

## Chapter 25

# Redesigning Teacher Education Programs to Meet the Needs of Today's Second Career Pre-Service Teachers

**Patricia Dickenson**  
*National University, USA*

### ABSTRACT

*Research suggests the fastest growing group in teacher training programs is second career teachers (Brooks & Hill, 2004). This chapter examines the profiles of second-career pre-service teachers in a blended online program in Silicon Valley, California. Participants' motivations and reasons for becoming an educator were examined from a sociocultural lens to understand how economic, social, and cultural factors might influence their decision to enter the teaching profession. In addition, formative, social, and personal experiences provide insight as to why this group selected a non-traditional teacher education program, and what prior skills and experiences they bring to the teaching profession.*

### INTRODUCTION

Second-career teachers are commonly identified as individuals with bachelor's degrees in non-education related fields and with years of work experience in other occupations (Haselkorn & Hammerness, 2008). These educators come from a variety of professions and their motivation to become a teacher may include reasons such as a desire to make a difference and dissatisfaction with their previous career. Knowing why these professionals leave their previous careers to become a teacher can be beneficial to teacher education programs. Teacher education programs may have as little as ten months to prepare pre-service teachers for a complex profession that requires mastery of content and pedagogical knowledge, classroom management, assessment and differentiation to name just a few skills. Identifying the skills second career pre-service teachers (SCPT) have acquired and the factors that influenced them to

DOI: 10.4018/978-1-5225-0164-0.ch025

leave their professions will be useful to prepare this growing group of future educators and retain them in this challenging profession.

The present study took place in Silicon Valley; home to the world's largest technology corporations and thousands of start-up companies. It is the leading area for technological development in the United States and one-third of all venture capital investment. Participants in this study were enrolled in a non-traditional school that is the second largest non-profit private school in California and for the past thirteen years, the leading institution for preparing credentialed teachers in the state. The average age of students at the university was thirty-five with the majority of students in their second or third careers. The purpose of the present study was to explore the skills, experiences, motivations and perceptions of SCPTs in a blended online program.

## **BACKGROUND**

In order to provide a comprehensive examination of the profiles of second-career pre-service teachers, two theoretical frameworks were examined. The first framework concerned teacher identity. According to Taylor (1989) identity can be defined as “the commitments and identifications which provide the frame or horizon within which I can try to determine from case to case what is good, or valuable, or what ought to be done, or what I endorse or oppose” (p. 27). From this perspective identity is shaped by one's previous experiences and beliefs, which influences one's decisions and choices in the future. SCPTs previous career is part of their identity and contributes to the way they view knowledge, pedagogy, student-teacher relationships, and the choices they make with regards to curriculum and instruction. When new information is delivered it would be valuable to make a connection to past experience of SCPTs. This will allow the instructor to determine prior knowledge and skills as well as misconceptions the SCPT may have. In addition, tapping into prior experiences provides the pre-service teacher with a means to transfer skills and knowledge into a teaching context. Since identity is constructed from past experiences, co-constructed when information is acquired and reconstructed with new experiences SCPT's identity is as a dynamic exchange between one's professional sense of self and beliefs about teaching.

According to Zembylas (2003), teacher identity is a “non-linear, unstable process by which an individual confirms or problematizes who she/he is/becomes” (p. 221). As SCPTs step into the role of classroom teacher they will take on a new identity that is shaped by their previous career, social environment and teacher education program. The experiences of the SCPT should be viewed from a sociocultural lens to best understand how teacher education programs may evolve to support these future teachers.

## **Sociocultural Theory**

The environment is a key tenet of the sociocultural theory which purports that one's experiences strongly shape beliefs and motivations. From a sociocultural perspective changing one's vocation may be the result of personal events such as starting a family or loss of job, as well as personal experiences such as isolation in previous career or satisfaction from helping a child. It is of value to know what factors influenced pre-service teachers in their decision to become an educator. If factors include family then it would be valuable for teacher education programs to provide support in balancing one's work and

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/redesigning-teacher-education-programs-to-meet-the-needs-of-todays-second-career-pre-service-teachers/153324](http://www.igi-global.com/chapter/redesigning-teacher-education-programs-to-meet-the-needs-of-todays-second-career-pre-service-teachers/153324)

## Related Content

---

### Capstone Course: A Qualitative View Into Instructor's Role and Teaching Practices

Roofia Galeshiand Jung-ah Choi (2020). *International Journal of Teacher Education and Professional Development* (pp. 1-14).

[www.irma-international.org/article/capstone-course/243388](http://www.irma-international.org/article/capstone-course/243388)

### Integrating Mentees in Mentoring Activities

El-Hussein A. Y. Aly (2018). *Mentorship Strategies in Teacher Education* (pp. 182-196).

[www.irma-international.org/chapter/integrating-mentees-in-mentoring-activities/204160](http://www.irma-international.org/chapter/integrating-mentees-in-mentoring-activities/204160)

### The Impact of Corporate Culture on Education and Training Environment Success: Application to the Case of Saudi Universities

Fakhri Issaoui, Abdulrahim Zaher Mashariand Akram Jamee (2024). *International Journal of Teacher Education and Professional Development* (pp. 1-32).

[www.irma-international.org/article/the-impact-of-corporate-culture-on-education-and-training-environment-success/347379](http://www.irma-international.org/article/the-impact-of-corporate-culture-on-education-and-training-environment-success/347379)

### Teaching English Language Learners: A Mainstream Response to Rural Teacher Preparation

Kelly Moser, Daina Zhu, Ha Nguyenand Emily Williams (2018). *International Journal of Teacher Education and Professional Development* (pp. 58-75).

[www.irma-international.org/article/teaching-english-language-learners/196556](http://www.irma-international.org/article/teaching-english-language-learners/196556)

### Peer Supervision: A Missing Link Between Teacher Development and Quality of Teaching – Perceptions of School Managers and Classroom Teachers in South Africa

Austin Musundire (2021). *International Journal of Teacher Education and Professional Development* (pp. 97-115).

[www.irma-international.org/article/peer-supervision/281121](http://www.irma-international.org/article/peer-supervision/281121)