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### Fostering Music Teacher Identity Development through Mentoring Dialogues

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# Fostering Music Teacher Identity Development through Mentoring Dialogues

## ABSTRACT

In a prior investigation I focused on the cooperating teacher's perspective during mentoring dialogues, reflecting on their role as a mentor (Munroe, 2021). Other researchers have focused on what the student teacher learns from the conversation, but not specifically on teacher identity development (Fernandez & Erbilgin, 2009; Tsui et al., 2001). In this study I recorded mentoring dialogues between three pairs of student teachers and cooperating teachers. Using stimulated recall interviews (Ericsson & Simon, 1999), I asked the student teachers to reflect on their perceptions of the cooperating teacher's mentoring role and their teacher identity. I determined cooperating teachers' mentoring roles using the Mentoring Roles in Dialogues (MERID) Model (Hennissen et al., 2008) and analyzed the data using Beijaard and Meijer's (2017) concepts related to teacher identity development: sense-making, agency, and ownership. Findings indicated that cooperating teachers have a great influence on identity development through formal dialogues. Student teachers reflected on feelings of success, identity tensions, and struggles throughout their student teaching experience.

## Keywords

mentoring dialogues, music teacher identity, student teaching

During the student teaching experience, student teachers turn to their cooperating teacher for help, advice, and guidance (Conway, 2002; Roulston et al., 2005). At times they hope to receive direct advice from their CT by telling them exactly what to do, while other times they want more freedom to figure things out on their own (Draves, 2008). Cooperating teachers often adapt their

approach to the student teacher by adopting different roles (Hennissen, et al., 2008). What type of mentoring role the cooperating teacher enacts may also be impacted by a variety of factors including their personality and beliefs about teaching and learning as well as the student teacher's personality and experience (Munroe, 2021).

Mentors serve a variety of functions including personal and emotional support and building a positive and productive relationship, while also providing instructional support, advice, and feedback (Lieberman et al., 2012). Cooperating teachers may enact potential mentoring roles based on how they view their function as a mentor (Feiman-Nemser & Parker, 1993; Rajuan et al., 2007). Focusing on providing psychological support, Rajuan et al. (2007) described mentors with a personal orientation as empathetic and sensitive. Focusing on the instructional role, Anderson (2007) described mentors as responsible for the instructional environment, providing feedback and evaluation. The cooperating teachers' role perceived by the student teacher may impact the approach adopted by the cooperating teacher.

During the student teaching experience, cooperating teachers and student teachers engage in mentoring dialogues (Hennissen et al., 2008). Sometimes these are brief, informal dialogues following a teaching experience. Other times the cooperating teacher and student teacher may have a more formal, extended dialogue about goals, teaching experiences, and lesson planning (Crasborn et al., 2011). Prior researchers have examined the distinction between a direct or an indirect mentoring style where a mentor is observed either giving direct advice or asking reflective questions of the student teacher, encouraging them to reflect upon their learning (Orland-Barak & Klein, 2005). Researchers have also identified the conversational input of the mentor as active or reactive, either introducing topics and guiding the conversation or allowing the student teacher to take the lead and respond to them (Crasborn et al., 2010; Hennissen et al., 2008). Research related to the mentoring role and the development of teacher identity may provide insight into the dynamic process of teacher development through guided practice.

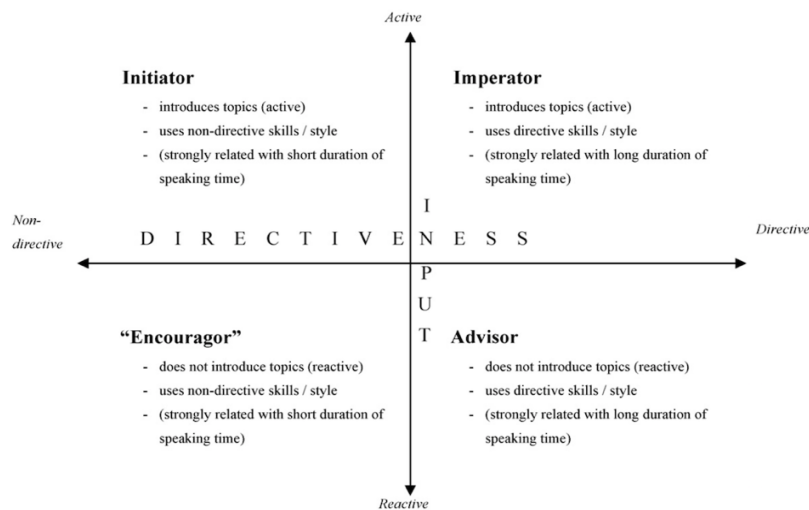
Some student teachers experience professional identity tensions (Pillen et al., 2013; Scheib, 2007). Drawing from role theory (Beehr, 1987), Scheib (2007) stated that music teachers may experience tension when the expectations of their role differ from their self-conception. While the focus was on in-service teachers, Scheib (2003) found that ensemble teachers felt a tension between the expectations of ensemble performance and achievement and their values as an educator. They also felt overwhelmed by their personal and professional responsibilities. Focusing on beginning teachers, Pillen et al. (2013) found that developing a teacher identity is a complex process in which one may experience an identity tension between their view of themselves as a teacher and their teaching context. This can cause feelings of helplessness and frustration. Student teachers may also struggle when they perceive discrepancies between their beliefs or their experiences in methods courses and what they observe in their student teaching placements (Schmidt, 2013).

