TEACHERS' PERCEPTIONS OF THEIR ENCULTURATION PROCESS

DISSERTATION

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By

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The purpose of this study was to construct portrayals of teachers' work conceptions in various career stages from the stories they told and the metaphors they used to describe the ways in which teachers learned about their work. Specifically, the study included preservice teachers, first-year teachers, third-year teachers, and teachers with more than four years of teaching experience at the elementary and secondary school levels.

Thirty-five elementary and secondary school teachers from the North-Central area of Texas participated in this study (nineteen inservice and sixteen preservice teachers). Qualitative techniques were employed to collect data. The preservice teachers filled out a questionnaire and wrote short stories about their preconceptions of their first year of teaching. Inservice teachers were interviewed using a short questionnaire and a long interview schedule. Nine inservice teachers participated in a storytelling workshop/focus group session. Group stories based on predetermined scenarios were constructed, tape-recorded and transcribed. The focus group session was videotaped and transcribed.

Fifteen categories emerged from the analysis of the data: cyclical, ritualized, hierarchical, reciprocal, developmental, experiential, reflective, cumulative, body of knowledge, folkloric, individualized/personalized, order/control/manage, disciplinarian, facilitative, and replicative. These categories represent a summary of the constructs, images, contextual maps and metaphors held by these teachers to describe their enculturation process.

The descriptive categories developed in this study offer teacher educators, supervisors and teachers a basis for understanding the culture of teachers. The storytelling techniques used in this study provide a means by which teachers and teacher-related personnel can generate further information about the enculturation process that can be applied to recruitment, orientation/ induction programming, reflective teacher preparation and change strategies.

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CHAPTER 1

INTRODUCTION

Cultures are learned ways of belief, behavior, and the products of these, adapted to environments and shared within human groups (Rosman & Rubel, 1981; Barrett, 1984; Spradley, 1972; Ember & Ember, 1985). They are integrated wholes in that all the parts are related to one another. The particular beliefs and behaviors of any culture group must be taught and learned by each new generation of recruits or the culture does not survive (Spindler, 1982). The cultural transmission and acquisition process is, thus, an essential one for all cultures, as it ensures the reproduction of the culture and the survival of the group (Naylor, 1978; Spindler, 1982).

A group is a culture group when its members learn a particular way of belief and behavior that distinguishes them and their culture from other groups which learn different sets of beliefs and behaviors (Keesing & Keesing, 1971). American society is a culture group, for its members learn particular beliefs and behaviors which distinguish them from others (Arens & Montague, 1976). Americans do not learn the same things as Italians, nor do the Germans or English.

Culture applies to other human groups as well. Culture can be applied to constituent groups within a larger society (Hunter & Whitten, 1976; Rosman & Rubel, 1981, Spradley & McCurdy, 1972). For example, within the United States, business is a culture group. The performing arts, women, Afro-Americans, teenagers, and the elderly are all recognizable culture groups within American society. Normally, these are referred to as subcultures, for while they do learn particular beliefs and behaviors that set them apart from others, they also learn the same essential elements of the larger culture that all members of that culture must learn to be members of that group. Wherever groups of humans learn specific ways that serve to distinguish them from others, the culture concept can be applied. It makes, maintains, and represents the thing the people share that makes them a group.

Teaching represents such a subculture within American society, for teachers do not learn exactly the same set of beliefs and behaviors as people in other subcultural occupations (Spindler, 1982). They may share the same basic American values, learn the same set of correct behaviors that all Americans must learn, but they also learn those special beliefs and behaviors which establish them as a distinct occupational culture group in their own right.

Members of all culture groups have the responsibility of making sure that the next generation of members learns the set of beliefs and behaviors that make up its culture (Naylor, 1979). Americans, businessmen, and educators must train the next generation, as do bankers, religious leaders, and so on. The process ensures the survival of groups. Teachers help teach the beliefs and behaviors of the culture of teaching to the next generation of teachers. Culture at any level must be taught and learned (Kimball, 1976). Some cultures structure and formalize the process; others accomplish it through informal means (Kneller, 1965; Naylor, 1979). Most culture groups use a combination of both formal and informal means to accomplish the task. When someone is enculturated into the group, that person has learned, is able to display and characterize those beliefs and their accompanying behaviors required by the group. The enculturated members generally express the values of the group through their patterned behaviors.

As with any other culture, members of the teaching culture exhibit their membership through expected behaviors and roles. Members of this culture interact with other members of the group in reciprocal arrangements such as teacher and student, teacher and principal, teacher and other teacher. Roles define the kind of interaction and the rules by which members carry on the interactions.

Most of what is done in the preparation of teachers occurs in the formal university context and revolves around a formalized curriculum designed to provide future teachers with certain knowledge and skills they will need to have. This formal curriculum, more often than not, focuses on the student the prospective teacher will someday teach, as indicated by a combination of courses in psychology, learning theory, curriculum development, strategies, and management. Little is done at the undergraduate level with regard to the informal process that also plays an important part in the preparation of future teachers, preparing them for what they as individuals will experience in their own development. This kind of informal teaching and learning usually comes after the prospective teacher joins the ranks of practicing teachers. As Lortie points out in School Teacher: A Sociological Study, teachers work by themselves, learning from personal experience, for the most part (1975).

That is not to say that university teachers do not share personal narratives from their own teaching experience or that as student teachers, preservice teachers do not hear personal narratives from their master teachers. Given the formalized context of this interaction, in the formal exchange between professor and student, the narrative becomes part of the formal curriculum program and its value as an instructional device is limited. The

personal interaction between the recognized members of education and those who are prospective teachers also tends to be sporadic, and sometimes does not occur at all. Myths about what to do and what to expect may also be heard as portrayed in the classic Don't Smile Until Christmas, but without first-hand contextual experience, the value of the comment will be minimal (Ryan, 1970).

On an informal level, prospective teachers have their own personal education to draw from. They remember what their former teachers said and did. They also hear and observe master teachers during their student teaching. All of these stories and experiences, however, are in the context of the stage of formal enculturation that the prospective teacher is in at the time.

There may or may not be some systematic, inclusive, or holistic enculturation pattern for the student teacher. Once the prospective teacher has moved from student-teacher to first-year teacher status, the same sporadic, informal enculturation process takes place. Teachers' lounge talk and interactions with colleagues join with formal enculturation processes such as further university course work, in-service training and workshops. Since the process of becoming a teacher is ongoing, as each year teachers acquire new status in the group---first-year teacher, third-year teacher, twenty-year teacher, and so on, the

enculturation process continues and change occurs (Ost, 1989).

Statement of the Problem

The problem of this study was to describe the enculturation process of teachers by portraying conceptions of their work at various career stages and to analyze the factors that caused them to change over time.

Purpose of the Study

The purpose of this study was to construct portrayals of teachers' work conceptions in various career stages from the stories they told and the metaphors they used to describe the ways in which they learned about their work. These stories were used to see if there were similarities and differences in the way teachers become enculturated to the culture of teaching. Specifically, the study included preservice teachers, first-year teachers, third-year teachers, and teachers with more than four years of teaching experience at the elementary and secondary school levels.

Research Questions

Six research questions were used:

1. How is the work and world of teaching revealed through the personal stories teachers tell?

2. How do teachers acquire their knowledge about the culture of teaching?
3. Where do teachers get their conceptions and metaphors of teaching?
4. For teachers who have the same number of years of experience, what are the recurring conceptions and metaphors?
5. How do teachers' images, constructs, and context maps change over time?
6. What happens in the enculturation process that causes change in teachers' conceptions of the culture of teaching?

Background and Significance of the Study

Much has been written about the importance of the first year of teaching. Studies of teacher induction, effectiveness, and retention all have contributed to a growing body of work on the concerns and development of teachers (Schlechty & Vance, 1983; Griffin, 1985; Huling-Austin, 1985, 1986; Veenman, 1984; Lasley, 1986). Many states have mandated induction and orientation programs to assist new teachers with the first year, which is a difficult one. These programs have been developed around the assumption that beginning teachers require special attention because they have additional needs that

experienced teachers do not or, at least, no longer have

(Hawk & Robards, 1987).

Examination of some of these orientation programs shows that their content reflects what new teachers must know to assimilate into the workplace, for example, an increased knowledge of procedures in the school; how to complete administrative forms; the location of school materials, equipment, and supplies; the rules pertaining to expected student behavior; and sound pedagogical information as it relates to classroom management. The programs are designed to address the perceived needs of teachers (Zeichner, 1983; Veenman, 1984; Griffin, 1985). In addition, some induction programs include support teams and individual mentors for new teachers (Hawk, 1986-87). The orientation programs are directed at easing the culture shock of the first year for the teacher initiate. It is hoped that these support programs will help to keep beginning teachers from leaving the profession at such an alarming rate. Some estimate that approximately fifteen percent of new teachers in the United States exit the field in their first year of teaching, compared to the overall teacher turnover rate of six percent (Schlechty & Vance, 1983).

An examination of the history of teacher education programs over the past few years shows that there are differing ideas as to how teachers should prepare for their

profession. Reforms have produced approaches based on competency, performance, scholarship in a major discipline, and an increase in the number of preparation years (Cruickshank, 1986; Holmes Group, 1986; Carnegie Task Force on Teaching as a Profession, 1986). The bases for these reform programs are connected to society's critical view of teacher competency. Few can agree, however, on which reform model is best. Any reform model, however, may or may not bring about reform in the way an individual teacher views his/her work, and may or may not address the aspects of teaching that keep a teacher in the field.

In 1988, Ponder and Van Derveer Naylor conducted a study of the phenomenology of teacher acculturation titled "A Study of the Constructs Held by Preservice and First-Year Teachers Regarding the Work and Culture of Teaching." This qualitative study, using a grounded theory approach (Glaser & Strauss, 1967), examined the images, constructs, and maps held by these teachers. Preservice and first-year teachers were interviewed using a long interview, containing open-ended questions about teaching. For example, "A teacher is someone who...," "A principal is someone who...," "A student is someone who..." The responses to the questions were recorded on a grid; preservice elementary and preservice secondary teachers' responses were compared. The responses of first-year elementary and secondary teachers were recorded on the grid

and compared as well. The preservice and first-year teachers were also asked to tell their personal stories about when they consciously made the decision to become a teacher, what attracted them to teaching, and what, as first-year teachers, they would tell a group of preservice teachers about teaching, and what, as education majors, what they would tell a room full of practicing teachers.

A set of tentative explanations regarding the contrasting patterns of understandings about teaching resulted. For example, preservice teachers were dealing with ideals of what teaching is about, while first-year teachers were dealing with some experience and some of their ideals about teaching; preservice and first-year teachers have constructs about teaching that are similar; preservice and first-year teachers are similar in the way they acquire their context maps of teaching; and, images, constructs, and maps of teaching change over time and with experience.

A number of questions regarding these two groups also resulted. One of the pilot study purposes was to acquire information that would serve as the foundation for a more extensive acculturation study of teachers. Although much was learned about preservice and first-year teachers, many questions were raised concerning teachers with more experience. The researchers also found that additional

information needed to be gathered concerning such areas as personnel in the school system, the structure and geographical location of schools, teacher induction and orientation programs, and teacher perceptions of experienced versus inexperienced teachers.

Lieberman and Miller report what teachers say about the culture of teaching in Teachers, Their World, and Their Work: Implications for School Improvement (1984). Gehrke's book, On Becoming a Teacher, examines five stages of teaching: choosing, learning, beginning, continuing, and leaving (1987). It is a valuable resource for any person who has selected teaching as a career. It is just as valuable for a practicing teacher. Those in education who work to provide induction and orientation programs for teachers can find valuable insight into the concerns of the first-year teacher. Those who work to recruit can find the common traits of those who select teaching as their work. Those who teach teachers can reflect upon their own decisions for entering the profession and perhaps be renewed by the spirit that unites teachers in their culture.

Ost (1989) reports in "The Culture of Teaching: Stability and Change," that teachers do not learn all they need to know to teach via their formal education process, and like culture, the subculture of teaching is always changing (1989). Schubert and a study group (1989) at the

University of Illinois at Chicago have been investigating teacher lore for teachers' insights about teaching. Now in the third year of study, the researchers have collected many stories about teaching. They are examining the stories for themes, categories and insights. Thus far, they have derived "...four categories of results ..." [that] "... will contribute to a grass-roots knowledge base that can inform supervision, curriculum development, and teaching" (p. 284). What can be found in teacher lore about the enculturation process that is shared by teachers? What are the similarities and differences in the conceptions of their culture at various stages in their careers? These studies are examples of qualitative research that examines teachers and their enculturation process. Schubert continues, "...we decided to extend to teachers a progressive faith acknowledging that they are researchers and theory builders in their professional lives" (p. 283).

This study focused upon the enculturation process of teachers by examining teachers' conceptions of their work at various career stages. The study provided grounded information by investigating teachers' images, constructs, maps and metaphors regarding the work and culture of teaching and schooling held by a sample of preservice teachers, first-year teachers, third-year teachers, and

inservice teachers with more than four years of teaching experience.

Limitations

This study provided descriptions of teachers' images, constructs, context maps, and metaphors based on the stories and responses they gave. Broad generalizations were not possible because of the size of the sample.

Because the researcher used questionnaire, long interview, and focus group techniques, the subjects spent approximately two to eight hours with the researcher at different times over a period of months. It is possible that the rapport established between them affected the responses of the subjects. Further, in the focus group stage, even though the researcher ensured anonymity as much as possible, the teachers spent a day together talking and sharing their stories. This continuous contact may have affected their communication behaviors.

Definitions of Terms

For the purposes of this study, the following definitions of terms were used:

1. **Enculturation:** "...refers to the process of learning one's culture...is a life-long process... Whether in the context of formally structured, institutionalized learning or in the informal mode usually understood as the enculturation process,

humans learn by imitation, instruction, and inference. Through the interaction of these three processes, the members of every society learn the general patterns of their culture...When people have these understandings internalized, they may be in a position to refine the concepts to the extent of imposing personal behavior and personal interpretations on them" (Hunter & Whitten, 1976, p. 143).

2. **Culture:** "...Culture is the patterned behavior learned by each individual from the day of birth as he or she is educated (socialized and enculturated) by parents and peers to become, and remain, a member of the particular group into which he or she was born or joined"...[It]"...refers to any particular system of mental or ideational elements and orders (such as values, ideas, rules, norms, world views, theologies, cognitive mappings)..." (Hunter & Whitten, 1976, p. 103).
3. **A Subculture:** "This term refers to a group within a society which shares the fundamental values of the society but which also has its own distinctive folkways, mores, values, and life-styles" (Hunter & Whitten, 1976, p. 374).
4. **Construct:** A perception or tentative prediction of the rule-like operation of procedures and behaviors in teaching and schooling. Constructs allow

preservice, first-year, third-year, and inservice teachers to predict expected behaviors in sensible ways.

5. **Images:** The mental concepts, pictures, and representations of the abstractions of "teacher," "school," and other related ideas held by preservice and inservice teachers.
6. **Context Maps:** The sets of interwoven explanations and expectations that indicate how the formal and informal rule systems in schools operate and the effects they produce.
7. **Metaphors:** Skau writes, "The conceptual system we each hold, both in terms of how we think and act, is **metaphorical** in nature" (1989, p. 51). Figures of speech, called metaphors, make comparisons between unlike things and are "...central to our thinking" (Munby, 1986, p. 197).

Population

The subjects of this study were teachers in various career stages: preservice teachers who were enrolled in introductory education classes at the University of North Texas, Denton, Texas, six first-year teachers who had just completed their first year of either elementary or secondary public school teaching, six third-year teachers who had just completed their third year of either

elementary or secondary public school teaching, and six teachers who had just completed four or more years of either elementary or secondary public school teaching. All of the teachers were teaching in the North-Central Texas area.

Since the researcher needed to identify teachers meeting the years of service criteria, personal contacts were made with superintendent and principals in the North-Central Texas area to obtain names and telephone numbers of teachers who had just completed their first, third, and more years of teaching; and two University of North Texas, College of Education administrators, one in charge of student teaching assignments and one in charge of "The Meadows Excellence in Teaching Program," to identify education major graduates who had just completed their first and third year of teaching. Three of the participants who had more than fifteen years of teaching experience were selected because they were members of The Delta Kappa Gamma Society, International, a professional teaching organization whose membership is based on recognition of teaching excellence.

Procedures for Data Collection

A qualitative approach was used in this study because the researcher wanted to examine how teachers portrayed their work and world. Qualitative research was undertaken

to try to make sense out of their thinking and experiences. "The qualitative goal... is often to isolate and define categories during the process of research" (McCracken, 1988, p. 16). These categories provided the basis for patterns and relationships that could be described. The qualitative method enabled the researcher to use an open-ended questioning and focus group approach to generate large and varied amounts of data from intensive investigation with a small number of respondents (eighteen) and to identify these patterns and relationships which could be categorized (McCracken, 1988).

This study described and explained the enculturation process of teachers in various stages of their careers as portrayed through the stories they told; therefore, the researcher used a combination of qualitative techniques and methods. Schubert (1989) and colleagues are investigating teacher lore as a basis for insight about curriculum and supervision. Their research is based on the assumption that teachers are researchers and theorists with regard to supervision, curriculum, and practice everyday in their classrooms because teachers are continually developing strategies based on their own values and needs. "These teachers are theory builders, developing and refining their own set of values and beliefs about teaching, learning, knowledge, human beings, society, and the world generally" (Schubert, 1989, p. 283). Within teachers' stories the

researcher finds portrayals of teachers' conceptions that reveal significance and purpose. Schubert suggests that this kind of study will provide the basis for other such studies and that such lore will provide a valuable resource for teachers.

A grounded theory approach was used because it allowed the researcher to follow a systematic process for gathering and analyzing data inductively, using the accompanying strategy of comparative analysis. Comparison groups were selected for this purpose. "Comparison groups provide... control over the two scales of generality: first, conceptual level, and second, population scope" (Glaser & Strauss, 1967, p. 55). The researcher gathered data to make comparisons about the similarities and differences of teacher groups because "...comparison groups also provide simultaneous maximization or minimization of both differences and similarities of data that bear on the categories being studied" (Glaser & Strauss, 1967, p. 55). The data were collected using four sources of information: the questionnaire, the long interview, written stories, and the focus group.

The questionnaire, containing a set of biographical questions, was used because it ensured that each participant responded to the same questions and in the same order. It served as the rapport builder for each interview

and did "...not pre-empt the 'open-ended' nature of the qualitative interview" (McCracken, 1989, p. 24).

The long interview was used because it allowed the researcher "...to step into the mind of another person, to see and experience the world as they do themselves" (McCracken, 1988, p. 9). The long interview process, beginning with an ordered questionnaire, used open-ended questions (Glaser & Strauss, 1967). The long interview technique allowed the researcher to prompt for categories and relationships and to follow-up responses with probing questions. The use of the long interview allowed the researcher to accomplish ethnographic objectives. The researcher did not have to be a participant observer in the environments of the respondents. A four-step method of inquiry was used, beginning with review of the literature:

> (1) review of analytic categories and interview design
> (2) review of cultural categories and interview design
> (3) interview procedure and the discovery of cultural categories
> (4) interview analysis and the discovery of analytical categories" (McCracken, 1988, p. 29).

The collection of written and oral stories allowed the researcher to gather data from documentation and tape recordings of the stories as told. The oral stories were transcribed. As Schubert (1989) cites McNeil from her "Critical Ethnographies of Teaching," Contradictions of Control, 1986, the teacher lore research project at the

University of Chicago is "'...coming closer to a definition of **teacher lore** that embraces the commentaries and stories of teachers and reveals sources of meaning and direction in their lives and work'" (p. 284-285).

"As a form of qualitative research, focus groups are basically group interviews" (Morgan, 1988, p. 9). The researcher used this technique with the other qualitative methods. Although there are many focus group uses, this researcher used the technique as a way to substantiate the cultural categories and analyses from the long interview process and story gathering phases of the research. The focus group setting gave the researcher the opportunity to observe group interaction and gather additional data related to the study (Morgan, 1988).

The population for this study was: (1) elementary and secondary students enrolled in introductory education classes at the University of North Texas. It was estimated that the number of students who would volunteer to participate in the study would be approximately forty. The researcher asked the professors of these classes for permission to come to the sites and explain the creative story assignment and ask for volunteers (Appendix A). The written story assignment was limited to 750-1,500 words (three to six handwritten pages). Each participant was given an addressed envelope containing the story assignment and a questionnaire and the researcher returned at weekly

intervals to collect the completed stories from the volunteers. The questionnaire was completed as part of the assignment. Each questionnaire and story form was numbered to allow anonymity of the participants; (2) first-year teachers, third-year teachers, and teachers with more than four years of teaching experience who were currently teaching in public schools at the elementary and secondary levels in the North-Central Texas geographical area. Superintendents were asked to identify teachers in their schools with these specific inservice years of experience. The researcher contacted candidates to ask them to participate in the long interview process; and, (3) three teachers from each inservice year's category were asked to participate in a small group storytelling and focus group discussion workshop scheduled after all interviews had been conducted. The total number of participants incorporating all data collecting procedures was sixteen preservice participants and eighteen long interview participants, nine of whom participated in the six-hour storytelling and focus group discussion workshop.

Research Design

The purpose of this study was to construct portrayals of teachers' work conceptions in various career stages and to determine if there are similarities and differences in the way teachers become enculturated to the culture of

teaching. Portrayals of the preservice teacher were constructed from the use of a questionnaire and a creative story written by students enrolled in introductory education classes. (See Preservice Story Transcript, Figure 1.) The questionnaire contained questions for obtaining demographic data. The stories reflected the preconceptions of preservice teachers about the first-year of teaching (Appendix A). The stories were analyzed and the information was placed on a grid. (See Grid Stories, Figure 2.)

The long interview, including the questionnaire, was used with elementary and secondary first-year, third-year, and teachers with more than four years of teaching experience to construct portrayals of these teachers based on their conceptions of teaching (Appendix B).

A grid was constructed using the questions from the interview. The questions asked were placed down the y-axis and the teachers' responses by years of teaching were placed along the x-axis. All demographic information and the teachers' responses were recorded on the grid. This enabled the researcher to compare and contrast responses to questions between elementary and secondary teachers and between the years of experience (Glaser & Strauss, 1967). (See the Long Interview Grid, Figure 3.) After completing this grid, another was constructed to summarize the images,

PRESERVICE STORY
"MS. APPLE, 1st. Yr. Teacher"

PR 26

"Was that a sigh of relief I just heard?" asked Mr. Bee.

Miss Apple looked up to see his face peep through her door.

"Sigh of relief, exhaustion, or the frustration of knowing how I'm going to spend these next two weeks of my Christmas vacation - preparing for the next five months. I don't know; take your pick."

Mr. Bee grinned and proceeded to walk through the door. He faced himself into the first grader desk beside Miss Apple. She was looking around the room noticing her specially designed bulletin boards. The construction paper was torn and frayed towards the bottom. She thought of Jim and the day she caught him picking at the boards; her restless rat - she called him. She began to reminisce with Mr. Bee.

"I remember when I learned this past summer that I got this job. I was so excited that I began working that very day. I paid a visit to my library and left with two stacks of books. I was going to

Figure 1. **Preservice Story Transcript.**

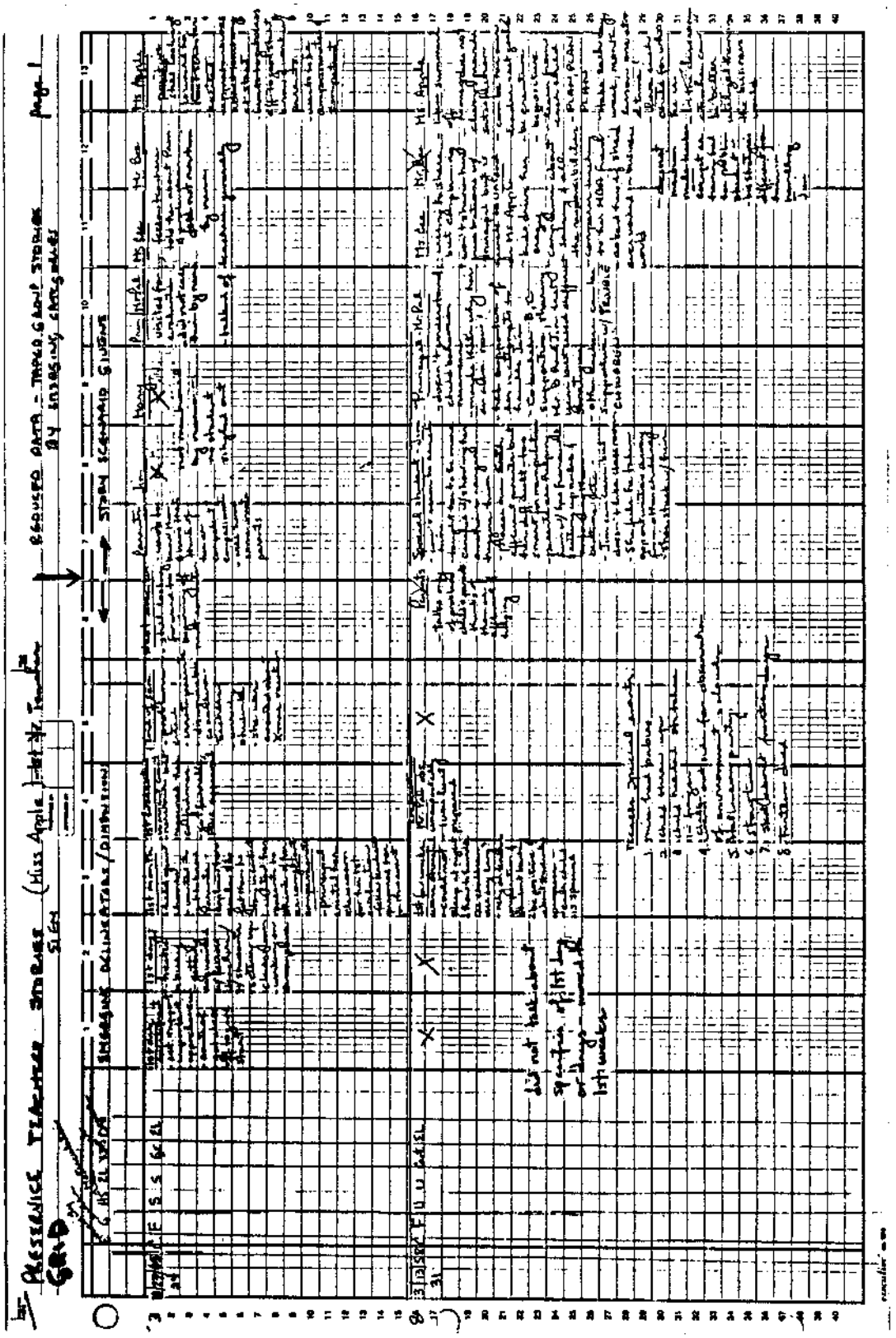

Figure 2. Story Grid

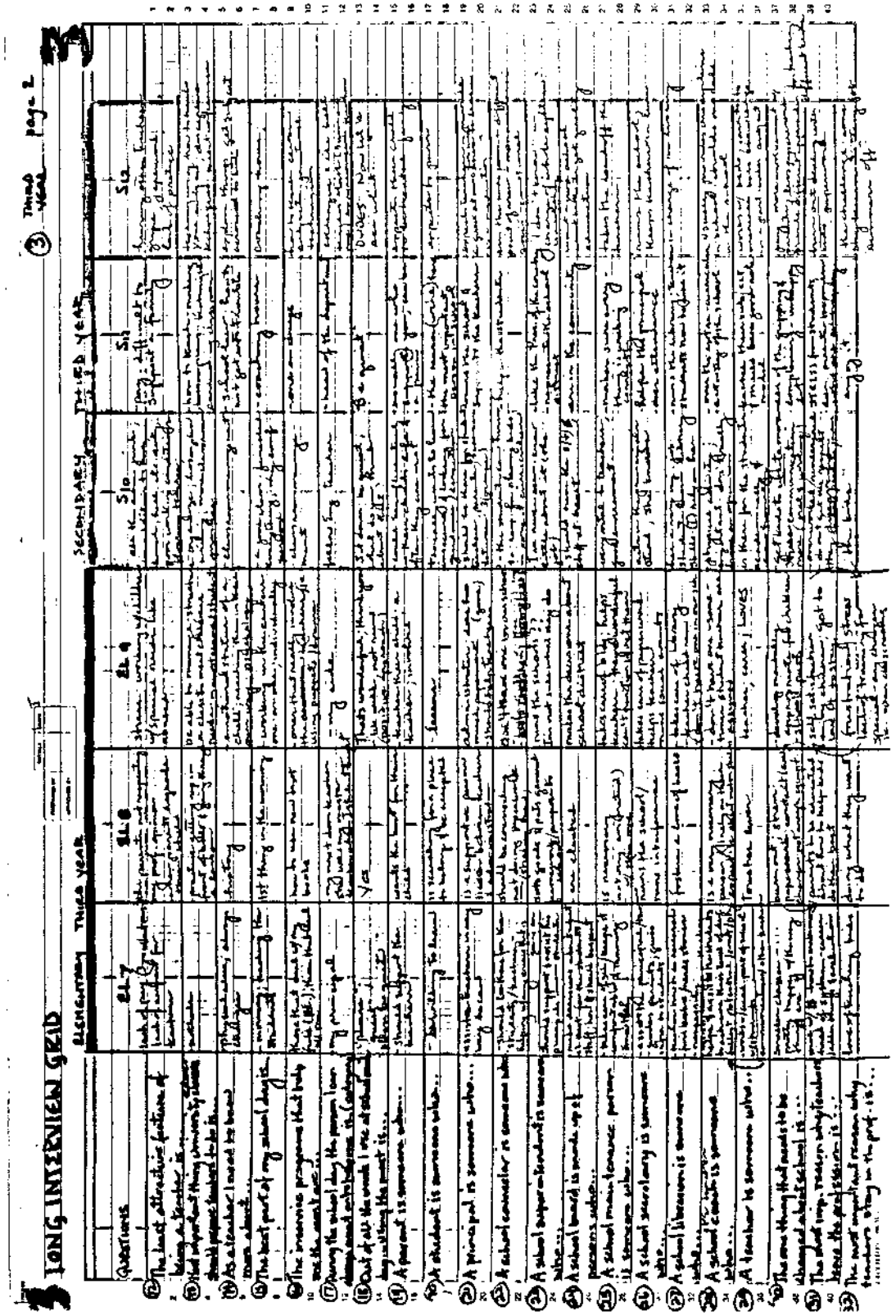

Figure 3. Long Interview Grid.

constructs, contextual maps and metaphors into categories. (See Long Interview Categories Grid, Figure 4.)

The storytelling workshop was conducted in a morning session to demonstrate how the teachers worked in small groups constructing stories based on predetermined scenarios provided by the researcher. (See Group Story Transcript, Figure 5.) The group stories were tape-recorded (Appendix C). In the afternoon of the same day as the workshop, the teachers participated in a focus group session to evaluate the portrayals that were established by the questionnaire and long interview process. The researcher acted as moderator and used probing questions to facilitate the focus group (Appendix D). The focus group session was videotaped and tape-recorded. The tapes were transcribed to facilitate analysis. (See Focus Group Session Transcript, Figure 6.) After the tapes were transcribed, the researcher analyzed the data for similarities and differences between the preservice profiles and the creative stories and summarized the data into categories, using the noted story characters and events related by the preservice teachers. The stories were sorted, matched, compared, and contrasted to find any patterns and relationships. The teachers evaluated the storytelling/focus group session using an evaluation form (Appendix E).

