reactive, supervisors use vary greatly, and these approaches are based on individual student teachers and supervisors in varying contexts and to varying degrees.

To summarize the findings of the written documents, it is evident that program and standards documents did not provide clear expectations or guidelines as to how student teachers should be supported emotionally. While the notions of being caring professionals, building positive relationships with others through collaboration, and establishing positive, safe learning environments were addressed generally, emotions were ignored. Therefore, each university and clinical supervisor determined their own ways in providing support for their student teachers. In turn, this leads to differences in how, if at all, emotions were addressed by supervisors during the student teaching semester.

Emotions Addressed by Supervisors

Beyond the written college and programmatic documents, other findings for Research Question 2 can be uncovered in the student teachers' weekly reflections and in the interviews of each of the participants (student teachers, university supervisors, clinical supervisors, and recent graduates of the program). Through these additional data sources, it is revealed that the great majority of university and clinical supervisors not only follow, but go beyond the mandated standards written in the other documents. These additional data sources, reflections and

interviews, reveal that university and clinical supervisors do apply proactive and reactive approaches to supporting student teachers. However, there is no systematic way in how the student teachers' emotions are supported. Since each student teacher is different and emotions are personal and unique to individuals and situations, each context of their student teaching placement varies, and supervisors provide support in a case by case manner, and mostly reactively and only as needed.

Proactive approaches to supporting student teachers' emotions. While there are no explicit standards written to indicate the importance and necessity of supporting student teachers' emotions, university and clinical supervisors both understand and value the importance in doing so, and this is evident in the interviews with all participants (university supervisors, clinical supervisors, student teachers, and recent graduates). Supervisors understand the need to be proactive in supporting their student teachers' emotions in order to offset potential turbulences. When interviewed, every clinical and university supervisors discussed the importance of building relationships with their student teachers early in order to support them emotionally. One university supervisor noted that these relationships are necessary, "So, when those times of crying come on, they'll feel like they can come to me and it's not going to be a sign of weakness…just genuine emotions with another human being." Another university supervisor stated that she, too, is proactive and prepares them at the very beginning of the semester by telling them, "Look, this is hard, this and this is probably going to happen. You need to know that that is a normal thing but you're good enough to get through it." She continued by saying:

> The first day I meet them, I acknowledge them and say, "…you might be feeling a little
>
> bit anxious right now. However, I think that a great way to deal with that is for you to be

informed about what your expectations are going to be…what's going to have to happen

is this and this and because [once] you know all this, you're going to feel better about it.

This university supervisor understood the importance of empathizing with her student teachers, and she recognized their emotions. She was proactive with her student teachers by letting them know all of her expectations up front, and told them she did that so they would feel less anxious. While the supervisor was proactive in this approach, she was not necessarily explicit in teaching about specific emotions involved in the roles of teachers in schools and how to manage those emotions. This same university supervisor also discussed her beliefs about the importance of setting up weekly meetings and giving her student teachers "…safe spaces to unpack what's happening at school, *not just instructionally*." She plans ahead for these meetings because she understands that her student teachers need an outlet to "vent" and a place to let their emotions out regarding issues in schools beyond teaching and learning.

The interviews revealed that clinical supervisors are often likely to recognize their role in supporting student teachers' emotions proactively. One clinical supervisor, a first time supervisor of a student teacher, was asked what advice she would give to other clinical supervisors to best support the aspects of teaching that caused difficult emotions, and she responded by saying,

You need to be open and honest…there is a relationship built between the clinical

supervisor and student teacher. If you can find out what they're interested in from the

very beginning and find out about them personally and build that trust, it makes it easier

to have harder conversations later because they feel comfortable talking to you.

Just like university supervisors, clinical supervisors recognize the need to be proactive in building trusting and open relationships early with their student teachers, so it is easier to address difficult emotions later, especially when challenges arise. To further support this, another clinical supervisor stated that she is compassionate and understanding of her student teachers, and her student teachers feel comfortable coming to her when they are struggling because, "I think we build that rapport in the very beginning…" and she lets them know that when student teachers are in her classroom, she is there to help them understand what will really happen in real world situations; she also noted that her student teachers appreciate her honesty. Additionally, she understands that when her students feel comfortable, the student teachers feel at ease if and when they experience difficult emotions. The interviews revealed that clinical supervisors understand that proactively building relationships is critical, but it is important to note that not one explicitly stated that in this time of developing a relationship with their student teacher that they explicitly verbalize how emotions are involved in teaching. The clinical supervisors never revealed that they preventatively prepared their student teacher by articulating to their student teacher that they should expect times of frustration, stress, and sadness alongside the joys of teaching.

Student teachers and recent graduates also recognize the importance of relationships with their supervisors. They know that difficult conversations are much easier when a relationship has been established and they feel like they are in a "safe spot" with their supervisors. In an interview, one student teacher stated, "All of my emotions were addressed because it was easy to go to my supervisors because I felt supported from the very beginning…I knew they were just a text or email away and I was comfortable going to them no matter what the question or problem

was." Indeed, building trusting relationships and having open communication is the single most important proactive approach to supervising student teachers.

Another proactive approach that student teachers and recent graduates recognized was the incorporation of support meetings on campus that take place at the very beginning of the student teaching semester and the very end of the semester prior to student teaching. When asked how the teacher education program addresses emotions, one student teacher responded,

> I think we are very supported in meetings we have on campus beginning in Curriculum [first class in the program of study] all the way to student teaching. There are previous students who come in and tell us about their experiences and give us advice and we also get to ask questions. That really helped me feel better and less nervous - even though you really have to experience it for yourself to know how to handle your own emotions in schools.

While this student teacher understands that it takes experience to truly understand the range of emotions involved in teaching, she did recognize that proactive approaches were established as an attempt provide a glimpse into their future as a teacher in the education program and to offset potential anxiety or apprehensions student teachers may feel. One other student teacher recognized that faculty at the university gave fair warning at the beginning of the semester, in that student teachers were told student teaching would be an incredibly busy semester and consume a lot of time outside of the school hours. This student teacher stated in a reflection mid-way through the semester:

> I know that in the pre-field experience seminars we spoke about how much time student teaching will actually take from your social lives, but I really thought it was mostly scare

tactics. It may have taken 8 weeks for me to finally figure this out, but it was no scare

tactic, they were speaking the truth.

Yes, the student teachers were "warned" that they would be busy and that student

teaching is like a full time job. However, when student teachers hear this, they do not believe it

can be *that* bad or exhausting, that is, until they actually go through the stressful experience

personally. While this student teacher did not address the emotions of feeling stressed out or

being overwhelmed, one can infer from the words that these feelings were being experienced.

A recent graduate also indicated that the program proactively taught her how to respond

to and manage difficult situations calmly. Specifically, she stated:

A parent is going to scream and cuss you out for everything you're worth and how do

you respond to that? You guys teach us that and I was able to model it. I never had that

experience of actually being yelled at by the parent until last year, but I was very calm

and y'all talk about that all the time. This you how you handle it – this is what you say.

The recent graduate learned that getting emotional with others in schools should not occur and in

emotional situations, remaining calm and withholding emotions is the "correct" way to handle

difficult situations. Again, student teachers understand the role of emotional labor; even in

demanding and stressful situations, they have learned to appear calm and composed, as that is the

acceptable norm in schools.

Reactive approaches to supporting student teachers' emotions. Although the

program and supervisors provide some proactive approaches to supporting student teachers'

emotions, reactive approaches are much more prevalent, as revealed in interviews and weekly

reflections. It is not until student teachers openly express emotions, particularly negative

emotions such as stress, sadness, or frustration, that supervisors react and attend to those emotions, and this can be attributed to the fact that it is difficult to anticipate the proactive support that could meet each student teachers' individual needs. In an interview with a university supervisor, she was asked if she believed she supported the emotions of her student teachers, and she responded:

> I think we do on an individual basis when we see a student in crisis. I think we have procedures in place to where we address that and problem-solve that. I'm not sure that we do it holistically, and we don't do it preventatively that I…I think preventatively we do it only in the aspect of building relationships.

This, again, reveals the need for open, collaborative relationships where student teachers deem their supervisors approachable and supportive. It is also an indication that individual university supervisors do in fact respond to student teachers in need or in an emotional crisis. The extent to which all university supervisors support their student teachers' emotions is unknown, but it is clear that university supervisors recognize the importance of comforting and consoling student teachers during difficult times. To illustrate this, one student teacher commented in her interview:

> Ms. [University Supervisor] probably thought, "Oh my God. This girl!" I would just say everything in there [the reflections] and then she would come to me and be like, "No. It's okay!" Whatever – I feel like she took the time to actually respond to what I said and I'm sure the same for other people if she was saying something meaningful to me.

This university supervisor went above assisting the student teacher with the basics of teaching and learning and by supporting the student teachers' emotions as well, and the student teacher

appreciated her for that. The university supervisor made a space, an outlet, for the student

teacher to openly express her feelings which was a proactive approach, and the student teacher

felt comfortable revealing emotions that she may not have been comfortable sharing elsewhere.

Once those emotions were revealed, the university supervisor reacted and was able to tailor the

way in which she supported this student teacher's emotions. It is unclear if the university

supervisor deepened the student teacher's understanding of why the student teacher was feeling

the way she was and how and if she offered support in managing her emotions and in sharing

with the student teacher that it is okay to experience the emotions she was expressing.

Another reactive approach to supporting student teachers' emotions that clinical and

university supervisors used was storytelling. Both clinical and university supervisors expressed

the need to share their own stories when their student teachers were experiencing difficult times.

When discussing this in interviews, supervisors explicitly stated that through their own stories,

they were able to show empathy to support their student teacher. One university supervisor

stated, "You know it's important to let them know you've gone through the same thing, and you

can tell them about a similar time you've had." When this supervisor said, "…you've gone

through the same thing…" it means that she felt the same way in a similar context. So beyond

demonstrating empathy through her stories, she points to the ways in which emotional dynamics

of teaching and learning are part of the work of teachers. Student teachers recognize this

reactive approach as well, and they find it beneficial. One of the student teachers stated in her

interview that, "…in Senior Seminar [co-requisite course to student teaching] she [university

supervisor] was able to talk to us a lot about her own experiences in the classroom, and we could

tell her this and that happened and she would always have a story or advice...stories about kids or

things they'll never forget." The storytelling approach makes student teachers feel like they are

not isolated and like they are not the only ones who have ever experienced a certain event or experienced a certain emotion in the acts of teaching and learning and learning to teach.

Student Teachers' Lived Emotional Experiences

In order to answer Research Question 3, how pre-service teachers express the emotional experiences they encounter during student teaching and how they respond to or manage those emotions, student teachers' reflections and interviews of all of the participants were examined and analyzed. The lived emotional experiences of student teachers are vast and varied, and there are countless factors that lead to their positive and negative emotions in and outside of school. While student teachers and recent graduates express or describe their emotions during student teaching in different ways, the emotions they experience oftentimes overlap and tell a similar story. Likewise, university and clinical supervisors describe their student teachers' emotional experiences similarly, and patterns among their descriptions emerged.

Student teachers were proud to share stories of excitement, happiness, and joy in their weekly reflections and interviews, but negative emotions oftentimes overpowered the positive emotions. Student teachers frequently expressed times when they were anxious, nervous, frustrated, worried, afraid, and, at times, uncomfortable. The student teachers can be both heartbroken and sad for their students as well as experience feelings of aggravation and irritation at students, and, inevitably, they feel tired; in fact, many describe the whole experience as exhausting and draining. The range of emotions student teachers experience paints a holistic picture of all that the student teaching experience entails and moves far beyond that of program standards, objectives, and their performances in the classroom.

The emotional journey of student teachers experiences can be captured in the following final weekly reflection of a student teacher. For this reflection, the student teacher was instructed by her university supervisor to write a letter of advice to incoming student teachers, and it reads as follows:

Dear Student Teacher,

Don't panic! This semester is going to be one of the better semesters. This is the semester where you realize you are a real teacher. You will endure hard times, good times, stressful times but most importantly some of the most rewarding times. There's nothing like spending hours planning a lesson and seeing the students have fun and learn using the lesson that you prepared. I encourage you to use as many resources as you can to plan, get to know your students that will make planning a lot easier too. Find out what students like and what is "cool" in their world. When you find their interests you immediately get their attention and they listen to what you have to say. I think one of the hardest things for me as a student teacher was behavior management. You want to be the students' teacher but you also want them to like you. It is important to find that middle role where students respect you but they also feel comfortable enough to come to you when they need something. I think you must "lay down the law" so to speak the very first day and week you are there. Let the students know what you expect so that they aware of your expectations and how they should behave.

A piece of advice, ask your clinical supervisor questions, lots and lots of questions. There is so much to know about your school and how it works. You may feel like you're bothering your teacher, like you're a burden, but how else are you going to be successful

in knowing what's best for your students and their learning. Ask your teacher what he or she has done in the past that has worked or hasn't worked. Another piece of advice is always keep it professional, especially with other staff members and students. Always be kind to all staff especially the janitors and other members, they work very hard.

EdTPA. The dreaded thought. Either way you must complete and submit it. My advice would be to not procrastinate and get as much done as you can in a timely manner. It is important to keep up with all lessons, assessments and follow the guidelines that are given. If you follow the guidelines and rubrics you will do just fine. I am not going to lie, you are going to wish that you could throw your computer through a window at times because you repeat yourself in the different tasks about one hundred times but just remember after you're done then you can enjoy the thing you once called a life. After edTPA I was able to truly enjoy my days in the classroom just focusing on planning and teaching. I was able to come home and not open my computer to work on edTPA. (The best feeling ever). You will do fine if you just do your best and make your lessons fun and engaging. You have a lot of help from [The University] and the supervisors so if you ever need help you have someone to go to. You can do it!

Overall, this was my all-time favorite semester. I have never worked so hard and felt so accomplished! I am happy that I am finished with student teaching but I will surely miss all of my students and staff members because you really become like a family. Keep a positive attitude and you will succeed.

Sincerely,

A New Teacher

In the letter above, the student teacher openly expresses the experiences and emotions she endured throughout her student teaching semester. Student teachers were not instructed to write about their emotions in this final letter to an incoming student teacher, however, emotions are part of her story – both the passion and the compassion are present. Her words illustrate both the positive and negative emotions she felt throughout her experience and variables as well as the contexts that caused her range of emotions. While the letter does acknowledge some of the emotional dimensions of teaching she personally experienced, there is also a high focus on the technical aspects of teaching: finding resources, behavior management strategies, planning and assessment, and even following the edTPA guidelines and rubrics. These are all addressed, but in this advice, the emotional dimensions of teaching and how she responded to those emotions are somewhat absent; stress is alluded to, but the positive emotions, the more acceptable emotions, surface more often.

The data collected show that student teachers experience a range of emotions throughout their final semester in the program. However, there is no real pattern of feeling one emotion over another during certain times in the semester; they seemed to equally experience positive and negative emotions throughout, but the reasons and contexts varied. For example the majority of student teachers experience feelings of nervousness and anxiety at the beginning of the semester because of being in a new classroom or grade level with a different teacher than previous semesters. Towards the middle of the semester, student teachers felt more nervous and anxious about not having enough time to do everything required, all of the lesson planning, learning new content, classroom management, and being alone without their clinical supervisor. The student teachers experience the same feelings of nervousness and anxiety at the end of the semester when waiting for edTPA scores, thinking about interviewing and finding a job, obtaining their

own classroom, and having to work with parents. One student noted in a reflection, "I am also uncertain with how to interact with parents; this is an element of being a teacher that I have not had much experience with as compared to other aspects. I am worried about being able to handle situations where the parents are upset or angry." Another example of feeling similar emotions during different times of the same semester is that student teachers feel excited to begin their four weeks of lead teaching mid-semester, and they also have feelings of excitement at the end of the semester to "finally graduate and get my own classroom!" Regardless of the time frame during the semester or of the situational context, student teachers inevitably experience a range of emotions.

In reviewing the student teachers' weekly reflections and their responses to interview questions, there is no better way to describe their experience than as an emotional roller coaster. The student teachers share how one minute they can be so frustrated with a student for misbehaving and being "so rude and disrespectful," then the very next morning be given a hug by that same student and they feel that their "heart is full." This is best illustrated in one student teacher's weekly reflection submitted towards the end of the semester. The student teacher wrote:

> This week has been such a rollercoaster! Not only is it my last week of lead teaching but it is also the final week of edTPA. As I reflect back on my lead teaching weeks, it brings happiness and sadness to mind. There have certainly been many ups and downs throughout the four weeks, especially with the chaos of completing edTPA and teaching our units, but I have really put myself to the test to see how I can handle teaching and all of the responsibilities that come with it – along with our regular lives. I have learned so many different lessons on what being the teacher is really like.

Undoubtedly, student teachers experience unpredictably that each school day brings, the unavoidable "…good days, great days, bad days, and days where you just want to quit", and the pure exhaustion of everything required and expected of a teacher – far beyond teaching and far beyond the confines of a school building. Student teachers often respond differently to the unpredictable nature of schools and the demands of all that student teaching requires, and these different emotional responses can be attributed to the array of personalities student teachers possess.

Emotions and Student Teachers' Personalities

All of the student teachers' emotions are rooted in a variety of experiences – many similar, but many that are unique to each student teacher. Through reflections and interviews, it was revealed that student teachers have their own individual personalities and how they react to situations is affected by these. While some student teachers overtly state they are a "shy," "outgoing," "nervous,", or "confident" person, others do not explicitly describe themselves, but their actions prove to show their unique personality type. Even though they are all going through the same experience, although in different contexts, they each respond emotionally different to the similar circumstances. One student teacher recognized this, and he stated in his interview,

> I can't imagine if emotions weren't involved [in student teaching] because everyone's a
> different person, everyone looks at something a little bit differently. Whatever the task
> might be, you're going to come up with different ideas because we're all going through
> different things. Student teachers aren't carbon copies of each other, so we're all feeling
> something different even if we're in the same situation.

Some student teachers are naturally confident and are able to think quickly on their feet. For example, one student teacher noted that her clinical supervisor was out of the classroom for the whole second week of placement, and she, "…felt so excited because it felt like my [her] own classroom!" Another student teacher also expressed feelings of confidence and wrote in her first reflection,

> I feel confident knowing that I will be able to build a strong rapport with my students. Within this first week, I have managed to gain not only the respect of my students, but also their affection…I also feel confident that I will approach each lesson with innovation and I will be receptive to the ideas and advice of others.

Similarly, another student teacher reflected on her first week in a much more confident nature by stating, "This first week has been awesome! My clinical supervisor is wonderful, and I think it's going to be my favorite semester since I started the program. This will be my time to shine!"

Contrary to this, other student teachers had far less confident personalities than their peers. One student teacher wrote in her first reflection that she lost her confidence in the semester prior to student teaching. She wrote,

> Last semester was one of the hardest semesters I have ever experienced. I felt like I did not belong at my school. I loved the kids, but I felt stuck in such a negative environment. I felt like an assistant, and when I taught my lesson plans, I felt as though it was a burden on my clinical supervisor. I felt very out of place, and my confidence went down the drain along with my passion.

This student teacher, in her defeat during the previous semester, acknowledged her lack of confidence and how it impacted her both professionally in the classroom and personally. When

student teachers lack confidence, it impacts them emotionally in a negative way and makes them feel sad and inferior to their counterparts.

Another student teacher who also lacked confidence reported in a reflection, "This week my CS was absent and I was assigned the responsibility of assuming full teaching duties. This proved to be stress inducing because I was unsure of how the students would respond to me, and if I would be able to maintain effective classroom control." Furthermore, another student teacher readily admits her lack of confidence by stating, "I do not know why I lack confidence, but I do. I want to work on this because I do not want it come across to others that I do not know what I am doing." Another student teacher compared herself to her clinical supervisor and noted, "I'm nervous taking over duties…I don't know how I can compare." All of these examples show that when student teachers lack confidence, they can feel more stress and nervousness than others who possess self-assurance.

Additionally, some student teachers worry and stress more than others who have personalities that are more easy-going and carefree. Student teachers readily acknowledged their own nervous nature by making comments in their reflections like, "I try to be flexible because I know that my job is all about being flexible. However I'm a very anxious person. I'm a total worrywart and want everything to be perfect." Another student teacher wrote in her first weekly reflection, "Overall, this first week of student teaching has been very overwhelming. I am a very anxious person in general, so all week my anxiety has been very high."   Much of this anxious nature can also be attributed to the fact that student teachers sometimes label themselves as "perfectionists." They simply want everything to be exactly right and without error, and when circumstances do not go exactly as expected or planned, it raises their anxiety and levels of nervousness.

It should also be noted that many student teachers did not express any nervousness or forms of anxiety in any of their reflections, whereas, the student teachers who did write about feeling nervous or anxious wrote about those experiences in some, if not all, of their weekly reflections, so this indicates that some students teachers are naturally more anxious than others at any point during student teaching and some student teachers either have more easy-going personalities or are not open to revealing their own anxieties. University supervisors also recognize the different personalities of their assigned student teachers. One university supervisor said in her interview, "I think we have types of students that are very emotional and will take heart a lot of things and we have other students that won't take responsibility for anything…you have different personality types and we might have to address them in different ways." All different personality types, in conjunction with the personalities of the people they are surrounded with during student teaching, impact how student teachers navigate their emotional experiences throughout student teaching. In all of the different personalities revealed in the data, it is evident that in all of the reflections and interviews, different student teachers respond emotionally to contexts, not just because of their self-described personality type, but also because they genuinely care. They care and have concern not only about themselves as teachers and the impact they are making on students, but also themselves as students still learning to teach.

Student Teachers Emote Because They Care

In the review of the student teachers' reflections and the interview transcriptions, it is obvious that student teachers feel all of these emotions because they care, and they care deeply. They have a desire to both be cared for and to care for others. They care not only about themselves and performing well as student teachers, but even more so about others who surround

them during their student teaching experience. Even when student teachers did not explicitly state they cared for others or were cared for themselves, they respond emotionally to different situations because they do care. If they did not have a sense of care or concern, those emotionally described situations, in reflections and interviews, would have been deemed meaningless and not spoken of, reflected upon, or perhaps even remembered. When student teachers expressed the ways in which they cared for others and the ways in which they were cared for, they more often discussed how they cared for others, specifically, the students in their classroom.

One student teacher wrote in her first weekly reflection the importance of caring for students. She stated, "The students really responded well to my presence in the classroom. Especially for the fact that I was showing them I truly care about each of them and want to know about their interests and daily lives." While this student teacher does not explicitly list the ways in which she showed the students she cared, it is obvious that she knows that by showing an interest in the students' personal lives, she is showing that she cares for students. The students responded well to her caring gestures, and that made her feel good. Another student teacher recognized the connection between caring for her students and the technical aspects of teaching. She noted in a reflection, "I've learned that if the classroom has that loving, caring feel going on, the students are more likely to listen and learn, making their time in the classroom each and every day worthwhile. Is this not what education is all about?" This shows that she understands that students must first be cared for in order for learning to occur. Moreover, she connects how caring for others evokes a "loving" feeling in the classroom which, in turn, results in more positive emotions among both the teacher and the students. In another student teacher's reflection, she, too, offered advice to an incoming student teacher. She wrote:

There will be days where you want to quit or you question if this is for you. Just
remember, you would not be here if you didn't care for these students and care about
their learning. The bonds you form with your students while student teaching is amazing.
These students have taken over my whole heart!

Student teachers are overcome with how happy and satisfied their students make them feel, and
this can be directly connected to how they care about their students personally and academically.

Just as student teachers openly express how they care for their students, they also express
satisfaction and pride when they feel they are cared for as a teacher. To illustrate this, one
student teacher noted, "From the first time I have contacted my clinical supervisor, she has made
me feel very welcome and I can tell she genuinely cares about, not only my success in this
course, but my success in my teaching profession as well." It is important to note that this was
the only instance of a student teacher directly saying she felt "cared about" by her clinical
supervisor. There were many other instances where one could infer student teachers were cared
for by their clinical supervisor, so the data reveals that being cared for (as a university student)
and caring for others (as a classroom teacher) is important to student teachers as they make the
transition from student to teacher.

Emotional Transition from Student to Teacher

In the student teachers' reflections and interviews, student teachers often acknowledge
the dual role of being both a university student and a teacher in their schools. This coupled and
sometimes complicated position often serves as one of the sources of the emotions, both positive
and negative, that student teachers experience throughout the semester. One student teacher
wrote in a reflection early in the semester:

I am excited to pick up other lessons, and I observe closely because I do not want to

waste their time or my clinical's. The students already look up to me as their *other*

teacher, so I try to make my teaching the best it can be, so they continue to see me as

their teacher – A [University] student, yet a teacher.

This student teacher recognizes her concurrent roles as student and teacher, and she views these

roles positively and through excitement and optimism. Moreover, she recognizes and values that

the students perceive her as possessing equal status to her clinical supervisor. Another student

teacher wrote in a weekly reflection her appreciation of having both roles by stating, "The beauty

of student teaching is that it allows you to step into that teacher role while you are able to still

view situations from a student's perspective." She understands that she is still learning to teach

while standing in the role of a student teacher, and that it is acceptable to still make sense of

teaching jointly as a learner and as a teacher in practice. Many others write about feeling like a

"real" teacher and willingly share their excitement for the opportunity to lead teach for four

weeks and be in total charge of the classroom. Some student teachers, not all, feel confident and

empowered when their clinical supervisor is either absent or leaves them alone in the classroom.

One student teacher shares her experience very early in the semester in this way:

On Thursday, the most exciting thing happened. My teacher's son was sick so that

morning when I came in, she was finding a sub so she could take him to the doctor. I

know you are probably thinking why her son being sick would be an exciting thing, but

no, that was the bad aspect of it. The exciting part was no Mrs. [Clinical Supervisor]

meant Ms. [Student Teacher] was teaching all day. I did not expect this. I expected her to

have some sort of sub folder that had unnecessary work in it for the children to complete

while she was out, so I was curious to see how the day would go. After she had found a

sub, she called me over to her desk. She explained to me that she was leaving and a sub would be to the school soon. I expected her to say something like "make sure the kids are on their best behavior" or to "step in if things get too rowdy", considering the fact that we were going to have a sub. I asked her about their sub work and she was like no sweetie, there is no sub folder with sub work. Smiling, she said, "You get to see what it's like to be a real teacher today." This is where the excitement came in. I got super excited; I mean SUPER excited! She told me she was very confident in me teaching her plans last minute and that she knew I would do great with it. Because she believed in me, that made me feel like I am doing my job, being the best student teacher I possibly can be for her and the students. That day was the best day yet. I did great and the students were fabulous.

This particular student teacher's experience is unusual because it occurred at the beginning part of the semester; most student teachers revealed that at that point in the semester, they felt nervous and unsure as to what to do in the event that their clinical supervisor was not in the classroom. This suggests that while most student teachers are not ready to serve as the teacher with full responsibility of the classroom early in their experience, some are indeed ready.

Many student teachers also described their enthusiasm with being able to participate in grade level meetings, staff meetings, luncheons, and events held outside of school hours such as Math Team, Spring Fling, or STEM Night – events that they have not yet seen through the lens of a teacher before. These experiences allow the student teachers to not only feel like a "real teacher" but also be accepted as part of the collective group of teachers, rather than feeling like "just student teachers" or "just a stranger that comes into the classroom a few times a week." Several student teachers express their contentment with feeling trusted by both their clinical

supervisor and their students. One student teacher stated in a reflection, "It is definitely starting to feel like I am trusted more as a teacher in the room. It's also good to feel like the students trust you and need you." When student teachers feel trusted as a teacher, they believe they are becoming an equal to their classroom teacher in the eyes of their students, and this makes them feel happy and as an accepted part of the classroom.

