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**THE FORMATION AND DEVELOPMENT OF MORAL LITERACY AS A
COMPONENT OF PRE-SERVICE TEACHER IDENTITY**

A Dissertation in

Educational Leadership

by

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ABSTRACT

This study examines the contribution to and impact of formal teacher training education programs on the personal and professional development of pre-service teachers' moral literacy. This study specifically investigates the development of pre-service teacher identity formation from the perspective of the candidates as a process of becoming. Pre-service teachers' moral literacy development and their teacher identity formation were specifically examined throughout this study to gain an understanding as to how teacher candidates are developing as future educators.

The central research questions that guided this study are grounded in two separate bodies of literature, moral literacy and professional socialization, that are both necessary to gaining an understanding of pre-service teachers' development as they transition from student to teacher. A grounded theory methodology was adopted to conduct the study with fourteen pre-service teachers enrolled in an elementary education teacher education program at a large public university in the state of Pennsylvania.

A number of variables emerged through the analysis process during the research study including "entry", "motivation to become an educator", "professional relationships", "understandings of learning", "experiences informing a teacher identity", "values and beliefs", "experiences informing moral literacy", and "connections to teaching". These eight variables were later translated into themes through coding during the analysis process.

This study revealed that pre-service teachers' experiences have an influence on their development as teachers. In addition, the researcher discovered that during this

stage, they are in the process of moving from student to teacher as they enter the classroom. Pre-service teacher identity development is influenced both personally and professionally. The experiences that they have had as students has an impact on the type of teacher they will become in the future.

In looking at pre-service teacher moral literacy development, their beliefs and values were examined. Pre-service teachers' values and beliefs are influenced both personally and professionally. The study also found that the model that is most appropriate to apply to pre-service teacher education is Tuana's (2007) moral literacy framework. Because this framework looks at the development of moral literacy on different levels, it would be easily applicable to teacher education programs. In order to gain a greater understanding of pre-service teacher moral literacy development, it is important to look at each component and how it applies to teacher education.

The findings of this study contributes to the body of literature that exists surrounding pre-service teacher development and their moral literacy formation. While this study provides for a theoretical model for pre-service teacher identity development and their moral literacy formation it also provides for practical information for teacher educators who are interested in including a moral literacy component in their teacher education program. This study informs the socialization process that is associated with entering a profession for prospective teachers. Finally, a number of future projects are suggested for this study including the integration of a moral literacy framework in during the research process and also further research that could provide for a more comprehensive look into how moral literacy influences pre-service teacher identity development.

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Chapter 1

INTRODUCTION AND RATIONALE FOR STUDY

“I think once I got into my classes here with other education students, talking with them I kind of developed more of an identity and belief system because I really did not think about it before, but getting the chance to talk to people like teachers and having discussions that really helped not just getting an identity and belief system but realizing what it was.”

~ Melissa ~

My personal experiences within the field of education come from two perspectives, as a graduate student and a K-12 teacher. As a teacher, I knew I needed to become a role model for my students. I was responsible to act and behave in an appropriate manner. I did not think of my role as a teacher in terms of being a “moral” or “ethical” leader in the classroom, but as someone who displayed positive characteristics (such as caring, respect, honesty, kindness, etc.) As a graduate student, I was not introduced to the concept of moral literacy until I started my graduate studies in the Educational Leadership program at Penn State.

For the past two years, I have had the opportunity to work on several research projects related to moral literacy, through The Rock Ethic Institute and The Willower Center for the Study of Leadership and Ethics at Penn State University. As part of my project work, I created two annotated booklists for moral literacy education, K-12, and compiled a list of moral literacy activities for grades K-6. I was able to utilize my background in and knowledge surrounding language and literacy education to explore the ways in which literature could be used to help teachers introduce and address issues of moral literacy through the classroom curriculum. Through my research, I have gained a greater interest in the study of moral literacy, the implications for the integration of moral

literacy in the classroom, and, most recently, the connections that can be made to teacher education programs.

The conferences and workshops I attended focusing on ethics and leadership, specifically the Annual Values and Leadership Conference, solidified a need for attention to issues related to ethics, values, and moral literacy. I found myself engaging in valuable conversations about moral literacy with members of the academic community, consisting of educators, professors, administrators, and fellow graduate students. It is apparent that there is an interest in moral literacy, practical applications, and connections to teaching, learning, and leadership.

Throughout my career as a graduate student at Penn State, I have had numerous opportunities to work with pre-service teachers who are enrolled in the teacher education program at the university. As a course instructor for Curriculum and Instruction 495B (CI 495B) and Curriculum and Instruction 295 (CI 295), I noticed a lack of discussion surrounding morals, ethics, and values in the teacher education program. Pre-service teachers do not have the language or discourse surrounding issues related to moral literacy.

Through my observations and interactions with pre-service teachers, I made note of the fact that they find themselves in situations where they need to deal with issues concerning values, ethics, and morals during their practicum experiences. Although pre-service teachers are asked to make decisions based on their own set of principles and values, they do not take the time to reflect on their own beliefs, values, morals, and ethics. Moral literacy, including values and ethics, is not a topic that is explicitly addressed in the elementary teacher education program at Penn State University. This is

unfortunate because pre-service teachers are the future teachers and moral leaders of America, they will play a significant role in shaping education, teaching, and learning as they step into their classrooms.

Purpose of study

As teacher education programs continue to evolve and grow at universities and colleges across the nation, there is an increased focus on pre-service teachers and their development as future educators. The purpose of this study was to determine the contribution to and impact of formal teacher training education programs on the personal and professional development of pre-service teachers' moral literacy. This study also examined the development of pre-service teacher identity from the perspective of the candidates as a process of becoming.

Research Questions

Teacher education and training programs continue to undergo changes in content and process throughout colleges and universities across the United States. Although there is a body of existing literature on pre-service teachers and their development, there is a limited amount of literature pertaining to the formation of pre-service teacher moral literacy. In an effort to gain a greater understanding of this topic, it is important to examine existing teacher education practices as a preliminary step to explaining how moral literacy can be integrated. The research questions that guide this study are:

- 1) What influences and experiences do candidates enrolled in a formal teacher preparation program perceive as having shaped their personal and professional identity (the process of becoming a teacher)?
- 2) What do candidates enrolled in a formal teacher preparation program perceive as the relationship and degree of influence between personal experiences and professional training on the development and formation of their moral literacy?

- 3) Given the influences and experiences reported by the participants, what theories, models, and frameworks relate best to moral literacy?

Conceptual Framework

This research study focused on the formation of pre-service teacher identity and how moral literacy plays a role in their development as future teachers, specifically pre-service teachers who are in the early stages of the teacher education program at Central State University. After a review of the literature, it was evident that the research surrounding pre-service teacher identity development and the formation of their moral literacy is still quite narrow and in some cases, in the process of developing as they move from student to teacher.

Due to the fact that there was little research surrounding pre-service teacher identity and the formation of their moral literacy, the most appropriate method for this study was to employ the techniques of grounded theory. Using these techniques allowed for the themes to emerge through the analysis process, thus enabling the researcher to make connections between pre-service teacher identity development and their moral literacy formation.

Significance of Study

This study will add to the current body of literature by making connections between pre-service teacher personal experiences, teacher training programs, and the development of their beliefs and values. Findings of this research will contribute to literature on understanding who and/or what has had an influence on pre-service teachers' decision to enter the teaching profession, their personal and professional identity formation (the process of becoming), and their beliefs about values and ethics. In

addition, findings from this research study could contribute to the development of teacher education courses which focus on ethics, values, and moral literacy.

The results from this study could be used by College of Education faculty members, educational leaders, and practitioners, to provide pre-service teachers with guidance and support in the formation of their identity development and enhancement of their moral literacy. This research could be used to inform future studies that focus on identity formation, professional socialization, and moral literacy, specifically focusing on pre-service teachers who are enrolled in a teacher education program. This research is important because the development of pre-service teachers' values and beliefs will have an influence on who they will become as teachers.

Structure and Organization of Dissertation

The structure of this dissertation has been organized to give the background on pre-service teachers, professional socialization, and moral literacy while making connections between this specific study and teacher education programs. The dissertation begins with an introduction of the development of this topic and what it means to the researcher.

Chapter two provides a review of the literature surrounding moral literacy and professional socialization. The literature review begins with a discussion of moral literacy including the work of early scholars focusing on moral development, such as Piaget and Kohlberg, to the most recent developments that have been made in this field. The moral literacy discussion uses Tuana's (2007) "Moral Literacy Model" as a framework with which to assess the level of moral literacy of pre-service teachers. This section concludes with the connections that can be made to teacher education programs.

Chapter two also highlights literature that focuses on professional socialization, focusing on the socialization processes of teachers who enter the field of education. In addition, this section outlines Hargreave's (2000) four ages of professionalism and professional learning in an effort to explore the progression of development within the teaching profession. Finally, the literature review closes with a discussion of the role of teacher education in the socialization process and what teacher educators need to consider when they are working with pre-service teachers.

Chapter three of this study provides a detailed description of the methodology that was employed for the data collection, analysis process, and display of the results. The data collection process involved three steps: document analysis, self-reflection the part of the researcher, and interviews with each of the participants who chose to participate in the study. The data was analyzed using multiple coding methods which led to the final results for the dissertation.

Chapter four provides a description of the data that was collected from the fourteen pre-service teachers who chose to participate in the study. A brief profile of each pre-service teacher is included to provide background information and highlight what brought each one to the university. Through this chapter, the researcher was able to make connections between the pre-service teachers and their decision to become educators, highlighting their motivation to enter the teaching profession.

Chapter five provides a detailed description of the data that was collected during the study. The research questions posed in chapter one are used as a guide to display the information that was collected during the research process. A number of themes emerged

through the analysis process and are included in chapter five to provide support for the research questions.

Finally, the dissertation closes with a concluding chapter. Chapter six focuses on a summary of findings and a brief overview of the study and implications for practice, research, and theory. Chapter six also contains a discussion describing plans for future research projects. This chapter concludes with final comments about the research study as a whole.

Key Terms

CI 495B: Curriculum and Instruction. “Clinical Application of Instruction—Elementary and Kindergarten Education. Practicum situation for demonstration of selected instructional strategies and management skills acquired in professional training” (University Bulletin, 2009).

Dispositions: “The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educators own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE Professional Standards, 2002 Edition, page 53).

Moral Literacy: “The ability to contend with complex moral problems. It involves the ability to recognize a problem as a moral one. The morally literate individual must acknowledge the multiple perspectives of individuals involved in the problems. The ability to assess both disagreements on and proposed responses to problems is another skill of the morally literate individual” (<http://rocketethics.psu.edu/education/k12/>).

Pre-service Teacher: a student who is enrolled in Curriculum and Instruction 495B, which is the middle level field experience and is a prerequisite for student teaching. Thus “pre-service teacher” refers to a student who is completing his or her pre-student teaching experience.

Professional Socialization: “refers to the process by which persons acquire the knowledge, skills, and dispositions that make them more or less members of their society (Brim, 1966, page 3). Through socialization, an individual learns what to expect within a specific profession, including roles, responsibilities, and values.

Chapter 2

REVIEW OF LITERATURE

In order to set the foundation for this study and discover what is written about pre-service teachers, identity formation, and moral literacy development, it is important to examine the research and literature that exists surrounding moral literacy, professional socialization, and the connections that can be made to teacher education. This chapter is organized into two sections. The first section of the chapter explores moral literacy, ethics, values, and leadership, and how moral literacy can be implemented in teacher education programs. The second section of the chapter discusses professional socialization, focusing on the socialization of teachers who enter the field of education. Each section is divided into subsections to further describe each component of the literature review.

Moral Literacy

As students bring their own beliefs, ideas, and values with them into classrooms, schools are faced with the task of reevaluating their role in teaching values. Moral literacy and its development is a difficult and challenging issue to address. There is a broad range of literature surrounding moral literacy and its application and implications for teaching and leadership.

Piaget was one of the earliest scholars to study moral development and the way in which children progressed through various stages of moral reasoning. His theory of moral development was heavily influenced by his theory of cognitive development. Based on

his observations of children playing, Piaget determined that morality could be considered a developmental process (Nucci, 2007).

Piaget's theory of moral development is made up of three stages, including "pre-moral judgment", "moral realism", and "moral relativity". In the first stage, pre-moral judgment, children, from birth to 5 years of age, do not have an understanding of morality or rules. The second stage, moral realism, focuses on children ages five to nine. At this stage, children recognize rules but are externally motivated to follow them, based on the consequences that they will face. The third stage, moral relativity, is the final stage. During this stage, children ages seven and up recognize that rules can be negotiated, they are not set in stone, they start to develop a sense of internal morality.

Lawrence Kohlberg, who followed the work of Piaget and adapted his work, addressed moral development through his conceptualization of moral reasoning. His theory, based on the research he conducted, focused on six stages including, stage 1: obedience and punishment orientation, stage 2: individualism and exchange, stage 3: good interpersonal relationships, stage 4: maintaining social order, stage 5: social contract and individual rights, and stage 6: universal principles. Kohlberg's stages of moral reasoning focus more on moral thinking as opposed to moral action.

Kohlberg's conclusions regarding moral education were based on the outcomes of his research. He believed that the traditional character education that was being taught in schools, which focused on teaching specific virtues such as "honesty", "kindness", "patience" through direct instruction and practice, etc. was flawed. Kohlberg rejected this method of moral education, he believed that it was difficult to determine which "virtues" should be taught and the complexity of the process. Kohlberg believed that moral

education should be focused on different stages, where the individual should be encouraged to develop to the next stage of moral reasoning (Nucci, 2007). Although Piaget and Kohlberg's theories focus mostly on children and their moral development, they can serve as the foundation to build an understanding of moral literacy and curriculum design.

Over the years, Kohlberg's theory has been scrutinized and critiqued by various scholars, including those who have adopted a feminist pedagogy in their work. In her book "In a Different Voice: Psychological Theory and Women's Development" (1982), Gilligan asserts that Kohlberg's theory was biased against women since only males were used in his studies to address issues related to moral development. She states that a morality of care can be used in place of a morality of justice and rights that is promoted in Kohlberg's work. Gilligan focused on the gender differences that were associated with each orientation.

Through her research, Gilligan (1982) introduced an ethic of care into the conversation. Gilligan responded to the way in which males in Kohlberg's studies adopt rights and laws as a solution to solve moral and ethical dilemmas. She discovered that females, women and girls, use care and concern when they are solving an ethical dilemma as opposed to focusing on justice or the fair treatment of others.

In the same way that reading, writing, and math skills are developed and enhanced through practice, moral literacy and its development should be regarded in the same manner, requiring practice and lessons in building these specific skills. "Moral literacy is an ability that is best developed with careful instruction and practice to develop basics, but that is also enhanced and honed with additional training and practice (Tuana,

2007, page 365). These lessons in moral literacy are learned at home, through the community, or in the classroom. Specifically, education can be used as a vehicle to promote moral literacy.

Tuana (2007) states that there are three basic components to moral literacy, these include: ethics sensitivity, ethical reasoning skills, and moral imagination. All three of these components are connected and work together. There is no specific order in which to teach these three separate traits, they are all important to the teaching and development of moral literacy.

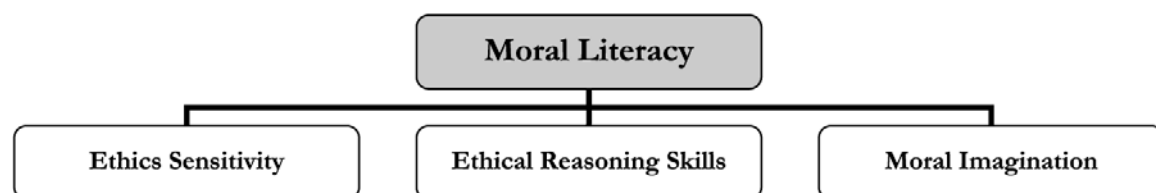


Figure 2.1

(Tuana, 2007)

The key aspect of moral literacy is “ethics sensitivity” and is made up of three components. These components include: 1) the ability to determine whether or not a situation involves ethical issues, 2) awareness of the moral intensity of the ethical situation, and 3) the ability to identify the moral virtues or values underlying an ethical situation. It is important to note that these three components of ethics sensitivity are intricate and require practice and training on the part of the individual.

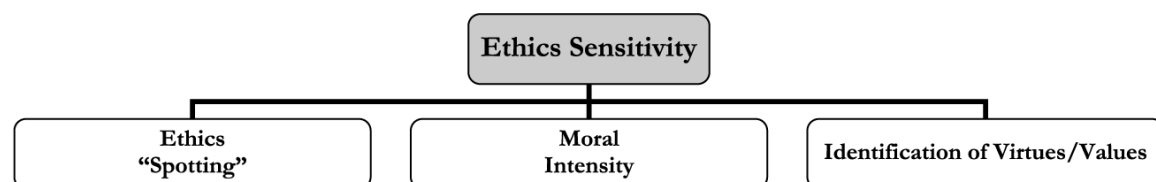


Figure 2.2

(Tuana, 2007)

The second component of moral literacy, ethical reasoning skills, involves at least three different abilities. These abilities include: 1) an understanding of various ethical frameworks, 2) the ability to identify and assess the validity of facts relevant to the ethical situation, as well as assessing any inferences from such facts, and 3) the ability to identify and assess the values that an individual or group holds to be relevant to the ethical issue under consideration. Moral literacy involves not only the ability to identify which values are being challenged during an ethical problem, but also includes assessing values. “Ethical reasoning skills enables one to develop a clear understanding of all of the values relevant to the ethical issue, evaluate the relevance of posited values and weed out those that are extraneous or only weakly connected to the issue at hand, and identify and remove biases” (Tuana, 2007, page 374).

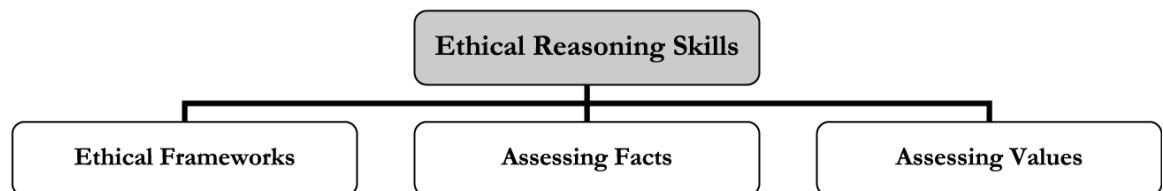


Figure 2.3

(Tuana, 2007)

The third and final component of moral literacy is the cultivation of “moral imagination”. The moral imagination is a combination of affective and rational processes, both of which contribute to the imagination. This component should become a part of the educational curriculum in schools, focusing on children and teens, in an effort to help them develop their moral literacy. This is often done through the use of literature and

storybooks. Moral imagination is difficult to teach and includes a plethora of abilities, a few of which include empathy for others, ability to develop trust, and taking responsibility for one's actions. "The moral imagination is fundamental to appreciating that we are ethical agents. The lived experience of being an ethical agent, involves not just a rational acceptance of the belief that we are responsible for the consequence of our behavior, but owning and experiencing that responsibility" (Tuana, 2007, page 375).

The three components of moral literacy, "ethics sensitivity", "ethical reasoning skills", and "moral imagination", are part of an integrated approach to moral literacy. One component is not independent of the other. There is no single approach to the way in which moral literacy can or should be taught. Moral literacy is defined as "the ability to contend with complex moral problems. It involves the ability to recognize a problem as a moral one. The morally literate individual must acknowledge the multiple perspectives of individuals involved in the problem. The ability to assess both disagreements on and proposed responses to the problems is another skill of the morally literate individual" (<http://rockethics.psu.edu/education/k12/index.shtml>). Moral literacy involves a comprehensive and versatile set of skills, which should be developed, enhanced, and practiced through education.