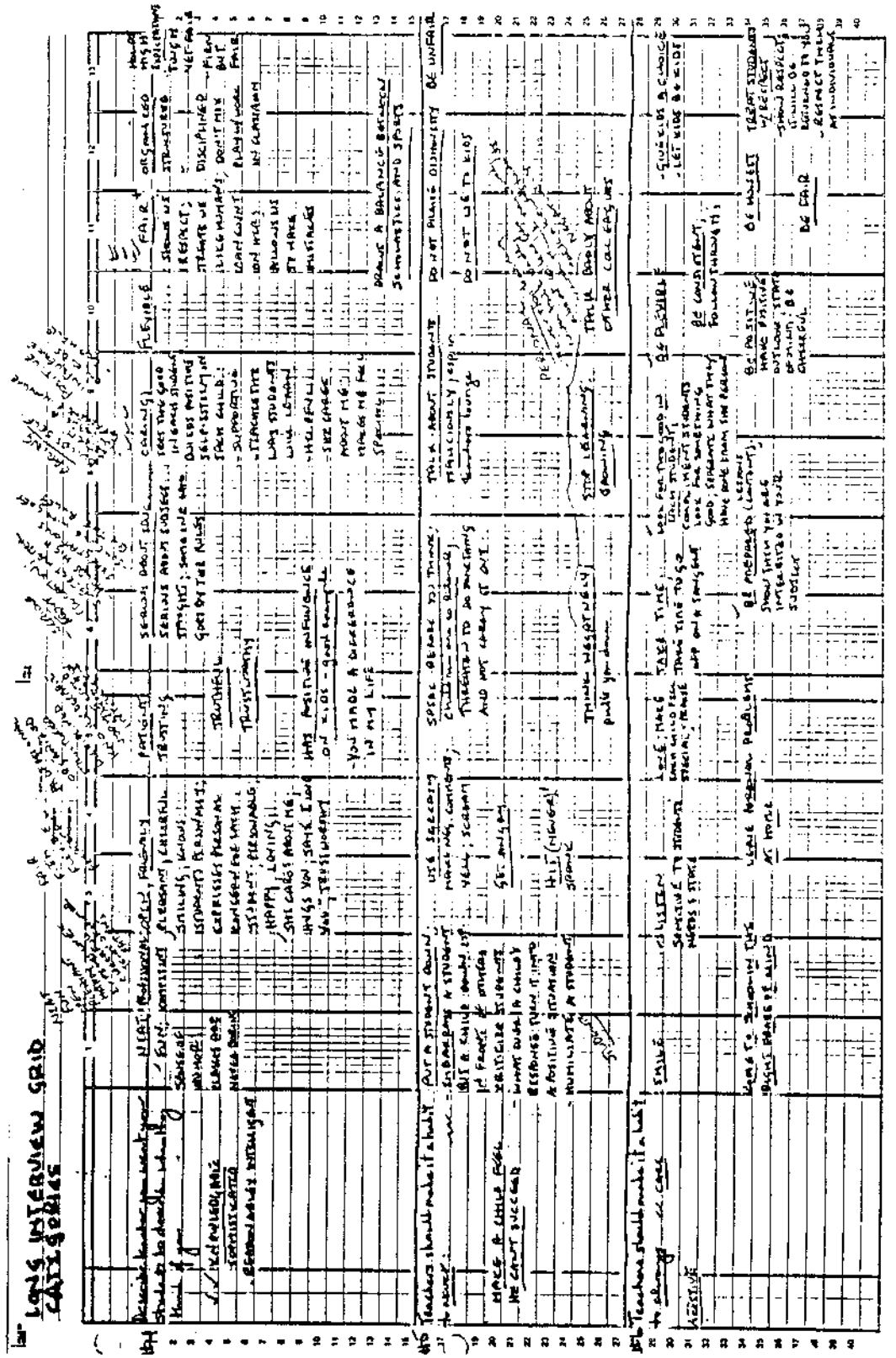

Figure 4. Long Interview Category Grid.

✓ #3

Experienced Teachers

Once upon a time there was a teacher named Ms. Dearing and and some of her teaching friends were sitting around with her sharing some thoughts about their profession. They decided to share their thoughts about what they wished they had known before they started their first year of teaching. Ms. Dearing smiles and says "Oh, I can think of a few. I wish I had known how to organize my time better so that I wouldn't be so exhausted at the end of the day."

I wish I had known how to keep total control of the children. Punishing like yelling and screaming and make the room more pleasant.

I wish I had known to accept limitation and not be worried about them and be more organized and run your time wisely.

I think I would have been more comfortable if I had worked with the administration a little better. I felt inadequate when I talked to them. I felt they knew it all and I didn't know anything, which was nearly 23 years. We didn't have as much training in this as you all have today and we were just kinda thrown in the classroom. I started teaching after I had been home with four little boys for ten years. After I finished my college work I went into the classroom so I thought I knew how to handle children; but handling the classroom preparation and handling home was a little difficult for me the first year and I think a new teacher getting everything ready and getting all those materials that we need in elementary and I know this is true in junior high too. You still need a lot of things to use

Figure 5. Group Story Transcript.

Focus
Group Session

Did your ideas about teaching change? Student teaching!

(cannot understand)

T1 She left me the first day and that was probably more of like a real situation than anything because it was my second 8 weeks student teaching with the kids and I thought what are you doing to me?..why are you walking out of the room? and she left me at that point until I finished. It was probably the best thing that she did for me because my kids...they were directing all their attention to her and she wasn't there, I was there, so they came to me and said what do we do on this, what do we do on that? Well, realistically, thats what you do in the classroom and not knowing those kids when they walk in the door...When they walk in the door, it was good. It was good! I wanted to strangle her at the time, but it was good for me.

T2 I was a whole day, at the end of mine. The difference was that that classroom was already set up when I came in and the discipline was already established. There was someone there -

What I think should be changed and I know its hard and I know that it's hard to change it, but anyway, student teaching in the fall semester is unreal. You sit from day one. It was a good advantage. It was for me, Now that I am teaching first grade and taught first grade, I was able to see, were they there enough? What do I need to get for these kids to be where they need to be? But during my final year as a new student teacher in the fall semester you are seeing the real stuff as they walk in

Figure 6. Focus Group Session Transcript.

Summaries of the events, characters, and issues were made. The triangulation process was followed with the data from the long interview process, the creative (oral) stories of the storytelling workshop, and the focus group process (Appendix D). The process known as triangulation (Glaser and Strauss, 1967) was used to codify the data collected from the questionnaire, the long interview, the stories (written and oral), and the focus group. The names of the teachers were not used in this study; therefore, each questionnaire, long interview, story, and the responses of the focus group were labeled by numbers and letters for anonymity. Summarized, tentative explanations were formulated regarding the enculturation process of teachers from their preservice years to their first year, from their first year to their third year, and from their third year to more than four years of experience (Glaser and Strauss, 1967; McCracken, 1988).

This qualitative research approach was used because the researcher was inquiring into and, then interpreting how a group of teachers would portray their work and their world. The grounded theory of Glaser and Strauss (1967) with its accompanying constant comparative strategy allowed the researcher the opportunity to make comparisons between the groups of teachers who were at different stages in their careers. This approach provided the researcher

inductive gathering and analyzation procedures for systematic processing of "thick" descriptive data (refer to page 45).

CHAPTER II

REVIEW OF RELATED LITERATURE

In recent years it has become increasingly apparent that the profession of teaching, teachers, and the whole public school system in the United States have been the focus of much criticism. Reform has become the national prescription for curing what is perceived to be wrong. Much of this reform has been directed at the receivers of education and little has been directed at those who are responsible for implementing and transmitting the reform. Much of this reform has been generated by those who are outside the profession and little has been generated from within (National Commission on Excellence in Education, "A Nation at Risk: The Imperative for Educational Reform," 1983; Holmes Group, 1986; Carnegie Task Force on Teaching as a Profession, 1986). National concern about the shortage of teachers has also been an issue.

While many states have devised curriculum reforms, delineated certification requirements, raised teacher salaries, set stricter career ladder policy, recognized the need for induction programs, and instituted evaluation procedures, what has been the response of the teachers to these reforms? Will people continue to opt for teaching as their career? What factors related to teaching will

attract people to the profession? What do teachers have to say about their enculturation process? How do they portray their work and the factors that have caused them to change over time? Why do teachers stay in the profession, and how can teachers prepare for the constant changes? These are some of the important questions that this study addressed.

As early as 1932, Waller addressed the social aspects of the school, the teacher, and teaching in The Sociology of Teaching. He established that a school is a separate culture and that cultural diffusion is its purpose. Teachers are members of the school culture and are leaders who have power and control over students and their learning. Prestige is an important factor in the leadership role. But they are also members of their communities and their prestige is connected to the values that are found there. Waller addresses the sociological interconnectedness of teaching.

Teachers represent a constituent culture group as well. They learn distinctive ways of belief and behavior that set them apart from other groups (Keesing & Keesing, 1971). The culture group known as "teachers" can also be called an occupational culture group because they do not learn the same set of beliefs and behaviors as other occupations (Spindler, 1982). Because they learn these

distinguishing beliefs and behaviors the concept of culture can be applied.

Spindler (1963) calls teachers cultural transmitters. Teachers reflect both the ideal and real American culture and transmit it to their students for they are members of the American culture and the teacher culture. Spindler does not blame the teacher for reflecting the conflicting values of the American culture, but cautions if conflicting values should be transmitted. Teachers may be unintentionally transmitting the very values they profess to change, such as, prejudice.

As members of a culture group they, like all groups, are responsible for educating the next generation of teachers, for survival of a culture depends on that teaching and learning (Naylor, 1979; Kimball, 1976). The means of transmission may be formal or informal, or a combination of both (Kneller, 1965; Naylor, 1979). Examination of cultural roles provides a basis for defining interaction between members and the rules members follow to carry on interaction. Enculturated members of a culture group such as teachers express the values of the group through their beliefs and behaviors. Who better to ask about their culture than teachers? Lortie (1975) contends that teachers can add to the knowledge of their profession and that this knowledge will be valuable. This study adds

to the growing body of knowledge about the culture of teachers.

This review is a summary of research on the enculturation process of teachers. Specifically, the research cited will address teachers' perceptions of their enculturation process, including teachers' perception of their recruitment phase; teachers' perceptions of their preparation phase; teachers' perceptions of their induction phase; and, teachers' perceptions of their continuing work phase.

Teachers' Perceptions of Their Enculturation Process: Recruitment

No discussion of teachers is complete without the sociological analysis provided by Lortie (1975) in his, School-Teacher: A Sociological Study. He used a comparative model to include "open-ended inquiry" as rationale for this study. Teacher characteristics and teaching characteristics emerged. With reference to recruitment to the profession, Lortie cites five attractors. Those who are attracted to teaching seem to be attracted to working with people and "perceive interpersonal work as valuable" (p. 27); some teachers view their work as "performing a special mission in our society" (p. 28); some see the profession as a means of continuing their connection to the school experience and interests,

whether they be academic or personal; some are attracted by benefits such as "money, prestige, and employment security" (p. 30); and, some teachers are attracted to the "time compatibility" factor, matching it with other life responsibilities (p. 32). Those who enter the profession seem to value "continuity" and preservation of the past and when considering the benefits of a teaching career, men and women do not view the attractions of teaching in the same way. For example, many males view a teaching career as a step to something else and most women view teaching as as associate career to marriage and family. Although there is much the same about teachers concerning attraction to the profession, it is important to understand that the profession is made up of a diverse population and not easily categorized (Lortie, 1975).

National concerns about the potential shortage of teachers and declining numbers of university students who enroll in teaching programs have created questions about teacher recruitment. The reform movement is based, in part, on negative perceptions about the quality of the teaching corps itself. Recruitment efforts have been directed towards academically superior high school and university students. Hanes and Hanes (1986-87) caution that recruitment efforts should include the established "self-selection" factors of the people who choose to teach. For those who prepare teacher candidates for the

profession, and for those who will hire them, the issue of recruitment is a major one.

Teachers choose teaching for various reasons. Individual teachers have individual motivations for choosing a teaching career. The time in life when the decision is made also varies. Gehrke, citing Bogard, discusses the student teacher categories developed by Bogard which address the question of why a teaching career was chosen. The categories include "occupational fit" candidates who decide early in life, "crusaders" candidates who want to create change and "make a difference," "content specialists" candidates who want to continue their affinity with their major area of study, "converts" candidates who want to leave their first choice careers for more satisfying work, and "freefloaters" candidates who enter teaching preparation in hopes of finding a career. Gehrke (1987) reports also, that another motivating factor pertaining to career choice is that no matter where a teacher goes there is a need and the likelihood of a job, and that even if a teacher leaves the profession for a time, reentry is always possible. Continued examination of the reasons why people select teaching as their profession provides illuminating information about prospective candidates.

Teachers' Perceptions of Their Enculturation Process: Preparation

With regard to teachers' perceptions of their formal preparation, Lortie (1975) cites the historical comparison to other professions. In the formal and generalized process of teacher preparation there is time set aside from university studies when teachers spend, usually a few weeks, practicing their skills paired with a certified teacher in a real school setting. This practice time and the related requirements vary from state to state. Lortie reports that teaching is one of few professions that requires so little practice in the preparation stage, that teachers learn on the job, and therefore, must continue to learn through the years. Other interesting observations focused on teachers' views of their former instructors, and teachers' perceptions of their own future teaching. Teachers use their former teachers as role models, and new teachers find that their perceptions of teaching, based on their experiences when students themselves, is lacking in the realities of the job.

Even though children in this society spend years in schools with teachers, those who decide on teaching as a career seem to have little practical knowledge about what teachers really do, and their university and practical experiences do not fully educate them for their work. In Lortie's study, teachers reported that their university

preparation was too lacking in practical knowledge, and that on-the-job experience coupled with learning from their personal mistakes and achievements provided the best instruction. These perceptions of recruitment, both formal and informal preparation for and induction to teaching, and the highly individualized nature of the enculturation process indicate that the teaching profession contains individuals who are conservative and prone to remaining so.

It would seem that a most important component in the certification process is that time spent practicing to be a teacher. Although teacher education preparation programs are different around the country because of individual state laws and mandates, when examined they share similar education course requirements and student teaching. Teachers do not speak positively about their teacher preparation courses, but they do report that practice teaching is a positive experience, adding that they wish there could be more practice in real classrooms because this is what prepares them for the real world of teaching (Cohn, Kottkamp, & Provenzo, Jr., 1987). For those who teach prospective teachers, those who set the requirements for entry into a formal program, and for those who supervise the practical experiences, information about preservice teachers' perceptions of the formal, preparation process is critical if the needs of prospective teachers are to be met.

Teachers' Perceptions of Their Enculturation Process: Induction

Learning to be a teacher is an ongoing process. Practicing teachers are constantly learning and adapting. Beyond their certification classes and student teaching they continue to find instruction from inservice programs and daily personal classroom experience. Further formal instruction is necessary for a permanent certificate. Despite all of this ongoing learning, teachers do not share a unified preparation core (Lortie, 1975; Lieberman & Miller, 1984). Teachers continue to report that the best learning for teaching comes from their own experience once they reach the classroom (Gehrke, 1987).

When the student teaching experience and teacher preparation courses are passed successfully, these rites of passage signify that a new teacher is born. The next step is to find employment and become a first-year teacher. Signifying another step in the enculturation process, the new teacher finds yet another rite of passage awaiting him/her. Unlike some other professions that delineate stages of professional experience, new teachers bear the same responsibilities as their more experienced colleagues. After a brief period of grace while the beginner settles into the routine of teaching, family, friends, colleagues, and administrative personnel expect new teachers to solve

their own problems and carry-on (Gehrke, 1987). This represents a crucial time for the beginning teacher.

Beginning teachers cite many concerns once the reality of teaching is experienced. Among the most frequently cited problems are those of classroom discipline and management, loneliness and isolation from other colleagues, finding teaching materials, evaluation procedures, dealing with parents, and motivating learners (Lortie, 1975; Veenman, 1984; Ryan, 1970; Ryan et al., 1980; Lieberman & Miller, 1984). Veenman (1984) reports that both elementary and secondary beginning teachers perceive the same concerns and that idealistic perceptions of the beginning teacher and the experiences they have in their classrooms create a new reality which he terms "reality shock."

Beginning teachers experience extreme highs and lows during their first year. Their behavior reflects their adaptation to these perceived problems (Veenman, 1984). Once the first new experiences of the opening of school are over and everyone is settling in, the first-year teacher may experience disillusionment; some report this happens around the sixth week, and others report in can come before school begins or during the second semester (Ryan, et al., 1980; Gehrke, 1987).

Recognition of the first-year teacher and the trauma they experience has caused school administrators to enact

induction programs which assist new teachers with these problems. Some states have mandated that these kinds of orientation/induction programs be provided. Induction programs can provide a formalized enculturation phase for the inexperienced teacher between the practice teaching phase of preparation to the on-going, professional phase (Huling-Austin, 1985; Huling-Austin, 1986; Schlechty, 1985; Ashburn, 1986-87). Although orientation/induction programs are established and administrated by principals and superintendents, these programs are often carried out with the help of experienced teachers in the schools (Hawk, 1986-87; Odell, Loughlin & Ferraro, 1986-87). For those responsible for these kinds of programs, continuing and updated information about the perceived problems of beginning teachers is crucial.

Teachers' Perceptions of Their Enculturation Process: On-going Work

Experienced teachers report the same concerns about their work as beginning teachers. Frequently cited reasons for teacher dissatisfaction and exit from the profession include low salaries, discipline problems, and unmotivated learners. Other reasons that are given include the lack of teacher recognition and rewards, the society's view of teaching as a low status profession, burnout that comes from job stress and exhaustion, and lack of parental

support for teachers (Gallup, 1984; Kottkamp, Provenzo, & Cohn, 1986). Despite these negative perceptions of teaching, many teachers continue to teach.

With regard to the negative perceptions of teachers about their work, further illuminating information can be found in the Kottkamp, Provenzo, Jr., & Cohn replicated 1964 study of Lortie's. This study provides an updated view of teachers' attitudes about their work (1986). Teachers in 1984 perceive the extrinsic reward of "respect from others" as being most satisfying as did the 1964 teachers. Fewer 1984 teachers perceived "wielding influence" as important. 1984 teachers perceive their teaching effectiveness by relying more on external measures than on internal measures. They report that teachers are not as satisfied with their work and workplaces today as they were twenty years ago. 1984 teachers are more willing to seek assistance from resource specialists and colleagues.

Principals are not seen as supportive of teachers in teacher-parent relations, but are seen as doing a better job with discipline matters. Teachers still perceive that principals are supportive of teachers and their efforts. More teachers reported that their principals allowed them the autonomy to carry out their work. More 1984 teachers reported they are able to measure their own teaching effectiveness than 1964 teachers did, still relying heavily on

their observations of students learning matched with what teachers think students should learn, supervisor evaluations, and the feedback they get from their colleagues.

Overwhelmingly, 1984 teachers continue to report that the most satisfying intrinsic reward of teaching comes from knowing that their students have learned and been reached by them. But unlike their 1964 colleagues, more 1984 teachers reported that excellent teachers should be financially compensated and ranked with more prestige, even though most still agree that teachers should receive equal pay and prestige (1986).

It is apparent that many changes are taking place in the educational system and that with these changes teachers must bend, modify, incorporate and survive. Even though teachers' concerns fluctuate over time and with experience, first, second, third, and more years of experience teachers, the intrinsic, ancillary, and intrinsic rewards, as defined by Lortie (1975) are still being cited by those who select teaching and those who remain in teaching. Today's teachers are older, more experienced and have more education, yet they are still reporting that the primary reason they teach is because of their students (Kottkamp, Provenzo, Jr. & Cohn, 1986).

Gehrke (1987) reports that first-year teachers may be described as serious, rushed, and rigid, while second-year teachers become disciplinarians, yet open up more to their

students. She cites Fuller's 1968 study that describes describes stages of teachers' concerns which move from resolution of concern about appearance of self, to adequacy, and then to student learning. Boredom, isolation, and guilt are also cited as outcomes for continuing teachers.

Can teachers learn to cope with these feelings? What can teacher education programs do to assist continuing teachers with these conditions and remain enthusiastic and effective professionals? What can teachers do to overcome these outcomes? Researchers conclude that an ongoing, reflective philosophy of continued learning is the approach that should be taken (Zeichner, 1983; Sprinthall & Theis-Sprinthall, 1981; Cruickshank, 1985; Gehrke, 1987). For those who educate and supervise teachers, and for teachers who view teaching as an ongoing process, the collection of information related to teachers' perception of their enculturation process reflects culture change from within the profession and of the society, and can aid in providing a holistic understanding of the processes involved.

Methodology

A qualitative approach was used in this study. Falling within the traditions of a phenomenological approach the researcher inquires into the lives of the group being studied and tries to "understand the meaning of

events and interactions to ordinary people in particular situations" (Bogdan and Biklen, 1982, p. 31). The researcher attempts to make sense out of the subjects' views by examining constructions of events and interactions as told by the subjects.

Data collected in this approach is analyzed inductively and theory is built from the bottom up. When developing theory in this way the researcher is using what is called "grounded theory" (Glaser and Strauss, 1967).

Four sources of information were used for the data collection: questionnaire, interview, focus group, and short stories. The questionnaire was used to gather demographic information; the interview, composed of open-ended questions, was used to gather constructs, images, and context maps; the focus group was used to observe interaction and gather additional constructs, images, and context maps; and the short story assignment was used to gather preconceptions about a future event.

The long interview allows the researcher "into the mental world of the individual, to glimpse the categories and logic by which he or she see the world" (McCracken, 1988, p. 9). It is an especially suitable strategy because it allows the researcher to see into the cultural parameters of human behavior. Combining the questionnaire with the long interview process is obligatory according to McCracken, who cites Brenner, because it establishes order

and subject-researcher distance with every interview. These conditions do not keep the researcher from probing beyond the interview questions, however, and the researcher should when it is appropriate (McCracken, 1988).

The focus group is like an interview but with a group of people instead of one person. This technique allows the researcher to substantiate the cultural categories and analyses from the long interview process and storytelling phase of the study. A focus group gives the researcher an opportunity to observe the participants interacting and to collect additional data (Morgan, 1988).

The written short story component is an attempt by the researcher to create a collection of lore about a preconceived event in the lives of a group of people. Schubert "characterize(s) teacher lore as the study of the knowledge, ideas, perspectives, and understandings of teachers" (1988). Recognizing that teachers are learning from their experiences and creating ways to deal with their dilemmas, their stories provide the researcher with rich perceptive and reflective data.

CHAPTER III

PROCEDURES

A qualitative research approach was undertaken in this study because the researcher wanted to inquire into and then interpret how a group of teachers portrayed their work and their world. In addition, the researcher wanted to examine what teachers perceive about their enculturation process and how these perspectives give meaning to their careers. A grounded theory approach was adopted because it afforded the researcher inductive gathering and analysis procedures for systematic processing of information. Comparative analysis was the accompanying strategy. The researcher gathered the data about groups of teachers in various career stages and these groups were compared. Glaser and Strauss state "Comparison groups provide,... control over the two scales of generality: first, conceptual level, and second, population scope" (1967, p. 55).

To collect descriptive data it was necessary to talk with teachers and record their portrayals, and observe teachers interacting with other teachers; thus, the researcher incorporated methodology that allowed teachers to tell about their experiences and to talk with one another. A long interview (containing a questionnaire), a

focus group session (including group stories), and written stories' were all incorporated in the approach. In order to make sense out of these portrayals, data were recorded on a grid. Examination of the data, using comparison and contrast, allowed categories to emerge, which established a basis for patterns and relationships (Glaser & Strauss, 1967; McCracken, 1988).

The qualitative method enabled the researcher to use an open-ended questioning and focus group approach to generate large and varied amounts of data from intensive investigation with a small number of respondents to discover these patterns and relationships. As is the tradition with qualitative research, the researcher does not adopt a priori hypotheses, but rather adopts the role of learner and lets the patterns and relationships that emerge lead the researcher to cultural categories (Glaser & Strauss, 1967, McCracken, 1988). Because the researcher seeks to understand meanings and constructs, and then to interpret them, a phenomenological approach of inquiry was employed (Bogden & Biklen, 1982). The study was interpretive, and it relies upon "thick description" of the teachers' perceptions of their culture (Geertz, 1973).

This ethnographic study attempts to describe and explain the enculturation process of teachers in various career stages as portrayed through the stories they told; therefore, the researcher used a combination of qualitative

techniques and methods. Schubert (1989) and colleagues are currently investigating teacher lore as a basis for insight about curriculum and supervision. Their research is based on the assumption that teachers are rich sources of information because of their daily involvement and experience with curriculum. Schubert (1989) and his colleagues see four outcomes of their "Teacher Lore Project":

> 1) rich portrayals of teachers' stories, convictions, and precepts
> 2) sets of central themes derived from interviews and reanalysis and reinterpretation of tapes and transcripts
> 3) an emergent set of categories of literature on teaching curriculum, supervision, and evaluation directly or indirectly related to teacher lore
> 4) a rationale for the importance of teachers' experientially derived insights that relates to Deweyan progressive perspectives and contemporary correlates of them (pp. 283-284).

A teacher lore approach was used in this study, as well, since the researcher gathered both oral and written stories about teachers' perceptions of their enculturation process. The oral stories were taped, transcribed, and analyzed. The written stories were analyzed to identify the emerging similarities and differences of the preconceptions of preservice teachers about their first semester as a beginning teacher.

The long interview, consisting of a questionnaire with both closed and open-ended questions, was used because it allowed the researcher to make the best use of time and

cover the same questions with each teacher without having to spend long hours of teacher observation. It also allowed the researcher to probe with follow-up questions. The long interview technique is used when a researcher is attempting to delineate shared cultural categories of a group. The long interview allowed the researcher to accomplish ethnographic objectives by gathering rich descriptive information about how teachers view themselves and their work (Glaser and Strauss, 1967; McCracken, 1988).

The focus group, as a qualitative approach, was employed to allow the researcher to gather a group of teachers together to talk about topics related to the enculturation process and to observe the teachers as they discussed topics related to the enculturation process. Morgan (1988) equates focus groups with group interviews. The researcher acted as a group facilitator, providing the discussion questions and probing issues that emerged during the videotaped, two-hour session. Data gathered during this phase of the study allowed the researcher to supplement the data gathered from the preservice teachers' written stories and the long interview. This allowed the researcher to triangulate the three phases of the research project: written stories from the preservice group about their perceptions of the first half of their first year of teaching; data from first-year teachers, third-year

teachers, and teachers with more than four years of teaching experience using the long interview, which contained an ordered questionnaire; and data generated from the focus group session and storytelling groups (Glaser and Strauss, 1967).

Instrumentation

A long interview was scheduled and conducted with each of the twenty participants selected for this study during the time period from June through the middle of August, 1989. Interviews lasted from one and one-half hours to three hours, depending on the participant. The interviews were conducted either at participants' residences or at the researcher's office. All interviews were tape-recorded. The questionnaire was used as a rapport builder for each interview and allowed the researcher to gather the same demographic information from each participant, for example, educational background, gender, what kind of school the participant was currently teaching in, etc. (Appendices A, B). The long interview contained open-ended questions which allowed the participants to respond to questions such as, "A teacher is someone who...?, A principal is someone who...?, The most attractive feature of being a teacher is...?," etc. (Appendix B).

During the time period of June through October, 1989, the researcher obtained permission from university

education faculty who were teaching introductory education courses to attend the first ten minutes of their classes to ask for preservice teacher volunteers. The researcher explained the requirements for the written stories. A list of characters and a short scenario was provided. The main character is Ms. Apple, who is reflecting about her first months of teaching just as the last student leaves her classroom for Christmas vacation. Ms. Apple can be an elementary or secondary teacher. Other characters are Mr. Pal, the principal; Mr. Bee, co-teacher on the same hallway as Ms. Apple; Ms. Cee, co-teacher, who has the same teaching assignment as Ms. Apple; Mary, a student; Jim, a student; students in Ms. Apple's classes and other students in the school; and Mr. and Mrs. Par, parents. The preservice teachers were instructed to begin their stories with the opening days of school and move chronologically through the semester. The stories were limited to 750-1,500 words (3-6 handwritten pages). A total of thirty preservice teachers volunteered to write about their preconceptions of the first half of their first year of teaching. Sixteen stories were actually returned to the researcher. In addition to the story, each preservice teacher filled out the same ordered questionnaire found at the beginning of the long interview conducted with the inservice teachers (Appendix A).

On August 18, 1989, nine inservice teachers participated in an all-day storytelling workshop, group storytelling session, and focus group session (Appendices C, D). One of the nine was invited to attend because she had heard of the session from a participant and wanted to join the group. She had completed one year of teaching and qualified so the researcher included her in the session.

The session began at 8:50 a.m. with registration and refreshments to give some time for the teachers to meet each other and to receive their first-name-only name tags, and ended at 3:00 p.m. after a two hour focus group discussion. One hour was taken at noon for lunch together.

In the morning session the researcher provided a mini inservice storytelling workshop for the teachers to provide some elementary and secondary level educational classroom application for them to take back to their classrooms. This session was followed by a training session in the group story technique that was used by the researcher to gather more data from the teachers about their enculturation process. The teachers were divided into groups based on their years of experience and each group created a story based on a scenario provided by the researcher. The scenarios were created based on themes that emerged from the long interview process (Appendix

C). The group stories were tape-recorded and later transcribed.

In the afternoon, the researcher conducted the focus group session. The same nine teachers from the morning session constituted the focus group. First-year teachers, third-year teachers and teachers with more than four years of teaching were represented in the group. Questions were based on issues and categories of interest that emerged from the interviews and the preservice teachers' written stories (Appendix D). The researcher began the discussion with a short summary statement about the study and explained that the focus group session would allow the researcher and the teachers to probe further into the ongoing process of becoming a teacher. In addition to monitoring the discussion, the researcher took notes and the whole session was video-taped and audio-taped. Each teacher was given a copy of the questions just before the session to assist the researcher with ordering the discussion. When it was appropriate, the researcher probed further when the discussion turned to additional issues not represented on the list. The researcher found that the teachers did not need much prodding and were quite capable of discussing the questions with each other. In fact, the teachers would have continued talking beyond the two hours if some of them had not had other commitments that required them to leave. Each participant filled out an evaluation

of the storytelling session, the group storytelling session, and the focus group session (Appendix E).

Subjects

Eighteen public school elementary and secondary teachers were originally chosen for the study: six first-year teachers (three elementary and three secondary); six third-year teachers (three elementary and three secondary); six teachers with more than four years of teaching (three elementary and three secondary). Two second-year teachers were interviewed in addition to the eighteen because one appeared on a school district's personnel print-out of first-year teachers, but once the interviews had begun the researcher found that one teacher had just completed her second year of teaching, but the first year in that district and the state. The other second-year teacher considered herself to be a first-year teacher because she had taught for only one year many years before. At the time of this study, she was returning to the university for additional schooling before returning to the classroom. She had just completed her first year in the state. Sixteen preservice teachers completed written stories and the questionnaire. One additional first-year, secondary teacher was added to the focus group. The twenty inservice teachers represented nine public elementary and secondary school districts in the North-Central Texas area.

Seventeen inservice female teachers and four inservice male teachers participated in the study. Seven inservice teachers hold master's degrees and twelve inservice teachers hold bachelor's degrees. Fifteen inservice teachers teach in urban schools, two inservice teachers teach in suburban schools, and three inservice teachers teach in rural schools. All of the inservice teachers received from exceptional to clearly outstanding teaching evaluations for the 1988-89 teaching year. All of the preservice teachers were attending the University of North Texas at the time of the study.

Data Collection Procedures

This research study was conducted during the summer and early fall of 1989, from June through October. The storytelling workshop and focus group session was held on August 18, 1989. The interviews were conducted from June through the second week of August. The written stories were collected from the volunteer preservice teachers through two summer university sessions and one fall session.

The data collection techniques used were questionnaire, long interview, focus group, and written stories. Collection included audio tapings of all interviews, audio-taped recordings of focus group storytelling and the two hour focus group session,

videotaping of the focus group session, handwritten preservice stories, and handwritten field notes taken during the interviews, after the interviews, and during the focus group session.

