2018

Transformative Apprenticeship: Enacting Teacher Identity in a Clinical Model

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Recommended Citation

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Abstract

This content analysis investigates how teacher candidates (TCs) in a clinical model enact professional identity through their reflections. The researchers assume that learning is situated within specific contexts, and discursive interactions reveal much about individual beliefs. TCs in this study are part of an elementary and special education dual degree program situated within a clinical teacher preparatory academy at a large, public university. Findings indicate that TCs transition to teaching, construct practice, and internalize teaching experiences. Results contribute an understanding of how TCs develop new schema for teaching experiences and transition from novices to experts within their classroom communities.

Keywords
clinical practice, identity, pre-service teachers

The role of teacher education is under intense scrutiny across the United States. The National Center on Teaching Quality (2014) has expressed concern that colleges of education produce teachers who are poorly equipped to successfully teach today's students. These sentiments reflect those of the Report of the Blue Ribbon Panel (NCATE, 2010) which calls for innovative changes to teacher education practices; in particular, a movement toward authentic, clinical practice is taking hold of the field of teacher education. This movement echoes the constructivist principles of Dewey's laboratory schools from the early twentieth century (Jackson, 1990) and the professional development schools of the late-twentieth century (Kennedy, 1990). However, this push for increasing authentic, relevant experiences for teacher candidates is situated within our modern professional climate that is encased in accountability. In particular, colleges of education seeking endorsement from the Council for the Accreditation of Educator Preparation (CAEP) must adhere to CAEP's Standard 2: Clinical Partnerships and Practice, which calls for high quality clinical practice with several performance-based assessments (CAEP, 2015). As such, teacher educators are in the unique position of needing to lead teacher candidates (TCs) through clinical experiences, while also finding ways to authenticate the relevancy of teacher education programs.

Dewey (1902) argued, "Learning is active. It involves reaching out the mind" (p. 13). In a clinical setting the experiences provide ways to *reach out* beyond the university setting and into schools, and reflections allow TCs to bring their active learning back to the mind and consider the implications of their experiences. Reflection has been a long-standing tradition in teacher education. Thinking about teaching as practice provides meaningful ways to improve instructional delivery, capitalize on strengths, and identify weaknesses. University faculty must often rely on the teacher candidates to thoughtfully reflect and recognize their own strengths and weaknesses. However, a clinical setting provides opportunities for university faculty to engage in consistent observation with both teacher candidates and their mentor teachers, which provides avenues for enriching their learning contexts (Darling-Hammond et al., 2005; Pope, Beal, Long, & McCammon, 2011).

With the movement toward increasing high quality clinical practice for teacher candidates, university faculty may benefit from approaching reflection with a different lens and transition toward seeking to understand how teacher candidates begin to assume the identity of a teacher. Their reflections give much insight into how this process unfolds (Sutherland, Howard, & Markauskaite, 2010); yet little is known about how teacher candidates enact professional identity in a clinical setting that combines special education and literacy curricula.

Review of Literature

Theoretical Framework

Research on situated learning theory and constructivism provide the theoretical framework for this study. Putnam and Borko (2000) posit preservice teacher participation in a discourse community provides opportunities for candidates to engage in "learning to think, talk, and act as a teacher" (p. 10). These communities are situated within a specific learning environment in which experts and novices work together toward a shared goal (Lave & Wenger, 1991). Common language and discursive experiences are part of the community's identities (Gee, 1999). Discursive interactions reveal much about cultural beliefs, attitudes, and identities (Gee, 1999); consequently, as students go through the motions of acting, talking, and thinking like a teacher, they concurrently begin to identify with the actions, language, and thought processes of teachers. This reciprocal relationship mimics Vygotsky's (1978) notion of histories in which past experiences influence future ones.

