

INTERN TEACHERS EARLY EXPERIENCES
AND PERCEPTIONS OF TEACHING

CENTRE FOR NEWFOUNDLAND STUDIES

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AND PERCEPTIONS OF TEACHING

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The Department of Curriculum and Instruction
Faculty of Education
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of the Requirements for the Degree
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Chapter 1

Introduction

I had my first experience with Memorial University's Teacher Placement Office and Internship Program in the fall of 1986. Taking interns and 'showing them the ropes' was never a chore. I saw it as another important aspect of the teaching profession and one which was certainly critical to preservice teachers. Over the next five years, I coached and advised many interns as their cooperating teacher. At this point in time, I was not thinking about completing a master's degree in curriculum and instruction and really didn't give any thought to doing research with teacher interns. But that was about to change.

In September, 1991, I was seconded by the Department of Education to work as a supervisor of intern teachers in the Faculty of Education at Memorial University. I was quite familiar with my role as a cooperating teacher in the school system, but this would present a whole new vista for viewing interns as a university supervisor. The intricacies of this job were certainly very different from that of the cooperating teacher. I saw this new position as more challenging and more interesting because it involved the supervision of many interns, meeting them each week at their schools and listening to their concerns, holding discussions with their cooperating teachers, organizing reflective

sessions and generally being available for the interns when they needed assistance. Unfortunately, the secondment only lasted for one semester. By this time, I felt that I had gained a good working knowledge of the Internship Program and, if nothing else, it would certainly help me as a cooperating teacher when I got back to school.

It was about this time that I began thinking about completing a master's degree in education. The area which appealed to me most was curriculum and instruction and I was thinking about doing my thesis in some aspect of Social Studies curriculum. That idea, however, was soon to falter. The first person to talk with me about a possible thesis on some area of the internship was Dr. Alice Collins of Memorial's Faculty of Education. She had planted the idea that Memorial needed to do more research in that area and that I had the background and experience to complete the task. Soon afterwards, Dr. C. Doyle became my thesis advisor and we began immediately to discuss the nature of what I was to do to fulfill my thesis requirement.

As a cooperating teacher and later as an intern supervisor, I began to realize that I had more than a passing interest in the internship. During the years of working with the interns and other cooperating teachers and faculty supervisors, I felt a certain comfort and confidence with what I was doing. Although I had gained experience and knowledge in the area of internship, it seemed to me that I

had accumulated a variety of concerns from listening to teachers, cooperating teachers, university supervisors and interns about various elements of the internship program. Some of these concerns included the following: why were practising, experienced teachers reluctant to participate in the internship? what were cooperating teachers telling interns about resources, classroom management, teaching methods, school committees, extra-curricular activities, parents, supervision, discipline, administration, students, styles of learning? what were university supervisors telling interns about resources, classroom management, teaching methods, school committees, extra-curricular activities, parents, supervision, discipline, administration, students' styles of learning? what messages did interns really hear coming from their cooperating teachers and university supervisors about these topics? why did interns and cooperating teachers perceive that the cooperating teachers should have a greater percentage of the intern's evaluation? why were cooperating teachers reluctant to give a grade of B or C in the intern's final evaluation? why is the NLTA not more involved in the training of preservice teachers? and why do interns perceive there is a morale problem in the teaching profession today in Newfoundland and Labrador? These and many other perceptions of the internship abound and motivated me to investigate one small part of the internship

picture.

Statement of Purpose

The purpose of this study was to generate, record and analyze initial data with regard to three teacher interns' early experiences and perceptions of teaching while involved with the Teacher Internship Program at Memorial University of Newfoundland.

Specifically, the task was to monitor three preservice teachers in three areas of teaching over a 12 week internship program:

1. Planning,
2. Classroom Management, and
3. Classroom Instruction.

Significance of the Study

This study is significant because the data may be used to further build up the process of a reflective internship. Interns are provided practical opportunities to analyze their school sites, examine their own educational goals and to refine their own potential as teachers. A review of research in Newfoundland education has revealed that some significant work has been done in this area and that this study will add to that body of work.

Chapter 2

A Review of Related Literature

This chapter presents a survey of related literature on the concept of internship in education.

Prospective teachers today are required to complete a structured and supervised internship practicum for certification to the teaching profession. Although an internship is a relatively new concept in teacher education programs, it has been a part of teacher education, in one form or another, for decades. In the past twenty-five years, particularly, there has been a significant move by many universities to provide the practical experience needed by teachers as part of their pre-service education (Martinez, 1993; Francis, 1992). Moreover, since the 1980s, teacher internship programs have been implemented in many universities throughout Canada and the United States in response to certification.

While there are variations in practicum, it appears that they can be divided into two broad categories: 1) those that follow the apprenticeship model, and (2) those that espouse the internship model. In the apprenticeship model, the learner moves from being a novice to being a craftsperson. The internship model suggests that an intern teacher aspiring to the professional practice of teaching would have accumulated a body of substantive theoretical

knowledge, have acquired some specific skills, would have developed a degree of technique and would engage in what generally has been called "reflective teaching". This model is based on the belief that schools need teachers who integrate theory and practice, who have the ability to analyze critically and who have vision and skills to implement changes (Wood, 1991; Boydell, 1986; Martinez, 1993).

Support for innovation and change in teacher education is found across a broad spectrum of the literature (Berliner, 1983; Chodzinski, 1991; Hertzberg, 1976; Holmes, 1986; Rosenholtz, 1985; Wideen and Holborn, 1986; Zeichner, 1983, 1987). Since the mid 1980s, education reforms have recognized that the key to excellence in education is a highly educated teaching force (McConaghy, 1987). It has also long been accepted within the teaching profession that learning to teach requires practice and participation in the school system. Field experiences have long been widely accepted as an important part of teacher education (Evans, 1986).

In recent years many teacher educators and policy makers in the United States, Great Britain and elsewhere have recommended longer periods and differentiated forms of field experiences. There are several reasons for this new emphasis (Herish, Hull and Leighton, 1982) but one is the implicit trust in the value of practical experiences in the

preparation of teachers.

Many programs in teacher education have incorporated field experiences into different stages of teacher education (Guyton and McIntyre, 1990; Zeichner, 1980). Several studies point out that undergraduate teacher candidates view teaching not only "as the part of their program that has the greatest potential for contributing to future success as teachers" but also as the "most interesting part and the part that pays the most attention to their individual needs" (Sue, 1990, p. 720). Borys, Taylor and Laroque (1991) provide a detailed and critical review of several existing models of practicum in teacher education.

In recent years in Newfoundland there has been a trend towards having student teachers spend longer periods of time in the actual school setting in order to better identify the tasks and responsibilities of teachers and to develop and practise teaching skills.

The Faculty of Education at Memorial has traditionally had two practice teaching programs. The route commonly used by most prospective teachers was to complete the general student teaching program consisting of one-half day per week in a school placement for a ten week period followed by a two week post-sessional block of student teaching in the spring. However, in 1971 the Faculty of Education developed and implemented an Undergraduate Teaching Internship Program to improve and extend the student teaching experience in

schools. This internship, consisting of a full semester placement in a school, provided for greater opportunities for the student to integrate theory and practice under the guidance of faculty and cooperating teachers and, as well, permitted increased opportunities for participation in the professional life of the school (Williams and Kelleher, 1985).

The internship model adopted by Memorial University's Faculty of Education for delivering the internship program can be classified as a clinical supervision model. The model is built on the concept that the quality of professional experience is directly related to the preparation, experience and expertise of supervisory personnel. The internship presently in place provides a means whereby the pre-service education of beginning teachers may be shared by the university and the schools in the province (Kennedy and Doyle, 1995).

The underlying assumption of this internship model is that an extended practicum is necessary for the full preparation of teachers. This kind of experience will provide opportunity for the intern to achieve a meaningful relationship between theory and practice and thereby appreciate the value of both these dimensions as a professional teacher. This relationship between theory and practice is worked out under the direction of an experienced teacher and a university professor/supervisor. This

internship is seen as the culminating point of the teacher education program and is also necessary for teacher certification.

Internship programs are essentially organized and structured with three kinds of participants. These people are the student teachers (referred to as interns or pre-service teachers), the practising teachers who observe and assess the interns (referred to as sponsor, support or cooperating teachers), and the university faculty members who assess and provide specialist supervision for the interns (referred to as supervisors) (Allen, 1986; McIntyre and Morris, 1980). Each intern is assigned a university appointed supervisor and a school/university appointed cooperating teacher.

The Internship Program involves a school placement for a duration of twelve weeks of school work. In addition to the extensive in-school component of the program, opportunities are provided for seminars focusing on special topics pertinent to the teaching process. The program carries the equivalent of five undergraduate course credits in Education.

After a one to two week period of orientation and observation, the interns are expected to assume teaching responsibilities and to gradually increase their teaching load until they are teaching at least half-time. In all other respects, interns become engaged in the ongoing work

of their cooperating teacher in the school. After twelve weeks of practicum, interns are then formally evaluated using a fairly involved written evaluation procedure.

There are two types of evaluation utilized in the teacher internship program - formative and summative. Formative evaluation provides directional feedback while summative evaluation provides summary information used in decision making. The summative evaluation for the teaching internship at Memorial is shared by the cooperating teacher and the university supervisor. Both the university supervisor and the cooperating teacher use a summative evaluation instrument based on three components - teaching effectiveness, personal and professional qualities and reflection and analyses.

The current evaluation instrument used by the Faculty of Education to evaluate interns is based on a developmental approach. This process advocates interpreting competencies as descriptors of desirable attributes as part of a total of teacher development (Cohn, Gellman and Koehler, 1988). The evaluation procedure is the responsibility of the university supervisor and the cooperating teacher. Each one completes the same evaluation form and returns it to the Coordinator of Undergraduate Programs where the two scores are compared. If there is a large discrepancy between the scores, the supervisor and the cooperating teacher are contacted and a compromise is sought. If no major discrepancy is found,

then the scores are simply averaged and the result becomes the intern's final mark.

In recent years at Memorial University, educators conducting research in the area of teacher education have developed a model for reflective internship called the RCIP Model - A Reflective and Critical Internship Program (Doyle, Kennedy, Rose and Singh, 1995). Their belief is that classrooms inherited by interns are indeed complex environments. They contend that, as teacher educators, there is a need to lift interns beyond the necessary technical skills of instruction and management toward a process where they can feel safe to put their own work into a wider social, cultural and political context. Through the reflective internship, interns are provided with practical opportunities for teaching. They are helped with developing critical categories through which they can analyze their school sites. Interns are encouraged to examine their own educational goals and to refine their own promise as teachers. Doyle et al. (1995) are convinced that unless interns are helped to make real time for critical reflection, then there will be little hope for them to become educational professionals and transformative intellectuals.

One of the gaps in teacher knowledge and teacher research is being filled by the emerging voices of teachers. At Memorial University, interns are encouraged to focus more

clearly on their own interpretations of the context in which they work. In this way it is hoped that they can be more aware of their own thinking. Throughout this study, the teacher interns will articulate their own understandings of their teaching. This is an opportunity, through a naturalistic study, to explore the meanings and interpretations of interns' everyday lives (Sponger-Langer and Colton, 1991).

Much of the literature on the internship claims that the goals of teacher education programs are often at variance with the goals of schools. Teachers are expected to integrate theory and practice, analyze critically, and implement change (Hopkins, 1980). Therefore, teachers need to have a critical insight into their roles in schools and to examine critically the value of the knowledge they teach and the function of schooling, generally, in society. "The development of teacher thinking requires more than mastery of certain teacher behaviours associated with student achievement. It requires involvement of student teachers in critical, reflective thinking about their work" (Bolin, 1988, p. 48).

In recent years major studies have presented the need for encouraging, if not demanding, excellence in teaching and therefore in teacher education. The most noteworthy of these studies are Tomorrow's Teachers (1986) from the Holmes Group; A Nation Prepared (1986) by the Carnegie Task Force,

and Teacher Education In Ontario: Current Practice And Options For The Future (1987). These documents, and many others, have been examined in great detail in other publications (Singh, 1991; McLaren, 1989). These studies speak to the need for teachers who are reflective, critical, and inquiring.

It is important to examine the discourse of interns in a fashion that allows us, interns and teacher educators, to be self-understanding and self-determining. Because there are so many divergent approaches to teaching, we are less interested in changing the intern's perspective than we are in helping the intern be more thoughtful about teaching (Bolin, 1988). This study works out of a model that suggests that "a person aspiring to a professional practice would have accumulated a body of substantive knowledge, have some specific skills, and have developed a degree of technique and would engage in what is generally termed reflective teaching" (Faculty of Education Report, 1987, p. 12). In many ways we are involved with what Wellington (1991) calls "the experience of reflective practice."

Part of my agenda in this research is to give voice to interns as they work at constructing meaning out of their knowledge and experience. My intention is to help empower interns by using their narratives (Anderson, 1989). This study will use a reactive style that consists of eliciting, analyzing, and supporting interns' thoughts and actions.

This exercise will allow us to see what interns bring to the school setting as well as realize the knowledge and culture that students, interns, and teachers can produce among them. Knowledge and the production of knowledge can be made less external and more germane to the world of teaching interns who need to be able to share their understanding of the world with their students. As Weiler (1988) claims, teachers are agents who work in complex social sites and who have the power to help transform.

It is my intention in this thesis to put emphasis on the experiences, beliefs, sociopolitical values, and goals that underpin intern thinking. In particular, the study will be informed by recent writings in critical pedagogy (McLaren, 1994; Doyle, 1993; Weiler, 1988). Interns begin to clarify their own beliefs about the purposes of education and to examine critically the teaching methods and materials looking for the hidden lessons about equity and power that might lie therein. We see in Schon's work, a reaction against an antiseptic, value-free, purely rational view of teaching and learning (Sponger-Langer and Colton, 1991).

In particular I want to examine the sources of each intern's knowledge and pedagogical practice. This will be done in the face of a teacher education logic that puts emphasis on training, skills, and methodologies. We should not treat these categories as non problematic. In this thesis I wish to explore interns' own learning processes,

values, beliefs, and attitudes. Furthermore, I plan to indicate, by means of direct quotations, how some interns see themselves as teachers.

As the position paper, *Teacher Education in Ontario*, (1987) proposes, society needs teachers who see the transmission of knowledge and culture as a foundation on which they build, not the end to which they strive. In many ways this passing of knowledge remains the basic quest of schooling. In a society that demands that students know things, it is difficult for interns to struggle beyond transmission. How can interns be helped to move beyond technical mastery in the classroom and towards an awareness of the deeper dimensions of education? How can interns be encouraged to examine critically the entrenched assumptions of schooling? While learning to be critical, we encounter the singular difficulty of realizing the complexities of the educational process. These complexities must be viewed through various lenses that invite us to look at the traditions passed on in schools, the curricula used to reproduce these selected traditions, and the administrative and classroom management techniques used to secure such traditions (Popkewitz, 1985).

How must interns see schooling in a way that allows for the pursuit of a reflective, critical pedagogy? How can teacher interns better appreciate that the culture of schooling is not simply a "single, unified set of patterns"

(Quantz and O'Connor, 1988). The day is gone when we can approach the school as if it is simply a place for learning. Schools can no longer operate as if they were gaping monoliths churning out objective information. Schools are living places where complex social and cultural interactions occur every day. At a very early stage in their professionalism interns are tossed into these interactions, very often with all the voices of dominant educational discourses ringing in their heads.

One of the helpful distinctions Stuart Bennett (1984) makes in relationship to teaching is to suggest that teachers can control the quality of the learning rather than controlling the content. The objective is to enable students and teachers to construct real meanings for themselves. In order to catch this meaning, students need to get behind the significance of the events that constitute the material of their school work. In his writings on reflective thinking, Schon (1983, 1987) has given a new impetus to similar work in education. Once again we are reminded that "teaching is a complex, situation-specific, and dilemma-ridden endeavour" (Sponger-Langer and Colton, 1991, p. 37).

In relation to the teaching internship, we are more aware of the objective, research-based debates on the complexity of the classroom as reported by Good and Brophy (1991). On the other hand, we are also aware of the

discourses on the real classroom situations which existed as a result of local theorizing (Tripp, 1987; Geertz, 1983; Schibeci and Grundy, 1987). Fifteen years ago the same would have been true of the terms competency-based and performance-based teacher education. These conceptual alternatives reflect different views of teaching and learning and suggest different orientations for the preparation of teachers. This comment makes sense when we give but a cursory glance at the literature, and one can instantly come up with a list of writers researching and writing about this topic (Gore and Zeichner, 1991; Clift, Houston and Pugach, 1990; Calderhead, 1989; Ross, 1989; Smyth, 1989; Cruickshank, 1985; Cruickshank and Applegate, 1981).

An important and ongoing challenge for education is to find new and appropriate ways to deal with the ever-changing nature of culture and society. A part of this challenge is to consider the needs, interests, beliefs, traditions, and values of individuals and of groups of people. As an integral component of culture and society, education must always strive for relevancy and meaningfulness to the wider community. Teachers and teacher interns play an important part in this search for meaning.