## THEORETICAL FRAMEWORK

I used two theoretical lenses to determine the mentoring role enacted by the cooperating teacher (Hennissen et al., 2008) and analyze the identity development of the student teachers (Beijaard & Meijer, 2017). Given the pivotal role of the cooperating teacher, the mentoring role enacted by the cooperating teacher can influence the development of the student teacher's teacher identity through their ability to connect relevant skills and theory to the student teacher's developing identity (Crasborn & Hennissen, 2021). Hennissen et al. (2008) established the Mentor Roles in Dialogues (MERID) model to explore the roles assumed by mentors during mentoring dialogues (Figure 1). The model includes four quadrants related to the actions of the mentor on a continuum from non-directive to directive and reactive vs. active. The directiveness axis refers to the style of mentoring and the active/reactive axis refers to who initiates topics of conversation. By combining these two components, mentors assume one of four roles. The initiator is indirect and active, introducing topics while using an indirect mentoring style. The imperator is direct and active, giving advice and guiding the conversation. Indirect and reactive, the encourager responds indirectly to the student teacher while the advisor is both reactive and direct. I used this model to identify the mentoring roles enacted by the cooperating teachers in this study and analyze the student teacher's perception of these roles in relation to their identity development.

**Figure 1**

*The Mentor Roles in Dialogues Model (MERID). Reprinted from Educational Research Review 3/2, Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, Mapping mentor teachers' roles in mentoring dialogues. 168-186 (2008), with permission from Elsevier*



Teacher identity is influenced by a variety of personal and professional factors, including personal beliefs and experiences, as well as the educational context (Beijaard & Meijer, 2017; Draves, 2021). Beijaard and Meijer (2017) identified three central concepts in the development of professional identity: ownership, sense-making, and agency. A student teacher demonstrates ownership when they express who they are as

an educator and their professional values and beliefs (Beijaard & Meijer, 2017). Sense-making is an active process of connecting or assimilating new experiences with existing knowledge and beliefs, resulting in the enactment of change or reflection on one's identity (van Veen & Lasky, 2005). When a student teacher demonstrates control over their actions and feels empowered to demonstrate autonomy, they are demonstrating agency (Ketelaar et al., 2012). "Agency," Beijaard & Meijer (2017) noted, "is not something you have, but something you do intentionally and with consideration..." (p. 6). I used these three concepts as a framework for understanding the student teachers' perception of their identity development in response to mentoring dialogues with their cooperating teacher.

## NEED FOR THE STUDY AND RESEARCH QUESTIONS

In a prior investigation, I focused on the cooperating teacher's perspective during dialogues, reflecting on their role as a mentor (Munroe, 2021). Others have focused on what the student teacher learns from the mentoring dialogue, but not specifically the development of their teacher identity (Fernandez & Erbilgin, 2009; Tsui et al., 2001). Given the variety of approaches to mentoring enacted by cooperating teachers during mentoring dialogues, more research is needed on how the student teacher perceives their professional identity and interprets and responds to the cooperating teacher's approach. Therefore, the purpose of this multiple case study (Stake, 2006) is to examine how student teachers perceive their identity development in response to mentoring dialogues. I addressed the following research questions:

1. How do the student teachers perceive the CT's mentoring role as enacted during mentoring dialogues?
2. What mentoring roles do STs perceive as building ownership, sense-making, and agency?