Without question, historical and contemporary literature in teacher education demonstrate the value placed on reflection in teacher preparation (Dewey, 1933; Pedro, 2005; Schon, 1983). In terms of constructivism, opportunities to create meaning through personal experiences is a core concept of learning. Schon (1983) argues that reflection should occur *in action*, suggesting that the act of engaging in professional activities changes one's perceptions and can inform future behavior. Multi-dimensional approaches to reflection create opportunities for students to expand their world, which Dewey (1902) argues is a fundamental part of expanding meaning making.

Dewey's (1933) model of reflection emphasizes the introspective nature of the kinds of reflection that lead to greater understanding of one's community, oneself, and the means of addressing common problems. Two aspects of Dewey's (1933) theory of reflective practice are particularly applicable to the question of how pre-service teachers develop professional identities through reflection. First, Dewey posits that reflection must happen in community in interaction with others. Second, reflective teaching values the personal and intellectual growth of both oneself and others. It would seem to follow, then, that examining the reflections of teacher candidates participating in a clinical model of teacher preparation might reveal insights into the nature of their developing professional identities.

Developing Teacher Identity

Teacher candidates benefit from opportunities to reflect on practice (Izadinia, 2013). In particular, developing as teachers within a collaborative setting encourages engagement and identity exploration (Farnsworth, 2010). Chong and colleagues (2011) posit pre-service teachers bring specific ideas to their teacher education programs, formed for the most part from their own school experiences, their

fledgling paradigms for teaching and teachers. These pre-formed constructs play a large role in determining their attitudes toward the classroom and its associated teacher roles and practices. Moreover, images of teaching formed by education students before they enter the profession have powerful effects on their formation of a teacher identity (Chong et al., 2011).

As teacher candidates transition from novice to expert group members in a community of practice (Lave & Wenger, 1991), they engage in practices that help them develop their identity "toolkit" (Gee, 1999). Ideally, these practices are rooted in authentic experiences that involve partnerships between university programs and local schools (Zeichner, Bowman, Guillen, & Napolitan, 2016). Meaningful partnerships among stakeholders create an ideal context for teacher candidates to begin negotiating what it means to become a teacher. During this time of development, teacher candidates experience a range of identities (Henry, 2016).

Professional identity development is fraught with challenges. In particular, actual teaching experiences contribute to dissonance between TCs expectations and the realities associated with teaching as their paradigms are challenged within the context of the day-to-day ups and downs of professional practice (Chong et al., 2011). Confronting and reacting to questions of identity and praxis are essential to developing a strong teacher identity, and participation in the apprenticeship process within a community of practice provides a supportive network within which these struggles can be productive (Chong et al., 2011). More research is needed to better understand how this transformative experience shapes the teacher candidates' identities (Henry, 2016) and how to best prepare teachers for effective practice (Tatto, Richmond, & Andrews, 2016). This study addresses these issues within a new type of clinical setting that reflects new standards established by governing bodies for teacher education programs.

Clinical Apprenticeship
Interest in apprenticeship learning for pre-service teachers has placed a renewed focus on reforming teacher education programs to help teachers meet the demands of twenty-first- century classrooms. Addressing this need, recent research in teacher education has led to research in the development of new models of clinical preparation for pre-service teachers (Darling-Hammond, et al., 2005; Zeichner, 2010). As reported by Banks (2015) in her review of recent literature on clinical teacher preparation research, the American Association for Colleges of Teacher Education has concluded that reconstructing teacher education programs to build in clinically-based curriculum is a critical need for insuring more effective development of teacher candidates. One aspect of an effective clinical experience emphasized in the research on clinical teacher education is the need for scaffolding TCs' teaching experiences in a way that supports them in their trajectories from peripheral to insider status through interactions with expert university and K-12

faculty in immersive experiences within their communities of practice (Darling-Hammond, 2006). An effective apprenticeship experience provides teachers-to-be a wide variety of opportunities to reflect on their practice and their development as teaching professionals, assessing themselves on their level of readiness and learning needs throughout their preparation (Darling-Hammond, 2000).