The praxis of the teaching internship is a complex one. Education is a process that lasts a lifetime. With this in mind, it is difficult to establish a framework for an

internship that encompasses all critical dimensions of teacher growth from preservice intern to certified teacher (Davis and Zarett, 1984). It is important to realize that the internship is a transitional dimension of a total teacher education process. The current evaluation instrument used by the Faculty of Education to evaluate interns is based on a developmental approach. This process advocates interpreting competencies as descriptors of desirable attributes as part of a total of teacher development (Cohn et al., 1988).

Much of the discussion with internship and interns begins with teacher development and evaluation. The literature concerning the specific areas of evaluation of student interns can be summarized under two main headings: Personal and Professional, which consists of the following sub-headings: interpersonal relationships, rapport with students, understanding of subject matter; and Teaching Effectiveness, which has the following sub-headings: planning, management, teaching strategies (Davis and Zaret, 1984; Koehler, 1988; O'Shea, Hoover, and Carroll, 1988; Zahorik, 1988). The evaluation procedure at Memorial University deals with another dimension in its evaluation of interns, namely, Reflection and Analysis. This process attempts to gain insight into the interns' ability to evaluate self, challenge accepted methodologies, and develop

a critical pedagogy (Borys et al., 1991; Gore and Zeichner, 1991).

If teacher interns are to be effective, they need to be involved in internalizing their everyday experiences. Interns struggle, individually and collectively, with dominant discourses in many areas such as classroom management, instruction, resources, discipline, the ability level of students, the purpose of internship program, the culture of school life and many other such matters. The interns themselves are often obsessed with mastery of technical skills for instruction and classroom management.

Even though a practicum or internship has been in place for some time, Memorial University has recently mandated a universal internship for all prospective teachers. This means that a five-credit, extended practicum or internship is now offered to all student teachers in The Faculty of Education. Several groups of people (cooperating teachers in schools, university professors, and teachers from different school boards in supervisory roles) are involved in delivering the internship program. There is no single model which is followed by all those involved in the delivery of this program. There have been several attempts by the Faculty of Education to "standardize" the internship program, but no absolute consensus seems to yet exist. It is hoped that this research carried out in the area of internship education will help build a reflective and

critical internship model and that the total internship program will be enhanced.

Chapter 3

Method of Collection

Presented in this chapter is a general description of the methodology and specific data collected from the structured interviews. The chapter is divided into two major sections:

1. a presentation of the data related to each of the major themes: planning, classroom management and classroom instruction;
2. a presentation of the data related to the early experiences and perceptions of teacher interns.

Data were collected from a group of three interns who were completing their teaching internship program at a small regional high school near St. John's, Newfoundland. The interns were interviewed in-depth at three time periods - Week 3, Week 7 and Week 12 of the internship program that lasted one full term of three months.

During the semester each intern was interviewed in his/her school setting on three separate occasions. Each interview generally lasted for at least an hour and generated a total of nine hours of taping. The interview data was transcribed for the purpose of analysis and yielded approximately 225 pages of research information.

The interview questions were designed to encourage the three intern teachers to voice their early experiences and

perceptions in three specific areas of teaching:

- (a) planning
- (b) classroom management and
- (c) classroom instruction.

Further to this, however, other questions were asked of each intern in order to gather a broader picture of their early experiences and perceptions of teaching. Some of these include: questions on the role of a teacher, the hidden curriculum, discipline, teaching methods, their experiences with the internship program and their aspirations and concerns for the future.

The names Mark, Ray and Marie are fictitious names for the interviewees and are used throughout Chapters three and four of this study.

Teacher A (Mark)**Interview 1****October 2, 1992**

Mark is a 37 year old male who enjoys the creative aspects of things. In 1986, after having worked as a civil servant with the Federal Government for 15 years, he decided to make a career change. He chose teaching because of its challenging and creative nature. Mark majored in English at Memorial University because it was an area he liked as a high school student and it was his intention to relate it to young people and motivate them in that area. He also enjoyed being active in sports, particularly softball and long distance running. As well, he was a member of a local rock and roll band for a few years and found it rewarding and creative.

Perceptions Of Planning After 3 Weeks Of Internship Program

Mark found that planning for the daily activities of 25-30 people was a little bit intimidating. He felt he was pretty naive on the subject and had no idea what was involved.

If you asked me on the first or second day, I did not really know, to be honest with you. I just knew that there would be a lot of planning involved.

Mark mentioned that his professor stressed the importance of formative and summative evaluation in his

Teaching Methods courses. They had discussed in class how to plan work, how to assign work, how to correct work, and how to plan short range and long range. He, initially, thought that he had a good idea about planning from doing simulated lesson plans and Psychology courses at Memorial.

But as I look back now, I realize how little I knew after one or two days of observation. There is quite a lot to know and there is quite a lot to know about each student and it just takes time to really know how to plan. I guess you just have to have expectations. You have to expect students to work. So in planning - assign a fair amount of work and expect it be done. Three weeks ago, I didn't realize the importance of planning. Planning is probably one of the most important parts of a teacher's job. You have to be prepared when you go in there and you have to let the students know exactly what you want. And, of course, I have to set an example by being prepared and doing the work myself.

Mark tried to keep it simple for his first teaching experience. He prepared a lesson plan the night before and wanted to make sure that it was organized with clear instructions to the students. To bolster his own confidence, he twice read the story he was supposed to teach to make sure he understood it. He also prepared a list of questions on the story for the students. The next day in class Mark looked for the characters, the plot of the story, the theme and so on. He asked the class for their ideas and wrote them on the blackboard.

I put down the major categories and asked them for ideas about what plot meant to them, what the characters feel and I asked them to do a little journal writing to discuss the story.

Mark felt that he had learned a great deal from his first teaching experience. First of all, he was confident that it was a good lesson. He learned that,

it was important to be organized, but mainly to have something that is interesting, to be creative, something different every day rather than just writing on the board or reading out of the book.

He felt that was the challenging part of teaching - to find ways to keep the students' attention.

Perceptions Of Classroom Management After 3 Weeks Of In-class Practice And Observation

Gee, I don't know, maybe sort of a dream and a nightmare. I had one vision of going into the classroom with all the students looking at me with their eyes intent on me waiting for my pearls of wisdom to come out of my mouth and just being there to soak it all up, and then I had this other image of chaos at the back of the room, everything being tossed around, the students ignoring all of my pleas and not paying any attention whatsoever.

At this point Mark began to analyze what classroom management meant to him. He concluded that it was as important as being prepared.

You can make your life miserable if you don't have control over your class. I guess you just have to be firm and tough...you've got to put on a teacher's face, sometimes. You just have to. Give them the odd dirty look, you just have to. I'm learning that I've got to put on the face when I go in there and be firm because the kids will appreciate that eventually.

Perceptions Of Classroom Instruction

When you're giving instructions, they can be taken a number of different ways. You have to be very exact in the instructions, also clarify, does everybody

understand this? Does everybody know what I expect, what I want and make sure they feel they can speak up if they have to clarify it.

Reasons For Wanting To Be A Teacher

There are three main reasons why Mark wanted to become a teacher.

To try to motivate young people to think and be creative because the world today requires a lot of creative thinking and a lot of good communication skills. The world is more competitive, jobs are harder to come by and the ability to communicate can make a difference.

I enjoy reading students' ideas and stories. They offer a lot of insight into their experiences and their perspectives.

To encourage and support those students who may be underachieving, especially those who think they can't do it.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Mark believes an aspiring teacher should have the following qualities:

patience, needs to be a people person, needs to be a perceptive person - one who is able to read people's feelings, sensibilities, strengths and weaknesses and should have the ability to communicate - being able to relate to people on their own terms because it's a different vocabulary level.

First Day Of Observation As An Intern Teacher

Mark prepared for his first day of school with great intrepidation.

I had a lot of thoughts on what to expect the first day - the way students may react to me, how the kids interact with each other, finding the classroom, finding out about the facilities and so on. I wasn't

putting too much pressure on myself the first day, I was just trying to feel comfortable; after all, it was the first time in 20 years I had even been in a high school. So you can imagine, going from a Federal Government office to a high school is quite a transition. On the first day I wondered how they would react to me, how they would treat me and how I would react to that...But at the same time I have to try to define my role as a teacher and as a professional.

Mark was confident, however, about his ability to adjust to new situations and to try to get the best out of people.

Later, Mark reflected on his first day of observation in the classroom and in the school generally. He was surprised that the students' behaviour was so commendable.

It seemed to me they were a pretty good bunch of kids and seemed like there was a pretty good spirit in the school, teachers all seemed to have a pretty good camaraderie, rapport with each other and the students. All in all, it was pretty positive. I was impressed with the school facilities too - modern, clean, wide variety of courses and the computer facilities.

Role As A Teacher

After his first three weeks as an intern teacher, Mark was at a stage where he was questioning his own boundaries - Am I suited for this job? Am I tough enough? Can I handle classroom discipline? He felt his role to be:

a disciplinarian, a motivator, a communicator, a friend sometimes, kind of a parent sometimes, a bunch of things, I guess. A teacher has to be multifaceted like a 'jack of all trades'. Some people say a teacher has to be a saint. I don't know how close that is to reality but I think it certainly has to be a lot of things, no question about that.

I am learning to react to criticism differently and

maybe learning to handle it better and I'm learning my role: I've got to be a bit firmer and at the same time I've got to be able to take a joke. The other day I dropped about 30 notebooks when I was walking out of the classroom, they just fell out of my arm and here I was with 30 people looking at me. I'm not used to this so I looked around. I just laughed with them, I took a bow to the audience and they all got a charge out of it. It might sound just a trivial example but it taught me a lot of things.

Perceptions Of Teaching

Mark's first comment about teaching was:

I don't know. I don't think it is just lecturing anymore.

His initial thoughts on what teaching was were based on his experiences as a student going through the school system. He remembers that:

basically teachers lectured, students listened and if they didn't, they were out the door.

Today, he believes that approach to teaching has really changed.

Teaching, now, is basically a cross between a journalist and a listener. I think you have to be a journalist, always asking questions to the point of making them think. I'm here to try to get them to answer the questions.

Perceptions On Whether Or Not He Was Adequately Prepared By The University For The Teaching Profession

Mark believes that he was not adequately prepared for teaching by the university, particularly in the area of teaching methods. He felt the two Methods courses offered by the university were just not enough and that the major

emphasis in the Methods courses:

should be on organizing the material, what you want to teach, how you want to teach it, how you want to mark it, and how you want to evaluate it.

Perceptions Of Teaching Methods

Mark claimed that students needed to do more Methods courses while at university. He believed that the university should offer more than two courses. He felt that these courses were inadequate and did not fulfill the needs of the students when they became teachers.

I don't think there is enough emphasis placed on Methods courses. One thing that should be emphasized more in Methods courses is how to bring out students' thought. And also evaluation, only two Methods courses and not a lot of emphasis on evaluation.

Teacher A (Mark)

Interview 2

October 29, 1992

Perceptions Of Planning After 7 Weeks Of Internship

I realize more than ever it is really important. Maybe even a fairly long range planning, three or four lessons ahead. I find I am really busy between correcting and reading before I even make up a lesson plan.

Most of Mark's planning is done at home during the evening while 1/3 of it is done during the school day. He likes to plan a couple of lessons ahead and therefore spends about 1 hour planning for each course. He is teaching two courses at this time. Mark is teaching the characteristics of a novel and a Canadian Literature course.

Well, first I read, understand and analyze the material, write down the major points in the chapter, the thematics and the characters the artist is conveying. In terms of values, morals and themes which is obviously what Literature is preaching to the students...that's the first priority. Then I try to pick out a medium or a format that the students will be interested in: journal writing, group work, film, and type of presentation. Finally, I'll follow the prescribed outline objectives, topic and so on, make sure it all makes sense and I can evaluate it properly.

Mark has learned to give himself more time, to plan ahead. Also he takes short cuts, by reading the appropriate parts of the chapter to pick out important details. He feels he is now more precise with language in the classroom - using cue words in communicating instructions to students.

He also felt that he had to become more efficient as a teacher in using his time.

Perceptions Of Classroom Management After 7 Weeks Of Practice And Observation

Mark felt intimidated by the students during the first 3 weeks of his internship program.

Now, I feel like I'm more in control. I have a better rapport with students. They know me, I know them. Just try to be correct, explain, pass the eye contact around the class.

Mark says that now if someone is not paying attention, he will focus on the student for a second just to let him/her know that he is watching or if someone is talking he will call the student by name to get his/her attention. If a student is "goofing" around, Mark will make a comment like - "Come on, you're responsible for knowing this." He feels that comments like this put the onus on the students to be more responsible for their work.

Mark believes he has a pretty good rapport with the students. He tries to treat them equally and thinks he is doing quite well.

You get students who give you lots of different excuses, reasons etc. why they haven't done their work, haven't done their homework, had band practice, had an assignment in something else, had a test in something else or, sir, this is really hard. I simply say to them, "No, you know I have to treat you like I treat everybody else." It's the same thing when people come in late. I just ask them for a note. I try to be flexible, I think I am fair there. I enjoy doing group work and it seems to be going really well. When I go around the classroom to talk to students, I find it's

helping them and I find we have a pretty good relationship. I move around the class more now, not just stand up there in the front frozen. I walk around, I feel like I'm in command of the class now, whereas before maybe I felt it was more about me versus them.

Mark believes he has a lot to do to improve his classroom management skills.

Yes definitely: more organized, keeping track of students period after period, every day, getting their attention, getting them settled down, having the video equipment ready if it has to be ready, checking the register, filling out absentee lists, making sure the textbooks are open, got their notebooks, all these things and more need to be coordinated on a period by period basis. I need to be more assertive, a little bit tougher when students are being disruptive. I need to move them around or call out a little bit louder, just to let them know I mean business.

Mark hasn't done anything in particular to improve his classroom management skills since his first interview. He feels that an intern should have a positive attitude, believe in himself, know the subject material well, and believe you can help the students and motivate them. He feels he must be assertive and have a presence by walking around the classroom.

Mark mentioned there was ample opportunity for him to talk with his cooperating teacher about classroom management. Mark's cooperating teacher suggested that each teacher has his/her own style and that he should develop his own way of doing things. The cooperating teacher emphasized that Mark should take control in the classroom: "let them

know you're boss, get them on task, don't go taking any foolishness."

Mark's response was:

I try to follow that but I have to do it in my own way.

Perceptions Of Classroom Instruction After 7 Weeks Of In-Class Practice And Observation

Mark was quite surprised at the maturity level of 16-18 year old students. Students had to be directed a lot more than he had anticipated. As well, they didn't seem to take as much initiative as he thought they might.

They really have to be constantly corrected and reminded. I'm learning that I have to keep at them, remind them, keep their attention, direct them. They really are still like children in a lot of ways. That kind of surprised me, you know.

Mark believes his strengths in classroom instruction are that he knows the material and how to relate the material. He feels confident that he is fair and is willing to be flexible.

Mark claims he throws too many ideas at students at one time and that confuses them and makes them uncertain about what they're supposed to do. He thought of an old expression which he felt he should employ in his teaching: KISS (Keep It Simple Stupid).

I've got to watch myself, slow down, maybe give them one idea at a time.

Reasons For Wanting To Be A Teacher

Mark's reasons for wanting to be a teacher hadn't

changed from the previous interview. He put it best when he said:

maybe I just appreciate the importance of them more now as I go on in the term.

He listed some of these as the following: to stimulate people to think, to motivate, to help with problems, to teach the importance of good communication, to help to develop analytical skills through analyzing stories.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Mark believes first and foremost that on a personal level an aspiring teacher should

be a people person, friendly and has to care about the students.

A teacher, he suggests, should look for ways to get along with everybody.

Professionally, a teacher has to be prepared, have good class control, and be able to communicate and explain well. In evaluation, a teacher has to try to be fair when marking. There's a lot of things to look for, it's not a simple matter of content, or what they say all the time, you've got to consider effort too. The fact that they try certainly counts for something, the fact that they're improving, or the fact that they seem to be on the right track as far as understanding what the course is about.

Perceptions Of Teaching After 7 Weeks Into The Internship Program

I never appreciated what teachers had to do until I walked in a classroom and I talked to my colleagues. Teaching is not easy. A teacher has to be really on the ball, there's an awful lot of things to keep track

of in the run of a day. It's very challenging. Just keeping attendance in the morning, afternoon and during each subject period, keeping track of whether students are in or out of class, taking absentee notes from students; everything takes time and being organized is very important. Making sure homework is in, explaining what homework has to be done, explaining today's assignment, making sure everybody's paying attention, making sure everybody is listening, making sure some students are not interrupting others, making sure you have seating arrangements down pretty good so you don't get some students disrupting others, making sure people are on task when you do an in-class assignment, making sure you get around to have a look at everybody's work, making sure that you give everybody enough attention. Then there's always taking work home and planning for the next day. I think it's a busy job and you got to be on the ball to do it properly. It's not just telling students what you know on any subject and expecting them to write down notes on it and spit it back like a computer, it's not like that. I think it's a lot of the human relations instructional factors, knowing what rubs each student the right way or the wrong way, being able to read how they relate to each other - kind of a social management thing, and knowing your material and relating it is very important too. I think it's kind of an intrusive thing. I think a lot of it is having a sense and a feel for the way students are.

Perceptions Of Our Educational System And Teaching Profession

Mark identified a number of concerns he had with regard to our education system and teaching profession. First of all, he says:

not enough money put into education for resources. We are doing the best with what we have.