Data Analysis Procedure

The interview questions were designed by the researcher based on a pilot study which established a phenomenology of teacher acculturation conducted during 1988. "A Study of the Constructs Held by Preservice and First-Year Teachers Regarding the Work and Culture of Teaching," a qualitative study, using a grounded theory approach (Glaser & Strauss, 1967), examined the images, constructs, and maps held by these teachers (Ponder & Van Derveer Naylor, 1988). Tentative explanations about contrasting patterns of understandings about teaching resulted.

One of the purposes of this pilot study was to acquire data that would serve as a basis for further study of teachers. Questions arose from the pilot study concerning teachers with more than one year of teaching experience and thus led to this study about teachers who are in various stages of their enculturation process. In the present study, additional questions about the personnel in school systems, the structure and geographical location of schools, induction, orientation, and evaluation, as well as

teacher perceptions of experienced versus beginning teachers were added to the questionnaire and long interview. All of the questions were designed to be open-ended, some requiring lengthy and some requiring short responses. Additional areas of interest were examined as the interviews were being conducted as new categories emerged from the interviews. For example, when one teacher's teaching area was not asked about, he created his own open-ended question ("A music teacher/band director is someone who...") and the researcher added this question and other specialists to the interview schedule for the remaining interviews. All questions were reviewed and approved by a professor from the College of Education and the Graduate School Research Committee prior to conducting the research. Approval of investigation involving the use of human subjects was granted by the University of North Texas Institutional Review Board for the Protection of Human Subjects in Research before the research began. All participants and the principal researcher signed a use of human subjects agreement before any interviewing began. Any participant could withdraw from the study at any time. None of the participants withdrew from the study. All audio-recordings were transcribed to ensure data accuracy, and all words stated by subjects and researcher are written in script form. Pauses and other nonverbal cues are noted in brackets.

In addition to the transcriptions of the interviews, the researcher constructed a grid so that an abbreviated record of the interviews of all inservice teachers could be compared. All interview questions are listed in the order asked on the y-axis. All inservice teachers are listed on the x-axis, grouping the three first-year elementary teachers together, and grouping the three first-year secondary teachers together; grouping the three third-year elementary teachers together, and the three third-year secondary teachers together; grouping the second-year elementary teacher and the second-year secondary teachers together; and grouping the three elementary school teachers with more than four years of teaching experience together, and grouping the three secondary school teachers with more than four years of teaching experience together. The design is based on Glaser & Strauss (1967) and is used for triangulation of data in qualitative research.

The storytelling focus group scenarios were created around issues that emerged from the interviews and the written stories. For example, one group storytelling scenario was about Ms. Apple, a beginning teacher. It paralleled the scenario for the preservice teachers so the researcher could compare preservice teachers' preconceptions of the first half of the beginning year with what first-year inservice teachers reported about the event. As the first-year, third-year, and more than four

years of teaching inservice teachers' storytelling groups were creating their stories from the scenarios provided for them, they were taperecording them (Appendix C). The tapes were later transcribed for analysis.

The two-hour focus group session followed questions created from issues and categories that emerged from the long interview and written stories process. The session was taperecorded and videotaped. The tapes were later transcribed following the same guidelines for the long interviews.

The written stories were compared and a grid was constructed to tally the preservice teachers' preconceptions of the first half of their first year of teaching (Figure 1). Down the y-axis of the grid each preservice teacher's assigned research number was recorded, and across the x-axis a list of events was created in the order they were mentioned. As the first story was read the researcher wrote down the first preconceived event of the story and then did the same thing for each new event. With the second story the researcher tallied the same events mentioned from the first, if any, and wrote down any new events. This same process was used for each of the sixteen stories until all events had been tallied. After the data were collected, the analysis began.

CHAPTER IV

FINDINGS AND ANALYSIS

Analysis of the data for this study employed the grounded theory technique of Glaser and Strauss (1967). The five primary data sources were the questionnaire, used to obtain demographic information from preservice and inservice teachers (Appendices A, B), preservice teachers' written stories which reflected their preconceptions of the first-year of teaching, the long interview used with inservice teachers, the small group stories told by inservice teachers (Appendix C), and the focus group session held with inservice teachers (Appendix D). Portrayals of teachers' work conceptions in various career stages were constructed to develop references regarding similarities and differences in the ways teachers become enculturated to the culture of teaching.

Preservice Teachers' Portrayals

The researcher visited elementary and secondary level introductory education classes and asked for volunteers to fill out a short questionnaire and write a story limited to 750-1,500 words based on a scenario provided by the researcher (Appendix A). Demographic information from the questionnaire was summarized and the stories were analyzed

for similarities and differences and these were assigned referents. Thirty-five preservice teachers took the questionnaire and story assignment envelopes provided by the researcher and sixteen volunteers completed the questionnaire and returned their stories to the researcher. At the time of this study, all preservice participants were Caucasian; twelve were female, and four were male. The preservice teachers' ages were: twenty, five were twenty-four, two were twenty-five, twenty-six, twenty-seven, thirty-one, two were thirty-four, thirty-seven, forty-five, and sixty-two. Two participants were graduate students, eight were baccalaureate degree students and six were working on certification. Five of the females were married. Ten attended suburban high schools, six attended urban high schools, eleven attended suburban elementary schools, four attended urban elementary schools, and one attended a rural elementary school. Five elementary education majors returned their questionnaires and stories, and eleven secondary education majors returned their questionnaires and stories. Categories were assigned based on the data obtained. Each preservice teacher had to write a story about Ms. Apple, a first-year teacher, including what they thought she would face beginning with the opening of school and moving through the semester until Christmas vacation. Other characters were included in the scenario. They were: Mr. Bee, a co-teacher on the same hallway as Ms.

Apple; Ms. Cee, a co-teacher with the same teaching assignment; Mr. Pal, the principal; Mary, a student; Jim, a student; Students in Ms. Apple's class and in the school; and Mr. and Mrs. Par, parents.

The researcher constructed a grid placing the given characters along the x-axis (Figure. 1). As each story was read, the researcher added any further events that were reported by the preservice teacher. The elementary preservice teachers' stories were read first and the information given for each character and event was recorded, so the right side containing the characters in the scenario was in place when the first story was read, but with each additional story, the grid began to expand as the preservice teacher told of events not provided in the scenario. For example, after the first story was read, the "first day" was added to the x-axis because that preservice teacher included this indicator as a story factor. After several stories were read, other event indicators such as "the first days," "the first month," "the end of the semester," "Halloween," "Thanksgiving," and "Next Semester" were added to reflect the events reported in the preservice teachers' stories. The secondary preservice teachers' stories were read next and the same procedure was followed. This system allowed the researcher to compare the stories from within the elementary preservice teacher group and from within the secondary preservice teacher group and also

compare the stories between the elementary and secondary preservice teachers' groups.

The following is a compilation of the preconceptions about the first semester of the first year of teaching that preservice teachers wrote about, based on the story assignment scenario about "Ms. Apple, First-Year Teacher."

Preservice Teachers' Portrayal of Parents

With regard to the given characters in the scenario, elementary preservice teachers depicted parents in the following ways. Parents were as "bad as their children, irate, affluent, highly educated," and "helpful." One preservice teacher wanted parents to "think of her as competent and compassionate." Two preservice teachers were concerned that parents would be concerned about their children having "a first-year teacher." One elementary preservice teacher did not include any mention of parents in the story.

Secondary preservice teachers depicted parents as "over-zealous, angry at being called to come in and speak to the teacher about their daughter's failing a test, sure that the trouble their child was having was because of the inadequacy of the teacher, not caring about their child's poor performance in school, very receptive to teacher's concern about their child, lacking English speaking skills," but with the help of the teacher, one parent

(mother) attended English speaking classes and "the child's school performance improved," a "father voiced that school was not necessary for his daughter to be successful," and "shocked about their son's poor performance and are willing to change their life style to help son do better." Two secondary preservice teachers did not mention parents in their stories. Some depicted the teacher-parent relationship as one in which the teacher could be a positive influence in helping students do better and others depict the relationship as adversarial.

Both secondary and elementary preservice teachers characterized parents as "antagonistic" or as "cooperative." Both characterized parents as sources for helping their children to do a better job in school. Preservice teachers from both groups did not include parents in their stories of the first-year teacher, although the majority of them did see parents as part of their first-year experience. Secondary preservice teachers did not report a concern for the first-year teacher, type-casting syndrome that the elementary preservice teachers perceived about parents. Elementary preservice teachers seem to be more concerned that they are not as respected or good as experienced teachers and that this first-year status is an obstacle that they must address and overcome.

Preservice Teachers' Portrayal of Students

Elementary preservice teachers portrayed the student characters of Jim and Mary in several ways. One preservice teacher did not mention them. Jim was usually portrayed as having special problems, such as, "can learn, but takes opportunities away from other students" when he has outbursts of anger, "can't seem to reach him, just above the cut for special education, a restless rat," and a "teacher's pet." Mary was usually portrayed as, "has the highest I.Q., does not have all of her supplies yet," and "forgetful."

Secondary preservice teachers portrayed Jim and Mary in several ways. A compiled portrayal of Jim includes the following characteristics: Jim as a discipline problem; began the semester having to be moved to another seat; teacher could not get him to be responsive; apathetic; a twin of Mary; wanting to do well, but because of family troubles he drops out of school and gets on drugs; the "class clown" and the teacher has to keep from laughing at him; "has potential, but won't work;" and, the teacher had to talk with parents about his bad behavior, but once this was done, Jim's work was much improved. Mary's compiled portrayal contains the following characteristics: "slept in class; twin Mary could see the divorce of her parents coming before Jim could and seemed to accept it better;" had "over zealous parents," but was a "best student" and

learned the value of a "C" in biology; teacher worried about Mary because "she did not really try;" saw improvement after the teacher showed an interest in her; "smartest in the class" and the teacher spotted this the first day of school; "introverted" and teacher noticed her the first day of school; "got pregnant;" and an English as a Second Language student who is "new to the school, but eager to learn."

In summary, both elementary and secondary preservice teachers tended to portray Jim as a discipline problem of some kind and identified as such from the beginning of the semester. Mary was sometimes a discipline problem, but also was portrayed as a gifted or "best student." Jim was never portrayed as a special student in positive terms, only in negative terms. All of the preservice teachers used these two characters to portray their preconceptions of the kinds of students and problems they would face as teachers, such as drugs, teenage pregnancy, discipline problems, gifted students, special education students, family related learning problems, the student motivation dilemma, classroom management, student-teacher relationships and parent-teacher communication. When students were mentioned, preservice teachers showed concern about being fair and democratic in the amount of attention they could give to all students, especially in light of the time they have to spend dealing with individual student

problems that takes them away from all of their other students.

Preservice teachers tended to type students as either "good" or "bad," "having potential" or "destined to fail," "special education learners" or "gifted," and that boys will more likely be serious discipline problems than girls. Also, they feel they know and can type what kind of personality and learning style a student will have from the very first encounter at the beginning of the semester, even after the first day or week of school. Succeeding encounters with the student will be based on this first appraisal. Preservice teachers also seem drawn to overt student behavior and learning styles, whether they be the noisy and disruptive variety, or the introverted and nonparticipatory variety. No story included or described students between these dichotomous poles.

Preservice Teachers' Portrayal of the Principal

Mr. Pal, the principal, was portrayed by elementary preservice teachers as a person who "doesn't understand child behavior... maybe that is why he became a principal," "more concerned about forms" than the teaching going on, was "helpful" to teachers, was a "miracle worker," visited class for an evaluation, and was supportive of the teacher in her handling of a problem student.

Mr. Pal was portrayed by secondary preservice teachers

as "teacher wondered if the principal understands teaching and learning, viewed principal as an evaluator and wanted to keep a good relationship with him, principal went out of his way to help teachers get the things they needed, principal gave constructive criticism, teacher only saw principal at the first inservice program, principal was not seen by teacher until the tenth week and then it was to complain about how tough it was to get school going, principal was impressive at inservice, but teacher did not think he went far enough in teacher preparation, teacher was impressed when principal visited her on her first day of school, and, principal was a good friend and helped the teacher with all of her traumas."

In summary, preservice teachers portrayed the principal as either a "mentor" to teachers and students or as an "administrative manager" who was more concerned with policy and rules than with learning, teaching, and helping. None of the stories reflected that a principal plays an academic role or has academic/subject related knowledge. Principals were depicted as having administrative, managerial, and interpersonal skills-related knowledge about teacher/co-teacher, parent/teacher, and student/teacher relationships. First-year teachers are presented as the nonassertive participants in the principal/teacher relationship. First-year teachers worried about what the principal thought about them. They

used brief encounters with the principal to build evaluative speculation about what the principal was thinking about them. For example, the principal heard noise coming from a laboratory lesson where the discovery method was being employed by the teacher; therefore, the principal thought that the teacher could not control his/her students because the principal might/might not know about or approve of such methodology.

Preservice Teachers' Portrayal of Co-Teachers

Elementary preservice teachers portrayed Ms. Cee, the co-teacher with the same teaching assignment as "a person who was willing to share ideas, complaining and frustrated, but unwilling to talk with the principal about her problems, quick to unload on Ms. Apple, kids drive her crazy, does not take control of her class, makes sure her reports are filled out, got upset when Ms. Apple's class was not doing the same thing at the same time with her class, supportive and not critical, Ms. Apple learned so much from the thirty-year veteran but did not feel that Ms. Cee could learn anything from her," and had a "sense of humor." Mr. Bee, co-teacher on the same hallway as Ms. Apple was portrayed as: "friendly and willing to answer questions;" "likes to have students try new things" and incorporated "hands-on experience;" "class is noisy and he can't understand why kids are unruly;" "he does not take

control of his class;" was willing to talk to Ms. Apple and share reflections about teaching; "had a sense of humor;" "a good friend that warned her about burnout;" and, "gave her (Ms. Apple) points about assertiveness and realism." Two elementary preservice teachers did not include Mr. Bee in their stories.

Secondary preservice teachers depicted Mr. Bee as: "able to share similar experiences with Ms. Apple;" "made Ms. Apple laugh at things and encouraged her;" "helped with different teaching methods;" "understanding;" "is a sounding board for Ms. Apple;" "ate lunch with Ms. Apple and understood what she was going through;" "stuffy and old;" "helped with supplies and advice;" "a friend;" "shocked" that both Mr. Bee and Ms. Cee asked a first-year teacher for ideas; all three of these teachers ate lunch together; said he "would soon learn not to get so involved with his teaching material;" "had travelled all over the world;" and "was very interesting and easy to talk to."

In summary, preservice teachers portrayed their co-teacher relationships as either "collegial" or "antagonistic." Preservice teachers portrayed first-year teachers as lacking in a body of experience compared to experienced teachers. Their lack of experience was tied to a body of events and knowledge already possessed by their experienced colleagues, only some of whom were willing to

commiserate with, feel empathy for, and show affinity for first-year teachers.

Preservice Teachers' Portrayal of First-Year Teacher

Ms. Apple was portrayed by elementary preservice teachers as: "adjustment did not come quickly and smoothly;" "her saving grace was her intellectual freshness;" "feels insecure;" "feels like a new pup;" "feels inexperienced;" "new shoes have to broken in...old shoes feel better;" "wants to be open;" "not enough hours in the day;" "recognizes how much he (she) did not learn in college;" "needs to spend Christmas vacation finding out about hyperactivity;" "smiles when she thinks of Jim, but shudders when she thinks of Mary;" "knows that educated parents are trying to be helpful;" "going to spend Christmas vacation readying for next five months;" "exhausted;" "excited about job at start;" "doesn't want students to be bored;" "wouldn't change a thing;" "apprehensive about teaching at start;" "wants to get class off to a good start;" "likes the summer off;" "takes each day, week, month, lesson, one-at-a-time;" "in the classroom a teacher can be better utilized than in the business world;" "money does not always provide satisfaction;" "plan, plan, plan;" "love each child for who he is;" "wants to know and work with parents;" and, "wants to be compassionate and competent."

Secondary preservice teachers portrayed Ms. Apple as: "nervous the first day;" talked with school counselor about students who had been cited as having problems; contacted parents about students who were having problems; had an "open-working" relationship with principal; worked late nights preparing; had a "positive attitude;" had a "helping attitude" with students; felt good that she was able to help Jim and his parents; felt like she had so much to give to students; understood why co-teacher was "burned-out;" did not look forward to first day of school; "spends hours grading and planning;" "feels like a clown and juggler;" had a "passion for her subject (biology);" "wants students to love her subject, too;" "doesn't want parents to blame her for student's failure;" and, "needs Christmas vacation."

The secondary preservice teachers portrayal of Ms. Apple continued: "students turned out to be as she expected ...some slow, some polite, some rowdy, some fast;" "firm in her rules;" she worried whether she handled student discipline properly; felt better after talking with principal about parents; "stretched thin;" "there were times she wanted to quit during the first semester;" she "panicked when some boys were fighting in classroom;" "feels frustration over problem student (Jim);" "realized a teacher can't reach every student;" "knows she has to work on her failure feelings;" "wished principal would spend

more time getting to know her;" thought holiday break was good for students and teachers; "students tried to test the teacher everyday until they could see it wouldn't work;" felt it "would be great if she could ax the interruptions from the office;" knew she could not be a "buddy" to Mary; tried "to adapt to holiday mood of students in the lesson plans;" "thoroughly enjoyed teaching, so far;" "no one had ever warned her about a veteran teacher like Ms. Cee;" "must constantly change teaching method to keep Mary attentive;" she felt Mr. Bee "laughs quietly at her idealism;" felt planning and being prepared was the key to a successful appraisal; reflected "she threatens Ms. Cee;" and, viewed co-teachers and principal as "helpful" people.

In summary, preservice teachers portrayed first-year teachers as "anxious, yet enthusiastic" individuals. First-year teachers were portrayed as going through a rite of passage that on completion would give them the acceptance needed to be called "experienced." They wanted friendly, working relationships with co-teachers and principals. They needed to have a co-teacher "friend" who they could talk and share experiences with. They felt they had much to learn from experienced teachers but were amazed if experienced teachers indicated that they could learn from them, or that experienced teachers would even consider being able to learn from them. They were suspect of "seasoned veterans" whom they type-casted as "stodgy" or

"complaining." Although no preservice teacher stated it directly, they implied that there were some experienced teachers who probably should not be teachers. They wanted to help students, yet recognized that they might not be able to reach all of them. They recognized that they would work long hours on planning, grading, and learning. They might feel like quitting sometimes, but thought that if they could make it to the next break, they could find renewal to continue teaching. They knew that other jobs might pay more, but that there was more to life than money. They believed that they had something to bring to teaching and that they could make a difference.

Some of the stories reflected the preservice teachers' love of their subject and their desire to instill that love in their students. Preservice teachers viewed their advantage over experienced teachers as being in their "intellectual freshness." They also believed that this advantage could be a detriment because it might be a source of irritation to their experienced colleagues. Preservice teachers recognized a hierarchy in teacher status based on experience and length of service.

Preservice Teachers' Portrayal of the First Half of the First Year

Both the elementary and secondary preservice teachers created their stories around a "chronology of time and

events" system that coincided with the fall calendar. The developmental highlights, markers, and referents that emerged from the stories were: "the hiring interview;" "the first talk with the principal;" "the preparation time during the summer;" "the first inservice program/day for new teachers/all teachers;" "the first day of school;" "the first days of school;" "the first week of school;" "the second week of school;" "the first weeks of school;" "the first month of school;" "the first open house;" "the first evaluation;" "Halloween;" "Thanksgiving;" "Christmas vacation;" "the end of the term;" and, "the next semester." Each of these times or events were portrayed as expected milestones that marked the passing of little rites within the total rite of passage called "the first year."

Preservice teachers recognized how these markers affect the atmosphere in the school, the students' behavior patterns, and their own passage of energy and emotional output. Some teachers looked forward to these times and events, while others viewed them as necessary or inevitable interruptions in their planning, their students' learning, and their students' and their psychological states of mind. "After the first day I was exhausted" or "I will use Christmas vacation to get ahead with my planning," were statements used to denote their states of mind. The second half of the first year was viewed as less traumatic by some because after completing the difficult first half, teachers

were not "green" anymore and knew more about what to expect. Some thought they would be able to accomplish more in the second semester, yet recognized how much they did not cover during the first, so there was some anxiety about "catching up." Preservice teachers recognized the necessity for these breaks and viewed holidays as necessary for survival.

Summary of Preservice Teachers' Portrayals of First Year

The following is a summary of how preservice teachers portray some school-related personal relationships and the first-year experience. Preservice teachers portray parents as "antagonistic" or "cooperative." They portray students as "disruptive" or "nonparticipatory" and "noisy" or "introverted." They portray principals as "mentors" or as "administrative managers." They portray co-teachers as "collegial" or "antagonistic." Preservice teachers portray first-year teachers as "anxious, yet enthusiastic" and as having "intellectual freshness."

Inservice Teachers' Portrayals

The researcher interviewed eighteen inservice teachers, who were, at the time of the study, teaching in public elementary and secondary schools in the North-Central Texas area. Specifically, six first-year teachers, six third-year teachers, and six teachers with more than four years of teaching were interviewed. Of the six teachers

who had taught more than four years, one had taught six years, one had taught seven years, one had taught eleven years, one had taught twenty-three years, one had taught twenty-five years, and one had taught thirty-six years.

All inservice teachers were Causcasian; fourteen were female and four were male. Seven of the inservice teachers had attended urban high schools, six had attended suburban high schools, and one had attended a rural high school. Eight had attended urban elementary schools, six had attended suburban elementary schools, and four had attended rural elementary schools. Six of the elementary school teachers had earned baccalaureate degrees and three had earned master's degrees. Five of the secondary school teachers had earned baccalaureate degrees and four had earned master's degrees. Twelve of the females were married and three of the males were married. Two females were not married and one male was not married. At the time of the study, eight of the elementary teachers were teaching in urban public schools and one was teaching in a rural school. The elementary school teachers were teaching in Head Start, prekindergarten, kindergarten, first grade, third grade, fifth grade, and elementary physical education classes. Six of the secondary school teachers were teaching in urban schools and three were teaching in suburban schools. Three of the secondary teachers were teaching in junior high schools and six were teaching in

high schools. The secondary teachers were teaching English, history, government, music, computer education, algebra, economics, and business.

The following is a presentation of the information about inservice teachers' portrayals of various events and people connected to teaching taken from the long interviews. After each presentation there is a short summary of the information. Analysis of the information will follow in the conclusion.

Inservice Teachers' Portrayal: "What attracted you to teaching?"

The first question on the long interview was "What attracted you to teaching?" Elementary teachers gave the following respondes: "liked working with children;" "would rather talk to them (children) than adults;" "could have the same schedule as my family;" "summers off;" "father encouraged her to get education courses to fall back on;" "always loved children;" "enjoyed school and learning;" "liked to watch others learn;" "interested in children;" "challenging work;" "agreeable with family life;" "working with kids;" and some cited that as young people, they had worked as recreation coaches, Sunday School teachers, teachers' helpers in school, and assisted at home with siblings, as related interests or work that attracted them to teaching.

Secondary teachers responded: "a way to serve God;" "was a teaching fellow in college;" "had given private lessons and after getting a performance degree, and decided to get a teaching degree;" "first got a business degree, but after working in the field decided to get an education degree because it's the single most important element in society to break the cycle of poverty;" "played baseball as a younger person and wanted to coach;" "coaching;" "I have a special rapport with kids, especially punk kids;" "parents wanted her to have a degree that would give her security in case something happened to her spouse;" "volunteer work in the schools showed her that she could teach;" and, "parents and other family members were teacher examples."

In summary, elementary teachers tended to cite their fondness for children and the parallel work schedule with their own life and family cycle as attractors to teaching. Secondary teachers tended to cite personal values and motives, and job security as attractors to teaching. All inservice teachers talked about liking young people.

Inservice Teachers' Portrayal of Themselves as Future Teachers

Elementary teachers could picture themselves as future teachers. One of them did so from the early age of seven when she was in the first grade, and others knew from the

time they were in elementary school or in junior or senior high school. Some decided after going to college and in their junior year, when they had to decide a major. Two decided later in life after they had their own families and their children were older. Most of the elementary teachers could not image themselves as teachers specifically, but those who could had strong images, like seeing themselves in front of a class using a pointer or helping a single student with a lesson.

Secondary teachers could picture themselves as future teachers when they thought of themselves coaching and wearing shorts and physical education clothing; others could envision helping a particular student with instrument instruction, explaining parts of a lesson, or standing in front of a class of attentive students who were asking questions. Some were not able to recall imaging themselves as future teachers.

Most of the inservice teachers did not image themselves as future teachers, but when they did they could picture specific actions of teaching and teaching environments.

Inservice Teachers' Portrayal: "Person or Persons were most influential in your decision to become a teacher..."

First-year elementary teachers cited elementary and junior high school teachers as influential in their

decision to become teachers; first-year secondary teachers cited elementary and high school teachers, coaches, a graduate school professor, and music teacher.

Third-year elementary school teachers cited elementary school teachers, a mother, and a parks and recreation coach; third-year secondary teachers cited a university professor, a high school coach, relatives who are teachers, and a mother who is a teacher.

Elementary school teachers with more than four years of teaching cited elementary and high school teachers, sister, and mother; secondary school teachers with more than four years of experience cited elementary and secondary teachers, a teacher worked for as a parent volunteer, and parents.

Teachers were cited as influential because each had done something significant that made the inservice teachers feel special when they were in school, for example, "was a friend as well as a teacher;" "she sent a letter to me to welcome me to school;" "made her feel equal;" "she let me solve my own problems;" and "she let us write stories and plays." Of the parents who were cited, two were teachers themselves, and the other was a father who encouraged the inservice teacher to become a teacher. Like elementary teachers, secondary teachers remembered teachers as being good examples and role models, inspirational, friendly, and loving their subject matter. There were no notable

differences between elementary or secondary teachers' influential people choices, or any notable differences between first, third, or more than four years of teaching experience teachers.

Inservice Teachers' Portrayal of How They Want Students to Describe Them

First-year elementary school teachers wanted their students to describe them as: "a neat person;" "fun;" "can talk to me;" "a friend;" "patient;" "serious about education;" "can roll with the punches;" "pleasant;" "cheerful;" "fair;" "always has something to smile about;" "has high expectations;" "knows them (students) personally;" "sees the good in each student;" and "helps build positive self-esteem in each child." First-year secondary school teachers wanted their students to describe them as: "professional;" "competent;" "expresses personal concern in his students;" has a "sense of humor;" "tough, yet fair;" "you'll learn a lot in her class;" "knowledgeable and sophisticated;" and "caring, sensitive and happy."

Third-year elementary school teachers wanted their students to describe them as: "fair;" "shows respect and treats us (students) like humans;" "can count on her;" "structured;" "allows them to make mistakes and find correction;" "always sees success;" "very caring;"

"loving;" and "teaches the way they (students) will learn." Third-year secondary school teachers wanted their students to describe them as: "believe I know my subject matter;" "organized;" "firm, but fair;" "fun;" "teaches for life application, not just for the facts;" "fair;" "structured;" "disciplined;" "doesn't mix play and work in the classroom;" "a good, positive influence;" and "helps kids out."

Elementary school teachers with more than four years of teaching wanted their students to describe them as: "fair;" "gives students a sense of themselves;" "a fun person;" "she cares about me and makes me feel special;" "you made a difference in my life;" "she's the teacher who smiles;" and "she's the only teacher who hugs you and says 'I love you.'" Secondary school teachers with more than four years of teaching wanted their students to describe them as: "caring;" teacher "draws a connection between a balance of scholastics and sports;" "helpful and trusting;" "truthful;" "knowledgeable;" "fair, above anything else;" "a real person who cares about them and the subject taught;" "someone who goes by the rules;" and "reasonably intelligent."

In summary, inservice teachers want their students to describe them as caring, knowledgeable, and firm-but-fair people who help students build self-esteem and a love for learning.

Inservice Teachers' Portrayal of "A Teacher Should Make It a Habit to Never..."

First-year elementary school teachers stated that teachers should never: "criticize or embarrass;" think negatively because it destroys everything you are doing;" and "make a child feel they cannot succeed. First-year secondary school teachers stated that teachers should never: "get angry because it does not get you anywhere;" "humiliate the student;" "get into a rut;" "stop learning;" cease striving to "be better;" and "make negative comments."

Third-year elementary school teachers stated that teachers should never: "make a child feel bad, especially in front of other children;" "yell;" "hurt a child's feelings in front of the class;" "hit;" "scream;" or "spank." Third-year secondary school teachers stated that teachers should never: "threaten to do something they don't intend to carry out;" "talk badly about other colleagues;" "lie to kids;" and, "treat any of them (students) differently."

Elementary school teachers with more than four years of teaching stated that they should never: "put a student down;" "embarrass a student;" "use sarcasm;" "belittle;" and "speak before you think, because children are so literal and you better do what you say." Secondary school teachers with more than four years of experience stated

that they should never: "talk about students maliciously in the teachers' lounge;" "criticize students in front of other students;" "praise dishonestly;" and "not be fair or be dishonest."

In summary, inservice teachers agreed that a teacher needs to follow through on what they state they are going to do, never criticizing or humiliating individuals in front of other students or teachers and that they should never be negative in their approach or attitudes about school, students, and colleagues.

Inservice Teachers Portrayal "Teachers should make it a habit to always..."

First-year elementary school teachers stated that teachers should always: "smile;" "listen;" "love them (students);" "give kids a choice;" "take time;" "go off on a tangent;" and "look for the good in each student." First-year secondary school teachers stated that teachers should always: "come to school in the right frame of mind;" "leave personal problems at home;" "be prepared...have to have a plan;" "be flexible;" "sensitive to students' needs and states of mind;" and "keep a positive attitude."

Third-year elementary school teachers stated that teachers should always: "compliment their students and make each child feel special;" "tell students they're going to learn and be great at learning:" and "praise." Third-year

secondary school teachers stated that teachers should always: "be prepared and organized;" "be honest;" and "make sure to let kids know they are kids." Two teachers stressed being prepared with lesson plans and organization.

Elementary school teachers with more than four years of teaching stated that teachers should always: "be cheerful;" "treat students with respect;" "care about them (students);" "always find some good;" and "let a child know you care about them and separate what they have done from the person." Secondary school teachers with more than four years of experience stated: "show that you are interested in what you are teaching;" "show that you care about them (students);" "respect students as individuals and they will respect you in return;" "be consistent and follow through;" and "be fair."

In summary, inservice teachers at the elementary and secondary levels stressed the importance of caring about and respecting students and letting them know that they are individuals. Inservice teachers stressed the importance of showing students they are organized and like what they are teaching. Elementary teachers in various career stages tended to speak more about the affective state of their students' learning. Secondary teachers, while stating concern for affective learning, also stressed preparedness and organization in daily planning.

Inservice Teachers' Portrayal of "The school I want to teach in is one that..."

First-year elementary school teachers stated that they wanted to teach in a school which: "is a family and shows teamwork;" "there are courteous gestures and people communicate in a positive way;" "looks at students as a positive resource treasure;" "does not write kids off;" "is supportive of teachers;" and "provides workshops to further teaching skills." First-year secondary school teachers cited the following attributes of the school they wanted to teach in: "committed to excellence;" "is open-minded and moving into the future;" and "values its music program as much as its athletic program and has good academics with high standards."

Third-year elementary school teachers wanted to teach in a school which: "has a staff that works well together;" "promotes camaraderie among the teachers and supports the administration and staff;" "is able to tailor to the students' needs;" "is comfortable for the teachers and children;" and "colleagues share." Third-year secondary school teachers cited the following attributes of the school they wanted to teach in: "not too large and not too small;" "has an administration that supports its teachers and staff;" "where administration and townspeople support the teacher;" and "is well-disciplined."