One student teacher described her experience at her first faculty meeting and her feelings of happiness and belonging after the assistant principal introduced and thanked the student teachers for being at their school. She noted in her reflection, "He told us that we were a part of the faculty and that we were appreciated. I don't know why, but this made me feel happy. I felt like I was really a part of the school." When student teachers feel this way, this shows their self-awareness of their own transition from student to teacher; they are making both a physical and mental move from a university community to a school community. At the end of the semester, one student teacher noted in an interview that he, "…realized when I have my own classroom from the very beginning, I'll be the teacher in a lead role. I won't be the student with the blue name tag on. I'm the teacher with…whatever school name…and they will see me in charge." This student teacher realizes his transition and sees himself ready to be in his own classroom as the teacher in charge, and not just a college student with the discernible little blue badge.

While feeling like a "real" teacher can be exciting for many student teachers as described above, it also serves as an unnerving and stressful time for some student teachers who are not quite ready to be thrown into a full role of a teacher. Several student teachers shared experiences in which they were left alone or without all the full supports of the classroom. They described their feelings as being stressful due to the change in the typical classroom environment. Most often they are flustered with the routines of the classroom as well as behavior management. One

student teacher's reflection at the beginning of the semester reveals an instance of this feeling in the following way:

> As I look back on the week, I remember one day that was particularly stressful, and I can pinpoint why this day turned out to be the way it did. The classroom parapro was not present. I did not realize how helpful having a paraprofessional in the classroom was until I was without her for the day. When it was time for groups, the computers were not set up. When it was time to pack up, the folders were not packed with the student work and in their cubbies. In addition, the behavior management was off because quite frankly, the classroom parapro for this room has a bit of a fear factor with the students. The entire day, I felt like I was playing catch up, always realizing that I forgot to do something that would normally be done with her assistance. When one member of the team is not present, stress is created and I saw the effects of that firsthand.

This student teacher, while she did not mention her clinical supervisor, knew her responsibility was to be fully in charge of the classroom. Her stress level could be attributed to just the absence of the paraprofessional, but, even bigger, her stress level could be attributed to her feelings of not being able to manage a classroom on her own and not knowing what to do as the "real" teacher, knowing she is still a university student.

Some student teachers thrive as the "real" teacher as they move into lead teaching, however, others find this time stress-inducing due to the amount of teaching responsibilities. When asked in an interview what caused her the most stress, one student teacher responded by stating:

I think the transition into lead teaching was a little bit stressful because the teachers, they were that authoritative figure, and it's hard for them to hand over the reins to us, you know what I mean? We're teaching lessons periodically and building up to it but it's totally different from teaching three to four lessons then, bam! You're just taking over it all. From attendance to dismissal is totally different.

This particular student teacher had a clinical supervisor that released control of the classroom sporadically, and the student teacher was unable to build up teaching responsibilities in consistent increments. It seems this student teachers' clinical supervisor released control of the classroom too slowly ("bam!"), then when it was time for the student teacher to lead teach she felt the time was stressful because she was not prepared for all of the responsibilities.

Beyond the teaching responsibilities, and the feelings of being overwhelmed with all that is entailed just in teaching in learning, student teachers also begin to feel overwhelmed with all of the other responsibilities of a teacher that they are learning about through the lens of a university student. One student teacher described her feelings of being a "real" teacher as overwhelming through one of her reflective entries. She wrote about the stresses of being a teacher with all that is *not* teaching.

This week, I really felt like staff at my school. To be honest, it didn't give me a warm and fuzzy feeling- it was really overwhelming! My teacher tutors twice a week until 5:00. On Wednesdays after school, we have SACS meetings, which I'm still not really sure what those are…. This Wednesday, we had a faculty meeting in the library. The presentation was given by two women from Safe Haven [Safe Haven is a local shelter for victims of domestic violence]. Finally, on Thursdays during specials,

we have PLC [Professional Learning Communities] meetings. These meetings are just about every week! Monday was really the only "true" day of planning I was able to have at the school. This was overwhelming for me this week because I really understood what is meant by the work never ends for teachers.

This student teacher's eyes were opened to the world of teaching that she had never been exposed to before. Through this reflection, it is evident that she is shifting from student to teacher because she recognizes that teaching is not just planning lessons, teaching, assessing, and managing a classroom; teaching is meetings and tutoring after school, and teaching is continuous professional development. She is also learning that planning time is invaluable to teachers, and that it seems to be taken away more often than not, which causes more stress and frustration. At this point mid-semester, she is learning the life of a teacher and that the teaching day does not end when the bell rings at the end of the school day. Most importantly, the student teacher, through this transition, is now acknowledging that there is a hidden rule that teachers should feel "warm and fuzzy," but is now coming to understand, through the lens of a student, that the life of a teacher and all that they are responsible for can lead to feelings of the exact opposite.

Transitioning from student to teacher evokes a wide-range of emotions, and perhaps this is because of the confusion of not knowing whether to stay in the role of a student or to physically, mentally, and emotionally transfer into the role of a teacher. After all, they know they are constantly being evaluated and there is still a grade to be earned at the end of the semester which makes them still a student. Yet, synchronized in time, they know they are running the whole classroom and are responsible for a group of children, and that makes them a teacher. A university supervisor noted in her interview that she believes when student teachers assume lead responsibilities, the student teachers still view the class as someone else's

responsibility and they become overwhelmed because they are the "teacher" yet, they are still a student. She commented that the combination of both is what overwhelms the student teachers.

This juxtaposition undoubtedly results in student teachers feeling out of place and often isolated. The student teachers are unable to feel like a college student because they are working the hours of professionals. The student teachers are officially, as they call it, "adulting" while their other college friends are leading the lives of what they once experienced as a college student. However, student teachers no longer can because, as one university supervisor commented in her interview, "…the expectation of student teaching, planning and teaching all day, every day and not being a 21 year old anymore even though they are. They [the student teachers] can't be up all night and in the classroom at seven and feel good." Simply said, they are wedged in the middle of being a university student and feeling as if they are not a "real" teacher completely, and this, like many other circumstances in student teaching, causes a range of emotions, both of which can be determined to be acceptable and unacceptable.

Acceptable Emotions of Student Teachers

It is obvious that emotions exist among student teachers, and at some point they have learned that there are unspoken rules in schools that delineate acceptable and unacceptable emotions. They have developed an understanding that in schools it is acceptable, if not expected, to smile and visibly express joy and moments of pride in the classroom. When student teachers wrote about feeling happy or described times of excitement, they almost always referred to proud moments involving their students and, occasionally, pride in themselves for having a "good" lesson. Since student teachers have the perception that schools are supposed to be bright places, they are proud to share positive emotional experiences. In an interview with a student teacher,

she was asked "What do you think student teaching has taught you about emotions that you'll have as a classroom teacher?" The student teacher responded to the prompt in the following manner:

> I feel when you come to school and they [the students] see you smiling as soon as they walk in the classroom, they'll probably be smiling and happy and because you never know. You might be the only smile they see that day or whatever and I guess just being a positive influence on the children and being that positive role model and just exhibiting positive behaviors because they're always watching every second, every minute, every hour. I guess just to enjoy teaching. You have to love it in order to do it because the kids pick up on it if you really don't want to do it. They're not going to really want to do it but if they see you enthusiastic or something about something and they'll be that.

This student teacher has learned that a teacher's attitude and emotions directly impact the students' emotions. She has an understanding that a teacher must be positive because she knows her students need positive and happy role models. Beyond this, she also knows that teachers are constantly watched "every second, every minute, every hour", so showing negative emotions at any time could reveal to students that teachers are not always happy and are, perhaps, fake.

One student teacher shared her apprehension about teaching a new math concept that she envisioned was not going to go well, but turned out to be a lesson she deemed great. She wrote in a reflection:

> I have decided that math is my favorite subject to teach. I don't consider myself to be very good with math, but I enjoy teaching it. Science used to be my favorite subject, but now that I've been teaching math for the first time I have had the most fun in math than

any other subject. I feel like you can plan all kinds of fun activities. For example, we

were learning about 2-d and 3-d shapes. To discuss sides and angles for 2-d shapes, I had

the students make shapes with pretzel sticks and marshmallows. I was so nervous this

would backfire and they wouldn't be able to handle it behavior wise, but the complete

opposite happened. Granted, the kids were chatty and excited, but they were chatting

about math! The kids and I had a really great time with this activity!

While this student teacher's feelings of excitement shine in this excerpt, it is important to note

there is still a strong emphasis on the technicalities of teaching (identifying content areas,

activities, teaching strategies, materials used, and behavior management). This implies that

student teachers feel excited or even victorious when lessons go smoothly and students respond

positively to certain activities. Student teachers know that it is acceptable to visually show their

emotions by smiling, clapping their hands, and even giving high-fives to their students when

teaching is successful and learning is occurring.   Another reflection, submitted at the beginning

of the semester, showcases a similar situation and results in the same joys. What is different

about this encounter is that this student teacher shared the moment with her clinical supervisor.

On Thursday during the literacy group, he sounded out the word fan on his own and

when he realized that he did it on his own correctly he just lit up. He was smiling from

ear to ear and so were Mrs. [Clinical Supervisor] and I. This was the best moment I have

had by far in the classroom this semester…Mrs. [Clinical Supervisor] and I both got teary

eyed because we were so proud of him. Sometimes I might say why am I doing this, or I

don't want to do this anymore, but moments like that are exactly why I am doing this.

Here, the student teacher and the clinical supervisor show their excitement of this student's

progress through proud tears; this indicates that clinical supervisor is modeling that "happy

tears" are acceptable tears, and those emotions are allowed. This reflection also exposes that student teachers often question their choice to become a teacher, but happy moments that are acceptable to express with others, make them feel proud or feel like they are making a difference and remind them why they have chosen this profession.

While student teachers do share instances of happiness and joy, feelings of stress, nervousness, and frustration also emerged in the data. While these are often perceived as negative emotions, student teachers express these feelings freely which indicates while not all, some negative emotions are also acceptable to experience and express to others in schools. Negative emotions emerged more often in the student teachers' reflections and in the interviews than positive emotions, and perhaps this can be attributed to the degree of intensity that these negative emotions leave with the student teachers.

Of all the negative emotions felt by the student teachers, feeling stressed-out was the most often written about in reflections and talked about in interviews. In fact, the student teachers express this emotion far more than any other and do not seem shamed to divulge events and factors that cause them to feel stress. And while feeling stressed-out is a negative emotion, it is widely acceptable and permissible in schools. A wide variety of experiences and events led student teachers to feeling stressed-out. Many of the causes of stress were the simple technical aspects and requirements of the student teaching experience which include being in a new placement from the previous semester, behavior management, developing a unit, learning new content, being evaluated when teaching, picking up teaching responsibilities, and completing their edTPA portfolio. The student teachers hid very little, and this shows that they perceive stress as an acceptable emotion to experience and express to others. Furthermore, they often wrote about or described the stresses of their clinical supervisor, so when they see their clinical

supervisor speaking freely about being "stressed-out", they are learning, or have learned, that it is acceptable to feel that way in schools.

One source of stress that some student teachers openly revealed was evaluations of their instruction by their supervisors. During the semester, student teachers are constantly evaluated, both informally and formally, on their planning and instruction. Student teachers are formally observed throughout the semester by both their clinical and university supervisors; each supervisor is responsible for a minimum of four evaluations. Several student teachers mentioned that these evaluations are a high source of stress. One student teacher wrote in a reflection at the beginning of the semester the following:

> With student teaching I may be able to rehearse my lessons, and be as prepared as I can ahead of time, but when the lesson actually begins, and my evaluator, my teacher, starts to take notes based on my every word and action, I can almost feel my stress level rising. Over the past few semesters I have gotten better at dealing with my evaluations, but I also know that I still become stressed over them. I also feel that my stress builds because of the debrief that I know is going to happen at the end, which is a different type of stress because now I have listened to all of the comments whether good or bad that my teachers thinks about my teaching…I know that my current and previous supervisors are only trying to make me the best teacher I can be, and for that I am grateful, but I still find the whole process stressful.

The description the student teacher provides indicates that not only is it physically stressful to be observed while a supervisor takes notes, but the debriefing session afterwards can ensue stress as well. Since this was towards the beginning of the semester, this level of stress could be

attributed to being observed by a new supervisor and not knowing what type of feedback would be provided and how that feedback would be shared. This could also be attributed to the ways in which the student teacher experienced observations and feedback sessions in previous field placements. This student teacher understands the purpose of observations, but struggles with getting past the thought of being evaluated by someone in a supervisory position. Again, the student teacher's feeling of stress are openly expressed, and are therefore deemed acceptable. It is possible that feeling inferior to their clinical supervisors could also be the source of nervousness when being observed. Another student teacher reported her nervousness and angst from teaching evaluations by writing:

> I was also able to have my first two lesson observations. I was very nervous for these observations, being they were the first ones. During my observations the students really seem to want to challenge me….This was the first time this group of students was experiencing me as a teacher. Another nerve-wracking experience I had this week was having the assistant principal come into my classroom while I was teaching. I tried my best to act like he wasn't there to allow for my lesson to continue as planned. However, I officially got a taste of how it feels when an important administrator is present while teaching. Talk about stressful!

In this instance, the student teacher was nervous about how she would manage a class she had not yet taught. This, too, added to her anxiety. To compound the one observation, this student then had an administrator observe her, which led to more uneasiness. Again, the openness of the reflection reveals that sharing experiences of feeling stressed and nervous are acceptable through the lenses of student teachers.

Student teachers also openly indicate the excessive workload being stressful for them. The workload both inside and outside of the classroom overwhelms these beginning teachers who are still fine-tuning basic technicalities of teaching and learning; they find it incredibly difficult to juggle all of the responsibilities of being a teacher. One teacher described her feelings of stress in a weekly reflection in the following manner:

Even though this was a good week for me, I had some stressful moments outside of the classroom. I was feeling really overwhelmed trying to plan my math lessons for next week, because I am still trying to adjust to being in kindergarten after being in fifth grade last semester….So Wednesday I went to school just feeling stressed and overwhelmed. I didn't have a bad day, but it wasn't a good day either. Honestly it is all a blur to me right now.

Not only is this student teacher stressing out about planning upcoming math lessons, she is still trying to navigate her way in a different grade level from the previous semester. Interestingly, in the beginning she attempts to sound positive by saying it was a "good week", but in reality, it seems the week was not as happy as she would have liked it to be. Since she was so blatantly honest in describing just how stressed-out she was, this reflection, too, reveals that student teachers are not ashamed to express their feelings of stress and being overwhelmed.

In all of these feelings of being stressed-out and overwhelmed, student teachers also blatantly discuss their feelings of being tired and exhausted, both physically and mentally, and they do this because they believe or have learned that it is acceptable to express these negative emotions. Many discuss in their reflections and in the interviews that the workload never seems

to end; they state that the work is not difficult, it is just the sheer amount of work that has to be done by a given date. At the beginning of the semester, one student teacher wrote:

> The first week in my classroom was fun! Exhausting, but fun! I have never been so exhausted, mentally and physically. This week, a lot of information was placed on my plate and I'm trying to get the feel of how things run at this school and in my classroom. I'm sure things will get better as the semester continues. Right now I'm just taking it one day at a time, but my brain is on overload from all of this new information!

The beginning of the semester proves to be especially tiring, and this can be attributed to the newness of everything involved – new syllabus/course expectations, new classroom, new supervisors, and new students. This student has been inundated with information, and her feelings of being overwhelmed, while she did not explicitly state she was feeling that way, they are present, and she believes it is acceptable to share these feelings of being overwhelmed with her university supervisor.

Another student teacher stated in her interview that upon assuming lead teaching responsibilities she felt the following:

> I was just tired, just worn out. There were no other words. I was exhausted. I had to quit worrying about how I looked. My appearance mattered but I was not worried about makeup and this and that. I just got up and made myself presentable and left and went to school.

The workload and daily stresses of this student teacher had taken a physical toll on her, and she was not afraid to admit these feelings. She was forced to choose sleep or appearance, and she chose sleep.

Not only were the student teachers stressed-out, overwhelmed, and exhausted, they also often reported feelings of nervousness or anxiety, and this was a common negative emotion that the student teachers deemed acceptable and freely wrote about in their reflections and discussed in the interviews. This was especially true at the beginning of the semester. Much of this can be attributed to being in a new classroom, being with a new clinical supervisor, being observed, classroom management, and accruing teaching responsibilities. Student teachers also expressed nervousness about moving grade levels from the previous semester; although, one student found her feelings of being nervous unwarranted – in fact, she found herself enjoying the upper grades. She stated in a reflection:

> From moving up to Fifth Grade for student teaching from Kindergarten, I was pretty nervous; although I am so happy to say that my first days in Fifth Grade have been absolutely wonderful. I was really afraid that I would only enjoy teaching the lower grade levels and now I have no idea why I was so scared!

This indicates that student teachers are worried about the unknown, and they also find nervousness to be an acceptable emotion to experience and express. This is especially true when they can offset those original negative emotions with positive emotions.

Another student teacher reported feeling nervous during a chaotic, unpredictable day in the following manner:

> This week on Thursday we got another new student and things were a little crazy. I would not say that it was a bad day, but it was a learning experience. My teacher and my para pro were both late, so I was the only one with the kids in the morning time. Most of the students come to the room and go to breakfast, so it wasn't that crazy and the other

teachers were checking on me. My teacher wasn't there when the new student came, so

me and the para pro welcomed her and introduced her to the kids who were there. I was

kind of glad because it gave me a chance to really see how it would be to have a new

student. Later on this same day, a student got sick in the classroom and I was the one near

her. I grabbed a trashcan and tried to make sure she was okay. My teacher took over the

situation when she realized what was going on. This was right before centers, so I had to

take over my teacher's literacy center. I was nervous, but I just jumped in and started

leading the group.

What is interesting about this student teacher's experience is she admits to being nervous about

taking over the literacy center, but does not express how she felt with the other chaotic events

(clinical supervisor being out, getting a new student, student getting sick). She does state that

feels glad that she got to experience getting a new student, but it seems that that was after the fact

and not in the moment.

Student teachers openly experience and convey a range of emotions, both positive and

negative, deemed acceptable in schools. There is a general understanding among student

teachers that verbally and visibly emoting positive feelings of happiness and joy is acceptable

and remain at the heart of schools. It is also evident that some negative feelings, such as feeling

stressed-out, overwhelmed, or nervous, are also acceptable to feel and express to others.

However, student teachers recognize there are some emotions that appear to be considered

unacceptable in schools and should be not be spoken of or should be masked.

Unacceptable Emotions of Student Teachers

Difficult, trying, unexpected, and unavoidable experiences of student teachers, experiences that are often beyond their control, most certainly lead to darker and negative emotions – emotions deemed unacceptable for teachers to expose. These emotions entail sadness, getting angry, irritated, or frustrated. This is especially true when emoting these negative, unacceptable emotions when working with children or other school personnel.

There were instances noted where student teachers were shunned by the clinical supervisor for crying because of "bad" lessons or management. There are obviously unspoken rules of the classroom regarding what emotions are permitted to be shown or even talked about and what emotions are forbidden to be expressed – particularly in front of students. Student teachers recognize that crying often equates to weakness and teachers are not allowed to cry or show they are upset in front of students. One student teacher in an interview noted how she and her clinical supervisor handle emotions differently. She stated that she would cry in the classroom but didn't think her clinical supervisor would ever cry. This led the student teacher to say, "I guess I need to be a little…I don't know – have tougher skin, so the kids don't see me crying." She has learned from her clinical supervisor that teachers are to remain emotionless or impassive when it comes to feeling negatively or openly revealing emotions. It should be noted that while crying in this instance was deemed unacceptable, there are instances when crying is acceptable; this is especially true when student teachers are express sadness for their students. This means that student teachers have an understanding that it is acceptable to be sad for others, but it is unacceptable to be sad for themselves and show self-pity.

One clinical supervisor in an interview indicated that while it is acceptable show emotions, it unacceptable to show emotions in front of children. In her interview, she stated that she explicitly tells student teachers her exact feelings of being "happy" or "sad" because a certain event occurred, and "we always do it in a closed environment not around students…it just makes it much easier." This veteran clinical supervisor understands the importance of sharing emotions and letting student teachers know that emotions can and will occur, but that emotions should be discussed in privacy and should not be revealed to students publicly.

A recent graduate also maintained the notion that unacceptable emotions should not be brought into the school building. In her interview she revealed that this was reiterated to her throughout her program of study. She stated, "Leave emotions back home – you're to work with the kids. You don't bring your personal life to work at all. I was very prepared for that because it was reiterated all the time." It is possible that this was learned both on campus in classes and in our partner school with clinical and university supervisors. It obviously made a lasting impression on her because it appears to be a rule she has set for herself and she most likely expects of other teachers.

While the majority of participants in the study consider showing negative emotions to be inappropriate or unacceptable, one recent graduate blatantly disagreed with this during the interview. She was asked, "What advice do you have for our program as a whole to best prepare teachers for the aspects of teaching that cause difficult emotions?" She responded immediately by stating:

It's okay to cry! I do it a lot. It's always intimidating [in field placements] because you have somebody that's over you and you don't want to look like you're incapable or you

don't know what you're doing, but you have to have somebody to talk to you. You can't

just keep that in.

During this time in the interview, the recent graduate immediately began crying herself and was

wiping away tears as she spoke. Her words indicate that at some point she, too, was told that she

should not cry in schools – in her case, most likely in front of supervisors and/or students. This

recent graduate understands how different contexts in schools cause different emotions to be

exposed and those emotions, positive or negative, should be accepted and nurtured.

Not only do student teachers recognize that happiness should be exuded in the classroom

and crying should be avoided, they also understand that getting angry or showing frustration is

the most unacceptable emotion to exude. This was addressed on multiple occasions by student

teachers in their reflections and interviews. One student teacher was asked, "Was there anything

that ever made you feel angry or caused you to feel angry?" Without hesitation, he responded,

"No! Never came to that point like when you walk away and got to leave the room because

you're so like – upset." This suggests that anger is barred from the classroom and should be

denied, and the "rules" say teachers are not allowed to get angry – angry to the point where you

walk away from a situation because you do not want to say or do something in an angry state of

mind. When another student teacher was asked the same question about what caused her to be

angry, she stated:

I guess being stressed – not angry at the students that much, but some days where I felt

like maybe just exhausted or tired. Or I didn't teach that lesson right, or how can I work

better at not getting agitated or aggravated. I guess just angry at myself.

Again, this student teacher automatically deflects anger as if she believes it is not allowed in schools. Furthermore, she is especially clear in stating that it is unacceptable to be angry at students, but it is permissible to be angry at oneself. The student teacher also seems to understand that regulating emotions is important and that there are strategies or mechanisms that can be put in place to avoid feeling negatively.

In the reflection below, one student feels shameful when overtly stating she was angry – in fact, she denies anger.

> Ms. [Clinical Supervisor], she said something about home and your bed and one of the kids was like, "I don't have a bed, I sleep on the floor." We know he has a rough home life but they started laughing at him, it made me so upset and I was like, "Move your clip down and meet me out the door right now!" I just called them out to the hallway and I told them that was not nice and that's unacceptable and I had to explain to him that some kids aren't fortunate. Some kids don't have parents who are able to afford these things. It's not right to laugh if a child wears the same things to school every day. You pick on them if they say they don't have this or that, you don't laugh. I said, "When you go back in there, you need to apologize." It made me upset but not really angry. Little situations like those in the classroom when they are not nice to each other or they say something to hurt another child – that makes me upset.

In this instance, the student teacher scolded the student by commanding the student to move his clip down meet her out in the hallway. The student teacher says, the situation made her "upset, but not really angry." This suggests that she understands that it is more acceptable for teachers to feel upset, but it's less acceptable to be angry.

Another student teacher describes her feelings of irritability at a student in this way:

My most challenging student this week was a boy whose favorite hobby is tattling. Tattling is a pet peeve of mine, but this boy takes it to an entirely different level. He will tattle about anything and everything; if something happens across the room, he will stand up and literally scream about whatever it is that is happening. I find it so remarkably irritating (because it sets off a whole slew of classroom commentary and back-and-forth shouting) that I have started giving him a mark in the behavior folder every time he tattles. I feel bad, because I know he sees this as some sort of grave social injustice, but I am at a loss for what else to do.

Like the other student teacher, this student teacher recognizes that it is not appropriate to be aggravated with or at students; she even admits to feeling badly or guilty about applying a consequence for her student's actions. Interestingly, both student teachers share feelings of being "upset" and "remarkably irritated" at students' behavior, but choose not to use the word "angry." Whether this is deliberate or not is unknown; either way, they may have learned that anger or being angry in schools or at children is an unacceptable emotion.

Negative emotions undoubtedly surface in classrooms, and perhaps because these emotions leave a more lasting footprint that resonates in our thoughts and memories, the student teachers more often shared negative experiences and how those experiences touched them. This is evident from the perspectives of all of the participants in this study - student teachers, university supervisors, clinical supervisors, and recent graduates. While they recognized that these negative emotions of sadness, frustration, aggravation, and anger materialize, there is an unspoken rule that most teachers and students who are learning to be teachers follow. The rule is

simple: Make the positive emotions visible and keep the negative emotions invisible, as much as possible.

As student teachers experience the array of positive and negative emotions during student teaching, they recognize that their supervisors stand as support systems. Student teachers are proud to share their happy moments and readily expose the negative emotions they experience in and outside of school. Through the voices of the student teachers, it is evident that supervisors, both clinical and university, are there to support student teachers emotionally through a triad approach.

Supervisors and Student Teachers' Emotional Experiences

According to the university's College of Education Guidelines, the student teacher is told in the opening letter on the very first page of the guidelines that, "You will be part of a team which, in addition to you, includes your student teaching clinical supervisor and your university a supervisor" (p. 1). Ideally, this triad works together to make the student teachers' experience successful in "…preparing [student teachers] to become an effective professional educator" (p. 1). Through the reflections and interviews, the majority of student teachers share their positive experiences with both clinical and university supervisors; however, there are triads that are less than perfect matches which, inevitably, stirs a range of emotions throughout the semester.

Clinical supervisors. The weekly reflections and interviews with the participants, reveal it is clear that the student teachers' clinical supervisors are central to their student teaching experience. A recent graduate commented in her interview, "I think the pairing and the partnership with whom you're placed with as your clinical supervisor can make a huge difference, and I'm sure that is something you all know, but matching you with somebody who

will challenge you, but who will trust you, too, is huge." This is reflected throughout the student teachers' reflections and in all of their interviews. It was clear which student teachers had a positive experience and which ones had a more negative experience, and much of those feelings connected directly back to their clinical supervisor.

Clinical supervisors can make a student teacher's experience enjoyable, or they have the potential to make it miserable. Student teachers often discuss how they openly share both joys and despairs with their clinical supervisors, and they also recognize the emotions of their clinical supervisors and express empathy for their clinical supervisors during trying times. In almost every single reflection, without prompting, student teachers mention their clinical supervisor in some way – whether it be during a time where emotions are alluded to or not, the clinical supervisor is present in the student teachers' thoughts. Additionally, it is revealed in the interviews that clinical supervisors believe building relationships with their student teachers is important. They understand that they need to be relatable, compassionate, and approachable so that, as one clinical supervisor stated, their, "…student teachers feel comfortable telling me information and sharing information even if it isn't related to school." It is evident that in building relationships, communication is vital in establishing and maintaining the partnership between student teachers and their clinical supervisors.