Secondly, he believes that most teachers are pretty dedicated.

One thing bothers me, some negative comments about students, 'Oh, they can't do it, they're stunned'. I hope I never get to that stage when I'm teaching that I

develop that kind of attitude. There's a lot of stuff going on in the school, projects, activities, a good diversity - cultural, physical, spiritual. Students get out of school to do research, go to plays, outings, science fairs.

Perceptions Of The Hidden Curriculum

Body language, enthusiasm - students notice everything, they can read you like a book. If you're having a bad day, you forget something, they pick up on it; if they think you're a little naive, they'll pull one over on you. Seeing students in the corridors or wherever talking to them. They'll talk to you about their own personal lives, that may be part of the hidden curriculum.

Perceptions Of Teaching Methods

Probably not enough yet. What do I know about teaching methods? Specifically? Anything in particular? I think I try to lecture. I say to myself: look, not too much lecturing and I've almost been going too much in the other direction. I am trying now to put in 5 or 10 minutes of lecture in class. Also question and answer method, I find that helps, calling on different students helps a lot. Group work: it can be very challenging but I find that if I go around and spend time with each group it tends to keep the group focused. I check their work, I make sure they've got something done. Writing on the board, that helps a lot. Expectations I guess, encouraging the students to do better.

Perceptions Of Discipline In The Classroom

Probably one thing I need to work on a little bit more is discipline. Be a little tougher. I find in classes that there are probably only seven or eight out of 30 that tend to be too noisy and disruptive. The majority fall in line, no problem, so I must say students are usually pretty good.

Perceptions Of Students 7 Weeks Into Internship

I find it's getting more and more comfortable in the classroom. They get to know what I expect, how I'm

going to handle certain situations. I can be myself and express myself and so can they without me having to establish myself a lot. More time can be spent on teaching and relating and not establishing control or reputation.

Perceptions About Himself And His Experiences With Internship Program At Week 7

I guess I feel a lot more confident about myself and better about myself because of the Internship program. I had a lot of trepidation about doing it this fall. I think I've come a long way especially in discipline. I've changed my mind about that a bit. I don't feel badly about being tough sometimes. When I just started teaching, it used to bother me. I used to feel bad about being tough but it's for a reason and sometimes it actually helps a student.

Mark did not get involved in school committees or extra-curricular activities - spends most of his time being an intern.

Most Satisfying Experience As An Intern

It's hard to isolate one but there was one particular girl recently in class. We were going over the poster idea, create any kind of sea monster, any type of boat, any type of weather conditions, a type of setting for a man versus the sea. I wrote her ideas on the board. I don't think she had much confidence in her ability in literature. The first test she failed and so on. She had this idea for the monster, really descriptive. She did a nice job on it. I saw her beaming, her face lit up. It was very nice.

Worst Experience With Internship Program At Week 7

The first time I had to stand up in front of the class and do a lesson plan on my own. It was just part of the whole process of being evaluated, being inexperienced, trying to pull all of my thoughts together, trying to do everything properly. Traumatic is the word - I think rigor mortis set in.

Teacher A (Mark)

Interview 3

December 2, 1992

Perceptions Of Planning After 12 Weeks Of Internship

Mark believes that all teachers should plan. He suggests it can be done daily or weekly. It helps you to focus on what you want to do and how you want to do it.

Mark tries to plan for a week ahead.

Planning is important whether in units, days, weeks - every teacher has his/her own approach to it. Planning doesn't always work out. I find one can only try. You've got to be flexible. Classes don't go the way you figure for whatever reason.

Mark does most of his planning at home where he can relax and spend time quietly reflecting on what he is doing.

I guess you're talking certainly an hour or two every day planning lessons, thinking about them, brainstorming, writing down ideas, how to do it. For six subjects, you are talking 15 to 20 minutes each I think to do for each daily lesson plan.

He uses the following process when he plans: first, he looks at the topic - the overall theme; second, he begins to break it down and looks at more details on the topic; third, look at materials to be used by students and make sure they know what is expected of them; fourth, look at how to evaluate/measure what was done.

Mark mentioned that he has improved his planning skills in a number of ways: trying to cut down on wasted time, giving instructions which are clear and to the point, try to

simplify as much as possible, be more aware of KISS Theory.
(Keep it simple stupid)

Perceptions Of Classroom Management After 12 Weeks In-class
Practice And Observation

Mark readily admits that classroom management is tough and it's the area he has to work on most.

It's tough and challenging and I've a lot to learn in that area, no doubt about it.

Mark believes there are some behavioural problems in every class which could be related to family problems. He mentioned to his cooperating teacher that there was one student who tended to get a little hyper, gets up and walks around and so on. Mark wanted advice on how to handle the issue. His cooperating teacher told him to be firm, tell him to sit down, not to tolerate too much or remove him from the class. Mark believes he has to measure this advice along with some compassion and the child's family background. In this particular case, his parents are divorced and he is living with his uncle. He concludes by stating:

I guess when you are looking at management, it's having a heart but at the same time expecting certain things from the students.

Mark feels very confident when he writes instructions and notes on the board, when he clarifies, and when students know what's expected of them. Mark suggests that this:

Ties in with planning - being ready for the day knowing what you want to do.

Mark feels that he still has to learn how to talk to students, particularly defiant students.

I have to be firmer with students who goof around, who are talking, keeping them busy for the whole period, making sure they are on task, trying to keep the noise level down.

There are times when he is not sure how to handle defiant students. He tries to establish his authority by saying to them:

I expect work, try to do something, are there any problems, can I help you, can I clarify something. These are things I'll do but obviously there are psychological things I can use and have to learn.

When Mark needs to get class control, he folds his arms more, stands up straight, makes direct eye contact, varies his voice, sometimes loud, sometimes lower. One of the more experienced teachers on staff told Mark to be calm and that the students would adjust to his voice.

If you're quieter, they'll be quieter and so on. I tried that yesterday - it worked very well. I found it worked better than getting frustrated, trying basically to out-yell them.

Perceptions Of Classroom Instruction After 12 Weeks Of In-class Practice And Observation

Mark noted that instruction was multifaceted whereby a teacher uses lots of approaches to keep students interested. These include being consistent, explaining in terms that students can understand, maybe theatrics, pitch of voice,

using anecdotes, personal examples from your life, and asking students about their experiences.

Mark stated that he has learned to set his limitations and weaknesses. He feels that in order to improve his classroom instructional skills, he would have: to be more assertive, project his voice, use body language, clarify his ideas, and give real life examples which students can relate to their own lives.

Reasons For Wanting To Be A Teacher

Mark's reasons for wanting to be a teacher hadn't changed from his first two interviews. He listed these as the following: to help people, and to motivate people.

He suggests that although the reasons are the same, the approaches to doing it are different. He also realized that he was not going to meet all of the objectives he had established for himself.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Mark listed these qualities as the following: leadership and classroom management, be a role model, being a parent, psychologist, friend, disciplinarian, and all these things rolled into one.

Perceptions Of Teaching After 12 Weeks Into Internship Program

Mark believes that teaching is a job where an

individual has to learn to wear many hats.

It is a challenging job, it is a rewarding job, it is a roller coaster of emotions sometimes, from frustration to satisfaction. One of the nobler professions, you can have a direct impact in people's lives. You don't see results right away, but in time you do.

Mark said teaching was never dull, it was interesting, challenging and rewarding. "Challenging" was the key word.

It's like a roller coaster ride. On one day it's great, one class is great, the same class next day, Oh my God - I feel like strangling them!

Perceptions Of Our Education System And The Teaching Profession

Mark believes that most teachers are, contrary to what some members of the general public and other professions may think, dedicated, selfless, and hard working.

He suggests that some teachers seem to have a dark view of human nature and tend to get what they expect from kids, while others tend to be rather derogatory about some students.

I think they're just doing the best with what they have as a rule. Teachers do need lives outside of school and the fact that they have days off and so on - fine, and summers off - I think they deserve it. They work as many hours when they do work as a lot of regular jobs do in a whole year and more besides, I think.

Perceptions Of The Hidden Curriculum

Mark suggests here that what a teacher does, and how he or she behaves is a part of the hidden curriculum.

You send out messages to students, they are very perceptive, they notice everything, things they notice

about me I don't notice myself.

He says that the hidden curriculum is probably as important as anything else and maybe more important once you establish credibility with the students. He has learned that you can get a lot further with them and a lot less frustrated if you learn to interact with them in a positive manner.

Perceptions Of Teaching Methods

Mark concluded that he did not know very much about teaching methods. He also noted that they were very important to know if you are to become an effective teacher. Mark referred to methods as including four major areas: discipline, communication, planning and evaluation. He suggested that within those four, there were lots of strategies that a teacher would have to incorporate along with his/her own personality.

Perceptions Of Discipline In The Classroom

Mark believes that discipline in the classroom is very important. He suggests that without it you have nothing.

Undisciplined people don't make very good citizens or workers or whatever and probably won't feel good about themselves. No, discipline is very important, used properly.

Perceptions Of Students 12 Weeks Into Internship

Mark's perceptions are positive for the most part, even

when there's problem students, he believes they usually have their good qualities.

They are just acting out some kind of frustration or problem, to let off steam or whatever. As you get to know the students, you interact more. In an earlier interview, I mentioned that I felt like a fish out of water being in the same room with a bunch of adolescents, but I feel really comfortable now.

Perceptions About Himself And His Experiences With Internship Program At Week 12

After 12 weeks at his school, Mark felt quite satisfied that he had learned a lot and had done a good job. He was quite proud of his accomplishment.

I feel more confident about myself. I've learned that it's OK to make mistakes, planning is important, evaluating is challenging - every person is different, you have to be open-minded, you have to be patient. I've learned more here in 12 weeks than whatever I've learned in years, in some respects as far as understanding people.

Mark did not get involved in school committees or extra-curricular activities as he wanted to concentrate most of his time on his intern duties.

Most Satisfying Experience As An Intern

There is no one particular thing that stands out to be honest.

Worst Experience As An Intern

Mark noted, that there was one incident where a student said to him in so many words that he couldn't teach, that he didn't know how to explain things. Initially, it hurt his

feelings and shook his ego a little. It was also a learning experience for him. He consulted with his cooperating teacher who spoke with the student. It seems the student was quite frustrated because she couldn't understand what the intern teacher was getting at in his explanation. The intern teacher perceived that the student was attacking him rather than saying, "Sir, I don't understand." The cooperating teacher felt the solution was to take her aside and talk to her about how to treat people, particularly when in public. The student felt badly about how she had handled the situation. The intern concluded that in teaching, students too have their bad days. He also concluded that from time to time he will be criticized, however, he does not have to accept being criticized in front of others.

Perceptions Of The Internship Program

Mark concluded that the Internship Program was a good, hands-on approach to teaching and learning.

It's a good way to get your feet wet, get involved. I've had a lot of good support. My relationship with the cooperating teacher has been good. Students will naturally take advantage if you're an intern, they also might expect that you know more than you do because you've done five years university - they don't realize that the teaching process itself takes time to learn.

Mark indicated that he thoroughly enjoyed the whole internship experience. He felt he had learned about teaching, learning and students in a very short time.

It's been a slice of life as they say. It's been quite

an experience. I've learned a lot. I had much to learn. It's living at its fullest, I think. Teaching is life, it's experiencing life, it's living life to the fullest because its very human and every day you are dealing with people and you are seeing all sides of society in a classroom, so I think it's living with a capital "L" - really sums it up.

He felt that there should be more practical psychological information and more class management information incorporated into the curriculum of the education program. He believed that interns should be introduced to more classroom management techniques before they do the Internship Program.

Concerns For Immediate Future And Aspirations To Teach

Mark's first concern was to get a job. He was also concerned with whether or not he wanted to teach for ten or twenty years and whether or not he would be able to handle the myriad of problems associated with modern schools: problematic kids, behaviour problems and teacher abuse by students and parents.

Teacher Y (Ray)

Interview 1

October 2, 1992

Ray is a 24 year old male with a major in Biology and interests in ecology and nature studies. He has worked for a few summers as a guide and interpreter at a provincial park in the field of environmental education.

Perceptions Of Planning After 3 Weeks Of Internship Program

Ray was asked what his perceptions of planning were before his first teaching experience. What did he understand by planning? When did he plan? What did he plan? How did he plan? How much time did he spend on planning? How did he plan for his first teaching experience?

Ray said he spent about an hour planning. He perceived that planning would involve a brief outline of what he was going to do, although he:

didn't really know what was involved in doing a lesson plan, except to get the facts.

His lesson planning procedure would be to plan out the lesson and rework it until it was suitable to him and make sure that it followed a logical fashion.

For his first teaching experience however, the first thing he did:

was to have a look at the course objective outline and

see what I was supposed to do and after that I just looked over the material in the text book based on the objectives that were laid out before me, took out the major points and just looked at questions that I would give at the end of the lesson as a follow up.

Ray wasn't pleased with his first teaching experience:

even though some of the feedback I got from my cooperating teacher was relatively positive. I felt like my lesson had no continuity, sections were covered and no continuity...it just wasn't, it didn't seem to me like it flowed right.

Ray was not helped with planning for his first teaching experience. He and his cooperating teacher,

never sat down and actually looked at a lesson plan. What we did was discuss taking over one of the classes, teaching a certain block of subject matter, basically I was let go...and basically I was left alone. Later on the next day, the cooperating teacher said, "How do you feel about that?" He said that my lesson looked pretty good, and I went on and taught that class and got through that morning and that afternoon.

Perceptions Of Classroom Management After 3 Weeks Of In-class Practice And Observation

Ray was asked what were his perceptions of classroom management before you began your internship? He said:

control of the classroom, basically. Keeping everybody attentive, focused.

Ray expected to find disruptive students and he felt that disciplining them would be a concern.

I haven't really had a lot of experience in what to do or say in terms of discipline. The biggest concern I have is attempting to discipline a student and him not responding at all, or responding adversely and how to deal with a situation like that. If a student did something, I mean how do you control a student like

that without some physical restraint. If a student runs at you with a desk in his hand, a book in his hand, what do you do in a situation like that? Would the students respect you? I mean a lot of students don't respect the teachers. A lot of students don't respect anybody...and even when I first showed up to this school and saw them out there with their long hair and leather jackets, you know, It's - my God! That could be trouble there.

Perceptions Of Classroom Instruction

Ray was asked what his perceptions were about classroom instruction. He replied:

Not to lecture too much. I think that's a very important point...I think it's important to move around so you can address all of the class. I think you should discuss all the ideas before you give them notes. Make sure they get the idea in their heads, then put something concrete down.

Ray did not remember a lot about teaching methods.

I learned a bit in the course (Methods course) but I'd have to review it.

He expected to find the lecture method used most frequently by teachers:

because of my experience in all my education up to this course, post-secondary included.

I feel pretty confident about my ability to get my point across in most of the things I do. But watching other people teach and some of the qualities they come across with, how they tie things together sometimes makes you doubt yourself, well it does to me. At least that's my experience in doing this type of instruction.

Reasons For Wanting To Be A Teacher

He enjoyed the experience of helping others understand information that he decided to become a teacher.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Ray believed he had the necessary qualities to become a teacher. He believed these qualities to be leadership, organization, and the ability to control the class.

First Day Of Observation As An Intern Teacher

Before his actual first day at school, he had given a lot of thought to what might happen. He was quite apprehensive and concerned about his relationship with the teaching staff, what the students would think of him, would he be able to get their respect and how to prepare lesson plans.

After his first day of observation in the classroom, he had expected the students to be much more difficult than they were.

He thought:

they would be a big problem, discipline-wise. And coming from my previous experience in high school, coming from horror stories I've heard from other people that have been in different schools, I mean students standing up and telling their teachers where to go, flat out, throwing desks out windows.

He came away from his first experience in the classroom with a positive attitude about the students and the school in general.

It was pretty well equipped, as far as the condition of the school, condition of the laboratories, and the biology laboratories.

Role As A Teacher

Ray saw his role as a teacher as first and foremost - educating.

Not only in the subject matter but also as, I guess, sort of a role model...you are basically going to give these students structure in their lives. We become sort of like a, I think not so much a parent, but sort of like attached in that kind of role.

Ray felt that there was a real serious problem in support for our education system: resources, staffing and curriculum.

I mean our educational system is below a lot of Third World countries. That should never come to be in our society.

He gathered this point of view from stats and papers he read at university, from comparing North American science courses to that of other countries and also from a friend who lived in South Africa for a period of time.

Perceptions Of Teaching

Carrying ideas and values to others basically, educating other people. Yeah, that's about it.

Perceptions On Whether Or Not He Was Adequately Prepared By The University For The Teaching Profession

Ray responded that he was not prepared to handle the teaching situation as he saw it.

I feel I learned a little in the Methods course but not as it pertains to the classroom situation. I don't feel anything prepared me for this. Most of the courses that I did in Education were a psychology course, philosophy and history courses. They're OK for

background knowledge, but I don't think they prepare you for the practical hands-on application that you get from an internship program. Nothing that I was taught in there prepared me to walk into a classroom.

