

ABSTRACT
**SELF-AUTHORSHIP IN TEACHER CANDIDATES LEARNING TO
CREATE A CLASSROOM OF RESPECT AND RAPPORT**

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Positive classroom climates set a foundation for equitable educational opportunities and, ultimately, social change (Whipp, 2013). This multi-modal two-phase study examined teacher candidate orientation of knowledge authority in creating a classroom environment marked by respectful relationships and genuine rapport at differing thresholds of field experience.

Results of an adapted variation of Baxter Magolda and King's (2001) Self-Authorship Survey (SAS) indicated that overall, junior cohort study participants trusted the academia perspective of their university professor/advisor as knowledge authority, while the senior cohort perceived their own knowledge perspective as authoritative. A small N of 12 from both the senior (n=6) and junior (n=6) cohorts limited the study's generalizability. The focal point of the study was the second phase- a qualitative follow-up adaptation of Pizzolato's (2007) semi-structured Experience Survey (ES) interview conducted with four (n=4) volunteers that featured the Self-Authoring interview protocol (Baxter Magolda & King, 2007). The interview assessed prior experiences that may have contributed to candidates' initial body of knowledge, incongruent experiences between university philosophy and field placement reality, and resulting candidate communication patterns. Case study presentation and cross-case theme analysis raised important questions that challenge the notion of field experience's role in teacher education and encourage future study.

Findings include: (1) Feiman-Nemser and Buchmann's (1985) "two worlds pitfall" continues to exist today, necessitating the understanding of the locus of TC knowledge authority in creating a positive and supportive classroom community. (2) Context is crucial to fully appreciating knowledge authority orientation and (3) interpreting if internal knowledge is a product of replication or reconceptualization of knowledge learned in coursework or field experience. (4) Dichotomous experiences have the potential to either hamper or promote the development of a professional persona, dependent on the candidate's ability to reflect and reframe them within context. (5) Candidate interpersonal foundation for communication is rooted in feelings of safety and can insulate their epistemological foundation for knowledge and intrapersonal foundation for belief as they progress toward self-authorship. (6) Teacher candidate Post-Covid 19 Field Placement may have affected their perceptions of teacher-mentor knowledge authority. Implications of these findings and future research are discussed.