Student teachers and clinical supervisors build strong relationships with one another, so much, in fact, that they begin to understand each other through non-verbal communication and actions. One student teacher was asked in her interview how her clinical supervisor supported her emotions, and she responded, "Well, Mrs. [Clinical Supervisor] could tell when something was wrong with me because she began to recognize all of my facial expressions and the way that I felt. She could read me like a book because she worked with me every day." This exemplifies

the powerful types of bonds that many pairs of clinical supervisors and student teachers hold with one another. The open relationship between the two is critical in the development of a student teacher. Student teachers, for the most part, have an understanding that their supervisor is there to support and mentor them. In the letter from the graduating student teacher, the student teacher advises the incoming student teacher to, "…ask your clinical supervisor questions, lots and lots of questions…You may feel like you're bothering your teacher, but how else are you going to be successful in knowing what's best for your students and their learning?" This shows that the student teacher's clinical supervisor, like many others, was approachable and willing to help.

While some student teachers feel completely supported and guided by their clinical supervisors, one instance was shared in which the student teacher felt frustrated because her clinical supervisor failed to provide direction or recommendations as to handle some disciplinary issues occurring in the classroom. This instance was revealed in a student teacher's weekly reflection towards the middle of the semester, just as student teachers were beginning their four weeks of lead teaching responsibilities.

It came to a point that I was just more frustrated with not knowing what my course of action for discipline was and I didn't feel that I had any guidance from my clinical supervisor as to what I was supposed to do. Yes, we talked about various strategies for rewards and discipline but we never really talked about those situations that ultimately become control or power issues. I know I can't touch the students but for a student that continually gets out of their seat, and is repeatedly asked to return to their seat, and my feeling almost powerless because I didn't know what I could actually do.

This student teacher not only felt frustrated and powerless, as she stated, but she also felt helpless and alone in how to control the discipline in the classroom with an individual child. It seems that previous conversations did occur regarding discipline, but perhaps this student had never behaved this way, and the student teacher did not know how to respond to the student constantly getting out of their seat. What is clear is that the student teacher needed her clinical supervisor, and the supervisor left her alone; this could be because the clinical supervisor wanted to see how the student teacher would handle the discipline problem and wanted to make it a "teachable moment", or it could be attributed to the clinical supervisor giving full reins, perhaps too quickly, to the student teacher during lead teaching and intentionally not offering assistance.

The first week or two in the classroom appears to set the tone of the relationship between the student teacher and the clinical supervisor. The large majority of the student teachers felt welcome and secure from the very beginning of their placements in the classroom, and they attribute much of this sense of comfort to their clinical supervisor. One student teacher shared her feelings of enjoyment during her very first weekly reflection, and she attributes this to both her school placement and her assigned clinical supervisor in the following way:

> If I could sum up my first week experience at school in one word, it would be enjoyable. As soon as I entered Mrs. [Clinical Supervisor's] classroom, I felt welcome. The students coming in were excited to be at school and the classroom environment was very positive. I'm very excited to be at [Elementary School], and I look forward to learning more about my students and making an impact on their lives as a teacher!

Student teachers also describe moments of shared happiness with their clinical supervisors. Typically, these times are directly connected to a student success in the classroom.

One student teacher in her interview described an "academically low" student in the classroom who was having significant difficulty with his multiplication facts. She said that she pulled him aside every time she got a chance to review, play games, and quiz the student throughout the week. On Friday, he took the quiz, the student teacher graded the quiz, and got almost all of them right. The student teacher said,

> I told Mrs. [Clinical Supervisor] about his quiz and how good he did. She thought I was joking! I said, "No! Look!" All she could do was smile. I think she didn't believe me. We just stood there like shocked and were so, so proud of [student]. So we brought him over and showed him his grade. He just smiled the biggest smile you could ever see. That was like one my proudest moments this whole semester. Mrs. [Clinical Supervisor] and me just melted.

This instance of pure joy reveals that student teachers and their clinical supervisors are a true partnership; what one feels, the other feels, too. The student teacher is not only proud of the student for learning multiplication facts, but she also feels a sense of belonging with her clinical supervisor during this shared emotional instance. They both openly expressed their feelings of happiness and joy, for those emotions are deemed acceptable in the classroom.

Student teachers also beam with pride when their clinical supervisor compliments them or acknowledges successes with students. Since student teachers recognize their clinical supervisor as one of the most influential person in their student teaching journey, when they are recognized for their accomplishments by their clinical supervisor student teachers feel proud, and these experiences build their confidence. In the following excerpt from a weekly reflection, a student teacher shares a moment in which her clinical supervisor explicitly praises her teaching.

On Friday, I gave the students their comprehension test after picking up reading and beginning lead teaching. As I walked around, I noticed how all my students were doing well on their assessment...At the end of the day, my clinical approached me during "down time" and began to tell me how proud of me she was. I, clueless, asked what she was proud of because I did not think I had done anything to result in someone being proud of me. She told me that every student had made an 89 on their test or higher and that that had never happened. She told me how good she thought I did in teaching reading and that I used strategies she would even start using to check for understanding of reading content being taught. I was ecstatic and so proud of myself, the students as well. It is such an amazing feeling when your students succeed and you are able to say you are the reason why.

In this exciting moment, the clinical supervisor took the time to explicitly point out how pleased she was with the student teacher's teaching which resulted in high student achievement.   Since the clinical supervisor took the student teacher aside, and the student teacher indicated that she did not think she was deserving of the praise, it is possible that this was the first occasion that the student teacher received such positive remarks from her clinical supervisor. It is also important to note that while student teachers believe they are still learning from their clinical supervisors, in this case the student teacher has taught her clinical supervisor a new instructional strategy to use which made the student teacher beam with pride; indeed, when this occurs, this serves as one of the highest forms of compliments for the student teachers.

Contrary to this, not every student teacher has positive experiences with their clinical supervisor at the beginning of the semester. One student teacher, while admitting to being nervous, wrote the following reflection about her first days in the classroom.

Overall this first week of student teaching has been very overwhelming…I kind of feel like a sponge right now, because I am just trying to take everything in. I have not gotten to really sit down and talk with my clinical supervisor that much because she has been really busy this week. I am really nervous to start teaching, because I feel like I won't be comfortable enough in the classroom on the third week to start…I am looking forward to what this semester is going to bring, even though I am nervous.

This student teacher, although admitting to having an anxious personality, feels as if she cannot approach her clinical supervisor, then offers the excuse that her clinical supervisor had a "busy week". At the end of the reflection, the student attempts to be optimistic about the future of the semester, but admits her nervousness. This reveals that the student teacher holds the belief that she is supposed to be optimistic and reflect on more positive occurrences, rather than negative ones. Furthermore, the student teacher is coming to understand that relationships can establish emotional tones or boundaries. This student teacher is not alone in this feeling, as one recent graduate reflected on her own clinical supervisor in student teaching and noted, "I remember wishing that my teacher [in student teaching] was more open with me because I had teachers for Methods I and PPB [Pre-professional Block] and they were ones that I feel like I could talk to about anything. She [Clinical Supervisor in student teaching] was more closed off and I always felt that."

When clinical supervisors are unapproachable, either because they are busy or even just because it is the nature of their personality, it negatively impacts the student teachers. Student teachers either feel as if they are a burden when they have a lot of questions or they feel like they are incompetent in the eyes of their clinical supervisor because they simply do not understand what to do. To exemplify this, one student teacher commented in her interview:

We got along, but it was the first placement I didn't feel 100% connected and I felt

awkward to talk to her about things. Finally I was just like, okay I'm going to ask her

because I was dying on the inside**."** I didn't have any other choice because I had no idea

what I was supposed to be doing. I thought she'd be like, "God. This girl is so stupid

and like why doesn't she know this?"

Undoubtedly, the approachability of a clinical supervisor is vital to student teachers. Student

teachers desire clinical supervisors who are responsive to questions and have an understanding

that student teachers are still learning. Student teachers also want their clinical supervisors to

connect with them personally and make them feel valued both in the classroom and outside of

the classroom. Clinical supervisors can do this through responsiveness, sensitivity, and having

an understanding of the emotions their student teacher is experiencing during this demanding

student teaching semester.

Clinical supervisors, in the interviews, admit that they have an understanding of the

student teachers' emotions, and, at times, they often feel it is difficult for them to address

challenges because they do not want to evoke difficult emotions in their student teacher. While

it is easy to provide positive feedback to student teachers, clinical supervisors find it difficult to

provide negative feedback or "constructive criticism" to student teachers. One clinical

supervisor reported that it is a challenge to discuss areas of weakness because, "You don't want

to hurt their feelings." Clinical supervisors are fully aware of their student teachers' emotions

and are cautious to make them "feel badly" about themselves. Another clinical supervisor

mirrored this belief and noted in her interview, "It's hard to talk about challenges student

teachers experience, like hey that lesson didn't go so well. It's difficult to say it in a way that

won't hurt her feelings and make her feel bad about herself when she already has so much going

on." This also means that if clinical supervisors do not like hurting their student teachers' feelings, they may be intentionally withholding important and necessary feedback to help their student teacher develop.

Many student teachers also recognize that communication is key, and when communication is lost, it can directly impact not only the relationship between the student teacher and clinical supervisor, but also the students in the classroom. When asked in an interview what presented challenges during student teaching, one student teacher responded by saying:

> I struggled just communicating with my clinical at first because I didn't know what to ask and as you're going through, you're like oh yeah, I probably should ask, "What is my end result?" Because I would start doing something - I would start planning and it was like kind of being in a vacuum. You can ask my spouse, I was at home just stressing out. What direction am I going with this? I don't know my direction and instead of giving out late night text [to my clinical supervisor], I waited until the next morning and I probably should have texted that night and said, "Hey what is my goal?" I really struggled with communication and with planning connected together because they do go hand in hand.

While the student teacher did not directly say it, one can infer that there was hesitation in contacting the clinical supervisor which means there was a sense of either intimidation or unapproachability. It is also possible that student teacher did not want to appear incapable in the eyes of his clinical supervisor. This student teacher felt alone because he was confused about what he was supposed to be doing and felt as if he could not, or should not, contact his clinical supervisor beyond school hours, and these thoughts led to feelings of stress.

Student teachers also seek advice and affirmation from their clinical supervisors. There were several instances in the weekly reflections and interviews where students openly shared that they cried in front of their clinical supervisor. In these instances, the student teachers clearly felt comfortable enough with their clinical supervisors to share what has made them upset, but rarely did a student teacher write or say that afterwards they felt better. To exemplify this, one student teacher in an interview shared the following anecdote after being asked to describe a difficult day:

> It was probably like the first week of teaching one thing and it was math. I had them using unifix cubes…I just didn't even think about they're going to play with these. They had them like sword fighting. I was like, "God!" and I was like, "You guys!" We're not messing with those but like at that point they were so gone and then the whole lesson because I was freaking out about that. It was just terrible. It was so bad. My teacher - she could tell that I was like "Oh my God" and so she didn't really say anything about it until it was, they were at nap time. She was like, let's sit down and talk about your lesson. She wanted to give me time to think about it myself before she was like, "That sucked." She asked me how I thought and I was like, "I thought it was horrible." And she asked me what I could've done. She told me, "Yeah, I agree you could've done this, this or this," but she was like but, and then she pointed out, it wasn't horrible. She was like, "You took away the Unifix cubes…it wasn't as bad as you're thinking." I was crying so she was like, "Don't cry" and I was like – I don't know. She tried to make me feel better.

This student teacher felt defeated after one of her very first lessons, and the clinical supervisor knew the student teacher needed some time to reflect and then needed to conduct a face to face conversation with the student teacher. The clinical supervisor did point out what the student did

well (taking away the Unifix cubes) and did offer alternative suggestions for future lessons. Here, the clinical supervisor is very supportive in providing advice on the technicalities of teaching – in particular classroom management for this lesson. However, when it came to providing emotional support, the clinical supervisor failed to empathize with the student teacher and even explicitly told her not to cry. This reveals that clinical supervisor believed the student teacher may have been overreacting and/or she was inadvertently telling the student teacher that it is not appropriate to cry in school settings. In the end, the student teacher did not feel better, and she maybe even felt worse for exposing her emotions, emotions she had learned to be unacceptable, to her clinical supervisor.

A similar instance of this was shared in another interview with a different student teacher. The student teacher expressed her sorrow for the students' low performance on a reading test. In her anecdote, she explained that her clinical supervisor, much like the clinical supervisor above, offered some support but then told the student teacher to move on, rather than dwelling on the moment.

> I did feel sad one time but it is just like when I told you they did really good on the reading exams, the next week they completely bombed it - everybody. I cried to my clinical supervisor and I was just like, "What am I doing wrong? I felt so good about this." She said, "It's never just your fault." She was just like, "They've been jittery because spring break was the next week." She was like, you've been getting on them left and right for not focusing and not paying attention but she was like, "You as a teacher, you just have to sit down and think about what worked best. What could I change in this lesson to maybe help them understand it, as opposed to just standing and crying about it."

While it can be inferred that this student teacher felt comfortable enough crying in front of her supervisor, this clinical supervisor essentially ignored the student teacher's tears and provided excuses for the students in the classroom, rather than specific tools or strategies for what was going wrong technically and how she could support her emotionally. She also told the student teacher that crying does not resolve issues, action does. This could have made this student teacher, like the one above, feel that crying is impermissible, and it is for the weak – strong teachers move on and don't "just stand" there doing nothing about the problem. Emotional rules are reflected in this instance, in that the student teacher received mixed messages from her clinical supervisor about how teachers should feel and how and when those emotions should be revealed. It is important to consider that while the clinical supervisors in these two incidences likely believed they were helping the student teacher by telling them not to dwell on the situation, they did not allow their student teachers to express their own emotional turmoil which resulted in a negative experience for both of the student teachers.

Student teachers are also particularly aware of the emotions of their clinical supervisors, and this shows that they can empathize with what their clinical supervisors are experiencing emotionally. When the student teachers write about their clinical supervisors' emotions, this also means that the two have either communicated directly about those particular emotions and what is setting them off, or the emotions may just be worn on the clinical supervisors' faces and in their body language. The student teachers may also be making assumptions about the emotions or assuming the clinical supervisor is feeling the same way that they would in a similar situation. Some student teachers just report their supervisor's feelings about a certain incident or problem, while others indicate that there are mutual feelings between them and their clinical supervisors when it comes to certain circumstances. One student teacher and her clinical supervisor share

feelings of irritation with a student in their class in the following excerpt from a weekly reflection:

> There is another student in our class who loves to try to correct us. She always tells us when we have done something wrong or missed a part during instruction...Obviously, this can become aggravating while you are teaching to have someone correcting you. My classroom teacher has become very irritated at this situation. I also find this situation irritating, but I also don't think the student realizes that what she is doing is rude.

While it is unknown if the clinical supervisor verbalized this aggravation to the student teacher, it can be assumed that the clinical supervisor's body language and negative responses to the student were obvious in the classroom to the student teacher. This instance exemplifies the shared emotional experiences of student teachers and their clinical supervisors, but it also reveals that student teachers can often begin feeling and/or mimicking the emotional responses of their clinical supervisors.

Another example of how a clinical supervisor's emotions, in particular her stress level, impacted a student teacher's emotions are revealed in this weekly reflection:

> The past few weeks have been very chaotic at school because teachers are having to get their retention paperwork and all that jazz together. This is the most stressed out I have yet to see my clinical supervisor. Mrs. [Clinical Supervisor] has a great deal of students that are really low academically. I've watched her work on portfolios, create and collect all this documentation, and schedule parent conferences for her students who are at risk of being retained. The documentation was not the stressful part for her though. Surprisingly, it was the parent conferencing. This was so strange to me

because I sat in on one of the conferences earlier in the semester and she was extremely cool, calm, and collected. No biggie…After I really thought about it, I realized why these conferences were so stressful. I know I will have to do this at some point in my life I am sure, but I truly cannot imagine sitting down with a parent having to tell them their child needs to be retained…Needless to say, watching Mrs. [Clinical Supervisor] stress really stressed me out!

In this example, it is obvious that there were direct conversations between the student teacher and her clinical supervisor about the triggers that were causing all of the stress in the student teacher's clinical supervisor. Again, it is clear to see the student teacher empathizes with her clinical supervisor; she cares about her clinical supervisor's mental state and her well-being, and the student teacher recognized that her classroom teacher was completely overwhelmed emotionally and, most likely, physically drained. The student teacher is also learning the role of emotional labor in the classroom; she has watched her clinical supervisor completely stressed out, then step into a conference, "cool, calm, and collected." The student teacher is learning that teachers are supposed to put on certain faces in certain contexts with certain people, in this case parents, and she respects the clinical supervisor in being able to do this with calmness and civility.

At the end of the semester, the great majority of student teachers do express their appreciation of their clinical supervisor and they understand that because of him/her, they have become better teachers. One student teacher captured her feelings by stating the following in her final weekly reflection:

As I finish my last week of lead teaching, I am feeling extremely grateful for this experience. Mrs. [Clinical Supervisor] has been so amazing to me. She has truly let me take over her classroom. I know that giving me her classroom for four weeks was probably not easy, but I definitely learned a lot while being in charge of her class. I learned so much about the importance of routines, classroom management, and working with second grade.

While it is important to note that this particular student teacher only addressed how her clinical supervisor helped her learn about the technical aspects of teaching, it is clear through all of reflections and interviews that clinical supervisors play a crucial role in the total development of teachers – including the development of their emotions. The student teachers learn from a variety of supervisors, and it is clear that the majority of student teachers have clinical supervisors who are positive mentors for them throughout the semester. Contrary to that, there are also some clinical supervisors who are less than desirable for the student teachers, but student teachers in these challenging placements are determined to make the best of those situations and, in the end, they make it through successfully and recognize their growth as a teacher through their experience.

University supervisors. University supervisors, while not as involved on a day to day basis as clinical supervisors, proved to serve as a source of emotion and play an integral role in the student teaching experience. Since weekly reflections were submitted directly to their university supervisors, student teachers did not once mention their university supervisor in those written documents, however, weekly reflections cannot be ignored because the majority of student teachers were extremely candid in sharing their experiences, both technical and emotional, with their university supervisors through the reflections. There was only one student

teacher who expressed a single emotion, stress, only once during the whole semester, and this was in the second reflection submitted to his university supervisor. All of the other reflections he submitted were purely factual and simply provided an overview of the week's activities and happenings at school. Emotions, both positive and negative, were threaded throughout every other reflection submitted by all other student teachers in their weekly reflections during the semester. This means that the great majority of student teachers believe their university supervisors are approachable and willing to listen with an open mind. This also indicates that student teachers do not often hide their experiences from their university supervisor, and the weekly reflections serve not only as a support mechanism, but also, possibly, as an emotional outlet – whether it be to broadcast an exciting success in the classroom or to cry out for help.

The support from the university supervisors that student teachers felt, and at times did not feel, were exposed during the interviews with all of the participants. All of the university supervisors indicated that they believed they need to be kind, available, and personable, so they are approachable and make their student teachers feel comfortable. They all also shared the vision of holding high expectations for their student teachers, both in university work and in their school placements. In the student teacher interviews, one student teacher indicated, "I feel like what I did was never enough for Dr. [University Supervisor]. She always wanted more, more, more and I didn't think I could go to her after a while." So holding high expectations, as a university supervisor, resulted in some student teachers either feeling intimated or inferior.

The data also reveal that the university supervisor becomes incredibly important to the student teacher when clinical supervisors are not as supportive as the program would ideally like for them to be. During an interview, one student teacher directly compared the supervision

styles of his university supervisor and clinical supervisor. After being asked how his emotions were supported or not supported during student teaching, the student teacher stated:

> I think…I was supported because my university supervisor is very - he was very engaged. Very open, you know I can easily talk to him and if I had an issue, had a problem where I could send him you know a text or something. I think his years of experience just helped to calm me. Sometimes he would just come up with a book and said, "Hey you're in a spot to read this. Maybe this will help you." He's a very calming person, my university supervisor is, and he was easy to talk to. When he had come [to the classroom] with a smile and a handshake and a pat on the back and tell me it's not that bad - it really isn't. Whereas my clinical, he's a little bit higher stress, he's a very matter of fact person. So I don't, I really didn't have an emotional connection with my clinical, it was definitely professional…I mean when I left I wouldn't say him and I are friends. We just didn't make a personal connection.

The student teacher makes a clear distinction between his emotional and professional relationship with his clinical supervisor, which indicates he believes the two can be separate entities. Since the student teacher felt as if his clinical supervisor was not as approachable, he felt much more at ease with his university supervisor, and could, therefore, reach out to him without feeling hesitant or bothersome. This reveals that student teachers need at least one supervisor within the triad to reach out to in times of both triumph and despondency. It is uncertain if this university supervisor went out of his normal supervision style knowing this student teacher needed additional support, or if this is his typical way of supervising student teachers in the field – calming, open, and available to help. In either instance, student teachers

need supports beyond the classroom, and the university supervisor is valued and much needed for emotional backing.

One student teacher, however, reported a different experience with her university supervisor than the first two student teachers above, and her experience evoked negative emotions. This student teacher did not believe she was provided the support of her university supervisor that other student teachers were receiving, but she had the full support of her clinical supervisor. She, too, in the interview compares her clinical supervisor and university supervisor in this way:

> Mrs. [Clinical Supervisor] is so supportive. She was always positive, she was never negative and anything we had to work on she always supported me 100%. Even at 10:00 at night when I needed something answered, she helped me. She would constantly check on me and take my stuff home and make recommendations. Like if she would say - not fuss at you if she thought that there was something that you needed to improve she would just say, "This is what I think, I want you to hear me out." She was wonderful with that. My university supervisor could have been a little bit more supportive and got us in the right direction. She was wonderful in the aspect if something came up that I needed to have an extra day or two to work on something. She was wonderful about accommodating me with that but as far as answering questions and stuff she wasn't very supportive. I wish she could – maybe meeting with on a weekly basis and emailing, responding to emails a bit quicker. There were weeks that went by in between emails and just checking in on us.

Later in the interview, the student teacher went on to say:

I felt so confident throughout the whole program and there are a lot of things that happened this semester that were out of my control. You feel like you're kind of babied throughout the program and then all of a sudden you're just kind of thrown to the wolves, but at the same time I don't think that's how everyone's experience was. I think it depends on who's guiding you and who your teacher is from the university and your clinical because those are the two ends of support you need.

This student teacher clearly had the support of her clinical supervisor, and it is evident that she and her clinical supervisor had an excellent relationship built where they both could openly approach the other without hesitation; the student teacher felt safe and supported. It is also apparent that this student teacher's university supervisor lacked availability and only provided reactive support when absolutely needed and when prompted by her student teacher. This implies that this university supervisor was more reactive in her supervision as opposed to proactive in anticipating and understanding her student teacher's needs. This type of supervision style appears to leave student teachers feeling isolated, and so they lean more heavily on their clinical supervisor. To further support this, one recent graduate noted that university supervisors, "…need to be open and willing to let you cry if you need to…you don't want to look incapable or don't know what you're doing, but you can't keep that in." She went on to recommend to the program that when the program hires people they should hire people (university supervisors) that, "…will sit down and listen – really listen." This indicates that during this recent graduate's student teaching experience, she may not have had a person to go to when in emotional need, or she may have felt intimidated by her supervisor when she was a student teacher.

It is clear that university supervisors are important to the development of student teachers, and university supervisors are carefully matched to student teachers. The university

also has many other elements and factors that cause student teachers to feel and express emotions certain ways. The university supervisor is central in the triad, as it is her/him that stands as the liaison between the school and the university, and all that both entities demand of the student teacher.

The University and Student Teachers' Emotional Experiences

The university, while distant from the student teachers' school sites, proves to have a large impact on student teachers' emotions throughout the semester. The university, specifically the ECED program selected for this study, determines field placements, assigns university supervisors, and facilitates the edTPA process. Additionally, university supervisors not only serve as liaisons between partner schools and the college, they also evaluate the student teacher throughout the semester and assign final grades in the course at the end of the semester. Even though the university appears to be a distant entity from the student teachers' school experiences, it actually serves as an equal source of student teachers' emotions, both positive and negative.

Since the university is responsible for assigning field placements, it was important to analyze how the student teachers' field placements (school site, grade level, and clinical supervisor) impacted the student teachers' emotions. The student teachers' field placements proved to be a major source of their emotions, and this was revealed in both weekly reflections and in the student teachers' interviews. In the weekly reflections, specifically towards the beginning of the semester, the great majority of student teachers commented both positively and negatively about being in a new placement different than previous semesters, most notably the semester just before student teaching (Methods II). When commenting, they almost always commented on a grade level change from the previous semester. This was especially true if they

moved from Kindergarten to 5th grade or 5th grade to Kindergarten. One student teacher wrote,

"This semester has been very eventful for me! Transitioning from Kindergarten up to 5th grade

kind of threw me for a loop at first." Conversely, another student teacher stated in her interview,

"It was hard going from 5th grade to Kindergarten. I didn't really think about it in the beginning

and I guess in some of my lessons I didn't state the expectations and I didn't think about it. I

was like, oh yeah, they're five. But I got used to them quickly and fell in love with them!"

Placements set forth by the ECED program at the university are clearly important to student

teachers, and they seem to cause emotions of worry and uncertainty at the beginning of the

semester. However, these feelings of worry about being in a different grade level diminish

quickly, and this is evidenced in the weekly reflections of all student teachers when they begin to

reveal their comfort levels in their new placement.

Not only do student teachers express emotions around their assigned grade level

placements, but the university and clinical supervisors they are assigned to also serve as a source

of their emotions, as described in detail in the two previous sections of this chapter. Overall,

these are positive emotions, and student teachers are grateful for both supervisors. In reviewing

the student teachers' reflections and interviews, it is clear that student teachers' assigned clinical

supervisors are the single most influential persons to student teachers in the student teaching

triad. With the exception of one student teacher, each of the ones interviewed had positive

experiences with their university supervisor which led to positive emotions.

It is notable to mention that not one student teacher wrote about or commented about

their assigned elementary school site. So, even though some of the student teachers were

traveling distances of up to 60 miles one way, this travel time did not prove to serve as a source

of their emotions. Other factors about the student teachers' placements surfaced, factors such as

school administration and other teachers on the same grade level, but these factors were all unique, and no patterns emerged in the data to determine an additional source that caused emotions in the student teachers.

The one universal source of emotion, specifically feelings of stress and frustration, stemming from the university was the newly adopted statewide Teacher Performance Assessment (edTPA) – a certification requirement of all student teachers in initial teacher certification programs at the university. As explained in Chapter III, the edTPA is a portfolio submitted to a source outside of the university and leads to the student teachers' state certification. Student teachers consistently wrote about the edTPA portfolio assessment in their reflections, and this was a constant topic discussed in interviews by all of the participants – even the recent graduates who participated in the edTPA as a pilot group when the assessment was not consequential to become certified teachers. In all cases, the edTPA is an assessment that unquestionably evokes negative feelings in the student teachers. Even in the letter to the incoming student teacher, the graduating student teacher states, "edTPA. The dreaded thought. I am not going to lie, you are going to wish that you could throw your computer through a window at times because you repeat yourself in the different tasks about one hundred times." The whole assessment seems to consume them from the beginning of the semester until the moment they click the submit button where, upon submission they automatically feel a sense of relief. In an interview, when asked about the best day or time during student and why, one student teacher replied:

Oh Lord! The day we submitted edTPA was the best day just because that weight was lifted as far as getting it done. You felt like you could actually go to work and do what you needed without having to worry about anything else. It was wonderful!