Perceptions Of Teaching Methods

Not a lot that I can remember. I learned a bit in the course but I'd have to review it. I expected to find lecture because of my experiences in all of my education. I didn't really find the courses practical or valuable. The only possible value that I got out of that course was the practical lesson plan that we did and I don't think we did enough of those.

Teacher Y (Ray)

Interview 2

October 28, 1992

Perceptions Of Planning After 7 Weeks Of Internship

Ray suggests that in order to deliver a lesson properly, quite a bit of planning had to go into it. He also suggests that a teacher has to be concerned not only with the subject material but also with classroom disruptions, disruptive students and motivation of students.

There's a host of things you have to think about, not just the material.

Ray notes that he spends 2-3 hours planning each night. He doesn't spend much time planning in school because he is usually in the classroom observing his cooperating teacher. He admits however that,

a lot of the time when I come in, my plan is just a jumble of notes and I spend some free time during the day to organize that into a more defined structure.

When Ray sits down to plan, the first thing he does is think about the material that he is going to cover that day in class. Next, he will establish some general headings and what he is going to say in each one of these, what he wants students to learn.

After I have the program of what I'm going to do laid out, and the material I want to teach laid out, and the method I want to teach it, then I turn my attention to things like what I'm going to do to get motivation, or what kind of examples am I going to use, or what do I

bring into the classroom, what do I do in terms of discipline - that kind of thing.

Ray noted that he has improved his planning skills since the first interview. He now regularly uses a general lesson plan outline given to him by his university advisor. He particularly noted that his planning process had changed. Before, he would take each section of a unit and plan each one separately, now he takes the whole unit and plans the whole section of material at once in perspective.

Perceptions Of Classroom Management After 7 Weeks Of In-class Practice And Observation

He thought it was a very important aspect which took everything into account and that he had gotten a little better at it. For example, if students are noisy or disruptive before class begins, Ray would use attendance taking as a way to settle the class down. Also, when students are talking, not paying attention, he would call the student by name as a way to get the student to stop talking or interrupting others.

Ray is confident in that he is able to keep the class settled. Most of the time, he says, he can keep them attentive.

I've still not gotten quite down pat as to how to read the students as to whether they're understanding what's going on in class. Some students, it's relatively easy, these are relatively bright students and they're not too bad. But other students, it's hard to tell, they might be quiet and taking notes but not really understanding what's going on, then there are other

students especially those that I know are weak, who continually are disruptive - as soon as you talk to them they are turning around and they're talking again and they still don't know the material and their test scores prove it. These guys aren't doing very well at all. I haven't figured out how to deal with that just yet.

Ray has tried to improve his classroom management skills in a number of ways. He has made an attempt to get to know all of the students and has started calling them by name. He has also talked with his cooperating teacher about "...some of the more problem students." The cooperating teacher had given some personal background information on these students to Ray. Ray feels he can now understand where some of these kids are coming from and can,

take a little bit of a different track with them: instead of being a strict disciplinarian I might come along and approach it differently. Some of them have different learning styles, all these things come into play. Just recently we had parent-teacher interviews and it is real easy to see that in one of these cases the parents are either really demanding people, so the kids don't want to have a demand put on them. In some cases maybe they are not doing work just out of spite just because of someone's demands. Other parents just don't seem to care, you can see where some of the kids are coming from in that way. That's the amazing thing about it.

Perceptions Of Classroom Instruction After 7 Weeks Of In-class Practice And Observation

The thing I notice most about it is the method of delivery of the material and how it has to vary.

Ray noted that he had been giving a lot of definitions and factual information to the class and they began

complaining. Later in the week, he and the cooperating teacher incorporated a lab to give some concrete experience, a movie and discussion that was relevant to the topic.

I think the way in which you present the material is a very big factor in instruction and how effective it is.

Ray felt confident that he was getting his message across pretty well. He felt that he gave good notes, and had some interaction with students through questioning. He believed he was pretty confident when he used educational videos in class.

Ray feels that he still needs to improve in the following areas to be a more effective teacher: better planning and preparation, speak louder in class, need to ask more questions, get feedback and/or discussion with entire class rather than with just a few students.

In order to improve his classroom instructional skills, Ray has tried: using other resource materials other than text book, preparing different lab activities to reinforce subject material and familiarizing himself more with resources in the resource center.

Reasons For Wanting To Be A Teacher - Week 7

Ray's reasons for wanting to be a teacher are: he wanted to share his knowledge with other people, he found personal satisfaction when people learned from him and he found teaching to be continually challenging.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Ray believed a teacher should possess the following qualities for teaching: patience, a good knowledge of the subject material, to be a leader, versatile and imaginative, creative and an actor.

Perceptions Of Teaching At Week 7 Of Internship Program

It's a very complicated word. I guess a simplified definition of teaching would be the impartation of knowledge from one person to another, you can also have the hidden curriculum in which values and morals are passed on to the kids a lot of times without our knowledge.

Ray also includes in his perceptions of teaching the concrete curriculum which he defines as the actual subject material that we are supposed to teach. Ray suggests that other things like disciplinary problems, management and motivation are also part of the teaching process.

First of all there's a whole lot more work to teaching than I expected. I think it's a job that requires a lot of out of class time or after work time I should say, and it's a job that places great demands on your emotions. I find it very stressful sometimes in the classroom. Overall it's an underrated profession.

Ray believes that a lot of the general public consider teaching to be a relatively easy job and suggests that they don't realize what exactly is required of a teacher.

Perceptions Of Our Educational System And The Teaching Profession

When I get students that learn from me - it is really

positive, I feel like I'm doing something.

The way that the educational system is treated by government and by the public. A lot of people don't seem to think that it's that important when it's really the foundation of our society.

Perceptions Of The Hidden Curriculum

Ray defined it as:

the transfer of beliefs and values by the teacher or any person in a situation of teacher-learning experience - transmitting your values to the students.

Ray believes that as far as possible a teacher should try to remain neutral or objective when giving information to students. He suggests that,

we are just here to guide and present the material, come to understand it better.

Perceptions Of Teaching Methods

Ray answered that:

In a nutshell, everybody has their own.

He suggests that when he did Methods courses the implication was that there was one hard and fast rule, that there are certain guidelines you should follow when you are teaching, and that the individualized style and method of delivery of material works differently for different people.

Perceptions Of Discipline In The Classroom After 7 Weeks

Ray suggests that when he first started the Internship at his school, he was "scared to death" of discipline. Since then he found that most of the students were pretty

good and that he really didn't have a lot of problems with discipline, although there were still situations which made him uncomfortable. He referred here to students who answer back and refuse to do what the teacher tells him/her.

Perceptions Of Students

Ray notes that when he first arrived at the school, he didn't know what to expect of the students. They were like an alien species to him but he now realizes they are just people too. He suggests that their behaviour is due to their age and their level of development. He interacts with students more because now he knows more about them and they know more about him.

Perceptions Of Himself And His Experiences With Internship Program At Week 7

Ray felt pretty positive at this point. He felt, however, that there,

needs to be more preparation before throwing somebody in school.

He believes that there is still a lot of things coming at him which he is not prepared to deal with, for example: methods of teaching, discipline problems, particularly felt inadequate if he had to deal with disruptive students.

Most Satisfying Experience As An Intern

Ray's most satisfying experience has to do with correcting students' labs and assignments. He feels good

that what he has done personally has a purpose, that students know their material and that they are working up to their potential.

Worst Experience To Date As An Intern

Ray noted that his second teaching experience was by far the worst. He had a false sense of security. He walked into it confident but lost control of the class. He felt like running out because he was angry and frustrated.

After that experience he had doubts as to whether he wanted to teach. He realized, too, that there was much more to teaching than he had previously thought. Ray felt that the common perception was to go in, stand up and talk to people. He now feels that you cannot do that. He suggested a number of things which he could do in future to avoid losing control of the class: make material interesting, motivate students, use discipline - if necessary, better planning, better preparation for things that could happen in class and better self-preparation.

Teacher Y (Ray)

Interview 3

December 2, 1992

Perceptions Of Planning After 12 Weeks Of Experience In The Classroom

Ray noted that planning is one of the most important things in the delivery of an effective lesson. By planning, Ray means that he should know the material that has to be covered and try to plan what to do if any discipline problems should arise in the classroom.

Ray spends 2-3 hours planning at home the night before. He does not get time to plan in school during the day because most of the day he is teaching or preparing work in the lab. He may get some time to do touch-ups on plans he has already created.

He begins his planning by first of all looking at the material he has to cover. He then tries to decide how much explaining he will have to do to make sure that the students understand the concepts. He suggests that a teacher should always plan a little more material than what may be required for the period.

Next, he begins what he refers to as "situation planning". He does not write this down. He thinks about possible discipline situations that could arise or disruptive things which happen in class and tries to determine what he will do in the situation.

Ray has tried to improve his planning skills in a number of ways. He uses trial and error and discussions with his cooperating teacher and other staff members on how they plan their lessons. He hopes in this way his teaching will be more efficient.

Perceptions Of Classroom Management After 12 Weeks Of In-class Practice And Observation

When Ray first came to his school, he was "frightened to death" of classroom management. He felt that he didn't know how to deal with situations if they arose in the classroom. He asked other teachers on staff how they handled certain situations and then would try to apply their advice in a classroom situation.

He now feels confident that he can keep the attention of the class and keep them interested in the subject material, however, he also feels that there are certain situations in class which still give him trouble, particularly if the class seems out of control and not listening to him, he admits that he doesn't know how to deal with that situation.

Just the other day I had a class the last period of the day and it was virtually impossible to control them. Nothing I seemed to do worked. Nothing! It got to the point, at one time, where I just yelled out, told them to be quiet. That kept them quiet for all of thirty seconds and gradually they started getting loud again. I just don't know what to do in certain situations.

Ray believes that he has to improve his classroom

management skills. He suggested that he has tried a number of strategies to do so. He uses mostly trial and error processes. Ray notes that he will ask different staff members and interns what they do in certain situations. He then tries to compile these different ideas and tries them in the classroom. If they work, he uses them, if not, he will try to modify them for his situation.

Perceptions Of Classroom Instruction After 12 Weeks Of In-class Practice And Observation

Ray found that one of the most important things with classroom instruction is the importance of varying the way you deliver the subject material. He tries to incorporate various teaching strategies: for example, he may use lecture and discussion for some classes, then add a science lab for practical experience or an educational video. When he uses the lecture format, he will also try to use real life examples as a way to make his teaching more meaningful and practical.

He feels confident that he is able to relate the material well to the students, give clear instructions, explain things reasonably well and use local examples. On the other hand, he wonders how far he should stray from the prescribed curriculum, particularly if it is a public exam course.

Recently I was doing some work with genetics and DNA synthesis or protein synthesis and they (students) wanted to know the chemistry behind this situation.

And I haven't figured out yet how to satisfy their curiosity without actually going into it. I'm sure there are tricks I've seen other teachers use, put students off that way, like give a short brief explanation that generally at least makes them think they're being answered and they settle back and they're satisfied. Sometimes I get a little confused in that situation.

In order to improve his classroom instruction skills, Ray says he spends more time planning, more time researching in the areas he doesn't feel comfortable with and using more practical examples when he brings students into the laboratory. In his attempt to improve his delivery of the subject material he tries to use audio-visual materials and often consults with staff teachers on strategies they would use to deliver the lesson.

Reasons For Wanting To Be A Teacher - Week 12

Ray noted that his reasons for wanting to be a teacher had not changed. He enjoyed sharing information with other people and felt that teaching would be a challenging job.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Ray believed a teacher should possess the following qualities for teaching: patience, enthusiasm, organized, plan well, a good communicator, a good leader, care about your students.

Perceptions Of Teaching After 12 Weeks Into Internship Program

Ray offered a broad definition of teaching. He

suggested it is:

the deliverance of instructional materials to others, in other words, imparting knowledge that you have to those who don't have it and part and parcel of that is the hidden curriculum as well as the given curriculum that's given out by the Department of Education.

After 12 weeks into the Internship Program, Ray felt he had made a number of conclusions based on his classroom experiences. He referred to teaching as a tough job where a teacher had to learn a lot of material and present that material to students in interesting ways. He also suggested that a teacher had to be an actor in that:

You are required to perform all day in school and then you've got to go home and plan your next performance for the next day.

Perceptions Of Our Educational System And Teaching Profession

Ray feels that the present government doesn't seem to care about teachers and that education is getting further and further down the list of priorities. He gave no rationale for this, saying it was only his impression at the time.

Perceptions Of The Hidden Curriculum

Ray felt that he could not add anything new to his previous thoughts on the hidden curriculum. He referred to it as the:

unintentional teaching of attitudes and ideals to students you are teaching.

He concluded that it was impossible to hide all your values and morals from the students.

Perceptions Of Teaching Methods

Ray noted that he did one course on Teaching Methods while at university. He suggested that the course implied there were many teaching methods on how to teach a certain thing. Ray now feels that how you teach doesn't really matter as long as you get the material across effectively in your own way:

like one of my teachers said to me earlier on this term, he used to teach five or six slots of the same subject and he taught every single one differently but it was the same material and the students still got the same knowledge. So you know methodologies are individual and there are as many as there are teachers.

Perceptions On Discipline In The Classroom

Ray still finds disciplining students a problem. He suggests two reasons for this. First, he finds it difficult to step back into a pleasant role once he has been upset and sometimes he finds he's biased towards students who have given him problems previously. Overall, though, he feels more comfortable with it and with the authority that was given to him.

Perceptions Of Students

Ray suggests that a school represents a slice of society.

You know you've got your extremes: you've got the real

dirtnecks, for lack of a better term, and the real angels and you know to learn to interact with them is no different now I think than most people on the street.

Ray now finds he is able to relate to students, to talk with them one on one, particularly when he is on corridor duty. He thinks the students are more comfortable with him because they are used to seeing him around the school and because he teaches some of them in class.

Most Satisfying Experience With The Internship Program

Ray gave two examples when asked this question. The first was seeing students succeed on a test particularly if they do poorly normally.

There was a junior biology class which he taught for a brief period of time. He went back some time later to see how they were doing. They greeted him in a very positive manner and suggested to him that they missed him. Ray had a good sense about himself, that the students liked him and that he had done a reasonable job with them.

Worst Experience To Date With The Internship Program

Ray found his worst experience to be quite unsettling and frustrating. One day he had to "kick a guy out of class" and send him to the office. He did not take the student or follow him to the office but let the student go by himself. Neither did he inform the office that the student was on the way down. He later discovered from his

cooperating teacher that the student did not arrive at the office. Ray did not know where the student had gone. Ray checked with the Assistant Principal who told him he would take care of the matter. Ray let the situation go after his meeting with the Assistant Principal.

Perceptions Of Internship Program

Ray believes that the one term (3 month) Internship Program is too short. He suggests that in the first 3 weeks interns are only observing and getting their feet wet, by teaching a class or two. Then for the longest while, it seemed to him, he was only teaching two or three classes a day and he only got to 50% teaching in the last two weeks of his program. He thought it was the only time he felt comfortable to take on that much work, preparation and planning.

He believes there should be more practical preparation at university before an intern takes on the internship program. He felt ill-prepared to take on the teaching duties of a teacher particularly in the area of teaching methods.

You do seven courses in university, they do nothing for you with regard to preparing you to walk into the classroom situation and teach. I didn't learn anything about teaching to tell you the truth, in Methods in university. The only thing I learned about teaching was in my internship and my most valuable experience is in this program with regard to things I can use when I get to be a teacher.

Generally, Ray felt quite good about the Internship Program, however, did not feel good about his own experiences as an intern teacher. He questioned whether or not this was what he wanted to do because at times he would have bad classes and couldn't control the students.

He thought the Internship Program should be longer.

Everybody seems to think that thirteen weeks is a long time - it really isn't. I'm just starting to get into the flow of teaching now and even this week I'm just beginning to get into the full day of teaching even though that's not necessarily a part of the Internship Program.

Concerns For The Immediate Future And Aspirations For Teaching

Ray had a number of concerns about teaching and his future aspirations. His first perception was that there are no jobs out there for teachers. He believed government was making too many cutbacks, particularly in education.

He also felt there was a large segment of society which held very negative attitudes for teachers. He thought that these hate attitudes were linked to jealousy, too many holidays and the public's perception that teaching is an easy job.

Ray was also concerned about the future of the teaching profession.

A lot of teachers out there are disillusioned. They are concerned about the wage freeze and different cutbacks in the economy. I hear teachers talking about going back to university and being lawyers and others just waiting to retire. Makes you wonder am I going to have that kind of attitude in fifteen years?

Ray was very concerned about the whole area of sexual abuse charges being levelled at priests, teachers and others in roles of responsibility.

It really makes you think twice about what you've chosen to do for the rest of your life.

Teacher X (Marie)

Interview 1

October 2, 1992

Marie grew up in a rural community on the Southern Shore of Newfoundland. She is 31 years old and graduated from Memorial University of Newfoundland with a major in Political Science and a minor in Economics. She has worked in the fishery for a number of years on the coast of Labrador as a crab plant manager and has also worked with a political organizer, as well as for a Member of Parliament.

Marie is quite interested in politics and political thought from a personal point of view and also from a more theoretical and teacher-centered point of view. Some of her other interests include adult education, music, singing in choirs and the international Church.

