

SEEKING INTEGRITY IN TEACHER EDUCATION

Self Study of Teaching and Teacher Education Practices

Volume 7

Series Editor

John Loughran, *Monash University, Clayton, Australia*

Advisory Board

Mary Lynn Hamilton, *University of Kansas, USA*

Ruth Kane, *Massey University, New Zealand*

Geert Kelchtermans, *University of Leuven, Belgium*

Fred Korthagen, *IVLOS Institute of Education, The Netherlands*

Tom Russell, *Queen's University, Canada*

For further volumes:

<http://www.springer.com/7072>

SEEKING INTEGRITY IN TEACHER EDUCATION

Transforming Student
Teachers, Transforming
My Self

by

Ann Katherine Schulte

California State University, Chico, CA, USA

 Springer

Dr. Ann Katherine Schulte
California State University,
Chico
Dept. Education
Chico CA 95929-0222
USA
akschulte@csuchico.edu

ISBN: 978-1-4020-9301-2

e-ISBN: 978-1-4020-9302-9

DOI 10.1007/978-1-4020-9302-9

Library of Congress Control Number: 2008936717

© Springer Science+Business Media B.V. 2009

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work.

Printed on acid-free paper

9 8 7 6 5 4 3 2 1

springer.com

For all my students, but especially those in the Integrated Teacher Core who were the inspiration for “Parallel Journeys.” This book is a result of my desire to be a better teacher for them.

Foreword

The founding of the special interest group “Self-Study of Teacher Education Practices” in the American Educational Research Association (AERA) in 1992 marked a significant point in the development of self-study research by teacher educators in research on teacher education. Although teacher educators had been conducting inquiries of their own practice for a long time with the goal of improving their own teaching and the quality of their teacher education programs, the birth of a group in the AERA dedicated to self-study research in teacher education stimulated an effort by teacher educators in a number of countries to have their work taken more seriously by researchers and policy makers as educational research. Self-study researchers began publishing their work in some of the most prestigious journals in education such as *Harvard Educational Review*, *Curriculum Inquiry*, and *Teachers College Record*, and there was a tremendous growth in the use of self-study research in the promotion and tenure process for teacher educators.

Since 1992, a number of edited book-length collections of self-studies of teacher educators from throughout the world have been published by major commercial publishers (e.g., Loughran & Russell, 2002; Russell & Korthagen, 1995; Samaras & Freese, 2006; Tidwell & Fitzgerald, 2006), as well as a 1,500 page plus international handbook on self-study and teacher education (Loughran, Hamilton, LaBoskey, & Russell, 2004) and a peer-reviewed journal, *The Self-Study of Teacher Education Practices*, devoted to publishing self-studies in teacher education.

Despite this explosion in the publication of the self-studies of teacher educators, there has been very little evidence of attempts by self-study researchers to link their work to other similar work and to show how research studies build on one another and help accumulate knowledge about particular issues in teacher education (Zeichner, 2007). Many of the self-study books that have been published group studies together in a book because they are self-studies or fit within a broad theme (e.g., “exploring myths in teacher education”), not because the studies are part of a particular program of research.

One consequence of the failure of researchers to link individual self-studies to other self-studies, other non-self studies, and to broader programs of research is that self-study research in teacher education continues to have problems establishing itself as legitimate educational research outside the self-study community in a political context in which the “gold standard” for research is seen by many

researchers and policy makers internationally to be experimental trials. Self-study research in teacher education has made important contributions to dignifying the work of teacher education and to improving the teaching and teacher education programs of the researchers, as well as providing much information of great practical value to other teacher educators. However, if we also want this work to be taken seriously as legitimate research by those outside the self-study community and to be included when syntheses of research are produced by panels and in research handbooks, we must begin to focus more on linking this work to the work of other researchers.

This book is a wonderful example of how self-study research can be linked to a broader program of research and help accumulate knowledge about an issue of great importance to educators throughout the world. There is also a lot of valuable practical advice contained in this book that will be useful to teacher educators who want to prepare their students to become successful teachers for all pupils. Ann Schulte presents her own self-study research that was conducted when she was a graduate student supervisor of student teachers in Wisconsin and in her current role as a university teacher educator in California. Her research is concerned with the issue of preparing teachers at the preservice level to be successful in schools that are increasingly diverse, where they will be teaching students who may have different racial/ethnic, social class, religious backgrounds, and sexual orientations than themselves.

Ann situates her work in relation to a body of self-study and non-self study research in multicultural teacher education and seeks to model in her own practice the kind of difficult self-examination that she is asking from her students. Although most of her students are white monolingual English-speaking women, Ann recognizes the diversities that exist within these supposed categories and the need to prepare all teachers, including teachers of color who are often ignored in teacher education programs in dominant white institutions (Villegas & Davis, 2008), for teaching all students. She also recognizes the need to understand and build upon the strengths that her students bring to their teacher education program in the same way that she is encouraging her students to teach their pupils in culturally responsive ways (Gay, 2000).

The stories and analyses in this book are firmly grounded in the complexities of the work of teacher education and many of the challenges involved in transforming oneself and one's students with regard to issues of race, class, gender, language, sexuality, and so on in socially unjust societies. Readers will get a good sense of the strategies that Ann has used in her work on herself and with her students and the various ways in which they succeeded and did not succeed with particular students. She draws upon her own journals, student work and feedback, as well as other sources to provide readers with cases that clearly illustrate her discussion about the processes and complexities of transformation.

In addition to this work being an example of high quality self-study research in teacher education, Ann's passion for her work, her respect for her students, and her commitment to the pursuit of greater social justice is evident throughout the book. This book is a good example of how one can simultaneously maintain the passion

and commitment needed for contributing to a more humane and just world and the standards necessary for high quality educational research. Ann Schulte's work represents an important contribution to research on multicultural teacher education and confirms my view as to why it is crucial that self-study researchers in teacher education seek to demonstrate how their research adds new insights to research on issues of importance in teacher education.

