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Introduction

Identity takes shape within experiences, past and present (Knowles, 1982; 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 Coaltlucite 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)

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.

References