Perceptions Of Planning After 3 Weeks Of Internship Program

Marie was asked what her perceptions of planning were before her first teaching experience. What did she understand by planning? When did she plan? What did she plan? How did she plan? How much did she spend on planning? And how did she plan for her first teaching experience.

Marie began by saying that was her biggest surprise.

I am always surprised by how much time it takes for planning and how much time it actually takes to prepare before a class...I did not expect and still haven't

adjusted to the amount of planning that has taken place.

Marie offered the following example:

This morning is a perfect example and the same thing happened two days ago, when in both cases, I had things that I wanted to get printed off and thought I should be able to do that in the half hour before school begins and both days ran into major difficulties and, in a sense, I almost need to have all that work planned, not for the day of the event, I needed to have it planned the day before to make sure that all that happens and there are no fool-ups in the morning.

Marie stated that she spends 2 to 3 hours on planning but that could be longer or shorter, depending on whether you are doing it plan by plan or if you have a more comprehensive, long-term plan. She believes that teachers need to spend a lot of time on long-term planning which will give them a clearer focus for the day to day planning.

Marie noted that she had learned more from her second, third and fourth teaching experience than she did from her first because the students were still interested enough in her as a new teacher that she found them to be motivated and willing to discuss things and do things.

I found that if you didn't have it really well planned you lost them (students) quite quickly...You're not as flexible to be able to respond to them because if you're really well planned you know so much what you want to do that it actually gives you flexibility.

Perceptions Of Classroom Management After 3 Weeks Of Internship Program

Marie perceived classroom management as:

managing the personalities in your classroom so that you can achieve the most learning for as many of them as possible at one time.

Although she expected the students to be more troublesome, she didn't realize how much time was lost to managing the class. She suggested that sometimes a few people in a class may need more time being managed, therefore more instructional time is lost for the whole class.

I see new things about classroom management every day. It's just an ongoing learning experience and it's a real balance. I've seen three different teachers operate a fair amount and they all have different methods of managing the classroom.

Marie felt that her challenge would be to figure out which methods would work for her in the classroom. She found that it was easy to manage a class by keeping them quiet, but she concluded that it was not an effective method for her. She would prefer to see her classes more actively involved in the learning process.

Perceptions Of Classroom Instruction

Marie felt that most people (teachers) still use traditional methodology when it came to instruction. When she was asked what she meant by traditional, she responded:

being lectured, well even worse than being lectured, to be quite honest, most of them (students) want notes and that's not even what I consider a lecture. I consider a lecture not giving notes at all but they want notes. I was actually quite surprised how many of them really want notes and just beg and demand notes. So I think

adjusting them to a different style of learning often takes some work.

Marie went on to note that in her subject area, Social Studies, that students were most comfortable and happiest with the teacher giving notes on the board. She suggested that students were more attentive and "good as gold" as long as they were given notes and had the opportunity to take them down.

As far as learning taking place, she doubted that any learning was happening. She questioned how students could learn anything about any concept if they're so busy just writing down what the teacher was writing down. She finished by saying that students were:

comfortable with memorizing and not thinking.

Marie did note, however, that she had seen and used other learning strategies in the classroom. One, for example, was the use of theatre in one of her History classes on the Industrial Revolution and another was the use of group work. She did not explain how these strategies were set up for classroom use.

Reasons For Wanting To Be A Teacher

Marie's reasons for wanting to be a teacher were not totally clear to her. She had started an Education degree but did not complete it. Some years later she wanted to complete her Education degree even though her perceptions of

the Education Faculty were not too positive at the time.

I probably had some of the perceptions a lot of art students have anyway that the Education Faculty is the dummy school.

In retrospect, she now thinks quite positively about the Education Program and the internship experience.

I was actually quite surprised and really enjoyed my Education courses and learned a lot from them. I was actually quite surprised they weren't Mickey Mouse courses, the way they've been described, and that they were really quite interesting. I particularly learned a lot from my Methods courses and so I really enjoyed them. This internship has been invaluable, I have only been here three weeks but the amount I've learned is incredible. I see people now and I wonder how they ever went out teaching from a two-week block.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Marie stated that an aspiring teacher should possess the following qualities: compassion, empathy, flexibility, adaptability and a sincere interest in learning.

First Day Of Observation As An Intern Teacher

Marie stated that she was fairly familiar with what to expect because she was able to have discussions with her sister who was a teacher. As well, she talked with many other teachers in the days leading up to her first day at school. She admitted to being a little nervous but also felt fairly comfortable about going to her school because she knew some of the teachers on staff and this made her feel more comfortable about her being there.

Her immediate concerns were about classroom management and whether or not she would be able to manage a class successfully. At first she found this to be frightening and intimidating.

Marie was quite confident that she had the intellectual capacity to teach as well as having the knowledge to be able to draw what students know out of them. However, she was not confident that she could do that and manage a class at the same time.

I was not confident that I could do that in the light of classroom management because if you can't manage a class, you cannot do anything else, so I felt confident that my knowledge and subject areas were quite good. I was not confident that I would be able to manage the class.

Marie was pleasantly surprised by the behaviour of the students. At first she was expecting the students to be difficult and tough.

I think that was one of the biggest, pleasant surprises that I got that the students were really so nice.

Role As A Teacher

My role as a teacher is to help students learn how to think and give them different skills to be able to think.

Perceptions Of Teaching

I think teaching in this day and age is facilitating thinking processes. Many students have different needs, you have to try to meet those different needs. Some students are able to think at different levels, you've got to try to bring all of them to the maximum level that you can within a certain period of time. I

want to be able to send students out into the work force knowing that there are questions to be asked and that they should be asking them.

Perceptions On Whether Or Not She Was Adequately Prepared By The University For The Teaching Profession

Marie believed the degree program in Education prepared her for teaching. She felt that her two Methods courses were very practical and extremely valuable but suggested that another course on actual planning and preparation could be developed so that

more emphasis could be given to classroom management and perhaps curriculum development in the Methods courses.

Perceptions Of Teaching Methods

Marie felt that she did not know nearly enough in this area. She knew there were many teaching methods but was familiar with them in the most basic rudimentary way. She also believed that every teacher should be exposed to and learn a variety of methods for classroom use. Marie noted that students learn in different ways and therefore should be exposed to different methods of teaching. She particularly liked resource-based teaching and felt quite comfortable with doing group work and bringing in resource people to work with students.

Perceptions Of Students

I really liked the students. I found most of the students were quite nice. I was expecting more trouble. I was expecting people to, you know, wanting to egg on, get on the teacher's nerves a bit more than they do.

Teacher X (Marie)

Interview 2

October 28, 1992

Perceptions Of Planning After 7 Weeks Of Internship

Marie believes that planning is everything in teaching. She also felt that no matter how much an individual planned, something would always come up that would deviate you from your planned course of action. She plans her objectives for each lesson and tries to take an overall approach to the unit. She also tries to plan for things that could go wrong with the lesson or things that could take her off task and away from instructional time. She suggested that when you plan:

you have to be awfully flexible because it's often really hard to achieve the objectives that you want.

Marie noted that there were two levels of planning. The first she describes as non-focused planning which was happening all of the time and the second as real or actual planning which was a more structured and prolonged level of planning. Marie did most of her real planning in the early morning because she was too tired in the evening after coming home from school.

Marie finds that she is jotting things down more rather than relying on her memory when she needs to convey messages to or meet with individual students. She is also planning

from day to day a very broad outline of what it is she wants to achieve in a given time period. She has found that she was inconsistent in doing this and felt that she needed to be more consistent.

I think about what it is I want to achieve and the overall spectre of where I am and I'm finding that as I get down to the time line on what I am doing that I can't fall behind and that I have to finish the course.

Marie felt that, at this particular time, she was spending more of her time correcting than planning.

I can honestly say that if I was a teacher teaching seven courses, I would have to look at the amount of time spent on planning. I would not be able to assign the amount of homework and be able to get through the correcting and the planning at the speed I'm going. I am learning to set things up so that I can correct them more quickly. But that's taking a lot of time. I'm assigning stuff that you can correct without taking too much time but the problem then is that you don't get the same level of analysis and synthesis if it's set up to be corrected quickly.

Marie found that she hadn't really done a lot in terms of improving her planning skills and it was something that she could work at.

It probably is something I should look at because I am still quite slow at it in ways.

Perceptions Of Classroom Management After 7 Weeks Of In-class Practice And Observation

Marie admitted that managing a classroom was a major challenge.

If you don't manage your class, you don't keep on task and you could fall behind in achieving what you would like to achieve. I mean that's a major problem.

Sometimes she feels that her classroom management skills are improving while, at other times, she feels that things are not working out at all and is confused as to what to do. She believes that she has to learn how to use many strategies at the same time rather than just one which seems to wear out quickly when overused.

If you're managing effectively, you should be able to say something and they (students) should get on task. If there's anything in place that you need to learn a lot - well it's classroom management. I would suspect your first two years of teaching are probably spent just learning all the time about classroom management.

Marie felt there were certainly things about her classroom management skills which needed improving. At the moment, she feels that she has to learn how to manage a class more effectively.

To me, the challenge in teaching is classroom management. The one thing that I've got to say I feel a bit differently about this time is that I know you can pull it back, I know you can find other ways which I wasn't quite sure of the first time around when I started having real problems.

Perceptions Of Classroom Instruction After 7 Weeks Of In-class Practice And Observation

Marie made two observations about classroom instruction. The first was that there were so many interruptions to instructional time that you get to spend little time on actual instruction.

The thing with classroom instruction is you can only instruct as long as you have the class paying attention or involved or participating. There are a lot of details that take up instructional time. We've had a

few weeks when we've had very little instruction time because of other things on the go in the school.

The second observation was that experiential learning seems to have a more positive impact on student learning than other forms of learning.

The other thing that has come clear to me is how, when you use experiential learning even if it's only a game, how much more clearly that stays with the student and they are better able to focus that concept to the bit of experience or participatory learning that they had.

Marie felt that she had a fairly good grasp of what she was teaching and generally could find ways to explain it. Although, at times, she thought she tended to explain too much which bored the students and prevented them from participating in the learning process.

Marie thought that she needed to find more interesting ways to get students to participate in learning. She stated that this was definitely hard work,

particularly when you're having a classroom management problem because the more innovative ways are also some of the times more difficult if there is a problem with management.

Marie noted that she has read a number of articles on classroom management because she thinks more about management than instruction.

I've felt that the real problem in many ways with instruction is management. I haven't found myself really able to incorporate other instructional strategies that easily because I am so concerned with management.

Reasons For Wanting To Be A Teacher

Marie could not exactly remember the reasons she gave for wanting to be a teacher in Interview One. She did offer the following:

The things that I like and dislike about teaching have changed and gone up and down a number of times since I started. I started enthusiastically, had a number of weeks where I was less than enthusiastic. Things weren't going well, some management problems I was having, I wasn't finding solutions to. Then I went into a period of really enjoying it. I get a feeling I might be going into the other period again.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Marie felt that teachers should possess good communication and personal interaction skills.

I think it's really important that students know that you are a person and that you see them as a person, as an individual. You can't easily do that often in class and therefore it means talking with them and making a special attempt to talk to people outside of class.

Perceptions Of Teaching After 7 Weeks Into Internship Program

Marie found teaching to be difficult work. She felt there was a definite strain in trying to deal with so many different personalities in the run of a day as well as find things that would help her manage and motivate a class of students.

I'm no longer sure what teaching is. The challenge of teaching is to meet all of the students' needs: values, personal and academic needs. To me that remains the challenge and the best way to be able to do that is to be really organized and prepared. Organization is so important because it gives you more time to be able to

connect with the individual personality.

Perceptions Of Our Education System And The Teaching Profession

While Marie was interning at her school there was a crisis situation. One of the things that really impacted positively on her throughout the crisis was how wonderful the students were during the crisis.

If you think why you want to be here, it is because you are dealing with really nice people and people who care about each other and the teachers when you get in a crisis situation.

Due to the crisis situation at her school, Marie felt that:

people really do need to know exactly what a student-teacher relationship is and how easily it is to step over that line.

She was concerned that teachers would have to be very careful with touching and meeting with students alone as it could possibly be misconstrued as inappropriate in the teacher-student relationship.

Marie felt that contract negotiations with government were currently a negative for the morale of teachers.

They see how they are being treated by the provincial government, when they are not given resources to teach with, when you are worried all the time whether you are using too much paper, copying, or you are wondering about whether your substitute days are going to be cut back.

Marie was concerned that there seemed to be a conflict between student activities away from school and

instructional time.

It's really important for students to have activities outside the school from which they learn. Taking trips, whether for an extended period of time with the school or with day trips, are really important for student learning but, at the same time, it can be very frustrating because you take time away from instruction.

Marie noted that student outings must be connected to student curriculum whereas currently she felt that students spend too much time on activities that aren't clearly related to academics.

Perceptions Of The Hidden Curriculum

Marie wasn't really sure about the hidden curriculum. Her belief is that a school system is set up to produce workers and not creative or self-directed, independent individuals.

I do think there is a trap of falling into that in the school system. We are controlled by the system that we are in, we do have bells that we have to respond to and things break up with the bell which you know trains nice, good workers and says you now move onto this.

She suggests that the sexist part of the hidden curriculum is there all of the time and even though she is aware of it, she still continues to fall into these traps.

Perceptions Of Teaching Methods

On a theoretical level, Marie was confident that she knew a lot about teaching methods but with implementation and application, she suggested that she knew very little.

She also noted that when she used them in her classes at university, there was a lot more time to prepare for one teaching session than she has now.

Perceptions Of Discipline In The Classroom

Marie stated that she was definitely weak and ineffective when it came to disciplining students, that she found it difficult to get tough with students who were being disruptive. She noted, however, that she did get annoyed and frustrated because she found it difficult to call somebody to task.

Perceptions Of Students 7 Weeks Into Internship

Marie is beginning to feel more relaxed with students. She felt tense in the beginning but is now much more comfortable with her role as teacher intern.

I try to deal with them on a one to one sort of adult to adult situation. I try to let them know that I respect them, but in the end there are things that they need to do and there are things that I have to do and sometimes they are going to make decisions that are not in their own best interests and I will try to find ways to deal with that.

Perceptions About Herself And Her Experiences With Internship Program At Week 7

Marie is finding the Internship Program to be very interesting and a real learning experience.

I've really enjoyed it on the whole, certainly up to this point. There are many days that I haven't enjoyed it, but overall experience is certainly positive. I think I am doing a good job, but I have a tendency to focus on the negative and we have to focus on the good

things.

Most Satisfying Experience As An Intern

Marie found it really satisfying when she decided to give students an extra hour to complete an exam.

I was really not sure whether I should do that or not and certainly the substitute who was in with me would never have done it, thought I was making it too easy. I was really glad I did it because the students felt an awful lot happier because they were able to do better and they felt a lot more motivated to come back into class and to work.

Worst Experience As An Intern

Marie noted that she's had a few bad days during her first 7 weeks as an Intern teacher. Her most recent was with a male student who had missed a lot of time from class and she did not quite know how to handle him in class. She felt that the student was not motivated at all, had failed the exam and he thought there was no way now that he could succeed. Marie did not know whether she should approach him or not but felt that she wanted him and others in the class to know that they could start over and get another chance.

Last night was one of the most difficult, you know, I could hardly sleep last night. How am I going to deal with (student) tomorrow so that he will, in the next three weeks, not be totally a problem. And I just hope that if I didn't try to do something today, it was just going to collapse from there. And I didn't really do anything today at all. I just decided to say let's leave it and see what happens, right? But it was definitely one of the worst. And the reason it was one of the worst is because I don't see a solution, a very easy solution.

Teacher X (Marie)

Interview 3

December 2, 1992

Perceptions Of Planning After 12 Weeks Of Internship

Marie's immediate response was:

I don't do enough of it! Planning is definitely important, both long term and short term.

She felt it took more discipline to do planning over the long term and could see how easy it would be to only do short term planning.

Marie plans at different times and feels there is a certain amount of planning going on almost all the time. She tries first to do an overall plan of a unit of material but finds it difficult to stick to the original plan because there are just so many daily routines and realities that interfere with her planning. She does most of her daily planning early in the morning before she goes to school and does some planning in the evenings.

She uses the following process when she plans: first, she goes through each class that she is teaching on that day.

I go back over what I have achieved the day before, think about where I was with this particular class, what I got done that I wanted to do. So I go over what I have done and think about what it is I want to achieve. I'm trying to think of ways that are interesting and have some process in them while I'm teaching content, so I try to think those things through, then I try to think about the things that may

make it difficult for me to achieve what I am going to achieve and try to plan to avoid those things.

Marie continues to plan each day and on weekends. Usually she spends a couple of hours daily plus her 4 preparation periods per cycle planning. She was concerned that corrections and planning took such a long time that she would certainly have to modify how she gave tests and quizzes to cut down the time she spends correcting.

Since our last interview she hasn't done anything to improve on her planning skills even though, at that time, she felt that she should do something to improve them.

It certainly is something I should be concentrating on but I haven't really thought about improving my planning skills. It went out of my mind until now, you think about all the things you have to do in class and you don't think about how, if I improve this planning skill, then it may improve my instruction in class because I might get more focused in my actual class and again that went out of my mind. The only thing that I have done is I always just keep in mind the outline of the daily lesson plan that you gave me so I really haven't done anything to improve that, right?