Moral literacy is a complex skill to cultivate and it takes a significant amount of time to develop this ability. There are a number of components that are an integral part of moral literacy, each one equally important. Tuana (2007) has created the following diagram to illustrate all of the components that are a significant part of moral literacy and play a role in the development process for an individual. This diagram can be used by educators as a tool to approach an ethical decision.

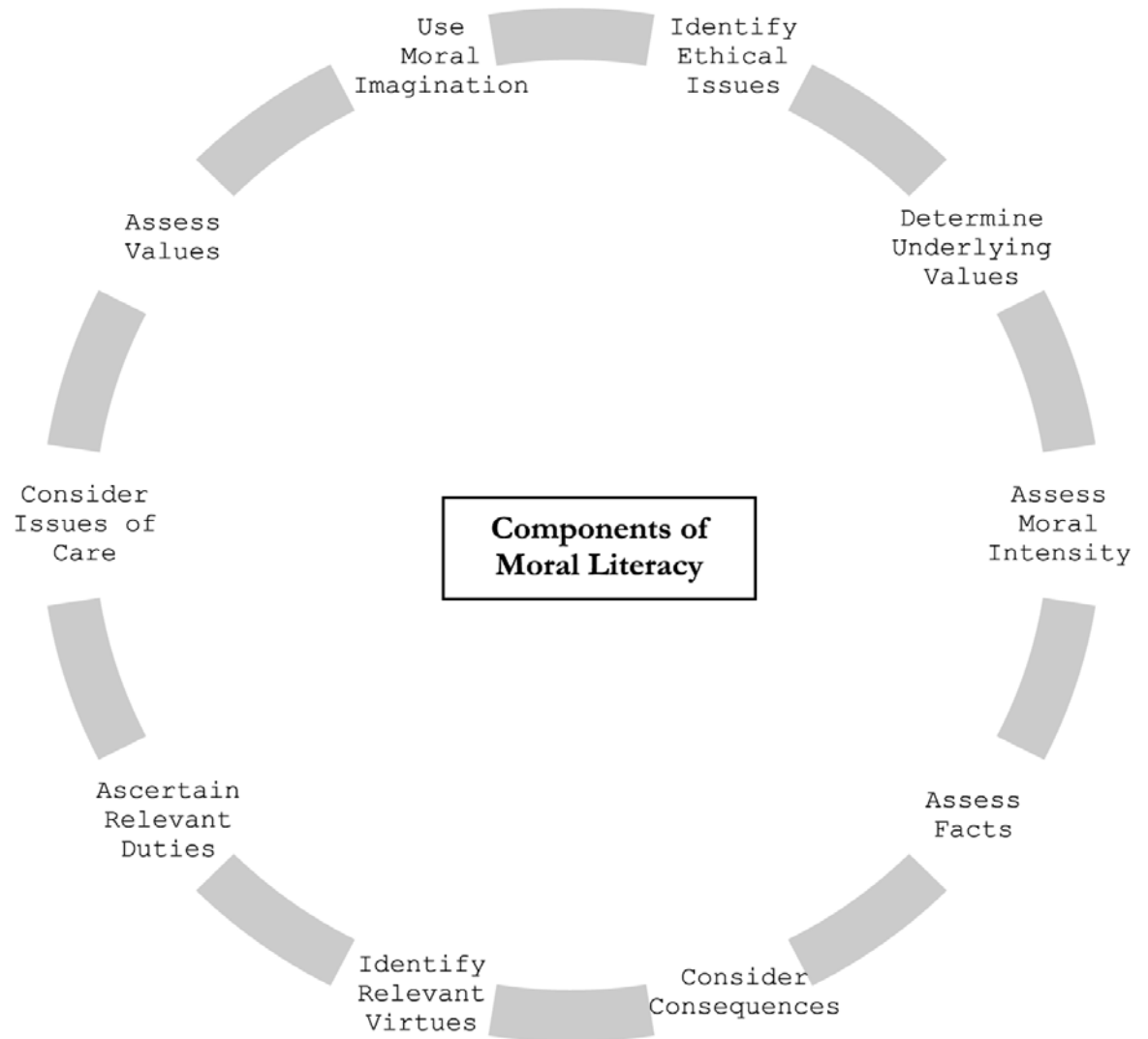


Figure 2.4

(Tuana, 2007)

Values, Ethics, and Leadership

Recently in the field of education, there has been an increased focus on ethics and values, particularly in educational leadership. As school climate and culture change due to increased diversity and demands that are placed on educational leaders, universities are starting to integrate courses in their leadership programs which focus on ethics and

ethical leadership, in an effort to provide administrators, teachers, and graduate students with the opportunity to explore issues related to moral literacy. A variety of studies have been conducted surrounding ethics, values, and leadership. Some notable examples include Begley (2004, 2006, and 2007), Shapiro and Stefkovich (2005), and Strike (2005).

Begley (2006) discusses the importance of authentic leadership and the adoption and application of a values or valuation process perspective to educational leadership. Authentic leadership is used as a metaphor “for professionally effective, ethically sound, and consciously reflective practices in educational administration. This is leadership that is knowledge-based, values informed, and skillfully executed” (Begley, 2006, page 570). The authentic leader should move beyond focusing only on his or her own values and ethics, but strive to become a morally literate individual.

Begley (2006) describes three ways in which valuation processes relate to leadership. The first one focuses on understanding how values reflect underlying motivations of individuals, leaders should not only know their own values as well as the value orientation of others. The second way in which valuation processes relate to leadership focuses on resolving ethical dilemmas and the importance that ethics plays in school leadership. The third way in which valuation processes relate to leadership is as a strategic tool that leaders can use to build consensus towards shared organization goals among members of the group. Begley stresses that educational leaders must be reflective and authentic in their practices, being sensitive to the values and orientations of others including students, teachers, parents, and community members.

Shapiro and Stefkovich (2005) stress the importance of adding an ethics component to education administration programs in order to prepare ethical educational leaders for the challenges they may face. They offer a multiparadigm approach for educational leaders in an effort to provide them with various methods as they grapple with an ethical or moral dilemma. By using the different perspectives or paradigms, educational leaders will be able to identify which perspective they use most often when solving an ethical dilemma.

The four paradigms or perspectives include: “the ethic of justice”, “the ethic of critique”, “the ethic of care”, and “the ethic of the profession”. The “ethic of justice” focuses on rights and laws and may be viewed through a traditional or contemporary perspective. The ethic of justice is often used in education as a foundation for legal principles and ideals. “The ethic of critique” is based on critical theory and focuses on helping educators and school leaders examine and recognize social inequities that exist, particularly in schools. “The ethic of care” focuses on “compassion and empathy”, educational leaders who are passionate about and choose to value an ethic of care, use this paradigm in the decision-making process. The “ethic of the profession” was designed to address the issues that the previous paradigms, “the ethic of justice,” “the ethic of care,” and “the ethic of critique,” tend to ignore or leave out, “a consideration of those moral aspects unique to the profession and the questions that arise as educational leaders become more aware of their own personal and professional code of ethics” (Shapiro & Stefkovich, 2005, page 19).

Applying these theoretical perspectives to complex dilemmas will provide practitioners with multiple ways to approach the situation. “The four perspectives or

paradigms should help educational administrators solve real-life, complex dilemmas that they frequently face in their schools and in their communities.” (Shapiro and Stefkovich, 2005, page 7). In their book, “Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas (2005), the authors provide a number of ethical dilemmas that can be analyzed through a multiparadigm approach, allowing the reader to utilize the four different perspectives.

In their book, “The Ethics of School Administration” (2005), Strike, Haller, and Soltis provide school administrators with various case studies to approach ethical issues as they are trying to solve ethical dilemmas. They make the connection between ethics and leadership through the decisions that administrators may face in their positions as school leaders. The authors believe that “human beings are moral agents. They are responsible for their choices, and they have a duty to make choices in a morally responsible way” (2005, page 6). As a result, it is imperative that individuals are able to reflect ethically on their choices and actions.

Values and ethics are also an important part of educational leadership and leadership development. There are a number of scholars who have studied values and ethics from different foundational perspectives (Begley & Stefkovich, 2007). These perspectives include one that is grounded in philosophy (Starratt, 1994), a legal perspective which has been studied by Stefkovich (2006), Shapiro & Stefkovich (2005), and Stefkovich and Shapiro (2003), a social justice orientation (Gross & Shapiro), and the cognitive processes involved in administrators engaged in problem solving (Begley, 2006).

Values and ethics relate to leadership in a variety of ways and have an influence on an individual's decision-making process. Begley (2008) discusses the role that ethics and values play in school leadership. Goals, values, and ethics are a significant influence on the cognitive processes of individuals and the group of individuals. They may or may not always be consciously employed by as guides to the decision making process by individuals. Begley refers to the work of Hodgkinson (1978) when he defines values as "as conceptions of the desirable with motivating force characteristic of individuals, groups, organizations, and societies that influence choices made from available resources and means" (page 34). Ethics, as a form of values, "are normative social ideals or codes of conduct usually grounded in the cultural experience of particular societies" (page 34). It is important for educational leaders to recognize the way in which they use ethics and the interpretation of meaning associated with a specific ethic due to the increase of culturally diverse societies.

Begley (2008) raises another issue that that should be taken into consideration when thinking about ethics and their relevance to leadership developmental processes. Motivation plays a role in the way in which ethical postures are applied to human behavior. Begley suggests that motivational bases "range from self-interest to a concern for rationalized positions grounded in consensus or consequences, in addition to the trans-rational groundings of ethical postures" (page 34). It is imperative that educational leaders not only recognize and understand their own motivational bases but are aware of others as well.

In 2004, Begley conducted a pilot study that looked at how school leaders respond to moral dilemmas. The participants included school leaders from Ontario, Canada and

Pennsylvania, USA. The author interpreted the data through a values framework (Begley, 2006). The findings suggested that school administrators respond to moral and ethical dilemmas in four primary ways, consistent with Roche's study (1999).

The four strategies principals used in response to the dilemmas they encounter in the profession include: avoidance, suspended morality, creative insubordination, and taking a personal moral stand. "Many of the dilemmas submitted by the conveyed the angst encountered when they felt compelled to suspend their own morality in favor of a professional or organizational position" (Begley, 2008, page 38). Through this study it was evident that school leaders respond to moral and ethical dilemmas through a variety of strategies.

The implication for school leaders and administrators is that they need to be aware of not only their own ethics and values, but of others as well, and how this has an impact on the choices that they make for their students and teachers. As a result, it is important to integrate moral literacy in teacher and administrative/leadership programs. Ethics education should become a part of leadership and administration programs at colleges and universities training future educators.

Connection to Teacher Education Programs

Even though the research identified above focuses on values, ethics, and moral literacy in the context of leadership studies, it can easily apply to teacher education and pre-service preparation programs. As future educators, pre-service teachers, should have the opportunity to engage in discussion and self-reflection concerning their values and ethics and the influence that these have on their cognitive decision-making process. The

implication for colleges and universities is that they need to include an explicit moral literacy component in their teacher education/preparation programs.

Teacher education programs continue to evolve and grow due to the changing demands that are associated with the teaching profession. It is no longer adequate for teacher educators to focus solely on professional practices like lesson planning, classroom management, professionalism, educational theory, etc. during their instruction periods and seminars. Pre-service teachers are expected to reach certain levels of proficiency within their teacher preparatory programs, and the expectations of modern society imply that moral literacy ought to be one of those proficiencies.

Recently, within the field of teacher education, there has been a renewed focus on pre-service teacher dispositions. However, many teacher education programs still do not provide opportunities for pre-service teachers to develop and enhance their knowledge, skills, and dispositions to make moral decisions, something that would help ensure that all of their students receive a high quality of education (Sileo, Sileo, & Pierce, 2007/2008). It is therefore important to recognize that ethical issues do have an impact on teacher education especially since policy makers and department of educations have started to focus on this in their assessment and evaluation of teacher preparation programs.

Colleges and universities offering teacher preparation programs are now increasingly being held accountable for their curriculum through accreditation agencies, these agencies recognize the need to focus on the moral and ethical dimensions of teaching and leadership (Leonard, 2007). The National Council for Accreditation of Teacher Education (NCATE) is the professional accrediting organization for schools,

colleges, and departments of education across the United States. They provide a standard of excellence in teacher education through the various benchmarks that are outlined in the list of standards NCATE has compiled for colleges and universities to become an accredited institution.

There is not one single definition surrounding disposition and how this can be integrated into teacher education programs. NCATE emphasizes various teacher dispositions in their standards including “truthfulness”, “caring”, etc. Dispositions are defined as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educators own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment” (NCATE Professional Standards, 2002 Edition, page 53). These dispositions may serve as a foundation for the moral character of the pre-service teacher.

Leonard (2007) defines disposition as “generally believed to be affective dimensions of human personality that have a consistency about them and are characterized, exemplified, or typified in human behavior and include attitudes, values, interests, self-concept, and motivation” (page 415). She makes the connection between dispositions and attitudes as they pertain to teacher and leader development in education candidates. As teacher candidates prepare to enter the teaching profession, they need to cultivate their dispositions.

In order to become an effective teacher, appropriate pre-service teacher disposition is just as important as knowledge and skill development. “Pre-service students should develop the habit of thinking like a professional educator while they are in college rather than waiting until they begin teaching. They need to be fully aware that their behaviors and dispositions will be consistently monitored and used as an evaluation tool in the course of their professional preparation and throughout their teaching career” (Rike & Sharp, 2008, page 151). It is imperative that teacher education programs include pre-service teacher disposition in their curriculum.

Dispositions play a key role in the development of pre-service teacher identity. Pre-service teachers develop their identity as educators not only through the experiences that they have, but through the formation of their values, ethics, and beliefs. “Moral identity is therefore built out of the commitment to the values which the individual encounters and which become dispositions of character and thereby virtues” (Sockett, 2008, page 60). Teacher education programs should focus their on pre-service teacher disposition, development, and ethical behavior.

There should be a connection that exists between teacher education and the development/promotion of ethical behavior for pre-service teachers. The role of teacher education is to prepare pre-service teachers to understand the morals that are associated with their role as educators and provide opportunities for them to reflect upon ethical practices and decision-making within the profession. “In essence, teacher preparation should promote moral sensitivity and encourage teachers to recognize that their actions may be powerful forces in the lives of children and youth” (Sileo, Sileo, & Pierce, 2007/2008, page 45).

Socialization Processes

As new members enter a profession or occupation, they learn to adapt to their role through the socialization process. Socialization theory addresses this key issue related to professional development. “Socialization refers to the process by which persons acquire the knowledge, skills, and dispositions that make them more or less members of their society” (Brim, 1966, page 3). Through socialization, an individual learns what to expect within a specific profession, including roles, responsibilities, and values. If teaching is viewed as a “society” or “culture”, then teachers would find that they have to take on certain roles and expectations associated with this profession.

The decision to become an educator implies that an individual has agreed to become a member of the teaching profession and what is required of the role, including the knowledge, skills, and dispositions that are necessary to become a teacher. A number of theoretical frameworks have been used to explain the process by which teachers are socialized into the teaching profession.

Spicer and Darling (1986) have identified two components of teacher socialization. These components have an influence on the socialization of teachers within the profession. The first dimension of teacher socialization is “occupational learning”, learning the skills and knowledge that are associated with teaching. This also includes the willingness of an individual to become a part of the culture of teachers.

The second component of teacher socialization is “organizational socialization” and is defined as “the process by which a person learns the values, norms, and required behaviors which permit him to participate as a member of the organization” (Van Maanen, 1976, page 67). In addition to learning how to teach, individuals become a part

of the school culture or system occurs through the socialization process. Organizational socialization can be used to explain the way in which new or beginning teachers learn the culture of the school and their individual role within the school system (Spicer and Darling, 1986).

As an individual becomes socialized to a profession, he/she develop an identity associated with their role. A professional identity is necessary to the socialization process because of ethical and practical reasons. As an individual develops an identity associated with the profession, he or she is also agreeing to follow the norms and expectations of the organization, culture, or group. “The internalization of professional norms and ethics in professional identity allows professionals to regulate themselves effectively assuring that they do not abuse the autonomy that they are granted” (Friedson, Costello, 2004, page 139).

Costello (2004) suggests that individuals must succeed at two things during the professional socialization process: they must master or learn a significant amount of information and knowledge pertaining to the profession and they must internalize an identity that is appropriate for the profession. This identity formation is developed and enhanced through personal and professional interactions that individuals engage in and the beliefs that they bring with them into their professional role.

Stages highlighting the development of pre-service teachers have been studied in an effort to gain insight into their progression as teachers. One of the most well-known models was developed by Fuller and Bown (1975). They identified different stages that pre-service teachers experience as they go through the developmental process of becoming a teacher. The first stage they describe is referred to as the pre-teaching stage,

where pre-service teachers still identify with the students in their class as opposed to the teacher. During the second stage, pre-service teachers are concerned with their own survival in the classroom as they start teaching and lose their idealistic notions associated with the teaching role. The third stage involves pre-service teachers' self-concern with their own teaching performance, they are not yet thinking about their students and the learning process. In the fourth and final stage, pre-service teachers become more aware of their students and their individual needs.

Professional Socialization

Teacher professionalism and what this means has evolved over the past few decades. As classroom dynamics shift and change due to increasing accountability (No Child Left Behind), teachers find themselves faced with greater pressures in the classroom. As a result of this, their role as professionals continues to change, develop, and grow. In an effort to explore the progression of development within the teaching profession, Hargreaves (2000) describes four "ages" of teacher professionalism and professional learning. The four ages are: "the pre-professional age", "the age of the autonomous professional", "the age of the collegial professional", and "the fourth age-post professional or post modern".

During the "the pre-professional age", teaching was seen as a "mass education" process. Teachers were often isolated in their classroom, educating a large number of students at a time with limited resources. Teaching was not a collaborative effort, there was little to no interaction with other teachers, administrators, or staff in the school. Students were not treated as individuals with diverse learning styles or needs. Teachers were viewed as individuals in their classrooms, transmitting information to their students

in a lecture-style format with very limited diversity in teaching methods or techniques (Hargreaves, 2000).

At this time, teacher training or professional learning resembled an apprentice/master model, where the new teacher learned through the experiences he or she had as a student. Prospective teachers also had to complete a teaching practicum, where they were paired with a mentor or cooperating teacher. “In the pre-professional age, teaching was seen as managerially demanding, but technically simple, its principles and parameters were treated as unquestioned commonsense, one learned to be a teacher through practical apprenticeship, and one improved as a teacher by individual trial and error” (Hargreaves, 2000, page 156). Teaching was not considered a profession at this time due to the fact that there was limited training and it was not considered to be a difficult job.

The next phase of teacher professionalization or professional learning was “the age of professional autonomy”. This “age” came about during the 1960s, where the focus was on teachers as professional, individuals who were autonomous in their classrooms. During this time, teacher education was increasingly becoming a part of the curriculum at universities, moving the occupation closer to a profession.

During the “the age of the autonomous professional”, there was a shift in pedagogy. Subject-centered teaching methods were being challenged by new ways of thinking which focused on a child-centered way of learning. As this change in pedagogy was taking place, it was no longer adequate for teachers to be trained through the traditional novice/expert relationship. “For more and more teachers, pedagogy was becoming an ideological decision; an object of judgment and choice. Unquestioned

routines and traditions were being replaced by an ideological conflict between two great metanarratives of traditionalism and progressivism” (Hargreaves, 2000, page 159).

Despite this conflict, teachers were still teaching the basic skills that they had been in the past. The “age of the autonomous professional” focused on the fact that teachers had the right to choose which instructional methods were the best for their students. There was a growth of pre-service teacher education programs at universities and colleges.

The third phase, “the age of the collegial professional”, came about during the mid to late 1980s. During this time, the world in which educators were teaching was changing. Teachers found themselves having to change the way they taught their students also, it was no longer possible to teach students in the same manner that they were taught. As a result of this, teacher autonomy and individualism were not the norms in most schools (Hargreaves, 2000).