In this study, teacher candidate reflections provide a consistent way for university faculty to support the TCs on their journey toward becoming licensed educators. As they make this transition from novice to expert, TCs reflect upon their experiences in written exchanges with university faculty. The faculty member, in turn, prompts the TCs to think more deeply about their practice. As novices in the community of practice, TCs are engaged in an apprenticeship process designed to lead toward mastery. This transition from novice to expert is the crux of the apprenticeship experience (Lave & Wenger, 1991). Wenger (1998) describes this iterative process of becoming a full participant in a professional community of practice, wherein one follows a trajectory from peripheral to inbound and finally to insider, a position of full participation in the community. Although TCs' transitions have been well-documented in relation to traditional field experiences (Guyton & Byrd, 2000), there remains a disconnect between traditional field placements and the call for clinical models in teacher education. This study has the potential to reveal new information about how a clinical setting may influence TCs' perceptions of their professional identity and answers the research question: How do teacher candidates enact professional identity through reflections in a clinical setting?

Methods

This study was conducted using a content analysis approach (Krippendorff, 2004). Content analysis is a methodology in which researchers carefully analyze data to extract trends and patterns (Krippendorff, 2004). This methodology is appropriate for collecting and analyzing text and offers insight into participants' beliefs (Krippendorff, 2004).

Participants

This study is part of a larger, grant-funded study investigating teacher preparation practices in a large, state university in the southern United States. The overarching project was approved by the Institutional Review Board at the university, and our study falls within these parameters. The current study is conducted with 15 university students in a special education and elementary education dual degree program that is situated in a clinical setting. The students are college juniors and enrolled in a joint course that addresses assessment, culturally responsive teaching, diverse populations, and literacy methods. The clinical site for this study is an urban elementary school with 100% free/reduced lunch; student demographics at the

elementary school are 16.4% White, 42.3% African American, 31.3% Hispanic, 2.8% Asian, .7% American Indian, .7% Pacific Islander, 5.7% Multiracial. The total population for the school is 281 students. The teacher candidates for this study are 87% White, 13% African American.

Data collection

The data for this study include reflections written by the TCs in response to open-ended prompts in which a university instructor asked students to describe and analyze their field experiences (see Appendix A for prompts). Each student was assigned 10 reflections over the course of the spring 2016 semester; due to some incomplete or missing assignments, 144 reflections were analyzed for this study. Melissa collected the reflections from the university's Blackboard site and removed all identifying information. These reflections were converted to PDFs and imported into NVivo for analysis. No data were excluded from analysis.

Data analysis

The researchers used content analysis (Krippendorff, 2004) to determine the themes of the TCs' reflections. We began data analysis by reading through the students' reflections. Emerging codes were noted through the inferring process (Krippendorff, 2004), and open and axial coding were applied (Corbin & Strauss, 2008) to all data, which resulted in 39 themes. This initial phase of data analysis continued for five months. During our weekly data analysis sessions, we read and re-read data, developed codes, and discussed emerging themes. All data were coded together. After analyzing approximately one-third of the data, we conducted blind-coding by separately analyzing a sample from Reflection #1 (Schreier, 2012). At this time, we reached 82% inter-coder agreement. Then we double-coded the same sample by comparing it to the original analysis, noting 90% agreement between the two coding samples. After coding two-thirds of the data, we repeated this process, with 87% accuracy for blind coding and 80% accuracy for double-coding. Once all of the data had been coded, we randomly selected another sample and replicated the blind- and double-coding procedures, and we reached 80% inter-coder agreement for both procedures.

In the second round of analysis, we closely examined all codes and related definitions and continued our check-coding process (Miles & Huberman, 1994) as we collapsed the codes though a clustering process (Krippendorff, 2004). We made generalizing statements for each theme (Krippendorff, 2004) and then compared the new themes to the original codes to verify our coding frame as part of our clustering process and made thematic distinctions (Krippendorff, 2004). Once we reached 100% agreement that all analysis matched our coding frame, we grouped all codes into three themes related to the enactment of professional identity in a

clinical setting. During these conversations, we identified and excluded outliers and continued to keep our research question in mind (Miles & Huberman, 1994).