Perceptions Of Classroom Management After 12 Weeks Of In-class Practice And Observation

Marie observed that she spends most of her in-class time trying to manage the class.

It's an ongoing challenge. It's the ongoing up and down of it that is, in a way, the real challenge. You think you have it under control the first few days and then it goes.

Marie has found that her morning classes are much better than her afternoon classes and that classroom

management is getting tougher and tougher in the afternoon sessions.

I keep thinking I'm getting the class under control and then I go into the afternoon and perhaps you know, talking about planning, connecting it to planning, I've been thinking more and more that I've got to plan in a different way or I've got to teach in a different way to deal with them because I do find that so much time is spent in class trying to manage the class, not on instruction. So perhaps I have to think about arranging my weekly plan around the flow of that up and down.

Presently, Marie is not comfortable with what is happening in her classes with classroom management.

I can't think of anything out there that I feel particularly confident about in my management. There are definitely areas that have to be improved. It's just interesting, just glancing at that handout that you gave me (How to handle a disruptive student). I am thinking more and more that in ways they want the attention and structure and I'm not really that intent in giving them as much of the structure as they want and I thought of it before with some of the students that I'm having problems with, that their real problem is that they don't have enough structure and actually want more structure and by me not providing more of it for them in a way giving them a longer leash than perhaps I should have. I actually feed on the problem and that is that they want more structure and that is the problem, I give them a longer leash when they really do need perhaps a much shorter leash, you know.

Marie has tried some things to improve her classroom management skills. She has taken suggestions from both her cooperating teacher and her supervisor teacher, nevertheless, it remains an ongoing challenge.

Perceptions Of Classroom Instruction After 12 Weeks Of In-class Practice And Observation

Marie feels that since her last interview she was feeling more comfortable in class and that she was making good use of instructional time. She prefers more experiential learning and small group learning as opposed to explanation which she feels is a weakness which she has to overcome. Marie finds that this allows for some socializing for students as well as generates creativity in the individual and the group.

Marie feels that she needs to balance her gentle, compassionate nature with a little more assertiveness in the classroom. She also noted that improving her instructional skills will be dependent upon how well, in a real situation, she is able to have good classroom management. This has been a concern for her throughout the Internship and needs to be closely monitored by her in the future.

Reasons For Wanting To Be A Teacher

Marie's reasons for wanting to be a teacher hadn't changed from her previous two interviews. She did, however, offer the following comment:

I've certainly become a little more realistic about how you can achieve the goals that you thought you were going to achieve as a teacher.

Personal And Professional Qualities A Teacher Should Possess For Teaching

You clearly want a professional approach, consistency,

flexibility - flexibility in particular, empathy for students, but at the same time as being flexible, is to have a very clear purpose and to stick with that.

Perceptions Of Teaching After 12 Weeks Into Internship Program

Teaching, I suppose, is helping students. I see it more and more as allowing students a way to see their good qualities. I do believe the most important role of the teacher is bringing out the students' own good qualities because unless students believe they can learn, then they can't learn and in some ways I really believe one of our roles is helping students so that they can learn.

Marie felt overwhelmed by the fact that she was now teaching 50% of her cooperating teacher's classes and could not find any time in her schedule to help students with individual needs. She was struck by the fact that if she couldn't meet their needs now, then it would be impossible to meet their needs if she were teaching a full schedule of courses.

There are so many students with so many individual needs and every one of them you really need to be able to go help. So many needs that you could have a role in helping them deal with some of these things except there's simply no time. There's no time in class for that one on one attention that they need or that could be so helpful in getting them more focused on their goals. I mean all of those one to one things that could be so helpful, I just can't see how you could have any time for it. Right?

Perceptions Of Our Education System And The Teaching Profession

I've actually become a little more frustrated as I look at students who don't really fit into our little plan of how students are supposed to sit in their little desks and they are supposed to behave like this and

they are supposed to get up when the bell rings and go here and that we spend so much time on classroom management which is really part of the hidden agenda. I mean we spend so much time making students fit into moulds that you can't help but wonder if it really is worth all the energy that we put into it...You know, if you want to look at what we are really teaching, that's what we are teaching. We are teaching people how to sit in a chair, when you are supposed to sit in a chair, how you ask a question, if you want to ask a question, I mean, that's where we are.

Perceptions Of The Hidden Curriculum

Marie believes that the hidden curriculum endorses the way society wants people to be.

We want people to be as similar as possible because it is easier for our society to work with those kinds of people. It's not much fun, there is not much creativity to it.

She suggests further that it is very difficult for teachers to cope with students who are individuals, students who are different, and therefore society, through its teachers, tries to get all students to be as similar as possible because it's easier to deal with.

The fact that we have people who fit into the main social roles in our society but we certainly spend an awful lot of time doing that, making sure that students fit into the work world, that they fit into a world of non-differences.

Perceptions Of Teaching Methods

Marie found that she didn't have much time to read more or think more about teaching methods. She was confident in saying that a teacher should have a variety of them.

I think you do have to sort of learn a method or two at

a time knowing that while you are inexperienced and only have that one or two, you are definitely the weaker teacher. The more variety you have, the better it is because not only do different individuals respond differently or better to different methods of teaching, each individual, at a different time, responds to different methods of teaching in some way, so it really is important to have a variety of methods.

Perceptions Of Discipline In The Classroom

Marie found it difficult to differentiate between discipline and management but clearly suggested they were part of the hidden curriculum.

If you don't have the discipline and management, it is just impossible to teach those things that you need to teach. You have to have management, you have to have discipline in order that a class can function, in order that students can talk to one another, but at the same time that you have that control, it definitely takes away some type of creativity, some type of individuality of students.

Marie's hope was that the system didn't break students who didn't fit into it or who were not meant for it.

Perceptions Of Students 12 Weeks Into Internship

Marie is interacting with students more and beginning to feel more comfortable being around teenagers. She feels that getting to know students outside the classroom, in extracurricular activities, definitely makes it easier to teach students in the classroom.

At one point when I came here I thought they were going to be more grown up than they were although I thought they were perhaps going to be worse behaved and then I found out they are as badly behaved as they're gonna be, it just took a while for it to come out.

Most Satisfying Experience As An Intern

Marie found that dealing with students who were having difficulties was the most frustrating thing for her and also the most satisfying.

I find my most satisfying ones are also the ones that drive me up the wall at the same time. Dealing with students who are having problems academically or socially is definitely the most satisfying. I don't find dealing with students who are managing, coping that challenging or interesting. I am more interested in helping students who I can see major problems with.

Worst Experience As An Intern

I can't really remember what my worst experience was. There was real frustrations when you see somebody is moving along and then they do something that fools that up. It's sort of that up and down of helping people with problems and I think that's a regular part of people who are having a difficult time, adjusting to school, adjusting to other parts of life.

Perceptions Of Internship Program

After 12 weeks at her school, Marie is feeling tired but thought it was a fun experience.

On the whole, I've got to say it has been a really positive experience. Certainly, the challenge of getting up in front of the class every day and talking, it's quite a challenge and it has been a really good experience.

Marie could not imagine having gone teaching without having an Internship Program.

I just think that first year could end up being just torture. It would definitely be really difficult to go and teach without knowing some of the difficulties that you are going to run into, beforehand. If we make mistakes, we have the supervising teacher or cooperating teacher to help correct the mistakes that we made or the things that we didn't do as well as we

could have. Clearly, the program is helping.

Marie felt that in ways interns may be over-supervised.

I am not sure that it's necessary to have a cooperating teacher who's there all of the time and a supervising teacher there once a week. It almost gets to the point that you are trying to arrange too much of your time around being supervised as opposed to doing the job. I felt that I was being over-supervised, that it was actually getting in the way of my teaching because I was more concerned about being supervised than I was about the actual teaching.

Concerns For Immediate Future And Aspirations To Teach

Marie's first concern was to get a job. Another very important concern was whether she was really meant to teach. She felt that she could not make that decision based on the Internship alone.

To decide whether I want to teach I'd really need another year of teaching, an actual year of real teaching and not to try substituting because I don't think substituting helps the job situation at all.

In this chapter the voice of three interns presented their early experiences and perceptions in three specific areas of teaching:

- (a) planning
- (b) classroom management and
- (c) classroom instruction

The interns also responded to other questions about teaching which presented a broader picture of their early experiences and perceptions of teaching. Some of these included: questions on the role of the teacher, the hidden curriculum, discipline, teaching methods, intern experiences with the internship program and their aspirations and concerns for the future.

Chapter 4

Analysis Of Data

The purpose of this chapter is to present an analysis of the data. The chapter is divided into two major sections: 1) an analysis of the data related to each of the major themes: planning, classroom management and classroom instruction; 2) an analysis of the data related to the early experiences and perceptions of teacher interns.

Perceptions Of Planning

Mark had stated in interview one that he was pretty naive on the subject of planning and had no idea what was involved. He admitted to having done the topic of planning in his Methods courses and had discussed in class how to plan work and how to plan for the short and long term. Before he began his internship, he thought he had a good idea about planning from doing simulated lesson plans in his Methods courses. After three weeks as an intern, he realized the importance of planning and how little he knew about it. He now believes that planning is one of the most important parts of a teacher's job.

In order to prepare for his first teaching experience, Mark prepared a lesson plan the night before and purposely tried to keep it simple with clearly organized instructions for the students. He also prepared a list of questions on the story for the students.

Mark felt that he had learned a great deal from his first teaching experience. He was confident that it was a good lesson and learned that it was important to be organized and creative in class. He felt that was the challenging part of teaching - to find ways to keep the students' attention.

After seven weeks of internship, Mark felt, more than ever, that planning was really important. He also suggested that it would be good to do some fairly long range planning - two to four lessons ahead. This allows him more time for reading and correcting of students' work. Mark has also learned to take short cuts when he is planning by reading the appropriate parts of a chapter and picking out the important details. He now feels he is more precise with language in the classroom - using cue words when communicating instructions to students.

After his final week as an intern, Mark was convinced that all teachers should plan and that they should do it daily or weekly. He felt that it helped to focus what a teacher wanted to do and how he wanted to do it. He also suggested that a teacher had to be flexible when planning because classes didn't always turn out as one expected. Mark felt that he has improved his planning skills in a number of ways over the internship: by trying to cut down on wasted time, by giving instructions which are clear and to the point, and by being more aware of the KISS theory - Keep

it Simple Stupid.

When Ray began his internship, he did not know what was involved in doing a lesson plan. He perceived that planning would involve a brief outline of what he was going to do in class. He planned for his first teaching experience using the following process: 1) he looked at the course objective outline, 2) then he read the material in the text book based on the objectives, 3) next he summarized the major points, and 4) lastly, he reviewed the questions at the end of the lesson which he would assign to the students as follow up.

Since that first interview, Ray feels that he has improved his planning skills. He now regularly uses a general lesson plan outline given to him by his university supervisor. He particularly noted that his planning process had changed. Before, he would take each section of a unit and plan each one separately, now he takes the whole section of material at once in perspective. Ray further pointed out that when planning, a teacher has to be concerned not only with the subject material but also with classroom disruptions, disruptive students and motivation of students. He suggests that in order to deliver a lesson properly, quite a bit of planning should go into it.

In his last interview, Ray clearly noted that planning is one of the most important things in the delivery of an effective lesson. Ray feels that teachers should know their subject material well and the material that has to be

covered in the text, then try to plan what to do if any discipline problems should arise in the classroom. He refers to this as "situation planning", whereby he thinks about possible discipline situations that could arise in the classroom and tries to determine what he will do in that given situation. Ray is confident that his planning skills have improved since his first teaching episode. Now, when planning, Ray will use trial and error, discussions with his cooperating teacher and other staff members to improve his lesson plans and his teaching. He hopes, in this way, to make his teaching more efficient.

After her first three weeks as an intern, Marie was surprised by how much time it took to plan and prepare before a class. She did not expect nor did she quickly adjust to the amount of planning she felt she had to do to be prepared for class. Marie believes that teachers need to spend a lot of time on long-term planning which will give them a clearer focus for the day to day planning.

Marie noted that she had learned more from her second, third and fourth teaching experience than she did from her first because the students were still interested enough in her as a new teacher and that she found them to be motivated and willing to discuss things and do things. Marie felt that planning allowed a teacher to be more flexible and, therefore, better able to respond to the needs of the students.

At the end of seven weeks of internship, Marie was convinced that planning was everything in teaching. She also stated, however, that she hadn't really done a lot in terms of improving her planning skills since week three and that it was something that she could work at.

Marie described two levels of planning which take place during her teaching day. The first she identified as non-focused planning which was happening all of the time throughout the day and the second as real or actual planning which was more of a structured and prolonged level of planning. Marie found that she completed most of her real planning in the early morning before school. She plans her objectives for each lesson and tries to take an overall approach to the unit. She also tries to plan for things that could go wrong with the lesson or things that could take her off-task and away from instructional time. Marie noted that she was also planning a broad outline of what she wanted to achieve in a given time period. She found that she was inconsistent in doing this and felt that she needed to do it more often.

After completing her internship, Marie clearly believed that long term and short term planning was definitely important. She also admitted that she didn't do enough of it, even though she said that she should do something to improve her planning skills after her second interview. She felt that it took more discipline to do planning over the

long term and could see how easy it would be to only do short term planning.

Marie continued to plan each day and on weekends. She was concerned that corrections and planning took such a long time that she would have to modify how she gave tests and quizzes in order to cut down on the time she spends correcting.

Perceptions Of Classroom Management

Mark perceived classroom management to be as important as being prepared for class. His belief was that a teacher's life could be miserable if he didn't have control over his class. He suggested that a teacher has to be firm and tough when necessary. Mark referred to this as "putting on a teacher's face".

After seven weeks of internship had passed, Mark stated that he felt intimidated by the students during his first three weeks of the program. At this point, however, he feels that he is more in control of the class. He suggests that this is because he has a better rapport with the students. He tries to treat them equally and he believes he is doing quite well. Mark believes that he has learned to be more flexible with students but, at the same time, he is fair and tough when necessary. He says that moving around the classroom more gives the teacher a presence and raises the expectations of the students to do more work. It also

allows him to talk with and help individual students which, he believes, improves the teacher-student relationship.

Mark indicated that he hasn't done anything in particular to improve his classroom management skills since his first interview. Mark believes that he has a lot to do to improve his classroom management skills. He lists these as: getting more organized, learning to keep track of students period after period, learning how to get their attention, learning how to settle them down, checking the register each day, filling out absentee lists for the office, having audio-visual equipment ready when necessary and making sure students have textbooks open and making sure students have their notebooks. Mark noted that all these things and more need to be coordinated on a period to period basis each day.

After twelve weeks of internship, Mark readily admitted that classroom management is tough and the area that he had to work on most. Mark now says that good management takes place when it is tempered with compassion and high expectations from the students.

Mark feels very confident when he writes instructions and notes on the board, when he clarifies and when students know what's expected of them. He is not sure, however, how to handle defiant students and feels that he has still to learn how to talk with them.

When Mark wants to establish his authority in class or

get class control, he folds his arms more, stands up straight, makes direct eye contact and varies his voice. He tried these methods in class and he felt they were quite successful.

Ray perceived classroom management to be primarily associated with classroom control, disruptive students and discipline. He felt intimidated by the students from the beginning of his internship. He summarized that they did not respect teachers and he was concerned that he would have difficulty disciplining a defiant student when it was necessary. He was also unsure about what to do if he had to physically restrain a student.

After seven weeks, Ray thought that classroom management was important and that he had gotten a little better at it. He was now confident in his ability to keep the class settled, attentive and on-task. He indicated that he had tried to improve his classroom management skills in a number of ways. He has made some attempts to get to know all of the students and has started calling them by name. He has also discussed with his cooperating teacher some of the more problem students. Ray pointed out that he now understands where some of these students are coming from and that instead of being a strict disciplinarian with them, he approaches them differently.

By the time Ray ended his internship, he was confident that he could keep students attentive and interested in

their subject material. He indicated that it was not always like this. He remembered that when he came to this school, he was frightened to death of classroom management. Now, although he feels confident in some respects, he believes he has to improve his classroom management skills, particularly those dealing with disruptive students or when the class is out of control.

Marie's perception of classroom management was learning how to manage personalities. She believed it was only then that they would achieve the most learning. Initially, Marie expected the students to be troublesome and didn't realize the amount of instructional time that was lost to managing a class. She noted that classroom management presented her with new things every day - that it was an ongoing learning experience. After three weeks, Marie found that it was easy to manage a class by keeping them quiet, but she concluded that it was not an effective method for her. She wanted her classes to be more actively involved in the learning process.

After seven weeks, Marie admitted that managing a classroom was a major challenge. She assumed that the first two years of teaching were probably spent on learning just about classroom management because there was such a lot to learn. Sometimes she felt that her classroom management skills were improving while, at other times, she was confused and unsure about what to do. Marie now believes

that she has to learn how to manage a class more effectively. She thinks that the challenge in teaching is classroom management.

By the end of her twelfth week, Marie noticed that she spends most of her in-class time trying to manage the class and not instructing. She considers it to be an ongoing and real challenge. At this point in time, she admits that she is not comfortable or confident with anything in her classroom management. She believes she has to improve in certain areas and has taken suggestions from both her cooperating teacher and her university supervisor. Nevertheless, it remains, for her, an ongoing challenge.