## METHOD

This multiple case study (Merriam & Tisdell, 2016) is bounded by the time of the student teaching placement, occurring over 7 weeks during the fall 2021 semester. The placements occurred in an elementary general music setting, high school choir, and middle school band. Both the individual schools and the Institutional Review Board approved this project.

### Participants and Settings

Participants included three student teachers from the same university and the cooperating teachers with whom they were paired for seven weeks of the semester. I employed maximum variation sampling (Patton, 2015) to ensure that the student teacher/cooperating teacher pairs represented a variety of potential teaching contexts, including elementary general music, middle school band, and high school

choir/orchestra. All cooperating teachers were experienced teachers and had mentored student teachers in the past. I used pseudonyms throughout the study.

Danielle was a clarinet player and a fifth-year senior. She had two student teaching placements, high school and middle school band. During this seven-week placement, she worked with Mr. K in a rural middle school band program. Danielle faced some academic, musical, and personal challenges throughout her college years. She told me she was very excited to be student teaching and tried to get as much out of her placements as possible.

As a vocalist, Megan was placed in an elementary general music setting and a high school choral program, both in the county where the university is located. During this placement, she worked with Mrs. D. who teaches high school choir, orchestra, music theory, and piano classes. She showed enthusiasm for teaching. She was nervous to teach orchestra, but loved working with the choirs.

Sam taught high school and middle school orchestra during his first placement and worked with Mrs. S during his second placement, who taught elementary general music in a rural county located about an hour and a half away from the university. Sam planned to continue onto graduate school to study orchestral conducting.

**Table 1**

*CT Participants*

<b>ST Pseudonym</b>	<b>CT Pseudonym</b>	<b>School</b>	<b>Instructional Focus</b>	<b>CT Experience</b>	<b>Prior STs</b>
Danielle	Mr. K.	Hillside MS	Middle school band	20 years	5
Megan	Mrs. D	Millerstown High School	High school choir/orchestra	9+ years college, 7 years HS	5
Sam	Mrs. S	Pineview Elementary	Elementary General Music	15 years	10

### **Data Collection**

I used interviews, videos of mentoring dialogues, and reflective journals to collect data from the student teacher and cooperating teacher participants. The primary data source for this study was interviews with the three student teachers and their cooperating teachers. I conducted two semi-structured, stimulated recall interviews (Lyle, 2010; Schensul & LeCompte, 2013) with each student teacher near the beginning and the end of the placement. Each interview lasted approximately 50-75 minutes. I asked each student teacher to video-record two formal mentoring dialogues with their cooperating teacher, one near the beginning of the placement and one near the end. Lengths of the videos ranged from 10-30 minutes. The only guidance I gave the student

teachers was to record a conversation in which they sat down and had a formal dialogue where they talked about their teaching. Topics that the cooperating teachers and student teachers talked about included co-planning, reflection on lessons, goal-setting, and general reflection on teaching. Using these recorded videos, I employed a stimulated recall technique (Ericsson & Simon, 1999; Lyle, 2010) in which they commented and reflected on the conversation while we watched the video.

I also interviewed each cooperating teacher once at the beginning of the placement using a semi-structured protocol, in which I asked about their background and experience and their perception of their role as a mentor. I developed questions based on existing literature related to the mentoring role (Hennissen et al., 2008; Orland-Barak & Klein, 2005). Each cooperating teacher interview lasted approximately one hour. I also analyzed weekly reflective journals written by the student teachers. Journals were open-ended in which student teachers reflected on their growth and development throughout each week. Each of the 7 journal entries was approximately 1-2 pages long and offered insight into their lessons and goals each week, as well as their developing identity as a teacher.