Once we had agreed on our three themes, we met with the Rachel, the university instructor, and conducted member checking (Merriam, 2009). She shared with us that she had intuitively noted what our content analysis revealed. The themes were shared with the student participants, who also agreed with our findings. At this point, we revisited the data to select representative quotes for each theme. During this process, we reread all of the data and agreed that our coding had been accurate.

Trustworthiness. In order to ensure trustworthiness, we implemented a rigorous analysis process that included coding all data as a team, continuous code-checking (Miles & Huberman, 1994), and an extensive inferring process (Krippendorff, 2004). We practiced double and blind coding, as described above (Schreier, 2012) and reached 100% agreement on all data, engaged in peer debriefing, and applied member checking (Merriam, 2009). Throughout the data analysis, we discussed alternate perspectives (Krippendorff, 2004).

Researchers' Roles

The authors were part of a larger research and teaching team charged with implementing a clinical program in which undergraduate students simultaneously earn degrees in Elementary Education and Special Education. During spring 2016, the clinical program was conducted at three local elementary schools. Melissa taught the Clinical Semester I course at a separate site and did not interact with the TCs from this study during the semester of data collection. Peggy provided professional development to partnering teachers at the clinical sites, but she did not have a teaching role in the program. She did not interact with any of the student participants during the spring 2016 semester. Rachel was the university instructor for students in this course; she participated in member checking but not analysis in order to protect the integrity of the study.

Findings

Transition to teaching: "I hope to learn more"

TCs experienced transitioning to teaching as they engaged in purposeful observations about teacher behaviors and strategies as well as students' responses. They also implemented lessons and activities by following the directives of mentor teachers and university faculty. This process of active watching and supported participation provided the foundation for their experiences. TCs made casual observations about routines and classroom climate:

> When an activity has been completed, the teacher informs the students how many seconds they have to prepare for the next lesson or project. Immediately after informing the students of their limit, she begins counting. The students have become experts in the counting system. Each student is usually prepared by the time the teachers quits counting. (DR #4, Student 3)

TCs consistently recorded details about classroom practices and noted students' responses to these. In addition to noticing students' reactions to their classroom teacher(s), TCs made an effort to get to know their target students and think about what makes them unique in order to individualize instruction. Additionally, TCs attended to the broader scope of diversity in their classroom settings. In particular, they commented about linguistic diversity, students receiving special education services, and one TC documented experiences with a transgender student:

> I also have observed a female student who wishes to be addressed as male. The classroom does a very natural and amazing job, and identifying the student as a boy. This is not something I have encountered before, and I was surprised to see it at such a young age. I hope I get to learn more about this student and his disposition. (DR 1, Student 15)

In addition to time spent observing as an outsider, TCs engaged in some teaching practices, but they involved following scripts with assessments or doing exactly as their cooperating teacher instructed. In this capacity, TCs acted as legitimate peripheral participants (Lave & Wenger, 1991). They were an accepted part of the classroom community, but they did not have any real authority:

> When discussing why he likes these book I discovered that he likes the illustrations; therefore, Author 3 and I thought it would be appropriate to use a black lagoon (sic) book within this lesson. (DR #9, Student 3)

University faculty emphasized collaboration and co-teaching as meaningful learning opportunities. Collaboration is essential to developing professional identity (Pope et al., 2011) and a growth mindset. Essentially, TCs were not autonomous as individuals, and they relied on other novices for support when making instructional decisions:

> Regan, Bonnie, and I developed a lesson which modeled team teaching. Team teaching is when all teachers have equal roles within the entire lesson. We decided to use the centers to teach the content we wanted to cover. After deciding how we were going to teach the content we began brainstorming ways to implement the student's current goals within the classroom. After

> discussing the lesson with the classroom teacher, we knew we needed to develop a lesson that would foster narrative writing. The class has been working on narrative writing during the current semester/quarter. Regan, Bonnie, and I began to brainstorm and think about different ways to implement narrative writing. (DR #10, Student 3)

As they transitioned into teaching, TCs drew upon collaborative experiences with their classmates and relied heavily upon the expertise of university faculty and mentor teachers to plan instruction. We posit that this relationship within the learning community consisting of a variety of expertise and other novices, provided them critical opportunities to discuss and develop their teaching practices. In these examples, TCs emphasized the importance of discussion with other community members on their instructional decisions.