This student teacher not only shared her relief of being finished, but she also disclosed that so much of the student teachers' time is spent on edTPA that they feel their focus is not where it should be – on teaching their P-5 students. It should also be noted that her response to the question about her best day or time in student teaching revolved around edTPA and not about the students in her classroom, which was how all of the other student teachers responded to the very same question. This means that the edTPA must have been an incredible burden on her during the semester – something so dreadful, in fact, that when it was over, it was the happiest she felt all semester. Another student teacher described a similar feeling in her final reflection as, "The relief you get when you turn in edTPA is indescribable. It wasn't until that moment when I pressed "submit" that I have ever felt weight be lifted from my shoulders." This student teacher was not only emotionally relieved, but there was also a physical response to being finished with this monumental assessment.

Directly related to this, student teachers also feel relief when they receive their final edTPA scores. Since their portfolios are sent off to an outside source, this places an additional layer of stress on the student teachers because they have to wait almost a month to receive their scores via email. This waiting period can be a nervous time for student teachers because they have no idea who their portfolio is being evaluated by and their certification lies in the hands of this unknown entity. Upon receipt of her scores, one student teacher wrote in her reflection, "My edTPA scores came back, and a burden of uncertainty has been lifted. It was a great feeling to finally have that portion of my journey into an elementary classroom completed." This also shows student teachers' uneasiness; even after their portfolios are submitted, there is still a heavy cloud over their shoulders until they obtain their final score reports.

When asked in an interview what was stressful about the semester, one student teacher responded by saying, "I hate edTPA." That was it; she didn't elaborate or extend her response, but I remember seeing a physical reaction as if it brought back a horrific memory during this interview; her head was shaking and it was as if she did not want to talk about her experience with the portfolio in any manner. When I asked another student teacher in an interview what caused her to feel stress, she also immediately responded with comments about the edTPA. She stated:

> The whole edTPA was very stressful. Last semester I felt my unit was really good and just like writing all the stuff afterwards about it. I felt like there were a lot of things I could say. With this task I was just like, I don't know how I was like. I don't know what else to say. It's either they [the students] can write this or they can't since they're in Kindergarten, but I was really stressed out with that because I was like, I'm not getting the full pages. I'm not going to have enough. I just don't know what else to say. I don't know - the whole thing was stressful.

This confirms that a high source of stress during student teaching is, indeed, directly related to the development of the student teachers' edPTA portfolios, required by the university and needed for certification. While different student teachers shared their different difficulties regarding their portfolio – whether it be their unit topic or simply not having enough time to complete all the requirements of student teaching on top of completing their portfolio, this student teacher's stress was rooted in her grade level. She knew she was prepared for the portfolio because she completed a similar one last semester and was successful, but the jump down to the kindergarten level posed an added layer of stress.

Task 2 of the edTPA portfolio was also mentioned in student teachers' reflections. In Task 2 the students are to video-record themselves teaching, and the video is submitted as a portion of their portfolio. This task served as a major source of frustration for several student teachers. One reflection stated:

> Monday was one of those days that made me reevaluate every life choice that lead to me stepping foot in that classroom…I could *not* get them to stop talking to each other long enough to finish my thought. It sounds like such a silly thing to ruin a whole day, but I really thought I might cry when I got home. It was the first day I was filming my unit, and looking back, I was probably not being as harsh with them as I would have been if I was not being evaluated by a total stranger. The edTPA video was a disaster, and my teacher told me that she would avoid using it if at all possible.

This high stakes assessment for the student teachers can be so stressful and frustrating that they question their choice to become a teacher. Moreover, the video-recording is stressful because not only are there are so many rules about the video - time limits, no editing, video permission forms, etc. But bigger than this, when student teachers "mess up", or management of the students in the classroom becomes problematic, all of that is captured on camera and exposes the student teachers' imperfections and inadequacies and, perhaps, makes them feel like they have failed.

Overall, the edTPA is an emotionally and physically draining part of the student teaching experience. One student teacher stated in a reflection, "This week was absolutely exhausting! From working all weekend on edTPA to pretty much lead teaching this week, I'm so tired! I hope everything runs smooth and I'm not too dead by the end of the week." While another

shared her exhaustion by stating, "I've never been one to go to bed at 9:00, but during my student teaching semester I was in bed, almost falling asleep by 8:00-8:30. Your body is EXHAUSTED. The days and weeks are long and edTPA is stressful." The student teachers understand the magnitude of this assessment required for certification, and the extra stresses it places on them, in addition to all of the other university requirements of student teaching, causes them physical strain.

While emotions are stirred by many sources housed at the university, student teachers also share their emotional experiences they have with K-5 students and at their schools. These experiences, unlike the university experiences that exude more negativity, include a greater balance of both positive and negative emotions of student teachers. K-5 students' successes, assessments in schools, students' home lives, parents, and other school personnel often served as sources of emotions that student teachers endured throughout the semester.

Student Teachers' Emotional Experiences with K-5 Students and at School

The children in the student teachers' assigned classrooms served as the heart of the student teachers' emotional experiences, and this was evident in the student teachers' reflections and interviews of all of the participants. The K-5 students' impact on student teachers led to a range of emotions, both positive and negative, and the student teachers' grade levels or school placements did not appear to make a difference in how their students' impacted them emotionally. In every single interview with the student teachers, they each noted that their favorite part of student teaching was the children in their classroom. The student teachers said the students made them feel proud, excited, and happy, and they also admitted how sad they felt for some students and how frustrated they could feel on certain days with certain children. It is

important to note that difficult emotions surfaced more often than positive emotions when student teachers wrote or spoke of their students. While student teachers' different contexts and personalities evoked different emotions, patterns emerged in how K-5 students impacted the emotions of the student teachers.

Student teachers often felt excitement when their students' "light bulbs went off", when lessons went well with students, and when they were recognized by their students for "being the best teacher ever!" Some student teachers wrote about assessment positively and felt excited when their students, "…understand, FINALLY understand" a new concept that they have taught. This is especially true for K-5 students who are considered academically disadvantaged or who have difficulty in certain content areas. This enthusiasm was captured in the following student teacher's weekly reflection:

> My most rewarding student this week was a student who is failing Math, Science, and Social Studies…last week, she made a 29 on a county-wide assessment on dividing fractions. Seeing her frustration, I started pulling her for one-on-one remediation for about 20 minutes every morning this week. Over the course of the week…I heavily scaffolded when she was working out problems…On Thursday, she made a 100 on an assessment she completed herself over dividing fractions; I was so excited for her! She kept wanting to divide more and more fractions; moments like these are just one of the many reasons I love teaching. It was so rewarding to me!

This student teacher understood the frustration of the child and took extra time to support her with the concept of dividing fractions. This shows that student teachers have an understanding of the importance of reading their students' emotions, and student teachers also know that they

can directly impact children both academically and emotionally by taking extra steps to help them individually. This reflection also reveals that student teachers recognize their students' academic successes and failures as well as their own successes as a teacher, and when their students are successful, it makes them feel excited and proud. The data also reveal that when student teachers write and talk about happy moments with their K-5 students, the anecdotes are exclusively related to their students' academic successes and triumphs.

Student teachers often acknowledged that they were making a positive academic difference, but beyond this, student teachers also recognized the personal, social, and emotional difference they were making in their students' lives. They recognized that teaching is not just teaching, and they have an internal understanding that it is their role to develop the whole child, just as the written documents indicated in Research Question 1, and when they see that a child's needs are not met, it deeply saddens them. When student teachers expressed frustration with their students, it was often connected to management, but when sadness was spoken of or written about, it was often due to external factors of the students, such as the students' underprivileged home lives. In an interview when a student teacher was asked what made her sad during the semester, she responded:

> What makes me sad? Hmmm. The kids that had the bad home lives. We have one student who came and she was new. She was only there for like, I don't know, a month and a half and then she was out for nine days and we were like, "Where is she?" And she was in a homeless shelter. It was just like, I don't know. I felt sad because while she was in our class she was so shy. She'd never really got to like open up to anyone and I felt like, I don't know, like I missed an opportunity for us to let her know that somebody was there

for her. I feel like we kind of let her down and now I have no idea. Like what's going to happen to her? That was the saddest part of this semester.

When a child's basic needs are not met outside of school, student teachers understand there is very little, if anything she or the clinical supervisor can do to appease difficult circumstances of their students. Another student shared a similar instance of feeling sadness for a student in this way through a weekly reflection:

On another note, I experienced something really sad this week in the classroom. One of my students had been out for nine days in a row. No one could get in contact with the family and we were starting to worry. When the school finally got in touch with the family. We found out that they are in a homeless shelter and the student is not in school, because the mom does not know where she is going to end up. Later we found out that the mom has warrants out on her. My supervisor and the school's parent liaison was trying to work something out to get the student back at school. The next day the student was withdrawn from the school. I have not heard anything else yet. This situation really hurt my heart. I just wonder what is going to happen to this student. She is only in kindergarten and this is already her life. I hope that she will be able to rise above whatever struggles she has to face. I hear sad stories all the time, but when it is someone in your classroom it becomes real. I want to be able to help other future students that I may have with situations like this in my classroom.

Student teachers truly understand that children can have difficult, sometime, "unimaginable" home lives, and they recognize how these students' home lives filter into school and can emotionally impact children. The student teachers feel heartbroken for the students, and they also worry about

these students' futures, not knowing where or how they will end up. It is difficult for these student teachers because they simply lack the experience in knowing how to respond to upsetting situations.

Two other student teachers shared their sadness, and in this sadness, they directly point fingers at the parents of the children. One student teacher condemned the parents through questions in the following manner in a reflection:

> I am starting to wonder if parents need those same things in order for them to be the best parents they possibly can be to their children. It breaks my heart that my clinical and I have had to send home MANY third notices for parent/teacher conferences for them to come and meet with us about their child's academics and no one has bothered to respond. Do you not care about your children and their academics? Is education not important in your household? What examples are you setting for you children, to not take school seriously? I see how my Clinical struggles when reaching out to parents time after time and not having any luck; I wonder what can we as educators do differently to reach the minds of our students' parents to help them be more supportive?

The other student teacher expressed her sadness about lack of parental support at schools in this way:

> This week I got to experience some of the heartbreak of being a teacher. I turned around to walk to my classroom and this little girl stopped me. She didn't say a word to me; she just wrapped her little arms around me and laid her head against my stomach. Until this day, I have never seen her. All that I could think of was, "This little girl was craving love so bad that she tried to get it from a random stranger." This shattered my heart into a

million pieces. I hugged her back and I told her to have a great day. I saw the same little girl today (Thursday) in the lunchroom and she asked me if I would be her mommy. It just breaks my heart that she doesn't get enough of it at home. It goes to show that those stories we hear about in school really are true. It's hard to actually imagine that feeling, as a teacher, until you experience it yourself. Even though these types of situations are so hard and I don't quite comprehend how a parent cannot actually be a parent, it makes me feel better that I can make a difference.

Both of these student teachers understand the home-school connection, and how these connections directly impact their students. They recognize the need for parental support and guidance; in fact, their words almost exude anger at the parents because of the sorrow they feel for their students. Student teachers have a deep understanding that their K-5 students are diverse in many ways - academically, socially, and emotionally. These differences in their students evoke an array of emotions in student teachers, and the student teachers are openly willing to share how they are feeling, whether it be positive or negative. Student teachers also understand that the variances in their students are also almost every time caused by an external source outside of school, and that there is very little they or their classroom teacher can do to alleviate challenging circumstances that lead the student teachers to feel sad, angry, and even confused.

In the midst of student teaching, it is inevitable that student teachers experience a range of emotional experiences directly related their work and responsibilities in schools. These emotions are blurred within the technical aspects of teaching and in the relationships developed with others throughout the semester. This is especially evident when student teachers begin to assume the responsibilities of "real teachers". One student teacher expressed feelings of being overwhelmed in the following excerpt from a weekly reflection:

During my first week, something has been revealed to me that I had not envisioned before. That something would be the world of real lesson planning…As I sat down with my teacher to get a feel for the lesson plans she submits in order to be prepared for when I will be block planning, I was speechless and overwhelmed. I thought to myself, "I don't know how to follow this lesson plan and this is terribly confusing."

What was once perhaps an easy task, lesson planning, became difficult for the student teacher because of a change in formatting. This student teacher had moved to "block planning" which is much different than the lesson planning templates used in previous semesters.

Throughout their program of study, teacher candidates not only learn the importance of planning, but they also learn about assessments, why we assess, how we effectively assess, and how we use assessments to inform instruction. However, it is not until student teaching do they really begin to understand how assessments in schools impact teachers and K-5 students emotionally. Threaded throughout the student teachers reflections is assessment – whether it be daily, informal checks for understanding ("He got! He finally got it!") or the Georgia Milestones Assessment System (GMAS); student teachers become fully aware that testing is a fundamental part of schooling and is, undoubtedly, a major root of the joys and frustrations that teachers experience.

With the push of high stakes testing in schools, the student teachers' emotions are directly impacted, and this occurs at all grade levels – not just the grade levels that involve statewide, standardized testing. While testing often serves as a source joy and excitement when student teachers see their students' progress and academic achievement, as well as their own successes as a student teacher, it can also serve as a source of stress and frustration. Student

teachers are also humbled when their own students recognize them for their teaching and the positive impact they make on their students academically. One student teacher reflected on a moment she received a letter from a student who thanked her being a "great math teacher" and offered to help her in further preparation for the GMAS test.

> I never thought that I would actually make an impact on my students, but I really am…This week, she gave me a thank you note that told me that I was a great math teacher and that she would love to help me in the preparation of the Georgia Milestones Test next week. When I read it, I teared up! I thought it was so sweet and thoughtful that she asked me what she could do to help ME prepare her and her peers for the test.

Moments like these disclose student teachers' need to feel appreciated and valued. These are the moments that, during stressful times like high stakes test preparation in schools, keep the students teachers trekking along in their venture to teacherhood.

While student teachers do share these positive feelings in connection with their students' successes on assessments, they also expose how they feel saddened, frustrated, and stressed out about how assessments in schools so negatively impact their students. In fact, these novice teachers begin to question the whole education system and question how all of these mandated tests can cause so much stress and anxiety in their young students. The student teachers empathize greatly with the pressure their students endure, and are not hesitant to share how it impacts their own feelings. This is exemplified in the following excerpt from a reflection:

> My students had MAP [Measures of Academic Progress] testing this week and they were mentally exhausted, but also full of energy from not being able to have recess. I talked to my teacher about the testing that they do in kindergarten. I did not realize how much testing

there is in kindergarten. After hearing about all of it and seeing the kids during and after the test, it made me really sad. I think that there is too much pressure put on five year olds. This makes me not want to teach kindergarten, because I don't think five year olds should be dealing with all of this.

This student teacher's reflection reveals that she has fundamental understanding that excessive testing, especially at the kindergarten age, is developmentally inappropriate, and it makes her feel sorry for her Kindergarten students. She understands that children of this age need to not be punished by having their recess taken away for the sheer sake of testing, but rather, they need to be playing outside developing physically, socially, and emotionally. This student teacher feels so negatively about this, that it has deterred her from wanting to teach Kindergarten.

Some student teachers in the upper grades expressed sadness over standardized testing and how those assessments impact their students emotionally. Once student teacher wrote the following in a weekly reflection:

I did not realize how stressed some of my students would be with testing; for instance, on Monday morning, one of my students came in and asked if today we would start testing. When I told her we were going to start testing, she immediately went to her seat, pulled out all her notebooks, and began to study. It just makes me so sad to see how anxious the students have become over testing.

Watching students become anxious over high stakes testing makes the student teachers feel both sad and helpless. This student teacher, knows and understands the pressure of testing and how it impacts their students emotionally which, in turn, impacts their own emotions as a developing teacher.

Student teachers not only recognize the negative impact testing has on students, but they also recognize how testing impacts their own clinical supervisor as well as other teachers. One student teacher described the stress of preparing and planning for testing and how it impacted the whole grade level in the following way:

> This first week was definitely stressful for me, as I'm sure it was for all of the other student teachers! Prior to student teaching, I was not placed in a grade level that took the Georgia Milestones standardized test. From my first day being in Fifth Grade [moving from Kindergarten], I realized how stressful preparing for testing is; my supervisor and her team members are trying to cover so much new content with very little time. On my first day, the teachers were informed that the date the students will begin testing was pushed up a whole week, which completely threw off their pacing guide that they have following and sent them all into a planning frenzy.

This reflection shows that planning for testing consumes the work of teachers; it also reveals that student teachers are directly impacted by the stresses that their clinical supervisor feels – not just with covering content to be tested and to be assessed by an outside source, but also with the pressure of how their students perform on those standardized tests. This student teacher seems to have felt the same stress, pressures, and anxiety as her clinical supervisor and the other team teachers.

One final emotional experience at school shared by a student teacher was written about in a reflection, and it revolved around her clinical supervisor's partner teacher across the hallway. In this reflection, the student teacher recognizes not only her own stress, but also the stress of her students and the frustration of her classroom teacher by the same issue. She writes:

One of the sources of stress in my classroom comes from the teacher across the hall. She thinks that it is appropriate to continuously send children into the classroom with messages regarding things that are going on in her class, or with make-up work that the students need to have turned in to her by the end of the day. I am all about being a team player, but these kinds of disruptions are really starting to get to me. Every time she comes in the students are immediately stressed out by whatever missing assignments they have due, and they spend the rest of the class period trying to get the work done without me noticing. My classroom teacher has expressed her frustration to the other teacher, but it does not seem to make a difference. She has no problem talking about the students in front of them, and it is making a negative working environment for everyone. Because I do not feel that I can talk to the teacher about her behavior, I have found that I am taking it out on the students. I get angry with them for trying to do work for other classes…I do not want to feel this way, and I certainly don't want to add any more stress to their lives, but I am so frustrated…I need to make the choice to be more positive…to help make everyone's day a little brighter.

This student teacher admitted her stress level as well as her anger, which is unusual for student teachers, as discussed earlier. She has learned that disruptions to the classroom that are out of her control directly impacted her students' well-being and caused her to feel not only frustrated with the teacher across the hall, but to also deflect her anger at the students. In fact, she felt helpless in this situation because she knew it was not her position to confront another classroom teacher when she was in the role of a student teacher. In the end, it was the students that were most impacted because they were "stressed" about having to finish their work for the other

classroom teacher, and this was compounded by the student teacher taking her frustration and anger out on the them in the classroom.

The student teacher stated she knew her clinical supervisor was frustrated, but what was not revealed in this reflection was how the clinical supervisor handled her feelings of frustration with the other classroom teacher. This could mean that the student teacher was learning how to navigate these difficult emotions on her own, and she may have even felt unsupported or isolated. She also admits that she knew she should not have felt that way, and she needed to be more positive; this again verifies that most student teachers have an understanding that negativity does not belong in the classroom.

Working with parents of K-5 students appears to be another source of nervousness in schools for the student teachers, and they. It seems that most clinical supervisors handle most of the communication with parents, and the student teachers recognize that they lack experience with this critical part of teaching. One student teacher witnessed an "awful" student episode and saw firsthand how parents can react to certain situations. It seems that the following incident not only shocked the student teacher, but also made her question her own comfort level with parents. This lack of experience made her feel nervous, as expressed in this reflection:

> There are some things that I have seen that have opened my eyes toward teaching. My clinical was out Monday. One of my students had a huge meltdown in the hall, the assistant principal and another first grade teacher had to carry her to the office. She was kicking and screaming. It was awful. I have never seen a child react the way she did. This child has a very rough home life. She is being raised by her mother with two other siblings. The child was suspended for two days due to the incident. The following day,

the child shows up at the school. My teacher goes to the office to speak to the parent. The parent tells my teacher that she doesn't believe that her child acted that way and that all the teachers were lying. Before the parent spoke to my teacher, the child told my teacher what happened and how she acted. The assistant principal and my teacher told the mother how there were other teachers who witnessed the child actions. The mother responded to the assistance principal by walking toward the door and saying to the child these teachers are pissing me off. After hearing about what happened, this opens my eyes to how parents can be. There can be multiple people saying what the child did as well as the child but the parent still doesn't believe anyone. The parents is the part I am most nervous about with teaching. I know there will be parents who will do anything for their child and some who don't care. I am nervous to know about the different situations that will come up when dealing with parents. I know that I need to build a relationship with all of them and this will make communicating with them easier. What do you do with parents who aren't interested in communicating with you?

This reflection directly ties to the recent graduates feelings about working with parents. This student teacher stated concern about "dealing" with parents when she becomes a teacher, and in the interviews with the recent graduates, they each cited that an aspect of the classroom that they did not, and still do not, feel prepared for was working with parents because parents still intimidate them and make them feel nervous. They each stated that parents still make them feel uneasy, and they do not know how to handle many of the unexpected situations that come up when working with their students' parents.

While most student teachers reported feeling nervous in connection with actual teaching and learning, chaotic days, and working with parents, one student teacher thought much more

broadly. She expressed her concern and being nervous about conformity in schools in a weekly reflection. She stated:

> I did not expect there to be so much pressure to conform to what other teachers are doing. All this makes me a little nervous about how much autonomy I will have throughout my teaching career.

It is not clear if all student teachers think this broadly about their future K-5 classrooms. This could also be attributed to the student teacher's clinical supervisor or another outside source expressing the same concern which made the student teacher question teachers' autonomy in the classroom. Again, student teachers have different personalities, and this could be a factor in that as well. Some student teachers may appreciate the comfort of conformity and following the rules, while others feel more comfortable, and maybe even more confident, doing things their way and going against the grain.

In all of these emotions experienced in schools and in working with K-5 students, there is a common thread among these experiences. Student teachers have a fundamental understanding that emotions inevitably surface as they make the transition from student to teacher, as they work with their supervisors, and as they experience the day to day happenings of being a student at a university and a teacher in school. The thread that ties these experiences together is that of the student teachers' underlying awareness and beliefs that their emotions should be regulated and managed.

Student Teachers' Responses to and Management of Emotions

Student teachers' reflections and interviews reveal that student teachers endure an array of emotions throughout their student teaching experience. It is evident that student teachers have

an understanding that it is acceptable for positive emotions, such as joy, pride, and excitement, to be expressed with others. Student teachers also understand that their positive emotions do not need to be regulated or managed since they are acceptable to express positivity in front of others. Conversely, student teachers often indicated that when they expressed negative emotions, in particular crying out of sadness for self, anger, or irritability, they felt shunned and believed they needed to either stop emoting negatively or adjust the ways in which they responded to those negative feelings. In this management of emotions, student teachers applied two strategies: 1) They sought people to divulge their emotions, and/or 2) they applied emotional labor.

Many student teachers revealed in their weekly reflections and interviews they often seek other people to "vent to" and to share the struggles they experienced during student teaching. Student teachers not only shared their emotional battles and their negative feelings with family members, but they also shared those feelings with other student teachers in the program and their clinical supervisors. One student teacher noted in a reflection, "Tuesday night I had a break down because I still didn't know what I was going to do. I told my mom "I am over school, I don't want to do this anymore." It is clear that this student teacher was at a breaking point and needed a family member, her mom, to support her struggles. When asked in an interview how to handle stress during student teaching, one student teacher said, "Lean on your education friends for support. Remember, they're going through the same thing." Student teachers know that only other student teachers who are experiencing the same stresses and pressures can fully understand and empathize when negative emotions surface, so they use one another as sounding boards to help them manage their emotions. One recent graduate indicated that she was able to manage and alleviate her emotions with her clinical supervisor. She noted in her interview, I talked with my clinical supervisor a lot after school. We discussed some of things that she had experienced.

I guess just by talking it out together, I was supported in what I could do." This reveals that another one of the unwritten roles of clinical supervisors is to emotionally support their student teachers, especially during times of difficulty that evoke negative emotions. In doing so, clinical supervisors are better able to assist their student teachers in managing and regulating emotions. It is clear that in the student teachers' reflections and interviews, student teachers have support systems and seems to have no reservations about expressing their negative emotions, not only to others in school settings, but to loved ones outside of school because they know it is acceptable to divulge these emotions openly.

Since student teachers are new to the profession of teaching and are still learning all of the emotions involved and how to regulate their emotions, it is important to note that all of the participants have an understanding of the need for mentors during student teaching. Every participant in their interviews suggested in some form the need for mentors of student teachers. A couple of student teachers expressed that they wished they could have had a mentor assigned to them, so when times were difficult, they had a person they could go to - "someone like a mentor from the outside that would not judge me or evaluate me, but who understands student teaching." One clinical supervisor suggested student teachers have a mentor assigned to them at their school sites. She indicated it would be good for the student teachers to have a person, "…they feel they can talk to outside of their classroom because student teachers feel like they have to be perfect with their clinical supervisor, and it's okay to admit mistakes with an outsider and to just have a good cry if you need to." The suggestions of a mentorship program reveal that student teachers need people to divulge their emotions to, and mentors have the potential to help in the management and regulation of emotions, especially difficult ones.

When student teachers deem situations to be inappropriate to openly emote, they then apply emotional labor in order to regulate their emotions. In these instances of managing their emotions in the classroom, where they may have been feeling negative, the student teachers felt forced to emote positively and to mask their true feelings, and this was especially true when they were in the presence of their students. One student teacher wrote in a reflection,

> Though this week has been a struggle for me, I was able to see just what people mean
>
> when they say despite how you are feeling, you cannot let the students see you down. As
>
> educators, you must put on a smile and continue teaching the best that you possible can,
>
> in my case, even when you are stressed out, sick and feel like crap.

Another student teacher expressed how she, much like others, felt prepared for the technicalities of teaching, but did not feel equipped for how to handle and manage the stresses involved in teaching. After being asked in her interview how prepared she felt for the emotions involved in teaching, and she remarked, "I feel like there could maybe be more support for handling stress. We are very prepared for everything else like the curriculum and coursework and stuff like that, but our actual emotions could be supported more. I mean there were days when I just wanted to pull my hair out but I didn't, and I kept smiling, but man, that stress gets to you." Student teachers recognize that stress is a highly common emotion experienced during student teaching and sought strategies for coping or managing stress. The student teacher acknowledges that handling emotions, specifically stress, could have been done proactively in concert with learning the technical aspects of teaching. And while she was seeking proactive supports in managing her emotions, it is obvious that at some point she learned that in the midst of feeling stressed, there was an emotional rule to "keep smiling", so she applied emotional labor.   A recent graduate also

indicated that she learned the same lesson in the teacher education program. In her interview she stated:

> You can understand this parent is going to scream and cuss you out for everything you're worth and we know how to respond to that. You guys teach us that and I was able to model it. I never had that experience of actually being yelled at by a parent until last year. But I was very calm and y'all talk about that all the time. This is how you handle it. This is what you say.