### **Data Analysis**

I analyzed all interview transcripts and journals using first and second cycle coding (Saldana, 2013). First cycle codes included descriptive and in vivo codes (Miles et al., 2014). I developed pattern codes based on aggregated first cycle codes and concepts from related literature. I analyzed each recorded mentoring dialogue using the MERID model to determine the mentoring role enacted during each conversation (Hennissen et al., 2008). Next, I used the results of code-counting to map the mentoring role as enacted in each dialogue. Beijaard and Meijer's (2017) concept of professional identity development was used as a framework for analysis. I also used conversation analysis (Leech & Onwuegbuzie, 2008) to examine the interactions during mentoring dialogues, which included turn-taking during the dialogue and counting occurrences of codes based on the MERID model across each data source (Figure 1). I counted instances of direct and indirect mentoring style and conversational input for each dialogue to create graphs mapping the mentoring role during each mentoring dialogue (Figure 2). In addition to using coding and conversation analysis to identify the mentoring role adopted by each cooperating teacher, I assigned inductive codes based on existing literature and deductive codes drawn from the data. I then grouped the codes into patterns to identify themes. I attended to trustworthiness through member checks and triangulation (Lincoln & Guba, 1985). Participants reviewed the findings of the analysis, and each one agreed with the major themes. Findings were evident across various data sources, including stimulated recall interviews, cooperating teacher interviews, and journal entries. In the findings section I will describe the mentoring role as determined by the MERID model, the student teacher's perceptions of the



mentoring role, and themes related to identity development through the lens of Beijaard and Meijer's (2017) concept of professional identity development.

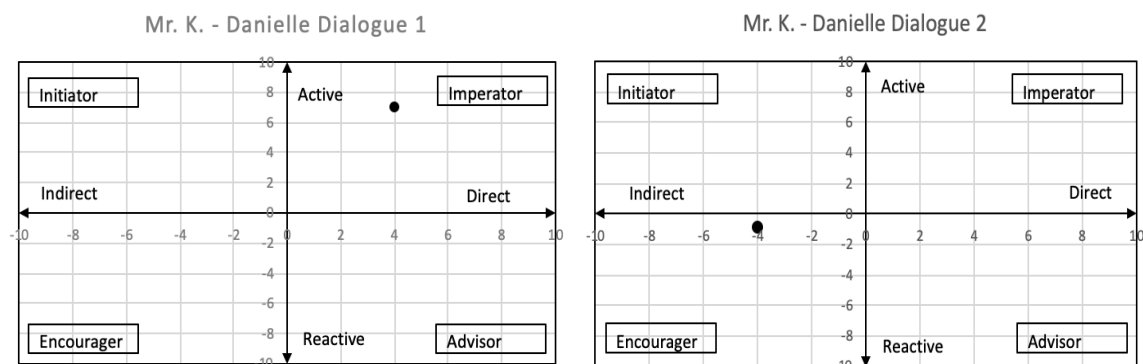
## FINDINGS

### Mentoring Role According to the MERID Model

Throughout the placement, two of the cooperating teachers, Mr. K. and Mrs. D., moved from the imperator quadrant to the encourager quadrant of the MERID model (Figure 2). During the first dialogue, Mr. K. was very direct and active, telling Danielle what to do and assigning specific tasks. Danielle appreciated his guidance and perspective on how to approach certain concepts. "The supplemental materials that he showed me have been helpful in gauging what the kids are familiar with to know what I can build off of" (Danielle). The second dialogue shifted more toward classroom management, as this was an area that she struggled with quite a bit. Mr. K. was a bit more responsive to Danielle's thoughts and questions. He reflected that he often began dialogues with a question for the student teacher, but I did not observe this in the recorded dialogues. This may occur more often in their informal conversations. Danielle reported that he would typically ask what she thought about a lesson and then give feedback from there. Mr. K. realized that student teachers need time and space to develop their own identity. "Let them develop their own thing, though they invariably start doing all the things that I do and find out what does not work for them. Let them fail on their own and figure out how to fix it" (Mr. K.).

