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Rebuilding Character: The Practices of Positive Youth Development Teachers in a Youth Correctional Setting

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REBUILDING CHARACTER:
THE PRACTICES OF POSITIVE YOUTH DEVELOPMENT TEACHERS
IN A CORRECTIONAL SETTING

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Doctor of Philosophy

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by

Edward A. Cope

March, 2011

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Title: REBUILDING CHARACTER: THE PRACTICES OF POSITIVE YOUTH
DEVELOPMENT TEACHERS IN A CORRECTIONAL SETTING
Advisor: P. Bruce Uhrmacher, Ph.D.
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Abstract

There is a worldwide call for alternatives to current systems focused on
restorative justice. The United States currently has a process but no plan in implementing
effective programs for rehabilitating youth offenders. For many years, the prevailing idea
in youth corrections has been that nothing works as studies continue to have difficulty
pinpointing effective programs. Yet, over the last several decades, prison populations
have risen dramatically, as have penal housing costs.

Positive Youth Development (PYD) offers a different framework focused on
developing youth assets and promoting positive adolescent development. Derived from
research in behavioral sciences, PYD programs promote the development of the five C's:
competencies, character, connection, confidence, and caring/compassion. Three
additional PYD elements are held in common: a focus on developing strengths instead of
targeting deficits, the promotion of pro-social relationships, and the use of multiple
contexts and environments for adolescent development.

This study examines a unique Denver public charter high school/ youth
correctional program currently embracing PYD in Watkins, Colorado: Ridge View
Academy. The goal of the study is to answer four research questions regarding
implementing PYD in a correctional facility: 1.What does Positive Youth Development
look like in a correctional setting? 2. What are the intentions of a Positive Youth
Development teacher in a correctional setting? 3. How are those intentions revealed in

that teacher's practice? 4. What is the significance of the theories and practices of Positive Youth Development teachers in a correctional setting for education and society in general? This study found common themes in each teacher's classroom in the intentional, structural, and curricular domains. The research found commonalities in the teachers' intentions when working with the adjudicated youth.

In summary, PYD was found to be an appropriate and effective framework for working with correctional youth. Furthermore, the study found the teachers' intentions to be significant factors in their motivation to engage in their PYD practice and reach students. High expectations, maintaining strong norms and behavior and a belief that all students can learn was shown to work with adjudicated youth. Furthermore, the acquisition of skills of all types served as appropriate curricula for PYD. The study suggests a need for further research into the system-wide PYD program at Ridge View Academy or at any other sites where PYD is used as a framework for developing at-risk adolescents.

Acknowledgements

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Table of Contents

Chapter One

Introduction

Restorative justice pioneer Howard Zehr explained that the focus of the criminal

justice system can described with three questions: "What laws have been broken? Who

did it? What did they deserve?" (Sawatsky, 2007, p.82).   In most civilized societies

throughout the world, the answer to the last question has most often been some form of

punishment. Indeed, punishing criminal behavior may be an innate human reaction

among members of any society. Dr. Jarem Sawatsky explains:

> This is why ninety per cent of the criminal justice texts have a section on
> punishment in their opening sections. This is why the media reports on whether
> or not justice has been done by judging if an appropriate punishment has been
> delivered. But violence is not only the end product of justice. It is also
> considered an appropriate method of justice, and criminal law allows for the use
> of limited force and coercion at various stages of the process. Even outside the
> criminal justice system, in the popular imagination, to 'bring someone to justice'
> often means to bring him/her to violence. (p.82)

Unfortunately, despite its continued, and perhaps recently renewed, popularity in

the United States (Shrum, 2004), studies reveal that punishment is disappointing in its

ability to rehabilitate criminal offenders despite steadily increasing costs for juvenile

justice systems (Pierce, Yondorf 1989). Currently, there is a worldwide call for research

into cultures that promote what Sawatsky terms "Healing Justice:" "If restorative justice

strives to be an alternative to the criminal justice system, an alternative must be found

both to the process and to its underlying logic" (p.89).

