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A CASE STUDY OF AN EARLY CHILDHOOD MINORITY TEACHER AND HOW
SHE FORMED HER PROFESSIONAL IDENTITY (pp. 274)

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This qualitative case study is an investigation of the role of race, school context, and personal and professional experiences in the formation of an early childhood teacher's professional identity. Data sources included interviews, observations, conversations, field notes, and school artifacts. Member checking, triangulation, and extended observation supported the trustworthiness of the results. The findings of the research indicate that major themes related to identity formation included family influence, teaching values and beliefs, and identity shift. Main themes related to the minority status of the participant were emotions and feeling of alienation. Finally, major themes related to school context and personal and professional experiences included relationships with children and parents, relationships with teachers and staff members at the school, early learning experiences, and images of a good teacher. The study concludes with suggestions for early childhood education programs and future researchers.