Constructing Practice: "I assumed this would be a good way"
As part of the gradual release of responsibility (Pearson & Gallagher, 1983), TCs applied pedagogical knowledge when planning lessons and carrying out the actions of a teacher of reading. TCs assumed ownership of teaching by selecting strategies they learned from their community experts (Lave & Wenger, 1991) and applying them with their target student based upon the student's assessment data. TCs built upon procedural knowledge and applied pedagy to teach a reading lesson:

> Different reading strategies can be the choral reading, echo reading, and antiphonal reading. These reading strategies will help my target student to have a repetitive reading time in order for her to store the story in long term memory. The reading strategies will also help for her to pick up vocabulary pronunciation when choral reading and listening/copying expression. (DR #5, Student 4)

Along with their pedagogical knowledge, TCs demonstrated the understanding that students' interests and sociocultural experiences should inform instruction. During the semester, TCs conducted interest inventories that gave them information about their target student; in subsequent lessons they used students' personal experiences and interests to inform teaching. TCs built upon that initial knowledge of students' interests and made intentional pedagogical decisions designed to teach the students by engaging them first as individuals:

> During the fluency portion of the assessments, the notion that if the student was reading something that fell into his areas of interest, then he is more likely to put forth the effort to read hard and more demanding text. He enjoys motorized sports and action based video games. If the student had

access to reading materials that fell into these categories, his desire to read more would increase and as such his fluency levels would rise. (DR #5, Student 12)

TCs began to position themselves as responsive educators who perceive teaching as more than connecting a series of discrete practices. In their final project for the clinical semester, TCs compiled a case study about one student's literacy growth over time and recommended next steps for instruction. As TCs wrestled with this process, this equally data-driven and organic approach to teaching provided TCs with the context necessary to fully engage in the acts of teaching. TCs were able to think about a student over time and use knowledge about their interests, assessment results, and lesson outcomes to individualize instruction. TCs demonstrated an understanding that teaching involves using students' experiences and assessment data to construct effective practice:

> During retellings of the fictional books, Gia consistently showed confusion with recalling story grammar details. When asked to give details about information that she could retell after reading the informative text was a lot better. She could give two correct details without prompting. This did not happen when she was asked to give details about fictional books. (DR #10, Student 13)

> At the beginning of the semester, Jasmine read very "choppy" and with a sense of a monotone. During this Running Record, Jasmine read with many voice changes as the character was doing different things in the book. Her volume would at the appropriate times and she would make comments that related to the real world. For example, in the story, the main character Grace is dismissed of getting the part of Peter Pan because she is black. Jasmine responded with, "That isn't right for her teacher to do." (DR #10, Student 10)

TCs expressed a nascent understanding that applying pedagogy to specific teaching situations requires a connection between objective information and knowledge of the whole child. In this clinical setting, TCs did not master a funds of knowledge approach to teaching (Moll, Amanti, Neff, & Gonzalez, 1992); rather, they began to understand the necessity of going back and thinking about whom they are teaching, what they need to teach, and why it matters.