As administrative and professional demands were increasing, teachers found themselves turning to their colleagues for support and guidance. This collaboration allowed teachers to pool their resources and make sense of their continuously changing roles as educators. Their roles as teachers called for new dispositions and formation of a teacher identity as professionals in a collaborative relationship with one another (Hargreaves, 2000).

“The age of collegial professionalism” brought about significant changes in the teaching profession. There were “increasing efforts to build strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity, to respond effectively to rapid change and reform, to create a climate which values risk-

taking and continuous improvement, to develop stronger senses of teacher efficacy, and to create on-going professional learning cultures for teachers that replace patterns of staff development, that were individualized, episodic and weakly connected to the school” (Hargreaves, 2000, page 165). The challenge became one that focused on building strong professional communities that were authentic and beneficial to teachers and students without pushing collaboration on educators.

It has been argued that the teaching profession is moving towards “de-professionalization”. Due to standardization because of policies such as No Child Left Behind, curriculum has become more prescribed in nature. Teachers find that they are teaching “to the test”, not focusing on individual strengths of students who may have different learning styles. “Teachers find themselves caught between two opposite extremes. One side of the spectrum views them as professionals in need of more professionalization, while the other suggests the need for more direct supervision, more stringent licensure requirements, and more adherence to standards” (Engvall, 1997, page 24). More standards, for teachers and students, leads to less professional autonomy for educators.

The fourth and final age is “post-professional or postmodern professional?” Hargreaves (2000) suggests that the teaching profession is now on the verge of “postmodern professionalism”. Teachers find themselves faced with issues related to increasing student diversity, changes in curriculum, and moral uncertainty in their classrooms. As teachers are challenged with meeting greater demands and higher expectations, there is also uncertainty concerning the direction in which the teaching profession is headed.

As the teaching profession continues to grow and evolve over time, teachers find that their role in the classroom is also changing. The way in which teachers learn to manage and cope with their role as educators revolves around the socialization process that occurs within the teaching profession. It is important to examine the personal and professional socialization that occurs within a profession, including formal and informal influences.

The Role of Moral Literacy in Professional Socialization

Within a certain profession, there are common values associated with the culture of the organization or group. When an individual agrees to join their chosen profession, there are behaviors and expectations that need to be followed; an individual has the responsibility to fulfill their duties within the expectations of their peers and colleagues. In medical and business professions, ethics and moral sensitivity are integrated into the field through training and instruction.

Values can play a role in ethical development. There is an expansive amount of literature related to this topic in the field of educational leadership. Professional values can have an impact on how a person will develop and enhance their moral literacy skills and knowledge. The values that an individual brings into their profession vary depending on their background and are influenced by their experiences and personal beliefs. Begley (2001) states that “it is important to establish a balanced appreciation of the relationship among personal values, professional values, organizational values, and social values” (page 356).

Recently, there has been a focus on the professional ethics of teachers. This is often linked to the pursuit for professionalism. Other factors that have influenced the

push for professional ethics for teachers include: changing student demographics, diverse student and teacher populations, policy initiatives in the classroom, increasing parental involvement, and new ethical frameworks (Sichel, 1993). With these changing factors, teachers are under more pressure to live up to and fulfill their role as ethical agents in the classroom.

In the field of education, teachers are expected to provide a caring and just learning environment for all of their students. As a result of this, teachers are expected to make decisions that are in the best interest of their students which may not always be the easiest choice to make. Often, values and ethics play into the decision-making process. “Professional teacher ethics primarily concentrates on improving an individual teacher’s ethical reasoning and judgments. Accordingly, a teacher should be an autonomous moral agent who individually makes and carries out ethical judgments” (Sichel, 1993, page 162).

Teacher candidates who are enrolled in a traditional certification program are considered to be entering a stage of attitude formation as it pertains to the teaching profession (Leonard, 2007). At this stage, pre-service teachers may enter their coursework with pre-conceived notions about teaching and learning and this may have an influence on their beliefs and values. “The candidates’ attitudes are reflected in these teaching behaviors which are also suggestive of their valuation orientations” (Leonard, 2007, page 417). At this stage, pre-service teachers are ready to enter the teaching profession and transform who they are as future educators.

Role of Teacher Education in the Socialization Process

Students bring their own beliefs, ideas, and knowledge with them into any learning situation through the experiences that they have had prior to formal education courses. This is true for pre-service teachers also as they enter a formal teacher education program at a university or college. The influences that they have on their learning prior to entering a formal teacher education program play a role in the socialization process and who they might become as teachers.

Through their experiences as students, pre-service teachers may have preconceived notions about teaching and the profession, which may have an impact on the socialization process. Lortie (1975) calls this “apprenticeship of observation”. He goes on to state “teacher socialization occurs largely through the internalization of teaching models during the time spent as pupils in close contact with teachers” (page 9). This has a major influence on their socialization process and pre-service teachers’ beliefs about teaching and learning. The teachers that they have had as students throughout their educational careers serve as models, both positive and negative. In addition to their prior experiences, the socialization process of pre-service teachers is influenced by their teacher education programs and training and plays an important role in the development process.

Zeichner and Gore (1990), discuss the importance of the role that teacher education plays in the socialization process. They define teacher socialization as a “process whereby the individual becomes a participating member of a society of teachers” (Hansen, 1995, page 1). Zeichner and Gore (1990) suggest that there are three major components of teacher education that have an impact on the socialization of

teachers, these include: a) general education and academic specialization courses completed outside schools, departments, and colleges of education; b) methods and foundations courses usually completed within education units; and c) field-based experiences usually carried out in elementary and secondary school classrooms.

Interaction with or participation in the college or university where the teacher education program is situated also has an influence on a pre-service teacher's socialization process.

There is an extensive amount of literature in the field of education that focuses on the influence that colleges and universities have on a student's cognitive, moral, affective, and political development of students (Zeichner and Gore, 1990). Several factors influence a pre-service teacher's socialization process including the number of student-faculty interactions, the degree and amount of curricular flexibility, an intellectually challenging academic program, and a strong cultural learning environment. Despite the fact that there is a link between the socialization of pre-service teachers and teacher education programs, the influence is both positive and negative (Zeichner and Gore, 1990).

As demands on educators increase, the way in which teacher candidates are prepared to enter the teaching profession has changed over the years. In response to these changes, professional development schools (PDS) have emerged to bridge the gap between theory and practice and create partnerships between universities and schools to provide pre-service teachers with a comprehensive experience in the classroom as they prepare to become teachers and enter the field of education.

Professional development schools were the vision of the Holmes Group, consisting of large universities in the United States who offer teacher education programs

and are interested in building stronger relationships between schools and teacher training programs (Mule, 2006). Professional development schools are an alternative to the traditional teacher education programs providing pre-service teachers with the opportunity to spend a full year in the classroom.

Teacher inquiry is at the core of professional development schools, giving pre-service teachers an opportunity to reflect on their own teaching practices and development as educators. Pre-service teachers who are life-long learners and constructors of their own knowledge of practice “can only be developed if teacher preparation enables entering teachers to put theory into practice in settings that model and encourage both state-of –the art practice and inquiry ethic that sustains continued professional growth” (Darling-Hammond, 2004, page 9). The collaboration between teacher education programs and universities helps pre-service teachers with the socialization process as they enter the teaching profession.

The National Council for Accreditation of Teacher Education (NCATE) describes professional development schools as “innovative institutions formed through partnerships between professional education programs and P-12 schools” (www.ncate.org). PDS partnerships have the following mission:

- the preparation of new teachers,
- faculty development,
- inquiry directed at the improvement of practice,
- enhanced student achievement

Professional development partnerships provide support for professional learning for both the pre-service teachers and the mentor or cooperating teacher they are paired with for the year. This collaboration provides pre-service teachers with a real-world experience as they transition from student to teacher, having an influence on their socialization process into the field of education.

Through a review of the literature and research surrounding moral literacy and professional socialization, it is evident that both have and continue to evolve in the field of education as there is an increase in diversity within the school population and the demands that are placed on educators change. The connections that can be made to teacher education programs highlight the importance that each one plays in the development of pre-service teachers as they begin their transition into the teaching profession. Integrating an ethical component into teacher education programs should be more than just an “add-on” to the existing pre-service teacher curriculum and practicum experience. “Integrating teaching methods in to uncover, examine, question, and affirm, not to impose, values can serve to facilitate the development of critical reflection on practice, an ethos of inquiry, and moral literacy in P-12 educators (Leonard, 2007, page 424).

In order to understand the role that moral literacy and professional socialization processes, through the development of a teacher identity, play in the development of future educators, it is important to begin with the investigation of pre-service teachers.

Chapter 3

RESEARCH METHODOLOGY

As teacher education programs continue to evolve and grow at universities and colleges across the nation, there is an increased focus on pre-service teachers and their development as future educators. The purpose of this study was to determine the contribution to and impact of formal teacher training education programs on the personal and professional development of pre-service teachers' moral literacy. This study also examined the development of pre-service teacher identity from the perspectives of the candidates as a process of becoming.

Context for the Study

Fourteen undergraduate students, pre-service teachers, who were enrolled in an elementary education program, were utilized for this study. All fourteen pre-service teachers attended the same university. Although the pre-service teachers are at similar stages in their educational careers, they are not related to each other. The application and materials necessary for the study of the participants were obtained through the University's Institutional Review Board (IRB) and approved for this study.

Research Design

Research and literature surrounding pre-service teacher identity development and the formation of their moral literacy is still quite narrow and in some cases, in the process of developing. Because the socialization process and formation of identity focus on individuals, it was most appropriate to utilize qualitative research methodology in this study. Qualitative research methods encompass a wide variety of data collection strategies and techniques from observation to interviews. Bogdan and Biklen (2007)

define qualitative research as “an approach to social science research that emphasizes collecting descriptive data in natural settings, uses inductive thinking, and emphasizes understanding the subjects point of view” (page 274). Qualitative research focuses on the researcher as the key instrument and the context of the study is important to consider as it provides the framework for discussion and analysis of information.

According to Bogdan and Biklen (2007), the goal of qualitative research is to understand the participant’s world and see it through his or her eyes. Qualitative research can also be integrated in teacher education programs to provide prospective teachers with the opportunity to explore the environment and culture of schools, reflecting on their own values. This approach helps pre-service teachers become more “self-conscious about their own values and how these values influence their attitudes towards students, principals, and others” (Bogdan and Biklen, 2007, page 245).

The qualitative research process further enhanced the development of this study. This method focused on the pre-service teachers themselves and the way in which they could utilize qualitative research, it provided them with the opportunity to reflect on their own beliefs and values about the teaching profession. Pre-service teachers had the opportunity to see how different perspectives influence who they will become as teachers.

Sampling

The next step in the research process was choosing a method for selecting the participants in this study. Choosing an appropriate sampling method would allow the researcher to decide which characteristics, qualities, and traits were necessary for the participants to have. Maxwell (1996) states that “whenever you have a choice about when

and where to observe, who to talk to, or what information sources to focus on, you are faced with a sampling decision” (page 69).

Due to the nature of this study, purposeful sampling was the most appropriate choice for finding, recruiting, and selecting participants for the study. According to Maxwell (1996), purposeful sampling is a “strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that can’t be gotten as well from other choices” (page 70). The researcher focused on pre-service teachers for her study and chose her participants from this pool of students at Central State University. The following criteria were used in selecting the participants for the research study: each participant must have been enrolled in the elementary teacher education program at Central State University and he/she must have been enrolled in the course Curriculum and Instruction 495B (CI 495B) at the time of the interview process.

Bogdan and Biklen (2007) describe purposeful sampling as “choosing subjects, places, and other dimensions of a research site to include in your research to enlarge your analysis or to test particular emerging themes and working your hypothesis” (page 274). Through the research process, the researcher hoped to make connections between the different themes that emerged from the data collection and analysis process. The authors go on to state that “you choose particular subjects to include because they are believed to facilitate the expansion of the developing theory” (page 73). For this study, pre-service teachers would provide the most appropriate data that was necessary for the research process.

Participant Selection

Initially, the researcher contacted a total of twenty-four pre-service teachers who met the sampling criteria. Fourteen pre-service teachers agreed to participate in the study. Each pre-service teacher was enrolled in the course CI 495B, Clinical Application of Instruction for Elementary Education Middle Level Field Experience. CI 495 is a middle level field experience for seniors who are enrolled in the elementary education program at Central State. After the initial face to face contact and follow up email, fourteen pre-service teachers were invited to participate in the study. Once the participants had agreed to be involved in the study and formally consented, the researcher began the data collection process.

Data Collection

Qualitative research, including document analysis and interviews, were the most appropriate method for the collection of data in this study. Throughout the data collection process, the researcher also reflected on her experiences as an instructor for CI 495 and her work with pre-service teachers at the university.

The first part of the data collection process involved a document analysis of CI 495 in order to build the context for the study and gain an understanding of the course and the expectations that have been established for the pre-service teachers throughout the semester including assignments, professionalism, mission statement for the program, etc. The CI 495 course syllabus was available on-line through the university website. The researcher had experience teaching this course in the past and was familiar with the assignments, responsibilities, and expectations that were required of the pre-service teachers.

Prior to beginning the interview process, the researcher piloted the questions that she had compiled from the initial portion of the document analysis in order to test their appropriateness and relevancy for collecting the most accurate data for the research study. Corbin and Strauss (2008) quote Blumer when they suggest that “the purpose of an exploratory investigation is to move toward a clearer understanding of how one’s problem is to be posed, to learn what are the appropriate data, to develop ideas of what are significant lines of relation and to evolve one’s conceptual tools in light of what one is learning about the area of life” (p. 65). Once the researcher was comfortable with the interview questions and felt that they were generating the necessary information, she implemented them with the participants in her study.

The second component of the data collection process involved interviews of each of the fourteen participants involved in the study. Due to the personal nature of this study, interviews would provide the most accurate description of the pre-service teacher’s identity formation and moral literacy development. In-depth interviewing is conversation with a specific purpose- a conversation between a researcher and informant focusing on the informant’s perception of self, life, and experience, and expressed in his or her own words. It is the means by which the researcher gains access to, and subsequently understands, the private interpretations of social reality that individuals hold” (Merriman, p. 272, cited from Minichiello et al, 1990, p. 87). Interviews can be open-ended, semi-structured, or structured. Open-ended or unstructured interviews have no set agenda, the “researcher engages the subject in conversations and follows leads brought up by him or her (Bogdan and Biklen, 2007, page 274). Semi-structured interviews focus

on general questions or topics and structured interviews follow a set of predetermined questions that have been developed by the researcher.

Once written consent had been obtained from each of the participants in the study, the researcher conducted interviews to enhance the data collection process. The majority of the data that was collected for this study came from the semi-structured interview. Each interview lasted approximately 30 minutes, with a set of pre-determined questions that the researcher used as a guide. The interviews took place at the convenience of each pre-service teacher based on his or her schedule. The questions that were asked during the interview were prepared in advance. The interview questions were semi-structured but the researcher allowed for open-ended discussion to occur during the interview based on each participant.

Each interview was recorded using a digital voice recorder. Once each interview was completed, the researcher transcribed and analyzed the information that had been collected. Each participant agreed to answer follow-up questions if they were necessary for the completion of the data collection process. Due to the fact that some of the participants were completing their student teaching abroad the following semester, they agreed to be contacted via email. The researcher was able to gain the necessary information from the initial semi-structured interview that she conducted with each participant. Based on the participants' responses, or lack thereof, during the interview process, it was necessary for the researcher to deviate from the semi-structured interview.

Data Analysis

Once the data had been collected for the study, it was important for the researcher to analyze the information in an effective manner in order to gain a rich and descriptive

picture of each participant's story. Data analysis was an ongoing process throughout this study. Corbin and Strauss (2008) define analysis as "examining a substance and its components in order to determine their properties and functions, then using the acquired knowledge to make inferences about the whole" (page 45).

Analysis can occur on various levels, from superficial descriptions to theoretical interpretations (Corbin and Strauss, 2008). The interviews for the research study were completed during the months of November 2008, December 2008, and January 2009. After each interview was conducted, the researcher transcribed the data. She immediately coded and analyzed the information to make note of any emerging themes, concepts, and ideas.

Grounded Theory- Analysis

Due to the fact that there was little research surrounding pre-service teacher identity and the formation of their moral literacy, the most appropriate method for this study was to implement grounded theory, using techniques and procedures involved in the development of grounded theory. Grounded theory allowed the researcher to collect data and do analysis at the same time. Through this process, theory would be developed inductively through qualitative research.

Grounded theory was developed by two sociologists, Barney Glaser and Anselm Strauss. Grounded theory is "theory that was derived from data, systematically gathered and analyzed through the research process. In this method, data collection, analysis, and eventual theory stand in close relationship to one another. A researcher does not begin a project with a preconceived theory in mind (unless his or her purpose is to elaborate and extend existing theory). Rather, the researcher begins with an area of study and allows

the theory to emerge from the data....Grounded theories, because they are drawn from data, are likely to offer insight, enhance understanding, and provide a meaningful guide to action” (Corbin and Strauss, 1998, page 12).

Through the grounded theory process, the researcher was able to focus on a specific topic, pre-service teacher identity development and their moral literacy formation, and allow the theory to develop or emerge from the data. This process can have practical implications which inform theory and practice for researchers and educators.

Coding

Once the data had been collected for the study, the researcher had to identify a way to analyze the information that had been collected. The researcher had transcribed the information that was collected and the next step in the data analysis process was to code raw data. Analysis involves a process that is commonly known as coding, taking raw data and raising it to a conceptual level (Corbin and Strauss, 2008). Coding is used in the research process to make sense of the data. A few examples of coding include open and axial.

Once the information had been transcribed, the researcher began the analysis process by using open coding. Corbin and Strauss (2008) define open coding as “breaking data apart and delineating concepts to stand for blocks of raw data. At the same time, one is qualifying those concepts in terms of their properties and dimensions” (page 195). The researcher used open coding to make sense of the data that had been collected and find commonalities between the different concepts and themes that emerged during the analysis process. Bogdan and Biklen (2007) define themes as the “concepts, grounded

theories, or ideas that emerge from your data that transcend and unify particular data and findings into coherent patterns. Themes are the big ideas derived from research and provide the structure for presentation of findings and interpretation” (page 275).

After the information had been broken down into chunks of data through open coding, the researcher moved onto the second level of coding known as axial coding. Axial coding involves “crosscutting or relating concepts to each other” (Corbin and Strauss, 2008, page 195). Bogdan and Biklen (2007) discuss the importance of developing coding categories which are the “terms and phases developed to be used to sort and analyze qualitative data” (page 271).

Analytic tools are devices and procedures that can facilitate coding if they are used correctly. According to Corbin and Strauss (2008), analytic tools are the mental strategies that a researcher uses when he or she is coding. A few examples of analytic tools that were relevant for this research study include: the use of questioning, making comparisons, thinking about the various meanings of a word, drawing upon personal experiences, using the flip-flop technique, looking at language, looking at emotions that are expressed and the situations that aroused them, and looking at the structure of the narrative and how it is organized in terms of time or some other variable (Corbin and Strauss, 2008). The flip-flop technique “consists of turning a concept inside out or upside down to obtain a different perspective on a phrase or word. In other words, one looks at the opposite or extreme range of a concept to bring out its significant properties” (Corbin and Strauss, 2008, page 79).

Memos

Another analytic strategy that the researcher utilized in the research process was writing memos. Corbin and Strauss (1998) define a memo as “written records of analysis that may vary in type and form” (page 217). Writing memos is a process that the researcher uses to record his or her thoughts and ideas as they develop throughout the study. They are extremely important in the development of a theory in the research process.

The researcher wrote memos to capture her thoughts and feelings about the research process and the interviews that she conducted throughout the data collection process. Memos can take several forms including code notes, theoretical notes, and operational notes (Corbin and Strauss, 1998). Memos change and evolve, they tend to be open in the beginning of the study and become more structured throughout the research process.