Elementary school teachers with more than four years of experience cited the following attributes of the school they wanted to teach in: "gives you (teacher) the freedom to be creative;" "the people are supportive;" "is located in a community that's very interested in what we (teachers) are teaching their children;" "respects me as a teacher;" and "lets me feel capable." Secondary school teachers with more than four years of experience cited the following attributes of the school they wanted to teach in: "shares a common goal;" "has parent involvement;" "has a compatible faculty with no pickiness between them;" "has a good principal;" and "treats everyone with respect."

In summary, all of the inservice teachers cited the importance of working in a school with a friendly, supportive, compatible faculty and staff. Teachers stressed how daily communication affected their working conditions and state of mind. First-year teachers cited the need for a positive, supportive environment as important for them, as well as for the students. Third-year teachers stressed these conditions even more and added the support of the community and parents for teachers. Teachers with more than four years of experience added that there should be an atmosphere for creativity and respect for teachers' capabilities.

Inservice Teachers' Portrayal of "The most difficult problem first-year teachers face is..."

First-year elementary school teachers reported that the most difficult problem first-year teachers faced was: "paperwork;" "classroom management, because I did not have realistic ideas of what I wanted from students;" and "Am I covering enough?" First-year secondary school teachers cited the following: "actually dealing with discipline problems, especially in his urban environment;" "discipline, class management, the biggest difference;" and "trying to satisfy everyone...parents, students and administration."

Third-year elementary school teachers reported that the most difficult problem first-year teachers faced was: two teachers reported "organization;" "how to get it from your head to their heads;" "management;" and "parents." Third-year secondary school teachers reported: "getting control of your class discipline;" "knowing what to do;" and "discipline...the handling of students."

Elementary school teachers with more than four years of teaching experience reported that the most difficult problem first-year teachers faced was: "trying to learn all of the material;" "lack of time;" "so much paperwork;" "classroom management of materials;" "using time wisely;" and "getting overwhelmed." Secondary school teachers with more than four years of experience reported: "what to do

with desks;" "a system for knowing when students had turned in all their papers and getting make-up work;" and "lack of real experience."

In summary, inservice teachers reported that the most difficult problems first-year teachers face were discipline, classroom and material management, learning the system, lack of time, paperwork, parents, and feeling overwhelmed.

Inservice Teachers Portrayal of "The biggest difference between first-year and more experienced teachers is..."

First-year elementary school teachers noted that the biggest difference between first-year teachers and experienced teachers was: "they're (experienced teachers) more relaxed;" "better able to talk with parents;" "confidence;" "knowing routines and knowing where materials are; "knowing "how to handle situations that come up;" and "ability to pace oneself, when to enjoy and when to push." First-year secondary school teachers noted: "ability to handle discipline;" "the preparation of materials is less time consuming;" "experienced teachers know about the system from the Texas Education Agency all the way down to classroom management, forms, budget, and rules;" and "ability to establish a productive classroom atmosphere, management, and discipline."

Third-year elementary school teachers noted that the biggest difference between first-year teachers and more experienced teachers was: "organization and planning;" "learned more from being around teachers;" "confidence that comes from experience/success breeds success;" "discipline;" and "control...really felt lacking on this subject." Third-year secondary school teachers noted that experienced teachers were: "naturally more comfortable;" "don't kill themselves like first-year teachers do because they have their files built up;" have "know-how you can only learn on the job;" "experienced teachers have seen it before;" and are "calm and collected."

Elementary school teachers with more than four years of experience noted that the biggest difference between first-year teachers and more experienced teachers was: "experience with materials;" "confidence...knowing that you can do it and that comes from within;" and "self-confidence ...you need a little experience with irate parents." Secondary school teachers with more than four years of experience noted: "experienced teachers can handle the little things;" like "balancing time;" and "knowing how to work with kids;" they have learned "how to be friendly without being a buddy (to students);" they have "self-confidence" and "an air of authority."

In summary, inservice teachers agreed that experienced teachers have faced many problems and events and have had

the time to acquire teaching materials which give them an "air of confidence" that first-year teachers do not have. Therefore, experienced teachers are portrayed as not having to spend the amount of time on planning and classroom management that first-year teachers have to, nor are they as overwhelmed when facing new and old situations that cause insecurity. Experienced teachers know the school system, where materials are located, how to handle student discipline and they have acquired much information that can only be learned on-the-job.

Inservice Teachers' Portrayal of "The most important contribution a teacher can make to the profession is..."

First-year elementary school teachers portrayed the most important contribution a teacher can make to the profession as: a commitment to "continue to be professional;" being "open-minded and continuing to grow;" "consider yourself a professional and act like one;" "do the best job to educate young people;" and "do the best job possible and never stopping her educational process." First-year secondary school teachers portrayed the most important contribution as: "being a good example to other teachers and students;" "being competent;" "to stimulate students who are interested in learning and flabbergasted at those who do not;" and "establish a music program that

will educate all students regardless of their level to compete."

Third-year elementary school teachers portrayed the most important contribution a teacher can make to the profession as: "bettering your students, mentally and physically;" "touching lives;" and "educating yourself... an on-going process." Third-year secondary school teachers portrayed the most important contribution as: "the application of his/her (teacher) best ability;" "be a good role model for kids;" and "prepare kids for the work force."

Elementary school teachers with more than four years of experience portrayed the most important contribution a teacher can make to the profession as: "be the best teacher you can be;" "establish a good working relationship with parents, using good communication skills;" "being truthful with children;" and "be the best teacher you can be at all times." Secondary school teachers with more than four years of experience portrayed the most important contribution as: "sharing new ideas about teaching students with behavioral problems, dealing with administration and parents, and curriculum;" "doing your best;" and "set a good example, a person the community and students can respect."

In summary, inservice teachers agreed that the most important contribution a teacher can make to the profession was to always be the best teacher one could be, to set a

good example for students, other teachers, and the community, and to develop professionalism through continual education and growth.

Inservice Teachers' Portrayal of "The most attractive feature of being a teacher..."

First-year elementary school teachers stated that the most attractive feature of being a teacher was: "being your own boss, in your own environment;" two said, "June, July, and August;" "the ability and opportunity to be creative;" "freedom in the classroom;" "it's always teaching;" and, "summers off accommodates family life." First-year secondary school teachers stated: "personal satisfaction when you get positive reinforcement from students;" "summers off;" "the good feeling I get when I know I've helped someone;" and "when the students show their appreciation for what you taught them."

Third-year elementary school teachers stated that the most attractive feature of being a teacher was: "working with kids;" "the kids; their smiles;" "parents saying their kids have never been happier;" and "working with children." Third-year secondary school teachers stated: two said, "working with kids;" "enjoy being around kids;" and "vacations."

Elementary school teachers with more than four years of teaching stated that the most attractive feature of

being a teacher was: "June, July and August;" "having the same schedule as your own kids;" "excellent for women because they can be with their own children, travel, and study;" and "accommodates family life;" Secondary school teachers with more than four years of experience stated: "summer vacations;" "being around kids;" and "time off with your family in June, July, August, and Christmas vacation."

Inservice teachers agreed that the most attractive feature of being a teacher was the work schedule which allows a teacher to have the same schedule as their own school aged children, to travel, and to study, while during the rest of the year they can do what they like, which is work with kids.

Inservice Teachers' Portrayal of "The least attractive feature of being a teacher..."

First-year elementary school teachers stated that the least attractive feature of being a teacher was: "seeing failure from a child who has tried/struggled, but you had to hold back, and then having to tell the parents;" "discipline and managing students is difficult;" and "nights with little sleep." First-year secondary school teachers stated: "the time required and the emotional, psychological strain;" "the work load; there are too many preparations;" "grading;" and "trying to satisfy unreasonable parents."

Third-year elementary school teachers stated that the least attractive feature of being a teacher was: "lack of pay;" "lack of respect for teachers;" "parents not respecting my professional opinion;" "when parents degrade their children;" "stress;" and "working with children with special needs, like the abused." Third-year secondary school teachers stated: "all of the administrative junk, like bus, lunch, and hall duty;" "poor working conditions;" "pay, because it is difficult to support a family;" "hearing other teachers gripe;" "paperwork;" and "the lack of prestige."

Elementary school teachers with more than four years of experience stated that the least attractive feature of being a teacher was: "money;" "state-mandated evaluations;" "too much stress on performance for students and teachers;" "pressure...there's more and more since regulations;" "attitude in education is competition;" "tired of hearing about our (teacher) shortcomings from the media;" and "public's lack of positive feeling about teachers." Secondary school teachers with more than four years of experience stated unanimously: "the salary, the money;" "uncaring parents."

In summary, inservice teachers stated that the least attractive feature of being a teacher was being paid too little for a stressful job that has become more competitive since the state mandated more evaluations and quality

performance, while the pubic and media are critical of teachers.

Inservice Teachers' Portrayal of "The most important thing university education classes should prepare teachers to do is..."

First-year elementary school teachers reported that the most important thing university education classes should prepare teachers to do is: "get experience in the classroom;" "provide classes on discipline;" "provide practical knowledge;" "educate teachers to the state curriculum;" and learn about "management and behavior of students." First-year secondary school teachers reported: "teach future teachers good communication skills, management procedures, and practical knowledge;" "deal with the real thing, day-to-day grind, not theory;" and "give a well-rounded knowledge of the teaching field and keep up-to-date with state standards."

Third-year elementary school teachers reported that the most important thing university education classes should prepare teachers to do is: "provide practice getting up in front of kids and going through a lesson;" "methods;" and "manage and how to structure a class to meet children's needs, like mainstreamed students." Third-year secondary school teachers reported: "organization and lesson plan writing;" "more classroom practice;" "how to

teach, make lesson plans, and techniques for conducting a classroom;" "techniques on how to teach your subject;" "discipline (student);" and "parent conferences."

Elementary school teachers with more than four years of teaching experience reported that the most important thing university education classes should prepare teachers to do is: "keep learning and know content;" "know the subject matter;" "to find answers in life, not in books;" and "understand child growth and development." Secondary school teachers with more than four years of experience reported: "operate in a real classroom environment with more exposure to kids;" "set up tests;" and "be prepared to teach their subject matter."

Inservice teachers reported that the most important thing university education classes should prepare teachers to do is to teach competently in a real classroom and be knowledgeable about their subject matter, child development, special learners, management, planning, methodology, communication skills, discipline, and the state curriculum.

Inservice Teachers' Portrayal of "As a teacher, I need to know more about..."

First-year elementary school teachers stated that as they needed to know more about: "what's required for the career ladder;" "learning styles and how to teach for

them;" and "more knowledge of science and teacher resource books." First-year secondary school teachers stated: "how to deal with today's kids and their problems in and out of school;" "classroom management;" "learning styles;" "practical applications;" and "current teaching methods and (music) instrument pedagogy."

Third-year elementary school teachers stated that they needed to know more about: "physical education, because it's always changing;" "history;" "emotional status of a child;" and "psychology." Third-year secondary school teachers stated: "classroom management;" "school law and how not to get into trouble;" and "how to explain things and get the subject across to kids."

Elementary school teachers with more than four years of experience stated that they needed to know more about: "science;" "social studies;" "child development;" and one did not know of anything. Secondary school teachers with more than four years of experience stated: "staying up-to-date on subject matter;" "dealing with students' social problems;" "knowing what other teachers are doing; it gets lonely and I miss conversation with other adults;" and "adolescent psychology and behavior."

In summary, inservice teachers portrayed their "need to know more about..." in terms of their subject matter: personal professional concerns; emotional, psychological, social, and cognitive development of their students;

current classroom management and teaching methodology techniques: and practical applications for the classroom.

Inservice Teachers' Portrayal of "The best part of my school day is..."

First-year elementary school teachers cited the following times and events as the best part of their day: "story time after lunch, and going outside;" "during the morning when we have language arts block;" and "mornings because the kids are fresh and when we do mathematics." First-year secondary school teachers cited: "when I'm having fun with my kids through the lessons I've created:" "seeing the light bulb go on in a kid's head, and when I'm talking to other teachers;" and "at the end of my day, after rehearsals, when there is time for review of the day."

Third-year elementary school teachers cited the following, best parts of their day: "mornings and when I'm teaching the students;" "first thing in the morning;" and "working in the centers, one-on-one." Third-year secondary school teachers cited: "a good class, when I've finished everything, and my conference period;" and two teachers said, "the coaching hours."

Elementary school teachers with more than four years of teaching experience cited the following best parts of their day: "8:00 a.m. and the early morning with the

children;" "early morning and Monday's, 8:00-10:00 a.m.;" and "the first part of the day with story time and literature." Secondary school teachers with more than four years of teaching experience cited: "my conference and planning period;" "early in the morning;" and "the first hour, when I'm fresh."

Inservice teachers, for the most part, enjoyed the early hours of the school day when they and their students are perceived as being fresh, and when they are teaching and learning their favorite subjects. Secondary teachers cited their planning and conference periods and extra-curricular responsibilities, for example, coaching, as well. Other times that were cited reflected the teachers' needs for reflective thinking and review and the need for communication with other colleagues.

Inservice Teachers' Portrayal of "The inservice programs that help me the most are..."

First-year elementary school teachers noted the following inservice programs that helped them the most: "something I can put to use the next day;" "teaching with manipulation, and very applicable;" and "health information, and applicable material." First-year secondary teachers noted the following inservice programs: those that stress "content area, and more about problems of my students;" are "practical, and (show) how to maximize

(student and teacher) success in the classroom;" and, "those that deal with general and current methods of teaching."

Third-year elementary school teachers noted the following inservice programs that helped them the most are: "those that deal with my field, and those that deal with me (teacher);" "how to use new text books;" and "ones that really involve the teacher and students, such as, using puppets and drama." Third-year secondary school teachers noted the following inservice programs: "classroom management;" "on drugs;" and "practical techniques, like how to teach certain subjects."

Elementary school teachers with more than four years of experience noted the following inservice programs that helped them the most: those that are "subject/content related, and you can go to the class and use it;" those that contain "child-centered ideas, practical, and hands-on things;" and those that have "something to do with what I'm teaching, and new ideas that are useful in the classrooms." Secondary school teachers with more than four years of experience noted the following inservice programs: those that involve "teachers giving ideas to one another; usable ideas;" "when the teachers participate in the program and they can take it back to the classroom;" and "programs that have gotten me out of the school, for example, field trips."

Inservice teachers, for the most part, agreed that practical, up-to-date, student-centered, subject-centered, and peer-involved inservice programs helped them the most.

Inservice Teachers' Portrayal of "During the school day, the person I can count on to help me is..."

First-year elementary school teachers cited the following persons they counted on to help them during the school day: "a colleague I did my student teaching with;" "three teachers, who teach the same grade level;" and "same grade teacher...the assistant principal." First-year secondary school teachers cited: "fellow-teacher on the same hall;" "the teacher next door;" and "myself, and maybe the principal's secretary."

Third-year elementary school teachers cited the following persons they counted on to help them during the school day: "my principal;" "next door teacher who was my master teacher when I student taught;" and "my aide." Third-year secondary school teachers cited: "fellow English teacher;" "the head of the department;" and "experienced colleague across the hall (both teach math)."

Elementary school teachers with more than four years of experience cited the following persons they counted on to help them during the day: "other fifth-grade teachers and the principal;" "close colleagues and the principal;" and "the principal and other teachers." Secondary school

teachers with more than four years of teaching experience cited: "my department head;" "colleague who works on the yearbook with me;" and "teachers on my hall and the current principal."

In summary, inservice teachers cited the following persons they counted on to help them during the school day: same grade, same hall colleagues, the assistant principal and the principal, colleagues who were master teachers when teacher was student teaching under them, the department head, the principal's secretary, self, and a colleague who worked on the same extra-curricular job.

Inservice Teachers' Portrayal of "Out of all the words I use at school each day, the one I use the most is...?"

First-year elementary school teachers noted the following words they use the most during the school day: "Friend;" "Friends;" "No;" "Stop;" "Listen;" and "Great." First-year secondary school teachers noted: "Let's get quiet, now;" "Okay;" "Muy Bien;" "Good;" and "Good job."

Third-year elementary school teachers noted the following words they use the most during the school day: "Please, be quiet;" "Please;" "Quiet;" "Yes!;" "That's wonderful, thank you;" and, "We walk, not run." Third-year secondary school teachers noted the following words: "Sit down;" "Be quiet;" "What do you think of that?"; "Dudes;" and "Now, let's see what...."

Elementary school teachers with more than four years of teaching noted the following words they use the most during the school day: "Now, we are going to...;" "Quiet;" "Now, tonight, when you are eating with your family, what are you going to tell them you learned today?"; "Everyone?"; "Everybody?"; and one teacher could not think of words she used the most during the school day. Secondary school teachers with more than four years of teaching noted: "Neat;" and two teachers could not think of words they use the most during the day.

Inservice teachers, for the most part, were aware of the words and phrases they used every day, especially the ones that were used for transition, getting control of the whole class, and for praising students individually or as a whole group. Teachers also noted phrases they used to get students to reflect on what was taught, and one teacher used a phrase to get students to reflect on what was learned with their families.

Inservice Teachers' Portrayal of "A parent is someone who...?"

First-year elementary school teachers portrayed a parent as someone who: "supports and believes in his child and (his) teacher;" "gives you (teacher) their child to teach for a day," is "...invisible and supportive;" and "needs to support their children." First-year secondary

school teachers portrayed a parent as: "vitally involved in the life of their child;" "expects a lot from you (teacher);" and "should be involved with his/her kid's education."

Third-year elementary school teachers portrayed a parent as: one who "should support the teacher;" "wants the best for their child;" "teaches their child...a teacher," and "involved." Third-year secondary school teachers portrayed a parent as: "could be influential in their child's life and often they are not;" "usually, someone, who supports you (teacher);" and "expects their child to be treated fairly."

Elementary school teachers with more than four years of teaching portrayed a parent as: one who "teaches children;" "really cares about their child;" and "cares about their child...and they do." Secondary school teachers with more than four years of experience portrayed a parent as: someone who "provide(s) a base," "...molds that child, hands the child to us, and we, back;" "...keeps the process going;" "you can call, for good and bad things;" and "should be more interested in their child's performance than I am."

In summary, inservice teachers portrayed parents as: "teachers;" "should be caring, regarding their children and their school performance;" "should have respect for their children's teachers and work with them;" and "persons a

teacher can call (telephone) to tell them good or bad things about their children."

Inservice Teachers' Portrayal of "A student is someone who...?"

First-year elementary school teachers portrayed a student as someone who: "is willing to learn," "respects others," "responds to the environment;" "is in school to learn;" "needs to feel part of a group, but special as an individual;" and "needs to be willing to learn." First-year elementary school teachers portrayed a student as: "learning about content of classes, as well as, himself;" "sees you (teacher) as a role model, probably, unconsciously;" and "wants to learn."

Third-year elementary school teachers portrayed a student as: "willing to learn;" "is searching for a place to belong and be accepted;" and "learns." Third-year secondary teachers portrayed a student as: "basically, wants to learn," "is insecure and looking for guidance/ direction;" "the reason we (teachers) are here," "the most important person in the school;" and "expects to pass."

Elementary school teachers with more than four years of teaching portrayed a student as: "learns;" "wants to walk in the door;" and "wants to come to school, and loves to learn and talk...to have someone listen to them (him)." Secondary school teachers with more than four years of

teaching portrayed a student as: "will be the future; like clay (symbol); a bean that sprouts;" "there to learn whether they like it or not;" and "is required to spend the semester in my class."

In summary, inservice teachers portrayed a student as someone who is in school to learn and wants to be there because he/she likes to learn about subjects and him/herself, and wants someone to listen to him/her. Some teachers addressed the fact that some students do not like to be in school or class to learn because it is required of them. One teacher thought students were the most important reason why teachers were in schools because students symbolized "the future."

Inservice Teachers' Portrayal of "A principal is someone who..."

First-year elementary school teachers portrayed a principal as someone who: "needs to support the teachers and welcomes a first-year teacher, personally;" "forms the atmosphere for the school;" "leads it in a direction;" "sets the tone;" and is "supportive of his staff and willing to provide learning experiences for the teachers." First-year secondary teachers portrayed a principal as someone who: "is a motivational leader/helper to teachers and students...it is a difficult job;" "should be

supportive of the school personnel and everybody;" and "someone you (teacher) seek advice from."

Third-year elementary school teachers portrayed a principal as someone who: "assists teachers;" "is a supportive person;" "a liason between teachers and administration;" "administrates;" "does too much paperwork;" and "should help teachers." Third-year secondary school teachers portrayed a principal as someone who: "should be there for the students, teachers, parents and is a liason between the three groups;" "runs the school and supports the teachers;" and "expects teachers to provide a good atmosphere to learn and is a mediator."

Elementary school teachers with more than four years of teaching portrayed a principal as someone who: "is supportive of teachers;" "supervises amd cares;" and "needs to be in the classroom to know what's going on." Secondary school teachers with more than four years of teaching portrayed a principal as someone who: "has backbone and is fair;" is "understanding;" "keeps everything balanced;" "guides you (teacher) and suggests; then gets out of your way;" "is supportive;" and "should inspire and direct faculty, students, and staff."

In summary, inservice teachers portrayed a principal as someone who should care about, assist, inspire, and support teachers and staff, fairly; helped teachers, students, and staff; mediated between teachers, students

and parents; should be in the classroom to know what is going on; administrated; had too much paperwork; was a leader and set the working and learning atmosphere in the school; provided inservice opportunities for his teachers; welcomed a first-year teacher, personally; and has a very difficult job.

Inservice Teachers' Portrayal of "A school counselor is someone who..."

First-year elementary school teachers portrayed a school counselor as someone who: "worries about students and wants to help;" "needs to follow-through;" "accesses people to form a network of support;" and "should be able to assist a child who has special problems and difficulties." First-year secondary teachers portrayed a school counselor as someone who: "addresses the personal needs of students as they pertain to school (in and outside);" "is over-worked with all of the testing;" "counsels kids with problems;" and "you (teacher) send students to for advice."

Third-year elementary school teachers portrayed a school counselor as someone who: "should be there for students and teachers, helping with any crisis that is going on;" "should be counseling; not doing paperwork;" and "helps children, but we don't have one in our school." Third-year secondary teachers portrayed a school counselor

as someone who: "the students can turn to and is responsible for placing kids in the correct curriculum;" "helps the students;" and "sees the kids from a different point of view...nonacademic and socioemotional."

Elementary school teachers with more than four years of teaching portrayed a school counselor as someone who: "should be able to help students in their time of need;" "listens to children and cares;" and "doesn't work very much with primary children." Secondary school teachers with more than four years of experience portrayed school counselors as someone who: "is not just a schedule maker;" "can help students and teachers;" "it's a heavy burden;" and "is overworked with too much paperwork and scheduling; there's not enough one-on-one."

In summary, inservice teachers portrayed a school counselor as someone who cared; should help and helped students with their special problems; addressed students from a socioemotional point of view; in some schools, placed students in the curriculum; had too much testing and paperwork to do and that kept them from helping students; listened to children and cares; helped teachers and was someone they could send students to for advice; helped families; was not assigned to some schools; and carried a heavy burden.

Inservice Teachers' Portrayal of "A school superintendent is someone who..."

First-year elementary school teachers portrayed a superintendent as someone who: "needs to be involved, present, and visible...I don't know him;" "needs to remain in-touch with what goes on in the classroom;" and "provides district-wide support for administrators." First-year secondary school teachers portrayed a superintendent as someone who: "administrates and coordinates, based on lower level feedback;" "has to be a good manager and businessman;" and "directs the education system."

Third-year elementary school teachers portrayed a superintendent as someone who: "should support and assist his principals and students;" "sets goals, general framework, and purpose for the schools;" and "Runs the schools? I'm not sure what they (he) does." Third-year secondary school teachers portrayed a superintendent as someone who: "I've never seen one and know little about the job...;" "like the president of the country; represents the district;" and "I don't know...is in charge of the whole system?"

Elementary school teachers with more than four years of teaching experience portrayed a superintendent as someone who: "makes a lot of money;" "is caring, manages well, and loves people more than a paycheck;" "a long way

removed from the classroom;" and "does public relations." Secondary school teachers with more than four years of teaching experience portrayed a superintendent as someone who: "helps keep the whole thing going;" "coordinates the schools and the community;" "I don't know much about it...a leader...knows the direction of the schools?;" and "often assumes the role of adversary with teachers."

In summary, inservice teachers portrayed a superintendent as someone who administered; coordinated; lead the schools; managed; represented the school district; made a large salary; was removed from teachers and the classroom; and, often was perceived as an adversary by teachers. Some experienced teachers could not portray a superintendent because they did not know what a superintendent did.

Inservice Teachers' Portrayal of "A school board is made up of persons who..."

First-year elementary school teachers portrayed a school board as made up of persons who: "are educated;" "have children" of their own; "are concerned about children and teachers;" "have a concern for children, but balance it with a budget and business affairs perspective;" and "are interested in the needs of the community and the best education for our youth." First-year secondary school teachers portrayed a school board as made up of persons

who: "care about quality education;" "are interested in the education of the youth in their community;" and "represent the feelings and beliefs of the community."

Third-year elementary school teachers portrayed a school board as made up of persons who: "make decisions about what is best for the students and staff, and how the money should be spent;" "are elected;" and "make the decisions about the school district." Third-year secondary school teachers portrayed the school board as made up of persons who: "should have the students, teachers, community, and staff at heart;" "are in the community;" and "want a good school and want kids to get quality education."

Elementary school teachers with more than four years of teaching portrayed a school board as made up of persons who: "do a thankless job, and I can't figure out why they want to;" "people, who are willing to find out what's needed in schools and by teachers;" and "are concerned with the community, education, and pocketbooks." Secondary school teachers with more than four years of teaching portrayed a school board as made up of persons who: "have a desire to be a part of the educational process, value it, are involved;" "truly interested in kids;" and "want to be involved with the future of the schools."

In summary, inservice teachers portrayed a school board as being made up of persons who have children of

their own, are elected, educated, and involved. They should be and are concerned about the future of their community's schools and the needs of students and teachers. They are decision-makers and decide how the money is spent. Some teachers think it is a thankless job and wonder why school board members want the job.

Inservice Teachers' Portrayal of "A school maintenance person is someone who..."

First-year elementary school teachers portrayed a school maintenance person as someone who: "needs to be cooperative, cheerful, and helpful;" "needs to be your best friend;" "doesn't get enough recognition;" and "is willing to provide the best facilities that enable children to do their best." First-year secondary school teachers portrayed a school maintenance person as someone who: "is generally, interested in improving the school;" "has a rotten job;" and "keeps the facilities well-maintained and conducive to learning."

Third-year elementary school teachers portrayed a school maintenance person as someone who: "takes care of the school, keeps it comfortable, and running smoothly;" "is necessary;" "takes care of the building;" "helps teachers;" and "they're wonderful, and I can't function without them." Third-year secondary school teachers portrayed a maintenance person as someone who: is "very

vital to teachers;" "establishes a good environment;" "makes sure everything is working correctly;" and "takes the load off of the teachers."

Elementary school teachers with more than four years of teaching portrayed a maintenance person as someone who: "teaches...teachers can not live without them;" "keeps the building in shape;" "cares about all of the people who use the building;" "is a teacher's best friend;" and "keeps the building going." First-year secondary teachers portrayed a school maintenance person as someone who: "is important to know...makes sure the school has a clean environment;" "runs the school;" "the school goes downhill without him;" and "is very important; overworked and underpaid."

In summary, inservice teachers portrayed a maintenance person as someone who maintained the school facilities and helped create a conducive learning and working environment; was vital for teachers to know and work with; was a teacher's friend; cared about all of the people in the school; was overworked and underpaid; often does not get enough recognition; and needs to be a cooperative, cheerful, and helpful person.

Inservice Teachers' Portrayal of "A school secretary is someone who..."

First-year elementary school teachers portrayed a school secretary as someone who: "does it all; "answers any

question;" "is very considerate of beginning teachers;" "keeps things in the school organized;" "does more than you think;" and "sees that daily business concerns run smoothly." First-year secondary school teachers portrayed a school secretary as someone who: "does everything;" "has a lot to do, it's a unique secretarial job, dealing with everybody;" and the person "a teacher asks first for information."

Third-year elementary school teachers portrayed a school secretary as someone who: "assists the principal and teachers;" "guides parents;" "gives information to students;" "runs the school and runs interference;" "takes care of paper work;" "helps teachers;" and "runs social events." Third-year secondary school teachers portrayed a school secretary as someone who: "acts in the principal's stead...she knows;" "helps the principal;" "does attendance;" "runs the school;" and "keeps the teachers in line."

Elementary school teachers with more than four years of teaching portrayed a school secretary as someone who: "does one-thousand things;" "is a buffer;" "runs the school, very often;" and is "a teacher's best friend." Secondary school teachers with more than four years of teaching portrayed a school secretary as the person who: "basically, runs the school;" "keeps the principal on

time;" "builds school spirit;" and "is the power behind the throne."

In summary, inservice teachers portrayed a school secretary as someone whom teachers went to and depended upon, daily, for answers to their questions, especially beginning teachers; organized the principal and social events of the school; did daily management jobs, such as taking attendance and paper work; helped students and parents; mediated problems between students, parents, teachers, and the principal; assisted the principal and could "stand in" for him/her; and basically, had a varied, unique, but difficult job. Inservice teachers portrayed a school secretary as someone who, by the very nature of her location and responsibilities, could "run the school."

Inservice Teachers' Portrayal of "A school librarian is someone who..."

First-year elementary school teachers portrayed a school librarian as someone who: "shares;" "makes you aware of what is in the library;" "has the opportunity to enjoy literature with kids more than I do;" "can really help teachers find materials:" and "provides the best materials for the enhancement of subjects we're studying." First-year secondary school teachers portrayed a school librarian as someone who: "gets students excited about the library;" "assists teachers;" "should fight for a big budget;"

"orders books;" "provides a quiet place;" "creates projects and displays;" and supervises "educational equipment."

Third-year elementary school teachers portrayed a school librarian as someone who: "teaches (students) how to do research and find books; "reads stories;" "is necessary;" "fosters a love of books;" "takes care of the library;" and "teaches children, but we do not have one in our school." Third-year secondary school teachers portrayed a school librarian as someone who: "has a very important job;" from whom "students learn library skills;" "I rely on her;" "runs the library...teaches how to use it;" and "is in charge of the library."

Elementary school teachers with more than four years of teaching portrayed a school librarian as someone who: "instills the love of reading in children;" "has to help children (learn) to love books and reading;" "is priceless, when you have a good one;" and "assists with resources, units, and as a team teacher." Secondary school teachers with more than four years of teaching portrayed a school librarian as someone who: "is more important than most teachers realize;" "very helpful;" "helps teachers;" "is very helpful to me;" and from whom "kids learn how to use the library."

In summary, inservice teachers portrayed a school librarian as someone who taught students library skills; fostered a love of reading and books; was a storyteller; is

a valuable resource for teachers; was sometimes a team teacher; was a caretaker of the library; sometimes supervised the use of school equipment; and, often had more opportunity to share literature with children than teachers did.

Inservice Teachers' Portrayal of "A physical education teacher or coach is someone who..."

First-year elementary school teachers portrayed a physical education teacher or coach as someone who: "challenges the kids...gets their energy out;" "works with motor skills development;" "has the opportunity to really motivate;" "builds team work;" "teaches concern for your body;" and "provides physical education, but makes it fun." First-year secondary school teachers portrayed a physical education teacher or coach as someone who: "teaches the content of sports;" "works in the affective realm;" "teaches attitudes about life through sports;" "has a heavy load...stays late and works weekends;" and "builds discipline and self-esteem."

Third-year elementary school teachers portrayed a physical education teacher or coach as someone who: "helps and assists the students to achieve their level of development, physically;" "is a very necessary person;" "I rely on their expertise about motor skills;" and "We don't have a physical education teacher or coach, but sometimes

student teachers are assigned." Third-year secondary school teachers portrayed a physical education teacher or coach as someone who: "works with physical activity...is important;" "does a lot of overseeing of the extracurricular activity of the school;" "usually provides discipline in the school;" and "builds morale in the school." One teacher did not have an opinion.