This recent graduate learned that even when being verbally attacked by a parent, you are to not reveal your emotions, but rather, you should apply emotional labor and mask your feelings by remaining calm and showing composure. One other student teacher also revealed that she applied emotional labor, but somewhat differently. In her interview she was asked, "Is it okay for students to see teachers to be emotional?" She responded, "You want your students to understand you're human and you are a person, but I think at all times we are the teacher and we have to keep that teacher presence." This shows that some student teachers in this program of study are being taught that the persona of a teacher takes precedence over the humanistic and, perhaps, caring side of teaching. So this student teacher's understanding of emotional labor is not to put on a smile when feeling negatively, but, rather, to put on the "teacher presence" and show no emotions at all.

Inevitably, student teachers experience a variety emotions and respond to and manage those emotions in different ways. The ways in which student teachers manage their emotions appears to be situational and also reflective of the student teachers' personalities. The more confident student teachers are, the less they appear to have to seek others or apply emotional

labor. On the contrary, the less confident and more nervous-natured student teachers seem to need the support of others more often and reveal that they apply emotional labor more regularly in the classroom.

Results of Quality Checks

In order to increase the credibility of my study, peer debriefing and member checks, as described in Chapter III, were applied. I implemented peer debriefing with another colleague in the college of education in which the selected teacher education program is housed. When I met with this selected colleague, I provided an overview of the study which included the foundation and purpose of the study, my research questions, data, data analysis, findings, and implications. In our conversation, I encouraged her to ask questions, provide feedback, and offer suggestions regarding any additional ideas she may have had. Her thoughts mirrored many of mine, and she indicated that this study was important to the work we do in the selected teacher education program and in our college. When I shared the implications of the study, as outlined in the following chapter, she fully agreed with the implications and made her own implications regarding how she can assist with the emotional development of our pre-service teachers in the block she coordinates which takes place just before the students enter the teacher education program during their sophomore year. My peer also, without prompting, recommended the idea of year-long placements when I shared the student teachers' angst regarding change of placements, grade levels, and clinical supervisors from the Methods II semester to the student teaching semester, which is more thoroughly discussed in the following chapter. I also implemented member checks to increase the validity of this study. I shared the research findings and implications via email with each of the participants I interviewed at the conclusion of my data analyses and sought input. I was able to obtain feedback from a few of the participants, and

the feedback I obtained was positive and was in alignment of my findings, interpretations, and implications, therefore, their perceptions and understandings of the findings and implications increased the validity of my study.

Overall Findings

In a collective review of all of the data sources, including written documents, student teachers' weekly reflections, and interviews with all of the participants (student teachers, university supervisors, clinical supervisors, and recent graduates), four major findings emerged in response to the three posed research questions of this study.

1.   Unlike Social Emotional Learning (SEL) standards set forth in K-12 schools, there were no standards or clear guidelines that described how student teachers were prepared for the emotional aspects of teaching or how student teachers' emotions were supported. Relative to this, recent graduates of the selected program acknowledged that they felt well-equipped for the technical aspects of teaching but ill-prepared for the emotional realities involved in schools and being a teacher.

2.   Emotional experiences during student teaching appeared to be influenced by many factors such as the student teachers' individual personalities and confidence levels, their assigned students' academic outcomes, relationships with their university and clinical supervisors, transition to a new placement from the previous semester, transition from the role of a university student to classroom teacher, standardized testing in schools, finding a job, working with parents, and the edTPA. However, time did not appear to be a factor in influencing these emotional experiences during the semester; a variety of emotions surfaced at different times and for different reasons.

3.   Positive and certain negative emotions were perceived as more acceptable to express than other emotions through the eyes of student teachers, and negative emotions were expressed more often than positive emotions.

4.   To respond to and manage emotions, student teachers sought outside sources or applied emotional labor, and when university and clinical supervisors served as a source to aid in the management of emotions, they more often supported their student teacher reactively and only when needed.

CHAPTER V

DISCUSSION AND IMPLICATIONS

Introduction

Student teaching has historically served as a core component of the great majority of teacher education programs (Gutyon & McIntyre, 1990) and as one of the most significant moments in pre-service teacher education (Wilson, Floden, & Ferrini-Mundy, 2001, Hollins & Guzman, 2005, American Association of Colleges for Teacher Education [AACTE], 2010). Over time, studies have revealed the need to more closely connect coursework on campuses and field experiences in classrooms (McIntyre, Byrd, & Foxx, 1996), the need to understand the roles of supervisors in mentoring student teachers (Borko & Mayfield, 1995), and the limited degree of attention towards pre-service teachers' emotions (Meyer, 2011, Sutton & Wheatley, 2003). Furthermore, Schutz et al. (2007) and Sutton and Wheatley (2003) recognized that obtaining a more comprehensive understanding of teacher emotions can potentially improve teacher education programs and aid in the prevention of teacher burnout and dropout. The purpose of this phenomenological case study was to investigate how one Early Childhood Education (Pre-K-5th) Program (ECED) addressed emotions and prepared pre-service teachers for the emotional dimensions of teaching. I strived to reveal ways in which emotions in teaching and learning to teach were and were not addressed during the student teaching semester of the selected teacher education program. Additionally, I investigated how teacher educators (university and clinical supervisors) supported and prepared student teachers in understanding the role of emotions in teaching and learning. Finally, I investigated the lived emotional experiences that pre-service teachers encountered during student teaching, and how they responded to and managed those experiences. This study, in turn, aimed to answer the following research questions:

1) How are the emotional dimensions of teaching addressed, if at all, during the student teaching experience?

2) How do teacher educators and clinical supervisors help student teachers understand the role of difficult emotions in teaching and learning?

3) What are the lived emotional experiences pre-service teachers encounter during their student teaching experience, and how do they respond to or manage these experiences?

This chapter presents the discussion of the four major findings of the study and draws relationships among those findings with existing literature, concepts, and theory. Implications for practice in teacher education, limitations of the study, and recommendations for future research are presented at the conclusion of this chapter.

Major Findings

The data of this study revealed four major findings in response to the research questions posed, as presented in Chapter IV. The findings are as follows:

1. Unlike Social Emotional Learning (SEL) standards set forth in K-12 schools, there were no standards or clear guidelines that described how student teachers were prepared for the emotional aspects of teaching or how student teachers' emotions were supported. Relative to this, recent graduates of the selected program acknowledged that they felt well-equipped for the technical aspects of teaching but ill-prepared for the emotional realities involved in schools and being a teacher.

2. Emotional experiences during student teaching appeared to be influenced by many factors such as the student teachers' individual personalities and confidence levels, their assigned

students' academic outcomes, relationships with their university and clinical supervisors, transition to a new placement from the previous semester, transition from the role of a university student to classroom teacher, standardized testing in schools, finding a job, working with parents, and the edTPA. However, time did not appear to be a factor in influencing these emotional experiences during the semester; a variety of emotions surfaced at different times and for different reasons.

3. Positive and certain negative emotions were perceived as more acceptable to express than other emotions through the eyes of student teachers, and negative emotions were expressed more often than positive emotions.

4. To respond to and manage emotions, student teachers sought outside sources or applied emotional labor, and when university and clinical supervisors served as a source to aid in the management of emotions, they more often supported their student teacher reactively and only when needed.

These findings, while stated broadly, lend themselves to major implications for the practices of teacher education programs, student teachers, supervisors of student teachers, and the field of curriculum studies. The following sections will discuss the findings while making concurrent connections to existing research and theory.

<div align="center">**Discussion**</div>

Teacher Education and Teacher Educators

It is important to thread the beginning of this discussion regarding teacher education and teacher educators through a broader perspective and lens of curriculum studies. Pinar (2004) defines curriculum theory as, "…the interdisciplinary study of the educational experience" (p. 2),

and since the vast field of curriculum studies is so largely connected to the humanities in education, it is important to connect the findings of this research on emotions in teacher education to this field. Curriculum theorists are largely concerned about the shift of schools into business-like models that are focused on the "bottom line" (Pinar, 2004, p. 2) and are pushing back towards an education in schools that reflect individuality and, "…creativity, erudition, and interdisciplinary intellectuality" (Pinar, 2004, p. 11). Teacher education programs are now feeling those same pressures of conformity and technicalities, and this was evident in the written documents examined in this study. Moreover, since it is known that teaching is a female dominated profession in the United States, particularly at the elementary level and as represented in the demographics of this study, it is important to address the fact that the policymakers of schools and schooling do not necessarily reflect the female population. Males, in these bureaucratic roles, often lack the understanding of what it means to be a teacher and the emotions involved in teaching due to their lack of classroom experience, therefore, schools have become businesses that are entirely data driven – much attributed to the Every Student Succeeds Act [ESSA] (2015), formally known as No Child Left Behind [NCLB] (2001). In this data driven world, teachers and children have become numbers, and their humanistic qualities, including those involving emotions, have been marginalized.

Just as schools have transformed into factories producing test scores, so have teacher education programs. Perhaps this business-like, impassive approach to schooling is a result of Tyler's procedural book, *Basic Principles of Curriculum and Instruction* (1949). Tyler's step by step book became the foundation of classrooms across our country, in which there is always an end in mind to be evaluated and scored, and a teacher and administrator to be held accountable for those scores. These practices have transferred into teacher education programs and teacher

educators and have directly impacted pre-service teachers. The student teachers in this study often expressed their disgust with the copious amount of testing, especially standardized testing, applied in schools today, and they recognized the stress it placed on the students in classrooms, which in turn caused them to feel sad and sorry for their students and, even more so, aggravated at the system.

This model of schooling defies John Dewey's (1944) vision of schooling in which students became their own constructors of knowledge through problem solving and personal experiences. He believed in building classrooms where teachers and students learned to create knowledge together, as caring and compassionate partners, through personal connections and experience. In doing this, it instilled in children the need for creating social change and societal reform in a democratic nation. Whereas, Tyler maintained a business minded approach to schooling, as opposed to a humanistic approach, and this leans towards an overemphasis on test scores and data rather than "discovering and articulating for oneself and with others…" (Pinar, 2004, p. 16). This can be directly related to the student teachers' negative experiences with the edTPA in this study. The student teachers had a strong understanding of the consequences of not passing their "test", and this caused an abundance of negative emotions. The student teachers experienced feelings of stress and frustration, and those feelings seemed to have prevented them from growing personally and professionally as a teacher during their experience. Simply said, the student teachers lost focus of their final experience in learning to teach under the guidance of a mentor teacher, and while the edTPA demands student-centered lessons and assessments rich in academic language, the student teachers remained fixated on themselves in their quest to meet the bottom-line – their certification.

The focus on the technical aspects of teaching, such as knowledge of instructional strategies and assessment, has taken over what it means to be a caring and concerned educator, at any level of schooling, including higher education. Noddings (2005) describes caring as an essential element of curriculum design in schools and in classrooms, and she believes there are shared, universal centers of care and concern which must be developed among the children we teach. The results of this study add to this thought; since the emotions of the student teachers were so prevalent, teacher education programs also need to develop these universal centers of care and concern, and through teacher educators who support the emotions of pre-service teachers, perhaps through "complicated conversations" (Pinar, 2004, p. 9). Moreover, Noddings (2005) states, "Caring teachers listen and respond differentially to their students" (p. 19).   When teachers care and respond to diverse needs, emotional and trusting bonds are formed. It is not until these faithful relationships are formed, and it is not until students know that they are cared for that real learning inside and outside of classrooms can transpire. These ideas transfer nicely to the relationships and partnering of student teachers to their supervisors. The study revealed that student teachers sought their supervisors as sources to aid in the management of their emotions, so it is evident that teacher education programs need not just knowledgeable teacher educators, but caring teacher educators both at the university and school settings. As Hargreaves (1998) contends:

> Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy. (p. 835)

Student teachers have a great understanding of all that is entailed in being a student and in making the transition to being a teacher, and they recognize that emotional experiences exist in this process. Moreover, the student teachers consistently manage and regulate their emotions – whether intentional or not, there is a hidden understanding that their emotions must be managed and regulated in order to demonstrate that they not only care and possess compassion, but, they also maintain the competence of a classroom teacher.

As the data indicated, emotions involved in teaching are not part of the formal teacher education curriculum. Teacher education programs in the United States currently operate under accrediting bodies with strict mandates at both the national and state levels, much like the public school systems to which products of these teacher education programs enter. There is a clear federal agenda in creating teachers who are efficient in planning, teaching, and assessing, the central foci of teacher education standards intended to create quality teachers, so those teachers, in turn, are able to increase student achievement for the sake of global competition (Darling-Hammond, 2015). The mandates of teacher education programs are mirroring the standardization of pedagogy that is currently reflected in the current state of public schools in which teachers' voices are silenced and a regimented curriculum, with little attention to social and emotional development of pre-service teachers, is to be followed. However, Apple (2005) notes that the development of uniform standards and increasing legislative evaluation processes in teacher education do not automatically assure the success of public schools. And, while K-12 school systems expect their teachers to develop their students' cognitive, academic, social, and emotional development, (Elias, Gager, & Leon, 1997) teacher education preparation standards reject and omit the latter two, which was evident in the data collected for this study. Therefore, the guiding principles of teacher education programs reflect only 1) the technical and cognitive

abilities and performances of teacher candidates, and the humanistic, emotive, caring nature of teaching is either excluded completely or labeled as an undefined and ambiguous, "non-academic" quality (CAEP, 2015, p. 11), and 2) the "standards fail to address the complexities of teaching and fail to embrace the differences among pre-service teachers" (Krise, 2016, p. 30). Clearly, change must be made in teacher education in order to develop and prepare teachers who have a full understanding of every facet of teaching, beyond the technicalities of teaching and learning. In turn, when novice teachers enter their own classrooms they are well-equipped to handle the emotions teachers inevitably experience and would more likely remain in the teaching profession, reducing teacher attrition rates. This is further supported by Madalinksa-Michalak (2015), where she found explicit training on emotional competencies to be beneficial in teacher education programs in order to, "…enhance the quality of teaching and support teacher resilience." Since stress and weak ability to manage emotions are consistently identified as reasons for high attrition rates of teachers (Darling-Hammond, 2001), this makes a strong case for explicitly addressing and balancing technical and emotional competencies in teacher education both through the development of programmatic standards and through the practices of teacher educators.

While there are no specific standards set forth regarding the roles and responsibilities of supporting student teachers' emotions, most university and clinical supervisors of the student teachers played an integral role in the emotional development of the student teachers in this study. Since there are no established guidelines in supporting student teachers' emotions, each university and clinical supervisor supported their student teacher differently and at their own discretion. Therefore, the supervision approaches were inequitable; some student teachers received more support, while others received very little or were offered a "tough love" approach.

It was revealed that the student teachers' clinical supervisors played a more central role than university supervisors, both positively and negatively, from the student teachers' vantage point, which is supported by previous studies (Griffin, 1989; Koerner & Rust, 2002; LaBoskey & Richert, 2002; Valencia, Martin, Place, & Grossman, 2009; Bloomfield, 2010; Cuenca, 2011; Rozelle & Wilson, 2012). While both supervisors recognized the emotions of their student teachers, the way in which they supported those emotions was more often reactive, rather than proactive, and this could be attributed to the fact that the standards for teacher educators do not reflect the requirement or need for them to attend to the emotions of their pre-service teachers. When supervisors recognized a student teacher was "in crisis" (primarily through conversations and weekly reflections), most supervisors moved quickly into action to support the student teacher on an individual basis, so they differentiated their supervision which was recommended by Fantozzi (2013). Supervisors often did this by relating to the student teacher through storytelling of similar personal experiences, which showed empathy and proved to be helpful and made the student teachers feel better and not so isolated, as supported by Nias' work (1996). Here, it is important to note that the student teachers in this study never explicitly stated they felt isolated, and there were very few circumstances written or spoken about in which one could infer the student teachers felt alone or unsupported. However, literature indicates that student teachers usually feel isolated during their experience (Bloomfield, 2010; Griffin, 1989; Johnston, 1994; Knoblach & Whittington, 2002; Koerner, Rust, & Baumgartner, 2002; Valencia, Martin, Place, & Grossman, 2009). This indicates that the selected program of study does have support systems in place, which, based on the data, can be attributed to the encouragement and reassurance provided by the student teachers' clinical and university supervisors. Student teachers from this study could have also felt supported and not isolated since they were placed in small cohorts with

other student teachers, often in the same grade level in the same school. Therefore, they had a sense of belonging and camaraderie with other student teachers who could understand and empathize with the pressures and stresses that they each experienced throughout the semester. Additionally, the student teachers were required to carry out all of the responsibilities of their assigned clinical supervisor, including grade level meetings, Family Reading and Math Nights, Professional Learning Communities (PLC), and parent-teacher conferences. Since the student teachers were an integral part of their classroom and in their school, this could have also attributed to them not feeling alone or isolated.

Student Teachers' Emotional Experiences and Emotional Management

Student teachers conveyed a range of emotional experiences through weekly reflections, without prompting, and during the interviews with prompting. It became clear that the student teachers openly shared positive emotions such as joy, excitement, and pride in self and others. Certain negative emotions such as stress, anxiety, frustration, nervousness, and sadness for others also openly surfaced, however, feelings of anger or feeling sorry for oneself were rarely shown and often hidden or denied. In this study it was evident that more negative emotions surfaced than positive emotions, which contradicts the findings of Hascher and Hagenauer (2016), in which their data revealed that student teachers expressed and experienced fewer negative emotions than positive emotions. While negative emotions in this study surfaced more often in the data, it is important to note that student teachers indicated that they may have been feeling frustrated or irritated in their school placement, but they had an understanding that those emotions should have been masked in the school setting. Since it was viewed acceptable to seek help from others, whether it be a supervisor, another student teacher, or a family member, this pursuit for support in managing and expressing their emotions was commonly and openly shared

when the student teachers were feeling stressed out, frustrated, or confused. The student teachers

also managed their emotions through applying emotional labor (Hochschild, 1983). Outside of

the school setting, this did not appear to be applied, however, in schools emotional labor was

often tapped. Intentional or not, student teachers masked or hid their sad and angry emotions,

and they admitted to knowing they should leave their negativity at the door and maintain a

positive teacher presence. This means at some point in their own schooling, in their teacher

education program, or through modeling of their clinical supervisors, they have developed a

conceptual understanding that schools are places of positivity, and negative emotions have no

place in the classroom.

Even when the student teachers experienced negative emotions in their placements, they

consistently put a positive twist on the circumstance, so the student teachers possessed the notion

that schools are to be "happy" places, and negativity is not to be emoted – especially in front of

students, clinical supervisors, and parents. The student teachers in this study denied feelings of

anger which conflicts what Kimara (2010) found in which teachers revealed, rather than faked,

negative emotions and avoided controlling their expressions of those emotions, especially in

light of classroom management. The student teachers in this study were also more likely to

disguise their feelings of anger by using more gentle terms such as "upset me" or "felt

discouraged, " and they admitted to masking those harsher negative feelings and faking positivity

instead. Additionally, if student teachers did admit feelings of anger, they altered their

descriptions to reflect being angry and irritated at a situation or context, rather than towards a

student or person. Very few student teachers overtly stated they showed anger at a situation or

person; this is not to say this did not occur more often, but this was not commonly revealed in the

data. These negative experiences could have been hidden intentionally by the student teachers,

since they seem to have learned an unspoken, hidden rule that is applied in schools. Considering this unspoken learning, student teachers have yet to understand that their negative feelings are "okay" and "acceptable", and they simply need the experience to build their tool kit in learning how to appropriately manage and respond to the emotional dimensions of all that is involved in teaching.

However, this unspoken rule is not the case in the university setting where student teachers freely expressed feelings of stress, frustration, and irritability. This can be attributed to the muddy transition from university student to classroom teacher, in which the student teachers encountered, "transition shock" (Corcoran, 1981). This phenomenon is described by Rogers and Babinski (2002) in the following way: "This shock, suffered by new teachers in the abrupt transition into the profession, can be attributed to their often idealistic and naïve modes of teaching, models that are radically different from the reality they are suddenly experiencing" (p. 3). It was clear, in this dual role, that many of the student teachers in this study sought perfection in their performance in the classroom - perfection not only as the teacher in front of their students, but also perfection in the eyes of their supervisors as a student still learning to teach. Thus, the student teachers were still learning that schools and teaching are far from ideal places, and it is perfectly acceptable to make mistakes. This tension that student teachers undergo between striving to be a "perfect" teacher and not fully understanding what it means to sometimes be an imperfect teacher with imperfect children in imperfect classrooms certainly added to the strain of the student teachers. The transition from student to teacher was inevitably rocky terrain for the student teachers where they were still remembering who they were as students and finding who they want to be as teachers; this ambiguous, dual role caused them to experience an array of negative emotions, especially feelings of stress and being overwhelmed.

The data in this study revealed that stress was the most prominent negative emotion experienced and openly expressed by student teachers which aligns with the research of Berridge and Goebel (2013). While research shows that classroom and behavior management are high contributors to the stress of student teachers (Clement, 1999, Berridge & Goebel, 2013, Paquette & Rieg, 2016), the student teachers' stress and frustration in this study can be attributed to numerous factors, but the single additional administrative mandate set forth by the state and the program, specifically the edTPA, appears to be the most common source. The edTPA situates the student teachers to continue in their dual role as both a student and a teacher, as they are assessed as an undergraduate university student, yet they are performing in the role of the teacher. The edTPA is not only high-stakes for the student teachers in acquiring their state certification, but it is also costly, which is an added layer of stress. Moreover, the student teachers understood that their portfolio would be evaluated by a source outside of their teacher education program, and this also caused them to feel stressed-out and apprehensive.

The student teachers were consumed with completing the edTPA requirements prior to lead teaching, which often required them to infringe on their clinical supervisors' plans early in the semester before the student teachers and their clinical supervisors had built relationships. The student teachers felt uneasy having to direct their clinical supervisors about learning segment topics and assessments, and this also caused them to feel stressed-out, even with the support of their university supervisors both on campus and at the school sites. Since the edTPA is a fairly new assessment in the state, the clinical supervisors did not have an understanding of all of the required tasks since they, themselves, were not required to complete the assessment during their own student teaching experience. Therefore, the clinical supervisors either did not know how to help their student teacher with the tasks or did not understand the dire

consequences and additional stressors of the edTPA that are far beyond the traditional student

teaching requirements. It is clear that the edTPA was a high stakes assessment for the student

teachers, and even though they felt prepared for the content of each of the tasks, the whole

process of the edTPA, including how to save documents, how to upload the correct documents,

and how to transfer documents was not only confusing and frustrating, but also emotionally

draining and physically exhausting for the student teachers who "just want to teach the kids."

While there is very little research on how the edTPA impacts student teachers' emotions, the

stress that the student teachers experienced directly aligns with the recent work of Greenblat

(2016), where she states:

> On balance, many candidates feel overwhelmed by the edTPA's requirements on top of
>
> an already stressful student teaching experience…student teachers were reduced to tears
>
> because of the pressure they felt to pass the edTPA while keeping up with their other
>
> personal and academic responsibilities. Teacher candidates have reported sleep
>
> deprivation, stress, and server effects on personal relationships and their health." (p. 52).

Undoubtedly, the edTPA served as a core source of stress for the student teachers and negative

emotions consumed them until the day the officially submitted their portfolios. It was not until

after the student teachers submitted their portfolios that they began expressing more positive

emotions about teaching and truly enjoying their experience in the classroom. This indicates that

in the student teachers' transition from student to teacher, they really do not feel like a teacher

until after they are finished being a student – a student being evaluated. The edTPA certainly

reflected the business-like model that schools and universities are currently following, and the

student teachers in this study felt wedged in the middle of being and feeling like a human with an

array of emotions and knowing that their culminating evaluation to become a "real teacher"

reflected only the technicalities of teaching that are just a minute part of what "real teaching" entails.

Since it was revealed that edTPA served as the dominant source of stress for student teachers in this study, it is important to unravel the reasons why behavior management and discipline were not prominent sources of stress, as in other studies (Berridge & Goebel, 2013; Clement, 1999; Paquette & Rieg, 2016). This disconnect in the literature and my study can be attributed to a few reasons. First, the student teachers in this program are assigned five different field experiences beginning the second semester of their sophomore year with increasing teaching responsibilities and hours in the field, so they have the opportunity to see a variety of models of classroom management which they can apply to their own practices during student teaching. Second, the student teachers enroll in two separate classroom management courses during their program of study, so they have the ability to align what is taught on campus with real classrooms regarding the management of students. These two contributing factors allow the student teachers to gain confidence in behavior management throughout their program of study, and in turn, reduce their stress level regarding management during the student teaching semester. Contrary to this, it is possible that the student teachers in this program were just as stressed out with management as other student teachers in other teacher education programs, but the edTPA completely consumed the student teachers, and that was where the great majority of their emotions were channeled. It is also possible that the student teachers were so stressed-out and absorbed with the edTPA that they lost complete focus on student teaching and learning all there is in becoming a teacher which could have undervalued the entire experience.

The student teachers in this study experienced, shared, and managed a range of emotions, and much of this can be attributed to their caring nature, as well as individual personalities and

confidence levels. Their emotional experiences were mirrored in the work of Kimara (2010) which indicated that teachers consciously reveal their emotions, and the emotional expressions of teachers, both positive and negative are, "…based on their caring professional identity and personal beliefs and values" (pp. 63). It was clear that the student teachers were caring in nature, for if they did not care, they would not emote. It was also clear that the student teachers' individual personalities contributed to how they responded to certain contexts and persons, and this is supported by the work of McCarthy, Lambert, O'Donnell, and Melendres (2009), where they found that burnout symptoms, such as stress, were more directly related to individual differences in teachers, as opposed to variances in school contexts. This was especially evident at the beginning of the semester where many student teachers expressed nervousness about being in a new classroom with a new teacher or changing grade levels, which was also found in the work by Berridge and Goebel (2013). However, other student teachers in this study expressed excitement and optimism about being in a new place with a fresh start. This variation in personalities and how the student teachers responded to and expressed their emotions was threaded throughout the data and is reflected in the interactionist approach to examining the social exchange of emotions (Savage, 2004). If the student teachers were positive and optimistic in the beginning of the semester (as revealed in their weekly reflections), they were more likely to continue that pattern of optimism, and this is true for the less confident, more nervous student teachers who consistently expressed feelings of worry and uneasiness. Student teachers' personalities and confidence levels can also be connected to formal evaluations of teaching. Some of the student teachers were nervous and stressed-out when being evaluated by their supervisors, while others felt excited to be given the opportunity to gain feedback in order to, "…learn new strategies and confirm[ing] their own abilities" (Wee, Weber, & Park, 2014, p.

419). Student teachers in the selected teacher education program are evaluated by clinical and university supervisors beginning their first semester in the program, with increasing observations each semester. This indicates that even though student teachers have been observed and evaluated for over a year prior to entering the student teaching semester, the student teachers' individual personalities, particularly those who are less confident and more nervous, still contribute to how they respond to and manage their emotions during observational periods.

At the heart of the student teachers' emotions stood the students in their assigned elementary classrooms. At the beginning of the semester, the majority of the student teachers expressed their excitement about getting to know a new group of students, and at the end of the semester they each affirmed their love for their children and acknowledged how much they would miss their students once they left. While the student teachers did share that the students caused them to feel aggravated and irritated, it was when their students experienced academic gains and successes that the student teachers expressed joy and happiness and remembered why they chose the teaching profession. Even with all of the stress endured and all of the aggravations expressed, in the end the student teachers were grateful for their experience and felt completely prepared for their own classroom, and much like the findings of Berridge and Goebel (2013), "…few student teachers would change their experiences and are optimistic about their future." (p. 419). However, while the student teachers understood emotions in teaching are inevitable and were open to share their emotional experiences and how they managed those experiences, they were still quite naïve in their perception of what it is to be a practicing teacher (Hong, 2010).

