

Becoming a Teacher in an Era of School Shootings

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Abstract

This article addresses the importance of highlighting teachers' emotional labor within teacher education programs. Given the changing landscape of schools in the 21st century, teachers' emotional labor now includes participating in annual safety drills and lockdown trainings, in addition to responses to violence (threatened or actual). This study emerges out of a need to explore how this national context shapes teacher candidates' identity development and to consider how teacher education programs might better address this context. Employing Berry's (2007) framework of tensions within teaching practice, the paper offers a discourse analysis of a reflective journal entry written by a teacher candidate in response to the 2017 school shooting in Parkland, Florida. Arguing for the use of narrative inquiry within field experiences, the authors propose that teacher educators can help candidates develop more responsive and productive emotional practices by linking emotions to roles and relationships, using negative emotions to articulate purposes for teaching, and highlighting the emotional practices of experienced teachers.

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Introduction

When I think about Parkland, or the other schools that this nightmare has happened to, my heart sinks immediately. As a teacher, you truly do form a strong bond with each of your students—we do spend more than half of our day together. The welfare and safety of my students causes almost a parental instinct within me, and no textbook can teach that to a preservice teacher.

—Alicia DeMille, student teacher

On February 14, 2018, seventeen students and staff at Marjory Stoneman Douglas High School in Parkland, Florida, were killed by a nineteen-year-old former student with a semi-automatic rifle. Two teacher candidates were at Marjory Stoneman Douglas High School that day (Travis, 2018), and across the country, thousands of other teacher candidates faced the news of the massacre. For one of them, Alicia DeMille, a teacher candidate in a combined middle and high school in rural Pennsylvania, it proved to be “the most difficult week of [her] college career.” In a reflective journal entry written that week, DeMille shared how she helped her mentor teacher distribute and read aloud a letter from the school administration to the students and their families. The letter aimed to reassure students, while asking families for their input about how to keep their school safe. Unsure of her own safety or how well her teacher education program prepared her for such a traumatizing event, in distributing the letter DeMille realized she did feel sure of one thing: her responsibility to keep her students safe, a major step in her development as a teacher.

DeMille’s resolved commitment to her students demonstrates the growing confidence John Dewey (1933) identifies as the “personal attitudes of open-mindedness, wholeheartedness, and responsibility” in teaching and learning (as cited in Berry, 2007, p. 64). Yet the emotional labor of teaching is also evident in DeMille’s description of the week as the “most difficult,” her frustration with her lack of teacher preparation, and her uncertainty about how to respond in the event of a school shooting. Even in this brief excerpt, DeMille is describing the tension between confidence and certainty, an essential component of learning to teach (Berry, 2007; Britzman, 2003; Loughran, 2005; Tillema & Kremer-Hayon, 2005). Being open to new ways of seeing herself as a teacher, and with a new outlook on her relationships with students, her journal entry reveals her vacillation between newfound feelings of confidence and profound uncertainty.

These varied sensations prompted DeMille to ask how might she have been better prepared for this moment. DeMille and her university

supervisor, Emily Wender, then extended this question to consider how teacher preparation programs can better prepare teacher candidates for the emotional labor of teaching, including the ways in which teaching today intersects with school violence and shootings. In this qualitative study, the authors consider DeMille's reflective journal as a means to interrogate the threat of school shootings in an examination of how uncertainty shapes preservice teachers' development, and an investigation into the role narrative inquiry and emotional awareness might play in teachers' identity formation. This study thus brings together multiple areas of research: the theorizing of emotions and the emotional labor of teaching, the identity development of teacher candidates, and the use of narrative inquiry and the framework of tensions in teacher education. Ultimately, our aim is to identify ways to better prepare teacher candidates for the emotional practices of teaching today.

The Emotional Labor of Teaching and Gun Violence in the United States

Emotional practices include managing complex social interactions, building relationships, reappraising situations, and at times, suppressing feelings (Keller, et al., 2014; Nias, 1996; Sutton, 2007)—experiences that occur every day in classrooms. Indeed, few would argue that teaching is *not* an emotional profession, even without the additional work of imagining, fearing, or anticipating school shootings (Hargreaves, 1998; Nias, 1996; Meyer, 2009). For example, Britzman's (2003) foundational text on learning to teach emphasizes “the surprising forces of uncertainty, discontentment, helplessness, and disorganization that are also education” (p. 5), and Kelchtermans (2016) puts it even more soberly, “vulnerability is . . . rooted in the teaching profession,” and “there is no escape from it” (p. 38). Osborn (1996) further connects the potency of teachers' feelings to the intensely relational nature of the work: emotion is created and mediated through relationships, and for teachers, creating relationships with students is not simply a byproduct of time spent together, but one of the ultimate goals of a teacher's work, a goal that cannot be achieved without emotional labor (as cited in Nias, 1996). Meyer (2009) also argues that the emotional practices of teachers encompass the processes teachers use to “understand themselves” and “their relationships with others” (p. 75).