Throughout the coding process, the researcher also asked questions and made comparisons to incorporate analytic strategies that would elaborate on the data analysis process. Corbin and Strauss (2008) suggest that “thinking through comparative situations makes the analyst more sensitive in the sense that it alerts him or her to what to look for in the data” (page 199). The researcher was able to compare the experiences that each participant had as she was coding and analyzing the data and looking for similarities and differences.

The final step that the researcher implemented was to take the codes that had been developed from the analysis to answer the research questions that were posed in chapter one of the study. By applying the codes that were developed and the data that had been

collected to the research questions, she was able to gain an understanding of the beginning process of the pre-service teacher's identity development and how moral literacy plays a role.

Once the researcher had completed the coding portion of the analysis process, she used the codes and data to answer the research questions that were presented in chapter one. By applying the data that been collected and analyzed to the research questions, the researcher was able to gain a greater understanding of pre-service teachers' identity development (including their decision to become educators) and the formation of their moral literacy.

Reliability and Validity

In order to increase the validity of this research study, the researcher implemented a variety of methods and means in her research study. Validity refers "to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account" (Maxwell, 1996, page 87). Various strategies and methods can be used to improve the validity of a qualitative research study including triangulation, feedback, and "rich" data.

Using different data sources allows the researcher to triangulate among the various data sources to answer the research questions guiding the study and increase the validity of the study. Triangulation involves "collecting information from a diverse range of individuals and settings, using a variety of methods" (Maxwell, 1996, page 93). Data collection was carried out to allow for triangulation and consisted of semi-structured interviews, observation, and document analysis of course assignments.

Although the semi-structured interviews provided the majority of the data that had been collected for the study, utilizing observations and document analysis further enhanced the validity of the research study. Maxwell states that “this reduces the risk that your conclusions will reflect only the systematic biases or limitations of a specific method, and it allows you to gain a better assessment of the validity and generality of the explanations that you develop” (pages 75-76).

Throughout the course of the study, the researcher solicited classmates, peers, and faculty members to receive feedback, guidance, and suggestions for improvement about her pilot study. According to Maxwell (1996), “soliciting feedback from others is an extremely useful strategy for identifying validity threats, your own biases and assumptions, and flaws in your logic or methods” (page 94). The researcher utilized the feedback to strengthen her analysis and increase the reliability and validity of the research study. “This method of systematic and inductive qualitative data analysis allows the research to stay close to the participants’ feelings, thoughts, and actions as they relate to the focus of inquiry” (Manglitz et al., 2005, p. 2).

Finally, the researcher compiled “rich” data throughout the research process. Rich data is the “data that are detailed and complete enough that they provide a full and revealing picture of what is going on” (page 95). The researcher transcribed the interviews carefully, listening to each one multiple times throughout the analysis process. Maxwell (1996) goes on to state “in interview studies, such data generally require verbatim transcripts of the interviews, rather than notes on what you noticed or felt was significant” (page 95). The researcher compiled detailed transcripts for each of the

fourteen interviews that she conducted throughout the research and data analysis of the study.

Limitations

As a researcher, it is important to remember that there are limitations to a research study. This is a small study based on the experiences of fourteen individuals and cannot be generalized to the larger pre-service teacher population. The information that was collected during this research study was meant to shed light on each individual and his or her experiences as a pre-service teacher, giving each one the opportunity to have a voice in the process.

Throughout the study, the researcher was careful to point out the fact that there is a limited amount of research on the connections between pre-service teacher identity development and their moral literacy formation. This topic is still in the process of developing within the research literature. As a result of this, the way in which pre-service teacher moral literacy development and teacher education is researched, studied, and analyzed will change and evolve in the future.

This study was limited due to time constraints and availability of the research participants. The researcher focused on pre-service teachers at one university from the same teacher education program, therefore it is important not to generalize their experiences to the larger pre-service teacher population. She interpreted the information based on her understanding of the data that had been collected and analyzed, which could have had an influence on the study.

Chapter 4

THE PARTICIPANTS: IMAGES OF EMERGING TEACHER IDENTITY

This chapter summarizes the data that was collected from the fourteen participants who agreed to take part in the research study. This study examines the development of pre-service teacher identity from the perspective of the candidates as a process of becoming, utilizing qualitative methods to collect and analyze the data. According to Bogdan and Biklen (2007), the goal of qualitative research is to understand the participant's world and see it through his or her eyes. As a result, it is important to bring out the experiences of each participant and let his or her voice be heard throughout the research process.

The analysis of the data collected during the interviews suggested the need for an additional over-arching question that would serve to focus the data displayed in this chapter. The need for this question focuses on the entry/decision making process of aspiring teachers enrolling in the teacher education program, specifically elementary education. This question surfaced as a result of data collected from the first two pilot interviews that were conducted with Jill and Sonia as each one discussed why she wanted to enter the teaching profession.

Chapter four begins with a description of the teacher education program at Central State University including course requirements for Curriculum and Instruction 495B (CI 495B). Next, the researcher provides a description of the participants in the study. A profile for each participant is included in this chapter in an effort to provide background information and highlight what brought each one to Central State University,

focusing on the teacher education program, specifically elementary education. Finally, chapter four concludes with a discussion surrounding the different variables that influenced these fourteen pre-service teachers' decision to become educators and enter the teaching profession.

The fourteen participants were recruited throughout the months of November 2008 through January 2009. The researcher initially went to the prospective participants' class to describe the research study and what would be expected of each participant. Once the participants had agreed to take part in the study and formally consented in writing by completing a form (see appendix), the researcher sent each individual an email message to negotiate a time for the interview. Before the researcher began the interview process, she familiarized herself with the assignments, mission statement of the teacher education program at Central State, and the expectations and responsibilities that had been outlined, through the course website and syllabus, for each pre-service teacher enrolled in the program.

The Teacher Education Program

In order to gain a greater understanding of what is expected of pre-service teachers, it is important to describe the teacher education program that serves as the context for the background of the study. During their senior year in the elementary education program, pre-service teachers are required to enroll in a middle level field experience through the department of Curriculum and Instruction (CI). This course, entitled CI 495B, Curriculum and Instruction 495B, is a Clinical Application of Instruction for Elementary Education Middle Level Field Experience. Pre-service teachers who are enrolled in CI 495B are concurrently taking teaching methods courses

towards their elementary education degree. These courses include Mathematics Education, Science Education, and Social Studies Education. Although pre-service teachers are provided with ways in which to plan and implement lessons in all three of these content areas, there is a lack of an ethics component integrated in these methods courses.

While the pre-service teachers are enrolled in this field experience, they will spend 10 weeks in an elementary classroom, grades Kindergarten through 6th grade. They are in the classroom twice a week on Tuesdays and Thursdays all day. Each pre-service teacher is paired with a mentor teacher and a university supervisor who will provide them with guidance and support throughout the semester. The supervisor's role is to plan weekly seminars based on topics including lesson plans, classroom management, professionalism, and web portfolio design. They are also responsible to observe and critique pre-service teacher lessons.

CI 495B is designed to help students integrate theories, concepts, and ideas related to education with their experiences teaching in the classroom. The following questions help engage pre-service teachers in their learning process during the course and throughout the semester. They are expected to reflect on the following questions throughout the course of the semester.

A. What does it mean to be a professional and establish professional relationships with colleagues, students, and families?

B. How well am I using the various tools (e.g. observation, writing, reflection, teaching, case studies, etc.) that are available to me in learning to be a teacher?

C. Am I making connections across the various courses and experiences that are designed to help me learn to be a teacher, e.g. Mathematics Education 420 (MATHED 420), Science Education 458 (SCIED 458), Social Studies Education 430W (SSED 430W), as well as from the Language and Literacy Education (LLED) block taken earlier?

D. How effectively am I developing the knowledge and skills of a beginning teacher and what sources of evidence should I use in judging my effectiveness?

Throughout the course of the semester, pre-service teachers are required to complete assignments that include journals, writing lesson plans, and creating a web portfolio that demonstrates their growth throughout their field experience. Although pre-service teachers are enrolled in the same courses, they each bring something different with them into the classroom because of variations in their backgrounds and experiences. The remainder of the chapter focuses on pre-service teachers and their journey to the field of education.

Pre-service Teachers

The first few questions (see appendix) included in the interview protocol were intended as “introductory questions” and were designed to create a context for the research inquiry and draw out connections between the participant and the university. The participants were asked to talk a little bit about themselves, including background information, what brought them to the university, and why they chose to enter the teacher education program at this particular university. This provided the researcher with insight into their personalities and what drew them to the field of education.

Although the participants in this study were all enrolled in the same teacher education program at one university, they had different backgrounds and experiences that they brought to the research process. By developing a brief written profile of each of the participants in the study, the researcher was able to highlight who they are and how this contributes to their identity development as future elementary education teachers. In order to maintain confidentiality, each participant in the study has been given a pseudonym.

Jill

Jill is originally from New Jersey and is currently in her senior year of the program. Her family had an influence on her decision to come to Central University in the sense that both her father and brother attended the university. Jill was introduced to Central State at an early age and had already begun to adopt the culture of the university. She started coming to football games with her family when she was a little girl and her mom used to dress her in a cheerleading uniform when she was four years old. She remembers that this had a significant impact on her throughout the years because she decided, early on, that she wanted to pursue a college degree.

Jill has always wanted to be a teacher. She reports that her family, specifically her parents, had an influence on her decision to enter the teaching profession. Jill loves kids and this also had an influence on her decision to become a teacher. Although Jill is pursuing her education degree and elementary certification, she feels that teachers in general are looked down upon by American society and wants to do something more because teaching is not considered a “true profession”. Jill has already established long

term goals for herself and future career, she hopes to go on to graduate school and earn her masters degree for speech language pathology.

“I wanted to have the summers off so that I could settle down and have a family, raise my own kids. I love kids. I have a passion for kids.”

~ Jill ~

Sonia

Sonia is originally from the Philadelphia area. The size of the university had an influence on her decision to come to Central State. She was not sure if she wanted to go to a large university or a small college for her undergraduate education. Sonia has always had school pride and feels that Central is a good fit for her because students generally have a lot of school spirit at this university and she hopes this love for school will translate into her teaching practices.

Sonia has always wanted to be a teacher. Her ideal grade to teach in the future when she has her own classroom is third grade. Sonia has taken classes outside of the required coursework in elementary education. Sonia’s early education classes have motivated her to enter the teaching profession and focus on young children, specifically grades Kindergarten through third. She is extremely passionate about working with kids in the future.

“I always knew that I wanted to be a teacher. I used to play school when I was younger and make up seating charts. I love working with kids and being around them. I connect with them.”

~ Sonia ~

Sue

Sue's journey to Central State originally began at a small university in Ohio. She transferred to Central as a junior (after spending two years in Ohio) and is a fifth year senior majoring in elementary education. Sue's decision to transfer to Central State was based on the research that she conducted where she looked at different colleges and universities that offered education programs. It was important to her to go to a university that had a strong teacher education program and a good reputation.

"I...I looked at education programs and Central State had a pretty good education program and a good reputation. It was between here and Delaware and at Delaware you have to get dual certification".

~ Sue ~

Different factors had an influence on Sue's decision to become an elementary education major. She had originally wanted to get dual certification in elementary and special education, but changed her mind because she decided that she did not want to become a special education teacher. The state of Ohio had changed its certification requirements and the university did not want to compromise their program so they dropped the certification option. Sue is open to teaching any grade in the future so that she does not limit herself. She is looking forward to student teaching in England during the Spring 2009 semester.

"I have always like wanted to be a teacher. Well, I will be certified in K through 6, so really any of those grades I am open to teaching. Right now I am in 4th grade on Tuesdays and Thursdays and I really like that but right now I am thinking that I would like younger."

Melissa

Melissa is originally from King of Prussia, Pennsylvania. Her decision to come to Central State was based on location, she wanted to stay in state to go to school. Melissa did not immediately enter the teacher education program at Central State University. She started off her academic career as a recreation parks and management major before switching into the education program.

“I actually came in a different major so it was one of those schools that I liked you know the major recreation parks and management and then I kind of decided to switch into teaching cause everybody told me that ‘oh I regret not being a teacher’.”

Melissa’s decision to become a teacher was based on her own personal interest in the field of education. She has noted that most education majors have at least one family member who is in the teaching profession and this was not the case for her. Melissa would like to teach 5th or 6th grade in the future when she has her own classroom. She is interested in continuing her educational studies when she is done with her undergraduate program. Melissa has already set long term professional goals for herself and would like to become a reading specialist one day.

“I want to teach 5th or 6th grade b/c I feel like I can connect with the kids more. Like this semester I had 5th grade and if I taught 6th grade, I would most like to teach reading or social studies. I actually want to be a reading specialist at some point.”

Liz

Liz is originally from Long Island, New York. She was not going to apply to Central State when she first started looking at colleges. Liz’s father had an influence on her decision to come to Central State. She knew that she wanted to go to a Big Ten

school¹, a college or university that was known for having a strong academic program in education, and was considering attending the same university that her father went to for his undergraduate studies. Liz always knew that she wanted to be either a teacher or a psychologist.

“ I knew I always wanted to be a psychologist or a teacher, so it was between one of the two. And I felt like I didn’t want to go to school for as long to be a psychologist and I could always do that later in my life so I just I don’t know, I just love teaching and I heard great things about Central State education and I talked to some advisors and they really said that this was like the place to be for it.”

Liz’s experiences during the Fall 2008 semester had a great impact on her decision to become an educator and enter the teaching profession. Liz completed her 495B pre-service teacher practicum in a 4th grade classroom at a local charter school. Her decision to become an elementary educator was influenced by the fact that she would like to teach all subjects including math, science, and social studies when she has her own classroom. Through the researcher’s interaction with Liz, it was evident that she enjoys teaching and working with children.

Ashley

Ashley knew, since she was seven years old, that she wanted to become a teacher and this did not have an influence on which school she chose to attend. Originally she had not planned on coming to Central State University for her studies. Her first choice was a small public university in Pennsylvania. Once Ashley came to visit Central State,

¹ Big Ten schools consist of eleven universities and colleges located across the Midwest and Eastern parts of the United States. They are known for their strong academic and athletic programs.

she decided that she would apply to both universities. She is the first one in her family to go to Central State University.

“I actually had no interest in coming to Central State but one of my best friends made me come here on the tour with her and once I did my tour, I fell in love and so then those were the only two schools I ended up applying to. Wintergreen was kind of a fall back and um I got in here so I ended up coming here completely not even interested to begin with...”

Her decision to enter the teacher education program at Central State was not influenced by anyone else, she had made the decision that she would major in education long before and knew she was going to become an education major regardless of which school she attended.

Ashley reported that her third grade teacher had a positive impact on her and was influential in her decision making process to become a teacher. It was at this age, that Ashley decided she wanted to become an educator and follow in her third grade teacher’s footsteps. Ashley hopes to have the same influence on her future students that her third grade teacher had on her.

“I think mostly because of my third grade teacher- she just like made me love school. I want to give kids the same experience that I have because I have seen the difference between a teacher who just doesn’t care and a teacher who is really like passionate about what she is doing, so he or she is doing so now I like want to be that influence that my 3rd grade teacher had on me.”

Mary

Mary is originally from Stafford, Pennsylvania. She attended the Forest School District and hopes to get a teaching job in this school district when she has completed her studies. Mary’s decision to come to Central State was influenced by her family. She is extremely close to her mother and two older brothers. Mary chose to come to Central

State because both of her brothers went to this university. Her favorite teacher in school was her 8th grade teacher, who also attended Central State and this was a factor in her decision making process.

“...what brought me to Central State was that both my brothers went here so that was like they had this great experience and actually my favorite teacher, my most influential, the teacher that I got really connected with went here.”

Mary’s mother is a teacher and had an influence on her decision to become a teacher in the future. She has had many female role models in her family, most of who are teachers. Mary has always enjoyed working with kids and loves spending time with them. She would like to teach any grade, K-6, when she has her own classroom one day. Mary hopes to become the type of teacher that inspires her students, the same way that she was inspired growing up.

“well my mom is actually a teacher and she is a phenomenal teacher, she has a really great reputation in the district that I went through and she kind of like just growing up watching her influence people, like children’s lives and seeing the kids come back and pay tribute to how she helped them develop and that just kind of inspired me and a lot of the women in my family, my aunts and my cousins, they are all teachers too so just kind of growing up with teachers and seeing how they actually influence people and then like they like you know have such a great influence in the world kind of made me want to like do the same thing, actually make a difference”.

Rachel

Rachel is originally from a town near the border of Pennsylvania. She enjoyed her educational experiences growing up in this area and would like to return to her school district when she is finished with her undergraduate degree. Rachel was interested in having a unique experience in school and felt that Central State would provide her with an educational experience that she would not be able to find at another college or

university. She has had different experiences working with kids and teaching, outside of the elementary education program, that have had an influence on her decision to become an educator and enter the teaching profession in the future.

“I’m from Forest, Pennsylvania which is about as East as you can go and still be in Pennsylvania so if you hit the Delaware River, you have gone too far. Um, and its a really really good area for schools so I want to go back to that area and I think I had a really good experience with education growing up. I know its something that I value still. I do that in a lot of different ways- I teach Hebrew School.”

Rachel’s decision to enter the teacher education program was based on her own personal interest. She always knew that she wanted to become a teacher and major in elementary education. Rachel hopes to teach a younger grade when she has her own classroom. Her ideal grade that she would like to teach in the future is 2nd grade, but has identified English as her strength. Rachel is passionate about teaching and working with children, which was evident throughout the interview process.

“Well, I mean no matter where I went, I wanted to do education but I’m really glad that they have a good department here and I don’t know what attracted me to stay in the major and whatever like that but I love the experience so far. The image of being a teacher and like being up there helping kids, having kids coming to you with their problems or their questions, it’s a good feeling.”

Katie

Katie is originally from Pennsylvania and has always wanted to stay in the state to go to school. When she was looking at colleges and universities, her family had an influence on her decision to come to Central State for school. Katie has seven older brothers and sisters, all of whom went to a small university. As a result of this, she decided that she would also apply to that university also. Katie was not sure what subject

or major she was interested in pursuing, so she kept her options open and looked at different things.

“When I first started looking at colleges, I did apply there and then for I just went to Central State. I’m from Pennsylvania, like you know I had a lot of interest in here and then I visited and I thought it was like a really great school and you know it’s a lot different from the smaller university and basically I kind of just like fell into it but like fell into place. I started coming up in summer session. I really wasn’t sure what my major was, I was exploring all kinds of areas.”

Katie’s decision to enter the teacher education program at Central State was heavily influenced by her family, specifically her brothers and sisters. Four of her siblings went into the field of education and are currently teachers in various areas and locations throughout the United States, including Hawaii. Katie spent time observing their classrooms from a young age. When she was in elementary school, Katie was able to spend time in her sister’s classroom observing what she was doing. This helped solidify her desire to become a teacher and make a difference in the lives of young children. She believes that teachers have the chance to influence students and who they become later on in life.

“...but my oldest sister, she, when I was in third grade, she started her first year teaching third grade so you know I was always like in their classrooms, always very interested in it and like I would always go in and observe well not necessarily observe but I would be in their classrooms a lot. You know I liked what she did and as I got older, I kind of like still was liking the idea of teaching and everything. A lot of things go back to that...”

Mike

Mike is originally from outside the Philadelphia area and is a fifth year senior majoring in elementary education. He has had an interesting and long journey to Central State University and the field of education in general. Mike started out his academic

career at Drexel University as an engineering major because of his strength in mathematics. He realized early on at Drexel that he was not happy as an engineering major and wanted to switch to elementary education. As a result of this, Mike transferred to Montgomery County Community College because he did not have enough credits from Drexel University to transfer to Central State. After Montgomery County Community College, he transferred to the Central State at a branch campus and began taking courses towards the education major.

