

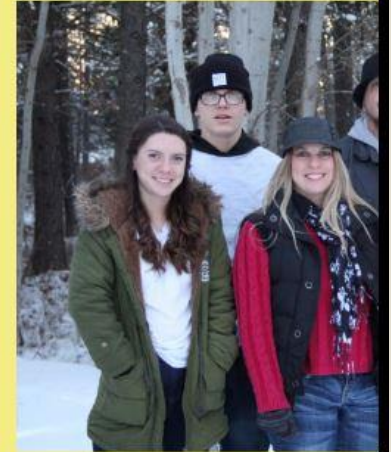


TEACHER IDENTITY

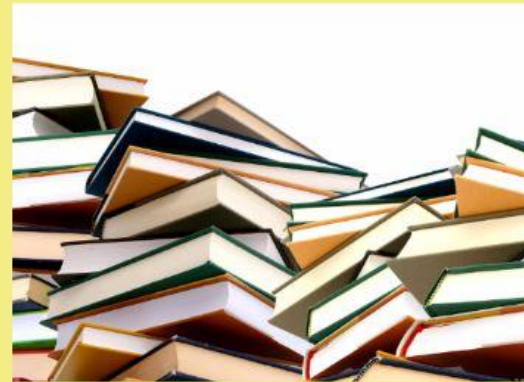
New Faculty Orientation
Workshop #2

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- On the first day of class, I introduce myself to my students in the following way:



Shelly Shaffer, PhD



When you introduced yourself to your students at the beginning of the quarter, what did you say?

Share this with a partner at your table.



Why do you think that you decided to share what you did?

What did you leave out? (Why?)



Teacher Identity

- Olsen (2008) claims that examination of teacher identity can be used as a frame or an analytic lens through which to examine aspects of teaching.
- Teachers' identity shifts as teachers move into their professions and gain experience (Beauchamp & Thomas, 2006; Thomas & Beauchamp, 2007).
- Identity is dynamic (Rodgers & Scott, 2008; Van Veen & Slegers, 2006; Zembylas, 2003).
- External factors influence teacher identity: such as life experiences, job experiences, gender, ethnicity, religion (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005).
- Four factors of teacher identity found by Beijaard, Meijer, and Verloop (2004) include: teacher identity is an ongoing process; it involves both a person and a context; within teacher identities are sub-identities; and it includes an element of agency. Note: the authors identified that the distinction between personal and professional identity is hazy and, therefore, problematic.

What is teacher identity, then?