Teacher candidates who have yet to fully enter the profession are just learning how to apply these practices, yet do so today within a changing context that includes the threat of school shootings. The grim statistics are unavoidable: since 1999, gun violence has claimed the

lives of more than 26,000 children and teens in a variety of settings (Ingraham, 2018). And, with a national average of 10 school shootings a year (Cox & Rich, 2018), many people perceive U.S. schools to be unsafe spaces that present physical risks to teachers (Cox & Rich, 2018; Ingraham, 2018; University of Virginia, 2015). Indeed, a majority of schools now operate safety drills for teachers and students (some, as young as kindergarten) to prepare for the threat of gun violence (United States Government Accountability Office, 2016). Within the context of these statistics, therefore, it is not surprising that DeMille's ideas of what it means to be a teacher have been shaped by school shootings. In fact, teacher educators should probably assume that teacher candidates' ideas of teaching will increasingly include ideas related to violence. This changing picture adds urgency to existing calls for attention to teacher candidates' identity formation (Hong, 2010; Karlsson, 2013; Lu & Curwood, 2014; Teng, 2017; Timoštšuk & Ugaste, 2012), as well as to growing concerns for teachers' stress and mental health (Day & Qing, 2009; Keller, Chang, Becker, Goetz, & Frenzel, 2014).

Emotional Labor and Identity Formation

First introduced by Hochschild (1983) to describe work that requires employees to create particular feelings while suppressing others, the term "emotional labor" has been used to discuss the many emotional components of teaching (Hargreaves, 1998; Keller, Chang, Becker, Goetz, & Frenzel, 2014; Liljestrom, Rouston, & deMarrais, 2007; Meyer, 2009). Teachers' emotions vary in quality and intensity, are both positive and negative, are often captured through statements of identity or roles (e.g., as "protector" or "confidante"), and are deeply linked to their "moral purposes" for teaching (Hargreaves, 1998). For teacher candidates, emotional labor can be a "labor of love" (Hargreaves, 1998), an act of suppression, or a painful occurrence. Indeed, when teachers perceive their moral purposes are being thwarted, they experience more intensely negative, even "painful" emotions (Liljestrom, Rouston, & deMarrais, 2007). Yet, absent efforts on the part of teacher educators, the emotional labor experienced by teacher candidates may stay in the background, given that "emotions" are not part of traditional curricula. The reflective journaling required by many teacher education programs during student teaching renders the emotions of teacher candidates more "visible" (Meyer, 2009, p. 5), however, thus providing a prime curricular moment to foreground emotional labor.

Student teaching is also a time of tremendous identity change, which in and of itself is a highly emotional process (Rodgers & Scott, 2008;

Zembylas, 2003). As Zembylas (2003) explains, the “constant construction, destruction, and repair of boundaries around the constitution of the self is fraught with emotions” (p. 108). Postmodern perspectives on identity emphasize that there is no single integrated identity (Zembylas, 2003), but rather multiple conceptions of oneself that are continually in the making (Rodgers & Scott, 2008; Schutz & Lee, 2014; Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014). Rodgers and Scott (2008) further explain that identity is “formed within multiple *contexts* . . . in *relationship* with others,” “involv[ing] *emotions*” and “the construction and reconstruction of meaning through *stories* over time” (p. 733, emphasis in the original). Contexts, relationships, emotions, and stories are all discursive in some way, whether created by or practiced in discourse (Lu & Curwood, 2014; Stenberg et al., 2014). Thus, it is through discourse that teacher candidates develop understandings of themselves as teachers. This is one reason why self-reflective processes can be a bridge to identity formation. As narrative forms of discourse, stories make the complex and often contradictory emotions of experience available (Chiu-Ching & Chan, 2009), thereby providing opportunities for teacher candidates to recognize and explore emotional contradictions and their revelations about the practice of teaching and themselves.