“I originally started my college career at Drexel University as an engineer major. Um, I wanted to do that just so I could make money, I was very good with math and I thought this will be good then I’ll fall back on teaching later in life because that’s what I wanted to do but you, it’s not a very lucrative profession. So, I started off at Drexel, found out I didn’t like it, switched majors to education, so I cut to what I wanted to do.”

Mike’s decision to enter the teacher education program at Central State was based on family influence and his own personal beliefs about teaching. His father went to Central State and he had heard that it had a good reputation with a strong teacher education program. In the future, Mike wants to have a career that he finds fulfilling and challenging. He has had numerous experiences working with kids in an educational setting and this has also had an influence on his decision to enter the teaching profession and become an educator. Mike would like to teach 5th or 6th grade in the future when he has his own classroom because he feels these are the grades that focus on math and science. As a male elementary teacher, Mike hopes to have an impact on the kids that he will teach.

“I want to find a job where I get a lot of fulfillment out of... Yeah, I really, I’m really into math and science. I feel like I would have the most fun with the

students there because I feel like that would have the most hands on types of activities so. .. I don't know, that's what I am looking forward to.

Rob

Rob applied to nine different colleges and universities before settling on Central State. Both of Rob's parents attended Central State and had an influence on his decision to come here. He was introduced to this university and the culture surrounding the university when he was just a baby. Rob's parents started bringing him to town for athletics when he was a few years old and he became familiar with the university early on. Rob decided that he wanted to uphold the family tradition that his parents had established throughout the years.

"So, that's what kind of brought me here, well like, I just felt comfortable here. I ended up applying to nine schools. I've been here plenty of times, I've seen the campus before. I just kind of knew once that I got in I wanted to come here. . Plus I know it's like ah good education program here so..."

Although Rob comes from a Central State family, he is the only one who is in the field of education. He did not always want to enter the teaching education program and explored different fields and professions before making the decision to become an elementary education major. Rob has had a number of experiences working with kids, at various age levels, through his position as a camp counselor. This had a significant impact on his feelings about teaching and his decision to become a teacher. He enjoys helping kids and hopes to make a difference in their lives. Rob would like to teach any grade 3rd through 6th when he has his own classroom, but does not have a preference.

"I think 3rd through 6th would be more of what I would prefer. I have been asked that couple of times recently, even on my interview today and I told them no preference because I don't want to rule out anything before I actually experience it. Like I might not think that I want to do first or second grade like because I

want to have more in depth conversations with my students about reading or activities or what not but until I actually experience it, I don't want to rule it out. I really don't have a preference."

Lindsey

Lindsey is originally from Pennsylvania and is a native of the college town; she was born here and decided to stay on for her college career. There were number of factors that had an influence on her decision to go to Central State instead of applying to another college or university. Lindsey's father works for the university and she knew, at a young age, that she would be paying for her own education once she went to college because her parents would not be able to afford all of the expenses that come with moving away and living on your own. Both her grandfather and brother went to Central State University. Lindsey and her brother are the only ones in her family to go to college and graduate from a university. She is happy to carry on her grandfather's legacy and graduate from this university.

"...I live about 20 minutes away and my dad works here so it was kind of one of those things where I knew I was going to pay for my education so it was the smart choice and it is a good school, given the fact that I had that kind of opportunity on a silver platter. I was going to take it."

Lindsey has always wanted to become a teacher and pursue the field of education as a career. Her grandfather was a secondary education teacher and she wanted to continue the family tradition and become a teacher herself. Lindsey has had numerous experiences working with children in a variety of settings. This has had a strong influence on her decision to become a teacher. She enjoys learning and watching kids grow and develop through the learning process. Lindsey hopes to teach 3rd or 4th grade in the future

when she has her own classroom because she feels that at this age, they are becoming independent.

“I have actually always wanted to be a teacher. The only other thing I wanted to pursue other than that was a singing career (laughing), I love to sing but keeping it in the realm of possibilities the teaching thing would be good so, I’ve worked a lot with kids. I love being around kids, I love helping people, I just like seeing people learn and I like to learn so I feel like it’s a really good career to go with...”

Rebecca

Rebecca who is 20 years old, is currently a junior majoring in elementary education at Central State University . She is originally from a small town outside of the Philadelphia area. Rebecca’s family had an influence on her decision to come to Penn State. Her sister is a student at the university and played a role in Rebecca’s choice. She looked at other schools outside of Central State, including two small universities in Pennsylvania. Rebecca wanted to attend a college or university that had a good reputation and a strong education program.

“...what brought me here, it’s a highly accredited school. It looks better than a lot of schools on a resume, that kind of thing. My sister goes here so it was nice to have somebody that I knew, so I could adjust easier... a lot of people said state schools are good for education but definitely like not as good and the know the work that you do isn’t as good as, as involved.”

Rebecca did not have a specific reason for entering the teacher education program at Central State. She knew that she has always wanted to be a teacher and this was the driving force behind her decision. Rebecca has always had positive experiences with her teachers throughout her educational career and when she was a student in grade school. She is motivated to become a teacher and wants to make a difference in the lives of her

students. Rebecca hopes to teach either 2nd or 4th grade in the future when she has her own classroom.

“I think I want either 2nd or 4th grade only b/c when I think of my own school career a lot of stuff from 2nd and 4th grade pops out to me so it’s just like. So, I have no idea what I learned in 3rd grade so I don’t know, I feel like if I have experiences that I enjoy, I can always take what I did and bring it into the classroom.”

Joy

Joy considers herself a native of the area. She is originally from a small town near the university. As a result of this, Joy was introduced to Central State University at an early age and always knew that this was the only school she wanted to apply to. Her family also had an influence on her decision to come to Central State, her brother is currently a student at this university majoring in landscape architecture.

“Actually since I was in elementary school, I decided I was going to come here, just cause it’s you know and everyone knows the football team and it’s a big university so I never even applied to any other school except for here.”

Joy is looking forward to teaching in the future, she had set goals for herself when she was in elementary school. She always knew that she wanted to become a teacher, since the third grade, there was nothing specific that attracted Joy to the teacher education program at Central State. She would like to teach any grade Kindergarten through 4th grade in the future when she has her own classroom. Joy’s personal experiences also had an influence on her decision to become a teacher, specifically her desire to work with kids and encourage them to enjoy coming to school.

“Well, when I first wanted to I said in 3rd grade and back then I used to like play school with my cousins in my gram’s shed and I was always the teacher because I was the oldest and I loved it. I think I loved particularly being in control of them

but I also like more importantly than that I used to get pride when they would go show my gram what I had taught them and like it felt good and then in, when I'm determined to do something, I stick to it."

The first research question that will be explored in this chapter emerged from the data that was collected and was not included in the original set of research questions, but is important to the study because it provides a context for the original questions that were posed in chapter one.

What Variables Influence the Decision to Become a Teacher?

In order to gain a greater understanding of how pre-service teachers develop throughout their teacher education program, it is important to look at who they are and what influenced them to enter the teaching profession. Research conducted in the area of "career decision making" tends to focus on different factors that influence the decision making process, such as gender, age, cultural background, sexual orientation, etc. Both internal and external factors influence the decision making process (Brown 2004).

Through the interview process, it was the goal of the researcher to find out background information about each pre-service teacher and what brought him or her to the teacher education program at Central State University in order to make connections between their decision to become educators and how this would influence who they hope to become as teachers. Through the interactions between the pre-service teachers and the researcher, it was evident that there were different factors that motivated them to become teachers in the future. The first theme that emerged from the data focuses on entry into the teaching profession, beginning with the teacher education program at Central State University.

Entry

The analysis of the data allowed the researcher to identify different factors that influence pre-service teachers to enter the field of education in order to pursue a teaching career. These factors include family members who have encouraged pre-service teachers to enter the teaching profession, particularly parents or siblings. Another factor that may influence pre-service teachers to enter the profession includes a strong motivation or desire to work with kids. The decision to enter the teaching profession is driven by internal and external factors.

Family Influence

Pre-service teachers who are influenced to enter the field of education because of a family member tend to have at least one parent who is in the field of education. This was briefly discussed in chapter 4. These pre-service teachers have been introduced to the teaching profession and what it entails, even before they enter a formal teacher education program.

“I have just always known that I have wanted to be a teacher. I...I have a lot of younger cousins so I always liked little kids and I guess whenever I was younger my dad is a lawyer and my mom started teaching pre-school whenever I was probably about 9 or 10. She went here, she majored in Human Development and Family Studies but she never got certified to teach and she always liked kids, so she could teach pre-school but not anything else so she started teaching pre-school and so I started going to work with my dad on that “take your daughter to work” day and then I started going with my mom and I was like wow, this is a lot more fun”.

~ Sue ~

Sue was able to experience what it was like to be a teacher in the classroom when she was younger because her mom was an early childhood educator. Katie had similar

experiences observing in an elementary classroom at an early age because four of her siblings are teachers. She had the opportunity to spend time in her sister's 3rd grade classroom.

“ when I was in third grade, she (sister) started her first year teaching third grade so you know I was always in their classrooms, always very interested in it and like I would always go in and observe well not necessarily observe but I would be in their classrooms a lot. You know I liked what she did and as I got older, I kind of like still was liking the idea of teaching and everything. A lot of things go back to that...”

~ Katie ~

Personal Aspiration to Become an Educator

While some pre-service teachers have family members who are in the field of education, others have made the personal decision to enter the teaching profession based on their own volition. This desire to become a teacher may be based on their own experiences as students, going through the K-12 educational system. Others have been inspired by positive teachers that they had growing up who have motivated them to enter the teaching profession.

Mike's desire to become a teacher is based on his own interest in the teaching profession. Unlike many of his peers, he does not have any family members who are in the field of education. It is evident that Mike is passionate about the teaching profession and working with students in the future when he has his own classroom and this has influence his decision.

“I want to find a job where I get a lot of fulfillment out of and... I was looking across different kind of career bases and I could never really be a person that sits down at a business desk or does that kind of job and I feel like being a teacher is like one of the most rewarding kinds of jobs that you can have so I feel like it

would give me a sense of accomplishment, a sense of worth and that's the kind of thing that I look for in a job that I want to be doing for the rest of my life."

~ Mike ~

Other pre-service teachers are motivated to enter the profession because they have had positive experiences working with kids and they would like to continue working with them in the future. Before he entered the teacher education program, Rob already had numerous experiences working with kids through his position as a camp counselor. Becoming an educator is a personal aspiration for Rob based on his own experiences working with children.

"I just like helping kids. I learned that when I was working as a counselor. I get enjoyment out of helping kids and seeing them progress. Like in the beginning of the summer, they might not be good at something but by the end of the summer, they have practiced it and become more proficient at it so, I always just enjoyed that."

~ Rob ~

Motivation to Become an Educator

The second theme that emerged from the data focused on why pre-service teachers want to become educators. Pre-service teachers are motivated to become teachers. They have a desire to enter the field of education. Hoy and Hoy (2003) define motivation as the "internal state that arouses, directs, and maintains behaviors" (page 112). Pre-service teachers provide various explanations for their motivation to become educators. These include the following: pre-service teachers want to make a difference in

the lives of their students, they want to make a change in the current educational system, and they enjoy working with kids.

Rebecca is motivated to become a teacher. She wants to make a difference in the lives of her students and help prepare them for the future. Rebecca has made connections between learning and the real world. She believes that teachers have an impact on the lives of their students.

“I think that the most important thing is that we need to educate our other generation. You see how messed up things are, the economy is a mess, all the war and everything and if we keep educating our kids the right way then I mean maybe things will get better. I mean and it’s important for, I mean one of the biggest you know... top world countries so it’s important that our leaders be educated so I think that teachers are really important and I just want to be one of those people who helps to make a difference in kids’ lives...”

~ Rebecca ~

Lindsey has a similar motivation to enter the teaching profession and become an educator, she is also interested in making a difference in the lives of her students and giving them a strong foundation for positive learning experiences. She believes that elementary school provides students with the foundation for learning and this will have an impact on their future educational experiences.

“I definitely think that my main reason is that I like making a difference in people’s lives and it’s in my opinion, elementary education is the most important because that kind of builds up, you know it’s, it’s like basically this foundation of your education and I feel like if you don’t have a good elementary teacher, you probably won’t have a very good experience in school in general and I definitely, I just want to be somebody that makes a difference and somebody the kids can come up to and talk to and you know just really be like a mentor or a somebody like a figure that someone can look up to so and I don’t want to be a teacher that’s just kind of there. I want to be a teacher who makes a difference.”

~ Lindsey ~

It is important to note that there were a few instances where the pre-service teacher had made the decision to not to enter the teaching profession after he or she completed the teacher education program. The pre-service teacher may have changed her goals to include pursuing a degree in higher education or switching his or her career altogether. The decision to forego a teaching career may be based on the pre-service teacher's experiences through the teacher education program or the time that she spent in the classroom.

Although Jill enjoys working with students and has a passion for the teaching profession, she has decided that she would like to pursue a higher degree when she is finished with her undergraduate studies. Jill would like to do something in the future that is related to speech language pathology. She would like to stay connected to the field of education but her perception of the teaching profession has influenced her decision to do something else in the future. She believes that teachers and the education field in general are viewed in a negative manner.

"I would like to go to grad school for speech language pathology and pursue another degree. I would need to have a master's degree. I didn't want to settle. Teacher are looked down upon, it is not considered a true profession. I want to do something more. I still love kids."

~ Jill ~

Professional Relationships

Relationships play a key role in the decision-making process for pre-service teachers. They have had strong relationships with students, which have influenced their desire to become teachers. Participants in the study plan to create positive, lasting relationships with their own students in the future once they become educators

themselves. Their relationships with their own teachers, both positive and negative, have influenced their decision to become teachers. “Teachers who show their love for teaching, passion for their subject, and thoughtfulness towards their students are those who will be respectfully admired. Teachers who portray these characteristics are more likely to influence their students and their students’ future” (Miller & Endo, 2005, page 6).

Pre-service teachers who had positive experiences with their own teachers in elementary school were able to reflect on these relationships and the influence they had on solidifying their decision to become educators. Mike spoke passionately about his 5th grade teacher and how he had a significant impact on his learning experiences in elementary school. His relationship with his 5th grade teacher, Mr. O, also had an influence on the type of teacher he hopes to become in the future as he enters the teaching profession.

“But I had one [teacher] that was very very important to me, Mr. O. He ah, he was my 5th grade teacher, my sister had him the year before me so I kind of knew a little bit about him. I knew that he was a hard teacher, but he was also very energetic and like fun and challenging, so I was going through some times where I didn’t get the best grades and he really pushed me and made me become a much better student and like... his lessons stuck with me for the rest of my education and grades through elementary.”

~ Mike ~

Pre-service teachers had strong relationships with their own teachers in elementary school. Some of these experiences have stayed with them through the years and influenced the type of teachers that they hope to become. Ashley’s third grade teacher had a significant impact on her experiences in elementary school. She was influenced by her teacher to become an educator in the future and enter the teaching

profession. Ashley hopes to provide the same type of learning experiences for her students that her third grade teacher provided for her.

“I think mostly because of my third grade teacher- she just like made me love school and now I want to like continue to go to school and get my doctorate, get my masters – get all of my degrees and just continue to like keep going to school b/c I like love school and I want to give kids the same experience that I have because I have seen the difference between a teacher who just doesn’t care and a teacher who is really like passionate about what she is doing, so he or she is doing so now I like want to be that influence that my 3rd grade teacher had on me.”

~ Ashley ~

Summary

The researcher’s analysis of the data has allowed her to identify a number of reasons/explanations that pre-service teachers offer as they make their decision to become teachers. Both coursework and personal experience play a role in the decision-making process. There were three themes that emerged from the data, “Motivation to Become an Educator”, “Entry”, and “Professional Relationships, all of which have an influence on pre-service teachers’ decision to become teachers. All of these factors work together to inform the decision making process; they influence each other in various ways.

Pre-service teachers want to become teachers for a variety of reasons. They are passionate about entering the field of education and working with children. Pre-service teachers have a desire to work with children and make a difference in their lives. This was a driving factor for many pre-service teachers who want to become educators in the future. They believe that they can have a positive impact on their students when they have their own classrooms.

The explanations that pre-service teachers provide for their decision to become teachers can be connected to the type of educator they hope to become in the future. The experiences they have, both inside and outside of the classroom, will have an influence on their personal and professional identity, the process of becoming.

A brief image of each participant has been included in this chapter to shed light on each one's journey to the teacher education program and the educational profession. It was the goal of the researcher to provide insight into each of the participant's experiences and how this will influence who they become as teachers in the future as they enter the teaching profession.

The profile that was created for each participant is made up of quotations from the interactions that occurred with the researcher during the interview process. The description of each participant in the study provides a context for why they chose to enter the teaching profession and how this will impact his or her values and beliefs as future educators.

Through the interviews and interactions with the researcher, it became evident that there were certain factors which had an influence on each participant's decision to come to Penn State and enter the teacher education program. Some participants were influenced by their family members who were educators, including Katie and Mary. Others had a personal desire, reasons of their own, that influenced their decision to become teachers. For example Mike and Rachel who were personally motivated to enter the teaching profession for different reasons.

By introducing the participants through a brief profile, the researcher was able to explore the similarities and differences that brought each one to the field of education.

Further exploration of these factors in the following chapter, will allow the researcher to answer the research questions that were posed in the first chapter. The individuals have different experiences and backgrounds, the way in which these factors have an influence on their beliefs and values, both personally and professionally, will vary.

Chapter five will continue to look at each participant and his or her experiences as they relate to the research questions that were presented in Chapter 1 and will explore pre-service teacher personal and professional development in more detail. Through the analysis of the data, there were different themes that emerged, all of which have an influence on each participant and his or her beliefs and values about teaching. These themes will also be explored further in the next chapter.

Chapter 5

DISCUSSION OF FINDINGS

Chapter five presents a discussion of findings for this study. The research questions that were presented in chapter one were used as a structure for the information that was collected. In addition, several specific variables that emerged from the data are discussed.

The research questions will be answered using the data provided by the fourteen pre-service teachers who participated in the research study and the background information that was collected during the initial phase of the data collection process. The answers for the final research question “What theories, models, frameworks related to moral literacy relate best to the context of education and from the perceptions of pre-service teachers” will be based on the participants’ responses and the information that was compiled for the literature review presented in Chapter two.

Finally, other variables that emerged from the data analysis were included in support of the first two research questions “What influences and experiences do candidates enrolled in a formal teacher preparation program perceive as having shaped their personal and professional identity (the process of becoming)? and “What do candidates enrolled in a formal teacher preparation program perceive as the relationship and degree of influence between personal experiences and professional training on the development and formation of their moral literacy”.

Incorporating these variables in this chapter allowed the researcher to present the themes that emerged from the data. These themes are further supported by the transcripts

that were compiled from the interactions between the researcher and the participants in the study.

<p>Themes Influencing Pre-service Teacher Identity Development and Moral Literacy Formation</p>	<ul style="list-style-type: none"> • Entry • Motivation to Become an Educator • Professional Relationships • Understandings of Learning • Experiences Informing a Teacher Identity • Values and Beliefs • Experiences Informing Moral Literacy • Connections to Teaching
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Table 5.1 Themes Related to Identity Development and Moral Literacy Formation

What influences and experiences do candidates enrolled in a formal teacher preparation program perceive as having shaped their personal and professional identity (the process of becoming)?

By examining this question, it was the researcher's goal to explore the way in which pre-service teachers articulate their development as future educators, moving from student to teacher. It is important to note that these pre-service teachers were in the early stages of the formation of a professional identity and had not yet solidified a "teacher" persona. The focus of this section is on the different aspects that contribute to pre-service teachers' identity development, including both personal and professional experiences they have had.

Pre-service teachers are in the process of discovering who they hope to become as future educators and how this will impact their developing teacher identity. Through the interactions with the pre-service teachers, it was evident that they were influenced by the experiences that they had both inside and outside of the classroom. The first theme that

emerged while the researcher was searching for answers to this question focuses on the way in which pre-service teachers understand their own learning, the experiences they had in school with different learning styles, and how this will influence who they hope to become as teachers.