**Figure 2**

*Mr. K. and Danielle Mentoring Dialogue Plots*



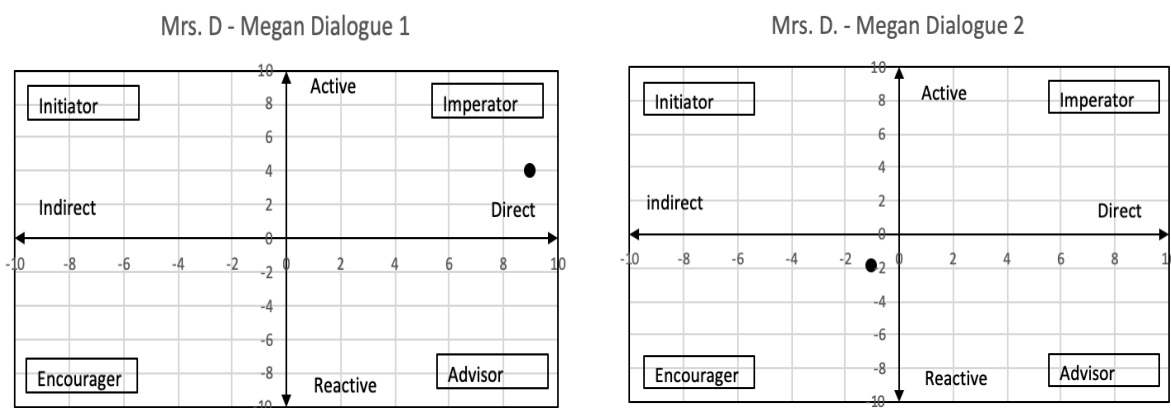
Mrs. D. also shifted from the imperator quadrant to the encourager quadrant, yet she was still very close to the center of the graph (figure 3). In the first dialogue, she began with a question but then exhibited active and direct characteristics, asking Megan to incorporate movement into warm-ups, teach them how to mark their music and work on pacing in theory class. "I think overall you can be more demanding from the beginner kids, they'll do it, they basically just give you the minimum...they do that with everybody" (Mrs. D.). In the second dialogue, she still directed the conversation, but



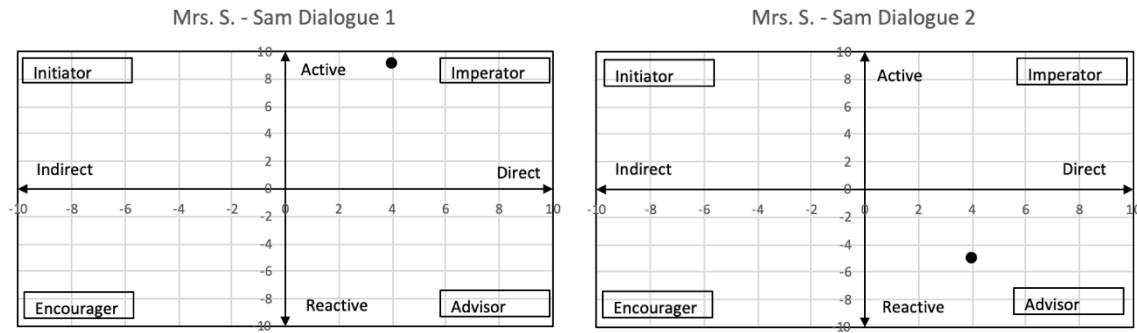
asked more leading questions, prompting Megan to reflect on her progress, and then giving feedback based on her responses. “Philosophically I want them to be able to explore on their own, but I do think when asked, I am very apt to give direct advice” (Mrs. D.). Megan appreciated that her cooperating teacher listened to her and respected her thoughts. “I feel much more confident in the second placement because my thoughts and ideas are being heard” (Megan).

**Figure 3**

*Mrs. D. and Megan Dialogue Plots*



Mrs. S. enacted a direct mentoring role in both dialogues, shifting from the imperator quadrant to the advisor quadrant as she was more reactive to Sam in the second dialogue (figure 4). “She is very direct and will tell you exactly what she thinks” (Sam). There were specific aspects of planning and teaching that she had advice on such as learning the songs better, sequencing lessons, and management. Sam appreciated when she would jump in and interrupt his lesson to model teaching a concept. She would often do this when he was struggling during a lesson. In the second dialogue, she was responsive to Sam’s reflections with feedback and built his confidence through positive feedback. “The success of your placement really started to fit when you assumed more responsibility for planning, did you feel that?” (Mrs. S.). Mrs. S. reflected on how she typically adapted to her student teachers’ needs by asking them what their goals were for the placement. “I guess like in, in the first week, I always just ask them, what, why are you here? What are your goals? Like what brought you to me and, and why are you here? and where, where do you wanna go? What do you want to achieve out of this placement?” (Mrs. S.).

**Figure 4***Mrs. S. and Sam Mentoring Dialogue Plots***Perception of Mentoring Role**

When the student teachers reflected on the mentoring they received from their cooperating teacher, all three focused primarily on what kind of advice they got, whether direct or indirect. When asked if they thought their cooperating teacher was active or reactive, they all perceived their cooperating teacher as steering the conversation, at least in formal dialogues. Danielle realized that her personality may have influenced this as well. “I think it’s just part of who I am, most of the time I’m more of a listener than a talker so it’s easy for me to kind of listen and process the conversation and then come up with a question.” Both Sam and Megan valued it when their cooperating teacher told them directly what to do or stepped in to help when they struggled. Megan always felt like she could ask Mrs. D. to step in and help her out during a lesson and felt comfortable admitting when she did not feel confident. Sam did not feel confident with his first-grade lesson plan at the beginning of the placement, and Mrs. S. stepped in during the lesson to help.