Elementary school teachers with more than four years of teaching portrayed a physical education teacher or coach as someone who: "smiles all of the time, no matter what;" and "is part of the classroom learning." Secondary school teachers with more than four years of teaching portrayed a physical education teacher or coach as someone who: "makes a difference in a student's life;" "should place academics first;" is "a role model;" and, "sometimes, has two full-time jobs and cannot do justice to both."

In summary, elementary school inservice teachers portrayed a physical education teacher as someone who developed children's motor skills; advised teachers about motor skill development; were members of the team of teachers who taught children; provided challenging physical activities so children could let energy out and made it fun; taught children the value of teamwork; helped students to reach their physical potential; were experts on motor skills; and were missed in the educational setting when no physical education was provided for.

Secondary school inservice teachers portrayed a coach as someone who taught sports and attitudes about life through sports; supervised extracurricular activities; had a job that required long hours and weekend responsibilities; had to teach other subjects, as well as having coaching responsibilities, which did not allow him/her to do justice to both; was sometimes called upon to deal with discipline problems; and built morale in the school.

Inservice Teachers' Portrayal of "A teacher is someone who..."

First-year elementary school teachers portrayed a teacher as someone who: "loves;" "cares;" "shows she's a friend and a person;" "incorporates learning and caring into one;" and "can show, help, and motivate a child to want to learn." First-year secondary teachers portrayed a teacher as someone who: "teaches content and about the world, so students can learn about themselves;" has a "job (that) is most often misunderstood by the general public;" "is not appreciated;" and "prepares students for life."

Third-year elementary school teachers portrayed a teacher as someone who: "helps students to achieve their fullest potential;" "communicates with other teachers;" "touches lives;" "teaches;" "cares;" and "loves." Third-year secondary teachers portrayed a teacher as someone who:

"is there for students, academically and emotionally;" "teaches their subject and should be a good role model;" and "works with kids and parents to increase kids' knowledge in a particular subject."

Elementary school teachers with more than four years of teaching portrayed a teacher as someone who: "hopefully, ...teaches children to love learning;" "cares;" "is open;" "is willing;" "is understanding;" and "is positive, not negative." The secondary school teachers portrayed a teacher as someone who: "has a basic function...to teach subject matter;" "shapes the clay;" "teaches and listens;" "is the real workhorse of the whole system;" and is "on the front line."

In summary, inservice teachers portrayed a teacher as someone who cares, loves, listens, and teaches children; teaches his/her subject matter; teaches about life; motivates students to want to learn; helps students to learn about themselves; should be a good role model; works with students and parents so students can increase their knowledge; touches lives; communicates with other teachers; and has a job that is often misunderstood by the general public.

Inservice Teachers' Portrayal of "The one thing that needs to be changed about schooling is..."

First-year elementary school teachers portrayed the one thing that needs to be changed about schooling as: "testing...too much pressure on kids;" "the way to deal with kids who fall between the programs;" "schools are not prepared to meet all needs;" and "the amount of paper work for the essential elements, forms...want time to explore, but can't." First-year elementary school teachers portrayed the one thing that needs to be changed about schooling as: "the handling of discipline problems;" "stop trying to put them (students) into little boxes;" and "the perceptions students have about teachers...that they (students) are forced to be educated...no choice."

Third-year elementary school teachers portrayed the one thing that needs to be changed about schooling as: a need for "smaller classes;" "parents need to be educated about how to help kids do their best;" and "lack of (teacher) training for special students." Third-year secondary school teachers portrayed the one thing that needs to be changed about schooling as: the need to "get kids to write more;" "stress communication more (oral and written);" "all of the griping and complaining...teachers are an unhappy lot;" "the pay;" "more involvement with parents;" "less paper work;" and provide different approaches for teaching different kids."

Elementary school teachers with more than four years of teaching portrayed the one thing that needs to be changed about schooling as: "too much paper work;" "for somebody to find a way to get us (teachers) back when there was not so much stress and pressure;" and one teacher did not know. Secondary school teachers with more than four years of teaching portrayed the one thing that needs to be changed about schooling as: "the public's perception that it is like it was, long ago;" the trend toward "having kids fit into a mold;" and "the inflexibility of scheduling."

In summary, inservice teachers portrayed the one thing that needs to be changed about schooling as the inability of a school system to provide varied and flexible learning approaches for students (students are forced into the ones that exist); the increasing amount of paper work teachers have; the stress and pressure of too much testing (student); the public's perception that school, today, is like school, a long time ago; the handling of discipline problems; students' perception that they are being forced to be educated, placing the teacher in an adversarial position; a teacher's lack of time to explore content because of the amount of mandated curriculum and inflexibility of time requirements; the need for students to write and speak more, and specifically, for the curriculum to stress the study of communication; the need for smaller classes, especially at the secondary level; the

need for parental education on how to assist their children with their studies and behavior; and teachers' low salaries. One teacher did not have an opinion, and one teacher was happy with the way things are.

Inservice Teachers' Portrayal of "The most important reason why teachers leave the profession..."

First-year elementary school teachers portrayed the most important reason why teachers leave the profession as: "the changes;" "the constant need for new skills;" "exhaustion;" "being unrealistic about saving the world;" "the pay;" "the frustration of knowing what is best, but because of regulations, I can't do it." First-year secondary teachers portrayed the most important reason why teachers leave the profession as: "frustration;" "discipline problems they face;" "for males, the economic feasibility;" "burn-out;" "lack of money;" "frustration with students;" "the inability to cope with discipline problems;" and "the inability to cope with parents."

Third-year elementary school teachers portrayed the most important reason why teachers leave the profession as: "the problem with money;" "tired with career ladder system things and evaluation;" "burn-out and stress;" "constant evaluation changes;" "not enough equipment;" and "frustration and stress." Third-year secondary school teachers portrayed the most important reason why teachers

leave the profession as: they are "overworked and underpaid;" they "do not get the respect they deserve from students, parents, and administration;" "stress from students, administration, parents, and taxpayers, who are unhappy;" "burn-out;" the hassle of "dealing with kids;" and "paper work."

Elementary school teachers with more than four years of teaching portrayed the most important reason why teachers leave the profession as: "frustration;" "stress;" "burn-out;" "paper work and low salaries;" "I don't know, maybe (the) paper work;" "stress and fatigue;" "disillusionment;" and "not taking time for yourself." Secondary school teachers portrayed the most important reason why teachers leave the profession as: the "low self-esteem" that results from "students', parents', and staffs' lack of respect;" and three teachers agreed that "money, and low pay" were the reasons why teachers leave.

In summary, inservice teachers portrayed the reason why teachers leave the profession as the low salary; the stress, frustration, exhaustion, and burn-out, which results from too much paper work; constant evaluation; lack of respect from students, parents, the administration, the taxpayers; student discipline problems; the lack of equipment; and the disillusionment that results from confronting their altruistic motives.

Inservice Teachers' Portrayal of "The reason why teachers stay in the profession is..."

First-year elementary school teachers portrayed the reason why teachers stay in the profession as: "the children;" "there's nothing like seeing a smile;" "your influence on a child;" "because there are rewards from helping and changing;" "love it;" and "don't do it for money." First-year secondary school teachers portrayed the reason why teachers stay in the profession as: "personal influence...on kids;" "love it; and "They care about the future of the nation, community, and kids."

Third-year elementary school teachers portrayed the reason why teachers stay in the profession as: "the love of teaching kids;" "doing what they want to;" "self-satisfaction;" "They enjoy children;" and, "you've got to love it to stay." Third-year secondary school teachers portrayed the reason why teachers stay in the profession as: "the kids;" "they enjoy it;" "the challenge;" "some stay because it's an easy job;" and "summers off."

Elementary school teachers with more than four years of teaching portrayed the reason teachers stay in teaching as: "the joy of working with children;" "fulfillment and satisfaction from the kids, and the parents being pleased and happy;" "security;" and "like being with children, but, unfortunately, some stay for the security." Secondary school teachers with more than four years of teaching

experience portrayed the reason teachers stay in teaching as: "Who's going to be there if I'm not?;" and "I can't think of anything more challenging."

In summary, inservice teachers portrayed the reason teachers stay in teaching as: they love teaching children; they experience joy and fulfillment from working with children; and they belive that they are helping to make a better world and community by educating children to become participating members. Although it was recognized by some that a few teachers stay in teaching because of job security and benefits, such as, summers off, the most frequently stated reason for remaining in teaching was the love of kids.

Inservice Teachers' Portrayal of "Next year my teaching will be ..." "what I will do the same and differently."

First-year elementary teachers portrayed their next year of teaching as: "adventurous;" "more creative;" "relaxed;" "understanding;" "fun;" and "I will allow more freedom and less structure." First-year secondary teachers portrayed the next year of teaching as: "more enjoyable ...the initiation rite is over;" "easier;" "I will have a definite discipline action plan;" "better;" "I will be more firm/hard-nosed;" "I will try to have fun with my kids... try to stay in-touch with them;" and "make better use of time."

First-year elementary teachers portrayed what they would do the same: "reinforcement with students; and, be(ing) positive." A first-year secondary said, "my teaching methods will be the same."

First-year elementary teachers portrayed what they would do differently: "be more positive;" "less structured;" and "more relaxed." First-year secondary teachers portrayed what they would do differently: "I will know students personally and their affective needs;" "I will have a definite discipline action plan;" and "I will get rules and regulations up, fast!"

Third-year elementary teachers portrayed their next year of teaching as: "good;" "difficult, being pregnant;" "every year it gets better;" and "the same." Third-year secondary teachers portrayed their next year of teaching as: "one that will get kids believing in themselves" "disciplined;" and "one where I make the decision if it's what I want to do or not."

Third-year elementary teachers portrayed what they would do the same as: "teach more basic skills;" "use of learning centers;" "use of music and free art." Third-year secondary teachers portrayed what they would do the same: "always be enthusiastic about seeing them;" "structured;" and "to keep an open line of communication with my students."

Third-year elementary teachers portrayed what they would do differently: "get more dance into the curriculum;" "I'm not going back in September, but if I were, I would be more organized;" and "use my aide more." Third-year secondary teachers would do the following differently: "won't expect so much out of some kids;" "approach them (students) from a counselor's point-of-view;" "try to be more professional (stiff), like other teachers approve of;" "try different teaching methods;" "enforce my class rules;" and "use fines."

Elementary school teachers with more than four years of teaching portrayed the next year as: "much better;" "do more science experiments;" "do more holistic writing;" "fantastic;" "more relaxed." Secondary school teachers with more than four years of teaching portrayed the next year as: "a lot better;" "more organized...knowing where things are;" "just fine;" and "the same." One teacher said that she would have more appreciation for what it was to be a student because she had attended summer school herself and it "is a humbling experience."

Two elementary school teachers with more than four years of teaching portrayed what they would do the same: continue "making children feel good about themselves." Secondary school teachers with more than four years of teaching portrayed what they would do the same: "my

teaching style;" and "instill in my students an interest for the political system of their country."

Elementary school teachers with more than four years of teaching experience portrayed what they would do differently as: "do more science experiments and holistic writing;" and "not be as structured." Secondary teachers with more than four years of teaching portrayed what they would do differently as: "more understanding;" "a lot more hands-on, seeing visuals;" "have information I give kids checked and double-checked for accuracy;" "get myself more organized;" and "not have two student teachers."

In summary, inservice teachers portrayed what their next year would be as: better than the current year; more structured; more creative; more organized; more student oriented; and, with more teacher emphasis and follow-through being placed on clearer rules and regulations which would establish better student discipline standards.

Inservice Teachers' Portrayal of "Teaching is like..."

This question was added to the interview after it emerged as a topic in one of the interviews; therefore, not all teachers had the opportunity to respond, since it was asked after several interviews were conducted. The following responses were obtained.

A first-year teacher responded that teaching is like "being a mother, teacher, and listener." First-year

secondary teachers responded that teaching is like "raising a child," and, although it is "not as important as being a parent, many things about it are the same;" and "being a good diplomat and honest politician."

Third-year elementary school teachers responded that teaching is like "living," and one other teacher could not think of a response. Third-year secondary school teachers responded that teaching is "like other professions, but very different;" and "a blast...like acting...center-stage stuff."

An elementary school teacher with more than four years of teaching responded that teaching is like "music... sometimes it's joyous and gay, and sometimes it's tempestuous and stormy." Secondary school teachers with more than four years of teaching responded that teaching is like "being a parent;" "a happy new day...no two are alike;" and "opening night of a Broadway play...a curtain, with no dress rehearsal, five times a day."

In summary, inservice teachers portrayed teaching as: parenting; always changing; a theatre production, with the teacher having to be an actor; different modes of music; a job that can be fun; being a diplomat and good politician; and, in some ways like other professions, but also very different.

Inservice Teachers' Portrayal of "Is there anything you do today as a teacher that you learned when you did your student teaching?"

This was another question added to the long questionnaire after it emerged as an issue in one of the interviews. Not all teachers had the opportunity to respond to this question. The following responses were given.

A first-year elementary school teacher responded: "to let kids know I care about them and respect them, by listening to what they say, and give kids responsibility." A first-year secondary school teacher learned from student teaching that "there were certain things you could do, as a teacher, to get students to learn."

Third-year elementary school teachers learned from their student teaching: "to get rid of certain phrases, like, fixin to;" "to be organized;" to "set rooms in centers;" "about the way teachers talk;" "discipline procedures, like the time-out concept;" "after you discipline a student, you hug him;" and "not to be so serious about everything...to have fun." Third-year secondary school teachers learned from their student teaching: "to organize syllabuses and classroom procedures...I enforce some of the same policies as my master teacher did;" and "I learned about kids."

Elementary school teachers with more than four years of teaching responded that they learned from their student teaching: the need to be "structured, but caring;" the "need to have kids look at mistakes in their work right away... right after they make them;" and "to plan at all times." Secondary school teachers with more than four years of teaching responded that they learned from their student teaching: "My supervising teacher told me I wasn't there to win a popularity contest;" and, "organizational skills."

In summary, inservice teachers responded that they learned from their student teaching to organize and plan; to be structured and caring; to have fun with learning; to address different learning styles and what to do about them, including changing the classroom environment around; to change certain speech phrases that were not appropriate for teachers to use; to remember the teacher is not there to win a popularity contest with the students; to talk like other teachers talk; certain discipline approaches; and, the desirability of immediate correction of student mistakes. The inservice teachers continue to follow these guidelines in their current teaching situations.

Inservice teachers learned from their student teaching experience and still practice what they learned. They learned the following: about students and their behavior; to let students know the teacher cares about, loves, and

will listen to them; to structure learning; to let students examine their mistakes soon after they make them; to organize, always plan and have definite classroom procedures, to know what discipline procedures the teacher wants to follow and how to carry them out; to motivate students to learn; how to organize the classroom environment; to talk like teachers talk and to rid oneself of slang and colloquial expression; and not to be so serious about everything. One teacher reported that nothing was learned in his student teaching experience, and another said it was difficult to remember exactly what was learned.

Inservice Teachers' Portrayal of "Make a list of what every student teacher should learn."

Another item that was added to the long interview after some interviews had taken place was, "Make a list of what every student teacher should learn." First-year elementary school teachers responded: "the master teacher should make the student teacher feel confident;" and "how to set up a grade book, about the essential elements;" "how to grade and how many grades are necessary;" "different resources, the basics, and about the lesson plan." No first-year secondary school teachers were asked to respond to this item.

A third-year elementary school teacher responded that every student teacher should learn: "lesson-plan learning;" "organization for games and exercises;" "how to discipline students;" "testing," "to see the results of your teaching;" and "know the different developmental stages of the students." Third-year secondary school teachers responded: "organization of teaching materials;" "how to make up a good test;" "how to communicate with students;" "how to use the whole class period;" "how to let the students have fun;" and "proper discipline techniques."

An elementary school teacher with more than four years of experience responded that student teachers should learn: "the curriculum;" "norms for children and what you can expect;" "how to verify what you know about them;" "how demanding it (teaching) is and the amount of time it takes;" "teamwork...working with parents and other school people;" and "that you have to take time for yourself, take care of yourself, and that you are important." Secondary school teachers with more than four years of teaching responded that they should: "know different ways of learning kids' names;" "know learning styles of students;" learn "good ways to do grades;" know "how to do parent reports;" in the area of "classroom management...how to set the air of **I'm really in charge;**" and develop "the ability to project voice."

In summary, inservice teachers responded that student teachers needed to learn organization skills; classroom management; the different learning styles of students; how to set up grade books and how many grades to give; how to create and use tests; how to develop lesson plans and use the whole learning period; basic resources; discipline procedures; classroom procedures for games and exercises; how to communicate with students; a teamwork approach (parents and other teachers); how to do parent reports; how to project with the voice; how to establish teacher authority; the curriculum; how demanding and time consuming teaching is; and how to take time for and take care of yourself.

Inservice Teachers' Portrayal of "If you had to address a group of preservice teachers, what would you tell them?"

Another topic added to the long interview addressed what inservice teachers would tell preservice teachers if they were given the opportunity. Not all preservice teachers had the opportunity to respond, but a first-year elementary school teacher said: "student teaching is the most important part of the process of becoming a teacher," and "get different ideas and learn how to apply them." A first-year secondary teacher said: "learn to get along with people, and be flexible."

Third-year elementary school teachers said: "remember everything you've learned in school;" "be ready to learn more and change;" "be ready for a different world;" "go substitute;" "collect ideas for the first day of school;" "learn organizational skills;" "have a set of goals, besides content, such as leadership skills and exercises for students;" "you are about to do a job that is vitally important to society and the world;" "always be there for your students;" "if you can't live with a small paycheck, get out now;" "not to get stressed out with the lesson plans...completeness and all;" and "teach your own style and not what others tell you."

A secondary school teacher with more than four years of experience said: "be yourselves;" "do not demand too much of yourself;" "stop to think, back up, and find another way;" "ask for help;" and, "we need vivacious people who can excite kids and gain their attention."

In summary, inservice teachers said they would tell preservice teachers that student teaching is the most important part of the process in becoming a teacher; learn all you can, learn how to apply what you know; be flexible people and ready to learn more and more; learn practical applications, like what to do on the first day of school; and develop goals other than content learning goals; get some practical experience by substituting; preservice teachers should not become teachers if they are going into

the profession for money; learn how to handle stress with the work; adopt a personal teaching style; learn that teachers must take time for and take care of themselves; always be there for your students; and that teachers are important because they do a job that is vitally important to society and to the world.

Inservice Teachers' Portrayal of "What the induction/ orientation program for new teachers should include..."

Another issue that emerged from the long interview process involved induction/orientation programs for new teachers. Not all inservice teachers had the opportunity to respond to this issue, but a first-year elementary school teacher responded that a program should include: "orientation to the school and personnel, the location of supplies and equipment, and observation of the other grade levels." A first-year secondary school teacher responded: "the history of the school and demographic information about the school and community, the state teacher evaluation system, the student handbook, the teacher handbook, time with the principal, the opportunity to meet other new teachers, and a follow-up meeting with the principal after two weeks, so teachers would know what questions to ask."

No third-year teachers had the opportunity to respond, but one secondary school teacher with more than four years

of experience responded that a program should "give new teachers resources for their discipline and help in setting realistic expectations of their first-year experiences." An orientation program should "make them aware of someone to share their problems with."

In summary, inservice teachers responded that induction/orientation programs for new teachers should include demographic information about the school and the community; information about the school and the personnel; information on the location of supplies and equipment; student and teacher handbooks; information about discipline and rules; information about the teacher evaluation process and state law; time with the principal, to include the first meeting and subsequent meetings, when teachers have had some experience in the school and can ask relevant questions; observation of other grade levels; the opportunity to meet other new teachers; and the opportunity to meet another teacher who can become a person the new teacher can share experiences with.

Inservice Teachers' Portrayals of Group Story Topics Developed at the Storytelling/Focus Group Session

During an all-day group storytelling workshop and focus group session, inservice teachers formed small groups and created stories about the scenarios they were given. The researcher developed the scenarios from themes that

emerged from the preservice teachers' perception stories and the long interview.

Eight inservice teachers participated in the workshop and focus group session. At the time of the study, five were elementary school teachers; two were first-year teachers, one was a third-year teacher, and two had taught for more than four years. Three were secondary school teachers; two were first-year teachers, and one had taught for more than four years. In the morning session the researcher taught a storytelling workshop. This two and one-half hour session provided practical classroom learning so the teachers could take the storytelling activities back to their teaching and apply the exercises. The session also gave the participants an opportunity to practice the group storytelling method used by them in the creation of their group stories. The researcher provided the scenarios which were based in years-of-experience and realistic problems that first, second, third, and more years of teaching experience teachers face (Appendix C). The themes for the stories evolved from the preservice teachers' story and the long interview data. The recurring themes were: reflections of the first year of teaching; reflections of the second year; reflections of more than three years of teaching; and, reflections of the student teaching experience.

Two groups were formed: 1) teachers who had just completed their first year and, 2) those who had just completed their third year combined with those who had just completed more than four years of teaching. Although no specific time period was given for completion of the group stories, both groups completed their tasks in an hour and fifteen minutes. The first-year teachers' group created the "Ms. Apple" and "Mr. Penn" stories, and the group with more than three years of teaching experience created the "Ms. Dearing" and "Ms. Bell" stories.

Each group was assigned to a sound proof room and given a taperecorder, a packet with the written directions, and numbered cards for ordering speakers. The researcher was not present in these storytelling sessions. The storytelling process had been practiced earlier in the workshop and the researcher did not want to influence the creative process. Neither group asked for assistance after the storytelling process began. The taped recordings were later transcribed and analyzed.

All of the inservice teachers had been invited to participate in this session, but because of changes in the state inservice/orientation schedule for the 1989-90 school year, many of the inservice teachers had to return to school a week earlier than had been originally planned. Since the all-day session had been scheduled months in advance, it was impossible to reschedule. Out of the

eighteen inservice participants, only eight could participate. One additional inservice teacher was invited to participate so there would be appropriate group/size representation for the three levels of teaching experience.

At a later time, these tape-recorded group stories were transcribed and, as with the written stories of the preservice teachers, the information was analyzed by underlining the key ideas presented in response to the scenario task. For example, in response to the scenario task of the Ms. Bell story, the teachers had to create a list of what every teacher needs to know and do (Figure 3). The organization of the task and the transcription of the group story made it simple for the researcher to identify the key concepts. Unlike the preservice scenario about Ms. Apple, only one character for each group story was given, that of the teacher. With the Ms. Apple story, this approach allowed the researcher to compare the preconceived ideas of the preservice teachers with the actual experience of first-year teachers. Some comparisons were possible with the second-year teacher story, and the experienced teacher story, as well. At the end of the all-day session, the participants were asked to fill out an evaluation questionnaire. The following is a summary of the group stories and the evaluation of the session.

First-Year Teachers' Group Portrayal of "Ms. Apple, First-Year Teacher"

First-year teachers' group story about Ms. Apple portrayed her as: "overwhelmed with paper work, learning where everything is located, rules, and administrative procedures, knowing what to do on the first day of school, and how much to plan for classes and the time segments; fearful of first day; and fearful of her first encounters with parents. Ms. Apple was tired; teaching too many subjects; in a small school; frustrated at the first Open House because of the inability to make small-talk with parents; felt backed into a corner by demanding parents; and teaching at the same school where she did her student teaching assignment. Her former master teachers, now her peers, are her greatest source of help and understanding; she learned to send reminder slips home to parents about school events; she felt students were helpful to her during the opening days of school because they knew she did not know many things; and Ms. Apple identified early in the semester who the problem students were going to be."

First-year teachers, like preservice teachers, highlighted certain events and time markers in their story such as the inservice week when Ms. Apple would rather have learned about how to prepare for the first day and week of school because she was not ready for them, rather than learning about the teacher evaluation system and the

community. Ms. Apple was reported as feeling confident with her subject matter, but not with the ways and means to get the first days of school off to a good start. She says, referring to the teacher evaluation system and demographics of the community information in the inservice program, all of "that was nice, but I needed to know about the first day and the first week. What do I do?"

Like preservice teachers, first-year teachers included **the first day of school** as an important event because they "wanted to know the kids' names and to have the files before they came into the classroom." Ms. Apple reported that the students were helpful because they knew she did not know many things. Ms. Apple is portrayed as "need(ing) a crash course about what to do." Ms. Apple reported that she was more nervous about meeting the parents on the first day than meeting the students because the parents wanted to know about her and wanted information she did not have. She also reported that she was overwhelmed with trying to make the students feel comfortable and with trying to explain what was expected of them (rules).

The event called **the first week** was also reported in the first-year teachers' group story: "it seems like only yesterday" Ms. Apple was reporting for the first week of school; she reflected on "the fear" she felt; remembered "the paper work;" and she had "no idea of all of the work

it took to get everything going...the books, lists, papers to parents, assembly programs." Although she "felt comfortable with her content knowledge of subjects, the lack of full meeting times with students delayed her full understanding of how much to plan for." She used the word **overwhelming** many times and cited an incident with a mother who had gotten her disruptive son changed to Ms. Apple's class. He had already been disciplined by having to stand out in the hallway. She "made many teacher friends during this time."

The event called **Open House**, held ten days after school began, was also reported in the first-year teachers' group story. Although preservice teachers did not state the date, the open house event was described. Ms. Apple reflected: "the mother with the disruptive son who had been disciplined was very verbal and loud with her, setting a negative tone with other parents who were waiting to talk; she finally had to suggest that the mother go to see the principal about discipline philosophy, because she was not going to spank her son" as the mother suggested. Other teachers helping her in preparation for this event had "advised her not say anything specific to parents;" she "had all of the textbooks with the students' names on them out for viewing;" "had students ready to tell their parents about what they were doing;" and "had a parent conference sign-up sheet ready."

First-year teachers added another event to their story that preservice teachers did not include. They included **the sixth week.** The incident described in the story involved a mother who came in to see Ms. Apple about a "C" grade given to her son. Ms. Apple "showed her his grades," but the mother made it clear that she wanted him on the honor roll. Ms. Apple explained that "the reason the student got the C was because he got 0's for not handing in his work." She described the student as being a "great kid" and "that he was never an A student, but a good B student."

First-year teachers included the male student who had been transferred to Ms. Apples's class. This student was a problem for another teacher, so after the mother talked to the principal, he assigned the student to her class. Ms. Apple described his disruptive behavior, and she felt he acted that way because he wanted attention. She felt that by putting him in the hallway, she could let him know that disruptive behavior would not be rewarded with peer and teacher approval. The mother did not agree with this approach. She wanted Ms. Apple to spank him, but Ms. Apple sent her to the principal for the explanation of the rules concerning discipline procedures. After a while, the student began to work in a more positive way and it ended up that he eventually became "a good B student." Ms. Apple viewed this as a success for her and the student. As with

the preservice stories of the first year, a male student was depicted as a discipline problem, and a parent was depicted as a problem.

First-year teachers included students, parents, and briefly mentioned the principal in their story. They did not include any other persons, except in general terms; for example, her former master teacher and others helped her. The principal was mentioned for the role he played in the inservice week. Ms. Apple felt he did a good job, but did not address the issues that she was concerned about. Unlike the preservice teachers, the principal was not mentioned as providing assistance to the first-year teachers after the induction/orientation program.

First-Year Teachers' Group Portrayal of "Mr. Penn, Second-Year Teacher: The Things He Will Do Differently in His Second Year of Teaching"

First-year teachers portrayed Mr. Penn as reflecting that he "believed he had lost a lot of credibility by not sending students to the office during his first year of teaching; that students thought he was a soft touch; that he had hardened up a little, but still knew he was a soft touch; that he hoped to have more fun in his second year; and that sometimes, he felt he had been at the breaking point because of so many student discipline incidences."

Four categories of doing things differently emerged from the group story: discipline; management; learning; and the Open House. Under discipline, Mr. Penn reflected that he will "not wait too long before sending students to the office; hand out more detention slips a lot earlier since detention slips do not really hurt the kids; if they (students) choose to talk in class, that is their choice, and they choose detention; make sure they understand the rules of my classroom and the school; keep class under control; take students' suggestion about discipline, because that is how he got the idea to give them more detention; post the rules; not accept late home work; reinforce a more positive behavior in students; and, not let two or three little pills cause the class to suffer."

Under the category of management, Mr. Penn reflected that "he lost a lot of time dealing with students instead of being a disciplinarian from the first day, so he is going to make sure they will have something in their hands to do, using a lot of techniques he (I) learned at a workshop during the summer." Under the category of learning, Mr. Penn reflected that, "I hope to make it (learning) more fun this year and reinforce a more positive behavior." Under the category of the Open House, Mr. Penn reflected that he "will not lay out any paper for parents to see because it was very disastrous...."

The second year teacher was portrayed as still having concerns about parents and disciplining students. Based on the first-year experience, the second-year teacher had formed more specific guidelines for teacher authority and classroom procedures, particularly as they apply to control and disciplinary action. There was the element of wanting to make learning fun, like the preservice teachers' perceptions of what learning should be about, but it was overshadowed by the teacher's need for order and authority.

Experienced Teachers' Group Portrayal of "Ms. Dearing, Experienced Teacher: I Wish I Had Known...Before I Started Teaching"

Experienced teachers portrayed Ms. Dearing, an experienced teacher, as saying: "I wish I had known to accept (personal) limitations and not be worried about them; I felt inadequate when talking to administration, balancing home and paper work, and all those things (I) you have to do." In reflecting on work load, Ms. Dearing sometimes "thought the book work was all caught up and I (she) will (would) see my family again, but then I would realize it was time to do the report cards or the bulletin boards again." She thought of faculty as "caring, supportive, and willing to give help." She thought it was "difficult for new teachers to ask for help and "found a co-teacher who was a great help." She did not feel good

about answering the question, "'What do you do?'...When I say, 'I teach,' they say, 'Oh, really.'" She felt that "young teachers may not know they have to find rewards beyond money; they have to find reward in the kids...like when the light bulb goes on." "But you've got to feel successful and you've got to feel good at what you are doing, no matter what it is...; building self-esteem is the most important thing I do...." Ms. Dearing said, "A child is bound to learn, in spite of us...A pat on the back goes a long way with children." These reflections of Ms. Dearing are "personal."

Seven categories of information emerged from the group story compiled by experienced teachers: management; discipline; school/community environment; administration; teacher content area/programs; new teachers; and, co-teachers. Under the management category, Ms. Dearing reflected that she wished she had known before starting teaching: "how to organize my time better so I wouldn't have been so exhausted at the end of the day; to be more organized, and run time more wisely; the first year, how to get all the materials ready...and the ongoing amount of work; how important it is to be positive with children and let them fell good about themselves." In the discipline category, Ms. Dearing reflected that she wished she had known...before she started teaching: "how to keep control of children."

Under the school/community environment category, Ms. Dearing reflected that she wished she had known: to "make the room more pleasant...less yelling and screaming; every month the bulletin boards have to be changed; and, most people do not realize the amount of work a teacher has to do...turn on the television and the negativism is there." In the administration category, Ms. Dearing reflected that "I think I would have been more comfortable, if I had worked with the administration a little better."

Under the teacher content area/program category, Ms. Dearing reflected that "I wish I had known more about the program I teach in, and others; and, I wish I had had more time to prepare for my new specialized program." In the new teacher category, Ms. Dearing reflected that "new teachers need all the help they can get," and under the co-teachers category, Ms. Dearing counseled "find a buddy, a mentor, that can help you through the rough spots."

Like preservice, third-year and first-year teachers, experienced teachers cited discipline procedures and organization. Experienced teachers did not include parents in their story. They emphasized the students and their needs, along with their own needs, as their major concerns. They were more specific about the kinds of pressures, such as paper work and organizing their time, than less experienced teachers.