Confidence and Uncertainty Through Narrative Ways of Knowing

Narrative inquiry has been used for years as a pedagogical tool in teacher development (Chiu-Ching & Chan, 2009; Clandinin & Connelly, 1996; Karlsson, 2013; Kitchen, 2009; LaFevre, 2011). Reflective journaling is a specific form of narrative inquiry, one in which teacher candidates both describe their experiences and inquire into those experiences so that they might “wide[n] their interpretations, experiences, and possibilities for practice” (LeFevre, 2011, p. 780). From Berry and the self-study movement in teacher education, we borrow an understanding of tensions as “a sign-post for learning to understand and articulate approaches to teaching about teaching” (Berry, 2007, p. 147). Tensions provide opportunities for individuals to reflect on practice and preparation, while also pointing to the universal complexity of teaching. Student teaching itself is often marked with emotional tensions (Meyer, 2009), oscillations between positive and negative feelings that can also serve as such “sign-posts.” Together, the focus on tensions in teacher education (Berry, 2007) and emotional tensions in student teaching (Meyer, 2009) highlights the value of the contradictory nature and unevenness of experience itself.

To use narrative inquiry to deepen teaching practices, teacher can-

didates must start to value the problems in teaching and see them as inherent to the work of teaching (Loughran, 2005). In this regard, Berry (2007) identifies processes of revision (i.e., identifying problems, exploring new approaches and suggestions, and being willing to take action) as markers of confidence in a teacher. Being open to revise one's teaching practice and perspective requires recognizing teaching problems as catalysts—whether in shifting understandings, trying new approaches, or changing directions—processes we might call adopting a “revisionary” stance. Yet, instead of viewing a revisionary stance as a form of confidence, new teacher candidates often view it and its attendant shifting as indicative of a lack of control or knowledge (Berry, 2007). For example, Beltman, Glass, Dinham, Chalk, & Nguyen (2015) found that first-year teacher candidates portrayed their future teacher selves as self-assured and in full control of their settings. These first-year teacher candidates seemed “unaware” of how they might be challenged in the field or how feelings of uncertainty could be a productive part of one's teaching practice (Beltman et al., 2015). We hypothesize that narrative inquiry can help build the revisionary stance that Berry's (2007) sense of confidence demands and that some teacher candidates may lack (LeFevre, 2011).

Methodology

In accordance with research that suggests teacher candidates benefit from support in developing purposeful reflection (Berry, 2007; LeFevre, 2011; Teng, 2017; Williams, Lin, & Mikulec, 2016), all English Education teacher candidates at our university write weekly journal entries investigating moments that led them to reflect on instructional practices, beliefs, and/or relationships. The journal assignment includes a series of questions that teacher candidates must address at least once during their student teaching experience (they can choose when to tackle each question). Some questions lend themselves to recognizing and developing confidence (e.g., questions about “successes,” “strengths,” and “enjoyment”), while others attend to noticing and inquiring into teacher uncertainty and vulnerability (e.g., questions about “problems,” “confusing situations,” or “teaching beliefs being challenged”). The list of questions (see Appendix A) is designed to help teacher candidates acknowledge, inquire into, and value both positive and negative moments in the classroom. Writing and reflecting on classroom stories, candidates develop their awareness of difficulties, surprises, and confusion, ideally deepening their self-understandings, strengthening their relationships with students, and expanding their pedagogical choices.

The sequence of coursework at our university is scaffolded so that

candidates engage in narrative inquiry prior to student teaching. For example, in the methods class preceding student teaching, teacher candidates read Kerr and Norris's (2017) *Thinking Like a Teacher*, a book that shares narratives and reflections from teacher candidates and early career teachers in order to "provid[e] preservice teachers . . . with greater awareness of how to think like expert teachers and how to come to terms with surprising, difficult, or unplanned situations" (p. xix). Sharing teachers' stories and reflections, the book also offers narrative inquiry as a professional tool that is useful and valuable beyond the confines of a teacher preparation program (e.g., as early career teachers articulate their goals and vulnerabilities).

In the journal entry (see Appendix B) examined in this study, DeMille marks a critical juncture in her own identity development as she articulates new teaching goals and values. As evidence of her evolving self-understanding and her ability to explore problems in teaching practice, DeMille's journal entry also poses a crucial question about her own experience in becoming a teacher: why wasn't she better prepared to respond to Parkland? To explore this question, we returned to the journal entry, adapting key methodological criteria from the self-study movement within teacher education because we wanted to direct the results of this study towards teacher educators. Our text-centered analysis was collaborative and interactive, focused on improving teacher education and directed towards generating teaching practices that could be implemented and validated in the field (LaBoskey, 2008).