Nowhere is the search for effective alternatives to punishment more important than with youth offenders. The sheer cost benefits of rehabilitation for youth offenders, who have a longer life ahead of them, as opposed to an adult criminal, make studies in this area even more relevant.   Dr Jeffrey Butts, a leading researcher in youth correctional programs, writes: "The justice system's response to these cases [non-violent juvenile offenders] is not based on evidence of treatment impact. It is based on simple deterrence, or the belief that punishment changes behavior" (p.2).

Since this belief has not been proven through research to be effective, there must be a new focus for research on programs for youth offenders that goes beyond the punishment model. What if there were such programs that function on a very different belief system? What if there were educational programs for youth offenders that support other belief systems besides the punishment model and work to support the goals of rehabilitation and restorative justice? Shouldn't these systems be described and shared so that we can make wiser decisions in the future on how to provide services for our high-risk youth?

Rationale for the Study

The United States has the highest imprisonment rate in the world (Shelden, 2004). The "war on drugs" in the 1980's caused the most significant prison population increases that we now have to pay for (Sheldon, 2004). The cost to house prisoners continues to rise. According to James J. Stephen of the United States Bureau of Justice statistics, in his report, *State Prison Expenditures, 2001*:

> State correctional expenditures increased 145% in 2001 constant dollars from
> $15.6 billion in FY 1986 to $38.2 billion in FY 2001; prison expenditures
> increased 150% from $11.7 billion to $29.5 billion. Excluding capital spending,

the average cost of operating State prisons in FY 2001 was $100 per U.S. resident, up from $90 in FY 1996. Correctional authorities spent $38.2 billion to maintain the Nation's State correctional systems in fiscal year 2001, including $29.5 billion specifically for adult correctional facilities. Day-to-day operating expenses totaled $28.4 billion, and capital outlays for land, new building, and renovations, $1.1 billion. The average annual operating cost per State inmate in 2001 was $22,650, or $62.05 per day. (p.1)

Between 1981 and 1996 the prison population in the United States tripled and "corrections spending grew dramatically at the state level" (Barton& Coley, 1996). With the increasing billions being spent on criminal offender services in this country along with the current global recession, it is more important than ever to identify, study and share aspects of programs and facilities serving youth offenders that are effective in preparing (or not preparing) youth to be positive members of society. There currently is no plan or direction for prison programs in the United States (Butts 2002, Shrum, 2004). In the 1970's criminal justice scholars and policy makers supported Robert Martinson's credo of "nothing works" and programs built around punishment and surveillance flourished (Shrum, 2004). At best, throughout the last quarter century, the United States has vacillated between focusing on rehabilitation and punishment in its programs for prisoners (Barton & Coley, 1996).

Many youth correctional sites in the United States use some form of an academic model in their program, as most of the clients are of middle and high school range and have the right to a free and appropriate public education. Furthermore, it is also known that the population of U.S prisoners is, on average, less educated than the general population (Barton & Coley, 1996). It is encouraging, however, that many prison programs with educational components have shown positive results in reducing recidivism (Barton & Coley, 1996). Identifying and studying youth correctional

3

programs that are effective in preparing students academically would be useful in reforming effective youth correctional policy, since most programs are less effective than public schools.

More importantly, studying facilities and programs for youth offenders that successfully blend the dual aims of rehabilitation and education could greatly aid in informing future programs. Dr. Jeffrey Butts, in his paper, F*ocusing Juvenile Justice on Positive Youth Development* (October, 2005), explains that the United States currently has a "process without a plan" in its treatment of youth offenders (p.2). He suggests that more research be conducted on programs that use a framework encompassing the goals of both rehabilitation and education, such as Positive Youth Development (PYD, explained in detail in Chapter Two). He also explains that most correctional programs for youth offenders utilize some form of the punishment model, which has been well proven through research to be ineffective in achieving both the aims of education and rehabilitation. It would seem necessary and appropriate for researchers to continue to examine the lives of teachers in youth correctional settings to hopefully bring to light new ideas for both education and juvenile justice.