Mrs. S. and Dr. M. [university supervisor] helped me a lot with lesson planning by helping me take ownership of my lessons and explaining that I need to have really solid objectives to be able to have a solid plan. This is something that stuck with me most of the placement (Sam).

Indirectly, all three student teachers valued being treated like a colleague. Sam also reflected on how he learned a lot from watching Mrs. S. vary from her written lesson plans based on the students’ responses at the moment. He noticed how much Mrs. S. valued student success and felt pressure to improve his lessons. “She cared about my success as well, but at least at the forefront, it was like her students’ success, like she did not want to watch me struggle through lessons if her kids were not getting the content they need...” (Sam).

The student teachers also valued feedback received from their cooperating teachers. Positive feedback appeared to help to build their confidence. “I was appreciative because you know, she’s so good at what she does and she’s telling me that what I did was a good thing, so it was very exciting to hear that” (Sam). Despite the positive feedback, Danielle still struggled with self-confidence: “Overall, Mr. K thinks

things are getting better. I'm not sure if I quite feel it or believe it yet, but I'm trying my best to get there" (Danielle).

### **Teacher Identity Development**

Three major themes related to music teacher identity development emerged from the data analysis: tension, struggles, and success. Each of these three themes influenced the student teachers' development of sense-making, agency, and ownership (Beijaard & Meijer, 2017), along with the mentoring role adopted by the cooperating teacher. In this section, I will describe these three themes within the framework of identity development through sense-making, agency, and ownership (Beijaard & Meijer, 2017).

#### **Sense-making**

Sense-making is experienced by the student teachers in a variety of ways. They make sense of what works and what does not work in the classroom, what their role is in a classroom that is already well-established, and what kind of a teacher they are going to be. For all three participants, there was a tension between their perception of their own teacher identity and their cooperating teachers' identity. At times, Megan disagreed with her cooperating teacher's approach to planning but did not feel like it was her place to question it. Danielle tried to heed her cooperating teacher's advice but did not feel like some of it would work for her, given his relationship and rapport with the students.

Sam came into his second placement following seven weeks of working with middle and high school orchestras. He was already looking ahead to post-graduation when he would return to the university to pursue a graduate degree in orchestral conducting. He felt like he was establishing his teacher identity as an orchestra director and felt tension between his developing teacher identity and the general music context. He felt out of place teaching general music and a bit intimidated by Mrs. S. because she was such an effective and organized teacher. "So I was really worried about matching her personality, and not just her personality, but her teaching personality and matching, you know, the content that she was teaching" (Sam). Mrs. S. was an extraordinarily organized teacher, and over time, Sam began to realize how important this was, yet he recognized that this was not one of his strong points.

...if it's not organized, then you know even the kids might come in and they might like feel anxious because it's just how disorganized it is. That's the one thing that's weird, like sometimes I'll feel you know overwhelmed when something's not organized, but something in my brain just doesn't let me do it (Sam).

Megan struggled to make sense of herself amidst her struggles with planning, playing piano, and teaching orchestra. At times she disagreed with her cooperating teacher's approach to planning for long class periods. "She says that it's healthy for them to have frequent breaks because they are expected to be engaged in other classes for the full 80 minutes. However, I feel that if it were my classroom we would get down to business" (Megan).

**Agency**

Danielle tended to struggle with classroom management and turned to her cooperating teacher for help. While he tried to provide guidance, she still struggled at times. She began to exhibit agency by taking more control over management. When she realized that a few students were picking on a couple of saxophone players that were neurodivergent she tried to ensure that this behavior stopped. "...and they make it their personal mission to like pick on these two boys, and now I'm like 'we're not doing that, that's not cool'" (Danielle).

Sam struggled with lesson planning for elementary general music. His cooperating teacher provided him with several resources and materials and also expected him to develop more independence with planning. After providing Sam with a lot of structured assistance with planning, Mrs. S. thought that introducing ukuleles to the fourth graders might be a good topic for him to take on independently. She thought that Sam might feel some comfort level with this since he was a string player himself. At first, Sam felt lost on how to introduce the instrument as well as routines such as passing out the instruments and managing students. He also could not decide whether to start with picking melodic patterns or strumming chords.

