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The Narratives of Teacher Candidates in Clinical Practice Within Aa Teacher Residency: The Shaping of Professional Teacher Identities

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References

Introduction

- ❖ Identity takes shape within experiences, past and present (Knowles, 1992; AACTE, 2018).
- ❖ Identity is relational (Burroughs et al., 2020; Bullough et al., 2004).
- ❖ Identity grows through interpretation (Alsup, 2006; Eriksson, 2013; Geisjel & Meijers, 2005).

Purpose

The purpose of this study was to *explore* the stories of teacher candidates within a teacher residency to *investigate* how their identities took shape through their experiences within a contextually specific clinical practice within a partnership.

Research Questions

1. How do teacher residency experiences shape the professional identity stories of teacher candidates?

2. How do teacher candidates navigate the borderlands (tensions, ambiguities, etc.) in a teacher residency experience?

Theory

- ❖ Anzaldúa's (1987) theories regarding identity were used as a lens to make meaning.
- ❖ **Borders** between identities challenged TCs as they moved toward becoming someone new. As borders were crossed, the **borderland** was entered, which was filled with uncertainty, tensions, and potential blocks. The process within the borderland was the *Coatlicue* state, and while it could be painful it was purposeful and transformative. **Bridges** were the mediators that were helping TCs cross borders. Finally, the **mestiza consciousness** was the embracing, reconciling, and transforming of a new professional teacher identity.

Methods

Design
- ➢ Narrative Inquiry Design (Clandinin, 2013; Clandinin & Connelly, 2000; Kim, 2016)

Sample, Participants, & Context
- ➢ Purposive sampling (Creswell & Poth, 2018)
- ➢ 3 teacher candidates
- ➢ Teacher residency in the mid-Atlantic region of the United States

Data Collection
- ➢ Interviews (Clandinin & Connelly, 2000; Kim, 2016)
- ➢ Artifacts
- ➢ Observations

Data Analysis
- ➢ Thinking with theory (Jackson and Mazzei, 2012) by plugging in Anzaldúa (1987; 2015)

Verisimilitude
- ➢ Rich, thick details (Creswell & Poth, 2018)
- ➢ Metaphor (Kim, 2016)

Stories

Using narrative, I explored how teacher residencies shaped the professional identity stories of three TCs. The result was the stories of three individuals with their own contextualized borderland experiences, but who all shared the challenges, tensions, and transformation of becoming someone new.

Participant	Borderland Experiences: Tensions & Bridges		Becoming New
Stephanie	**Tensions**: 1) New experiences; 2) State and district expectations; 3) Executing instruction and assessment; 4) Access and equity for English learners		"Some days I get tired, but at the end, I feel like it's worth it... I just generally love my kids. I just feel like they humanize you, if it makes any sense."
	Bridges: 1) Past experiences and teachers, present colleagues; 2) Mentor teacher feedback, district language arts specialist; 4) coursework, professor; 5) culturally responsive classroom.		
Kaci	**Tensions**: 1) Reading coursework; 2) Reading instruction; 3) Behavior management		When I asked Kaci how she had changed since starting the program, she quickly replied, "Confident."
	Bridges: 1) Cohort, advisor, professor; 2) Modeling, coteaching, Kaci's own voice; 3) Reward, punishment, care of mentor teacher		
Caroline	**Tensions**: 1) How Caroline was seen (or not seen) in the classroom; 2) Expectations		"I think I am realizing more about myself, that I am able to handle more than I thought I would."
	Bridges: 1) Colleagues, advisor, better communication with mentor teacher; 2) Embracing the process with all it's complexities		

Discussion

- ❖ **Teacher Residencies** (TRs) have a significant role in shaping professional teacher identities as they foster relationships between all stakeholders.
- ❖ Stakeholder voices are borders, bridges, and more likely both:
- ➢ **Mentor teachers** are significant influencers of TCs. However, is there a place or space for additional voices in addition to mentor teachers?
- ➢ **Professors** are essential to the intermingling of theory and practice, and the **residency advisor** is a vital mediator. However, how can the university become more involved in the school setting in order to continue to share power?
- ➢ **Teacher candidates** use past experiences to navigate current experiences. However, not all past experiences are beneficial to bring with us to the classroom.
- ➢ **Community** knowledge came predominantly from students. This aspect needs to be further enhanced.
- ❖ **Hybrid spaces and roles** support TCs as they navigate borderlands.

Implications

- ❖ There is need for continued pursuit of co-construction amongst stakeholders.
- ➢ Teacher educators who are more regularly located within school sites.
- ➢ Mentor teachers who are more aware of knowledge traditionally housed within the university.
- ➢ Additional community experiences more closely aligned with community knowledge.
- ❖ There is need for borderland discourse, which occurs in spaces within experiences that are intentional about negotiating identity with others.
- ➢ This gives voice to TCs as they learn, practice, and reflect on content, pedagogy and research along with their personal beliefs and experiences.

Conceptual Framework

Clinical Practice — University, Teacher Candidate, School, Community, Partnership

Professional Identity / Narrative — Time, Sociality, Place; School, Community, Teacher Candidate, University; Practice, Community Knowledge, Biographies, Histories, Theory