Understandings of Learning

Through the analysis of the data that I have collected, it is evident that who pre-service teachers are as learners will shape who they hope to become as teachers. This will have an influence on how they move from student to teacher once they enter their own classroom in the future. Pre-service teachers believe that their learning style or preference will be the one that they will use as a teaching technique in the future, for example, hands-on learners would like to teach their students using hands-on teaching methods, visual learners will teach using visual aids in the classroom, etc. Research focusing on various identity theories suggest that teaching practice shapes teacher identity (Davis, Sumara, & Luce Kapler, 2000). The way in which educators teach will inform who they become.

Katie believes that hands-on learning is an effective technique to help students learn and enjoy the process. She discusses her own learning style and how this will translate into her teaching practices in the future. Katie is beginning to develop a professional identity through the connections that she is making between teaching styles and learning styles.

“Yeah, I definitely feel like hands-on teaching makes a really good impact on what your students learn. But I also know that you need to, you just can’t do hands on activities all the time. But I definitely, I think that’s how I best learn by doing, interactive- interactions with not only the students but like with all of like

their peers, have the students interact with all the other students. I feel like that's the way most learning occurs."

~ Katie ~

Pre-service teachers are able to make connections between their personal experiences in elementary school and which grade they hope to teach in the future. This will have an impact on their teaching methods and what type of teacher they want to become when they have their own classroom. Rebecca reflects back on her experiences in elementary school and how this will influence what grade she would like to teach and the type of teacher she would like to become in the future, one who can provide hands-on learning activities for her students.

"I think I want either 2nd or 4th grade only because when I think of my own school career a lot of stuff from 2nd and 4th grade pops out to me so it's just like. So, I have no idea what I learned in 3rd grade so I don't know, I feel like if I have experiences that I enjoy, I can always take what I did and bring it into the classroom. So, then if I can't remember anything then I feel like it's going to be a little harder to think of like hands on activities for kids to do if I have no idea what I want to do."

~ Rebecca ~

Experiences Informing a Teacher Identity

The second theme that emerged from the information collected during the study revolves around pre-service teacher identity development. The experiences that pre-service teachers have had, during their Curriculum and Instruction course CI 495B and outside of their coursework through extracurricular activities, impact who they hope to become as teachers. At this point in their academic careers, pre-service teachers are in the very early stages of developing a teacher identity and moving from college student to educator. Their experiences taking on leadership positions, such as working as a camp

counselor, or working one on one with students through tutoring, provide opportunities for pre-service teachers to make connections to their development as future educators.

Mike has had numerous experiences working with students in a variety of settings. His experiences have helped him understand what it means to become an educator and interact with a diverse population of students. Mike believes his experiences have helped him develop as a pre-service teacher and the type of teacher he hopes to become in the future.

“For my 80 hours, I worked with students in the Philadelphia area in an elementary school - it’s a primarily an African-American school in the city. So I guess that kind of helped me get different perspectives. I also worked at Penn State Hazleton, it’s a very Hispanic population, most of the students were Spanish-speaking and had no grasp of the English language, which I guess was pretty interesting working with, see how to try to do your best to teach that group of kids.”

~ Mike ~

Rachel also has experience working with students in an educational setting. She received her Hebrew degree and teaches Hebrew school. The time that she has spent in the classroom has helped her gain an understanding of what it means to become an educator. She also spent time tutoring students who needed extra help with their studies. Rachel is starting to develop her identity as a teacher and how this will translate into her teaching practices.

“I think I had a really good experience with education growing up. I know its something that I value still. I do that in a lot of different ways- I teach Hebrew School. I used to tutor downtown and I can’t do that anymore because I don’t have enough time, which sucks. But that was mostly underprivileged children who didn’t have a lot of English being spoken in their houses and they were like falling behind. And these are the biggest experiences I’ve had during college.”

~ Rachel ~

In some cases, pre-service teachers are beginning to make a connection to who they are going to become as teachers. They understand that they are starting to develop a teacher identity as they move from student to educator. This transition will influence their behaviors and actions in an educational setting. Ashley articulates this change as she describes how she acts differently in the classroom, including her education courses at Central State.

“I mean I think I’m a different person as soon as I hit my classroom, not like my classes here at Central State. I think I am a different person as soon as I walk into those classes especially the ones that are specifically for education than I am outside of there with my friends and with my family. I definitely change who I am because that’s my future and I need to.”

~ Ashley ~

At this stage, pre-service teachers are starting to develop a teacher identity that is based on their notion of what they believe a teacher should look like, which is often influenced by their own experiences as students. Gibson (1995) conducted a qualitative research study that focused on eight pre-service teachers, who hoped to become social studies educators in the future, moving from student to teacher and their identity development. Through her study, she discovered that teacher identity is strongly influenced by a person’s prior conceptions of teachers. Even before they enter a formal teacher training program, pre-service teachers have formed some ideas about what they think an elementary teacher should look like. This was confirmed by the data that were collected for this study.

Through the researcher’s interactions with Mary, it was evident that she had strong beliefs, pre-conceived notions, about what a teacher should look like and how this would translate into her own classroom. Her mother is currently a teacher in her home

school district and has had a significant influence on the type of teacher Mary hopes to become in the future. Mary's experiences as a student have also had an influence on the type of teacher she hopes to become.

“I would, I really want to be a loving teacher. I feel like I want to... I feel like the best teachers I've had were the ones that I connected with so as a teacher I want to make sure that I have a positive connection with each of my kids because I feel like the teachers that I connected with I learned the most from, so, so when I become a teacher I just want to have that connection with each kid, I want to be loving. I mean, I want to teach them so much but I think the way to teach them is to have that like connection with them so that's basically like my goal as a teacher is to be that one that you know the children like to come to class, they like to, because ultimately they'll learn the most from me.”

~ Mary ~

Pre-service teachers have different areas of strength, subjects that they excel in. They are passionate about bringing their interests into the classroom as they start to develop as teachers. Mike has a strong interest in math and science; he believes that these are two subjects he would enjoy teaching the most because he could incorporate hands-on learning experiences into the classroom curriculum.

“I'm really into math and science. I feel like I would have the most fun with the students there because I feel like that would have the most hands on types of activities so. .. I don't know, that's what I am looking forward to.”

~ Mike ~

Summary: Influences and experiences that shape pre-service teacher identity development.

Pre-service teachers' experiences have an influence on their development as teachers. During this stage, they are in the process of moving from student to teacher as they enter the classroom. Pre-service teacher identity development is influenced both

personally and professionally. The experiences that they have had as students has an impact on the type of teacher they will become in the future.

There were two themes that emerged from the data. These include understandings of learning and experiences informing a teacher identity. Understandings of learning focuses on pre-service teachers' beliefs about learning and how this will translate into their own teaching practices when they enter their own classrooms. The way in which pre-service teachers approach instruction will have an influence on the formation of their teacher identity.

Pre-service teachers have limited experiences in the classroom, so they are still developing as educators. They believe that they need to have more experiences in the classroom before they can articulate who they will become as teachers. Experiences informing teacher identity focuses on their beliefs about what a teacher should look and act like. They bring their own ideas about the teaching profession with them as they enter the teacher education program.

The next question revolves around pre-service teachers' moral literacy formation and how this is influenced, both personally and professionally, through the different experiences they have had inside and outside of an educational setting (including their coursework).

What do candidates enrolled in a formal teacher preparation program perceive as the relationship and degree of influence between personal experiences and professional training on the development and formation of their moral literacy?

During their practicum experience, pre-service teachers are starting to spend more time in the classroom, where they are given opportunities to plan and implement their

own lessons. Pre-service teachers are in the beginning stages of moving from student to teacher, as a result of this the researcher chose to focus on their values and beliefs and how these have an impact on their conceptions about the teaching profession. Throughout this study, it was the goal of the researcher to discover how pre-service teachers' moral literacy is influenced by their coursework, specifically the teacher education program, and their own personal beliefs.

Teacher Education Curriculum

During the analysis process, the researcher discovered that there was a need to examine the courses in the teacher education program in an effort to determine whether ethics and ethics education are included as a part of the pre-service teacher curriculum. Pre-service teachers who are enrolled in the teacher education program at the university have specific courses that they are required to take in order to complete their degree. This coursework includes both general education courses and topics related to elementary education.

There a number of required education courses that pre-service teachers are expected to complete in order to receive their teaching certification. These courses cover topics that are related to methods (math, science, and social studies), education and policy, language and literacy, curriculum, and field experiences. Many of these education courses require pre-service teachers to write a philosophy statement related to their beliefs about teaching and learning. Although this does not focus specifically on ethics education or moral literacy, it provides pre-service teachers with an opportunity to reflect on their beliefs and values and the connections that they can make to the field of education.

In order to gain a greater understanding of the degree to which ethics education was included in the teacher education curriculum at the university, the researcher chose to include a few questions related to the integration of ethics in the teacher education courses during the interview process. Pre-service teachers were asked about the inclusion of ethics and values in the courses they had taken so far at the university. If they were exposed to an ethical component during their coursework, they were asked to explain this in further detail.

“I think we touched on ethics a little in Education Theory but not really like how to deal with situations just like the over arching idea of it all.”

~ Rebecca ~

In response to whether or not any of the participants in the study had been exposed to ethics or values in their courses, Lindsey recalled a course that touched on sensitivity towards students who come from different socioeconomic backgrounds. She did not feel that the course prepared her to apply the information that she had learned and the connections that could be made to teaching.

“My EDTHP (educational theory and policy) classes, I will say EDTHP 416 was the one that kind of got me thinking more about the socioeconomic aspect of it, but they taught you how to like what you are going to expect I guess and teaching lessons, obviously what we would get. It’s kind of hard because I’ve learned about this stuff but how to apply it and how to control it really hasn’t been...”

~ Lindsey ~

Through the interactions with the researcher, it was evident that an ethics component is not explicitly included in the teacher education courses at the university. A few pre-service teachers felt they had discussed values and beliefs in their Educational

Theory and Policy class but could not articulate exactly what the content of the information contained. Two pre-service teachers, Mike and Mary, had taken a law and education course through the Education department, which they felt had touched on ethics in an informal manner as it was related to teachers and what is considered right and wrong behavior when you are an educator.

“I have taken one course- education and law, I forget the number. When I was there, we had to learn all about the laws that are pertaining towards teachers and how they are supposed to act with children and what they are and are not supposed to do. I definitely have a better idea about what student//teachers are expected to do and what they are not allowed to do as far as teaching goes.”

~ Mike ~

Mary felt her education and law class was beneficial to take as a future teacher and opened her eyes to the different issues that can occur in the classroom between teachers and students. Although the course touched on “right and wrong” teacher behavior in the classroom, it did not specifically include an ethical component in a formal manner.

“I took education law, it’s a 400, I think actually I was the first year, it was last year. He was a great teacher, the class was so interesting and I really liked it because you found out all different cases and you studied about teachers [who] did stuff wrong, things that I didn’t realize were wrong so it definitely opened my eyes but think along the ethics line like I don’t know if we really went over like proper – how to handle situations that are maybe uncomfortable for the teacher because they don’t want to necessarily like. You don’t want to scar the children by punishing them and trying to teach them that certain things are wrong. Yeah definitely that class maybe would be a good place to put an ethics like side to it.”

~ Mary ~

Values and Beliefs

A theme that emerged as the researcher was searching for answers to this first research question focuses on values and beliefs. As pre-service teachers are beginning to move from student to teacher, they have a set of values and beliefs that they bring with them derived from their experiences. These values and beliefs also influence who they hope to become as teachers. Through the researcher's interactions and conversations with the pre-service teachers, it was evident that their beliefs and values were influenced both personally and professionally.

Personal Experiences

Parents and/or family members had a strong influence on the beliefs and values that pre-service teachers have adopted on a personal level. At this stage, pre-service teachers are still connected to their parents as they start to move towards becoming more independent. Religion and cultural background also has an influence on pre-service teacher values and beliefs, although this came up less frequently in the discussion surrounding values and beliefs.

Through the researcher's interactions with Katie, it was evident that she has a strong relationship with her family. She has seven older brothers and sisters who have made an impact on her and her decision to become a teacher. Katie's family, including her parents, have had an influence on her beliefs and values.

"I definitely feel like my parents and my family have influenced my beliefs just now we are really close and very well rounded with. I don't really let anybody try to influence what I know I believe and you know my morals and everything. I guess it's just mainly my family that has influenced me..."

~ Katie ~

Pre-service teachers have strong relationships with their families and this translates into their own values and the belief system they choose to adopt. Rob was also able to make connections between his values and how this will translate into his teaching in the future when he has his own classroom.

“I think my parents would probably have a big influence on my values, just told me- taught me not to judge people and like I can really apply that to teaching because if a kid is doing something, really acting out or being a pain and doing all this like fighting and everything, I can’t immediately judge him as a bad kid, there might be deeper issues there so I have to watch, I feel like.”

~ Rob ~

Pre-service teachers have strong role models growing up. These role models are the ones that they hope to emulate in their personal and professional lives. Mary has been influenced by the women in her family, including her mother and grandmother. The values that her mother has passed down to her, through her actions, have stayed with Mary. She can see the connections between those values and how that might influence who she becomes as a teacher.

“Definitely, I think that my mom and my nana have had the most influence on me growing up. My nana’s like more of the old school, very traditional so... she’s had a lot of influence on me just always steering me in the right direction she was always like that grandmom who sat you down and was like “you can’t smoke, you can’t drink”, like that kind of and then also my mom just being the positive light that she is like just, she taught me all the values of patience and like all those core values that I want to monitor- I mean I want to become her so, I think those like the women in my life who were so positive gave me the values that I have today, definitely.”

~ Mary ~

Pre-service teachers are starting to make connections between their beliefs and identity development. This has an influence on who they hope to become as teachers in

the future. Melissa articulates how her parents have had an influence on her beliefs but entering the teacher education program and taking courses, specifically interacting with other education majors, has helped her develop her identity and solidify what she believes in.

“Mostly my parents. I mean just like growing up like they had an influence on me. I think once I got into my classes here with other education students talking with them and stuff like that, I kind of developed more of an identity and like belief system because I really did not think about it before but getting the chance to talk to people like teachers and having discussions that really helped not just like getting an identity and belief system but like realizing what it was kind of.”

~ Melissa ~

Professional Training

Professionally, pre-service teachers were still in the process of starting to develop an understanding of what it means to be a teacher and enter the teaching profession. Pre-service teachers are influenced by their formal training, through the teacher education program, and the different theories that they are introduced to through their education courses.

Lindsey’s coursework, specifically her law and education course, had a significant impact on her values and how this has had an influence on her belief system. Her professional experiences as a student in the teacher education program is contributing to her moral literacy development as she is beginning to make connections between her actions as a teacher and her values. As pre-service teachers begin to enter their first field experience, they are in the process of evaluating how what they believe will influence their own teaching practices.

“Well, I will say that, the law class for teaching, he definitely taught us, we obviously went into the book and everything, but we talked about it in class, kind of associated it with real life experiences with kids in high school and what they had in elementary school and I read about teachers doing things and I was like “wow”- things they did I would never think a teacher would do so that kind of pushed me towards a more conservative value system. As a teacher you have to be a little more conservative and you know not as much as a wild child and stuff and so that kind of, seeing that and realizing that there are consequences for your actions when you are a teacher like that, even outside of the classroom really shifted my value system as far as how I need to be as a person.”

~ Lindsey ~

Pre-service teachers believe that their belief system may be influenced by the experiences that they have through their teacher education program and the courses they are enrolled in. Jill made the connection between her personal and professional belief systems. She states that she made a choice to decide what she would like to believe in and what she do not want to.

“My parents and my teachers had an influence on me personally. Also my religion. I feel like I have become more exposed to ways about teaching and picked what I like and believe in. I chose what I liked”

~ Jill ~

Experiences informing moral literacy

As pre-service teachers interact with their own students and experience what it is like to be in a classroom, they may find that they are faced with their own moral and ethical dilemmas. Through her study with pre-service teachers, Gibson (1995) found that an issue which was continually brought to her attention was the notion of moral responsibility. “She noted that many of these teachers struggled with how to deal with controversial issues in their classrooms and though their strategies varied, all were

directly linked to their personal sense of the moral responsibility of the teacher” (Barty, 2004).

Although pre-service teachers have limited experiences dealing with moral and ethical dilemmas in the classroom, they are able to recognize the importance of teachers being positive role models for their students. Lindsey discussed the value of collaborating with other teachers and learning from each other. She articulated her beliefs about teachers becoming role models for their students and how this includes morals and values.

“Definitely as a teacher, you want to be a good role model and have just not like conservative values but like good moral standing, you don’t want to be you know somebody who’s just gonna tell your students one thing and go out and do it yourself so...”

~ Lindsey ~

The personal experiences that pre-service teachers have influence their beliefs and values, sometimes changing what they originally believed. Joy shared her own experiences grappling with her choice to become a single mother and how this would influence her position as a positive role model for her students. Through her personal journey, Joy has realized that she is a positive role model and hopes to demonstrate this to her students.

“I have something about myself that I believe other people may not find me as a good value or a good role model for students. The fact that I have a child and I’m not married. So I believe that if I was saying something I think that maybe something a teacher should have originally I may have said that like have high values and just going to get further education out of high school. But I believe the fact that I do have a child and I’m still pursuing my dream of being a teacher I feel that I am a good role model so my whole definition of that has changed recently so...”

~ Joy ~

Through the researcher's interaction with the pre-service teachers, it was evident that their experiences discussing moral and/or ethical dilemmas were limited. Tuana (2007) outlines three basic components to moral literacy, these include: ethics sensitivity, ethical reasoning skills, and moral imagination. The key aspect of this model focuses on "ethics sensitivity", which is made up of three components. These include: 1) the ability to determine whether or not a situation involves ethical issues, 2) awareness of the moral sensitivity of the ethical situation, and 3) the ability to identify the moral virtue or values underlying an ethical situation. When the researcher asked pre-service teachers to describe a moral or ethical dilemma that he or she had faced, many of them described a situation that was related to diversity.

"I was tutoring the underprivileged children, I mean they are not really underprivileged but under, you know. Um, there was one student whose tutor was absent that day and there were some free tutors whose students were absent. Normally, you just measure who is this kid going to relate to best and then the director of the program paired him with an African- American and the boy said he wanted to be with somebody else, so there weren't too many people present when it happened"

~ Rachel ~

It was the goal of the researcher to find out if pre-service teachers would feel comfortable handling a situation that was ethically or morally sensitive in nature. Although some pre-service teachers were confident in their abilities to address the situation, there a few who believed that they were not prepared to handle a situation that was sensitive in nature, they would not feel comfortable addressing the issue in another teacher's classroom.

Pre-service teachers may not be comfortable handling a situation on their own in the classroom. They are afraid that they may not approach the situation in the right

manner or fail to find an appropriate solution to help solve the issue. Sue articulates how she would most likely ask her mentor teacher to help her through the situation because she does not think it is her place, as a pre-service teacher, to take control in someone else's classroom.

“There have been a lot of instances where something has happened and I just push it off to the teacher to see how she would deal with it because I am not sure and I don't want to do it wrong and I don't want to address the situation in the wrong way and as a pre-service teacher, its kind of .. I feel like it's not my place in certain situations if it is a serious problem, it's really not, if I don't know how to handle it then I shouldn't.”

~ Sue ~

Connections to teaching

The values that pre-service teachers hold can be connected to their beliefs about the teaching profession and how this will translate into their own teaching practices once they have their own classroom. Burant, Chubbuck, and Whipp (2007) assert the importance of discussing moral sensitivity and how it relates to pre-service teachers' beliefs. The authors go on to state that “a moral sensibility is an orientation toward the student and the profession that serves as the foundation of teacher thought and action” (page 405).

Pre-service teachers believe that values and beliefs are connected to the teaching profession. They feel that it is important to know your own values and beliefs and how this will translate into your own teaching practices as an educator. Melissa explains the importance of knowing what you believe in and how this may be something that parents expect from teachers.