While the student teachers felt well-equipped for their classrooms, the recent graduates each felt as if nothing could have prepared them for a classroom of their own. The recent graduates

each stated that no part of their teacher education program, including student teaching, could have primed them for the vast amounts of paperwork (Berridge & Goebel, 2013), working with parents, and gaining a richer understanding of their students' home lives, particularly students who come from homes where their basic needs are not being met. This is partly due to the fact that during student teaching, student teachers are not the ultimate responsible person for what happens in the classroom, rather, their clinical supervisor holds that role. Student teachers during their experience constantly have a helping hand, a mentor, or someone there to back them up during unexpected occurrences or difficult times. This, in turn, can give the student teachers a false sense of confidence and self-assurance and the feeling that they are ready for their own classroom. Then, when beginning teachers enter their own classrooms, this false hope backfires upon the realization that they are not ready to independently be responsible for a group of students with no one to turn to and no one to back them when the inevitable, unexpected events arise. When this occurs, the new teachers' stress levels rise and they do not have the skill set to yet, due to their lack of independent experience, to manage those difficult emotions, and this can lead to teacher attrition (Darling-Hammond, 2001).

Implications

This study has led to several implications for teacher education programs including developing the whole teacher through emotionally anticipatory and responsive pedagogy by revising teacher education preparation standards to reflect the emotions involved in teaching and in learning to teach, establishing meaningful mentor programs, creating year-long internships, incorporating reciprocal emotional diaries with supervisors, and implementing explicit training programs for university and clinical supervisors regarding the emotions of student teachers. Considering the results of this study, and knowing that teaching is far more than technical or

procedural, but rather a "feeling" (Zembylas, 2005), emotions in teaching and learning to teach are inevitable; positive emotions and negative emotions surface at all different times and for a range of reasons and are openly and regularly expressed by student teachers and recognized and supported by their supervisors. Since student teaching is the most stressful point in teacher education programs (Greer & Greer, 1992) and is considered demanding and stressful work amongst pre-service teachers (Caires, Almeida, & Vieira, 2012), it is time that teacher preparation standards are revised to reflect the emotional development of pre-service teachers. If standards are not developed, the cycle of producing teachers who are ill-prepared for the complex and demanding nature of teaching (Flores & Day, 2006) and the emotions involved in teaching and learning will be perpetuated. While it is important to catch the student teachers when they are emotionally distraught, it is crucial for university and clinical supervisors to understand the importance of proactively addressing the complex emotions of student teachers (Corcoran & Tomray, 2012). Additionally, teacher education programs should explicitly address the emotional dimensions involved in teaching and in learning to teach through coursework and in field experiences (Hascher & Hagenauer, 2016), including the promotion of effective emotional regulation approaches (Jiang, Vauras, Volet, & Wang, 2016). It is time to create emotionally anticipatory and responsive pedagogy in teacher education that supports the development of the *whole teacher*, specifically during student teaching, just as K-12 teachers support the development of the *whole child* (MacDonald & Purpel, 1987) in schools. If teacher education programs were to apply emotionally anticipatory and responsive approaches to developing the *whole teacher*, beginning teachers would then be more prepared for the emotional realities of schools and, in turn, be more likely to not burn out in those first few critical years and remain in the teaching profession.

Based on data collected in this study, teacher educators would need to shift their vision of what it means to develop a whole teacher, and the approaches would need to be deliberate and strategic. One such approach would be the creation of mentor programs to support the emotions of pre-service teachers as they are making the physical and mental transition from university student to classroom teacher. Not only does research support the implementation of mentor programs, but many of the participants during the interviews in this study suggested the incorporation of mentor programs to aid in emotional support during student teaching. Student teachers need mentors, and a carefully planned and caringly executed mentor program has the potential to make them feel supported and secure (McNally, Cope, Inglish, & Stronach, 1994). Support and encouragement are critical for student teachers who need people who have stood in their very same positions during this challenging and uncertain transition, who have felt what they are feeling, and who can genuinely empathize with the student teachers, which is why it is critical to thoughtfully match mentors to mentees (Lozinak, 2016). In these relationships, it would be important to remember the power of storytelling where mentors could share their rich experiences in connection with the complexities involved in teaching (Carter, 1993). Mentor programs could be in many forms including faculty or university supervisors mentoring student teachers, former student teachers mentoring student teachers, classroom teachers (other than assigned clinical supervisors) mentoring student teachers, and guided peer-mediation groups of student teachers. In such programs, safe spaces need to be provided so student teachers are comfortable emoting difficult emotions or emotions they deem unacceptable to express elsewhere. Moreover, it is important for teacher education programs to consider how they can provide ongoing support of recent graduates of their programs by way of mentoring as they make

the transition from student teacher to teacher, and this could be accomplished in concert with system-level induction programs.

One other approach that could lead to emotionally anticipatory and responsive pedagogy in teacher education would be the incorporation of year-long placements, or internships. There are multiple ways in which year-long placements could support the emotions of student teachers. First, university and clinical supervisors would be able to develop long-lasting, meaningful relationships with their student teachers that would result in emotional support and an added level of comfort among the student teacher and her supervisors, especially their clinical supervisor (Spooner, Flowers, Lambert, et.al, 2008). Of course, student teachers would need to be carefully matched to their assigned supervisors, so the supervision experience and style of supervision, developmental levels of the student teacher, and personalities would need to be considered in tandem as the year-long student teaching placements were assigned by teacher education programs. Next, in a year-long internship supervisors would be able to gain a stronger understanding of their student teachers' abilities and would be able to better gage their stage of development as a teacher (Fuller, 1969) in order to best support their intern. In turn, the supervisors would be able to differentiate their supervision styles and strategies (Fantozzi, 2013) in order to best meet the individual technical and emotional aspects of teaching. Third, the transition from one classroom to another in a given academic year results in pre-service teachers learning new schools, new grade levels, new students, new clinical supervisors, new university supervisors during student teaching. This single transition from one semester to the next served as a common source of stress, as evidenced in the data for this study, so year-long internships could provide an easier, much less stressful transition into the student teaching semester. Finally, a year-long transition could alleviate student teachers' stress levels with the edTPA,

which was the number one source of stress found in the data. If student teachers remained in the same classroom during their entire senior year, they would have more time to complete the portfolio assessment, which could help lower their anxiety. Additionally, they would feel more comfortable with not only their clinical supervisor and school setting, but also their students which could decrease their levels of stress and aid in their confidence levels with the edTPA. A year-long internship would also allow clinical and university supervisors to develop closer relationships and would allow more time for university supervisors to provide a more in-depth understanding of the edTPA, including the emotional strain it causes student teachers, for the clinical supervisors in order to best support student teachers during the development of their portfolios.

Since the relationships among the university supervisor, clinical supervisor, and student teacher are pivotal during the student teaching experience, another approach that could lead to emotionally anticipatory and responsive pedagogy in teacher education is to revise teacher education preparation standards to reflect a more holistic and humanistic framework of the roles and responsibilities of both the university and clinical supervisors. These roles and responsibilities of supervisors should move beyond the technical aspects of teaching and should outline how supervisors should support the emotional development of pre-service teachers, and much of this should be reflected through care, concern, and compassion. Just as teachers should care and connect with their K-12 students, teacher educators must show that same compassion for their pre-service teachers (Hargreaves, 1994) in order to serve as models for the importance of having an "ethics of caring" for one another in education (Noddings, 2005). To further support this, Walker and Gleaves (2016) examined the "caring educator" in higher education and found that relationships were grounded at the center of effective learning environments and lead

to student empowerment and intellectual richness. If students in higher education, student teachers for purposes of this research, believe they are cared for, they are more likely to trust they are valued and that their thoughts and feelings matter, which could lead to productive, emotional discourse among student teachers and their supervisors.

Another approach in developing emotionally anticipatory and responsive teacher educators is for supervisors to require their student teachers to maintain emotional diaries that focus specifically on the emotions they are experiencing (Corcoran & Tomray, 2012) and how they are managing their emotions. By proactively telling student teachers they are going to be writing about their emotions, this sends a message to student teachers that emotions are inevitable in the classroom, and it is acceptable to feel and emote both positive and negative emotions. These emotional diaries could then serve as conversation tools between the supervisors and the student teacher, so the student teacher writes about her emotional experiences, and the supervisor responds and provides feedback, encouragement, and strategies as needed. Not only should student teachers share their emotional experiences, but it would be important for clinical supervisors to respond their student teachers' emotions, as well as to share their own emotional tribulations in these emotional diaries. This would allow clinical supervisors to model how to emote, and it would also allow the student teachers to see that they are not alone in how they are feeling and that it is acceptable to feel a range of emotions. Moreover, it would allow the clinical supervisors to describe how they respond to and manage certain emotions, since student teachers need explicit instruction in regulating their emotions (Corcoran & Tomray, 2012). In this written conversation, meaningful discourse among the student teacher and supervisor is possible (Hastings, 2010), and close relationships can be built

to proactively meet student teachers' individual needs (McNally, Cope, Inglish, & Stronach, 1994).

One final approach in building emotionally anticipatory and responsive teacher educators is to provide explicit training for clinical and university supervisors in how to mentor and support student teachers' emotions. Training needs to shift past the technical aspects of supervising, such as how to evaluate lesson plans and instruction, and move towards the humanistic nature of teaching and learning to teach. In this training, case studies and scenarios of emotional experiences of student teachers could be shared, examined, and discussed. Additionally, role-playing activities could also aid in creating understandings of student teachers' emotional experiences and how supervisors can best support their student teachers during times of sadness, stress, anger, nervousness, and anxiety. Since the edTPA was the highest cause of stress, this supervisor training should also include a special emphasis on supporting student teachers' emotions as they complete their edTPA portfolios. These support systems could include providing additional time to write, providing adapted calendars for each student teacher based on their individual placements, providing appropriate feedback and positive words of encouragement, and allowing student teachers safe spaces to freely release and express their emotions.

Limitations of the Study

This study is limited due to the fact that the participants were only one small sample that were representative of a single teacher education program. The time in which interviews took place during the semester could have also been a factor that served as a limitation of the study. While student teachers were interviewed after the semester concluded, the other participants (university supervisors, clinical supervisors, and recent graduates) were interviewed throughout

the semester and in no particular order. For the university and clinical supervisors, their responses could have revealed different information depending on what was happening at that time with their assigned student teachers, and the recent graduates' responses could have varied depending on what was happening with them at that particular moment in time in their schools. Additionally, the data collected for this study was during a spring semester, so it is possible that the nature of what occurs in schools, specifically standardized testing, during a spring semester compared to a fall semester could have impacted the student teachers' emotional experiences. Finally, my close and familiar work in schools, in teacher education, and with student teachers could have impacted the way in which I drew conclusive findings for the study. Since I have served in each of the roles of each of the participants, it is possible that if the participants' experiences' contrasted my own personal experiences in any given role, I could have misinterpreted or skewed the data. Therefore, in order to prevent this from occurring as much as possible, I applied member checks with the participants, as well as peer-debriefing by meeting with other teacher educators where I shared the data and my interpreted findings in order to seek alternative perspectives and gain feedback (Yin, 2009). I also avoided asking leading questions in the interviews that may have revealed my own personal biases (Merriam, 2009) or that could have twisted the participants' individual beliefs and responses.

Recommendations for Future Research

As in any research, findings of my research questions have led to more questions, so future research is needed to build upon the findings of this study. The first recommendation I have for future research is to examine other teacher education program standards to determine if programs and/or supervisors explicitly address emotions in teaching and learning to teach, and if such programs and/or supervisors exist, it is important to understand the ways in which their pre-

service teachers learn about emotions in their programs of study. The second recommendation

for future research is to more closely examine the personalities of student teachers and how their

personalities impact the emotions they express and experience during student teaching. In this

examination it would also be important to determine how the personalities of supervisors and

student teachers impact their emotional relationships and which personality types are better

matched together. Thirdly, I recommend that different programs such as middle grades

education, special education, and secondary education research the emotional experiences of

their student teachers to determine if early childhood student teachers encounter similar or

dissimilar emotional experiences and to determine if student teachers in other programs respond

to and manage those experiences similarly or differently and why. The fourth recommendation I

have for future research is to investigate the disconnection between recent graduates of the

program feeling ill-prepared for the emotions in their own classrooms and student teachers

feeling prepared for their own classrooms. In this examination it would be important to come to

understand how induction programs are or are not supporting the recent graduates emotionally.

The fifth recommendation reflects the edTPA. I recommend an in-depth study of student

teachers' emotional experiences with a total focus on the edTPA in order to identify specific

elements that cause more or less stress and to identify methods that can be used to alleviate the

elements that cause the most stress and angst. Finally, due to the small sample size of this study,

I recommend a similar, longitudinal study be repeated with different participants in different

semesters to determine if the results of this study are generalizable enough to inform the findings

and implications described above. While this study of student teachers' emotions revealed

important findings and implications for teacher preparation programs and teacher educators in

developing the *whole teacher*, it is evident that further research is needed in order to best prepare

teachers for classrooms of their own, so they, in turn, are able to respond to and meet the emotional needs of their own students and, in doing so, be resilient and remain in the classroom.

Conclusion

The purpose of this phenomenological case study was to investigate how one Early Childhood (PreK-5th) Education Program (ECED) and teacher educators addressed and prepared teachers for the emotional dimensions of teaching, as well as to examine the lived emotional experiences of student teachers and how they responded to and managed their emotions. I studied written documents of accrediting agencies of the program, college-wide and programmatic documents of the selected teacher education program, and these documents revealed that there are no standards or expectations set forth that explicitly address the emotional development of student teachers. Furthermore, the written document analysis showed that there are extensive standards regarding the Social Emotional Learning (SEL) in K-12 schools, but standards in supporting pre-service teachers' emotions were non-existent.

Additionally, student teachers' weekly reflections and interviews of student teachers, university supervisors, clinical supervisors, and recent graduates of the programs revealed that while there were no written mandates regarding the ways in which supervisors supported their student teachers, support systems existed and were put in place in mostly reactive modes that varied based on each student teacher and each supervisor. These data also revealed that student teachers experience and express a range of emotions throughout the semester, both positive and negative, and student teachers have learned that there are emotional rules in teaching and learning that led them to apply emotional labor when they experienced negative emotions. The student teachers' lived emotional experiences also exposed their levels of care and concern for themselves as a developing teacher and for their own students; moreover, each student teacher is

unique possessing their own personality and level of confidence which impacts how they expressed and responded to the emotional experiences they encounter throughout the student teaching semester.

Connections to the field of curriculum studies were described and included a debriefing on the state of schools today, as business-like models, how those models impact the caring nature of teachers, and how those two ideas connect to this study in the field of teacher education. This chapter also delineated implications for this study which included the recommendations for revised teacher education standards to reflect emotions involved in teaching and learning. Mentor programs, emotional diaries, and year-long placements were also recommended for supporting student teachers' emotions. The development of more explicit, humanistic roles and responsibilities of supervisors was correspondingly recommended, and training for supervisors that includes how to support student teachers' emotions as well as how to teach student teachers about the emotions involved in teaching and learning. Limitations for the study and recommendations for future studies were also included in this chapter. It was my intent in this investigation to gain a rich and deep understanding of how teacher education programs prepare pre-service teachers for the emotions involved in teaching and learning to teach, as well as student teachers' emotional experiences, so not only I, but others, can implement emotionally anticipatory and responsive pedagogy in order to improve our practices as teacher educators in developing the whole teacher.

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Appendix A

Bachelor of Science in Education

Major: Early Childhood Education	Concentration: P-5 Early Childhood
Semester 1: 16 credit hours	**Semester 5: 18 credit hours**
ENGL 1101 – English Composition I (3)	ECED 3131 – P-5 Curriculum (3)
MATH 1101 or 1111 – Math Modeling or College Algebra (3)	ESED 5234 – Cultural Issues: ESOL (3) *
FYE 1220 – First Year Experience (2)	SPED 3331 – Introduction to Special Education for ECED (3)
Traditional Lab Science – Area D1 (4)	EDUF 3131 – Assessment & Management (3)
HIST 2110 – US History (3)	READ 2230 – Cognition & Language (3) *
KINS – PE course (1)	MATH 5130 – Stats & Probability for K-8 Teachers (3) *
**IF the GACE Program Admission Assessment is needed – complete by the end of this term. (see advisor)	**Semester 6: 18 credit hours**
Semester 2: 18 credit hours	ECED 3232 – P-5 Creative Arts (3) *
ENGL 1102 – English Composition II (3)	ECED 3262 – P-5 Language & Literacy (6)
Math/Science/Technology – Area D3 (3)	ECED 3732 – Methods I Practicum (3)
HLTH 1520 – Healthful Living (2)	ECED 4533 – P-5 Social Studies (3) *
FYE 1410 Global Citizens (1)	MATH 5135 – Algebraic Connections for K-8 Teachers (3) *
ECON 2105 Economics in a Global Society (3)	Apply for student teaching by the deadline established by the Office of Undergraduate Teacher Education
Area C – Fine Arts Elective (3)	**Semester 7: 18 Credit hours**
ISCI 2001 – Life/Earth Science (3)	READ 4233 – Literacy & Assessment and Instruction (3)
Semester 3: 18 credit hours	ECED 4333 – P-5 Teaching Mathematics (3)
ENGL 2111 or 2112 – World Literature (3)	ECED 4433 – P-5 Science (3) *
Area E Elective (PSYC, SOCI, GEOG or ANTH) (3)	ECED 4733 – Methods II Practicum (3)
HIST 1112 – World History II (3)	HLTH 3530 – Health & PE for ECED (3) *
ISCI 2002 – Physical Science (3)	SPED 3231 – Classroom Management (3)
MATH 2008 – Foundation of Numbers and Operations (3)	Pass the GACE 360 Ethics Assessment by the final day of this term. Take the GACE Content ECED Assessment (TEST 1 AND 2) prior to the first day of student teaching.
POLS 1101 – American Government (3)	**Semester 8: 12 Credit hours**
Advisor and student may discuss interchanging semester 3 and 4. If the terms are changed, the student will still need to complete the core before moving into the program.	ECED 4632 – Student Teacher Seminar for ECED (3)
Semester 4: 17 credit hours	ECED 5799 – Student Teaching (9)
EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)	NO OTHER COURSES MAY BE TAKEN WITH STUDENT TEACHING. IF, COMPLETION OF THE ESOL ENDORSEMENT (ESED 5235) IS NEEDED A STUDENT MAY REQUEST TO TAKE THIS COURSE DURING THIS TERM.
EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Context (3)	
EDUC 2130 – Exploring Teaching & Learning (3)	
EDUC 2090 – Field Experience (0)	
KINS – PE course (1)	
MATH 3032 – Foundations of Data Analysis & Geometry (3) *	
Environmental Lab Science – Area D2 (4)	
Application to TEP (this will be completed during PPB). The GACE Ethics 350 must be completed during this term, a deadline will be shared during the PPB Orientation. An application for the Pre-Service Certificate will be completed this term.	

Summer Terms: a student may choose to attend summer sessions and lighten the fall and spring course load. Most core classes are offered in the summer and courses marked with a * *may be offered* during the summer terms, these are subject to change.

Appendix B

Early Childhood Education Key Assessment # 3-- Planning
Rubric for Lesson Plan Evaluation (1 lesson plan most representative of overall planning)
ECED 3732: Methods I Practicum

Name: _____ Lesson #: _____ Topic:_____
Today's Date: _____ Date/Time(s) to be Taught: _____
Clinical Supervisor/Grade Level:_____/_____University
Supervisor:_____
Incorporation of Advanced Technology: **YES/NO**   Submitted on Time: **YES/NO**
Incorporation of Creative Arts: **YES/NO**

	Unacceptable	**Acceptable**	**Target**
Standards/ Central Focus	Central focus and/or essential questions are misaligned or poorly stated or state standards are omitted. (0-.22)	Central focus addresses the standard/s. Essential question is aligned with the standards and promotes student discourse. (.23-.26)	Central focus addresses the conceptual foundation of the standard/s. Essential question is aligned with the focus skill/s, promotes student discourse, and requires students to think critically. (.27-.3)
Lesson Objective/s	Knowledge and skills are incomplete or not aligned with the focus standard/s and/or the essential question. (0-.22)	Knowledge and skills are complete and generally aligned with the focus standard/s and the essential question. (.23-.26)	Knowledge and skills are complete tightly aligned with the focus standard/s and the essential question. Knowledge statements reflect student discourse. Skills reflect the verbs stated or implied by the standard/s. (.27-.3)
Academic Language	The language function is omitted or not relevant to the standard and/or planned supports are missing or inadequate. (0-.14)	A relevant language function is identified. Planned supports will likely enhance student language development. (.15-.17)	The primary language function is accurately identified. Planned supports are developmentally and instructionally appropriate and will enhance student language development. (.18-.2)
Assessment Method	Assessment method is not developmentally appropriate, poorly constructed, or not aligned with the standard and/or no sample is included. (0-.29)	Assessment method is developmentally appropriate and yields useful information about student mastery; a sample is provided. (.3-.35)	Assessment method is developmentally appropriate, and yields precise, useful, accurate evidence of mastery of the standard; a clearly described and polished sample provided. Evaluation criteria are attached or described. (.36-.4)

Materials	List of materials is omitted or incomplete or materials are developmentally inappropriate and/or instructionally ineffective. Materials are not attached. (0-.29)	A complete, detailed list of developmentally appropriate materials is provided, including technology tools and resources (if applicable). Most materials are appropriately attached. Materials may be incomplete or not in polished format. (.3-.35)	A complete, detailed list of materials is provided including technology tools and resources. Materials are maximally engaging for all learners (hands-on) and developmentally appropriate. All materials are attached and are in complete, polished format. (.36-.4)
Classroom Management	Behavioral expectations and/or management strategies are inappropriate or omitted and/or grouping strategies are not clearly identified. (0-.22)	Behavioral expectations for this lesson are outlined; developmentally appropriate behavior management strategies are described. Grouping strategies for the lesson are described. (.23-.26)	Behavioral expectations for this lesson are clearly outlined; specific, proactive, developmentally appropriate behavior management strategies are described and grouping strategies are clearly identified. (.27-.3)
Time Contingencies	The plan for allotted time is ineffective: contingencies are inadequate or not addressed. (0-.22)	Realistic time contingencies are provided, including an early finisher activity (with appropriate attachments). (.23-.26)	Realistic and effective time contingencies are provided, including an independent, motivating early finisher activity (with appropriate attachments). (.27-.3)
Adaptations and Modifications	Accommodations/ modifications for diverse learners and/or differentiation strategies are omitted or are not appropriate for identified learning needs. (0-.22)	Accommodations/ modifications for diverse learners are proactive and make learning accessible for most students. Strategies for differentiating instruction are provided. (.23-.26)	Accommodations/ modifications for diverse learners are thoughtful, proactive, and effectively make learning accessible for all students. Strategies for differentiating instruction are clearly described. (.27-.3)
Activator/ Motivator	Strategies for raising anticipation and activating curiosity are omitted, inappropriate, or unrelated to the focus skill. The EQ is not addressed. (0-.22)	Strategies are used to raise anticipation and activate curiosity about the focus skill. The EQ is addressed. (.23-.26)	Creative, engaging strategies are used to raise anticipation and activate curiosity about the focus skill. Strategies reflect knowledge of the students' academic and cultural characteristics. The EQ is posed effectively and appropriately. (.27-.3)

Instructional Procedure	Instructional strategies are ineffective, misaligned, or not engaging and/or the procedure contains content inaccuracies and/or lacks sufficient detail. (0-.44)	Instructional strategies are engaging, developmentally appropriate, well sequenced, and aligned with the focus skills. Content is accurate and all aspects of the procedure are described. (.45-.53)	Instructional strategies are engaging, student-centered, developmentally appropriate, well sequenced, and aligned with the focus skill/s. Content is accurate and clear directions are provided for all lesson activities. All aspects of the procedure are thoroughly described. (.54-.6)
Closure	Lesson closure involves few or no students in reviewing/ summarizing content answering the essential question and making clear connections to real-world situations. (0-.22)	Lesson closure involves most students in reviewing/ summarizing content answering the essential question and making clear connections to real-world situations. (.23-.26)	Lesson closure involves **all learners** in reviewing/ summarizing content, answering the essential question and making clear connections to real-world situations. (.27-.3)
Assessment Data	The graphic representation is incomplete, missing, or inaccurate. (0-.14)	A complete graphic representation of student responses on the formative assessment is provided. (.15-.17)	A complete and accurate graphic representation of student responses on the formative assessment is provided. The specific skills evaluated by each assessment item are clearly identified. (.18-.2)
Analyzing Student Learning	The evaluation criteria or summary of student learning is inaccurate, incomplete, or poorly written. (0-.22)	The evaluation criteria used to analyze student learning are identified. Student learning is summarized for the whole class based on the evaluation criteria. (.23-.26)	The evaluation criteria used to analyze student learning are clearly identified using appropriate and accurate language. Student learning is summarized based on the evaluation criteria. Patterns of student learning are accurately identified for the whole class and individual students and/or groups with special learning needs. (.27-.3)
Assessment Feedback	The feedback is inaccurately or inadequately described. (0-.22)	The feedback provided to students is clearly described; a sample is provided. An explanation is provided for how the feedback will be used to support student learning. (.23-.26)	The feedback provided to students is clearly described including a specific example. An insightful explanation is provided for how the feedback will be used to support further student learning on the focus skill/s. (.27-.3)

Using Assessment to Inform Instruction	Next steps for instruction and/or changes to instruction are ineffective, incomplete, inappropriate, or poorly written. (0-.22)	Effective next steps for instruction for the whole class are described. Logical changes to instruction are suggested. (.23-.26)	Effective next steps for instruction for the whole class and for individuals/groups with specific needs are thoughtfully described. Logical changes to instruction are suggested and supported by research and/or theory. (.27-.3)
Mechanics & Presentation	Not professionally presented; several mistakes in conventions of print (spelling, grammar, punctuation, etc.). Some sections are incomplete and/or attachments are missing. (0-.14)	Mechanically sound and professionally presented; a few mistakes in conventions of print (spelling, grammar, punctuation, etc.) are made. All sections are complete; attachments and materials are provided. (.15-.17)	Lesson is mechanically sound and professionally presented; mistakes in conventions of print (spelling, grammar, punctuation, etc.) are rare. All sections are complete; attachments and materials are provided. (.18-.2)

Total:

_____/5

_____ Acceptable   _____ Acceptable with revisions   ____Unacceptable/Re-write

Evaluated by: _____ Date: _____

Scoring Guide: 42-48 = Target, 41-36 = Acceptable, 36 and below = Unacceptable

Appendix C

Early Childhood Education Key Assessment #5—Effect on Student Learning

ECED 4733: Methods II Practicum Unit

Candidate: _____ Instructor:_____

Appendix D

Clinical Supervisor - Weekly Evaluation of Student Teacher

Week # (Circle one):   1   2   3   4   5   6   **(no 7)**   8   9   10   11   12   13   14

Number of Times Tardy: _____   (List reason: _____)
Number of Times Absent: _____   (List reason: _____)