Internalizing teaching: "I cannot help but worry"
Because the TCs were operating in the nucleus of a paradigm shift in which their own schema were being challenged by clinical experiences, opportunities to reflect

brought to light internal struggles. Through this apprenticeship process, TCs experienced a series of challenges and successes with their teaching. The reflective process highlights a range of internal struggles as they tried to take on this new professional identity—teacher. Part of handling the role of teacher meant that TCs had to negotiate goals and barriers, and sometimes, they were not prepared:

> Okay so this week was kind of hectic, Nancy and I were in a completely new classroom with new students. So, we had to wing it with what we had so that we could get a running record. (DR #2, Student 5)

TCs wrestled with problems and expressed confusion that teachers face. They expressed concern about meeting students' needs and following the unwritten rules of teaching. When teachers are faced with individual students' needs, they may not always have a clear plan or process for guiding the student to mastery, but practicing teachers have a repertoire of strategies from which to choose or adapt to a given situation. However, TCs' experiences are more limited. Part of enacting their professional identity included identifying what they still need to know and understanding how this knowledge impacts students:

> I made a decision to do a mini lesson in with my lesson on fluency on vowel sounds, it wasn't really the best idea. In the short amount of time we had I believe that I covered too much material, he only took away the lesson on vowel sounds. I also felt as though I may have focused more on the lesson on vowel sounds rather than putting my focus on the actual lesson that was to be taught. I didn't clarify why I we were doing the activities we were doing and I also didn't explain why he needed better fluency, leaving him confused. With the repeated reading I chose to do, he did really well. (DR #6, Student 11)

TCs worried about how effective their instruction was in meeting the students' needs. They considered their instructional decisions and reflected on the improvements they needed to make in their pedagogical practice. Their thoughts went beyond a simplistic "I had a great lesson" perspective, and they thoughtfully considered the impact of their choices. Like effective teachers, TCs understood that what they did mattered:

> First my lesson plan did not go off without a hitch. It was more or less like a bumpy road going downhill, it was rough but we got through it and Baltazar was extremely patient with me. However, I think that there is tons of room for improvement, like for one I learned set-up and pace is everything. I had moments where I had to stop to find things and Baltazar just sat there. Then I had times of confusion of what I should be doing or if

this was being effective enough. So, like last week I talked about how Baltazar's confidence needed to improve when really it was my own and Baltazar really made this process a very smooth one. But, I do think that I am going to need a lot of work. (DR #4, Student 5)

TCs' expressions of fear and worry manifested themselves in concern about their students as people. At one point in the semester, the school community experienced a tragedy when a student died suddenly. This sad event caused the TCs to consider the purpose for their work and how students' and teachers' lived experiences are intertwined:

I can't say that I know how these students are feeling because I don't [know]. All that I know is that tragedy like this once leave holes within people and leave you wondering why. Although, we may have the idea that everything happens for a reason we still must question why and how could this have happened. The tragedy has been brought to my attention again due to the difficulties the fifth graders are having among themselves. (DR #10, Student 3)

These TCs internalized teaching while demonstrating a growth-mindset about their professional practice. Through their reflective process, TCs embraced teaching in its totality and reified the magnitude of the impact of their chosen profession on students. They may have struggled with preparedness, confusion, and worry, yet they illustrated a heightened awareness of the juxtaposition between students' needs and teachers' abilities to provide.

Limitations
While we adhered to methodologically rigorous practices during this study, we acknowledge there are some limitations. First, because the data were collected in a specific type of clinical setting (i.e., Special Education and Elementary Education dual degree program), these results may not be generalizable to other types of clinical teacher preparation models. Additionally, the data were limited to one semester of the clinical program; continuing the reflections longitudinally may provide a different perspective on how these teacher candidates enacted professional identity. Finally, the researchers' beliefs that identity is a construct developed over time may have influenced the analysis process. In order to combat research bias of this nature, member checking and peer review were implemented as part of the reliability process. Despite these limitations, these findings provide much needed information about teacher candidates' reflective practices within a clinical setting.

Discussion

The findings in this study support existing research on the importance of teacher reflection and raise awareness about the importance of the clinical setting on teacher candidates' progression to assuming a teacher-identity. Becoming a teacher is more than learning a set of skills; it is truly encompassing an identity within a situated context of other like-minded community members (e.g., Lave & Wenger, 1999). Moving forward with clinical models and addressing the need to improve the quality of teacher education requires additional insight into how teacher candidates transition to teachers. We suggest that teacher education in clinical settings should include a keen awareness that teacher education is non-linear.