Perceptions Of Classroom Instruction

Initially, Mark said very little when asked about this topic. He either misunderstood what was being asked or simply thought that the question was asking about giving instructions. Mark noted that when giving instructions to students, teachers should be clear and precise so that they understand what is expected of them.

After seven weeks, Mark was quite surprised at the maturity level of the 16-18 year old students. He noted that they had to be constantly corrected and needed a lot more direction than he had anticipated.

Mark believes his strengths in classroom instruction are that he knows the material and how to relate the

material to his students. He indicated that he has to employ, in his teaching, the KISS theory - Keep it Simple Stupid. He claims that he throws too many ideas at his students which confuses them about what they're supposed to do.

After his twelfth week of internship, Mark noted that classroom instruction was multifaceted whereby a teacher uses many approaches to keep students interested in learning. He included in these approaches: consistency, clarity, theatrics, anecdotes and student and teacher life experiences. Mark suggested that he needed to improve his instructional skills in the following areas: assertiveness, voice projection, body language, clarification of ideas and use of real life examples which students can relate to their own lives.

Ray indicated that he did not remember a lot about teaching methods. He expected to find the lecture method used most frequently by teachers because this is what he observed as a student all through his education, including post-secondary. He knew from the beginning that he did not want to use the lecture method often. He preferred, instead, to move around the classroom where he could address all of the students.

After seven weeks, Ray perceived that the methods of delivery and how they are varied were important in classroom instruction. He was confident that he gave good notes and

had some interaction with students through questioning. He believed that he was pretty confident when he used educational videos in class.

Ray indicated that he needs to improve in the following areas to be a more effective teacher: better planning and preparation, speak louder in class, ask more questions, get feedback and/or discussion with entire class rather than with just a few students.

Ray has tried a number of ways to improve his classroom instructional skills. He has used other resource materials other than the textbook, prepared different laboratory activities to reinforce subject material and familiarized himself more with resources in the school resource center.

After twelve weeks of internship, Ray found that one of the most important things with classroom instruction was the importance of varying the way subject material was delivered. He believes that this will make his teaching more effective and meaningful for the students. He now tries to incorporate into his teaching various teaching strategies: lecture, discussion, audio-visual materials and real life examples. He is also confident that he is able to relate material well to his students, give clear instructions, explain things reasonably well and use local examples.

Ray suggested that he still has to improve his classroom instructional skills. He feels that he needs to

spend more time on planning and researching techniques.

Marie's perception of classroom instruction, after three weeks of internship, was that teachers still use traditional methodology when it came to instruction. By traditional, she meant that teachers mostly lectured while students seemed to be most comfortable and happiest when the teacher gave notes on the board. She had observed that students were more attentive and "good as gold" as long as they were given notes and had the opportunity to take them down. She doubted, however, whether any learning was really taking place. She indicated that they seemed to be more comfortable with not thinking, but memorizing. Marie did explain that she had seen and used other learning strategies in the classroom. She did not indicate what these were or how they were set up for classroom use.

After seven weeks of internship, Marie made two observations about classroom instruction. The first was that there were so many interruptions to instructional time that little time was spent on actual instruction. The second observation was that experiential learning seems to have a more positive impact on student learning than other forms of learning.

Marie believed that she had a fairly good grasp of what she was teaching and generally could find ways to explain it. She thought, at times, that she tended to explain too much which bored the students and prevented them from

participating in the learning process. Marie indicated that she had read a number of articles on classroom management because she was thinking more about management than instruction. Her belief was that the real problems, in many ways, with instruction was management. She found it difficult to incorporate other instructional strategies because she was so concerned with management.

After her last interview, Marie indicated that she was feeling more comfortable in class and that she was making good use of instructional time. She suggested that she needed to balance her gentle, compassionate nature with a little more assertiveness in the classroom. She also noted that improving her instructional skills would be dependent on how well she was able to have good classroom management.

Reasons For Wanting To Be A Teacher

Mark's reasons for wanting to be a teacher didn't change during the time of his internship. He identified these reasons as the following: to help people, to motivate, to help with problems, to teach the importance of good communication and to help students develop analytical skills. He realized from the beginning of his internship that he was not going to meet all of his objectives, but he was pleased with what he had achieved.

Ray, too, noted that his reasons for wanting to be a teacher hadn't changed over the semester. He wanted to

share his knowledge with others and found personal satisfaction when students learned from him. Ray also wanted to be a teacher because he found teaching to be a challenging career.

Marie's reasons, on the other hand, were not totally clear to her over the semester. In her first interview, she stated that she had started an Education degree but did not complete it. Some years later she wanted to complete her Education degree even though her perceptions of the Education faculty were not too positive at the time. In retrospect, she is now more positive about the Education program and the internship experience.

After her second interview, Marie noted that she could not exactly remember the reasons she gave for wanting to be a teacher in interview one. She feels, at this point, that her likes and dislikes about teaching have changed and go up and down over time. She noted that she was having management problems, could not find solutions and, as a result, didn't feel very enthusiastic about teaching. She then suggested that she would get over this period, become more enthusiastic and would really enjoy teaching again.

By the end of her third interview, Marie felt that her reasons hadn't changed but that she was now more realistic about how to achieve the goals she set as an intern.

Personal And Professional Qualities A Teacher Should Possess For Teaching

Mark believed throughout each of his interviews that an aspiring teacher should possess certain personal and professional qualities for teaching. He articulated that a teacher should be a people person who was both friendly and caring. He said that a teacher should be patient, fair and perceptive - one who was able to read people's feelings, sensibilities, strengths and weaknesses. Professionally, he suggested that a teacher has to be prepared, have good class control and be able to communicate and explain well to his students.

Ray believed from the beginning of his internship that he had the necessary qualities to become a teacher. In interview one, he observed that a teacher should be a leader, an organizer and a good class manager. He believed that he had these qualities. In his second interview, he added that a teacher should have patience, have a good knowledge of the subject material, be versatile, imaginative, creative and an actor. In his final interview, Ray stated that a teacher should be enthusiastic, care about his students and be a good planner.

In interview one, Marie suggested that a teacher should possess the qualities of compassion, empathy, flexibility, adaptability and have a sincere interest in learning. In interview two, she added that teachers should possess good

communication and personal interaction skills. After interview three, Marie noted that flexibility was particularly important and suggested that teachers be consistent in dealing with students and have a clear purpose for what they were doing.

First Day Of Observation As An Intern Teacher

Mark was quite unsure about how his first day as an intern was going to unfold. He thought about many things but was particularly concerned about how the students would react to him, how they would treat him and how he would react to them. Mark was confident in his abilities to relate to others and felt that he could adjust to new situations. It was twenty years since he had been in a high school so he generally felt pretty good after his first day. He was pleasantly surprised by the students' behaviour and found them to be commendable and a pretty good bunch of kids.

Ray, too, was concerned about what might happen on his first day at school. He was concerned about his relationship with the teaching staff, what the students would think of him and whether or not he could get their respect. Ray noted that he lacked confidence in preparing lesson plans and expected students to be a serious discipline problem. Ray's first day, however, turned out to be a good one, for the most part. He came away with a

positive attitude about the students and the school in general.

Ray felt that our education system did not get the financial support from government that it needed to be up to date with other provinces in Canada. His understanding from talking to friends, reading statistics, papers at university and comparing science courses here with those in other countries was that our education system was below that of many Third World countries.

Although Marie was a little nervous about her first day at school, she felt that she had prepared well and was fairly familiar with what to expect. She prepared in advance for her first day by talking to her sister who was a teacher and with many other teachers in the days leading up to her first day at school. Marie also knew some of the teachers on staff and this made her feel more comfortable about being there. What frightened and intimidated her was whether or not she would be able to manage a class successfully. She always believed that she had the intellectual capacity to teach as well as having the knowledge to be able to draw what students know out of them. She was not as confident that she could do that and manage a class at the same time. Marie, too, was pleasantly surprised by the behaviour of the students. She was expecting them to be tough and difficult but found them to be really nice and cooperative.

Role As A Teacher

After his first three weeks of internship, Mark began to question whether or not he was suited for teaching. He questioned his toughness and his ability to handle classroom discipline. He believed his role as a teacher was to be a disciplinarian, a motivator, a communicator, a friend, a parent and a jack of all trades.

Ray believed that his role as a teacher was first and foremost to educate. He thought that this would evolve in two ways. He would be passing on knowledge and would also be a role model for students. He was concerned that students needed structure and direction in their lives.

Marie concluded that her role as a teacher was to help students learn how to think and give them the skills they needed to be able to think.

Perceptions Of Teaching

Mark's initial thoughts on what teaching was were based on his experiences as a student going through the school system. He believed that teachers basically lectured while students listened. Today, he believes that teaching is more than that. He felt that teaching was a cross between being a journalist and a listener. He believes teaching is about asking questions and getting students to think.

After seven weeks as an intern, Mark began to think of teaching more in terms of human relations than gaining

academic knowledge. At this point, he was more concerned with how students related to each other and how teachers related to students as people.

Mark observed that teaching was not easy. He admitted that he didn't appreciate what teachers did until he became an intern teacher himself and actually walked into a classroom. He found teaching to be challenging and busy and observed that a teacher had to be on the ball to do the job properly.

After week twelve, Mark concluded that teaching was like a roller coaster ride of emotions from frustrating to satisfying. He felt that it was a noble profession and one which directly impacted on people's lives. He never once found it dull, but challenging, interesting and rewarding.

Ray's response to what is teaching was brief and to the point. He stated that it was carrying ideas and values to others, educating other people. Ray perceived teaching, in interview two, as a complicated topic. He referred to it as the imparting of knowledge and values from one person to another.

Ray had also observed that there was a lot more to teaching than he had expected. He found it to be a job which placed great demands on emotions and required a lot of time after school to get ready for the next day. He also noted that the job was very stressful and underrated as a profession. He felt that the general public didn't know

enough about what teachers were required to do.

After twelve weeks into the Internship Program, Ray made a number of conclusions based on his classroom experiences. He referred to teaching as a tough job where a teacher had to learn a lot of material and present it in interesting ways to students. He also observed that a teacher was like an actor in that a teacher performed all day in school and then had to begin planning for his performances the next day.

Marie perceived teaching to be the facilitating of thinking processes. She wanted students to realize when they are sent out into the workforce that there are questions to be asked and they should be asking them.

After seven weeks of internship, Marie was no longer sure what teaching was. She felt that the challenge of teaching was in trying to meet all of the students' needs, whether they be values, personal or academic.

Marie found teaching to be difficult work. She felt there was a definite stress in trying to deal with so many personalities as well as find things that would help her manage and motivate a class. She thought that being organized and prepared would go a long way in helping her do that.

Marie concluded her third interview by stating that teaching involved helping students. She began to see teaching more as a way to let students see their good

qualities and in this way helping them to realize that they can learn.

Perceptions Of Our Education System And Teaching Profession

Mark believed that government wasn't putting enough money into education for resources. He noted that there were a lot of really good things going on in our schools and that teachers were doing the best they could with the resources they had. He indicated that, as a group, most teachers were very dedicated to education.

After his internship program, Mark pointed out again that, contrary to what some members of the general public may think, teachers are dedicated, selfless and hard working people. He also noted, however, that some teachers seemed to have a dark view of human nature and tended to get what they expected from students, while others tended to be derogatory about certain students.

Ray was concerned with the way the government and the public treated the education system and teachers. He believed that they did not consider education to be that important. He felt that education was being pushed more and more down the list of priorities. He gave no rationale for this except to say that it was his impression at the time.

Marie was really impressed with the way students and teachers responded to a crisis situation at her school. She had thought that if a person needed a reason to be there,

then it was the way students, teachers and others cared for each other during the crisis.

After the crisis, she was concerned that teachers would have to be careful with touching and meeting students alone because it could possibly be misconstrued as inappropriate in the teacher-student relationship. She felt that people needed to know exactly what a student-teacher relationship is and how easily it is to step over that line.

Marie was concerned that contract negotiations with government were currently affecting the morale of teachers in a negative way. She was upset with government's treatment, especially when teachers were not given enough resources to teach with.

Marie was also concerned that student outings should be connected to student curriculum whereas currently she felt that students spent too much time on activities that weren't clearly related to the curriculum.

After her third interview, Marie was clearly frustrated with our education system. She felt that too much time was spent on classroom management and trying to get students to fit into moulds. She observed that our education system was teaching people how to be polite and fit into the social structure.

Perceptions Of The Hidden Curriculum

Mark's initial perceptions of the meaning of hidden

curriculum was that students notice everything about teachers - their body language, enthusiasm, whether or not they were having a good or bad day. He also noted that students talk to their teachers about their own personal lives.

In interview three, Mark explained the teachers sent out messages to students whether they know it or not. He believes that the hidden curriculum is as important as anything else and may be more important once credibility is established with students.

Ray believed that teachers transferred their beliefs and values to students but that as far as possible, teachers should try to remain objective and neutral when giving information to students. He felt that teachers were there to guide and present the material.

Ray indicated in interview three that he could not add anything new to his previous thoughts. His belief was that it was the unintentional teaching of attitudes and ideals to students and that it was impossible to hide all your values and morals from them.

Marie's perceptions of the hidden curriculum were very different from those of Mark or Ray. Her belief was that the school system was set up to produce workers and not creative, self-directed and independent learners. She noted that the hidden curriculum endorsed the way society wanted people to be and that was to be as similar as possible

because it was easier for society to work with similar people. In the same way, she believed that society, through its teachers, tried to get all students to be as similar as possible so that they would be better able to fit into the world of work rather than into a world of non-differences.

Perceptions Of Teaching Methods

Mark believed that the Methods courses were inadequate and did not go far enough in their content. He was convinced that more emphasis should be placed on Methods courses by the university.

In interview two, Mark noted that he did not know enough about teaching methods. He knew that he should try and use other methods than lecture. He is trying now to vary his teaching strategies giving some time to lecture, question and answer method, group work and writing notes on the board.

Mark concluded that he did not know very much about teaching methods. He did know that they were important if a teacher wanted to be effective in the classroom. He referred to methods as having four major components: discipline, communication, planning and evaluation.

In interview one, Ray said that he did not remember a lot about teaching methods. He expected to find the lecture method being used most frequently and often did find it that way at the school he was in.

After interview two, Ray noted that when he did his Methods course, the implication was that there was one hard and fast rule and that was that there were certain guidelines which should be followed when teaching and that the method of delivery works differently for different people.

In interview three, Ray pointed out that he had done one Methods course at university. He again suggested that the course implied that there were many teaching methods on how to teach a certain topic. Ray concluded that how a teacher teaches doesn't really matter as long as the material is effectively taught.

Marie felt that she did not know enough about teaching methods. She was familiar with some and believed that every teacher should be exposed to a variety of methods because students learn in different ways. After interview two, Marie was confident that she knew a lot about teaching methods on a theoretical level but knew little about how to implement and apply them. She also observed that when she used them in her classes at university, there was a lot more time to prepare for one teaching session than she had now.

In interview three, Marie concluded that she didn't have much time to read more or think more about teaching methods. She was convinced that teachers needed to know a variety of teaching methods because the more variety allowed different individuals to respond to different methods of

teaching.

Perceptions On Whether Or Not He/She Was Adequately Prepared
By The University For The Teaching Profession

Although Mark responded that he was not, he emphasized particularly teaching methods courses. He complained that these courses were inadequate and that the university should offer more than two Methods courses. He felt that more topics should be incorporated into the Methods courses like attention deficit, motivation, self-concept, self-esteem and other psychological terms which would better help the teacher manage and prepare classes. Mark also suggested the Methods courses should emphasize planning, organizing and student evaluation.

Ray also claimed that he was not prepared adequately for the teaching profession. He, too, criticized the Methods courses he did at university. He believed that they were ineffective and did not prepare him for the many challenges he would face in the classroom.

Marie, however, did not support these views. She believed that the degree program in Education did prepare her for teaching and that her Methods courses were very practical and valuable. She did suggest, however, that another course on actual planning and preparation be developed so that more emphasis was placed on classroom management and curriculum development in the Methods courses.

Perceptions Of Discipline In The Classroom

Mark noted that he usually found the students to be pretty good in terms of class behaviour. He indicated that he still needed to be a little tougher with some students who tended to be too noisy and disruptive in class.

At the end of his internship, Mark believed that discipline in the classroom was very important. He suggested that teachers needed it if they were to do an effective job in the classroom with instruction.

Ray was initially scared to death with having to discipline a student. He was concerned and uncomfortable with being in situations which he would not be able to control. After twelve weeks of internship, Ray still found disciplining students a problem. He found it difficult to resume a pleasant role once he had been upset. Ray felt more comfortable with it than when he had started.

Marie observed that she was weak and ineffective when it came to disciplining students. She found it difficult to get tough with students who were being disruptive in class. In interview three, she felt that control was needed if teachers and students were to function properly in the classroom. Her hope was that the education system did not break students who didn't seem to fit into it or who were not meant for it.