	Unacceptable	Needs Improvement	Acceptable	Target

Professionalism				
Dress Code				
Written Communication (lesson plans, posters, ppts, handouts)				
Oral Communication (grammar, appropriate voice projection, pace)				
Collaboration with supervisors, peers, personnel, and students				
Attitude (remaining positive, mannerisms, tact/tone)				
Initiative, energy/enthusiasm for teaching				
Punctuality (to school, written work, materials ready)				

	Unacceptable 1	**Acceptable 2**	**Target 3**	**Points/ KA**
Unit Part I Curricular Context: Standards, Central Focus, Essential Questions, Knowledge and Skills, Curricular Context. ACEI 2.1-2.8 (depending on curricular area; **C.1**	• Standards are incomplete or missing. • The central focus is inaccurately or inadequately described. • The essential question/s are not aligned with the standard/s. • Learning objectives are not aligned with the standard/s. • The curricular context is missing or inadequate. **Course Points** 1.5	• Applicable state standards are included with all identifying information. • The central focus describes the core concepts and the purpose for teaching this content. • The essential question/s are aligned with the standard/s and address the conceptual foundation of the topic. • Learning objectives are aligned with the standard/s. • The curricular context is accurately described. **Course Points** 2.25	• Applicable state standards are included with all identifying information. • The central focus provides an accurate and insightful description of the core concepts and the purpose for teaching this content. • The essential question/s are tightly aligned with the standard/s, provoke student inquiry, and address the conceptual foundation of the topic. • Learning objectives are fully developed and tightly aligned with the standard/s. • The curricular context is thoughtfully described with at least two specific examples. **Course Points** 3	Course Points: KA: 1 2 3
Unit Part I Evidence of Content Research ACEI 2.1-2.8 (depending on curricular area; **C.1**	• The research paper lacks detail or contains numerous mechanical errors. • The bibliography is either omitted or lacking in variation and several resources. Lapses in APA style format are frequent in the citations, paraphrases and references. • Content research shows evidence of minimal or insufficient content knowledge. **Course Points** 1.5	• The research paper provides an adequate overview of the topic. • The paper is well organized and mechanically sound. • The bibliography lacks one or two required resources or variation; there are some lapses in APA style format in either citations/ paraphrases or references. • An adequate list of key concepts from research (facts, generalizations, principles, etc.) is included; sufficient self-generated list of definitions, vocabulary, diagrams, charts, etc. is included; content research shows evidence of adequate content knowledge **Course Points** 2.25	• The research paper provides a comprehensive overview of the topic. • The paper is free of mechanical errors and organized logically with an introduction, detail paragraphs, and an insightful conclusion. • The bibliography is varied with at least five different appropriate sources, including books and journals. APA style is accurately utilized for all citations, paraphrases, and references. • A comprehensive self-generated list of definitions, vocabulary, diagrams, charts, etc. is included; content research shows evidence of thorough content knowledge. • **Course Points** 3	Course Points: KA: 1 2 3

Unit Part I Pre/Post Assessment ACEI 4; **C.4**	• Pre/post assessment is not developmentally appropriate or poorly designed. • Some assessment items do not provide evidence of mastery of the learning objectives. **Course Points** 1	• Pre/post assessment is developmentally appropriate and well designed. • Assessment items provide evidence of student mastery of the learning objectives. **Course Points** 1.5	• Pre/post assessment is developmentally appropriate and well designed. • All items provide accurate evidence of student mastery of the learning objectives. • Each assessment item is directly aligned with a specific learning objective. **Course Points** 2	Course Points: KA: 1 2 3
Unit Part II School Information, Instructional Context, Physical Environment, Group Composition ACEI 4; **C.4**	• The school information is incomplete. • The instructional context and/or its impact on instruction is inadequately described. • The description of the physical environment and its impact on instruction is not adequately detailed. • One or more elements of group composition are inadequately described, or the impact on instruction is not addressed. **Course Points** 1.5	• The school information is complete and detailed, including special features and specific requirements and/or expectations. • The instructional context is fully and thoughtfully described. The impact on instruction is accurately detailed. • The physical environment and its impact on instruction are accurately described. • The group composition is completely described. The impact on instruction is discussed. **Course Points** 2.25	• The school information is complete and detailed, including special features and specific requirements and/or expectations. • The instructional context is fully and thoughtfully described. The impact on instruction is accurately detailed. • All pertinent features of the physical environment and their impact on instruction are accurately and insightfully described using specific details and examples. • The group composition is thoroughly and accurately described. Specific planning and instructional strategies are used to describe the impact on instruction. **Course Points** 3	Course Points: KA: 1 2 3

Accepts constructive feedback with a positive attitude				
Implements constructive feedback consistently				
Demonstrates independence				
Follows school and class schedule				
Planning/Performance				
Developmentally appropriate				
Variety and creativity of instructional strategies				
Logical sequence of instruction				
Paces lessons appropriately				
Needs of diverse learners are met				
Accuracy of content				
Utilizes effective questioning strategies				
Maintains student engagement				

Unit Part II Knowledge of Students, Pre-Assessment Analysis ACEI 4: **C.4**	• Prior academic learning, personal, cultural, or community assets, or student dispositions are inadequately described. • The graphic representation of the pre-assessment data missing, disorganized, or incomplete. • Students' prior knowledge or the impact on the instructional design is inadequately described. **Course Points** 1.5	• Prior academic learning, personal, cultural, or community assets, and student dispositions are described. • A graphic representation of the pre-assessment data is provided, including an item analysis and an analysis of individual performance. • Students' prior knowledge of the standard/s is explained. The impact on the instructional design is thoughtfully described. **Course Points** 2.25	• Prior academic learning, personal, cultural, and community assets, and student dispositions are thoughtfully described using specific details. • An organized graphic representation of the pre-assessment data is provided, including an item analysis and an analysis of individual performance. • Students' prior knowledge of the standard/s is accurately described using specific evidence from the assessment. The impact on the instructional design is described in terms of specific instructional strategies. **Course Points** 3	Course Points: KA: 1 2 3
Unit Part III Monitoring Student Learning ACEI 4: **C.4**	• The chart is incomplete or formative assessments are inappropriate or not aligned with standards. • The assessments do not provide direct evidence of literacy development, conceptual understanding, procedural fluency, or higher-order thinking. • The design or adaptation of the assessments does not meet the needs of diverse learners. **Course Points** 1.5	• The chart outlines the formative assessments to be used in the unit; formative assessments are developmentally appropriate formats and provide evidence of student mastery of the target skill or element. • The assessments provide evidence of literacy development, conceptual understanding, procedural fluency, or higher-order thinking skills. • The design or adaptation of the assessments **generally** meets the needs of diverse learners is described. **Course Points** 2.25	• The chart clearly outlines the formative assessments to be used in the unit; formative assessments include a variety of developmentally appropriate formats that will provide accurate evidence of student mastery of the target skill or element. • The assessments provide direct, measurable evidence of literacy development, conceptual understanding, procedural fluency, and/or higher-order thinking skills. • The design or adaptation of the assessments **proactively** meets the needs of diverse learners and effectively addresses all identified learning needs. **Course Points** 3	Course Points: KA: 1 2 3

Appropriate and engaging materials				
Uses a variety of effective assessment tools				
Informal and formal assessments inform instruction				
Technology utilization (implementation and variety)				

Unit Part III Instructional Design Calendar ACEI 3.2, 4; **C.2, C.4**	• The learning experiences are not developmentally appropriate, misaligned, or poorly sequenced. • Some lesson elements are missing. • The planned experiences lack variation or do not allow most students to develop the desired understandings. **Course Points** 1	• The learning experiences are engaging, developmentally appropriate, aligned with the focus standard or skill, and generally sequenced in a logical order. • All lesson elements are included for each day of instruction. • The planned experiences are varied, and allow most students to engage with, develop, and demonstrate the desired enduring understandings. **Course Points** 1.5	• The learning experiences are engaging, developmentally appropriate, aligned with the focus standard or skill, and sequenced in a logical order on the calendar so that learning builds toward mastery. • All lesson elements are included for each day of instruction. • The planned experiences are rich, varied, and differentiated to allow all students to engage with, develop, and demonstrate the desired enduring understandings. **Course Points** 2	Course Points: KA: 1 2 3
Unit Part III Supporting Language Development ACEI 2.1-2.8 (depending on curricular area); **C.1, C.4**	• The learning function is not appropriate for the central focus. • The key learning task is not related to the language function. • The associated language demands are inaccurately described or not addressed. **Course Points** 1	• An appropriate learning function is identified. • The key learning task identified relates to the language function. • The associated language demands (written or oral) students need to understand and/or use vocabulary, syntax OR discourse are described. **Course Points** 1.5	• An appropriate learning function is identified. • The key learning task identified allows students to practice using the language function. Specific details are provided. • The associated language demands (written or oral) students need to understand and/or use vocabulary and syntax OR discourse are accurately and thoroughly described. **Course Points** 2	Course Points: KA: 1 2 3
Unit Part IV Lesson Plans ACEI 2.1-2.8 (depending on curricular area); **C.1, C.4**	• One or more lesson plans or attachments are not submitted. • One or more lessons are incomplete, misaligned, or inappropriate. • The lesson plans do not address conceptual understanding or critical thinking and/or help students make connections. • The behavior plan is reactive, negative, and/or poorly developed. **Course Points** 5	• All 5 lesson plans (4 days of instruction, 1 day of assessment) are submitted including all attachments. • Lesson plans are complete, aligned with standards, and developmentally appropriate. • The lesson plans address conceptual understanding and/or critical thinking and build on each other to help students make connections. • The thematic behavior management plan is proactive and focuses on positive feedback. **Course Points** 8	• All 5 lesson plans (4 days of instruction, 1 day of assessment) are submitted including all attachments. • All lesson plans are fully developed, aligned with standards, engaging, developmentally appropriate, and professionally presented. • The lesson plans are thoughtfully designed to teach conceptual understanding and/or critical thinking skills and build on each other to help students see the big idea of the unit. • The thematic behavior management plan is creative, proactive, and focuses on positive feedback. **Course Points** 10	Course Points: KA: 1 2 3

Unit Part IV Commentary ACEI 2.1-2.8 (depending on curricular area); **C.1, C.4**	• The lesson plan commentary does not accurately address conceptual understanding or critical thinking and/or help students make connections. • The behavior plan is reactive, negative, and/or poorly developed. **Course Points** 1.5	• The lesson plan commentary accurately addresses conceptual understanding and/or critical thinking and describes how the lessons build on each other to help students make connections. • The thematic behavior management plan is proactive and focuses on positive feedback. **Course Points** 2.25	• The lesson plan commentary accurately and thoughtfully addresses conceptual understanding and/or critical thinking skills and describes how the lessons build on each other to help students see the big idea of the unit. • The thematic behavior management plan is creative, proactive, and focuses on positive feedback. **Course Points** 3	Course Points: KA: 1 2 3
Unit Part V Instruction Commentary	• The video clip is not formatted or submitted properly. • No evidence of a positive learning environment. • Instruction fails to engage students and/or linked to characteristics. • Strategies for eliciting student responses are ineffective or not addressed. • Vague or ineffective changes to instruction. . **Course Points** 1.5	• The video clip is formatted and submitted according to instructions. • Strategies used to promote a positive learning environment are described. • An explanation of how instruction engaged students and linked to their characteristics is provided. • Strategies for eliciting student responses and using representations are described. • Changes to instruction are specific to the central focus and relate to research/theory. **Course Points** 2.25	• The video clip is formatted and submitted according to instructions. • Strategies used to promote a positive learning environment are described using <u>specific details from the video</u>. • An accurate explanation of how instruction engaged students and linked to their characteristics is provided using <u>specific examples.</u> • Effective strategies for eliciting and <u>building upon</u> student responses and using representations are described. • Changes to instruction are insightful, specific to the central focus, and supported by research/ theory. **Course Points** 3	Course Points: KA: 1 2 3
Unit Part VI Assessment Commentary: Formative and Post-Assessment Analysis ACEI 3.2, 4; **C.2, C.4**	• Assessment data is inaccurate, disorganized or incomplete. • Student mastery is vaguely or inaccurately described. **Course Points** 1.5	• All formative and post-assessment data is presented in an organized graphic display, including an item analysis and whole-class achievement. • The written narrative describes student mastery based on the data provided. **Course Points** 2.25	• All formative and post-assessment data is presented clearly in an organized graphic display, including an item analysis and whole-class achievement of <u>specific learning objectives.</u> • The written narrative thoroughly and accurately describes student mastery of the standard/s based on the data provided. **Course Points** 3	Course Points: KA: 1 2 3

Behavior Management					
Establishes a leadership role					
Uses positive management techniques					

Unit Part VI Analyzing Student Learning ACEI 3.2, 4; **C.2, C.4**	• The learning objectives or evaluation criteria are inadequately described. • The work samples are incomplete or do not reflect the data. • The analysis is vague or incomplete. **Course Points** 1	• The specific learning objectives and evaluation criteria are accurately described. • The attached student work samples reflect the assessment data. • The patterns of learning for the whole class and groups of students are analyzed. • The analysis describes primarily strengths **or** weaknesses. **Course Points** 1.5	• The specific learning objectives and evaluation criteria are thoroughly and accurately described. • The attached student work samples are representative of the assessment data. • The patterns of learning for the whole class and groups of students are analyzed in relation to the learning objectives. • The analysis describes what students understand and where they are struggling. **Course Points** 2	Course Points: KA: 1 2 3
Unit Part VI Feedback to Guide Further Learning, Evidence of Language Use, Using Assessment to Inform Instruction ACEI 3.2, 4; **C.2, C.4**	• The feedback is inappropriate or ineffective. • Strategies for supporting students in the applying the feedback are inadequate. • Missing or incomplete evidence of student language use. • Next steps are inadequately addressed. **Course Points** 1.5	• The feedback is appropriate and addresses individual strengths **or** weaknesses relative to the objectives. • Strategies for supporting students in the applying the feedback are described. • Evidence of student use of language (function, vocabulary, and/r syntax or discourse) is described. • Next steps are described for the whole class. • Next steps relate to the analysis of learning and research/ theory. **Course Points** 2.25	• The feedback is appropriate and addresses individual strengths and weaknesses relative to the objectives. • Strategies for supporting students in the applying the feedback are effective and thoughtfully described. • Evidence of student use of language (including function, vocabulary, and syntax or discourse) is described, including strengths and weaknesses. • Next steps are described for the whole class and all individuals/ groups with specific needs. • Next steps follow from the analysis of learning and supported by references to research/ theory. **Course Points** 3	Course Points: KA: 1 2 3
Resources and Instruction al Aids ACEI 5.1; **C.1**	• Incomplete list of references and resources used in the preparation of the unit. • APA format is not followed. **Course Points** 1	• Satisfactory list of references and resources used in the preparation and instruction of the unit is included. • APA format is followed with few (3-6) mistakes. **Course Points** 1.5	• Comprehensive list of varied references and resources used in the preparation and instruction of the unit is included. • APA format is clearly followed (fewer than 3 mistakes). **Course Points** 2	Course Points: KA: 1 2 3

Management is fair, firm, and consistent				
Provides CLEAR directions/instructions				
Transitions are smooth				

Specific area(s) of strength noted this week:

Mechanics/ Professional Presentation ACEI 5.1: **C.1**	• Unit is not professionally presented. • Many mistakes in mechanics and conventions of print (spelling, grammar, punctuation, etc.) are made; **Course Points** 1.5	• Unit is mechanically sound and professionally presented. • A few mistakes in conventions of print (spelling, grammar, punctuation, etc.) are made. **Course Points** 2.25	• The unit is mechanically sound and professionally presented according to formatting guidelines. • All components of the unit are complete and fully developed. • Mistakes in conventions of print (spelling, grammar, punctuation, etc.) are rare. **Course Points** 3	Course Points: KA: 1 2 3

	Key Assessment Ranking **Circle One:** 1 2 3	**Course Points:** _____/50
0-34= 1 (Unacceptable) 34-43= 2 (Acceptable) 44-48=3 (Target)		

<u>Specific area(s) in need of improvement or targeted area(s) of growth/development:</u>

_____   _____   _____
(Date)   (Clinical Supervisor Signature)   (Student Teacher Signature)

Appendix E

Evaluation of Instruction Rubric - Key Assessment #4: Instruction - ECED 5799 Student

Candidate's Name: _____   Semester/Year: _____   Instructor:_____

Standards	Unacceptable - 1	Acceptable - 2	Target - 3	Pts.
Introduction				
ECED Program Standards: 6.0000, 7.0000 SPED Program Standards: 1.0400, 1.0700, 2.0400	Introduction is missing or fails to capture the students' attention; does not relate to previous learning or knowledge	Captures most students' attention, relates to previous learning and prior knowledge	Stimulating and varied, captures interest and attention and relates to previous learning and prior knowledge	
ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0700, 2.0400	Essential and/or desired outcomes are not communicated	Essential question is addressed and outcomes for the lesson are stated	Clearly communicates essential question (orally and in writing) and desired outcomes for the lesson	
Procedure				
ECED Program Standards: 5.0000, 6.0000 SPED Program Standards: 1.0200, 1.0300, 1.0400, 1.0700,	**Presentation of Content**: Presents inaccurate content;	**Presentation of Content**: Presents accurate content that	**Presentation of Content**: Presents accurate content of	

1.0800, 1.0900, 1.1000, 2.0300, 2.0400, 2.0700, 2.1000	content does not meet the diverse needs of students	meets the needs of most individual learners	sufficient depth and breadth; content is differentiated to meet individual needs	
ECED Program Standards: 5.0000, 6.0000, 7.0000, 9.0000, 10.0000 SPED Program Standards: 1.0200, 1.0300, 1.0400, 1.0700, 1.0800, 1.0900, 2.0400,1.1000, 2.0300, 2.0500, 2.0700, 2.1000	**Instruction**: Instructional strategies are not varied; instruction is teacher-centered, and students are not engaged during instruction	**Instruction**: Uses research-based instructional practices; instruction is mostly student centered and is engaging for most learners	**Instruction**: Uses a variety of research-based instructional practices to ensure student learning (modeling, guided and independent practice, cooperative/partner learning, etc.); practices are developmentally appropriate, student centered, maximally engaging for all students, and meet a variety of learning needs and styles	
ECED Program Standards: 5.0000, 6.0000 SPED Program Standards: 1.0200, 1.0300, 1.0400, 1.0700, 1.0800, 1.0900, 1.1000, 2.0300, 2.0400, 2.0700, 2.1000	**Adjustment of Instruction**: Instruction lacks sequence, is paced inappropriately, and there are no adjustments to instruction when needed	**Adjustment of Instruction**: Sequence and pacing of instruction is mostly adequate; modifies/adjusts learning in some instances	**Adjustment of Instruction**: Sequences, paces, and modifies/adjusts learning experiences to promote understanding and maintain engagement	
ECED Program Standards: 5.0000, 6.0000 SPED Program Standards: 1.0200, 1.0300, 1.0400, 1.0700, 1.0800, 1.0900, 2.0300, 2.0400, 2.0700, 2.800, 2.1000	**Questioning:** Questions are ineffective and do not require students to think critically; wait time is insufficient	**Questioning:** Questions are mostly effective and require some critical thinking; proper wait time is provided most of the time	**Questioning:** Questions are effective, varied in level and require students to think critically and apply their knowledge; proper wait time is provided	
ECED Program Standards: 5.0000, 6.0000, 7.0000, 8.0000, 9.0000, 10.000 SPED Program Standards: 1.0200, 1.0300, 1.0400, 1.0700, 1.0800, 1.0900, 1.1000, 2.0300, 2.0400, 2.0700, 2.0800, 2.1000	**Assessment:** Assessment methods are inappropriate, not aligned with standards or instruction, lack modification for diverse learners	**Assessment:** Informal and formal assessment methods are evident, aligned with standards and instruction, most learners' needs are met	**Assessment:** Informal and formal assessment methods are implemented appropriately, aligned with standards and instruction, modified to meet the needs of diverse learners, and will guide future instruction.	
ECED Program Standards: 5.0000, 6.0000 SPED Program Standards: 1.0400, 1.0700, 1.0900, 2.0400	**Materials:** Materials are not developmentally appropriate or motivating for students; materials are not organized or readily available	**Materials:** Materials are developmentally appropriate; allow some student engagement; materials are mostly organized and readily available	**Materials:** Materials are developmentally appropriate and motivating for students; materials allow maximum student engagement with the content; materials are properly organized and readily available to maintain lesson flow	
		Closure		
ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0700, 2.0400	Closure is missing or teacher-centered; no connections to real-world application or future learning	Closure involves some students and either shows real-world application or connects to future learning	Closure is student-centered (not teacher-directed) and shows real-world application and connects to future learning; it actively involves all students	
ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0700, 2.0400	Closure does not connect to essential question	Closure connects to essential question(s)	Closure effectively and relevantly connects to the essential question(s)	
		Technology		

ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0700, 1.0900, 2.0300, 2.0400, 2.0500, 2.0700	Technology is not used or is used ineffectively; technology does not maximize student learning	Technology is used during instruction and engages most students	Makes appropriate decisions about using technology; the use of technology is engaging and maximizes student learning and motivation	
Communication				
ECED Program Standards: 6.0000 SPED Program Standards: 1.0600, 1.0900, 2.0400, 2.0600	Instances of incorrect standard English in oral and/or written forms; communication lacks fluidity	Correct use of standard English in oral and written forms	Skillful and correct use of standard English; fluent presentation in oral and written forms	
ECED Program Standards: 6.0000, 9.0000 SPED Program Standards: 1.0600, 1.0900, 2.0400, 2.0600	Lacks energy and enthusiasm; demonstrates an uncaring or negative tone	Remains mostly energetic and enthusiastic; demonstrates a caring and positive tone	Remains genuinely energetic and enthusiastic in oral presentation; demonstrates a caring and positive tone	
Management of Students				
ECED Program Standards: 6.0000, 9.0000 SPED Program Standards: 1.0400, 1.0500, 2.0500	**Leadership:** Inflexibility and/or lack of confidence is evident; weak teacher presence; some instances of disrespectful authority with students	**Leadership:** Demonstrates self as a flexible and mostly confident leader; establishes a teacher presence and respectful authority with students	**Leadership:** Consistently demonstrates self as a flexible and confident leader; establishes a strong teacher presence; effectively establishes a respectful authority with students	
ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0500	**Directions**: Directions are unclear and/or out of sequence; student focus is not obtained prior to giving directions; does not check for understanding after directions are given	**Directions**: Implements sequential directions; obtains focus from most students prior to giving directions	**Directions**: Implements clear and sequential directions; obtains focus from all students prior to giving directions; checks for student understanding after directions are given	
ECED Program Standards: 6.0000 SPED Program Standards: 1.0400, 1.0500	**Transitions:** Transitions are not smooth; lack creativity and variety	**Transitions:** Smooth transitions are implemented before during, and after the lesson	**Transitions:** Smooth implementation of transitions before, during, and after the lesson; they are creative, varied, and connect with the content of the lesson	
ECED Program Standards: 6.0000, 9.0000 SPED Program Standards: 1.0400, 1.0500, 2.0500	**Behavior:** Behavior expectations are not set; is reactive in managing problems; responds inconsistently and/or disrespectfully.	**Behavior:** Behavior expectations are set at the start of the lesson; foresees potential problems and takes preventative steps; responds to disruptive behavior respectfully	**Behavior:** Consistently establishes clear behavioral expectations; sets guidelines at start of the lesson; foresees potential problems and takes preventative steps; responds to disruptive behavior consistently and respectfully (praising before redirecting, rewarding students, etc…)	
	Total Score/Grade: Overall Rating: 1 – Unacceptable 2 – Acceptable 3 - Target			___/51

Scoring Guide: 36-51 = Target, 27-35 = Acceptable, 26 and below = Unacceptable
Any one rating of a "1" could result in failing this Key Assessment

Evaluator's Signature _____ Date: _____

Candidate's Signature: _____

Appendix F

Early Childhood Education Key Assessment # 6—Professional Dispositions
ECED 5799: Student Teaching

Candidate's Name: _____**Semester/Year:** _____
Course: _____**Section:**_____**Instructor:** _____

Student rating indicates quality of skills demonstrated over the course semester:

Performance Indicator	Unacceptable 0-6 GF - 1	Acceptable 7-8 GF – 2	Target 9-10 GF - 3	Points & GF Rating

Interacted & collaborated effectively with all individuals in educational environment. ACEI 5.1, 5.4; C.1	Demonstrated an inability to work with individuals in collaborative assignments/activities.	Demonstrated proficient collaboration skills (e.g., accepted leadership roles, took responsibility for extraneous details, got along with others).	Demonstrated outstanding collaboration skills (took leadership or member roles willingly; assumed additional responsibilities w/o undue comments, handled conflict). *GF- 1 2 3*
Dresses appropriately in all environments ACEI 5.1; C.1	Fails to follow school or program dress code or guidelines.	Demonstrates improvement in dress apparel after mentoring conference.	Dresses professionally and appropriately in school and university classes. *GF- 1 2 3*
Attendance: on time & stayed for the entire time. ACEI 5.1 ; C.1	Unable to adhere to the course attendance policy (see course syllabus).	Remained within course attendance policy-absent &/or late fewer times than allowed.	Attended each class session for the full class period. *GF- 1 2 3*
Completed assignments in a timely & quality manner. ACEI 5.1; C.1	Unable to follow instructions and/or submit any assignment by posted due date.	Completed almost all assignments according to instructions provided and due date posted.	Completed each assignment according to instructions provided and due date posted. *GF- 1 2 3*
Demonstrated professional conduct- prepared, listens to others, active in class discussions, takes initiative ACEI 5.1, 5.2; C.1	Demonstrated unacceptable skills in professional conduct with consistent instances of unpreparedness for class or teaching, etc.	Demonstrated proficiency in professional conduct skills; shows initiative; some minor instances of not listening, unpreparedness for class or teaching, etc.	Demonstrated outstanding professional conduct. *GF- 1 2 3*
Used situation appropriate written language - standard English ACEI 5.1; C.1	Demonstrated consistent unacceptable written language skills including but not limited to: grammar & vocabulary.	Demonstrated proficient written language skills with few errors noted on written assignments.	Demonstrated outstanding written language skills with rare occurrences of errors in grammar, vocabulary, etc. *GF- 1 2 3*
Used situation appropriate oral language- standard English. ACEI 5.1; C.1	Demonstrated consistent unacceptable oral language skills including but not limited to: grammar & vocabulary.	Demonstrated proficient oral language skills with few errors noted during oral presentations or discussions.	Demonstrated outstanding oral language skills with rare occurrences of errors in grammar, vocabulary, etc. *GF- 1 2 3*

Demonstrated positive regard for diverse learners, cultures, religions, genders, SES ACEI 3.2, 5.1; C.1, C.2	Consistently demonstrated inappropriate behaviors (e.g., verbal, written, and/or behavioral).	Demonstrated some inappropriate behaviors (e.g., verbal, written, and/or behavioral) but demonstrated improvement after mentoring conference.	Demonstrated no inappropriate behaviors in the presence of students, peers, cohorts, and teachers.	*GF- 1 2 3*
Accepted & implemented constructive feedback. ACEI 5.1, 5.2; C.1	Failed to demonstrate acceptance of constructive feedback or failed to implement feedback.	Accepted constructive feedback and implemented recommendations for improvement.	Actively sought and accepted constructive feedback with self initiated implementation of recommendations.	*GF- 1 2 3*
Exhibited a caring attitude & with-it-ness for the safety, learning, & health of all students. ACEI 1, 3.1, 3.2, 3.4, 5.1; C.1	Failed to exhibit a caring attitude and with-it-ness for the learning, health, and safety of all students.	Exhibited a caring attitude and with-it-ness for the learning, health, and safety of all students.	Proactively planned a caring environment for the learning, health, and safety of all students.	*GF- 1 2 3*
Total Score:				**_____/100**
Overall GF Rating:				*GF- 1 2 3*

