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TEACHING AS PROFESSIONAL ARTISTRY: PERSONAL EXPERIENCE STORIES
OF SIX EARLY CHILDHOOD PRESERVICE TEACHERS' REFLECTIVE INQUIRY
CAPACITY BUILDING (219 pp.)

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This study illuminates the complexities of how six early childhood (PreK-3) preservice teachers conceptualize and practice reflective inquiry. Through examination and analysis of the early childhood preservice teachers' experiences, I illustrate, through rich description, the development of their reflective inquiry capacity building. This study had an impact on six early childhood preservice teachers as learners beginning with their individual reflective inquiry meaning-making. This meaning-making in turn guided their exploration into what the inquiries looked like during classroom teaching and learning interactions, how they used a reflective inquiry process while engaged in daily behavior-related problem solving practices, and how they considered the forms of reflective inquiry during a focus on understanding of students' 3s understandings. By presenting the early childhood preservice teachers' stories about their own reflective inquiry journey, insights were gained into the importance of engaging in this complex process. Furthermore, engaging in reflective inquiry practices provided an induction into teaching as professional artistry.

Narrative inquiry – personal experience story was the method used to guide this study. Three stages of analysis resulted in findings that suggest personal experience

stories of reflective inquiry capacity building can inform teaching, teacher education, and teacher professional development by: (a) providing opportunities for preservice teachers to converse about five interweaving forms of reflective inquiry as a personal meaning-making experience; (b) sharing the impact of their conversations on their developing understanding; (c) connecting the inquires to classroom teaching and learning interactions, while engaged in daily behavior-related problem solving practices and while focusing on understanding students' 3s understandings; (d) sharing the challenges and successes with reflective inquiry capacity building; (e) connecting theory and practice; (f) inviting a conversation between high stakes testing and reflective inquiry; (g) acknowledging the developmental aspect of this highly challenging work; (h) creating a connection between a reflective inquiry process and preservice teachers' fieldwork experiences (i.e., from their initial observational experiences throughout student teaching); (i) establishing the need for engaging in this intellectually challenging, highly collaborative work as a member of a professional learning community; and (j) establishing the need for high quality professional development initiatives deeply embedded in reflective inquiry processes.