Experienced Teachers' Group Portrayal of "Ms. Bell, Experienced Teacher Supervisor for Student Teacher: What Every Successful Teacher Needs to Know"

Experienced teachers, in their group story, created a list of "knows" and "does" for their scenario of Ms. Bell, who had volunteered to supervise a student teacher. Five categories of "knows" and "does" emerged: students, discipline, management, parents, and personal.

Under the student category Ms. Bell advised: "Learn your students; learn them (students), well; Learn what that child needs most, and, using all of this, bring out the best in the child." She added: "Learn ways and activities that will help a child be self-sufficient, be able to construct his or her own knowledge, and how to learn without teacher direction. Listen to the students, really listen; learn that students are humans, too. Students want structure, limits, to know what is expected, and to be disciplined. Students are going to test you, no matter what their age. Students push you as far as they can, and you can't change your rules."

Under the discipline category her advice was: "Learn how to control the classroom. Talk about rules with students. Let them know the reasons for them; let them make their own rules, and they'll follow these better everyday."

Under the management category Ms. Bell counseled: "Know how to do everyday and emergency procedures, such as taking attendance, fire drills, tornado drills, the lunch count; be sure the projects you have fit the time you have; and keep the children on-task."

Under the parents category she advised: "Learn to talk to parents. When having parent conferences, learn a way to sit them down, do constructive talking, and have positive things to say. Learn to be positive; learn to not be so disgusted with parents who just don't seem to care; and, listen to the little things when talking to parents....Did someone just die?...Are drugs a concern?...Divorce going on?"

Under the personal category she advised: "The new teacher should find a buddy teacher, who has years of experience...; Learn what the administrative staff does and who they are; Whom to go to for things is sometimes more important than the academic work." She also cautioned: "You can't give your whole life to projects; learn not to be disappointed when you limit your projects for practicality. Learn to be realistic and not get burned out...White horse gets brown, gray, very quickly...Every teacher goes through that. Learn not to be disgusted with parents who just don't seem to care. Learn to be in control and let students know, but if one day, she (teacher) couldn't...she would still be a good teacher.

Learn you can't be everybody's buddy...'I'm not here to be your best friend; I'm here to teach you...If I can accomplish both, that's great!'"

Evaluation of the Storytelling/Focus Group Session

At the end of the storytelling workshop/focus group session, the participants were asked to evaluate the day's activities by filling out a questionnaire (Appendix E). A summary of the evaluations includes: "I liked being able to talk about some of these ideas after school is over to release; I liked being able to talk about these ideas just before school starts...gets me going; The focus group was really interesting because I got to find out how others think; I wished more of the participants could have been here. The workshop (storytelling) was very helpful and varied;" and "Do not use cards for ordering the talking... we just talked when we wanted, and it was more natural."

Inservice Teachers' Focus Group Session

After the storytelling groups finished their stories, the teachers took a lunch break, then returned for the two-hour focus group session. The technicians who were hired by the researcher set up the videotape and audiotape recording equipment, and the researcher and teachers formed a round-table discussion group. Each teacher was given a list of focus group questions to aid in the flow of the discussion. The researcher developed the questions from

data collected in the research process, the questionnaires, and the long interviews. The questions reflected an overview of the enculturation process.

The teachers were given an opportunity to read the questions. The researcher explained that there might not be enough time to discuss each question fully, but that, hopefully, all questions could be addressed. The researcher acted as the moderator throughout the focus group session. When everyone was ready to begin, the cameras were turned on and the researcher read a short statement of group purpose (Appendix D). The researcher attempted to follow the order of the questions as closely as possible, however, sometimes the teachers moved to issues before fully discussing the topic they were on. The researcher had to summarize and redirect issues when possible. When the teachers discussed the questions, they often rephrased or stated them unrealistically, for example, "I don't think we can make a list, because what is important to me, may not be important to another..."

Sometimes the discussion digressed, especially when teachers began to recount personal episodes. At times, it was a difficult task for the moderator to keep the teachers focused and not be drawn into the emotional involvement of the stories. It was particularly difficult to judge the timing for each question, especially since a two-hour limit had been set. When the two hours had elapsed, the teachers

still wanted to go on talking and continued to do so after the cameras had been stopped.

It was a difficult task for everyone to bring closure to the session. In the evaluation of the session, the teachers stated that they had enjoyed the opportunity to meet and talk with other peers and that the focus group experience was beneficial for learning how others thought about teaching. The teachers felt that this session helped them to start their next teaching year, which, for all of them, was to begin within the next week. They also stated that they wished more of the teachers in the study had participated in the storytelling and focus group session. Listening to other teachers who had similar or different experiences helped the participants to realize that they were not isolated or alone.

The Two-Hour Focus Group Session

The following represents the compendium of responses to the questions from the teachers in the focus group transcription.

Question 1: Describe the teacher of today.

The teacher of today: "...does everything; is a counselor, a nurse, a babysitter, a janitor, a learner, a mind-reader, a secretary, and an organizer. The teacher must be energetic, patient, very caring, devoted," and "good teachers keep up with what is going on in their field

and subject matter." The teacher of today is held "more accountable; willing to work within systems...state, local ...and being told to do so." They must "be more aware of the student's needs and how a child is feeling" and "must know the family conditions of their students and what is going on at home." They must be more aware of "pregnancy, anorexia, bulimia, suicide," and "We need more training in those things. There's not enough time to get everything in. When you ask a person who wants to be a teacher today, 'Why do you want to be a teacher?' and they say, 'Because I love kids.'...Well, that's not enough...(we) have to know whether a kid has eaten or been kicked out of the house the night before. It's not enough to care about your subject today. Education does not come to a stop and after you get some experience, you then know how much you don't know. You have to strive to be a super person."

Question: How many hours a day?

"You have to take care of yourself... so you can take care of your kids (students).... I counted it up...it takes about fifteen hours a day, five days a week, and that's if you include the weekend hours in the week. One day out of the week I have for my own kids...carpooling. I would say ten to fourteen hours a day and sometimes more. You never feel like you are done...maybe, caught up...next year will be better."

Question 2: How do teachers learn how to do what they have to do?

"Experience...you learn how to balance time, family, school, personal life. You have to have a personal life, somewhere. You learn by doing. I don't know how teachers who have their own kids find the time. Be yourself...take care of yourself...you are only one person. Learn from other teachers. You also learn that you do not spend fourteen hours a day...I still read through my lessons... but you will burn out if you spend that much time. You learn to stay after school...you learn to be organized, prepared...you learn to not grade every piece. Experience teaches reality...I may not get the grades done before the next day, but I learned to live with that. You have to be selective. You learn to not grade some work. You begin to build a file...you have to change and update. It's like any job you begin...you want it to be done right. I'm such an organized person...I tried to have everything organized, but something would come up and I needed to change."

The focus group participants continued. "Every year is a new year. Okay, you're given a manual, but you still have to know what comes first...what is in the texts. It was a week to week struggle to keep up. Every year is a new year. You don't teach lessons...you teach kids. I think a new teacher needs to be assigned to another teacher for the first couple of years. If you can go to someone...on your

level...not the principal, those teachers are there...the majority of teachers do this (help). Other teachers are busy, too...some may feel guilty, asking. My school has a buddy system. You learn from the kids...about fire drills, tornado drills..."

Question: What list can you make about things you did not know?

"Referrals...when and who to go to; when they (students) can use the telephone, and hall passes. One day they brought papers to be filled out for a child who was going to move...right in the middle of a lesson...I did not know how and I had to have them done that day."

"I'm not sure it would help to have a list. When you first start, you are handed a book of policy, a book for the building, a book of the essential elements, another book for something else...it's just nice to have some buddy to tell you what that bell is, etc. You learn by experience, as these things come up."

Question: What do teachers need to start?

"You need to know where everything is...the nurse's office, the custodian's," and "Who do you call for help? I never did figure out when the school nurse was there. How do you pay for your lunch? I think the most essential thing you needed was a curriculum guide...someone to go to...I had just graduated with all of the courses, and I

still didn't know about all of the curriculum. I did not get one for six weeks. I tried to use the secretary's copy machine...it took me a year to get on the good side of the secretary. I will have a new teacher next to me this year and I have already called her to start running off papers and so forth. Assign a new teacher to someone who knows the rules...I'm taking the initiative. We need to remember how it was and help the new teachers."

"It's interesting to hear the young teachers...with the new rules about new teachers...it sounds like someone has been listening, because I have never heard this before. Now, new teachers will have someone to go to."

"Administrators are a big help... supportive. It would be nice to have an administrator come by and ask, 'How can I help?' Our administrators have so much work to do...we can't blame them if they're not around that much. It's important to have supportive administrators. They (the state) are putting so much more into the curriculum for us to teach...besides reading, writing, and arithmetic, we have to teach...about space...drugs, etc."

Question 3: How did university education courses contribute to your preparation?

"What you need is there...you discover, after you have some experience. I had a subject methodology course. It was useful to me. The education courses I had were useless

to me...they are not up to par." Another teacher responded, "I have gone back to my education courses' notebooks and feel everything was useful. It all breaks down to the people. I was fortunate to have good professors. Listening to other teachers, I feel fortunate."

"I think you should have an internship program." Another teacher responded, "There's good and bad to that ...they might scare you away. I had a junior year observation...all I did was grade papers." Another said, "I think it's good to get out there...but come back to the university to talk about what you see out there...be reflective."

"I want something practical...something I can take back to the classroom, but some people just want concepts." You've got to have some training in the curriculum, the state laws...what has to be done...developmental ages of children...those courses are very important. Theory is definitely important...like the Bloom's Taxonomy, but I wanted fifteen examples for each level...how it translates into the classroom."

"Some of us got our training in lab schools. Anything that gets us into the classroom" is good. "It's harder and harder for students to come into our classrooms...we are so busy. Some teachers in my school were so excited to be having a student teacher, but three weeks into it and they

were saying, 'Why did I ever agree to this?' We used to get paid for having student teachers...it's hard, but we were getting paid for it. It's a lot of work."

"After we get our master's we break the umbilical cord from the university. We should be going to the university for dictation...where the research is going on." One teacher remarked, "I just feel I got all ground school and no flight training. I don't think university professors should teach if they have not been in the classroom. I think they should have to go back (public school), every so often."

Question: How should university preparation contribute to teaching?

"There definitely should be an internship program (in the) junior or senior year. That can be good or bad...if you go into a classroom your sophomore year, it may scare you away. We were assigned to a teacher for a whole semester...grading papers...some teaching. I had a junior observation...but I just sat there grading papers. It did not turn me away. I think it's good though, because you can ask questions...(such as) why is it that way?...then go back to talk about it."

"Some people need concepts...I need practical things... that's the best part of classroom work or education courses...something you can do with the children

immediately. When you are a junior, you may not be ready to teach...but you do need to know about state laws, etc.... those courses are very important. Do they have lab schools here? Anything that gets you around children? I had a friend in school who found out in student teaching that it's not what she wanted. It's such a shame for someone to find out in student teaching that it's not what you want. For us, it (lab) was built right into the university...the community benefited from it. They say that experience is the best teacher."

Question: Are inservice programs valuable?

"Yes, they are very valuable...we used to do that in the summers. Our school system pays for our further education. I've gone to workshops, like on the appraisal system, too."

Question 4: How did student teaching contribute to your preparation?

"She (supervising teacher) left me the first day... that was probably more of a real situation than anything. They (students) were directing all of their attention to her...then they had to come to me. I thought, 'Why are you doing this to me?' It was probably the best thing that she did for me...a new student teacher in the fall semester, seeing the real stuff, at the very beginning, before that classroom is set up and before the kids know what to do."

Question 5: What did you think teaching was going to be like before you started teaching?

"I did not realize there were so many records to keep...paper work for the essential elements." I thought "that there was nothing better than seeing someone do/learn ...that it was going to be fun."

"My first year was a lot like I thought. My perceptions were based on middle-class students...what it was like when I was in school...coming ready to learn. Not all students are coming from a Mom and Dad who care about them."

"I think teaching is just like I thought it would be. I wanted to be a second grade teacher since the second grade. I spent seventy-five hours at first, but not at the end. Except for not knowing where the cafeteria was... tornado drills, I liked it."

Question 6: Does a teachers' thinking change after taking education courses?

"The books give you a middle-of-the-road interpretation. (You) get an unrealistic picture. Teachers did not have as much paper work then."

Question: Did you find there were changes in your thinking after student teaching?

"Student teaching is an unreal situation...it's important, but unreal. My teacher had the puppets and

creativity, already. That's what I find missing in my teaching today. There's not time for creativity."

"My student teaching got boring...after you sit in the same classes all day long. Now, I have to listen to myself say the same things all day long (and) ask myself, 'Didn't I say that already?' My ideas changed somewhat after student teaching...more than after the courses, but it's still unreal. You know that if you make a mistake, the teacher is back there. My teacher left me after the first day. I was left alone...but that was more realistic, because that's what really happens. I was teaching a full day by the end of the term, but the difference is that everything is already set up (such as) the discipline."

"Teaching in the fall semester is great, because you see the real thing. Because, even after Christmas vacation the kids change...the teacher can see the changes."

"It's very difficult, as a teacher, to leave the student teacher...ultimately, they (students) are still your responsibility. It's difficult to be the supervising teacher."

"I did substitute teaching after my student teaching... so for me, it was then...and it was different from student teaching. I substituted in the same school where I did my student teaching, but it was different, because the kids knew I was a sub. There's something to be said for substituting. I moved around to different classes and

schools and at the end of the day, you go home and not worry about that student who was having problems. It's a more real experience, after substituting, than after student teaching."

Question: Did you find there were changes in your thinking after the first year?

"The first year is reality...the first week! It was a lot of work, at first, but it got easier at the end of the year...I loved it. I liked it. It was a good year. The mental process of getting ready...(this year) I'm ready to go...I've got my room ready...I'm a little bit more nervous this year than I was last year...It scares me to think I've got to start all over again. 'What did I do? What did I say? What if it doesn't work the second time?' I'm worried that what worked before will not this year. I haven't slept (but I am) still excited...but ready to go. I get more comfortable, more confident."

"Some things are very different...you change the things you do. It's easier in some ways...some of the changes you make, don't work, either. I'm hoping there will be more time to teach. I'm going to be filling up the time, better, like other teachers. I'm one step ahead."

Question: Did you find that there were changes in your thinking about teaching after the second year?

"The second year seemed harder than the first year.

You are so confident that this year is going to be better ...a lot, lot better, and it's a little easier, but not as much...as you had hoped. We made some changes, some worked and some didn't...(we) filled up the time better."

Question: Did you find that there were changes in your thinking about teaching after the third year?

"You still don't sleep the whole week that school starts. The week goes on...that's just part of the job. The third year you get more confident."

Question: Did you find that there were changes in your thinking about teaching after more than four years?

"Every year gets better and better. I have more confidence. I have changed grades and schools. That's different. I have gone to summer school...learned new things. That's the excitement that comes from learning new things. Workshops help to keep the excitement. I was a student again during the summer...worrying...feeling guilty for not studying...and it makes me aware again of not studying...or studying three nights for a test, when the teacher writes on the blackboard... all of those things."

"Every year is a new year. ...about starting up again, after the summer, during the first week school starts up...it really lasts, probably a month and a half...I lie awake at night... you still don't sleep. ...you'll do it (that) for ever and ever. Those little

human beings...every year it's getting to know a group of students...becoming a part of their lives, and they a part of yours...there's a reward that we get from being teachers, that they can't pay you for...there's something about the love and respect you get from children...not even a parent gets that...it's exciting."

Question 7: What has remained the same about teaching?

"Homework has not changed...tests. Learning and teaching, you just never stop. I think of what has changed ...of all the kids have to face...not what I had to face as a young person...pregnancy, drugs...trying to get them through that jungle. (A teacher) is probably the only stable person in their lives. We should remember these things. They may not remember your name, but they will remember the act of kindness that you did. Sometimes, that's more important than arithmetic."

Question 8: What are your best memories of teaching?

"It's when that light bulb goes off...when they achieve in athletics, too. I still get tears in my eyes...when I see them get emotional about their learning."

"For me, when I see a student get curious about a world outside of her own...a desire to learn. I can't follow them around. They've got to be able to teach themselves...learn on their own. When they learn they are capable, when they try something new...and they say, 'I've

done this.' When a student trusts me...can come tell me. When you walk into the grocery store and they come running up to you. When a student tells you, 'I wouldn't be where I am today without what you did for me.'"

"We all remember a teacher who touched us;...after the fifth or sixth week, he (student) turned in everything for the first time in years...he was so excited...when you see it happening to them, but when they see it happening to themselves, and they thank you for it...it's even neater."

"I had a student who could not read...I read a story about blooming and then, all of a sudden, he was! Even another student recognized it and told him."

"After my first year, I knew I was going to leave... and I cried and cried, when the students left. I couldn't wait for school to end, but when it did, I cried. That's what I mean...we can talk about all of the problems there are and the lack of administrative guidelines...whether classes are helpful or not, but...I think the reason we're all here is because it's something we have done and it makes it all worth while." " We have an important job. It's like nurturing trees. The payoff is not the work sheet...it's that, they (students) are human beings."

Focus Group Analysis

Describing what it was like to be a teacher today, inservice teachers reflected that a teacher needed to play

many roles. Images of "teacher" included: content specialist, counselor, secretary, clerk, mind-reader, diagnostician, janitor, nurturer, social science specialist, realist, child development specialist, learning specialist, manager, planner, organizer, decision-maker, "change" specialist, communicator, helper, and learner. Related attributes were noted as important; especially being devoted, patient, perceptive, caring, flexible, energetic, and experienced.

Inservice teachers agreed that they spent an average of fourteen to fifteen hours a day, if they counted the weekend hours in the daily average. They agreed that one day of the weekend should be devoted to their own personal needs.

They all agreed that they never felt "caught up" with their work, but that "next year would be better," because each additional year's experience provided them with the knowledge and expertise to show them how to reduce the amount of time it takes to do the job. First-year teachers reflected that teachers with more years of experience had this special knowledge, and that they would have it when they were more experienced. Third-year teachers reflected that they were still in the process of making the changes that were necessary to reduce the time factor. Teachers with more than four years of teaching reflected greater confidence in their abilities with time-management,

however, those who had five-to-eight years of experience reflected that they were still expending too much time on time-management because they had either changed grades or schools, which made them "beginning teachers" again.

The teacher with more than twenty years of experience counseled the group about the amount of time they were spending on their work. She imparted that experience showed how to reduce the number of hours, that fourteen hours was too much, and if they did not reduce the number, they would become "burned out" quickly. She suggested that they stay after school to work, ask for help from others, and learn to take care of themselves. First- and third-year teachers responded that because she had taught for so many years, she had a big file of lessons and materials to draw from, and that because they had not taught as long, they were still building their resources. First-year teachers were quick to respond that they felt they had to grade all of the papers and get them back to students in a timely fashion. Third-year teachers responded that they had learned to be more flexible, and that students had to understand that teachers had lives of their own and other responsibilities. The most experienced teachers agreed that "not all papers had to be graded and returned."

Inservice teachers agreed that teachers learn how to do what they have to do through "experience" and, from working and communicating with other teachers. They felt that a

beginning teacher should be assigned a "buddy." The value of having a colleague, who should be experienced and teaching the same level or subject, was emphasized. The teachers agreed that the colleague should be a person who was willing, helpful, knowledgeable, and could play the role of mentor and friend. All of the teachers agreed that it would be valuable for new teachers to have this "buddy" for two years.

Inservice teachers told stories of learning some procedural requirements from their students, such as what to do for fire and tornado drills. The teachers realized that much of what was unknown to them when they were beginning teachers could have been learned from reading the manuals they were given, but they did not have enough time to read them at the start of school. They were too busy trying to ready themselves for the students' arrival and preparing their lessons; these responsibilities were their priorities. Not knowing the daily routines, rules, and locations of school personnel, however, contributed to beginning teachers' confusion and anxiety.

Principals and assistant principals were also discussed as potential sources of help. The teachers placed a high degree of value on principals who were visible and who offered assistance without having to be asked. First-year teachers and those teachers in the study who had just started in a new school or who had just begun

a new assignment valued the help and support of principals. The teachers agreed that the principal would not be the first person they would go to for most of their questions, however.

The teachers were divided on the question concerning the contribution of education courses to their preparation. Most agreed that education courses contributed by providing theoretical background, particularly in the fields of child development and cognitive learning. Others, however, felt that the theories were not valuable without the practical applications to go with them, particularly if the teachers were pragmatically oriented thinkers, themselves. As one experienced teacher and one first-year teacher stated: "I want something I can take back to the classroom and do the next day" and "It was fine to learn Bloom's Taxonomy, but I wanted fifteen applications for each level...something where I can see how it translates into the classroom."

Some teachers felt the theories they had been exposed to did not become meaningful until after they had been teaching for a few years. One first-year teacher stated that she often used her course notebooks and found useful information to apply to the problem she was confronted with at the time. The teachers agreed that their ideas about teaching changed after taking university education classes. They realized that the books gave a "middle-of-the-road" picture of teaching and that this was an "unrealistic"

picture of what they faced. However, those teachers who knew they wanted to be teachers, for example, "since the second grade," were not deterred from liking what they do.

Discipline methodology courses were rated as the most valuable, such as reading and English. Courses that got preservice teachers into real classroom situations were rated as very valuable, even if the experience was viewed as a negative one. For example, "I only got to grade papers, and sit in the back of the room." Courses that got preservice teachers into classrooms were viewed as more valuable if they provided the opportunity for the preservice teachers to go back to the university and ask questions and discuss what they had observed. Lab schools were discussed as having been very valuable learning centers for preservice teachers.

The teachers agreed that while in the university, preservice teachers should participate in an internship program, preferably one that begins as early as the sophomore year. The reason stated for this need was the desirability of beginning to work with children as early as possible in teacher preparation. Some of the teachers supported the "lab school" approach because that was what they had experienced as preservice teachers. Others supported the sophomore year observation approach because that was what they had experienced. Two of the teachers argued that an early observation program might discourage

preservice teachers, and that some might change their majors. Again, more "experience" in the classroom was cited as the major reason for an early observation requirement.

Student teaching was also discussed as being a valuable ingredient in the preparation of teachers. The teachers recounted some of the moments they remembered, for example being left alone with the students on the first day, seeing the opening of the fall semester. Student teaching was viewed as an "unreal situation," however. Even though the teachers learned from the experience, they knew that their supervising teachers had already developed their lessons and had creative materials at hand. As student teachers, they did not experience the "real thing" because so much of what they did was determined by their supervising teacher, for example the students knowing they had better behave and the existing discipline procedures. During and after the student teaching experience, the teachers agreed that they still did not feel fully prepared for their first year. Student teaching was considered an "unreal situation," but not as unreal as what was experienced during their university courses.

Some of the teachers had substitute teaching experience before and after their first year of teaching. They agreed that it was different from student teaching. They agreed that this experience created changes in their

thinking about teaching, even though it was not like being the real teacher. They pointed out that substituting was better because at the end of the day they did not take the worries home with them.

All of the teachers agreed that the first year of teaching was "reality." "The first week" was considered the ultimate shock of teaching. Having just completed their first year, first-year teachers reflected upon the fears and excitement of the past year. The more experienced teachers reflected on the same incidents and images, such as readying their classrooms and feeling more confident. Contextual maps emerged from those reflections, such as how the next year would be and what they were going to do differently.

In some ways, teachers agreed that "The second year seemed harder than the first." Based on their first-year experiences and feelings, teachers made plans for changes. They worried about whether the changes were going to work. They had difficulty remembering what they had done the first year. One first-year teacher remarked that she could not sleep at night trying to recall the chronology of events of her first year, for example, inservice week, the first day of school and the first month and one-half. Images and contextual maps of events became the basis upon which second year teachers planned and prepared for the second year of teaching. Third-year teachers and those

with more than four years of teaching also used past events, images, and contextual maps of teaching as the basis for preparing for the next year of teaching, stating that "every year is a new year."

The "best memories of teaching" cited by the teachers were events, images, and contextual maps that conveyed their beliefs and attitudes about teaching and being a teacher, such as when students achieve, when students "get curious about a world outside of their own," "when students can teach themselves," when students "trust me," and "when a student tells you, 'I wouldn't be where I am today without what you did for me.'"

Categories

The referent categories that emerged from the analysis of the questionnaire, preservice teachers' stories, long interview, inservice teachers' group stories and the focus group session data are described as follows.

1. Teachers view their enculturation process of "becoming a teacher" as cyclical. Once an individual images him/herself as a teacher, experiences, personal relationships, and events begin to form the basis for contextual mapping of future experiences, personal relationships and events in that person's life. Experiences (babysitting, coaching, Sunday School teaching), personal relationships (favorite teachers,

parents, coaches) and events (using a stick as a pointer and acting out school with siblings, receiving a welcoming letter from the teacher, winning the football championship), create a chronological chain of references which, in turn, form a foundation for selecting other related experiences connected to the image of "teacher."

Once the decision is made to become an education major, the chain continues, only on a more formal level. As a preservice teacher, the curriculum is designed to create more experiences, personal relationships and events on which to build more references, such as introductory courses that deal with the history of education, psychology, and an observation/internship experience. Preservice teachers are exposed to practicing professionals, such as professors, public school teachers, and administrators. Qualifying tests are taken to insure candidacy; grade point average standards must be met. Successful completion of student teaching must be attained, acceptable evaluations from supervising teachers must be earned and state proficiency exams must be passed before a candidate can begin to teach.

Once a candidate has secured a position, he/she becomes a first-year teacher. New experiences, personal relationships and events are added to the chronology chain, as is the case with second-year teachers, third-year teachers, and so on. Each new year brings new students,

new parents, new teaching assignments and new conditions. Laws governing teacher certification require additional learning, certification and training. Professional advancement is based on a career ladder. Teachers not only must continue to learn to advance professionally, but also to keep abreast of content changes. The teachers in this study cited the cyclical change in the nature of teaching.

2. Teachers view their enculturation process as ritualized. Becoming a teacher requires adoption of certain postures, for example nonparticipant observer during the internship experience, participant observer during student teaching, and experienced practioner when certified as a teacher. Rites of passage are required, such as successful completion of professional tests, successful completion of student teaching, completion of the first year, and timely and successful ascension of the career ladder. The environment of schools provides traditional events that have become rituals for teachers, such as the first day of school, the Open House, the first evaluation, and holidays. These rituals require accompanying teacher behaviors (disciplinarian, planner, role model), dress (dresses, suits, comfortable shoes) and symbols (pointers, detention slips, and books). These rituals require prescribed policies (employment, dress codes, disciplinary), procedures (fire drills, referrals, bells ringing) and regulations (the Essential Elements).

3. Teachers view their enculturation process as hierarchical, in the sense that, certain requirements must be accomplished before an individual can move from one status to another, for example from student teacher to first-year teacher, from first-year teacher to experienced teacher and from experienced teacher to supervising teacher. To some degree, teachers stereotype some castes within their profession, for example elementary school teachers, secondary school teachers, coaches, and junior high school or middle school teachers. Teachers in this study expressed that they chose to become elementary teachers because they did not think they could handle older students, for example, indicating that certain levels of teaching require certain attributes.

4. Teachers view their enculturation process as reciprocal. Teachers love and care for their students, and in return they are loved, admired and respected. Teachers view their work as fundamental to the future of their community, country and the world. In return, they expect recognition and status. Teachers aid their peers daily, and in exchange receive recognition and prestige. Teachers play a part in educating the new generations of teachers by acting as role models and instructors. In return, they add mentor status, thus broadening their role. As new educational experiences, such as course work, inservice, and degrees are attained, the educational system

rewards the teacher with higher pay and status within the career ladder guidelines.

Reciprocity is evident between other professionals in the school environment, for example becoming friends with the school secretary and maintenance person because they will take good care of you, handling your own discipline problems, as much as you can, so the principal will think you are a capable teacher, and understanding that principals have more work to do, too.

5. Teachers view their enculturation process as developmental. Teachers experience stages of development in their ongoing process to become teachers. For some, the stages may begin at an early age in life, after deciding that teaching is their goal. For some, it may occur in college when the formal decision is made to major in education. For others, it may occur during the formal preparation phases of induction or student teaching, and for still others, it may occur during the first year of teaching.

Teachers in this study cited stages in their thinking about teaching. They were aware of changes in their thinking and behaviors. Life experiences, such as marriage, family, or illness of spouse, acted as catalysts for measuring changes. Based on these changes, teachers altered their attitudes, values, and behaviors. Encounters with parents, principals, and students became crucial

experiential episodes upon which to plan, manage, and sustain future actions. Examples given were the student's mother, who gave the first-year teacher a rough time at the first open house, the principal who stopped by to ask if he could help the teacher, and the student who began to complete his assignments after years of not doing so. The number of years one has taught become recognized phases of development. Each succeeding year brings promise of "better teaching experiences."

6. Teachers view their enculturation process as experiential. Each new experience brings new insight to teaching. The teachers in this study, beginning with the preservice teachers, could cite the specific experiences they were going to have to encounter to gain their personal insight, for example, the meddling or uncaring parent, the amount of paper work, the first day of school, the pregnant teenager, drug and alcohol abuse, and the discipline problems. Teachers believe that the best way to learn how to be a teacher is through experience.

There is a collective aspect to this experiential view. Teachers recognize that what separates the nonexperienced teacher from the experienced teacher revolves around the number of years one has taught, the degree to which a teacher can plan, manage, handle discipline problems, can supervise a student teacher and can keep control of students and personal stress. Teachers

stereotype and categorize other teachers in terms of these perceived abilities, such as "she can't find anything," "he does not take control of his class," and "they thought they would like to have a student teacher."

7. Teachers view their enculturation process as reflective. Preservice teachers portrayed people in projected future experiences in terms of dichotomies; for example, parents are either antagonistic or trusting, students are either disruptive or nonparticipatory, and principals are either mentors or administrative managers. These images are based in their own personal experiences.

First-year teachers portrayed people in terms of first encounters based on their perceptions of stereotypes; for example, parents will either be antagonistic or trusting, and tended not to discern distinctions. Based on these experiences, first-year teachers reflect upon them and prepare for the next parent encounter. Succeeding encounters are measured based on the previous ones throughout entire teaching careers. All of the teachers in this study reflected upon the antagonistic parent stereotype, but the more experienced teachers pointed out that most parents do care about their children.

Based in their belief that experience will provide solutions, all of the teachers practice reflection as a means for making the next year of teaching better. Not only do they reflect on personal encounters, but they

utilize their experiences also to make planning, curriculum, discipline, methodology, teaching style and personal life decision changes. Teachers begin teaching careers with predetermined images about teaching, alter them somewhat, but continually reflect upon them.

8. Teachers view their enculturation process as cumulative. Each experience they have is added to previous experiences. The cyclical nature of their work provides experiential categories with regard to parents, co-workers, students, duties, changes in the profession, and so forth. These categories provide teachers with cumulative knowledge and contextual maps.

9. Teachers build a body of knowledge about teaching that is both formal and informal. There is the knowledge they acquire from books, but there is also a personal knowledge they acquire from their own experience. The teachers in this study could recall when they made their decision to become teachers and could explain why certain kinds of activities and individuals affected their desire to do so. Some could portray what they would be doing as teachers and where. From their personal school experiences they formed images of what kind of teacher they wanted to be. Their images and contextual maps of teaching came from both informal and formal learning situations.

10. There is an individualized and personal aspect to a teacher's enculturation process. Although many

experiences are shared by teachers, each teacher reflects and categorizes those experiences in a personal context. There is a shared culture, but also a personal culture.

11. Shared aspects of teachers' enculturation provide the context for stories or folklore. These stories are passed from one generation of teachers to the next. They are representative of teachers' personal experiences which have been categorized and, therefore, become a source of knowledge for other teachers.

12. Teachers view their enculturation process as ordered, controlled and managed. Teachers are being controlled by others, but must be in control of their own classrooms. Teachers serve as role models for students and their community. They view themselves as organizers of time and knowledge, therefore, they must exert authoritative and managerial images in their lives and in their classrooms. Lessons are timed, learning is managed according to objectives, records are kept, teachers are held accountable for how much students learn, and the teacher must manage all of these.