These students were cocooned within a local school for a semester and provided with scaffolding from university faculty and cooperating teachers. As a cohort, they created a network of support for one another, which was evident in reflections. While many TCs across the United States experience field placement hours, few are nestled within a setting that removes the walls from multiple, often weakly connected, university courses. Conversely, students in the clinical program for this study experienced literacy assessment, diversity, and reading methods courses taught in conjunction by two university faculty members who shared a single syllabus and co-taught the curriculum. This approach to clinical instruction differs from traditional field experiences and sheds light on the possibilities afforded by situating learning within purposefully constructed experiences.

In the current era of education, learning communities are prevalent, and clinical settings offer teacher candidates opportunities to engage with classroom teachers and university faculty in authentic ways. This way of preparing teachers exceeds knowledge of pedagogy and content and elevates the practice of apprenticeship. Teacher candidates move toward a new schema and revise their histories (Vygotsky, 1978) to reflect the modeling of their mentor teachers, the guidance of university faculty, and an appreciation for students' lived experiences (i.e., Moll et al., 1992). This process allows teacher candidates to recognize false assumptions about teaching and learning and challenge their existing perceptions. They move beyond considering the quality of a lesson plan and move toward understanding the powerful connection between teacher and pedagogy under the watchful guidance of expert educators. This transition reflects that national call to improve teacher education (CAEP, 2015; NCATE, 2010; NCTQ, 2014) and may help teacher candidates understand the complex nature of our profession.

A key finding of our research relates to the "messiness" of the process of developing a teacher identity. As TCs moved from observing experienced teachers to creating and following their own lesson plans and reflecting on results, they learned to ask questions about what happens in teacher-student interactions. In doing so, they were applying the critical thinking aspect of Dewey's (1933)

reflection process. Importantly for the experience of reflecting in a clinical model, however, they gained an awareness from their clinical experiences that teaching situations can vary from day to day, classroom to classroom, and teacher to teacher. This growing awareness could throw them off their game, so to speak, when real-time situations contradicted schema that they had brought from their prior experiences as students and their textbook knowledge of pedagogy. As TCs struggled through the messy process of becoming teachers, gradually developing their identity toolkits (Gee, 1999), the support of their teaching community—peers, experienced teachers, and university professors—was essential as was the prodding and response they received by interacting with their professors through the reflective journals.

We noted three categories of teacher-related identity that came out of these reflections (Izadinia, 2013: Sutherland et al, 2010), as described in our results. However, these categories do not congregate the data as distinct stages. Rather, the process of emerging teacher identity was non-linear, with students sometimes reverting to pre-clinical schema when unexpected or confusing situations arose. Though the process could feel unpredictable, however, our research shows an observable trend toward appreciation for the difficulty of teaching effectively, a willingness to re-visit prior assumptions about teaching and students, and an understanding that individual students require individualized approaches.

Although the enacting of identity is non-linear and recursive, the way teacher candidates build a sense of self-awareness tends to be linear. As the semester progressed, the teacher candidates for this study demonstrated an improved ability to critique. We believe this is an important distinction with the enactment of teacher identity and posit that teacher candidates should be specifically taught the importance of reflection and how to reflect as part of their teacher education program.

TCs tended to enter the clinical experience with an inflated view of their knowledge and a resistance to failing. They overvalued their plans on paper and undervalued the need for open-mindedness and flexibility in the real-time of teacher-student interactions. By developing a habit of self-critique through reflective journaling, they began to realize the importance of finding the good questions in their so-called failures. Moving from a state of false assuredness to one of healthy self-questioning is, we claim, an important effect of teaching TCs how to reflect as critical thinking professionals in a clinical model. TCs' journal reflections showed development toward a growth mindset (Putnam & Borko, 2000) that helped them re-figure failure as learning opportunities. The role of a learning community in which they could experience apprenticeship with experienced educators in an ongoing basis was critical to their developing this growth mindset.