The format of DeMille's journal entry fits Tripp's (1993) theory of "critical incidents," a type of narrative inquiry designed to bridge the work of classroom teachers and researchers. Tripp explains:

Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident. (p. 8)

DeMille's journal entry serves as an interpretive opportunity to reflect on her newly discovered commitment to students and uncertainty regarding her preparation to be a teacher. At the same time, it expresses a decisive change in how she sees herself as a teacher, capturing a shift in her own identity.

We employed three different frameworks in our analysis of the journal entry. First, we adapted and applied Tripp's critical incident analysis questions to determine more precisely the significance DeMille attached to the incident:

1. In what context does the author place this incident?
2. What does the author see it as an example of?
3. What are the implications of this example?
4. What is absent in the analysis?

To further explore the particular context of identity development, we added two more questions: How does DeMille refer to herself? How does she describe her emotions?

Second, we turned to discourse analysis. As previously stated, identity development is an emotional process that occurs through discourse (Rodgers & Scott, 2008; Zembylas, 2003). Emotions, too, are fundamentally discursive; it is through language that we are able to name and understand what we feel, and thus through language that we come to learn about our emotions (Lutz & Abu-Lughod, 1990). Undergirded by a social-constructivist perspective (Warriner & Anderson, 2017) and the fundamental idea that “actions and reactions derive from language systems” (Bloome, 2005, p. 7), discourse analysis prompts the following questions: What story is DeMille telling, how is she telling it, and who is she becoming through her telling? Specifically, what roles do her interpretations of emotion play within the context of this story? Are there structures of language that could be used with other teacher candidates facing similar challenges?

To pursue these questions, we used “identity” and “emotions” as our constructed codes to determine how DeMille developed these concepts through language. In coding for identity, we found three major patterns of discourse: self-descriptive adjectives (e.g., “young and naïve”); descriptions of teachers’ actions (e.g., “I mean we do spend more than half of our day together”); and descriptions of teachers’ roles (e.g., “guardians”). We similarly determined three patterns of language use in our analysis of emotions: evaluative statements or judgments (e.g., “how twisted the world has to be”); metaphors for feeling (e.g., “my heart sinks”); and emotions as verbs (e.g., “I hope”).

For example, as a critical incident that produced a change in perspective, DeMille employs a before/after structural scheme in this journal entry: *here’s how I thought and felt before I was a student teacher, and here’s how I think and feel now that I am a student teacher*. In our study of her language use in terms of emotion and identity, however, we found that the before/after framing did not follow an expected emotional pattern, such as *I was unsure and afraid, but now I’m sure and confident*. Instead, as DeMille experienced new positive understandings of herself as a teacher, she simultaneously felt uncertainty in unanticipated ways.

In the third stage of our analysis, therefore, we turned to Berry’s (2007) exploration of the tension between uncertainty and confidence,

and recoded the journal entry once again according to these themes. In this subsequent analysis, we identified uncertainty through statements of struggle: whether acknowledgements of hardship (e.g., “one of the most difficult weeks”); attempts at expression (e.g., “I cannot articulate the faces of my students”); or descriptions of being unprepared (e.g., “When I was going through the English Education program at __, we did not learn or really talk about school shootings”). Correspondingly, we identified expressions of confidence in DeMille’s statements of purpose and her new claims about what it means to be a teacher (e.g., “The welfare and safety of my students causes almost a parental instinct within me, and no textbook can teach that to a preservice teacher”). Finally, in looking across our three stages of discourse analysis, we found that statements about identity tended to align with statements of confidence, whereas expressions of emotion captured both confidence and uncertainty.

Findings

Discovering Confidence and Commitments: Emotions Bridge Relationships and Identities

DeMille begins her journal entry by describing how, during the days following the Parkland massacre, she helped her mentor teacher distribute and read letters from the school. She prefaces the entry with an overarching statement of struggle (“the later-half [sic] of this week was probably one of the most difficult weeks that I have had in my college career”) and goes on to insist that it was more than what her reader (Wender), might have assumed: “While this sounds like nothing, I cannot articulate the faces of my students as they had to read this letter, nor fathom how twisted the world is that they needed to read this letter.” Phrases such as “I cannot articulate the faces of my students” suggest that DeMille’s emotional response is something she can gesture to, yet not fully capture in words. She also says that when she thinks about Parkland or other schools that have endured this “nightmare,” her “heart sinks immediately.” It is the “faces” of students that most trouble DeMille in this description, and her struggle to “fathom” why she must confront them in this way. Although the Parkland shooting occurred far from DeMille’s Pennsylvania school, her emotional responses were heightened when acknowledging the shooting with her students. In other words, the situation did not appear to feel distant for DeMille, but rather immediate, relevant, and painful.