Madison, Wisconsin
July 2008

Ken Zeichner

References

- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Loughran, J., Hamilton, M. L., LaBoskey, V., & Russell, T. (2004). *International handbook of self-study of teaching and teacher education. Practices*. Dordrecht: Kluwer.
- Loughran, J., & Russell, T. (2002) (Eds.). *Improving teacher education through self-study practices*. London: Routledge.
- Russell, T., & Korthagen, F. (1995) (Eds.). *Teachers who teach teachers: Reflections on teacher education*. London: Routledge.
- Samaras, A., & Freese, A. (2006) (Eds.). *Self-study of teaching practices*. New York: Peter Lang.
- Tidwell, D., & Fitzgerald, L. (2006) (Eds.). *Self-study and diversity*. Rotterdam: Sense Publishers.
- Villegas, A. M., & Davis, D. E. (2008). Preparing teachers of color to confront racial/ethnic disparities in educational outcomes. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.). *Handbook of research on teacher education* (3rd edition, pp. 583–605). New York: Routledge.
- Zeichner, K. (2007). Accumulating knowledge across self-studies in teacher education. *Journal of Teacher Education*, 58(1), 36–46.

Acknowledgments

Because this book spans my own self-study over the course of 10 years, I want to acknowledge the many people who have supported and continue to support me in my transformation. All my professors and fellow graduate students at University of Wisconsin were instrumental in directing me on this path. A special thanks to Ken Zeichner who started as my doctoral advisor but continues to inspire and mentor me throughout my professional career.

Members of the Self-study of Teacher Education Practice (S-STEP) group have been a consistently supportive network of colleagues who help to make this work meaningful for me and relevant to the larger teacher education field. The growth of the scholarship by the members of this organization demonstrates a tremendous response to the call for improving teacher education through better practice. I thank John Loughran, series editor, in particular for his encouragement and his wonderful assistance in completing this book.

Finally, one person who has been extremely helpful in completing this book is my current critical friend, Vera Stenhouse, who co-authored Chapter 8 with me. Her enthusiasm for the complexity of the issues and her tremendous ability to set deadlines have been instrumental not only in this book but in other areas of my research as well. I am indebted to her for the amount of time and energy she has spent helping me reframe and question my work so that I might articulate it in more meaningful ways.

Contents

1	Parallel Journeys: A Story About a White Woman	
	Who Teaches White Women to Teach Diverse Populations	1
	Preface	1
	Parallel Journeys	2
	Who Are We?	3
	Who Are Teachers?	6
	Who Are Our Students?	10
	Cultural Studies	12
	Redefining What It Means to Be a Good Student	14
	Transforming the Perspective of Good Student into Good Teacher	17
	Heterogeneity Revealing Itself	18
	Wrapping up the Semester	19
	Postscript	20
	Beyond a Deficit Model	21
2	The Demographics of Teaching and Teacher Education:	
	The Need for Transformation	23
	The Typical Teacher	23
	What Is Transformation?	25
	Transformation for Teachers of Color	28
	A Caveat	29
	Should/Can a Teacher Education Program Facilitate Transformation?	30
3	Searching for Purpose	33
	Finding My Purpose	33
	Helping Students to Find Their Purpose	36
	Purposeful Theoretical Frameworks	37
	Self-Study Is Necessary for Transformation	38
4	Transformative Self-Studies: A Review of the Literature	39
	Indicators of Quality Self-Study	40
	Teacher Educators Explore Their Own Identities	42

Studies by Teacher Educators, for Diversity 43

Transformation and Philosophical Alignment 44

Seeing the Unseen. 47

Transformation by People of color 48

Collaborative Self-Study 49

Future Directions in Transformative Self-Study 51

5 Self-Study as Transformative Process 53

Self-Study in the Teacher Education Research 53

The Growth of Teacher Educator Self-Study 54

Autoethnography 55

Reliability and Validity 56

The First Study: The Dissertation 58

Evolution of My Question. 59

Inductive and Deductive Analysis. 60

The Meaning of Self in This Study. 62

Writing Student Teacher Portraits 62

 Kelly. 63

 Samantha. 64

 Dorothy 66

 Roberto 68

Conclusion 69

Researching While Teaching 69

My Ongoing Study of Transformation. 70

Touching on Touch Points. 71

Revisiting the Dissertation 74

Written Responses. 74

Journal Analysis. 75

Student Feedback 76

A New Type of Student Portrait. 77

6 Common Challenges to Transformation. 79

Revisiting the Problem. 79

Privilege: White, and Other 80

Responses in Practice. 82

Religious Privilege 84

Homosexuality and Heteronormativity 86

Gender 87

Socioeconomic Status 88

Conclusion 89

7 Responding to the Challenge. 91

Transforming Deficits into Assets. 91

Getting to Know Me. 92

This Does Not Feel Good! 93

The Ambiguous Nature of Learning to Teach 94

It Is Never *Not* About IT, and It Is Never *All* About IT..... 95

The Good Student Syndrome..... 96

The Good Teacher Syndrome..... 97

I Really Love Kids! 98

New Ways of Doing School and Talking About Teaching 98

Getting Perspective..... 100

Culture Group Presentations..... 102

Cultural Simulations..... 104

Homogeneity, Almost..... 104

Conclusion 106

8 Critical Friends: An Exercise in Flea Biting 109

 What are the Biggest Challenges to Preparing Teachers for Diversity? 110

Afterword 119

References..... 121

Name Index 129

Subject Index..... 133