13. Part of the process of being a manager and being ordered is facilitative. Since teachers are not always in control of parents, they must take on the role of facilitators when bringing students, parents, teachers, and administrators together for the purposes of learning.

14. Teachers build a model of the society-at-large in

their classrooms. They establish rules and procedures that are reflective of the larger society. Teachers replicate law and order in classrooms and act as the disciplinarian so students will learn about following rules and regulations and the consequences of not behaving properly.

15. They establish physical and social environments that replicate the community environment.

CHAPTER V

SUMMARY INTERPRETATIONS, IMPLICATIONS, AND CONCLUSIONS

This study examined teachers' perceptions of their enculturation process. Sixteen preservice teachers and eighteen inservice teachers participated in the study. Qualitative research techniques were used to collect and analyze the data. The long interview, containing a short questionnaire, individual and group stories, and the focus group were the techniques adopted to approach the research questions of this study. Data from the preservice teachers' stories, the long interviews, the group stories, and the focus group session were triangulated, following the "grounded theory" approach of Glaser and Strauss (1967). The interpretations and tentative conclusions of teachers' perceptions of their enculturation process were based on their constructs, images, contextual maps, and metaphors.

Interpretations of Preservice Teachers' Perceptions of Their Enculturation Process

When portraying the first half of their first-year of teaching, preservice teachers dichotomize and stereotype perceived teaching events and school-related persons.

Clusters of constructs, images, contextual maps, and metaphors emerged from the stories they tell.

Parents, Parent-Teacher and Parent-Child Relationship

Preservice teachers construct portrayals of the teacher-parent relationship as either antagonistic or trusting, and of the parent-child relationship as either concerned or unconcerned and caring or not caring. Preservice teachers portray parents as being concerned about their children having first-year teachers; this is an obstacle that the first-year teacher must overcome.

Students

Students are dichotomized into categories of either good or bad, special or average, introverted or extroverted, and discipline problem or cooperative. Boys are usually portrayed as the sources of discipline problems and as the poor students, and girls are usually portrayed as sources for cooperation and as the "best" students. Preservice teachers are not dramatically drawn to students who are quiet and adaptable. Students are stereotyped early in the school year as to their abilities and behavior, then singled out for attention.

Preservice teachers are aware of many potential student related problems that would affect their teaching. They realize it is difficult to be fair and democratic when so many factors influence their teaching. The preservice

teachers' stories imply that contextual maps of how to deal with students may be established early in the school year and that the teacher's time is concentrated on these few. Preservice teachers are aware of this dilemma, but are not aware of what to do about it. They are aware of the paradoxical behavior of the teacher that results from addressing the needs of some individuals over the needs of all of their students.

The Principal

The principal is dichotomized into the category of mentor or administrative manager, a caring person who understands children and teachers or someone who is more interested in forms and running the school. Elementary preservice teachers emphasize the "understand(ing) child behavior" characteristic and, secondary preservice teachers emphasize the "understand(ing) teaching and learning" characteristic. Both groups emphasized the "helpful" and "supportive" aspects in the mentor relationship role of the principal.

Preservice teachers portray themselves as the non-assertive participants in the teacher/principal relationship. They recognize the principal as the evaluator and use brief encounters with the principal as evidence for speculation about what the principal thinks of them. Preservice teachers are aware that principals have

multifaceted responsibilities and have administrative, managerial, and interpersonal skills-related knowledge. Neither preservice elementary nor secondary teachers image principals as sources for instructional content. Principals are not considered experienced teachers by preservice teachers, despite the fact that they are supposed to know how to deal with all situations.

Co-Teachers

Preservice teachers portray a co-teacher relationship as either collegial or antagonistic, helpful or not helpful, experienced or inexperienced, and some teachers as veterans. Preservice teachers have constructs of different kinds of teacher personalities and teaching styles they will encounter when they become first-year teachers. Their contextual maps direct them to look for another teacher to be friends with, someone with whom they can share their first-year experiences. Preservice teachers portray a first-year teacher as passive with regard to making initial contact with potential co-worker friends. Preservice secondary teachers image friendship with same grade level teachers and preservice secondary teachers imaged friendship with same department affiliation. Neither preservice elementary or secondary teachers' constructs image the principal as a potential special friend source,

although the principal is someone preservice teachers image as a mentor.

A First-Year Teacher

Preservice teachers have strong images of first-year teacher. There are first-year teachers and experienced teachers. Experienced teachers are viewed as having knowledge first-year teachers do not have and experience with what to expect. Teachers who have taught thirty years are categorized as veterans. Preservice teachers viewed experienced teachers as those who have already gone through the difficult first-year and who possess knowledge from that experience that the first-year teacher will gain, once he/she has made the passage.

Preservice teachers have contextual maps of their developmental progression from first-year status to experienced status. They portrayed a first-year teacher as having the knowledge to understand why teachers become disenchanted, able to diagnose what another teacher is doing wrong, and able to diagnose what they need to do to make changes in their planning, problems of their students, and in their personality characteristics. Preservice teachers recognize that the first year is an important and difficult experience, yet they have something important to bring to teaching and they can make a difference. First-year teachers are portrayed as going through an essential

rite-of-passage and feel that if they can make it through the first year, they will have attained experienced teacher status.

The First-Year

Preservice teachers have chronological maps of the first year of teaching. It is much like the game Chutes and Ladders, where, in order to move forward, one must pass through certain territories. Teachers use markers and referents to denote their development. Events mark the passing of time and stages in the rite-of-passage, as with the first year. First-year teachers recognize the importance of these events and view them as necessary to their content planning and student/co-teacher relationships, while others simply tolerate them. All of the teachers recognize the necessity for breaks and view holidays as requisites for personal survival.

Summary of Preservice Teachers' Categories

The dichotomous categories that emerged from the analysis of preservice teachers' stories about the first-half of the first-year of teaching are: parent and parent-teacher relationship/antagonistic or trusting; parent-child relationship/concerned or unconcerned and caring or not caring. Students are good or bad, special or average, introverted or extroverted, and discipline problems or cooperative. The principal is a mentor or administrative

manager. Co-teachers are collegial or antagonistic, experienced or inexperienced, and helpful or not helpful. Teachers are first-year teachers or experienced teachers or veterans. The first year of teaching is viewed as a series of events and experiences that mark the rite-of-passage into experienced teacher status.

Interpretations of Inservice Teachers' Perceptions of Teaching

Inservice teachers use a multitude of constructs, images, contextual maps, and metaphors to portray teaching. These were identified and grouped into categories which could then be compared to the preservice teachers' categories. The following is a presentation of similar categories shared by preservice teachers, first-year, third-year, and teachers with more than four years of teaching experience.

Parents and Parent-Teacher Relationship

First-year elementary school teachers portrayed parents as supportive. First-year secondary teachers portrayed them as involved in the life of their child. Preservice teachers and first-year teachers image the parent/child relationship as one of caring or not caring and concerned or not concerned. First-year teachers qualify their discussion of parents by referring to what

parents should do, while the preservice teachers dichotomize the relationship.

First-year teachers report apprehension about having to communicate with parents and not knowing what to expect from them. Such teachers perceive that parents are skeptical about their children being taught by a first-year teacher. Their first contacts with parents set their contextual maps of how to deal with parents in the future. They stereotype parents according to the first meeting as they stereotype their students in the opening days of school. First-year secondary teachers find that they have fewer opportunities to meet with parents. Third-year teachers have begun to qualify their conceptual maps about the parent-child and parent-teacher relationships.

Parents are assigned the role of "teacher" by elementary teachers, but not by preservice teachers. Third-year secondary teachers add qualifiers to their contextual maps reflecting their experience with parents and this has added realism to their imaging of the parent/teacher and parent/child relationship. Parents are imaged by elementary teachers with more than four years of experience as really caring about their children. As imaged by secondary teachers with more than four years of experience, the parent is one who shapes the child and should be more interested in the child's performance than the teacher.

The image of caring continues to be stressed by elementary teachers for the parent/child relationship and the role of teacher is assigned to the parent. The secondary teachers emphasize the process of shared caring and teaching for both the parent and the teacher. Their contextual map images a back-and-forth process between teacher and parent, a reciprocal arrangement between parent and teacher for over-all care and concern of children.

Students

First-year elementary teachers image the student as needing to be part of a group, willing, and responsive. First-year secondary teachers image the student as expecting a lot from their teachers, wanting to learn, content oriented, and concerned about self. The contextual map first-year teachers have about students is based on the belief that students want to learn. It is implied that students who do not want to learn are not good students. A good student is someone who wants to learn about him/herself, others, and the content being presented. Like preservice teachers, first-year teachers image good students as those who want to learn.

Third-year elementary teachers image a student as willing to learn and searching for a place to belong and be accepted. Third-year secondary teachers image a student as wanting to learn, expecting to pass, but in need of

guidance and direction. For this group the student is the most important person in the school. Like preservice teachers and first-year teachers, third-year teachers perceive a student as wanting to learn about him/herself, others, and subject content. Third-year teachers see themselves as playing an important role in helping students to learn.

Elementary school teachers with more than four years of experience image students as learners, talkers, and in need of someone to listen to them. The student is portrayed as wanting to come to school and learn. Secondary school teachers with more than four years of experience image students as the future. They stress the wanting to learn, but temper this image with the understanding that secondary students may not want to be in school or like the course they are taking.

Like preservice teachers, teachers with more than four years of experience categorize students as cooperative or uncooperative participants in the learning process. Although not directly stated, it is implied that students who are not cooperative cause difficulties for the teacher and other students.

The Principal

The principal is imaged by first-year elementary teachers as one who is supportive of his staff, willing to

provide learning experiences for the teachers and leads or directs the school. First-year secondary teachers image the principal as one who has the difficult job of leader, helper to teachers and students, and supporter of everybody. First-year teachers, like preservice teachers, view the principal as a mentor, as well as helper, leader, and supporter. This set of roles is viewed as necessary to the over-all atmosphere of the school. They also recognize that it is a difficult job.

Third-year elementary elementary school teachers image the principal as administrator, intermediator between teachers and administration, and supporter. Third-year secondary teachers image the principal as one who should be there for students, teachers, and parents, and who acts as a liaison/mediator between these three groups. The principal insures a conducive learning environment. Like preservice and first-year teachers, third-year teachers expect the principal to help and guide them, but they add more leadership qualities to the role. They also broaden their contextual map of a principal to include parents, students, and the higher school administration personnel. Third-year teachers portray a more comprehensive construct of a principal than preservice teachers. It is less teacher directed and more equally delineated among the principal's recognized constituencies. Rather than being

there for a teacher to get help from, the principal is seen as a teacher advocate.

Elementary teachers with more than four years of teaching image the principal as supportive and caring. Secondary teachers with more than four years of teaching image the principal as supportive, inspirational, fair, and understanding. The principal keeps everything balanced between parents, teachers, students, and administration. Teachers with more than four years of teaching construct a larger contextual map of a principal than preservice teachers, first-year teachers, or third-year teachers. In addition to mentor, administrative manager, liaison, and teacher advocate, this group of teachers would add facilitator as a category for a principal. In other words, a principal should not get in the way of teachers once they have given direction to the teacher.

A Teacher

A teacher is imaged by first-year elementary teachers as one who incorporates learning and caring into one, showing, helping, and motivating children to want to learn. First-year elementary teachers' image of being caring and loving is similar to preservice teachers' image of being compassionate with children. They are child-oriented. The first-year secondary teacher images a teacher as content oriented, often misunderstood by the general public, and

one who prepares students for life. The secondary teacher's construct of a teacher images a person who teaches content, is organized and methodical, continues to learn, is sensitive to students' needs and prepares students for life. First-year secondary teachers' view of the content a teacher teaches is similar to preservice teachers' image of "has a passion for her subject." Secondary teachers in this study are more content and control oriented. The difference between first-year elementary teachers and secondary teachers is that elementary teachers are child-centered and secondary teachers are content and management oriented.

Third-year elementary teachers image the teacher as one who touches lives, teaches, loves, and cares. They also see the teacher communicating with other teachers. These teachers continue to hold the same images of caring, loving, being friendly, and motivating that preservice and first-year teachers hold. The image of "communicating with other teachers" is added to the cluster of images. They are child-oriented. Third-year secondary teachers image the teacher as someone who is there for the students academically and emotionally, teaches "their" subject and provides a good role model. Third-year secondary teachers continue to be subject-oriented, and they emphasize a democratic approach when dealing with students. They

broadened their conceptual framework to include parents and view the teacher as a role model.

Teachers with more than four years of elementary school experience image a teacher as someone who teaches children to love learning, cares, and is understanding. Teachers with more than four years of secondary teaching image the teacher's basic function as to teach subject matter and listen. For this group the teacher is the key to the whole system. Elementary school teachers with more than four years of teaching experience include the images of preservice, first-year, and third-year teachers as well as holding a positive attitude and being child-oriented. Subject oriented secondary school teachers with more than four years of teaching experience repeat the images of the preservice, first-year, and third-year teachers, adding that of listener. The teachers in this study perceive behavior that is fair, honest, consistent, and respectful as a model for the same kind of behavior they expect from their students.

The First-Year Teacher and the Experienced Teacher

First-year elementary teachers identify the chief differences that occur between a first-year teacher and an experienced teacher. The experienced teacher is relaxed, better able to deal with parents, confident, and able to deal with situations that come up. First-year secondary

teachers image the chief difference as the ability of the experienced teacher to handle discipline problems and the ability to establish a productive classroom atmosphere.

First-year elementary and secondary teachers view the experienced teacher as knowledgeable. Experience has provided them insights about parents, students, discipline, management, the system, materials, and themselves. Experience leads to knowledge which is unfolding and developing. Experienced teachers have had the time to reflect upon their experiences. First-year teachers, like preservice teachers, do not view first-year teachers as completely knowledgeable because they have not had the experiences or enough time to reflect.

Third-year elementary teachers image the biggest differences between a first-year teacher and an experienced teacher occur in organization, planning, experience, control, and classroom discipline. Third-year secondary teachers image the biggest difference as confidence, experience and know-how. Third-year teachers add that experienced teachers have learned from other teachers and have learned it on the job. Like preservice and first-year teachers there is a contextual map that the more experience a teacher has the more prepared they are to handle the job. Even the third-year teachers in this study stated that they were inexperienced. They considered themselves still reflecting and in the process of becoming knowledgeable.

Elementary teachers with more than four years of experience imaged the difference between a first-year teacher and an experienced teacher as one of experience and confidence. Secondary teachers with more than four years of experience imaged the biggest difference as being able to handle the little things because of experience and knowing how to work with kids. Teachers with more than four years of experience hold the same cluster of images that first- and third-year teachers have about experienced teachers. Their construct of an experienced teacher focuses upon knowledge of process and behavior that has been developed from on-the-job experience.

Conversely, first-year teachers image first-year teachers as unknowledgeable about parents, students, discipline, management, and the system. First-year secondary teachers' construct images focus upon discipline problems, class management and their trying to satisfy everyone while third-year elementary teachers emphasize organization. Third-year secondary teachers construct images revolve around control, discipline, and knowing what to do. Elementary teachers with more than four years of experience have construct images of first-year teachers having problems with learning the material, classroom management, and being overwhelmed. Secondary teachers with more than four years of experience have construct images of

a first-year teacher that stress the lack of "real" experience.

First-year teachers are generally viewed as inexperienced because they do not yet possess all of the knowledge that is gained on-the-job, but they have begun the developmental process. Like preservice teachers, first-year, third-year, and teachers with more than four years of teaching experience portray the process of becoming experienced as developmental. Each experience with parents, students, principals, materials, the system, and each additional year adds the necessary knowledge they need to become experienced. Knowledge and experience are viewed as cumulative and parts of the reflective process.

Co-Teachers and Other Teachers

While the preservice teachers categorize a co-teacher as collegial or antagonistic, inservice teachers' construct image of a co-teacher contains collegial, amiable, experienced, master, and kindred. First-year elementary teachers portray the person they can always count on during the school day as a colleague. First-year secondary teachers portray that person as fellow teachers or maybe, the principal's secretary. Third-year elementary teachers image the person they can count on as the principal, a next door teacher, or aide. Third-year secondary teachers cite a fellow teacher, a department head or an experienced teacher

in their same subject area. Elementary teachers with more than four years of experience identify a same grade teacher, a principal, a close colleague or other teachers. Secondary teachers with more than four years of experience point to their department head, teachers on their hall, current principal, or a committee colleague.

All of the teachers view the librarian as a valuable resource for teachers and students. First-year elementary teachers see the librarian as someone who enjoys literature with children. First-year secondary teachers portray the librarian as one who gets students excited about using the library and supervises the use of educational equipment. The third-year elementary teachers see the librarian as necessary to teach students how to do research. Third-year secondary teachers portray the librarian as one who runs the library and helps students learn about the library. Elementary teachers with more than four years of experience credit the librarian with instilling a love of reading in children, while secondary teachers with more than four years of experience view the librarian as helpful and important for teaching students how to use the library.

The physical education teacher is viewed by the first-year elementary teacher as one who gets energy out the students, develops motor skills and team work, and teaches concern for the body, while making it fun. First-year secondary teachers portray the physical education teacher

and coach as someone who teaches the content of sports and attitudes about life through sports. For third-year elementary teachers the physical education teacher is someone who helps students achieve their fullest motor potential. The third-year secondary teacher sees the coach or physical education teacher as important to the extra-curricular activities of the school, as disciplinarian and morale builder. While elementary teachers with more than four years of experience portray this individual as part of the classroom, these experienced teachers point out that they should not teach anything except physical education. The secondary teachers see them as making a difference in a student's life and serving as role models.

Co-teachers are usually located on the same hallway and teach the same subject or grade. Teachers depend upon these persons for solutions of day-to-day problems, communication, and the support they need. Like preservice teachers' images, inservice teachers perceive them as collegial, experienced, master teachers, and kinship-related. Some inservice teachers rely upon the principal, but most do not for instructional or content knowledge. Elementary and secondary teachers reported the same kinds of relationships and images for describing the relationships, as did first-year, third-year, and teachers with more than four years of teaching experience.

A Superintendent, a School Counselor, a School Secretary, and a School Maintenance Person

While most teachers have never met a superintendent, personally, inservice teachers know that the superintendent is at the top of the system hierarchy. They portray the superintendent as a manager, administrator, coordinator, business man, director, and public relations man. Some feel he earns too much money, assumes the role of adversary with teachers, and is too far removed from the classroom. Some teachers do not know what a superintendent does or is supposed to do.

School counselors are viewed in several ways by inservice teachers. Elementary teachers view the school counselor as someone who should help students and teachers. The first-year teachers implied that school counselors are not doing enough to "help" students. First-year secondary teachers agree and add that counselors are overworked, particularly with testing. Third-year teachers image counselors the same way as first-year teachers, but add there is a crisis orientation in both academic and nonacademic counseling and that they have a responsibility for placing students in the correct curriculum. Teachers with more than four years of teaching agree that counselors should help students more on a one-to-one basis and see them as overworked. Inservice teachers also recognize the

counselor as too burdened with paper work and scheduling to assist "crisis" situations.

All of the inservice teachers identify the school secretary as the real power in the school, keeping the principal organized and on time, helping teachers, parents and students, organizing social events, doing paper work, and, basically, keeping it all going smoothly. Inservice teachers rely daily upon the secretary for many things and view them as part of the authoritative hierarchy. They know it is important to keep a positive working relationship with the school secretary.

Elementary teachers view the school maintenance person as vital to the school's operation. Elementary teachers refer to him as a friend. The secondary teachers portray the maintenance person as someone important to know. They agree that the maintenance person works to enhance the learning environment by keeping the facilities in good working order and really helps teachers. Teachers recognize that other personnel in the school system play a vital part in the total operation of a school.

Attractive/Unattractive Features and Influential People Images of Teaching

Additional clusters of images emerged from the interviews with inservice teachers which did not appear in preservice teachers' stories of the first-year teacher.

Some of these images and categories emerged from the analysis of the attractive and unattractive features of teaching and some were related to people influential in the decision to become a teacher. For example, first-year elementary teachers' constructs of what attracted them to teaching pointed to their love of children, enjoyment of school and the challenge of learning. Some of the teachers can remember the time when they made the decision to become a teacher.

For the elementary teachers in this study the decision was made either in junior college, during the sophomore year of college, or later in life, after a business career or after starting a family. They also remember the teachers, family members, and professors who were most influential in their decision to become teachers, but none can tell a story of how they perceived themselves as future teachers. For first-year elementary teachers, the attractive features of being a teacher are freedom to be your own boss in your own environment, the opportunity to be creative, summer vacation, constant change, and its fit with family life. The least attractive features are discipline, seeing and dealing with student failure, and sleepless nights.

First-year secondary teachers' constructs of what attracted them to teaching focused on teachers as examples, teaching as a way to serve God, internships, or a later

life decision to enter teaching. Some secondary teachers made the decision after earning a degree in some other discipline or work experience. Influential people in the decision to become a teacher were professors, practicing teachers, or family members. The most attractive features of teaching centered on personal satisfaction, vacations, feelings that come with helping someone, and student appreciation for what has done for them. The least attractive features focus on time, job difficulty and strain, workload, grading, and dealing with unreasonable parents.

Third-year elementary teachers' constructs of what attracted them to teaching point to previous work with kids. The influential people identified by this group were practicing teachers and family members. The more attractive features of teaching came from working with kids and from parents appreciating the efforts of the teacher. Lack of pay and respect, stress, and working with special needs children are the least attractive features of being a teacher.

Third-year secondary teachers are attracted to teaching after working in another field. They see it as the single most important element in society to break the cycle of poverty. Coaches and other teachers are influential in the decision to become teachers. They tend to view their work with kids and vacations as the

attractive features of being a teacher. The least attractive features cited are the administrative "junk" and the additional bus, lunch, or hall duties. They also listed poor working conditions, pay, paperwork, lack of prestige, and teachers griping as unattractive.

Elementary school teachers with more than four years of teaching are attracted to teaching because they like to work with children, were active in church and community functions, married a teacher, had family members who were teachers, or wanted the same schedule as the family. The decision to become a teacher was made early in life or as they returned to college. The most influential people cited for their decision to become teachers are other teachers or family members. Continual schooling, vacations, and having the same schedule as their children are identified as the most attractive features of being a teacher. The least attractive features cited are evaluations, money, stress on performance, competition with other teachers, and the public's lack of positive feelings as reflected in the media.

Secondary school teachers with more than four years of teaching hold constructs of what attracted them to teaching from childhood play, internships, having a special rapport with kids, volunteer work in schools, or family members who are teachers. Most can even remember the time when they made their decision. The persons most influential in their

decision were "neat" teachers or family members. These teachers view summer vacation, being around kids, and time with family as being attractive features. The least attractive features are low pay and uncaring parents.

Summary of Emerged Categories of Inservice Teachers

A number of categories emerge from teachers talking about their enculturation process during the long interviews. Specifically, they addressed how they were attracted to teaching, the influential persons connected to their decision to become a teacher, their perceived images of themselves as future teachers and the most and least attractive feature of being a teacher. Nearly all teachers view teaching as containing a body of knowledge, and being experiential, personal and individualized, cyclical, ritualized, hierarchical, ordered and managed, facilitative, replicative, developmental, reflective and cumulative.

Inservice Teachers' Perceptions of Their Enculturation Process Revealed in Their Group Stories

Group stories, created by inservice teachers during an all-day storytelling workshop, allowed for a comparison of the preconceived constructs, images, contextual maps and metaphors of both inservice teachers and preservice teachers. Preservice teachers had written stories about what they perceived about their future teaching, and

inservice teachers created stories about their past and present teaching experiences. In addition to the same perceptual categories that emerged from the preservice stories and the long interview, new conceptual categories were identified from the composite stories of first-year and inservice teachers about hypothetical teacher characters at various career stages.

Group Story: Ms. Apple, First-Year Teacher

Inservice first-year teachers portrayed the first year of teaching in the same way preservice teachers portrayed it. They accented certain events and time markers during the school year, such as the inservice week, the first day, the first week, the first Open House. Inservice first-year teachers added one more time and event marker that preservice teachers did not mention, the "the sixth week grading period."

The same construct images of students, parents, master teacher colleague, and the principal were conveyed in the group story as during the long interviews. They noted the principal not providing enough information for the beginning teacher, the first-year teacher's inability to talk with parents comfortably, the difficult mother, the disruptive student, the stereotyped male student (never an "A" student), and getting assistance from a colleague and former master teacher.

Although preservice teachers' contextual maps perceive the principal as a continued source of help to first-year teachers, inservice first-year teachers did not include the idea that a principal was watching and evaluating them. The principal was not mentioned as providing assistance after the induction/orientation program. First-year teachers did say that they felt the principal had done a good job during the inservice program, even though he had not "gone far enough" with what they wanted and needed to know to begin the year.

Categories that emerged from this story that reflect teachers' perceptions of their enculturation process included the idea that there is a hierarchy that teachers must become familiar with to be knowledgeable. There is a principal who has certain responsibilities and has authority over teachers, parents, and students. It was noted that a teachers' work is cyclical. There are processes, behaviors, and events that happen again and again, such as Open House, difficult parents, problem students, paper work, and administrative procedures. The school year was seen as ritualized, beginning with inservice/orientation, the first day, the first week, the first Open House, and six-week reports.

Events occur and teachers become familiar with students and some parents. Based on teachers' perceptions, initial events and perceptions of students become the bases

for developmental scenarios, such as a teacher has a negative experience with a parent, and succeeding events with that parent confirm the initial contact, and a teacher perceives a student to be a problem at the beginning of the semester and succeeding behaviors confirm the initial perception.

Teachers learn how to deal with future events and behaviors based on past experiences; therefore, their learning is experiential. They learn from their own experiences, as for example, learning what to do for the first Open House by getting suggestions from other teachers. Teachers also learn by being reflective. After dealing with a disruptive student and upon reflection, Ms. Apple viewed this as a success for her because the student became a good student.

Group Story: Mr. Penn, Second-Year Teacher

First-year teachers, about to begin their second year of teaching, created a group story about Mr. Penn, a second-year teacher, who was reflecting on his first-year teaching experiences. Their group story represented their combined conceptions of changes Mr. Penn would make and by extension, what changes they would institute in their own second year of teaching. Mr. Penn was credited with making four kinds of changes. The first focused on a contextual map involving the concept of disciplinarian. He was

depicted as having learned not to wait as long before sending students to the office and will be handing out more detention slips a lot earlier. He will make sure students understand the rules of his classroom and the school. This process will allow him to set up the necessary components for good learning and behavior, while making his job easier.

The second kind of change reflected a contextual map involving the concept of management. Mr. Penn had lost a lot of time dealing with students instead of being a disciplinarian from the first day. In the second year he is going to make sure students have something in their hands to do, something he learned at a workshop during the summer.

The second-year teacher is not only reflective, but his cumulative experiences provide the basis for such changes in his teaching style. Preservice teachers portrayed these same cumulative and reflective categories.

The third kind of change reflected a contextual map involving the concept of learning. The teacher hoped to make learning more fun the second year and reinforce a more positive attitude. The second-year teacher's style is developing based on reflective thinking. The fourth kind of change reflected a contextual map involving the Open House. The second year teacher will not lay out any paper for parents to see because it had previously been

disastrous. This change reflects the experiential category. Based on his negative experience with the ritual, known as the Open House, he plans to change his behavior in the future.

Group Story: Ms. Dearing, Experienced Teacher

Inservice teachers with three or more years of teaching created the group story of "Ms. Dearing, Experienced Teacher." The teachers had to portray Ms. Dearing and other teachers making one list of what they wished they had known before they started teaching. A number of themes or conceptual categories emerged from the list.

The first category that emerged related to the personal life of a teacher. Ms. Dearing laments not seeing her family because of the cyclical bookkeeping jobs of a teacher. Another theme emerged related to management, in particular, how to organize time and effort better. Reflective, experiential, developmental, cumulative, and order categories also applied here.

The third theme reflected the teacher's perception of discipline and keeping control of children. This is the repeated category of order, adding the category of authority. Teachers recognize there is a hierarchy of order and authority in teaching. They convey that sense to students by establishing and managing rules and control.

The fourth theme reflected a teacher's perception of the school and community environment, in the need to make rooms more pleasant by reducing noise and changing the bulletin boards each month. The teacher's perception was that most people do not realize the amount of work a teacher has to do. Teachers are aware of the reciprocal arrangement and replication that exists between the smaller community, of the classroom and school, and the larger community.

The fifth theme reflected a teacher's content area and program. Again, the category of reflective emerges as the teacher wishes that she had more knowledge and experience to meet the challenge of her tasks. She does not feel experienced or knowledgeable enough to succeed.

The sixth theme focused on the new teacher "needing all the help he can get." The experiential, developmental, hierarchical, and cumulative categories apply. The inservice teachers recognized the differences between new teachers and experienced teachers.

A seventh theme emphasized co-teachers finding a buddy, a mentor, someone to help them over the rough spots. Recognizing that new teachers need help reflects the reciprocal category, as well. Teachers recognized that there is a hierarchy established in teaching and that there is a reciprocal arrangement between experienced teachers and newcomers.

The eighth theme emphasized awareness of the administration, being more comfortable if they had worked with them a little better. Again, the hierarchical and reciprocal categories emerged. Teachers recognized that what they do is part of a larger set of responsibilities done by administrators. These people have authority over the teacher, but the teacher must work with them. The combined responsibilities and each doing his part produces a reciprocal arrangement.

The inservice teachers in this study cited many of the same constructs as first-year and preservice teachers, and they emphasized their needs and their students' needs as major concerns. The concerns were more specifically stated and they provided possible solutions for them. Inservice teachers suggested that new teachers should find buddies, work with the administration, and that they need more time for preparation.

Group Story: Ms. Bell, Experienced Teacher

The inservice teachers in this study with more than three years of experience were asked to create a story about Ms. Bell, an experienced teacher. Ms. Bell had volunteered to have a student teacher and was compiling a list for her student teacher that reflects her perceptions of what successful teachers need to know. Five theme constructs emerged.

The first theme she listed, related to learning about students and their needs in order to bring out the best in them. She advocated the learning of ways and activities to help a student become self-sufficient, able to construct his or her own knowledge without teacher direction. She also suggested that teachers should listen and learn about their students, their need for structure, their limitations, and discipline. The categories that emerged reflect teachers' experiential and cumulative knowledge of students. Reflecting upon a teachers' knowledge of a student's learning process, teachers perceive the necessity for a perpetual establishment of order and authority in their learning activities and in their teaching style.

The second theme that teachers presented focused upon discipline. Like preservice and first-year teachers, this theme is always present. Again, the perpetual, order, authority, reciprocal, and replicative categories emerge. Students are supposed to model, again and again, the established community rules of order and authority. The teacher is also supposed to do the same in daily procedures and learning activities. This is how teachers establish control.

The third theme emphasized management, knowing how to do everyday and emergency procedures in which the categories of perpetual, ritualized, managerial, ordered, and replicative emerged. Teachers perceived that by

learning the established procedures of perpetual tasks, some of which reflect the larger community, that they are managing control. These procedures become rituals that must be mastered.

The fourth theme for both preservice and first-year teachers addressed how to deal with parents. Teachers recognize the importance of positive communication between parents and teachers. Ordered, authoritative, managerial, reciprocal, and facilitative categories emerged from this theme. They perceived a shared responsibility, authority, and knowledge with parents. They believed it was up to the teacher to initiate this reciprocal arrangement with parents, even to the point of mastering communication skills and techniques.

The fifth construct perceived as important centered on their own personal growth. They felt new teachers should find buddy teachers who have years of experience and can be counted on for help. Knowing whom to go to is sometimes more important than the academic work itself. New teachers must learn not to be disappointed when practicality limits their projects. They need to be realistic and not get burned out. They must learn not to get disgusted with parents who don't seem to care, learn to be in control, and let students know that the teacher is not there to be friends but to teach.