Significance of the Study

There are several aspects to this study that make it significant. There is a growing body of evidence that supports the fact that principles of PYD improve the lives of young people and this study should help further that research (Butts, 2005). There is very little research, however, into educational programs that use concepts of PYD and the research that has been done has focused on the structural features of a school (Felner, Favazza, Shim, & Brand, 2001). There are simply no studies at all involving qualitative

4

descriptions of educational settings for youth offenders in which the goals of juvenile justice and education utilize a PYD framework. By studying the beliefs of Positive Youth Development teachers and how they inform their practice, it should help policy makers form an understanding of that model. There has also been no research at all on how PYD teachers' beliefs inform their practice at a correctional setting.

This study should help inform all educators and policy makers by documenting the challenges, successes and failures of three teachers involved in the systematic education and rehabilitation of youth offenders. Also, by describing unique educational environments and settings, I hope to promote new ideas and examples of criminal justice programs that can be adopted worldwide. I hope this study will generate further interest into alternative educational programs for correctional youth and ways in which juvenile justice and educational systems can work together to prepare youth offenders to be positive members of society.

Research Questions

1. What does Positive Youth Development look like in a correctional setting?

2. What are the intentions of a Positive Youth Development teacher in a correctional setting?

3. How are those intentions revealed in that teacher's practice?

4. What is the significance of the theories and practices of Positive Youth Development teachers in a correctional setting for education and society in general?

Overview of the Methodology

This study utilized Dr. Elliot Eisner's methodology of qualitative inquiry called educational connoisseurship and criticism (2002) to examine the practices of Positive Youth Development teachers. I chose four teachers identified by several factors: 1.

specific and advanced training and experience in Positive Youth Development

educational programs (specifically Peace4Kids curriculum, level 3 certification, and at

least one year teaching in an educational setting utilizing a PYD framework). 2.

Curricular integration: the teachers identified utilized concepts of PYD in their lessons

with a dual educational and correctional program goal. 3. Diversity: The four teachers

represent a variety of genders, age and ethnicity. 4. Connoisseurship: As a teacher and

Instructional Coach at Ridge View Academy, a Denver public charter School serving

adjudicated youth from Colorado (description following). I utilized my unique insight

and expertise to choose four teachers who I feel are effective teachers using a PYD

framework in their teaching.

I interviewed each participant in order to assess their educational beliefs and then

observed these teachers in action for a minimum of two weeks and an intended maximum

of five weeks or until there were no new data emerging. After the observations, I

conducted follow up interviews. I also gave each participant an opportunity to reflect and

comment upon the contents of the interview.

Educational Connoisseurship and Criticism

For this study I chose Elliot Eisner's method of qualitative inquiry called

educational connoisseurship and criticism (henceforth called educational criticism). This

method is designed to improve the body of knowledge of education by describing the

perspectives of a connoisseur's observations of an educational setting (Eisner, 2002).

The art, or connoisseurship, requires that the researcher utilize his or her educational

expertise to observe and examine the complex interactions within a classroom. The

6

criticism should utilize this data to provide constructive ideas that should seek to improve education in general.

Eisner explains that Educational Criticism should bring to the table new ideas and ways of thinking in education. Examining the beliefs and practices of Positive Youth Development teachers in a correctional setting should promote better ideas and practices in improving all education and especially programs for high-risk youth.

Choosing the Site

As a teacher and Instructional Coach who has worked for a correctional school serving high school youth from Colorado for over four years, Ridge View Academy (RVA), the choice for the location was obvious. My unique perspective and insight into RVA should support valid observational data according to Dr. Eisner's concept of connoisseurship. Furthermore, RVA has already proven to be an effective program for reducing youth offender recidivism. The Colorado Division of Youth Corrections reported that post-discharge recidivism rates for Ridge View Academy have remained between 34.4% and 38.0% for the past five years (Jones, 2008, p.16). RVA has also demonstrated academic success. The Colorado Department of Education reported that RVA made Adequate Yearly Progress (AYP) for the 2008-2009 academic year on the Colorado Student Assessment Program (CSAP) and reached 93.7% of target growth for AYP for 2009-2010 (2010). A two year summary of CSAP scores from the Denver Public Schools from 2009-2010 revealed that Ridge View Academy had the highest median percentile growth in both reading and writing, 35.5% and 29% respectively, with an effective 8% growth in math (2010). Studying youth correctional programs that utilize a PYD framework with low recidivism rates and strong growth on state mandated tests

should be a worthwhile place to start to develop an understanding of good educational

practices for youth offenders.