I think there are pros and cons to both. They really struggle with finger picking...they definitely do enjoy playing chords more than they do finger picking. I figured that'd be the case, but I thought it might be beneficial for them to learn both (Sam).

Later in the placement, Sam exhibited agency as he experienced more success with some of his lesson plans.

They seemed to really enjoy the lessons that were student-led and allowed them to be creative...I'm learning a lot about lesson planning and how the lesson doesn't always have to be 100% what you do. I actually really enjoy when the students give their input, and we end up doing something that they want to do that still goes along with the lesson objective (Sam).

**Ownership**

As Danielle continued to struggle with classroom management throughout her placement, she turned to her CT for advice. While she appreciated when he empathized with her struggles, she experienced tension between her CT's advice and her view of herself. This tension and frustration led to Danielle developing some resiliency and ownership though, owning the need to take charge of her improvement.

There were definitely times in the moment where I felt like I wasn't getting what I needed and I was frustrated and crying and everything else and feeling overwhelmed, but thinking back on it, you know, in retrospect, I think that was kind of what I needed because I had to figure out how to make it work for me, like I couldn't just mimic what Mr. K. did and have it work the same way...it doesn't work that way, so I had to figure out how to make it work for me and that meant a lot of trial and error and a lot of thought and lost sleep and tears in that moment, but I think it made me more equipped to take on different challenges (Danielle).

Later in the placement Danielle also exhibited ownership when reflecting on a time when she felt successful with classroom management. “We tried a silent rehearsal where we just played through stuff for their concert to prove the point that when we minimize talking, we get to play more, and ultimately have more fun” (Danielle). Sam also took ownership of his success with classroom management. “I am very impressed with the improvement of my classroom management skills...the biggest thing I learned is I needed to stop saying ‘okay, now we’re going to do this, and then we’re going to do this’” (Sam).

## DISCUSSION

### Mentoring Role and Student Teacher Perspective

Hennissen et al., (2008) created the MERID model to classify the role of the mentor on continuums of direct to indirect and active to reactive. Similar to Munroe (2021), cooperating teachers may perceive themselves as being more direct or more indirect. Student teachers may perceive their approach as effective or ineffective depending on their needs or preferences (Hennissen et al., 2008). While Mr. K. perceived himself as indirect, potentially allowing the student teacher to fail and learn from their mistakes, Danielle struggled to overcome challenges and perceived tension between her developing teacher identity and her cooperating teacher’s advice. Mrs. D. valued being indirect and allowing student teachers to figure things out on their own, but if the student teacher was struggling or asked for help, she would step in and model what to do or give direct advice. Megan appreciated being able to ask for help and often relied on Mrs. D. to tell her what to do.

Just as Crasborn et al. (2011) found that most mentors drew on their expertise as teachers and fell into the imperator quadrant, the teachers in this study drew upon their experience and expertise to provide direct advice. Sam valued his cooperating teacher’s direct advice as she shared her expertise. Sam struggled a lot with lesson planning early in the placement and experienced tension between his identity as an orchestra conductor and the general music setting. This may have influenced her role as she enacted it during this study, being more direct. In the second dialogue, she was more reactive, as she kept responding to his reflection on his progress with feedback. Unlike my prior work (Munroe, 2021), I observed changes in the mentoring role, with all three participants shifting to a different quadrant in the second dialogue. Similar to van Ginkel et al. (2016), Mrs. S. reflected on the importance of adapting to individual student teachers’ goals. Cooperating teachers adapt to the individual goals of the student teacher, and they also may adapt to their personality traits (Borko & Mayfield, 1995). Just as the personality of the cooperating teacher influenced the mentoring role in my previous investigation (Munroe, 2021), Danielle realized that her quiet personality may have indirectly encouraged her CT to talk more and adopt a directive mentoring style.



### **Identity Development Through Tension, Struggles, and Success**

Beijaard & Meijer (2017) identified three central concepts to identity development: agency, ownership, and sense-making. Student teachers exhibit agency and ownership when they develop their own activities (Beijaard & Meijer, 2017). Similar to Draves' (2021) findings, Danielle, Megan, and Sam reflected on their identities in a more complex way later in the placement, though unlike Draves' participants, there was little change in their identities. In this current study, their identity development was observed stemming from feelings of tension, struggle, and success.