More research is needed to better understand how this transformative experience shapes the teacher candidates' identities (Henry, 2016) and how to best

prepare teachers for effective practice (Tatto, Richmond, & Andrews, 2016). This study addresses these issues within a new type of clinical setting that reflects new standards of governing bodies for teacher education programs.

Conclusions/Implications

In conclusion, we believe that reflective practice within a clinical setting has the potential to produce a generation of teachers who begin their careers ready to teach and address the challenges of this profession. Darling-Hammond (2010) notes that a critical mass of teachers leaves the classroom during the first five years of their career. Newly licensed teachers may not feel prepared for their work in the classroom; however, it is possible that professional identity as a teacher may have eluded them. We argue that teacher preparation within a clinical setting, when juxtaposed with opportunities for reflection, provides teacher candidates the context needed to construct their professional identities.

As noted in this study, the road to enacting professional identity is recursive and inconsistent. Teacher educators may consider ways to introduce professional identity earlier in preparation programs. Also, more attention should be given to how teacher beliefs impact students' behaviors. Seminars on teacher beliefs are becoming increasingly present in graduate programs, but there may be a need for more explicit instruction in this area in undergraduate programs. In the meantime, teacher candidates with opportunities to reflect on their teaching in a clinical setting do begin to view students holistically and increase their teacher toolkits. Both of which may contribute to self-efficacy, which is a contributing factor of motivation and success in many facets of life. Teaching is no exception.

It is important to note that the teacher candidates from this study will continue to be tracked throughout their senior year and into their first year of teaching. Our aim is to further study practices that best prepare teacher candidates for highly effective teaching from the first year and beyond. More research is needed to investigate how reflection during clinical semesters influences later teaching performance. Additional research comparing reflections across multiple types of teacher preparation programs is warranted and may give insight into how experiences influence teacher candidates' enactment of professional identity during their coursework and beyond.

While teacher education programs are under great scrutiny, we believe that the essence of preparing quality teachers lies in creating a spirit of advocacy that is forged in rich clinical experiences and deep reflection. These teacher candidates had opportunities to engage in both, and only time will tell the true impact this has on them as professionals, on their students, and their schools.

Appendix
Reflection Prompts

Reflection #1: Address the following:
Diversity / make up of your classroom
Reading instruction observed
Interest Inventory Findings
Make a book recommendation for your target student which is selected based on your student's grade level and interests.

Reflection #2: Address the following:
Administration of the Running Record.
Accuracy %age, Error Ratio, Self-Correction Ratio and Reading Level (i.e. Independent, Instructional, or Frustration).
Other observations related to observed reading instruction.

Reflection #3: Address the following:
Administration of the Phonics Assessment.
Recommendations for next steps for instruction based on these results.
Other observations related to observed reading instruction

Reflection #4: Address the following:
Implementation of your Phonics Lesson plan.
Discuss something new you have learned about your target student based on the implementation of the Phonics lesson plan.
Other observations related to observed reading instruction.

Reflection #5: Address the following:
Administration of the fluency and vocabulary assessments.
Recommendations for the next steps for instruction based on these results.
Other observations related to observed reading instruction.

Reflection #6: Address the following:
Implementation of your fluency lesson.
Discuss something new you have learned about your target student based on the implementation of the fluency lesson plan.
Other observations related to observed reading instruction.

Reflection #7: Address the following:
Implementation of the vocabulary lesson.

Discuss something new you have learned about your target student based on the implementation of the vocabulary lesson plan.
Other observations related to observed reading instruction.

Reflection #8: Address the following:
Administration of the comprehension assessment.
Other observations related to observed reading instruction.

Reflection #9: Address the following:
Implementation of your reading comprehension lesson.
Discuss something new you have learned about your target student based on the implementation of this lesson.
Other observations pertaining to observed reading instruction.

Reflection #10: Address the following:
Compare the administration of RR #1 to RR #3.
How has your student's reading performance improved over the course of the semester based on Running Record Data?
Other observations related to observed reading instruction.

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