“I definitely think that knowing what your values are is important because if a parent ever asks you, you know you need to have an answer right away and kids

learn from their role models and teachers are definitely role models so you have to be very ethical and have a certain set of values that you can pass on to your kids because they are going to be seeing you so much that its you know, its you and their parents that are going to be rubbing off on them.”

~ Melissa ~

Pre-service teachers also believe that values and beliefs are connected to the teaching profession but should not be forced onto their students. The process of developing a system of beliefs should be done by the individual alone, not the teacher. This is a process of discovery for some pre-service teachers, who choose to make their own decision about their beliefs and values.

For Ashley, the personal experiences that she has had and her own beliefs about the teaching profession have shaped her values and beliefs more than the professional experiences that she has through her coursework. She believes that values are important to the teaching profession but teachers should not persuade their students to believe what they do.

“I think that those beliefs shouldn’t be, like I think they should be discussed but they shouldn’t, you shouldn’t- your teachers shouldn’t tell you who you are have to discover that on your own because I know like sometimes it can be like if a teacher tells you this is how this is going to be, this is the only way you can look at it then it is going to be kind of like frustrating, its not. I don’t want to be like formed into someone, but I would like them to say this is important; you need to like discover this but you kind of have to discover it on your own.”

~ Ashley ~

Summary: the relationship and degree of influence between personal experiences and professional training on the development and formation of pre-service teacher moral literacy.

Pre-service teachers are beginning to develop who they are as teachers. Their values and beliefs are influenced both personally and professionally. Personally, pre-

service teachers' values and beliefs are influenced by their family members, specifically parents and/or siblings. There are a few instances where pre-service teachers have developed their own belief system based on the personal experiences that they have had so far.

Pre-service teachers are professionally influenced through the experiences they have had inside the classroom, through their coursework at Central State and the teacher education program. The experiences that they have had working interacting with students through counseling jobs or tutoring has had an impact on their beliefs and values. The courses they are taking through the teacher education program also have an impact on their professional values and beliefs.

There were three themes that emerged from the data analysis. These include: values and beliefs, experiences informing moral literacy, and connections to teaching. Values and beliefs focuses on the way in which pre-service teachers are able to articulate who or what had an influence on their values and beliefs. The experiences that they have had, both inside and outside of the classroom, have shaped their belief system. This will have an impact on who they become as teachers in the future. Experiences informing moral literacy highlight how they will approach ethical situations and issues when they are faced with them in the classroom. At this stage, pre-service teachers have not had experiences dealing with these issues or exposure through their teacher education courses.

Pre-service teachers are able to make connections between values, beliefs, and the teaching profession. They recognize the impact that their belief system will have on the way in which they will approach various issues in their classrooms including ethical and

moral dilemmas. Due to their limited experiences interacting with students in an educational setting, they are in the process of developing their moral literacy as it begins to emerge through their interactions within an educational setting. The next question focuses on the different theories, models, and frameworks that are related to moral literacy and which ones are the most appropriate to apply to pre-service teacher education.

Given the influences and experiences reported by the participants, what theories, models, and frameworks relate best to moral literacy?

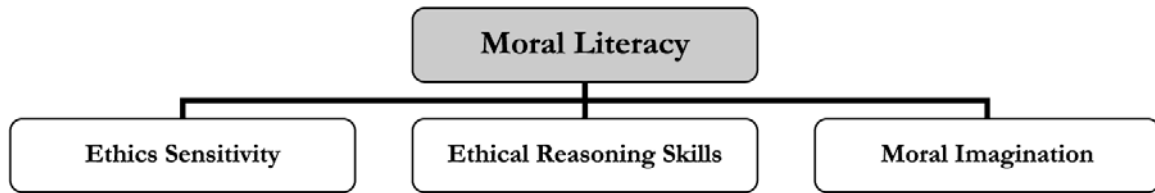
This question focuses on the different theories, models, and frameworks that are related to moral literacy and how they can be applied to the context of education, specifically pre-service teacher education. It was the goal of the researcher to discover which one was most appropriate to apply to the education profession, specifically teacher education and from the experiences of the pre-service teachers themselves. The information for this section was heavily drawn from the literature review conducted in Chapter two and is supported by the interactions between the researcher and the participants in the study.

As pre-service teachers enter the classroom and begin their journey towards becoming teachers, their role as educators continues to evolve and grow. As the demands that are placed on teachers continues to change, pre-service teachers are expected to reach certain levels of proficiency within their teacher preparatory programs, and the expectations of modern society imply that moral literacy ought to be one of those proficiencies.

In Chapter two, the discussion focused on different theories, models, and frameworks that were associated with moral literacy and the connections that could be made to teacher education. This included Piaget's Theory of Moral Development, which is made up of three stages: 1) "pre-moral judgment", 2) "moral realism", and 3) "moral relativity". Piaget's theory of cognitive development had a strong influence on his theory of moral development.

Building on the work conducted by Piaget, Kohlberg addressed moral development through his conceptualization of moral reasoning. His theory focused on six stages including, stage 1: obedience and punishment orientation, stage 2: individualism and exchange, stage 3: good interpersonal relationships, stage 4: maintaining social order, stage 5: social contract and individual rights, and stage 6: universal principles. Kohlberg's stages of moral reasoning focus more on moral thinking as opposed to moral action.

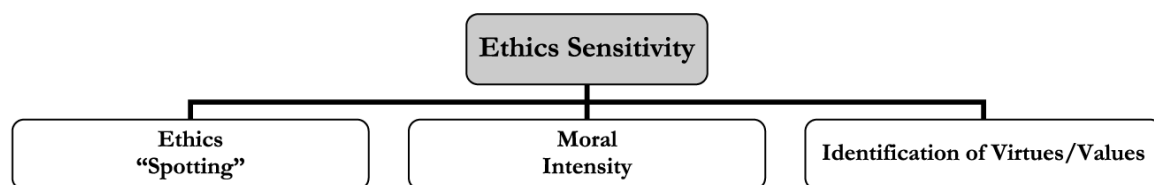
Finally, the researcher discussed Tuana's (2007) moral literacy model and conceptual framework in the literature review. Tuana (2007) states that there are three basic components to moral literacy, these include: ethics sensitivity, ethical reasoning skills, and moral imagination. All three components are connected and work together in unison. Moral literacy involves not only the ability to identify which values are being challenged during an ethical problem, but also includes assessing values.



(Tuana, 2007)

The model that is most appropriate to apply to pre-service teacher education is Tuana's (2007) moral literacy framework. Both Piaget's Theory of Moral Development and Kohlberg's Stages of Moral Development focus on theories explaining the different stages that an individual progresses through in his or her development as a moral being. These theories are difficult to apply to the development of pre-service teachers because they are not practical in nature.

Tuana's (2007) framework looks at the development of moral literacy on different levels and would be easily applicable to teacher education programs. Tuana's (2007) framework can be applied to the context of teaching and provides an opportunity for a practical application for addressing issues related to moral literacy development. This model can be used to effectively intervene in pre-service teachers' moral literacy development and provides an attractive method for teacher educators to use with their students. In order to gain a greater understanding of pre-service teacher moral literacy development, it is important to look at each component and how it applies to teacher education.



(Tuana, 2007)

One aspect of the moral literacy model revolves around “ethics sensitivity”. This refers to the ability to determine whether or not a situation involves ethical issues, awareness of the moral intensity of the ethical situation, and the ability to identify the moral virtues or values underlying an ethical situation. Although pre-service teachers are limited in their classroom experiences and the time that they spend interacting with students, a few were able to identify a situation where they felt there was an ethical dilemma.

“It wasn’t me personally but I was present when it happened when I was tutoring the underprivileged children, I mean they are not really underprivileged but under, you know. There was one student whose tutor was absent that day and there were some free tutors whose students were absent. Normally, you just measure who is this kid going to relate to best and then the director of the program paired him with an African- American and the boy said he wanted to be with somebody else, so there weren’t too many people present when it happened...”

~ Rachel ~

Pre-service teachers were not able to identify which moral virtues or values were being challenged during the dilemma. They were able to distinguish between right and wrong and what they felt was inappropriate about the situation that occurred. At this stage in their academic career and transition into the teaching profession, pre-service teachers are able to articulate their beliefs and values. Due to the limited time they have

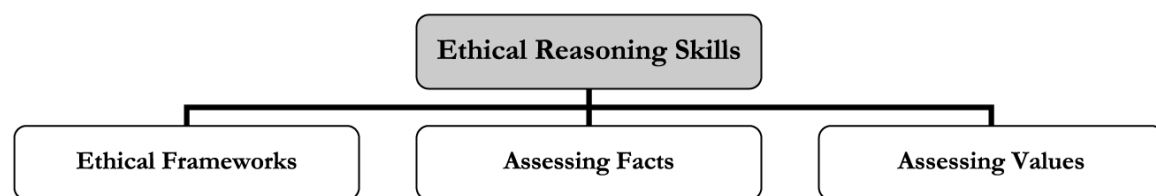
spent the classroom, pre-service teachers are still developing their ability to pull out the ethical dimensions of the situation.

Pre-service teachers may also find that what they believe in personally comes in opposition of what is expected from teachers in the school or district they are in, where they are faced with their own ethical or moral dilemma. Mary shared a situation that she experienced when she was volunteering in an elementary school to fulfill her course requirements. She found that her religious beliefs were conflicting with the policy of the school that did not allow teachers to wear religious symbols or have any insignia exposed in front of students.

“I always wear a cross and I remember going into a, volunteering in schools and um one of my mentor teacher’s approached me and said you should probably not wear that in the class because you know like kids look up to you and if they have a different religion like that so I mean I thought that I was kind of like weirded out by that cause um I mean I understand why. There are certain schools where they don’t let you really like show your religion or publicly show your political standpoint.”

~ Mary ~

The second component of the moral literacy model focuses on “ethical reasoning skills”. This component includes three different abilities: an understanding of the various ethical frameworks, the ability to identify and assess the validity of facts relevant to the ethical situation, as well as assessing any inferences from such facts, and the ability to identify and assess the values that an individual or group holds to be relevant to the ethical issue under consideration.



(Tuana, 2007)

Based on the interactions with the participants in the study, the researcher was able to conclude that pre-service teachers had not been exposed to any ethical frameworks during their coursework at the university. As was mentioned previously, pre-service teachers had limited exposure to ethics or values in their coursework to date. They were unable to identify a specific ethical component that was integrated in any of the courses they had taken.

The third component of Tuana's moral literacy framework is "moral imagination." Moral imagination "refers to the blend of affective and rational processes that contribute to the imagination" (Tuana, 2007, page 374). Moral imagination is difficult to teach but is an integral component of being ethical. Through the researcher's interactions with the pre-service teachers, it was evident that they understood the importance of being a good role model for their students. This component of the framework was not fully developed during the study due to the limited experiences that the participants had reflecting on their beliefs and values.

At this stage, the pre-service teachers who believe that they are able to identify a moral or ethical dilemma, do not have the skills that are necessary to employ ethical reasoning skills. As Tuana (2007) states "simply because one can identify that a situation

involves an ethical issue and be able to employ ethical reasoning skills to provide an analysis of what would be a good or bad action in the context, does not mean that they experience the action as ethical or feel any personal investment in the situation or in trying to respond ethically” (page 375).

Pre-service teachers recognize the importance of connecting values and beliefs to the teaching profession. They are able to identify the values and characteristics that are associated with the teaching profession, which is an important component of moral literacy. “Students can be asked to think about and study the character traits that are expected in various professions, examining those that are common to all and those that are more emphasized in some professions than others (e.g. physical courage for police officers)” (Tuana, 2007, page 367).

Pre-service teachers were able to articulate what they felt were characteristics and values associated with the teaching profession, specifically educators. Rebecca articulated what she felt were the values that were important to the teaching profession, those values that all teachers should have in their belief system. She went on to make connections to the teaching profession.

“I think that teachers should value when other teachers are really patient because it takes a lot of patience to have to deal with kids on a day to day basis. Everyone should value hard work because I mean if a kid gets like, does really well and gets a C that’s so much better than a kid who does a half-assed job and they could still get an A. You have to look for that in your students and that’s why it’s important to get to know your students because you need to know are they working hard or just struggling or are they just smart enough that they don’t have to work hard at all. So, I think it’s important to value that. For other teachers, its important to value each other’s ideas because you can learn so much from your colleagues and I feel like some teachers don’t like, I feel like veteran teachers don’t want to learn from new teachers because they don’t think that there’s anything they have to learn from them so I think its important to be open to ideas...”

~ Rebecca ~

Pre-service teachers are expected to transition from college student to classroom educator. In addition to familiarizing themselves with ethical guidelines that are associated with the teaching profession, pre-service teachers must adhere to the ethical codes of conduct that have been established by the university. These codes serve as a guide for students who are attending the university. The university has four principles that they expect all students, faculty, administration, and staff to follow. The principles include: respecting the dignity of all individuals within the university community, practice academic integrity, demonstrate social and personal responsibility, and taking responsibility for one's own academic progress and agreement to comply with university policies. These principles are explained in greater detail on the university website. These ethical guidelines/principles are also posted in buildings and dormitories throughout the university.

The researcher was interested in discovering whether pre-service teachers had been exposed to the four principles previously outlined or any type code of conduct or ethical guideline throughout their undergraduate studies as education majors and university students. In general, pre-service teachers felt that they had been exposed to those codes in an informal manner throughout their academic career but could not articulate specific examples.

“I’ve heard of Central State’s code of conduct. Um, I’m sure I have looked at it at some point. I don’t really remember what any of it is and I haven’t really looked at anything that was like code of conduct for teaching. I feel like there was a little bit of stuff on like my syllabus but that was kind of like the extent of it, like it was discussed the first day- the teacher read over it, we like never really learned about it or anything.”

~ Ashley ~

The researcher pointed out that academic integrity is included as part of the code of ethical guidelines for students attending the university and is an integral component in all course syllabi.

“No, I haven’t really been exposed to that on a Central State level. Definitely going into my mom’s school and volunteering, she would talk about stuff like that, things you shouldn’t wear and things you shouldn’t do but not like on this Central State level, no.”

~ Mary ~

“I’m sure I did at one point, but they are all pretty generic I figure so...”

~ Rob ~

Summary: theories, models, and frameworks that relate best to moral literacy.

This question focused on the theories, models, and frameworks that related best to the context of education and from the perceptions of pre-service teachers. Through a review of the literature that is related to moral literacy, it was evident that not one single theory, model, or framework was a complete fit for the field of education, specifically this teacher education program. Pre-service had not been exposed to discussion surrounding ethics in their education courses thus far.

The model or framework that is the most suitable for the field of education is Tuana’s (2007) moral literacy framework. This framework focuses on the integration of various components of moral literacy in an effort to help the reader conceptualize the different concepts. The components work together, one is not more important than the other. Pre-service teachers can recognize the values that are associated with the teaching profession.

Pre-service teachers are in the beginning stages of formulating a belief system and reflecting on what they value and how this will influence the way in which they will handle certain situations. They have not been exposed to different situations where they have to deal with a moral or ethical situation. Pre-service teachers feel that they would be able to handle addressing the issue with the help of their mentor teacher, the teacher they are working with in the classroom who has agreed to host the student for the duration of the semester.

Summary

Through the data, it was evident that pre-service teachers are motivated to become educators and are passionate about entering the teaching profession. As a result of the pilot interviews that were conducted at the beginning of the study, a fourth question emerged from the analysis and was included in the chapter to create a context for the research and provide a greater understanding of the development of pre-service teachers as future educators.

As pre-service teachers from student to teacher, they are starting to reflect on the type of educator they hope to become, this process has an influence on their identity development as teachers. Pre-service teachers have an image of what they believe a teacher should look and act like based on their own experiences as students going through the K-12 school system. These pre-conceived notions become a part of the expectations that they bring with them into the teacher education program.

Pre-service teachers' beliefs and values are influenced, both personally and professionally through the experiences that they have had. They bring their own beliefs and values with them into their practicum experience. Pre-service teachers are able to

articulate the connections that exist between beliefs and values and the teaching profession. At this stage in their teacher education program, they have limited experiences in the classroom, as a result of this very few have experienced what they would consider an ethical or moral dilemma.

Pre-service teachers understand that there are specific objectives that they will be evaluated on that relate to ethical behavior. The one that is most frequently mentioned is “professionalism” and acting in an appropriate manner once they are in the classroom. They have been exposed to codes of conduct and ethical guidelines throughout their career as undergraduate students but are not able to identify specifically what these codes are.

There were a number of themes that emerged through the data analysis in response to the research questions posed at the beginning of the study in chapter 1. These eight themes include: “entry”, “motivation to become an educator”, “professional relationships”, “understandings of learning”, “experiences informing a teacher identity”, “values and beliefs”, “experiences informing moral literacy”, and “connections to teaching”. All of these themes work together to inform pre-service teacher identity development and their moral literacy formation.

Chapter six will highlight final conclusions and implications for further research and practice related to pre-service teacher identity development and their moral literacy formation. The next chapter will also look at the ways in which this study could inform future research that intends to understand and develop teacher education that focuses on pre-service teacher moral literacy formation.

Chapter 6

SUMMARY OF FINDINGS, IMPLICATIONS, AND FINAL CONCLUSIONS

Summary of Findings

The purpose of this study was to determine the contribution to and impact of formal teacher training education programs on the personal and professional development of pre-service teachers' moral literacy. The study also looked at informal factors that had an influence on pre-service teachers' values and ethics. Finally, the study examined the development of pre-service teacher identity from the perspective of the candidates as a process of becoming.

The following research questions were used to guide the study: 1) What influences and experiences do candidates enrolled in a formal teacher preparation program perceive as having shaped their personal and professional identity (the process of becoming a teacher)? 2) What do candidates enrolled in a formal teacher preparation program perceive as the relationship and degree of influence between personal experiences and professional training on the development and formation of their moral literacy? 3) Given the influences and experiences reported by the participants, what theories, models, frameworks related to moral literacy relate best to moral literacy?

During the research process, it became evident that there was a need for an additional question that focused on the reason pre-service teachers chose to enter the field of education and the explanations that they provided for making this decision to become a

teacher. There were different factors that had an influence on pre-service teachers' decision to become teachers.

It was evident from the data that was collected during the research inquiry, that pre-service teachers had a difficult time articulating their ethical beliefs. Due to the limited amount of information that was gathered from the pre-service teachers pertaining to their ethics and the lack of ethical postures they were able to contribute to the study, data addressing this issue was disappointingly small. At this stage in their development as educators, pre-service teachers are more concerned with the “how” and “what” associated with becoming teachers and entering the field of education.

A number of variables emerged through the analysis process during the research study including “entry”, “motivation to become an educator”, “professional relationships”, “understandings of learning”, “experiences informing a teacher identity”, “values and beliefs”, “experiences informing moral literacy”, and “connections to teaching”. These eight variables were later translated into themes through coding during the analysis process.

The themes were developed and supported by the transcripts that were compiled during the data analysis process. The information that was provided to answer the research questions posed in chapter 1 were further supported by the eight themes in the study. These themes work in unison and have an influence on pre-service teachers as they move from college student to classroom teacher.

“Entry” is the first theme that emerged from the data and focuses on the ways in which pre-service teachers were influenced to enter the field of education in order to pursue a teaching degree. They were influenced by family members, such as parents or

siblings to enter the field of education. Some pre-service teachers had developed a personal desire to work with children based on the positive experiences that they have had working with them through their extracurricular activities.

Pre-service teachers also have personal aspirations to become educators based on their own experiences as students. A number of pre-service teachers believed that they will do a better job teaching, educating their students, than the teachers they had going through the K-12 education system. As pre-service teachers spend more time in an elementary classroom, these factors are either confirmed or challenged based on how successful their practicum is and the experiences that they have teaching and interacting with students. The factors that influence pre-service teachers to enter the teaching profession are summarized in table 6.1.