In the journal entry, DeMille also revisits earlier memories about reading Lehman’s (2017) chapter on undergoing active-shooter response training with students. She explains that at that time, she questioned

how she could protect her students, a question she resolves in her journal entry: “Now being at [school] every day I realize the answer— you do whatever you need to do for your students.” DeMille further explains that her willingness to protect her students comes from her “strong bond[s]” with them and the “almost parental instinct” she feels for them. She makes clear that “no textbook can teach” such feelings, and that up until this point, she hadn’t experienced this “instinct” and thus couldn’t imagine protecting students during an event like the Parkland shooting. She continues, “I have learned, this week, the true value and importance of what we do as teachers and, essentially, guardians.” Although DeMille does not elaborate on what she has learned, she raises the point that she was not prepared for this sense of “ethical commitment and care” (Kelchtermans, 2016, p. 37). Her perceptions about her role in relation to students changed: “Not only has this made me expand my thoughts as a teacher, it has given me a new outlook on my relationship with my students.” In acknowledging these new emotions, relationships, and identities (e.g., as a “guardian”), we see DeMille beginning to model what Berry (2007) defines as confidence: being open to consider a “new outlook on [her] relationship with [her] students,” including new visions of herself. Her entry also demonstrates how emotion can serve as a hinge that connects novice teachers to new teacher identities, captured in new understandings of their relationships to and with their students (Schutz & Lee, 2014; Teng, 2017).

Describing her emotional response led DeMille to think about the professional implications of her private emotions. For example, she names “appreciation” and “care” as two emotional practices of teaching that she now feels she more deeply understands: “The appreciation and care that happens in a classroom is not understandable until you step in one.” DeMille also feels like a “guardian” in relation to students, suggesting a new social placement in conjunction with new responsibilities. We know that teachers’ emotions are deeply connected to their reasons for teaching (Hargreaves, 1998; Karlsson, 2013; Liljestrom, Rouston, & deMarrais, 2007), and it appears DeMille is beginning to make those connections. Moving to practical questions about implementing the roles teacher candidates find themselves adopting might suggest a way to affirm new understandings while also considering their implications. For example, what might being a “guardian” of students mean? How might a teacher implement such a role? Where are the limits to such roles, and how might teachers recognize and enact these limits? Although DeMille appears to view perceiving herself as a teacher-guardian empowering, it is worth mentioning that such a shift might not be the same for all teacher candidates, or might not always remain so for DeMille. Clearly being a

protector could be a motivating role for some teacher candidates, but it is also a role adopted by law enforcement and by parents, one weighted with responsibilities that exceed what most teachers can reasonably be expected to adopt alongside all their other professional obligations. To be a guardian or protector is to take on a grave and heavy role, and if new teachers see themselves primarily as protectors, this may fuel the discourse in support of arming teachers, a potentially dangerous interpretation of these emotions.

Wrestling with Uncertainty: Feeling Unprepared in the Act of Teaching

Recognizing her past and anticipating her future (Clandinin & Connelly, 2000), DeMille interprets her experience reading the letter to her students within the context of her own development, paying particular attention to her teaching program's lack of training around gun violence in schools. She explains, "When I was going through the English Education program . . . we did not learn or really talk about school shootings." Pointing to the only time school shootings came up in her program, DeMille acknowledges, "My first dose of reality came from the excerpt by Caroline Lehman in *Thinking Like a Teacher* about protecting your students. Being young, and naïve, I could not grasp this concept of defense. How was I, a smaller-structured female going to protect 25 high schoolers from an armed person?" In the journal entry, DeMille says that teacher education programs should at least provide candidates with Alert Lockdown Inform Counter Evacuate (ALICE) training (an active shooter-civilian response training used in schools and universities), adding that she wants to know the small steps that teachers take every day to keep their classrooms safe. Noting Lehman's (2017) admission that she keeps an aerosol can to use as mace in her classroom, DeMille asserts, "I think every teacher should be employing ideas and plans like this one, even though the thought alone gives me chills."