Scoring Guide: 90 – 100 = Target (GF-3), 70 – 89 = Acceptable (GF-2), 69 and below = Unacceptable (GF-1)

Evaluator's Signature: _____ **Date:** _____
Candidate's Signature: _____ **Date:** _____

Appendix G

<u>Student Teacher Interview Questions</u>

What types of emotions did you experience during student teaching? (RQ 3)

Do you believe you experienced more positive or negative emotions? Why? (RQ 3)

Describe your best time or day in student teaching. Why was it your best time/day? (RQ 3)

Describe a difficult day or time in student teaching. What made it difficult? How did you handle that time? (RQ 3)

Do you believe student teaching has prepared you for all of the emotional dimensions involved in teaching? Why/Why not? (RQ 1, RQ 2)

Do you believe gender plays a role in the way emotions are experienced with other student teachers? Why or why not? Do women and men experience and handle emotions the same in classrooms? Why or why not? (RQ 3)

What advice do you have for your supervisors to best prepare you for the aspects of teaching that cause difficult emotions (crying, anger, fear, stress…)? (RQ 2)

What advice do you have for incoming student teachers to best prepare you for the aspects of teaching that cause difficult emotions? (RQ 3)

How has the teacher education program prepared you, as a whole, for the emotional dimensions of teaching? Have emotions been addressed in your program of study including coursework and field placements? Have emotions been ignored? (RQ 1, RQ 2)

Appendix H

University Supervisor Interview Questions

What types of emotions do your student teachers experience during the semester? Can you provide any specific examples? (RQ 3)

Do you believe they experience more positive or negative emotions? Why? (RQ 3)

Do you believe student teaching prepares our teacher candidates for all of the emotional dimensions involved in teaching when they obtain their own classroom? Why/Why not? (RQ 1, RQ 2)

Describe a time you have had a student teacher experience a difficult time/day. How did they handle that time? How did you handle that time? Would you do anything differently? (RQ 1, RQ 2, RQ 3)

Have you noticed a difference between how male and female student teachers experience and handle emotions in the classroom? Why or why not? Do you adjust your supervision based on the gender of your student teachers? Why or why not? (RQ 2, RQ3)

How do you believe our clinical supervisors support our student teachers' emotions? Can you provide an example? (RQ 2)

What advice do you have for other university supervisors to best prepare our student teachers for the aspects of teaching that cause difficult emotions (crying, anger, fear, stress…)? (RQ 2)

If you could do something additionally or differently regarding how we prepare our teacher candidates for the emotions involved in teaching, what would you do or recommend for our program? (RQ 1)

Beyond student teaching, where do we or don't we address the emotional dimensions of teaching? (RQ 1)

Appendix I

Clinical Supervisor Interview Questions

What types of emotions do your student teachers experience during the semester? Can you provide any specific examples? (RQ 3)

Do you believe they experience more positive or negative emotions? Why? (RQ 3)

Do you believe student teaching prepares our teacher candidates for all of the emotional dimensions involved in teaching when they obtain their own classroom? Why/Why not? (RQ 1, RQ 2)

Describe a time you have had a student teacher experience a difficult time/day. How did they handle that time? How did you handle that time? Would you do anything differently? (RQ 3)

What types of emotions do you experience as a classroom teacher? How do you handle or manage those emotions? Do you share these experiences with your student teachers? Why or why not? If so, how do you share these experiences? (RQ 2)

Have you noticed a difference between how male and female student teachers experience and handle emotions in the classroom? Why or why not? Do you adjust your supervision based on the gender of your student teachers? Why or why not? (RQ 2, RQ3)

How do you believe our university supervisors support our student teachers' emotions? Can you provide an example? (RQ 2)

What advice do you have for other clinical supervisors to best prepare our student teachers for the aspects of teaching that cause difficult emotions (crying, anger, fear, stress…)? (RQ 2)

If you could do something additionally or differently regarding how we prepare our teacher candidates for the emotions involved in teaching, what would you do or recommend for our program? (RQ 1)

Appendix J

Recent Graduates Interview Questions

What types of emotions did you experience during student teaching? How are these emotions the same or different from what you currently experience? (RQ 3)

Do you believe you experienced more positive or negative emotions in student teaching? Why? Do you believe you experience more positive or negative emotions now as a certified teacher? (RQ 3)

Describe your best time or day in student teaching. Why was it your best time/day? Describe a recent best time or day in your classroom. Why was it your best time/day? (RQ 3)

Describe a difficult day or time in student teaching. What made it difficult? How did you handle that time? Describe a recent difficult time. What made it difficult? How did you handle that time? (RQ 3)

Do you believe gender plays a role in the way emotions are experienced in teaching? Why or why not? Do women and men experience and handle emotions the same? Why or why not?

Do you believe student teaching prepared you for all of the emotional dimensions involved in teaching? Why/Why not? (RQ 1)

What advice do you have for incoming student teachers to best prepare them for the aspects of student teaching that cause difficult emotions? (RQ 1, RQ 3)

What advice do you have for our program to best prepare teachers for the aspects of teaching that cause difficult emotions (crying, anger, fear, stress…)? (RQ1)

Do you plan to stay in teaching? Why? Does this connect to your teacher education program? Why or why not? (RQ 1, RQ 2, RQ 3)

What are the biggest lessons you learned in your teacher education program? What helped you? What didn't help you? (RQ 1, RQ 2, RQ 3)

Appendix K

Student Teaching Reflection Prompts

We have good days in bad days in student teaching. Describe one of your good days and one of your bad days. What happened? How did you feel? How did you respond and what did you learn from those experiences?

Who was your most rewarding student this week? Why? Who was most challenging? Why? Discuss your interactions with the students.

What has been revealed to you about teaching that you had not envisioned before this semester?

What confirmations have been made for you about teaching during this experience?

Describe an experience this semester that has positively contributed to your development as a teacher.

Anticipate your first year of teaching. Discuss areas of confidence and areas of uncertainty.

What things have happened in your classroom this week that has caused stress? How have you handled them? What other way could they have been handled?

What discipline problems have you encountered and have you handled them? How effective were your techniques? What else could you have done?

Appendix L

Early Childhood Education

Department of Teaching & Learning
Georgia Southern University

ECED 5799
Student Teaching Guidelines
Spring 2016

Early Childhood Program

COURSE PACKET

ECED 5799 – General Syllabus
Student Teaching in Early Childhood Education

Spring 2016

Course Description:
The student teaching experience provides a period of guided teaching during which the student, under the direction of a classroom supervising teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of fifteen consecutive weeks

and engages directly in the activities which constitute the wide range of a teacher's assigned responsibilities. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of twenty (20) days.

Prerequisite:
Completion of teaching field courses and professional education sequence; must meet requirements for Admission to Student Teaching.

Co-requisite: ECED 4632: Student Teaching Seminar

Course Objectives:
The student will:
1.   plan developmentally appropriate instruction that incorporates a variety of teaching methods, learning activities, assessments, and the use of technology.
2.   plan instruction that accommodates the various styles, abilities, and needs of a diverse student population.
3.   implement instruction utilizing methods and current pedagogical techniques which reflect developmentally appropriate practices and accurate content.
4.   demonstrate competency by utilizing advanced technological applications
5.   establish and maintain consistent classroom/behavior management for groups of students and individuals.
6.   create a learning environment which facilitates the cognitive, physical, social and emotional growth and development of the students.
7.   analyze and reflect on instructional strategies which had positive and/or negative impact on a lesson.
8.   exhibit time management and organizational skills necessary to fulfill the demanding responsibilities of a teacher.
9.   demonstrate positive, cooperative professional working relationships with administrators, supervisors, colleagues, and parents.
10.   demonstrate professional dispositions

Conceptual Framework:

The Georgia Southern University Mission statement, one of the institution's hallmarks is to build a culture of engagement that links theory with practice. The course objectives and candidate performance outcomes associated with this course address this critical element. In addition, the course objectives specifically address the four commitments that form the core of the College's conceptual framework:

1. *Commitment to the Knowledge and Dispositions of the Profession*: Candidates' knowledge and dispositions of the profession are addressed in each of the assignments in this course. Candidates demonstrate knowledge of content and pedagogy throughout the semester as they plan for specific instruction in the unit and individual lesson plans and as they implement those plans. These are assessed using the teaching performance rubric and key assessment rubric for the student teaching unit. Professional interactions are also assessed using the key assessment professionalism rubrics.
2. *Commitment to Diversity*: Diversity is central to instructional planning with emphasis on how the instruction should be modified to provide for individual differences. Candidates explore individual student needs in the unit and daily interactions in the classroom. Candidates also include modifications for meeting the needs of diverse learners in each lesson.

3. *Commitment to Technology*: Technology is emphasized as candidates explore various media materials appropriate for learning in the K-5 classroom. Each candidate is expected to incorporate appropriate and varied technology throughout the semester. Technology use is tracked using the technology log which is placed in the student teaching notebook.

4. *Commitment to the Practice of Continuous Reflection and Assessment:* Reflection is a vital component to the course. Candidates utilize reflection in the planning, implementation, and assessment of learning experiences for their students. By consideration of classroom practices from multiple perspectives, and by self-assessment in terms of teaching performance and professional growth candidates engage in overall goal setting and reflection on growth.

KEY ASSESSMENTS FOR STUDENT TEACHING SEMESTER (See Forms Packet II)

A: Key Assessment 4: Instruction (Teaching Performance/Evaluation of Instruction)
B: Key Assessment 6: Professional Dispositions

Each of the above key assessments must be evaluated at an acceptable (rating of 2) or target level (rating of 3) in order to earn a satisfactory grade for this course. In other words, if you fail these with an overall unacceptable level, you will not earn a satisfactory grade in student teaching.

Required Texts and Packets:

Early Childhood Education Course Packet (Syllabus, Forms Packet I, Forms Packet II, & CS Packet). Statesboro, GA: University Bookstore

Student Teaching Evaluation Packet. Statesboro, GA: University Bookstore

edTPA Handbook and Materials (as posted online)

This syllabus contains the general requirements for all Early Childhood Education student teachers, but any university supervisor may choose to require more than is outlined here. Modifications are within each university supervisor's discretion as she/he sees fit. <u>FOR THIS REASON, DO NOT USE ANOTHER STUDENT TEACHER AS YOUR SOURCE OF INFORMATION FOR ANYTHING. YOUR UNIVERSITY SUPERVISOR IS THE ONE TO WHOM YOU SHOULD ADDRESS ALL QUESTIONS CONCERNING REQUIREMENTS, ETC.</u>

Materials Needed at School Site:
 1. Guidelines for Student Teaching
 2. Student Teaching Evaluation Packet
 3. Early Childhood Education Course Packet
 4. Early Childhood Education Forms Packets
 5. Name Badge (wear everyday for the entire semester)
 6. Student Teaching Black Notebook (3-inch, 3-ring binder & tabbed dividers)
    <u>This notebook must remain at your school at all times</u> and must include everything

      in the course packet for the Student Teaching Notebook.
   7. Classroom Supervisor Red Notebook (1-inch, 3-ring binder & tabbed dividers)
      This notebook must include everything listed in the course packet for the Clinical
      Supervisor Notebook.
   8. White Unit Notebook (3-ring binder with tabbed dividers) *University Supervisor's
discretion

Grading: Student teachers earn a grade of satisfactory "S" or unsatisfactory "U."
The university supervisor officially submits the grade, but determination of the final grade is the result of considerable interaction by the university supervisor and clinical supervisor. An "S" is necessary to move forward in the certification process.
<u>**Student Teaching Key Assessment evaluations will be entered into Folio by the University Supervisor before students' final grades are posted on WINGS.**</u>

Professionalism (Key Assessment 6 – Professional Dispositions – see Forms Packet II):
Professional dispositions include, but are not limited to, the following: attendance, punctuality, grammar usage, spelling, content knowledge, professional conduct and interactions in the school setting, and adhering to the dress code of your school site. All infractions in professionalism must be noted on the Weekly Evaluation Form completed by your Clinical Supervisor.
Professionalism infractions may yield to an automatic Performance Agreement and/or Probationary Status depending upon the gravity of the infraction(s). You may also refer to *COE Student Teaching Guidelines* for further discussion of these professionalism issues.

A. Attendance Policy – <u>No absences are allowed during Student Teaching.</u> You will be granted one excused half day for the Career Fair and one excused day or two half days for job interviews. See COE Student Teaching Guidelines for further information. In the event of an illness or emergency, proper documentation (doctor's excuse, obituaries of immediate family members, etc…) must be provided the following day and a make-up date will be scheduled for the end of the semester. Failure to provide a prompt and legitimate excuse will yield to an automatic Performance Agreement and will impact your final rating on Key Assessment 6 – Professionalism. All absences are required to be made up at the end of the semester – no exceptions (even if you arrived early/stayed late throughout the semester). Please do not ask for preferential treatment regarding this policy.

Note: There will be several edTPA support workshops on campus that student teachers are required to attend; these will be held during regular school hours. Please see calendar for specific dates. It is critical that these dates are shared with your Clinical Supervisor well in advance, so he/she can plan accordingly.

B. Punctuality
1. As a professional it is extremely important that you adhere to time frames. You are expected to arrive at school at the designated time as set forth by the school. Please obtain this information prior to the first visit to your school site. A sign-in sheet will be available for **DAILY** recording in an office location. You must reach the <u>classroom</u> by the designated time.

2. Punctuality includes, but is not limited to: arriving to school/meetings on time, completing assignments and submitting assignments within the delineated timeframes, having all materials available when presenting a lesson, and submitting weekly paperwork by the designated day/time. All materials must be ready (copies made, manipulatives organized/sorted/cut, visual aids colored and prepared, etc…) the day BEFORE the lesson is to be taught. If you are late to school or absent, ALL assignments are still due at the designated time/place. **NO EXCEPTIONS**. Failure to arrive to school on time, submit work, or have materials readily available for each day of instruction will impact your final ratings on Key Assessment #6 (Professional Dispositions) and could impact your ability to successfully complete student teaching.

3. All punctuality infractions must be noted on the Weekly Evaluation Form completed by the Clinical Supervisor. **The second occurrence of any type of punctuality infraction will result in a Performance Agreement. And the third failure to meet a time frame presents a serious situation: Probation. Further infractions will be considered on an individual basis and may result in termination of the student teaching placement.**

*** If you are going to be absent or late, you must follow the proper protocol as instructed by your supervisors. Contact (as directed): 1. Clinical Supervisor, 2. School, 3. University Supervisor. Failure to follow this will yield an automatic Performance Agreement. ***

C. Appearance
You must follow appropriate dress code. It is expected that your overall appearance is neat, clean, and professional. Please be sure to obtain a copy of your school's dress code. Infractions will be addressed and documented by your clinical supervisors, administrators at the school site, and/or university supervisor. Failure to follow appropriate dress code may result in a performance agreement/ probation/termination.

Written Materials Sent Weekly to the University Supervisor

Student teachers are prohibited from working on written requirements during the school day (including: lesson plans, reflections, unit, materials, calendars, Senior Seminar assignments, etc.). All assignments must be word processed, organized, double-spaced, and reflect correct knowledge of grammar, spelling, and punctuation. The print quality must be legible.

Printing assignments/lesson plans at your school site is prohibited. Additionally, you may only use the copier for student related activities.

The following items will be submitted according to the directions provided by your university supervisor. Check with your individual university supervisor for specific day and time delivery instructions. You are responsible for submitting all weekly assignments on time. Copies of these materials should also be kept in your Student Teaching Notebook.

A. Weekly Schedule: You will create a **ONE PAGE** weekly schedule (in a table format) that displays exact teaching times and subjects for the **upcoming week**. Please note any field trips,

in-service(s), tests, special assemblies, resources/specials, etc. that would interfere with your university supervisor visits. Include a key at the bottom of the schedule to indicate if you are **T**eaching, **A**ssisting or **O**bserving during each time period/subject area. If changes occur after submission of the weekly schedule, notify the university supervisor **immediately**. See sample in Forms Packet I.

B. Student Teacher Reflection: Reflections will be submitted according to the calendar provided. These reflections should be explicit, meaningful and insightful; growth as a teacher and a professional should be evidenced in your work. The reflections should NOT be a summary of your lesson plans or performances, nor should they merely provide a weekly overview.

C. Lesson Reflection: (See Forms Packet I) It is assumed that, as a professional, you reflect following every lesson you teach, but only those lesson reflections assigned by your university supervisor will be in writing. University supervisors may individually choose to require additional lesson reflections, especially at the beginning of the semester. Lesson reflections should include:
        a. content area/topic/lesson date
        b. brief overview of the lesson
        c. reflection on the effectiveness of your planning
        d. reflection on the effectiveness of your performance
Identify the strengths of the lesson, as well as what you could do in a second teaching to make the lesson more effective. Select a variety of content areas on which to reflect across your semester of student teaching.

D. Weekly Student Teacher Evaluation from Clinical Supervisor: (See Forms Packet I) Each week you and your Clinical Supervisor will meet in a conference setting to discuss your progress as a pre-service teacher. You will focus on three major topics: **Professionalism, Planning/Performance, and Behavior Management**. Please establish a designated time and day of week to meet with your Clinical Supervisor to discuss this evaluation and establish your upcoming weekly schedule.

E. Lesson Performance Rubric: (See Forms Packet II) Your Clinical Supervisor will formally observe you a minimum of four times throughout the semester and your University Supervisor will also observe you a minimum of four times (one of which will be video recorded). Observations may or may not be scheduled in advance. Always be prepared. ☺

Other Requirements

A. Lesson Plans: A lesson plan must be written for each lesson taught utilizing the lesson plan formats found in Forms Packet I.

        1. Lesson plans must be submitted to the classroom supervisor upon arrival at school at least two days prior to the lesson being taught. The clinical supervisor must approve **and initial** each lesson plan before the lesson may be taught. All lesson plans are due to the CS upon arrival. Late lesson plans may not be accepted and/or will be documented on the Weekly Evaluation Form. See # 3 under Punctuality for related consequences.

2. All student teachers will begin writing plans in the abbreviated format. If student teachers cannot demonstrate proficiency in abbreviated plans, he/she will immediately revert to scripted plans. Once lesson performances and abbreviated planning have consistently been approved as "Target" the US and CS will notify you to move to subject plans. You may follow your teacher's template for subject planning. The deadline for the subject lesson plans is different than that of scripted/abbreviated planning. <u>All subject plans (with attachments) for the content areas are due upon arrival at school on the Wednesday prior to the week that the subject plans will be taught.</u> Deviations from this deadline must have the approval of both your clinical supervisor and university supervisor.

Key Assessment

B. Lesson Observations/Evaluations of Your Teaching:

The Early Childhood Evaluation of Instruction Rubric is used by clinical supervisors and university supervisors to evaluate your teaching during throughout your Student Teaching experience. Your <u>clinical supervisor</u> will be evaluating your teaching on a continuous basis, and will share her/his suggestions with you in both pre and post observation conferences. It is expected that you continually adjust your teaching strategies based on his/her feedback. Your clinical supervisor will complete a <u>minimum</u> of four formal observations within the semester and conference with you after each one to share the written evaluations/observations. Two of these observations must be completed prior to the last day to withdraw (see university calendar). One copy of all observation forms is entered in your student teaching notebook, and one is given to your university supervisor. Your <u>university supervisor</u> will visit you a minimum of six times in the semester. Four of these must be teaching observations (one of which may be video recorded), and one of which will be prior to the last day to withdraw. All formally observed lesson evaluation forms will be shared and discussed in a conference setting after instruction. It is your responsibility to share all observation notes/rubrics with your Clinical Supervisor. Please be aware that you <u>will</u> be observed more times if the university supervisor or clinical supervisor deems it necessary.

It is expected that each teacher candidate demonstrates the ability to:

1. plan and implement lessons that are developmentally appropriate, sequential (introduction, procedure, closure), engaging, and meet the needs of diverse learners.
2. present accurate content knowledge of sufficient depth and breadth that is differentiated to meet individual needs
3. employ a variety of research-based instructional practices to ensure student learning
4. utilize both informal and formal assessments that align with standards and instruction and guide future instruction
5. implement effective behavior management strategies that reflect the characteristics of a strong, flexible leader establishing a respectful authority with students

6. model appropriate and accurate written and oral communication skills
7. incorporate the use of advanced technology that is engaging and maximizes student learning

At the conclusion of your Student Teaching experience you must have an overall acceptable rating as indicated on the Evaluation of Instruction Rubric. One Evaluation of Instruction Rubric that is most representative of your teaching performance will be used as your Key Assessment for this course. If an acceptable level is not reached, you will be required to repeat this field experience. As per the College of Education Field Experience Policy, you may only repeat a practicum experience one time.

Please note: Any one rating of a "1" on the rubric could result in failing Key Assessment 4.

C. Unit (Learning Segment): You will develop a five day unit which encompasses five days of consecutive, sequential instruction, and one day of review and post assessment. The pre-assessment is to be administered significantly in advance of the unit to provide information needed in the unit planning (see calendar). The unit topic is chosen by the clinical supervisor and should be given to you in your first week at the school site.

The planned unit **must** be your original work, have substantive content, be engaging, and promote learning and achievement for all students in your classroom. Discuss the type of research that you should do prior to unit planning with both your clinical supervisor and university supervisor. The unit must include a minimum of five varied and advanced technological applications. **Note: It is unacceptable to submit a unit that has already been developed (i.e. GA Frameworks), been purchased (i.e. Teachers Pay Teachers) or created by another person. Even if you are giving credit to the source, this particular assignment must be designed only by you. This applies to all sections of the unit (lesson plans, assessments, attachments, etc…). If a portion of your unit is submitted that is not your own, you will be referred to the Office of Student Conduct.**

The unit plan due date will be set by your university supervisor and must be met as **no late work will be accepted**. Absence from or tardy to school on this day is not a legitimate reason for not submitting your unit on time. Failure to adhere to this punctuality necessity may result in your inability to successfully complete the course, as may inadequate quality. ***** If your Clinical Supervisor requests that you teach your unit before the unit due date provided by your university supervisor, you MUST notify and submit it to your university supervisor no later than ONE WEEK prior to the first day of instruction. *****

The quality of this submitted work should be that of a finished product ready to teach and representative of your most exceptional, creative work that will result in outstanding student outcomes. Your university supervisor, in collaboration with your clinical supervisor, will be evaluating your submitted unit using the Rubric/Checklist for Unit Plan Evaluation included in Forms Packet II. Your unit must have the approval of both your University Supervisor and Clinical Supervisor before you may teach it. An unacceptable unit could result in termination from your student teaching experience as it is a significant component of your head teaching responsibilities. An unacceptable unit would not be approved to be taught, and this would result

in your inability to fulfill the required four full weeks of head teaching. It is expected that your unit meets and/or exceeds expectations. Minor revisions will be allowed, but complete rewrites will be deemed unacceptable.

D. edTPA Requirements: It is mandatory that all student teachers attend and participate in ALL scheduled support meetings on campus (see calendar). Each student teacher will submit a complete edTPA portfolio in Chalk & Wire consisting of the following four tasks 1) Planning 2) Instruction 3) Assessment 4) Assessing Math; these tasks are considered to be a portion of each Student Teacher's unit as described above. The directions for each of the tasks will be thoroughly reviewed during the scheduled meetings. In order to successfully complete student teaching, each task must be of high quality and be uploaded according to directions provided. It is expected that Student Teachers produce and submit high-quality work that showcases their unit planning and performance in the classroom. **For technology and/or equipment assistance, please visit the IRC. The staff has been trained and is prepared to assist you with your technology needs (specifically, trimming/uploading videos).**

Note: Failure to produce and submit work that meets or exceeds program standards could result in a student teacher's inability to successfully complete student teaching. Submissions will be carefully monitored for timeliness, completion of tasks, and depth of content. Student Teachers' edTPA submissions are directly linked to the unit requirements. See above regarding the possible ramifications of an unacceptable unit. If a Student Teacher fails to submit his/her edTPA portfolio as directed, his/her final grade will not be posted.   Note: Student teachers may be required to submit a hard copy of his/her edTPA portfolio. If asked to do so, he/she will submit the edTPA portfolio as directed by the university supervisor.

E. Additional Tasks: Your University Supervisor and/or Clinical Supervisor may require you to complete additional tasks during Student Teaching. These tasks are assigned at the discretion of each supervisor and are expected to be completed as instructed.

WHEN PROBLEMS ARISE: If problems in professionalism, planning and/or performance arise during Student Teaching, the following protocol is followed:

1. Performance Agreement (more serious infractions dealing with professionalism, planning/teaching, classroom management or MULTIPLE minor infractions as documented on the Weekly Evaluation Form - meet with University Supervisor, Clinical Associate & Clinical Supervisor)
2. Probationary Status (a MAJOR infraction or multiple infractions that have not been resolved after a Performance Agreement) - meet with ECED Field Experience Coordinator, ECED Student Teaching Coordinator, Principal, University Supervisor, Clinical Associate & Clinical Supervisor).
3. Termination from Student Teaching (Final Action Form) – According to the COE Field Experience Policy, if this is your first attempt at student teaching, you will have one final attempt at successfully completing the course in a future semester of enrollment. If this is your second attempt, this will be your final attempt at student teaching and an alternate career path must be established.

Please note, depending on individual circumstances, students are not always given the opportunity to follow this protocol prior to termination.

Academic Integrity Expectations "The Georgia Southern University Honor code [in Section 1 of the Georgia Southern University Student Conduct Code] states: 'I will be academically honest in all of my coursework and will not tolerate the academic dishonesty of others.'" Specifically, both cheating and plagiarism are prohibited. "Themes, essays, term papers and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated and when the ideas of another are incorporated in the paper they must be appropriately acknowledged." Refer to this section for further information on what constitutes cheating and plagiarism. As a role model for children, the highest academic integrity is expected of you.

*** If you use any published or unpublished source from the internet, library, or peer (research, instructional ideas, powerpoints, videos, etc…) for any required coursework you MUST cite the source appropriately or you will be sent to the Office of Judicial Affairs. ***

Attention Students with Disabilities:
If you have a physical, psychological, and/or learning disability that might affect your performance in this course, please contact the Student Disability Resource Center as soon as possible. The SDRC will determine appropriate accommodations based on testing and medical documentation.

Appendix M

Georgia Southern University College of Education Student Teaching Guidelines web link:

http://coe.georgiasouthern.edu/student-teaching/wp-content/uploads/sites/33/STU-handbook2012-13.pdf

Appendix N

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards web link:

file:///C:/Users/kcrawford/Downloads/intasc_model_core_teaching_standards_2011%20(3).pdf

Council for the Accreditation of Educator Preparation (CAEP) Standards web link:

http://edsource.org/wp-content/uploads/commrpt.pdf

Association for Childhood Education International (ACEI) Elementary Education Standards web link:

http://acei.org/sites/default/files/aceielementarystandardssupportingexplanation.5.07.pdf