Factors that Influence Pre-Service Teachers to Enter the Teaching Profession	<ul style="list-style-type: none"> • Family Members • Personal aspiration to become an educator • Issues relates to social justice • Desire to work with children • Motivation • Professional Relationships
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Table 6.1 Factors Influencing Pre-service Teachers to Become Educators

The second theme focuses on the “motivation to become an educator”. This theme explores why pre-service teachers want to become educators and what drives them to pursue this goal. They are motivated to become teachers and want to make a difference in the lives of their students. Pre-service teachers believe that teachers have a great impact on the lives of their students. They also have a desire to change the current educational system and make a significant impact on teaching and learning as future elementary educators.

The next theme highlights the importance of the relationships that pre-service teachers have had. The professional relationships that pre-service teachers have established have an influence on their decision to become educators. Pre-service teachers plan to create positive, lasting relationships with their own students in the future once they become educators themselves. Their relationships with their own teachers, both positive and negative, have influenced their decision to become teachers.

Another theme that emerged, “understandings of learning”, makes connections between the pre-service teachers’ beliefs about learning and how this will have an influence on the teaching methodology that they hope to adopt when they have their own classroom. Who pre-service teachers are as learners will have an influence on who they hope to become as teachers. This in turn has an influence on the formation of their teacher identity development as they move from student to teacher and enter the field of education.

The fifth theme that emerged from the data revolves around “experiences informing a teacher identity”. At this stage in their development, pre-service teachers are beginning to form a teacher identity. Due to the limited amount of time they have spent in the classroom, pre-service teachers’ extracurricular activities and the time they have spent outside of their coursework working with children or interacting in an educational setting has an influence on who they will become as teachers. Before pre-service teachers enter a formal teaching training program at a university, they already have an image of what they believe a teacher should look like and they bring this with them into their courses and classroom practicum.

The final three themes that emerged from the data highlight information that is connected to pre-service teachers' development as ethical beings and the connections that can be made to the formation of their moral literacy. As pre-service teachers progress in their development as teachers, they have their own beliefs and values that are derived from their experiences. The values that pre-service teachers possess are influenced personally, through family members or religious affiliation, and professionally through their coursework or extracurricular activities. At this point in their academic careers, pre-service teachers are beginning to connect their beliefs and values to the role that they will take on as teachers.

The seventh theme, "experiences informing moral literacy", is directly related to pre-service teacher moral literacy development. Although pre-service teachers have limited experiences spending time in a classroom, they recognize that there will be times where they may be faced with an ethical or moral dilemma in the classroom. The way in which they choose to handle this dilemma depends on the level of confidence that each pre-service teacher possesses. Pre-service teachers who have had more experiences working with children outside of the classroom feel they would be better prepared to handle a moral or ethical dilemma if one were to arise during their practicum experiences. A number of pre-service teachers felt that they would prefer it if their mentor teacher would handle the problem if a situation were to arise while they were in the classroom.

The final theme that emerged through the data analysis process, "connections to teaching" focuses on the connections that can be made to the teaching profession. The values that pre-service teachers hold can be connected to their beliefs about the teaching

profession and how this will translate into their own teaching practices once they have their own classroom. Pre-service teachers believe that it is important for educators to know their values and beliefs as an educator but not force them upon their students. The themes informing pre-service teacher identity development and moral literacy formation are summarized in table 6.2.

Themes Informing Pre-service Teacher Identity Development and Moral Literacy Formation	<ul style="list-style-type: none"> • Entry • Motivation to Become an Educator • Professional Relationships • Understandings of Learning • Experiences Informing a Teacher Identity • Values and Beliefs • Experiences Informing Moral Literacy • Connections to Teaching
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Table 6.2 Themes Influencing Pre-service Teacher Identity and Moral Literacy Development

The socialization process plays a key role in the development of pre-service teachers as they make a transition into the field of education. As new members enter a profession or occupation, in this case pre-service teachers, they learn to adapt to their role through the socialization process. Socialization theory addresses this key issue related to professional development. “Socialization refers to the process by which persons acquire the knowledge, skills, and dispositions that make them more or less members of their society” (Brim, 1966, page 3). Through socialization, an individual learns what to expect within a specific profession, including roles, responsibilities, and values. If teaching is viewed as a “society” or “culture”, then teachers would find that they have to take on certain roles and expectations associated with this profession.

Although pre-service teachers have not spent a significant amount of time in the classroom teaching lessons or interacting with students, they understand that there are certain values that are associated with the field of education. Pre-service teachers are able to identify the values that they feel are important to the teaching profession. They connect these values with the ones that they have established as future educators. Pre-service teachers articulated values that they associate with students and teachers. These values are summarized in table 6.3.

For Students	For Teachers
<ul style="list-style-type: none"> • Respect • Patience • Hard work • Value Education • Equal treatment for all students • Empathy 	<ul style="list-style-type: none"> • Value each other's ideas • Open to new ways of teaching and learning • Passion for teaching • Responsibility • Motivation

Table 6.3 Values Pre-service Teachers Associate with the Teaching Profession

In an effort to answer the third research question, “what theories, models, frameworks related to moral literacy relate best to the context of education and from the perceptions of pre-service teachers?”, the researcher applied Tuana’s (2007) moral literacy framework during the analysis process. Using this model, it was evident that pre-service teachers have a low level of moral literacy development at this stage in their teacher education career. At this stage in their academic careers, pre-service teachers do not have the tools to enhance these skills. They are not provided with opportunities to reflect on their own values and beliefs throughout their coursework. A review of the

teacher education program shed light on the lack of discussion surrounding ethics in the courses that pre-service teachers are required to take.

Implications for Research and Future Projects

There are several implications that resulted from this study focusing on pre-service teachers, their identity development, and the formation of their moral literacy throughout the teacher education program. Through the research process, the researcher identified different ways in which she would go about conducting this study in the future and any aspect of the research study that warranted changes. The researcher also identified different projects related to this topic that would be important to explore in the future.

If the researcher would have been able to anticipate the pre-service teachers' level of moral literacy prior to conducting the study, she would have approached the data collection process differently. It was evident from the interactions that the researcher had with the pre-service teachers that it was challenging for them to verbalize their ethical beliefs. Knowing now what the researcher does, she would have tried to develop ways in which the pre-service teachers could talk about their own ethical decisions based on their experiences.

The first implication that the researcher would like to address in this chapter is related to the size of the sample and lack of diversity that it represented in the research study. This was a small study based on the information and data that was collected from a sample at one university. This study focused on one specific teacher education program. In reflecting on the changes that could be made to this study in the future, it would be

interesting to conduct a study that examines pre-service moral literacy development at multiple universities using a cross-case analysis in the process.

The pre-service teachers who participated in the study were primarily women, two out of fourteen were males. All fourteen pre-service teachers profiled in this study, were Caucasian, consistent with the make-up of the teacher education program at this university. As a result, issues related to diversity were not addressed in this research study. In thinking about the changes that could be made to this study, it would be interesting to recruit participants from diverse backgrounds and how their background and culture shapes their experiences as pre-service teachers.

At the time of this study, there was a limited amount of literature that focused on the connection between pre-service teacher identity formation and the development of their moral literacy. This topic continues to grow as more attention is focused on pre-service teachers and the development of their values and beliefs as it pertains to their notions about teaching and learning. While it would be impossible for the researcher to include every pre-service teacher in this study, it would have been valuable to talk to a greater number of pre-service teachers in order to validate the experiences of the fourteen pre-service teachers that were highlighted in this study.

Secondly, as this study was being implemented, the pre-service teachers were continuing to grow as future educators and were at different stages of developing as teachers. The time that the pre-service teachers spent in the classroom differed based on the time at which the interview was conducted during the semester. As a result, it would be beneficial to interview each pre-service teacher multiple times throughout the course of the semester, ideally once during the beginning of the semester, before they start their

pre-service teacher practicum and once during the end of the semester after they have spent time in a classroom.

It would be interesting to look at pre-service teachers at different points through their teacher education program, conducting a long term study, and how this influences or impact their moral literacy formation as they continue to develop their teacher identity. This would help to expand the notion of moral literacy as it is related to pre-service teacher identity development. It is important to examine in detail the connections that can be made between pre-service teacher disposition and who they are as ethical beings. This is a process that pre-service teachers will continue to go through as they spend more time in the classroom, interacting with students and expanding their beliefs about teaching and learning.

Third, this study focused on pre-service teachers who were enrolled in an elementary education program and hope to work in a K through 6 school. It would be valuable to explore the notion of moral literacy development in secondary education majors, pre-service teachers who hope to work with students grades 7 through 12. It would be interesting to compare and contrast elementary education teacher education preparation programs and secondary education teacher preparation programs for pre-service teacher moral literacy formation and the influence this has on their identity development as they move from student to teacher.

In addition, it would be beneficial to expand the parameters of this study to include faculty members in teacher education programs who are directly involved working with pre-service teachers. A future project could include professors and faculty members, including practicum supervisors, who currently teach courses in teacher

education programs in an effort to identify whether or not they are addressing ethics in their curriculum. In order to expand the context for such a study, it would be important to look at course syllabi and assignments as well.

Finally, it is important to note the time restraints that were associated with the implementation of this study. While the researcher contacted the participants during the first week in November 2008, holidays and university breaks delayed the data collection process. The researcher collected data for the research study during the months of November 2008 through January 2009.

Pre-service teachers were on winter break for three weeks during the month of December extending into the beginning of January 2009. Setting up interview times with the pre-service teachers proved to be difficult during this time period because they were not available, most were traveling home for the holidays. Pre-service teachers were also busy during the end of the semester preparing for exams and completing final projects for their courses.

Implications for Practice

Due to the practical nature of this study and the methods that were employed during data collection, it was evident that a number of recommendations for practice would emerge for pre-service teachers and teacher education programs interested in further developing the connection between identity development and moral literacy formation. The researcher used this information to formulate several suggestions for practitioners who are interested in expanding their knowledge surrounding pre-service teacher education and the integration of moral literacy in the pre-service teacher curriculum.

The first implication for practice that the researcher is suggesting focuses on the integration of a moral literacy component in pre-service teacher education programs. Using Tuana's (2007) moral literacy framework in teacher education programs to introduce moral literacy would provide teacher educators with a tool to start the process. This would include all three components of the model, "ethics sensitivity", "moral imagination", and "ethics reasoning".

In addition, it would be important to provide pre-service teachers with ethical dilemmas that pertain to issues they may face in the classroom. Pre-service teachers could identify the different values that are being challenged. Once they have identified these values, it would be important for them to provide explanations for the way in which they would "solve" or find a solution to the dilemma. Pre-service teachers could write their own moral or ethical dilemmas based on the experiences that they face while they are in the classroom.

Second, the researcher suggests providing pre-service teachers with opportunities to reflect on their own teaching practices and how their values and beliefs play a role in this process. Teacher educators should give pre-service teachers the time to reflect on their own moral code and how this influences the decisions that they make in the classroom or will make in the future as educators. As a few pre-service teachers noted during the interview process, they think it would be valuable to include an ethics component in their teacher education courses and are surprised that it is not a part of the curriculum.

It is important to note that the integration of an ethics component and/or moral literacy framework in a teacher education program cannot be done without the support

and guidance of the university faculty member who is working with these pre-service teachers. As a result, it would be valuable to provide training opportunities for teacher educators so that they are effective in the implementation process. Ideally, it would be beneficial to have an ethics component integrated throughout the teacher education program starting from freshman year.

Implications for Theory

Through the research and analysis process, it was evident that implications for theory would emerge from the study, which would be applicable to pre-service teacher education and moral literacy development. There were several themes that emerged from this study which would lend themselves to the development of a model or framework that could guide future studies or theories that are related to pre-service teacher identity development and their moral literacy formation. The researcher has discovered several implications for theory that resulted from the study.

The first implication for theory focuses on how this study can add to the body of literature that exists surrounding pre-service teacher development and their moral literacy formation. As was mentioned previously throughout the study, there is relatively little written about pre-service teachers and their moral literacy formation. This topic is in the stages of developing as more attention is drawn to pre-service teacher disposition through the National Council of Accreditation for Teacher Education (NCATE) standards. While quite a bit has been written about pre-service teachers, teacher education, and moral literacy, a study similar to this one will provide a theoretical model connecting all three aspects.

The second implication for theory speaks to how this study could inform career decision making models and the process that teacher candidates go through as they make the decision to become educators and enter the field of education. This decision to enter the teaching field can be linked to teacher motivation and teacher career choice (Richardson and Watt, 2005, 2006 & 2007). Building on this knowledge surrounding career choice and pre-service teacher motivation to enter the field of education, and integrating pre-service teacher moral development will provide a theoretical model for teacher education.

Finally, this study could inform the socialization process that is associated with entering a profession for prospective teachers. As an individual enters a new profession, he or she may only be interested in learning about the “how” and “what” of the new position. This group of pre-service teachers was very much of the same mold in this respect. At this stage in their development as professionals, pre-service teachers are preoccupied with the “how” and “what” about becoming teachers and much less interested with the why. As teacher educators, it is important to help them develop this capacity.

Concluding Comments

As the demands that are placed on teachers continue to grow, more attention has been focused on teacher education programs and the way in which they prepare teacher candidates to enter the field. As they start to spend time in the classroom, pre-service teachers may find themselves in situations where they will need to deal with issues concerning ethics, asking them to apply their own values during their practicum experiences. Although they are asked to apply their own set of principles and values to

their teaching experiences, they do not take the time to reflect on their own beliefs, values, morals, and ethics.

Throughout this study, there were a number of factors that were examined to determine the moral literacy development of pre-service teachers, specifically focusing on their values and ethics. By looking at these factors, the researcher was able to shed light on the pre-service teachers, their identity development, and the formation of their moral literacy. The themes that emerged as a result of the analysis provided greater insight into pre-service teacher development and how moral literacy plays a role in their identity development.

Pre-service teachers are in the beginning stages of developing a teacher identity as they move from student to educator. They are currently in the early stages of developing their identity as teachers, as a result pre-service teachers have yet to solidify a teacher identity. The experiences that they have through extracurricular activities and during their coursework have an influence on who they hope to become as teachers. This, in turn, has an influence on the formation of their teacher identity.

In analyzing the information that was collected during the study, it was evident that pre-service teachers have a low level of moral literacy development. Although they are able to articulate their beliefs and values, pre-service teachers do not have the tools to address issues related to ethics and morals, including dilemmas, while they are in the classroom.

This study shed light on the fact that there is a need to include an ethics component in teacher education programs. Pre-service teachers will be asked to call on their own code of ethics as they make decisions in the classroom. It is imperative to

provide pre-service teachers with the opportunity to enhance their moral literacy skills while they begin their journey towards becoming a teacher and make connections between their beliefs and the formation of a teacher identity. It is important for teacher educators to remember to be patient with their pre-service teachers and allow them to grow and develop as ethical beings by providing them with opportunities to reflect on their moral literacy.

As teacher education programs at universities and colleges across the United States continue to undergo numerous changes and evolves as standards and expectations within the field of education change, it is important to highlight how these changes have an influence on teacher education preparation programs. In order to gain a better understanding of what the teacher education curriculum looks like within the College of Education, it is important to look at the way in which pre-service teachers are prepared to enter the field, including the development of their values and ethics as it pertains to moral literacy.

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Appendix A

Invitation for Participation

Dear (Pre-service teacher):

My name is Dipali Puri and I am a graduate student in Educational Leadership at the Pennsylvania State University. I am in the process of conducting a research study necessary for completion of my PhD degree under the advisement of Dr. Paul T. Begley, Professor of Education at the Pennsylvania State University. I am currently seeking research volunteers to participate in my study. You have been contacted by your course instructor on my behalf.

The purpose of this study is to describe and understand the development and formation of moral literacy as a component of pre-service teacher identity. As part of my study I would like to gain an understanding of your experiences as a student in the teacher education program at Penn State. Finally, I would ask to speak with you about what has influenced your decision to become a teacher.

Participation in this study will take just a bit of your time. I would ask if you would be willing to allow me to conduct an interview with you about your experiences.

I would very much appreciate your participation in this study. If you would be willing to participate, please send me an email (dxp175@psu.edu) that includes how you would like me to contact you. Finally, I will contact you to arrange for a time and location for our initial meeting. You must be 18 years of age or older to participate in this study.

I appreciate your time in considering this matter and if you have any questions, please do not hesitate to contact me at the above e-mail address.

Sincerely,

Dipali Puri

Appendix B

Signed Informed Consent

Informed Consent Form for Social Science Research: The Pennsylvania State University

Title of Project: The Formation and Development of Moral Literacy as a Component of Pre-service Teacher Identity

Principal Investigator: Dipali Puri, Graduate Student
200 Rackley Building
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(814) 777-3546; dxp175@psu.edu

Advisor: Dr. Paul T. Begley
207 D Rackley Building
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(814) 863-1838; ptb3@psu.edu

1. **Purpose of the Study:** The purpose of this research study is to explore how pre-service teachers view moral literacy. Through this study I hope to better understand the connections between moral literacy and teacher education.
2. **Procedures to be followed:** You will be asked to undergo 1 interview, lasting approximately 1 hour. The interview will be recorded for clarity and accuracy.
3. **Benefits:** By participating in this study you have the opportunity to add to the body of knowledge and literature available on the moral literacy topic. Also you may be able to learn more about yourself and your role in teacher education.

The information that you and the other participants provide will assist in a greater understanding of the connections between teacher education and moral literacy.

4. **Duration:** It will take approximately one hour to complete the interview.

5. **Statement of Confidentiality:** Your participation in this research is confidential. The data, including the audiotapes, will be stored and secured at the apartment of the principal investigator in a password protected folder on my computer. Your responses will remain confidential. That is, your name or other identifiable information will not be linked to your responses. Data will be reported in summary form only, or if individual quotes are used, a masked name, or pseudonym will replace your real name. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. My advisor, Dr. Paul Begley, and I will have access to the audio recordings. The audiotapes will be destroyed in 2010.

6. **Right to Ask Questions:** Please contact Dipali Puri at (814) 777-3546 with questions, complaints or concerns about this research.

7. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

You must be 18 years of age or older to take part in this research study. If you agree to take part in this research study and the information outlined above, please sign your name and indicate the date below.

You will be given a copy of this consent form for your records.

Participant Signature

Date

Person Obtaining Consent

Date

Appendix C

Interview Protocol

The interviews will be informal and semi-structured given in person upon the availability and consent of the respondents. Each interview will last approximately 1 hour. Before the interviews begin, the pre-service teacher will be given a brief description of the interview questions. The interview protocol will include a total of 10 questions. Questions 1-3 are included in the interview as “introductory questions” which are designed to create a context for the interview and draw out connections between the interviewee and the university (Penn State).

- 1) Tell me a little bit about yourself, what brought you to Penn State University?
- 2) Why did you decide to enter the teacher education program through the College of Education?
- 3) What grade/subject do you hope to teach in the future? Why?
- 4) Who are you as a learner?
- 5) Why do you want to become a teacher?
- 6) Who might you become as a teacher?
- 7) What or who has had an influence on your decision to become a teacher?
- 8) What do you think are the greatest challenges teachers face?
- 9) What or who has had an influence on your beliefs and values?
- 10) Do you think values and beliefs are connected (or important) to the teaching profession? How? Why?

Dipali Puri

Curriculum Vita

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Education

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Dissertation: The Formation and Development of Moral Literacy as a Component of Pre-service Teacher Identity
- 2005 M.Ed in Curriculum and Instruction, Pennsylvania State University
Thesis: English Language Learners in the Mainstream Classroom: How Language Use Shapes Opportunities for Student Learning
- 2000 B.S. in Elementary Education, Penn State University

Employment

- 2008- Present Project Director/Editor for the Pennsylvania School Study Council, Penn State University
- 2006- 2007 Technology Support Supervisor for Curriculum and Instruction: College of Education, Penn State University
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Research and Scholarship

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