Meaning and Implications of Group Generated Stories

The meaning of these stories is based in the shared beliefs, themes, and categories teachers apparently share with other teachers. This would suggest that teachers do, in fact, share a culture. The experiences of teachers become the common themes of repeated stories and sayings. Sometimes, shared beliefs are expressed as axioms, adages, tales, and myths. They form the basis for a body of knowledge recognized by members of the group as "teacher knowledge" and the teacher culture. It is not just the knowledge gained from books, but the knowledge that has been handed down from generation to generation and is only recognized by members of the group. For example, the expression "A white horse gets brown-gray, very quickly," translates into "Be careful not to be so idealistic and work so hard, or you will get burned out, fast." Another shared belief is that teachers are in the school to teach and not to be the student's best friend, as expressed in this saying: "I'm not here to be your best friend; I'm here to teach you...If I can accomplish both, that's great!"

When gathered together, teachers share these sayings and stories. They also share them one-on-one when serving as a master or supervising teacher working with a student teacher or beginning teacher. Principles of teaching are expressed through teachers' stories representing the folklore of the culture. Teachers perceive customs,

rituals, traditions, and folklore as part of their enculturation process and heritage. Teachers perceive all of this as important knowledge that must be learned. It can only be inherited or obtained from previous generations and it becomes their duty to ensure that the knowledge gets passed down to the next generation. This is part of the reciprocal arrangement between teachers and between generations of teachers.

Focus Group Session

Categories similar to those generated in the group stories, the long interviews, and the preservice written stories emerged from the focus group session which was held to give the researcher and teachers an opportunity to address again teachers' perceptions of their enculturation process, triangulate the categories, and affirm data collected from the preservice teachers' stories, the long interview, and the inservice teachers' group stories (Glaser & Strauss, 1965). The same constructs, images, contextual maps and metaphors were iterated as teachers talked about their enculturation process. The following is a discussion of the categories.

The first similar category that emerged denoted the shared body of knowledge among teachers. Teachers must possess many skills, for example, those of a nurse, a janitor, a mind-reader, a secretary, and an organizer.

They must control a diversity of knowledge about subjects, such as anorexia, bulimia, children's feelings, and family conditions, to meet the ever-increasing demands of teaching today. Their construct of teacher includes the roles and behaviors of a patient, very caring, devoted, and "super" person.

All of the inservice teachers in this study agreed that they learn what they have to do through experience, which also teaches reality. This pointed to the shared experiential category among teachers. A third category, developmental, was noted as their experiences provided the basis for the development of ways and means of teaching. "You learn by doing"..."to stay after school"..."to be organized and prepared." "Every year gets better and better."

The fourth shared category was the reflective one which led to the need for constant change. According to the teachers in the focus group, "Every year is a new year." University courses provide what the teacher needs, but this is discovered after the teacher has some experience. The teachers agreed that it is a good idea for preservice teachers, for example, to return to the university after observation so they can talk about what they saw. The fifth category was personal and individualized, noting that teachers learn how to balance a personal life with teaching duties and responsibilities.

A sixth category, reciprocal, was noted. Teachers need to remember how it was and help the new teachers. This was closely related to the folkloric category. As teachers discussed the questions of the focus group they used personal stories and teacher metaphors to provide illustration, for example, "It's like when that light bulb goes off."

The focus group discussion was a storytelling or folkloric event and a task-oriented event. The researcher had to keep the group focused on the questions or the participants would have been satisfied to continue "catharting" and "storying" with each other. This activity provided an opportunity for members of the same culture group to share common experiences without having to justify what they meant. Verbal and nonverbal expression accompanied every story, providing immediate feedback of approval and empathy.

Implications

Teachers' constructs, images, contextual maps, and metaphors provide a basis for categorizing their perceptions of their enculturation process. Examination of the categories provide knowledge for individuals responsible for preservice and inservice teacher education programs, orientation, and inservice programs; for teacher understanding of their culture; and yield questions for further study.

As the nation continues to face the problem of identifying and recruiting qualified individuals for the teaching profession, it is important to remember the enculturation factors that teachers in this study identified, such as the time when the decision to become a teacher was made, influential persons regarding the decision to become a teacher, an individual's preconceived notions of the work and their potential contributions, the formalized educational process experience, and conflicts that emerge between a teacher's professional culture and his/her other culture memberships.

Recruitment

Recruitment programs address the entry of a teacher to the profession, but what of the ongoing aspects of teaching? An individual can decide to change his/her mind about a teaching career while in college, may leave teaching after the first year, or may leave at any time. Some even enter the field knowing they will leave after a period of time. Teaching is not a life-long career anymore. Recruitment efforts could address other factors and populations besides the traditional ones that consider the needs of schooling, such as teacher shortages based in fields, gender, and ethnicity. Becoming a teacher is an ongoing process and there are stages along the way by which

individuals enter and exit the process, as shown by the teachers in this study.

Departments might offer special kinds of certification programs which would attract beginning, returning, and other career candidates, who would bring needed kinds of personal and educational experience to teaching, such as library aides, storytelling aides, study skills aides, and parent counselor aides. These programs could act as entry training for those individuals who want to be a part of the educational system and want to work part-time. These programs might also attract retired teachers who want to continue serving the school system.

Retention

The teachers in this study could identify the varied reasons why colleagues had left the profession. This indicates that teachers may be some of the first to know when a colleague is considering exiting the profession. They also expressed a felt obligation to assist new teachers, act as supervisors, and be friends with other colleagues. In addressing these factors of the enculturation process, it would seem natural to broaden the role of teacher to include school site retention-oriented activities. This would allow colleagues to assist other colleagues formally, for example, through retention support groups to reduce isolation, burnout, and stress problems.

Teacher Education Programs

Teacher preparation programs are designed primarily to meet the needs of teachers in their beginning and higher education stages of preparation. Such programs should also address more of the ongoing education stages of teaching. All of the teachers in this study were in some stage beyond the beginning stage and expressed the desire to continue learning. Additional programs need to be developed to address, for example, the re-entry stage, the additional content/discipline stage, the refocus stage, the supervisory stage, the update methodology stage, and the retirement stage.

Teacher preparation programs also need to address the teacher of the future. Increasingly, teachers will have to take on more leadership, research, and problem-solving roles. Courses need to be designed to give preservice and inservice teachers more training in these areas. Teachers should be required to take courses in communication, sociology, and anthropology departments. Current trends with teacher prepartion programs seem to be decreasing the number of courses needed for teacher certification, placing greater emphasis on discipline content. Certainly, teachers should be knowledgable about the content they teach, but they must also become research, problem-solving, communication, and social science practitioners.

The "self-selection" aspect of choosing teaching, working with children and acting as positive role models for youth, should not be neglected or down-played in recruitment and retention programs (Hanes & Hanes, 1986-87, p. 4). The teachers in this study continue to be challenged by what they do and stay in teaching because they select to do so, despite the negative aspects to their work.

Orientation/Induction and Inservice Programs

Teaching, as a career, is an ongoing process. The teachers in this study continually affirmed that they were in a constant state of reflective problem-solving. Up to now, orientation and induction programs have been designed primarily for beginning teachers, based on the data collected about the traumatic first year. These programs are seen as measures to ease a new teacher into the profession and to help in retention.

In many ways, experienced teachers are similar to beginning teachers. Experience provides a basis for dealing with perceived sources of problems, but no two incidences of the same type are the same in every way. Each day is a new day and each year is a new year. What worked with one student, parent, lesson, or class may not work with the next. Teachers want current information and ideas to solve immediate problems, something they can take

to the classroom and apply immediately. Experienced teachers, like beginning teachers, are also going through psychological and behavioral changes as they deal with the day-to-day and year-to-year problems of their profession.

The teachers in this study stated that they want orientation programs and inservice programs that assist them in dealing with the content, discipline, management, and imposed changes that they must face daily and yearly. They also stated that they see the necessity for all teachers to have a colleague to whom they can turn for support and ideas. Teachers in this study also see the principal as an important colleague. Beginning teachers view the principal as their primary source of information and guidance, particularly as they begin the first year.

Since the principal is the first person the beginning teacher meets in the school and the principal hires them, he/she establishes the rapport that will serve as a foundation for relationships of the new teacher and the other school related personnel. Even in states where orientation/induction programs have been mandated as to content, it is vitally important that the principal order the content to meet the needs of the teachers, school, and community where the new teacher will be working.

Given the difficult responsibility of opening a school each year, experienced teachers should be enlisted to assist the principal with the difficult task of orienting

new teachers. This process is an ongoing one, one that socializes teachers to their profession and new environment, and should be seen as part of a total staff-development process.

Since principals usually have the responsibility of organizing such programs, they should ask their teachers what kinds of programs they want and incorporate teachers' ideas in them. The teachers in this study wanted to know the other teachers in their schools and what they were doing, as well as the demographic information of the community, the school, and the established policies. Principals should remember that their own staffs are a great source of expertise and that teachers have a need to share their ideas and concerns with each other. Providing the time for teachers to do this might be of great benefit.

Perhaps school systems could create additional teacher status positions which would help in the development and application of orientation/induction and inservice programs to meet local school and teacher needs. For example, a modified retirement status for teachers who are contemplating retirement might be instituted. An experienced teacher in this capacity would be of great benefit to teachers, as well as to principals.

The teachers in this study found satisfaction from being able to sit down and talk with one another in the focus group activity. They found that they shared similar

concerns and that they did not feel so isolated from their peers. Because of the timing of the focus group session (a week before orientation), teachers saw it as a means to let go of the past year, renew their enthusiasm for the new year, and begin with some new ideas that they could apply immediately. Focus group activity might very well be integrated into orientation/induction, retention, teacher preparation, staff and curriculum development activity, or programming. Such sessions might also be valuable at the end of the school year to assist teachers and administration toward closure.

Teachers' Understanding of Their Culture

University education programs and schools where teachers become employed need to recognize the importance of teachers' perceptions of their enculturation process. These perceptions provide an important basis for their ongoing work, constituting the world view of their culture.

Since schools are a reflection of the society and teachers are members of society, as well as cultures beyond the teacher culture, they also need to be knowledgeable about culture and cultures in general. They need to be knowledgeable about change, particularly culture change, and their own role as change agent. Their formal education process should provide the opportunity to study and observe cultures, to understand and appreciate the issues and

aspects of culture change. Their formal preparation should provide them the opportunity to learn problem-solving techniques and participate in their applications.

Professional teacher organizations can also provide programs to assist teachers with understanding their cultures. More opportunities should be made available for experienced teachers to update their skills and gain additional experiences that would translate directly into the classroom. More scholarships could be provided for teachers to further their studies and to travel to other states or countries. Discussion with and observation of other colleagues are viable and valuable activities, according to the teachers in this study.

Teachers need to understand the reciprocal arrangement between colleagues and generations of teachers and learn how to foster these arrangements. Teachers need better communication skills to communicate actively with other teachers, their administrators, parents, and students. Teachers should study the various modes of communication in preparation for the many kinds of communication situations they will face. They should learn assertive and nonassertive communication strategies and know when to apply them. They should be given every opportunity to practice the art of communication.

During the formal preparation phase of becoming a teacher, preservice teachers should begin to identify their

preconceptions of teaching and learn how others view teaching. Preservice and inservice teachers should understand how they view their work so they can learn reflective problem-solving techniques early in their preparation. Teacher lore should be collected and examined to assist teachers with an understanding of their culture. When teachers understand how and why they view teaching the way they do, they can begin to adjust their thinking and planning in developing their style. Teachers should identify the rites of passages they go through and create rituals to mark their passages.

Further studies should be conducted regarding teacher culture. Continued research needs to address the various stages that teachers go through, for example, the beginning, second-year, third-year, ongoing, exiting, returning, and retirement phases. The accompanying issues and concerns of retooling and redirection need to be studied. The teachers in this study represent some who have found ways to cope with their problems, but many in the profession have not. Continued efforts need to be made to find coping mechanisms and teachers are the best source for this information.

Further studies also need to address the public image of the teaching profession. What can teachers do about their image? Other groups need to be questioned as well,

for example, parents. How can parents and teachers learn to work together for the good of the students and their schools? What can be done to help students learn to be active in and positive about their learning process? What can be done to build a positive working relationship between parents, students, and teachers? What can communities do to foster a positive learning environment? In addition to increasing teachers' salaries, what other rewards, rites-of-passage rituals, and recognition can be instituted to give teachers the support and respect they deserve? The teachers in this study showed clearly that there are other personnel within the school system who also need to be recognized for the valuable role they play in education, for example, school secretaries, maintenance personnel, librarians, guidance counselors, principals, and school boards.

With so much public attention being directed to the negative aspects of the educational system, perhaps it is time for attending to the positive aspects. The teachers in this study hold strong views about and place high value on the worth of the individual, the community, and the country. They believe that what they do and how they do it will have a direct impact on the future lives of individuals and the world. Respect for teachers, schools, values, and learning are all areas for concern and

clarification. Future studies should be directed to these issues.

Conclusions

As more is learned about the teacher enculturation process, it is important to take a holistic view of why individuals select teaching, why they stay in teaching, and what can be done to prepare qualified individuals for the ongoing aspects of the profession. Since schools are a reflection of the society and there is rapid change occurring, the teacher of the future must acquire the necessary skills and knowledge to meet the challenges that accompany change. Teachers must also be actively involved in the creation of reforms if they are to be successful. This study demonstrated the value of qualitative educational research to augment existing quantitative studies. Ethnographic studies, such as this one and others, should be carried out to gather further data about the teacher enculturation process to reflect what teachers know. Longitudinal studies are necessary.

After completing this study and reflecting about the data collected from such truly dedicated, creative, and hardworking teachers, it seems inconceivable that any legislator, school board member, principal, parent, teacher, or student, who might read this study, would not listen to what these teachers are saying.

Those who are responsible for teacher education and development programs must continue to address the needs of teachers and provide formal and active educational learning experiences that will enhance and enrich professional development to ensure that every teacher will have the greatest chance for success.

Teachers need to know that they are appreciated and that what they do is vital. When criticism is directed at teachers and the educational system, when blame is placed, it presupposes that teachers and the educational system are solely responsible for the problems of the whole society. These accusations strike, not only the educational system, but the very core of the individuals within it. This creates a demoralizing situation and diminishes the human being. This is demoralizing for the whole society. We must not forget the reasons why individuals select teaching, the values they hold, and the reasons they remain in the profession. Teachers must not forget these factors either, and must support each other. Teachers know they are accountable, but they should not be the only ones held accountable for the education of our future citizens. Everyone in the society must share accountability when addressing the futures of children and the world they will inherit.

APPENDIX A

PRESERVICE TEACHER QUESTIONNAIRE

DESCRIPTIVE SHORT STORY ASSIGNMENT

PRESERVICE TEACHER QUESTIONNAIRE Envelope/Form #_____

Descriptive Short Story Assignment

Directions: In about two years you will be a first-year teacher. What do you think will happen in the first semester of your first year (Sept.-Dec.)? Please construct a story, using the following characters, to describe events and interactions that you picture a real first-year teacher will experience. Limit your story to 750-1500 words (3-6 handwritten pages). Use attached paper.

Scenario: Miss Apple is a first-year teacher. The last student has just left the classroom to begin the Christmas holidays. She drops into a desk on the first row of her clasroom and enjoys the silence that surrounds her. She begins to review the events of the last few months. The events that come to mind are:_____.

Characters: Ms. Apple (1st-year teacher)

Mr. Bee	(co-teacher; same hallway w/Apple)
Ms. Cee	(co-teacher; same teaching assignment w/Apple)
Mr. Pal	(the principal)
Mary	(a student)
Jim	(a student)
Students	(in Ms. Apple's class(es) & in the school)
M/M Par	(parents)

Events: Begin with the opening days of school. Move chronologically through the semester.

PLEASE NOTE: AGREEING TO PARTICIPATE OR NOT TO PARTICIPATE IN THIS STUDY WILL IN NO WAY AFFECT YOUR GRADE IN THIS CLASS OR ANY OTHER CLASS AT THE UNIVERSITY. YOUR NAME WILL NOT BE USED IN THE STUDY.

Researcher's signature_____ Your signature_____

Date _____ Date _____

Please return your completed story and this questionnaire to the researcher. An envelope with the researcher's address has been provided. You have one week to complete the story. If you need more time, extend the time by one week, only.

(Print, please.)

NAME_____**BIRTHDATE**_____**GENDER M F**

MR MRS MS (circle) (circle)

ADDRESS_____**TELEPHONE**_____

_____**ETHNICITY**_____

H.S. GRAD. of__urban__suburban__rural school (circle, one)

ELEM. SCHOOL __urban__suburban__rural (circle, one)

UNIV. MAJOR __Elem__Sec__both (circle, one)

LEVEL __undergrad__grad__certif., only (circle)

APPENDIX B

INSERVICE TEACHERS: QUESTIONNAIRE & INTERVIEW

INSERVICE TEACHERS INTERVIEW Interviewee/Tape #_____

DATE___/___/___ TIME_____ LOCATION_____

TEACHER CATEGORY:

___1st-year	___elem.	___sec.
___3rd-year	___elem.	___sec.
___4+ years	___elem.	___sec.

NAME: MR MRS MS _____
BIRTHDATE: ___/___/___ TELEPHONE_____GENDER___M___F
ADDRESS:_____H.S. GRAD. of __urb__sub__rur
_____ELEM. __urb__sub__rur
_____ETHNICITY:_____
TEACHES in a __urb__sub__rur school? GRADE(S)_____
OF YEARS TEACHING _____years SUBJECT(S)_____

---

1. What attracted you to teaching?

2. Think back to the time and place when you consciously made the decision to become a teacher. If you were to narrate a story describing this event, what would you tell about what you were doing and where you where? As you saw you, "TEACHER"...and, where were you teaching?

3. The person or persons most influential in your decision to become a teacher was/were...Why?

4. Describe the teacher you want your students to describe when they think of you.

5. Teachers should make it a habit to never...

6. Teachers should make it a habit to always...

7. The school I want to teach in is one that...

8. The most difficult problem 1st-year teachers face is...

9. The biggest difference between a 1st-year teacher and a more experienced teacher is...

10. The most important contribution a teacher can make to the profession is...

11. The most attractive feature of being a teacher is...

12. The least attractive feature of being a teacher is...

INSERVICE TEACHER INTERVIEW, cont. Interviewee/Tape #_____

13. The most important thing university education courses should prepare teachers to do is...

14. As a teacher, I need to know more about...

15. The best part of my school day is...

16. The inservice programs that help me the most are...

17. During the school day, the person I can always count on to help me is...(category, not name of person)

18. Out of all the words I use at school each day, the word I find myself using the most is...

19. A parent is someone who...

20. A student is someone who...

21. A principal is someone who...

22. A school counselor is someone who...

23. A school superintendent is someone who...

24. A school board is made up of persons who...

25. A school maintenance person is someone who...

26. A school secretary is someone who...

27. A school librarian is someone who...

28. A school coach/P.E. teacher is someone who...

29. A teacher is someone who...

30. The one thing that needs to be changed about schooling is...

31. The most important reason why teachers leave the profession is...

32. The most important reason why teachers stay in the profession is...

33. Next year, my teaching will be...

APPENDIX C

INSERVICE TEACHERS' GROUP STORIES

FIRST-YEAR TEACHERS MS. APPLE, FIRST-YEAR TEACHER

DIRECTIONS: Read all of the directions before beginning. (1) You are members of a teacher storytelling group. You have been given a tape-recorder and a blank cassette tape, and asked to go to a room where you can sit in a circle to read the directions, read the story-topic, and construct a story. The story-topic is about teaching. Remember, you are all experts!

(2) Each teacher will tke one of the cards so there will be a "Speaker 1," "Speaker 2," "Speaker 3," and so on. The cards will help you to know who speaks first, second, third, and so on. If you want to make more than one round of speaking, then begin with the first speaker again, and each speaker can add more to the story. Decide on the procedure before you begin taping so everyone will know what is going to happen.

(3) Take a few minutes to think about the story-topic. Discuss the topic among yourselves if you want to. You may want to assign what will be said to each speaker, or you may just have one teacher begin. When she/he finishes, the next teacher talks. It is important for each speaker to tell her/his part of the story without interruption from the other members of the group. Remember, each teacher is speaking as though she/he is the main character of this scenario. You are all "Ms. Apple." Each of you may want to make some notes to help with your part of the story.

(4) When you are ready to begin, Speaker 1 will check the tape-recorder to make sure that the volume control is on #8 (high), and then place the recorder in the middle of the group so all voices can be recorded. REMEMBER TO START THE TAPE RECORDER and wait a few seconds before talking so the tape is moving and recording. Try to forget that the tape-recorder is there!

(5) The last Speaker in you group will be the first and the last to speak on the tape. The last Speaker will begin the story with these words: LET ME TELL YOU A STORY...ONCE UPON A TIME THERE WAS A TEACHER NAMED, MS. APPLE... and continue with the scenario as you find it (bottom of the page). Then Speaker 1 will talk, adding to the story, then Speaker 2, then Speaker 3, and so on, until everyone has contributed to make a whole story. The last Speaker will end the story with: SHE WONDERS WHAT THE NEXT SEMESTER WILL BRING! and turn off the tape-recorder. Please rewind the tape and make sure the recording is audible.

FIRST-YEAR TEACHERS STORY-TOPIC SCENARIO: MS. APPLE

MS. APPLE, FIRST-YEAR TEACHER, HAS JUST WAVED THE LAST STUDENT OUT OF THE CLASSROOM FOR CHRISTMAS BREAK. SHE SITS IN ONE OF THE FRONT ROW SEATS, LEANS BACK, AND PRODUCING AN AUDIBLE SIGH OF RELIEF, "AHHHHHHH," CLOSES HER EYES TO ENJOY THE PEACE AND QUIET. MEMORIES OF THE PAST MONTHS OF HER FIRST YEAR FLOOD HER MIND. IT SEEMS LIKE YESTERDAY THAT SHE WAS REPORTING FOR THE FIRST WEEK OF SCHOOL...MS. APPLE REMEMBERS...

Speaker #____ NOTES

FIRST-YEAR TEACHERS **MR. PENN, 2ND-YEAR TEACHER**

DIRECTIONS: Read all of the directions before beginning. (1) You are members of a teacher storytelling group. You have been given a tape-recorder and a blank cassette tape, and asked to go to a room where you can sit in a circle to read the directions, read the story-topic, and construct a story. The story-topic is about teaching. Remember, you are all experts!

(2) Each teacher will tke one of the cards so there will be a "Speaker 1," "Speaker 2," "Speaker 3," and so on. The cards will help you to know who speaks first, second, third, and so on. If you want to make more than one round of speaking, then begin with the first speaker again, and each speaker can add more to the story. Decide on the procedure before you begin taping so everyone will know what is going to happen.

(3) Take a few minutes to think about the story-topic. Discuss the topic among yourselves if you want to. You may want to assign what will be said to each speaker, or you may just have one teacher begin. When she/he finishes, the next teacher talks. It is important for each speaker to tell her/his part of the story without interruption from the other members of the group. Remember, each teacher is speaking as though she/he is the main character of this scenario. You are all "Mr. Penn." Each of you may want to make some notes to help with your part of the story.

(4) When you are ready to begin, Speaker 1 will check the tape-recorder to make sure that the volume control is on #8 (high), and then place the recorder in the middle of the group so all voices can be recorded. REMEMBER TO START THE TAPE RECORDER and wait a few seconds before talking so the tape is moving and recording. Try to forget that the tape-recorder is there!

(5) The last Speaker in you group will be the first and the last to speak on the tape. The last Speaker will begin the story with these words: LET ME TELL YOU A STORY...ONCE UPON A TIME THERE WAS A TEACHER NAMED, MR. PENN. and continue with the scenario as you find it (bottom of the page). Then Speaker 1 will talk, adding to the story, then Speaker 2, then Speaker 3, and so on, until everyone has contributed to make a whole story. The last Speaker will end the story with: THESE CHANGES WILL HELP ME TO HAVE A BETTER YEAR! and turn off the tape-recorder. Please rewind the tape and make sure the recording is audible.

FIRST-YEAR TEACHERS **STORY-TOPIC SCENARIO: MR. PENN**

MR. PENN, SECOND-YEAR TEACHER, HAS JUST RETURNED FROM HIS SUMMER BREAK AND OPENS THE DOOR TO HIS CLASSROOM. FOR THE TIME BEING THE ROOM IS QUIET AND MUSTY, FOR SCHOOL HAS NOT OFFICIALLY OPENED YET, BUT THE TEACHERS HAVE RETURNED TO GET READY FOR A NEW YEAR. AS HE SETS ABOUT HIS TASKS HE IS REMEMBERING HIS FIRST YEAR. HE HAS DEFINITE IDEAS ABOUT WHAT HE WILL DO DIFFERENTLY FOR HIS SECOND YEAR. "THE FIRST THING I KNOW I WILL DO DIFFERENTLY," HE SAYS, "IS.....BECAUSE....."

---

speaker #____ NOTES

EXPERIENCED TEACHERS **MS. BELL, EXPERIENCED TEACHER**

DIRECTIONS: Read all of the directions before beginning.
(1) You are members of a teacher storytelling group. You have been given a tape-recorder and a blank cassette tape, and asked to go to a room where you can sit in a circle to read the directions, read the story-topic, and construct a story. The story-topic is about teaching. Remember, you are all experts!

(2) Each teacher will tke one of the cards so there will be a "Speaker 1," "Speaker 2," "Speaker 3," and so on. The cards will help you to know who speaks first, second, third, and so on. If you want to make more than one round of speaking, then begin with the first speaker again, and each speaker can add more to the story. Decide on the procedure before you begin taping so everyone will know what is going to happen.

(3) Take a few minutes to think about the story-topic. Discuss the topic among yourselves if you want to. You may want to assign what will be said to each speaker, or you may just have one teacher begin. When she/he finishes, the next teacher talks. It is important for each speaker to tell her/his part of the story without interruption from the other members of the group. Remember, each teacher is speaking as though she/he is the main character of this scenario. You are all "Ms. Bell." Each of you may want to make some notes to help with your part of the story.

(4) When you are ready to begin, Speaker 1 will check the tape-recorder to make sure that the volume control is on #8 (high), and then place the recorder in the middle of the group so all voices can be recorded. REMEMBER TO START THE TAPE RECORDER and wait a few seconds before talking so the tape is moving and recording. Try to forget that the tape-recorder is there!

(5) The last Speaker in you group will be the first and the last to speak on the tape. The last Speaker will begin the story with these words: LET ME TELL YOU A STORY...ONCE UPON A TIME THERE WAS A TEACHER NAMED, MS. BELL... and continue with the scenario as you find it (bottom of the page). Then Speaker 1 will talk, adding to the story, then Speaker 2, then Speaker 3, and so on, until everyone has contributed to make a whole story. The last Speaker will end the story with: THESE ARE ESSENTIALS FOR SUCCESSFUL TEACHING! and turn off the tape-recorder. Please rewind the tape and make sure the recording is audible.

EXPERIENCED EACHERS **STORY-TOPIC SCENARIO: MS. BELL**

MS. BELL, AN EXPERIENCED TEACHER HAS VOLUNTEERED TO HAVE A STUDENT TEACHER FOR THE FALL SEMESTER. SHE IS LOOKING FORWARD TO THE ASSIGNMENT AND WANTS TO DO A GOOD JOB. MS. BELL REMEMBERS WHAT IT WAS LIKE TO BE NEW TO THE PROFESSION. SHE SITS DOWN AT HER DESK AND BEGINS WRITING A LIST ENTITLED, "WHAT EVERY SUCCESSFUL TEACHER NEEDS TO KNOW AND DO." THE FIRST ITEM THAT SHE WRITES IS, NUMBER ONE...

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speaker #____NOTES

EXPERIENCED TEACHERS **MRS. DEARING, EXPERIENCED TEACHER**

DIRECTIONS: Read all of the directions before beginning.
(1) You are members of a teacher storytelling group. You have been given a tape-recorder and a blank cassette tape, and asked to go to a room where you can sit in a circle to read the directions, read the story-topic, and construct a story. The story-topic is about teaching. Remember, you are all experts!

(2) Each teacher will tke one of the cards so there will be a "Speaker 1," "Speaker 2," "Speaker 3," and so on. The cards will help you to know who speaks first, second, third, and so on. If you want to make more than one round of speaking, then begin with the first speaker again, and each speaker can add more to the story. Decide on the procedure before you begin taping so everyone will know what is going to happen.

(3) Take a few minutes to think about the story-topic. Discuss the topic among yourselves if you want to. You may want to assign what will be said to each speaker, or you may just have one teacher begin. When she/he finishes, the next teacher talks. It is important for each speaker to tell her/his part of the story without interruption from the other members of the group. Remember, each teacher is speaking as though she/he is the main character of this scenario. You are all "Mrs. Dearing." Each of you may want to make some notes to help with your part of the story.

(4) When you are ready to begin, Speaker 1 will check the tape-recorder to make sure that the volume control is on #8 (high), and then place the recorder in the middle of the group so all voices can be recorded. REMEMBER TO START THE TAPE RECORDER and wait a few seconds before talking so the tape is moving and recording. Try to forget that the tape-recorder is there!

(5) The last Speaker in you group will be the first and the last to speak on the tape. The last Speaker will begin the story with these words: LET ME TELL YOU A STORY...ONCE UPON A TIME THERE WAS A TEACHER NAMED, MRS. DEARING... and continue with the scenario as you find it (bottom of the page). Then Speaker 1 will talk, adding to the story, then Speaker 2, then Speaker 3, and so on, until everyone has contributed to make a whole story. The last Speaker will end the story with: SHE WONDERS WHAT THE NEXT SEMESTER WILL BRING! and turn off the tape-recorder. Please rewind the tape and make sure the recording is audible.

EXPERIENCED TEACHERS **STORY-TOPIC SCENARIO: MRS DEARING**

MS. DEARING AND SOME OF HER TEACHING FRIENDS ARE SITTING TOGETHER SHARING THOUGHTS ABOUT THEIR PROFESSION. THEY DECIDE TO SHARE THEIR THOUGHTS ABOUT WHAT THEY WISHED THEY HAD KNOWN BEFORE THEY STARTED THEIR FIRST YEAR OF TEACHING. MRS. DEARING SMILES AND SAYS: "I CAN THINK OF A FEW. I WISH I HAD KNOWN..."

---

speaker #____ NOTES

APPENDIX D

FOCUS GROUP QUESTIONS

FOCUS GROUP QUESTIONS 8/18/89

This study focuses on what teachers think about the ongoing process of becoming a teacher. Much information has already been collected from the individual interviews. The focus group phase of this study will allow the researcher to probe further into the ongoing process of becoming a teacher. How do teachers portray their world and their work?

Let us begin by focusing on what it is like to be a teacher today.

1. Describe the teacher of today.

2. How do teachers learn to do what they have to do?

3. How did university education courses contribute to your preparation?

4. How did student teaching contribute to your preparation?

5. What did you think teaching was going to be like before you started teaching?

6. Does a teacher's thinking change after taking education courses?

7. What has remained the same about teaching?

8. What are your best memories of teaching?

PLEASE RETURN THIS QUESTION SHEET TO THE RESEARCHER. THANK YOU FOR YOUR VALUABLE INFORMATION AND ALL OF THE TIME YOU HAVE GIVEN TO ME. BEST WISHES AND CONTINUED SUCCESS IN YOUR TEACHING.

APPENDIX E

EVALUATION OF WORKSHOP AND TEACHER STORYTELLING SESSION

EVALUATION OF WORKSHOP AND TEACHER STORYING SESSION

PLEASE write a few comments to assist the coordinator.

STORYTELLING WORKSHOP

keep the same?

do differently?

add? subtract?

TEACHER STORYTELLING GROUPS

keep the same?

do differently?

add? subtract?

FOCUS GROUP DISCUSSION

keep the same?

do differently?

add? subtract?

THANK YOU sln 8/18/89

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