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Jennifer Gordon

Chapters 1 and 11

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The Case Study was about a woman named Jennifer Gordon, or Ms. Gordon, who was finishing her student teaching with a cooperating teacher by the name of Mrs. Williams. Throughout the Case Study it was clear of Ms. Gordon’s love of teaching and children as well as Mrs. Williams love for teaching and children. According to Chapter One, teaching is a career that brings joy and meaning which was reflected by both teachers. While this is true, it was also obvious that their personalities and methods of relating to the children were different. Ms. Gordon was more passive, and social, eager to interact with children, teachers and parents. Mrs. Williams was very structured and prompt finding it very important to maintain a disciplined classroom.

 Ms. Gordon entered her student teaching with Mrs. Williams with issues from the start. Arriving later that Mrs. Williams expectations provided conflict from day one. Mrs. Williams was not interested in providing much interaction with Ms. Gordon outside of classroom expectations. This kind of atmosphere was different from Ms. Gordon’s previous Student teaching course.

There were several incidents between Ms. Gordon and Mrs. Williams in regards to the way Ms. Gordon taught or dealt with the students and parents. The first incident occurred when Ms. Gordon walked the children to the bus at the end of the school day as directed by Mrs. Williams. While returning to class, Ms. Gordon came into contact with a student named Carla, who was excited to have her as a student teacher. Ms. Gordon than introduced herself as the student teacher and commented on the child positively. Mrs. Williams disapproved of this.

The second Incident occurred in front of the class when a child by the name of Jamie, who continued to reach out to Ms. Gordon. He proclaimed that he didn’t feel well. Mrs. Williams scolded Ms. Gordon in front of the rest of the children, that Jamie was only doing this for attention.

Finally, the last incident occurred when students from another class stopped at the doorway of the classroom to speak with Ms. Gordon, while Mrs. Williams was teaching. Mrs. Williams found it disruptive to do so during a math lesson and proceeded to call her out again in from of the children. Both Mrs. Williams and Ms. Gordon had different points a view in each incident.

 After the final incident, Ms. Gordon confronted Mrs. Williams in attempt to resolve their issues. Ms. Gordon was not wrong in approaching Mrs. Williams of the conflict between them. Though, I do not believe that Mrs. Williams was aware that there was a problem until this confrontation. There was a lack of communication between both Ms. Gordon and Mrs. Williams. Ms. Gordon did not accept the feedback positively, and she took the incidents as personal, rather than for educational improvement. Ms. Gordon should resolve this by assessing the incidents with Mrs. Williams’ of view. If she cannot reassess her student teaching with the guidelines Mrs. Williams has put forth than, I do believe that she will then take Mrs. Williams invitation to leave.

 The relationship between Ms. Gordon and Mrs. Williams reflected what Chapter 1 wrote on the pros and cons of teaching. Ms. Gordon loved the interaction with the students and being around children all day. But, when she returned home from work she found it hard to communicate her issues to her husband who did not understand her problems with her cooperating teacher. It was obvious from both teachers that they incorporated their love for art into their lessons and enjoyed making lesson plans. Even while student teaching, Ms. Gordon did not find that she had enough feedback from her teaching and as a teacher, students generally are the only ones who see the finished product. The teacher-conflict was resulting in lost-idealism for Ms. Gordon. The Case Study depicted the pros and cons of teaching very well.

While Mrs. Gordon was still in the learning process of the education standard I think that Mrs. Williams was trying to show the criteria of the national board of teaching standards through her criticism. “...Training and practice are what is needed to transform a strong teacher into a gifted one,” According to Chapter One. (p19). This is what Mrs. Williams was trying to instill into Ms. Gordon’s teaching. She was trying to prevent problems in the classroom when being prompt. “They are waiting at the door when they arrive, rather than entering a room late, after noise and disruption have had a chance to build,” According to Chapter Eleven. (p361). I don’t believe that Ms. Gordon took full advantage of all that Mrs. Williams was trying to teach.