DeMille also seems to wish there had been more preparation for what the literature refers to as the emotional labor of all of this work: training for, anticipating, and responding to school shootings or threats of violence with students. She refers to the discussion her teacher education class had in response to Lehman's (2017) chapter about undergoing safety drills with students, saying, "While discussions like this are difficult, they are meaningful." Here she highlights the potential gains of talking about school shootings, an emotional task for both teacher educators and teacher candidates. Although DeMille does not elaborate on the specific meaning she gained from the discussion, or identify any

particular difficulties, she emphasizes it as an important step in her teacher preparation program and wishes there had been more like it. At this point, DeMille appears to reflect an understanding of teaching as inherently problematic and rooted in vulnerability (Berry, 2007; Kelchtermans, 2016).

Implications for Practice

The lone journal entry discussed above presents DeMille's contradictory set of emotions—a newfound commitment to relationships with students on the one hand, and the unsettling feeling of being unprepared by her teacher preparation program on the other. We see this simultaneous move towards confidence and uncertainty as both emblematic of inherent tensions in teaching, as well as representative of the unique demands of training teachers in an era in which school shootings influence what it means for teacher candidates to learn to teach. We also situate this research within broader calls for more attention to the emotional practices of teaching within teacher preparation programs (Liljestrom, Roulston, & deMarrais, 2007; Meyer, 2009) because as Sutton (2007) explains:

Although many experienced teachers say they learn to manage their emotions, especially their negative emotions when teaching, they discover how to do this on their own or with the help of colleagues, but with little or no assistance from their teacher education programs. (pp. 270-271)

Sutton suggests teacher education programs can do much more to prepare teacher candidates for the emotional labor of their careers. Certainly, teacher educators cannot remove all uncertainty from teaching (including acts that involve school violence), nor can they ensure all schools are 100% safe all the time. They can, however, find ways to support teacher candidates in facing, identifying, and exploring the emotional demands of teaching.

Clandinin's (1989) assertion that beginning teachers must have "the certainty of support in the professional uncertainty of becoming a teacher" (p. 139), is a useful aphorism in imagining how teacher preparation programs might find ways to address school shootings and manage their resulting emotional contexts. When teacher candidates problematize, investigate, and understand the implications of their emotions in a particular moment, they advance their own identity development (Meyer, 2009). Furthermore, adopting Meyer's (2009) definition of emotional practices as the processes teachers use to "understand themselves" and "their relationships with others" (p. 75), we can view the writing of this journal entry as an emotional heuristic for DeMille. Through her writing, DeMille arrived at new understandings of her purposes as a teacher and

her relationships with students. Thus, we begin by returning to earlier calls for recognizing narrative inquiry as an important way to “reflect on the uncertainty of learning to live within the particular cultural, historical, and cyclic situation of each classroom” (Clandinin, 1989, p. 139). In telling and reflecting on their stories of teaching, teacher candidates form and enact interpretive “emotional practices [that] make people problematic objects to themselves” (Denzin, 2009, p. 77). DeMille enacts Denzin’s (2009) inquiry in her journal entry; she unpacks emerging understandings of her responsibilities, questions about her training, and a more defined commitment to students through attention to her emotions.

Although limited to a single teacher candidate, this study suggests that teacher preparation programs can (and should) make the space for teacher candidates to acknowledge and discuss their emotions around potential threats of violence in our schools. Given that emotions are deeply linked to moral purposes, teacher educators can help teacher candidates articulate those purposes by connecting emotions to roles. DeMille identified her moral purposes using role language (e.g., “guardian” and “parental-like”), as did the teacher participants in Hargreaves’s (1998) and Liljestrom, Roulston, & deMarrais’s (2007) studies of teachers. Fostering teacher candidates’ emotional connections to roles appears to be one way to help them recognize their purposes for teaching. For example, a follow-up to a reflective journal entry about a critical incident might ask, “How would you describe the role you were playing when ‘X’ happened? Is this an important role (or roles) for you as a teacher? What are the limitations of this role? What new goals will you have for your students in adopting this role?” Connecting emotions to roles also pushes teacher candidates to see how their feelings are linked to relationships with others, an understanding that may help teacher candidates evaluate the efficacy of their emotional practices in the future.