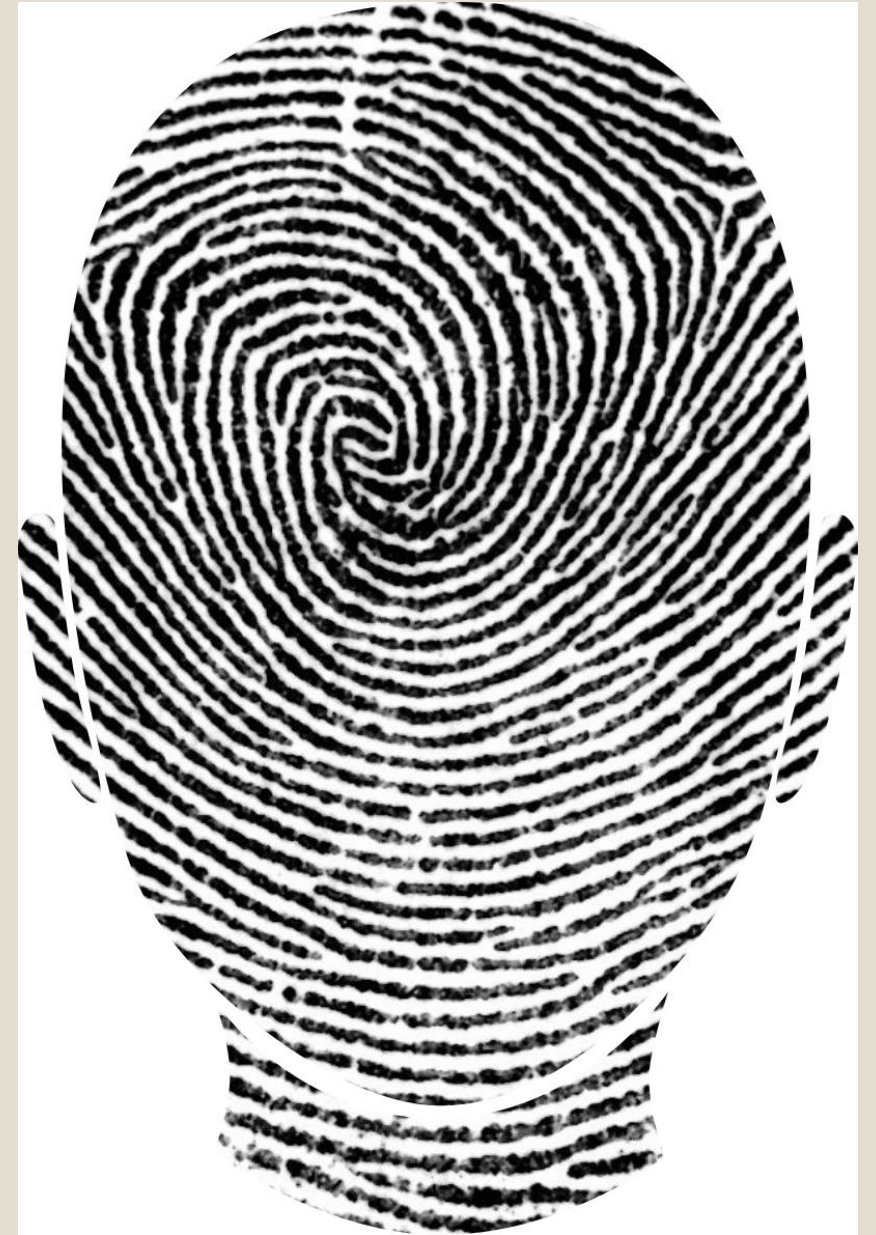
- According to Sachs (2005), it is at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be,' 'how to act,' and 'how to understand' their work and their place in society (p. 15).
- Gee (2001) claims that identity suggests the 'kind of person' one is within a particular context (p. 99).
- In Olsen (2008), the author says identity is a label for the collection of influences and effects one has had from the contexts they have experienced and the constructs, such as self, social positioning, and meaning systems, which become intertwined inside the flow of activity within the classroom.

Exploration of our own identities

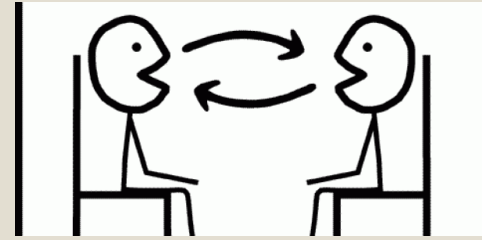
- Boyd (2017) explored teacher identity in her pre-service teacher program by bringing to the forefront her own and her preservice teachers' socializations by describing/locating/crafting 5 objects that answer the question:
 - Who are you and where do you come from?
- With that in mind, we are going to complete a mind-map of our own backgrounds, coming up with at least 4-5 key events/details that have influenced our lives.

Identity Web

- Take some time to brainstorm on the “identity web” that’s been provided. Think about the ways that gender, age, place, religion, SES, etc. have influence “who you are,” “how you act,” and “how you understand the world.”



Interview Process



- In your table groups, with preferably 3 people, we will conduct “group interviews.”
- Each person will receive a guideline for the procedures, and describing the three roles.
 - Interviewee
 - Interviewer
 - Note taker
- Take some time to “interview” each person in the group.
- As you listen, make note of any themes or big ideas that emerge. Work on making connections among and within each of the people in the group.

Group share:

- What are some “big ideas” that you were able to glean from your group’s interview?
- How did you notice that this ONE aspect of your identity might affect your teaching?



Going forward:

- Boyd (2017) also suggested teachers get to know themselves through reflection and reflective practice. Reflection provides new and experienced teachers with a way to see themselves anew and to develop a vision for the future.
- On your goal sheet for Workshop #2, please make one (or more) goals for yourself moving forward.
- How can you use the idea of teacher identity to improve our teaching practice?
- Follow up: In a couple weeks, I will be following up with an email to see how you're making progress toward your goal from this workshop. I hope that you will also share/talk to the people at your table (or in the workshop) throughout the next several weeks to provide one another feedback and support.



THANK YOU!!

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Please contact me with feedback and/or comments and suggestions.