Unlike Beijaard and Meijer's (2017) findings, participants in this study did not experience tension regarding their change in role from student to teacher. This is likely because data collection occurred during the second half of the semester, so the student teachers had already begun to view themselves as teachers. Sam experienced tension between his own developing identity as well as a feeling of looking ahead past graduation. Pillen et al. (2013) called these "identity tensions" and found that this can cause feelings of helplessness and frustration. Sam felt frustration and a lack of motivation. Danielle and Megan sometimes disagreed with their cooperating teacher or perceived their advice as something that would not work for them. Danielle realized that she did not have the same relationship with the kids as Mr. K. Rajuan et al. (2007) found that this can be a major obstacle to learning, but Danielle progressed and developed ownership over her own identity. This feeling of ownership was important to her identity development, allowing her to view herself as a teacher independent of her CT (Beijaard & Meijer, 2017).

Danielle struggled with classroom management quite a bit and did not always feel like Mr. K.'s advice would work for her, but ultimately, she realized that this struggle helped her to be stronger and develop more of her tools for managing the classroom.

Similar to Draves' (2021) findings, the participants in this study felt successful in forming connections and relationships, both with their cooperating teacher and students. They valued being treated like a colleague. Abramo and Campbell (2016) found that student teachers value feeling like they are emotionally supported and nurtured by their cooperating teacher. Sam felt bolstered by positive feedback, and Megan felt comfortable and supported like it was okay to make mistakes.

### **IMPLICATIONS AND NEED FOR FUTURE RESEARCH**

This study utilized video-based reflection during the stimulated recall interviews. All three student teachers reflected much more deeply on their identity development than in journals and regular conversations. As Sam realized in one interview, "I'm spilling all my beans here..." While this approach is time-consuming to use with every student teacher, this could have implications for future research on teacher identity development. Music teacher educators may also use a similar video-based reflection with earlier field experience students.

In this study, the cooperating teacher and the student teacher regularly engaged in formal mentoring dialogues, yet cooperating teachers often lack the time to hold regular formal dialogues (Munroe, 2021). The student teachers in this study expressed that they appreciated the chance to sit down regularly and reflect on their teaching and get feedback. Music teacher educators should encourage cooperating teachers to hold regular, formal dialogues to co-plan, reflect on goals and progress, and give feedback on teaching. These formal dialogues may also be incorporated earlier in the teacher preparation program to deepen pre-service music teachers' reflection on their identity development.

In future studies, researchers may follow a mentor over a longer period such as a full semester or a year to study how the role of the mentor may change over time (van Ginkel, et al., 2016) and how teacher identity may develop over a full semester or year in the classroom (Miksza & Berg, 2013). Data in this study was primarily from interviews, videos, and journals. A lot of mentoring occurs in brief, informal conversations after teaching experiences. Future research may include observation of both formal and informal conversations between cooperating teachers and student teachers.

Cooperating teachers have a large impact on identity development through daily conversations and formal mentoring dialogues. They may adapt their role to their student teacher's needs, stepping in or giving more direct advice as needed (Hennissen et al., 2008; van Ginkel et al., 2016). Pillen et al. (2013) found that identity tensions may cause feelings of helplessness and frustration. Danielle struggled and felt frustrated at times, but ultimately developed ownership. Music teacher educators can help to guide student teachers through moments of tension and struggle to find opportunities for learning and identity development.

Similar to Draves (2021) findings, student teachers in this study deepened their reflections on their identity over time. Though findings from this study may not be generalizable, perhaps more opportunities for this growth and development could be provided throughout the music teacher educator program. In this particular program, students have limited formal field experiences, and reflection typically occurs through journaling. Perhaps more formal dialogues should be incorporated throughout the music education program to encourage teacher identity development. Through formal dialogues with music teacher educators, K-12 teacher mentors, and peers, pre-service teachers may engage in the complex process of sense-making based on their knowledge and experience and be empowered to develop agency and take ownership over their identity development (Beijaard & Meijer, 2017).

As cooperating teachers interact with student teachers throughout the day, giving advice, feedback, and guidance they influence the student teacher's development of teacher identity. They may give direct advice or step back and allow the student teacher to make independent decisions. Identity development is a complex and fluid process.



While some student teachers may experience tension or struggle, this may lead to deeper learning and identity development through agency, ownership, and sense-making.

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