We also suggest encouraging teacher candidates to identify contradictory emotions (positive *and* negative), as doing so presents opportunities to develop productive emotional practices and responses. In this vein, we complicate Timoštšuk and Ugaste’s (2012) conclusion that teacher educators should focus on positive emotions with teacher candidates. Instead, our analysis suggests that there are ethical commitments and identities that can be discovered through inquiring into negative emotions (such as uncertainty). We know teachers tend to experience negative emotions when they feel their goals in the classroom have been obstructed (Hargreaves, 1998; Liljestrom, Roulston, & deMarrais, 2007; Nias, 1996), thus teacher educators can use teacher candidates’ narratives of negative emotions to help them uncover what may be unarticulated goals. We recommend, therefore, using specific prompts

that mention and value negative emotions (e.g., uncertainty, frustration, nervousness, etc.) for reflective journaling. Following up a description of a negative emotional event with basic inquiry questions (e.g., “What makes you say that?”) can further push teacher candidates to identify unarticulated goals, especially if they appear to be struggling to locate the origins of their negative feelings. This type of directed scaffolding can also turn negative experiences into opportunities. For example, teachers can learn to use “reappraisal”—a way of managing emotions in the classroom (Sutton, 2007)—to look at negative incidents in new ways, whether considering the “rudeness” of a K-12 student within the context of that student’s particular experiences or the teacher’s biases, or shifting perspective in ways that lead to increased empathy, revised goals, and new roles for a teacher. Inviting and addressing teacher candidates’ negative emotions can turn experiences into “critical incidents,” such that teacher candidates become “more aware of the nature of their professional values” (Tripp, 1993, p. 17). This may include exploring how teacher candidates have experienced threats of violence or school-wide precautionary measures, either of which will shape their responses to these issues in the field.

We also encourage highlighting the emotional practices and experiences (positive and negative) of veteran teachers for teacher candidates. Reading narratives, dialoguing, and engaging in structured interviews are all ways to foreground and explore working teachers’ emotional labor. Teacher educators can further foster interrogating the emotional labor of teaching through interview assignments with mentor or veteran teachers. Teacher candidates might ask questions about the positive and negative emotions that interest them (e.g., “When do you get frustrated at work? Why? What do you do?” or “Can you describe a recent moment when you have felt energized while teaching? What happened? Why did you feel that way? Did that feeling help with other parts of the job?”). Encouraging teacher candidates to use “role” language in these interviews may help them identify types of relationships and explore specific goals (e.g., “When do you find yourself being a confidante for students? How do you do that part of your job? In what ways is it important? In what ways is it challenging?”). Given research that suggests teachers more effectively manage negative emotions when they use humor, reappraise situations, and express positivity (Sutton, 2007), interviews with mentor teachers could be analyzed in course assignments (in class or on discussion boards) to normalize negative emotions and highlight strategies for maintaining hope.

Finally, exploring teachers’ emotional practices around school gun violence is of particular significance in our current context. Reading nar-

ratives of teachers' experiences with school gun violence and dialoguing with practicing teachers are two powerful ways to identify, consider, and normalize feelings of fear, uncertainty, or helplessness, as well as to recognize the ethical commitments to students that frame teachers' experiences of these emotions (and keep them coming back to the job day after day). Using teacher candidates' own narratives in relation to violence in schools as texts for inquiry and dialogue is another technique to foreground the emotions, roles, and commitments of teachers in relation to school shootings (Berry, 2007; Chiu-Ching & Chan, 2009; Clandinin, Murphy, Huber, & Orr, 2010).

Conclusion

Borrowing Tillema and Kremer-Hayon's (2005) framework of "facing dilemmas" within teacher education, we recognize that teacher preparation programs need to find ways to broach the potential of school violence with teacher candidates. We believe that teacher preparation programs can face this reality while still engendering hope, both for new teachers embarking on their professional careers (like DeMille) and for teacher educators (like Wender) encountering a profession with the potential for more violence than the one they entered. Becoming a teacher requires learning, trying out, and inquiring into the emotional practices of teaching, every day. These practices are necessary parts of the job and remind teachers of who they are in the classroom and why they choose to be here.