Marie also pointed out that she had difficulty differentiating between discipline and management in the

classroom and used the two words interchangeably in discussion. Mark, however, did not differentiate between the two words and responded clearly to both concepts when asked. He believed that classroom management was a much broader term encompassing many things that a teacher did in managing the class. Ray tended to support Marie's view that classroom management and classroom discipline were similar. Earlier he had perceived classroom management as classroom control and focusing on disruptive students.

Perceptions Of Students

From the beginning of the internship, Mark had a positive view of students. This view continued into interview two where he observed that he was feeling much more comfortable with the students in the classroom. He felt that he could be himself without having to spend too much time trying to establish control or a reputation.

At the end of his internship, Mark noted that he really felt comfortable being in the same room with, as he put it, "a bunch of adolescents".

Ray, on the other hand, was not sure what to expect from students. He had heard some wild stories about their behaviour and this seemed to support his own experiences of them when he was in school. He anticipated that they would be a major discipline concern.

After seven weeks of internship, Ray noted that he was

interacting with students more and generally felt more comfortable in class. At the end of his internship, Ray found that he was better able to relate to students and observed that they were more comfortable with him.

Marie's initial view of students was that they were likeable and good. She had anticipated in the beginning that they would be more troublesome. By the end of week seven, she was feeling more relaxed with students in her classes. She found that she was trying to interact and deal with their concerns on a one to one basis. At the time, she felt that this was an effective strategy to use to resolve potential problems in the classroom. After her internship, Marie felt more comfortable with students and being around teenagers. Her belief was that getting to know students outside the classroom, in extracurricular activities, definitely made it easier to teach students when in the classroom.

Perceptions Of Himself/Herself And Experiences With Internship Program

Mark felt much more confident about himself and his teaching abilities at week seven of the internship. His belief was that he had come a long way, especially with regard to disciplining students since he started the internship. After twelve weeks, Mark was quite satisfied with his accomplishments as an intern teacher. He felt that he was more confident and had learned a great deal about

understanding people since he began the internship program.

At week seven of the internship program, Ray felt quite positive about what he was doing. He believed, at times, that he was ill prepared to handle discipline problems and disruptive students and felt that more preparation of intern teachers be done in these areas before putting them in a school environment. After his third interview, Ray was very positive about the Internship Program. He did not feel that way though about his experiences as an intern teacher. He was unsure as to whether he wanted to pursue teaching as a career because, at times, he felt that he had bad classes and couldn't control the students. His concluding remarks were that the Internship Program was not long enough and felt that it should be extended. He felt that he was just getting into the flow of teaching and he had to stop.

Marie, too, found the Internship Program to be a real learning experience. At week seven, she indicated that there were days when she didn't enjoy it but that her overall experience was certainly positive. She thought that she was doing a good job.

Again, after week twelve, Marie concluded that the Internship Program was a really positive experience.

Most Satisfying Experience As An Intern

After the midway point of the program, Mark could remember only one particular incident which he would

classify as really satisfying. He felt that one young female student did not feel adequate in her abilities in literature class. He encouraged her to express her ideas in class and when she did, he praised and supported her. She was beginning to feel good about herself in his class and this pleased him.

Ray's most satisfying experience had to do with correcting students' lab work and assignments. He felt good that what he was doing had a purpose and that he was helping others with their education.

Marie did not remember a particular incident but rather noted that giving students an extra hour to complete an exam was really satisfying. She indicated that learning to deal with students who were having problems and helping them to resolve them was also very satisfying to her.

Worst Experience As An Intern

Mark had two experiences which he considered traumatic. The first occurred when he had to prepare and present his first teaching lesson to a class. He was apprehensive about doing that, being evaluated and trying to pull his thoughts together at the same time. The second happened when he was told by a student that he couldn't teach - that he didn't know how to explain things. Mark was hurt by this but found that it was part of the learning processes of an intern teacher. Mark concluded that, from time to time, he will be

criticized, however, he felt that he did not have to accept being criticized in front of other students.

Ray admitted that his second teaching experience was by far the worst of them all. He felt, at the time, that he had lost control of the class and was quite upset with himself. It was after this incident that he began to question whether or not he wanted to be a teacher. He realized that this was a real learning experience for him and was convinced that there was much more to teaching than he had previously thought.

Ray described a second experience which he considered to be among those referred to as worst experiences. He remembered sending a student to the office but unbeknownst to him the student didn't arrive. Ray did not know where the student had gone. He later checked with the assistant principal who said that he would take care of the matter. Ray felt that this experience taught him a lot about dealing with students and to following up on things which happen in class.

Marie indicated that she's had a few bad days during her first seven weeks as an intern teacher. Her worst was with a male student who was being disruptive in class and she did not know how to handle the situation for the duration of the semester. She decided to leave well enough alone and not confront the issue any further.

By the end of her internship, Marie could not remember

what her worst experience was. It seemed, now, that what concerned her most was learning to deal with people who were having difficulties. She found it frustrating but believed that it was part of their adjusting to life.

Perceptions Of Internship Program

Mark concluded that the Internship Program was a good, hands-on approach to teaching and learning for intern teachers. He believed that interns should be exposed to more classroom management techniques before they are assigned to the Internship Program. Mark was very positive about the whole internship experience and felt that he had learned a great deal about teaching, learning and students in a very brief period of time.

Ray articulated that his perceptions of teaching and the educational process had radically changed since he began his internship. His belief that teaching was an easy job changed quickly after his first few weeks as an intern. He found it then to be quite difficult and stressful.

Ray was not impressed as an intern with government's handling of teacher contract negotiations. He thought it was obvious that government didn't care about teachers as a group because they were laying teachers off, cutting positions and closing schools.

Ray concluded that some aspects of the Internship Program at MUN needed to be reviewed. He cited,

particularly, Methods courses for intern teachers. His suggestion was that there should be more courses offered on actual teaching or instructional methods and on classroom management techniques. Ray felt that he was not prepared to take on the teaching duties of a teacher particularly in the area of teaching methods.

Marie seemed to be very impressed with the Internship Program overall. She noted that she could not imagine having gone teaching without having participated in an internship. She felt, however, that interns may be oversupervised and wondered if it was really necessary.

She noted that, at times, she was more concerned with being supervised than with her actual teaching. Marie indicated that it got to the point where it seemed that too much time was being arranged around supervision of the intern rather than instruction and doing the job.

Concerns For Immediate Future And Aspirations To Teach

All three intern teachers responded the same way when asked about their immediate concerns. Their first concern was to get a job teaching if they could. They believed that this would be difficult since government was making many financial cuts to education programs. The interns were also unsure about whether or not they wanted to teach.

Mark was concerned with the myriad of problems associated with modern schools which could dissuade him from

teaching while Marie felt that she could not make a decision based on the internship alone.

Ray was concerned about the sexual abuse charges being levelled against teachers and others in roles of responsibility. He observed that in today's environment a person would really have to think twice about their chosen profession, particularly those aspiring to become teachers.

Chapter 5

Recommendations for Further Research

Some possible areas for further research and/or implementation are suggested by the findings of this study.

1. The present study has provided information about the early experiences and perceptions of teacher interns. Before they began their internship at the high school, interns had anticipated that many students would be troublesome, defiant, disruptive and intimidating. However, after working with the students for three weeks, interns developed a more positive view of students. They now believed students to be commendable, cooperative, considerate and "generally a nice bunch of kids" .

There is a need to make interns more aware of the behaviour of students in our schools today. This could be handled by the university during intern orientation week or by the participating school's principal or designated cooperating teacher who would brief interns on student behaviour in his/her school. This may go a long way in alleviating unnecessary anxiety for preservice teachers who might already be anxious about other areas of the internship program.

2. After their first interview, the three interns stated that they did not know what was involved in lesson planning,

did not know enough about planning, did not do enough of it, and did not expect the amount of planning that had to be done to be prepared for class. Shortly after they began their internship, they realized the importance of planning in teaching. At the end of their internship, they were convinced that all interns should learn how to plan lessons and also how to plan them for the short and the long term. They considered planning to be one of the most important elements of effective teaching. Learning how to plan and what to plan is becoming more and more critical for teachers in today's classrooms.

It is recommended that planning, both short and long term, become a more significant topic in education courses offered to prospective teachers at the undergraduate and internship level at Memorial University.

3. Possibly the most difficult area of the internship and the one which caused the interns the most anxiety and frustration was the area of classroom management. Interns found it difficult to discipline defiant or disruptive students and often avoided it. They wanted to know more about classroom control, building rapport, working with students and effective classroom management techniques. Interns were also concerned with getting the most out of the instructional time which they had for various subjects. They felt that if they had to prepare students for

instruction, then they would have to improve their classroom management skills and overall classroom organization.

It is recommended that more time be devoted in undergraduate Education courses to teaching preservice teachers effective classroom management skills. Some of these topics might include: conflict resolution, building rapport with students and parents, getting organized for teaching, preparing students for instruction, and learning how to manage disruptive behaviour. One of the interns may have said it best when he stated: "The challenge in teaching is classroom management." Interns need to be better prepared to meet the challenges of the classroom.

4. In the area of classroom instruction the three interns were unsure as to what it actually meant. One intern didn't realize that it had to do with teaching methods/strategies at all. By the time they were half way through their internship at the school, they were beginning to realize that "how you teach" was as important in teaching as planning and classroom management. They felt that they were too traditional and relied too heavily on lecturing and giving notes. They also felt that the Methods courses at university generally did not prepare them for teaching in the classroom and that they did not know enough about teaching methods. At the end of their internship they believed that teachers needed to become more familiar with a

variety of teaching and learning styles and how to use and implement them. The interns also felt that teachers need to become more creative and dynamic in the classroom. Students learn in various ways and how teachers' teach is integral to student learning.

It is recommended that more emphasis be placed on teaching methods in Education courses at the undergraduate level. The interns, particularly, believed that preservice teachers should be required to do more Methods courses in their programs. Preservice teachers should be given every opportunity to develop a variety of effective teaching methods while at university. Some of these areas might include: proper use of video/overheads in the classroom, working in groups, leading discussions, cooperative learning and resource-based teaching strategies and using the computer for effective teaching and learning in the classroom.

5. It was the opinion of the interns that schools and teachers in Newfoundland and Labrador were poorly equipped with learning resources. They felt that this belief was reinforced in Education classes at Memorial and by their brief experiences in a local high school. It was felt that education was not a priority with government and that government was making too many cutbacks in teachers and specialist personnel at the school board level. Interns

also felt that governments' treatment of teachers in the public domain over the past few years have negatively impacted on teacher morale in the schools and in society in this province. Interns were very concerned about job opportunities in this province, particularly in the field of education. They felt that the public, in particular, were not getting an accurate assessment of teachers from government and that more should be done to make the public more aware of what teachers do in schools, for schools, for the community and for the province as professionals and as volunteers.

It is recommended that the NLTA, along with the Education Department at MUN, work together with a view to fostering a positive image of teaching and teachers in this province.

6. It was felt by the interns that their internship was, for the most part, effective, valuable and positive. One intern was so impressed by what he had learned that he thought the program should be extended for a second semester. There are, however, a number of areas which still need to be improved. The first is in the area of extra-curricular activities and school committees. None of the interns in this study became involved in extra-curricular activities and only one was involved in a school committee. This writer would argue that their teaching experiences were

significantly short-changed because they did not become involved in this very important aspect of school life. Being a part of the culture of the school is essential in understanding the students, the teachers, the operation of the school and your role in the school. It also helps build teacher camaraderie and student/teacher rapport and shows others on staff that you are willing to do your share to lighten the extra-curricular and committee load.

A second concern which needs to be reviewed is in the area of 'intern space and time for reflection'. By the end of the program, it is recommended that interns be teaching at least 50% of the instructional time. This seems to be quite inconsistent from school to school or teacher to teacher. It is this writer's view that interns who are placed in schools need more time than they are presently getting to participate in reflective sessions with their cooperating teachers and university supervisors. Time is important for internal analysis and reflection of the teaching environment in which an intern is placed. Interns need time to think about their teaching and to reflect on their teaching. They also need time to properly prepare and plan for their classes: find materials, resources and the like. Interns are not seasoned teachers but teachers-in-training and should not be expected to carry the load of a professional salaried teacher.

To these ends the following are offered for further

discussion and/or research:

- a. Internship program should be enriched but not overloaded.
- b. Education students at MUN should be provided the opportunity to see experienced teachers in action from time to time using various teaching methods. Preservice teachers, placed in schools, should also be given the opportunity to see other experienced teachers in the school teach in their subject/class areas.
- c. Interns should be provided the opportunity to meet with and discuss the roles of significant others in the school environment: principal, assistant principal, guidance counsellor, learning resource teacher, athletic director, and committee chairpersons.
- d. Interns should be provided the opportunity and welcomed to participate in extra-curricular activities and to become involved in various school committees.

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Appendix A
Questions for Interview One

Intern Teachers Early Experiences and Perceptions of Teaching

Structured Questions for Interview One to be administered to three (3) intern teachers after their third week of teaching and classroom observation.

1. The intern teacher is asked to describe his/her general background focusing on the following:
 - (a) age
 - (b) birthplace
 - (c) interests
 - (d) work experience
 - (e) major/minor
2. What were your perceptions of planning before you had your first teaching experience?
 - (a) When do you plan?
 - (b) What do you plan?
 - (c) How do you plan?
 - (d) How much time did you think should be spent on planning?
3. How did you plan for your first teaching experience? Were you helped in your planning? By Whom?
4. How did you feel after your first teaching experience?
5. What were your perceptions of classroom management before you began your internship?
6. What did you expect to find? (i.e. classroom management).
7. What were your perceptions about classroom instruction?
8. What do you think is important about classroom instruction?

9. After three weeks of in-class observation and teaching, have your perceptions changed about planning, classroom management or classroom instruction?
10. What are your reasons for wanting to be a teacher?
11. What qualities do you think a teacher should possess for teaching? (Personal and Professional qualities).
12. How did you prepare for your first day at school?
13. What were your concerns?
What were you confident about?
14. What were your impressions after your first day at school?
15. What has impacted positively or negatively on you about our educational system or the teaching profession?
16. What do you know about the hidden curriculum?
17. What do you think your role is or will be as a teacher?
18. What is teaching?
19. What did you expect to find in terms of teaching methods?
20. What do you know about teaching methods?
21. Do you think you were adequately prepared by the university for the teaching profession in the areas of planning, classroom management and classroom instruction?
22. Were your methods courses practical?

23. What were your concerns about discipline in the classroom?
24. What were your perceptions of students? Have they changed in the past three weeks?

Appendix B
Questions for Interview Two

Intern Teachers Early Experiences and Perceptions of Teaching

Structured questions for Interview Two to be administered to three (3) intern teachers after their 7th. week of teaching and classroom observation.

1. What are your perceptions on planning now that you have 7 weeks of experience in the classroom?
2. When do you plan?
How do you plan?
How much time do you spend planning?
What do you plan?
What have you done to improve your planning skills?
3. What are your perceptions of classroom management after 7 weeks of in-class practice and observation?
4. What have you done to improve your classroom management skills?
5. What are your perceptions of classroom instruction after 7 weeks of in-class practice and observation?
6. What have you done to improve your classroom instruction skills?
7. Now that you are in your 7th. week of teaching and the internship program, have your reasons for wanting to be a teacher changed?
8. What qualities do you now believe a teacher should possess for teaching? (Personal and professional).
9. What are your impressions of teaching after 7 weeks into the internship program?

10. What has impacted on you positively or negatively about our educational system or the teaching profession since our last discussion?
11. What do you now know about the hidden curriculum?
12. What is teaching?
13. What do you now know about teaching methods?
14. How do you feel now about discipline in the classroom?
15. What are your perceptions of students?
Do you interact with them more? Why?
16. How do you now feel about yourself and your experiences with the internship program?
17. What has been your most satisfying experience to date with your internship program?
18. What do you think has been your worst experience to date with your internship program?

Appendix C

Questions for Interview Three

Intern Teachers Early Experiences and Perceptions of Teaching

Structured questions for Interview Three to be administered to three (3) intern teachers after completion of their 12 weeks of teaching and classroom observation.

1. What are your perceptions on planning now that you have 12 weeks of experience in the classroom?
2. When do you plan?
How do you plan?
How much time do you spend planning?
What do you plan?
What have you done to improve your planning skills?
3. What are your perceptions of classroom management after 12 weeks of in-class practice and observation?
4. What have you done to improve your classroom management skills?
5. What are your perceptions of classroom instruction after 12 weeks of in-class practice and observation?
6. What have you done to improve your classroom instruction skills?
7. Now that you are in your 12th. week of teaching and the internship program, have your reasons for wanting to be a teacher changed?
8. What qualities do you now believe a teacher should possess for teaching? (Personal and professional).
9. What are your impressions of teaching after 12 weeks into the internship program?

10. What has impacted on you positively or negatively about our educational system or the teaching profession since our last discussion?
11. What do you now know about the hidden curriculum?
12. What is teaching?
13. What do you now know about teaching methods?
14. How do you feel now about discipline in the classroom?
15. What are your perceptions of students?
Do you interact with them more? Why?
16. How do you now feel about yourself and your experiences with the internship program?
17. What has been your most satisfying experience to date with your internship program?
18. What do you think has been your worst experience to date with your internship program?
19. Now that your program is completed, what are your thoughts on the Internship Program?
20. What are your concerns for the immediate future and your aspirations to teach?