When the positive and negative emotions of teaching (including feelings of fear or vulnerability) are explicit parts of teacher education programs, teacher educators are better positioned to help candidates confront the profession's uncertainties, celebrate its joys, and inquire into its problems, all in the pursuit of fostering productive emotional practices that both sustain and enrich teaching careers. Indeed, a crucial takeaway from our analysis is the importance of addressing the emotional labor of teaching, especially with teacher candidates who are still developing their understandings of their professional roles. Furthermore, emotion can serve as a productive hinge between identities; as suggested by this study, when teacher candidates reflect on their emotions in the classroom, they may be more able to recognize the multiple roles and responsibilities of teaching, leading to new self-understandings.

The everyday emotional demands of student teaching are enormous, without the additional burdens of responding to or anticipating school shootings. Thus, when we suggest that teacher preparation more explicitly tackle these challenges, it is not to imply that programs can

render the emotional tasks related to mass violence in schools painless or predictable. Instead, we argue that programs can adopt proactive strategies so that teacher candidates feel supported in the uncertain and emotionally laborious work of becoming a teacher today in the United States. A productive beginning for many programs may be talking as a faculty about when and how to address the emotional labor of teachers (both in general and in relation to school shootings). At the same time, teacher educators might consider how their programs provide opportunities for preservice teachers' questions, concerns, and feelings about school violence, including how these types of experiences shape their evolving identities as teacher candidates. Teacher candidates, too, must continue to mine their experiences by telling and reflecting upon their own stories.

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Appendix A: Reflective Journal Questions

- Think of any problems, conflicts between theory and practice, struggles or confusing situations that you have experienced. What might have caused the problem, conflicts, confusion situations, etc.? What are possible solutions? How were your teaching beliefs challenged?
- What did you enjoy about your week's experiences? Why was it enjoyable to you? What does this say about you as a teacher?
- What success(es) did you have? What accounted for the success?
- What strength(s) did you exhibit last week? Why is this strength important to you as a teacher?
- What area(s) of improvement do you think you need? Why is this area of improvement important to you as a teacher?
- How are you meeting the needs of your students with exceptionalities? What challenges are you facing in doing so?
- How did you develop and how are you maintaining rapport with your students?
- What have you learned about classroom management?

- Pick a moment when you have been frustrated or disappointed in a student. How did you react? What might you change about the interaction? Or what future interaction might you like to have?

Appendix B: Journal Entry 4

The latter-half of this week was probably one of the most difficult weeks that I have had in my college career. The school shooting in Parkland, Florida that took place on Wednesday especially hit home, being now placed in my high school daily. Following the massacre, Apollo-Ridge distributed letters to the students and their parents emphasizing that the students are safe within the school district. Further, they wrote that they would be opening their ears to suggestions from parents and community members on the continued safety of our students and staff. The teachers were asked to distribute these letters during the last period of the day, and the art teacher that I assist spoke briefly on the matter. While this sounds like nothing, I cannot articulate the faces of my students as they had to read this letter, nor fathom how twisted the world is that they needed to read this letter.

When I was going through the English Education program at IUP, we did not learn or really talk about school shootings. My first dose of reality came from the excerpt in “Thinking Like a Teacher,” about protecting your students. Being young, and naïve, I could not grasp this concept of defense. How was I, a smaller-structured female going to protect 25 high schoolers from an armed person? Now being at Apollo-Ridge every day I realize the answer— you do whatever you need to do for your students. When I think about Parkland, or the other schools that this nightmare has happened to, my heart sinks immediately. As a teacher, you truly do form a strong bond with each of your students (I mean we do spend more than half of our day together). The welfare and safety of my students causes almost a parental instinct within me, and no textbook can teach that to a pre-service teacher. I have learned, this week, the true value and importance of what we do as teachers and, essentially, guardians.

I also think events like this cause you to look at your classroom differently. In “Thinking Like a Teacher,” the novice teacher described how she keeps an aerosol (maybe Lysol) next to her door to use as mace. I think every teacher should be employing ideas and plans like this one, even though the thought alone gives me chills. While discussions like this are difficult, they are meaningful. Our teacher education students at IUP should be at least shown ALICE training (something I still do not know). I have learned that ALICE training does not take place every year in high schools, so adding it to our extensive list of requirements to educate makes sense.

I do not want this entry to be all-depressing. The tragedy at Parkland caused reflection and discussion on this nation-wide issue in our schools, including my placement high school. I take comfort in the fact that change feels inevitable and that our school is united together in this traumatic time. Not only has this made me expand my thoughts as a teacher, it has given me a new outlook on my relationship with my students. The appreciation and care that happens in a classroom is not understandable until you step in one. I hope that other pre-service teachers can have this self-reflection without another tragedy like this one.