Description of the Site: Ridge View Academy

RVA is a Denver public charter high school, founded in 1997, in a joint effort

between Denver Public Schools (DPS) and the Colorado Division of Youth Corrections

(DYC). The approximately 88 acre campus is situated outside of the greater Denver

Metro area, in the rural, rolling plains of Watkins, Colorado. With about 300,000 square

feet of buildings that include residential units, a library, an auditorium, a gym, a cafeteria,

athletic fields, two academic halls, a vocational building, and an administration building,

the campus is designed to look like a traditional, modern, residential academy. The

current student body comprises over 300 high school age, adolescent males, who have

been adjudicated and placed in the youth correctional system. The student body has a

mixture of ethnicities that is fairly representative of the adolescent residents of the State

of Colorado. The school has a maximum capacity of about 450 students. The students at

RVA have been screened, so that extremely violent offenders, or known sexual offenders

are not admitted, although most of the students have failed to complete the programs

from at least one other placement, making them high-risk for program failure.

The staff of RVA is comprised of about 50 full-time education staff, 200 Group

Staff workers, 16 Case Managers, one Principal, two Assistant Principals, two Shift

Supervisors, and one Site Supervisor, a Head of Case Management, a Director of

Research, a Board of Directors, and a Community Advisory Board. These employees are

under the direct supervision of the CEO of the company and all work together to provide

educational and treatment opportunities for all aspects of the resident students' lives. The school operates year round, with no summer breaks.

The site is owned by the State of Colorado and is leased to a private company, Rite of Passage (ROP), which has conducted youth programs for at-risk adolescents for over 25 years and operates 17 different schools or educational programs across the country. ROP is responsible for the daily operations and control of the entire program at RVA, but is audited regularly by both DPS and the Colorado DYC. RVA is in its second year of its second five-year contract with DPS.

RVA has components of both military schools and schools that utilize a PYD framework. After students are placed at RVA by the Colorado DYC, they first complete an orientation program that takes about six weeks to three months, depending on student success. Strict behavior controls and accountability make this part of the program similar to a military boot camp, but with critical educational components through which they receive DPS credits. After orientation, the students progress to main population and attend a variety of classes needed to achieve either a DPS diploma, a GED, or learn a vocation. Vocational programs include: Wood Tech, Trowel Trades, Welding, Barbering, Culinary, Media, CPR/First-Aid Instructor training, Applied Technology, Automotive technologies and Art. RVA offers a full range of sports for student participation sanctioned by the Colorado High School Sports Association (CHSSA). The school also has a daily exercise program that includes a three-mile run and exercises.

The students at RVA wear uniforms, receive military-style haircuts, and follow a strict code of educational and behavioral norms that are enforced and reinforced by both staff and students through a peer culture. Students progress towards leadership positions

by gaining status in main population, first as *Rookies*, then *Interns*, then *Rams* and finally *Block R* status. As the students progress, they increasingly earn privileges that include more free-time, off-site opportunities, and even home passes. There are no bars or security fences at the facility and main-entry doors throughout the campus are left unlocked. Students are also allowed supervised, free-campus movements throughout the day, but the student body is counted almost every hour. The school is a deliberate attempt to create an environment that does not look or feel like a traditional jail-house or youth correctional facility.

The following are segments of a transcript from Judith Morton's speech, the RVA School Board President, to Denver Public Schools as part of a charter renewal proposal, accessed from the Ridge View Academy website in October of 2009:

> In 1997, Colorado State Legislators created a national first in youth corrections – an academic correctional model program. The Academic Model was developed so that youth in the Colorado Division of Youth Correction's (DYC) care would have the opportunity to work, learn, and change their behavior within an academic environment. Eight years later, taxpayers, legislators, and the Colorado DYC can feel proud that their vision has been realized…
>
> Ridge View Academy must provide a wide array of performance outcome measures in regards to student academic achievement through its charter contract with Denver Public Schools (DPS) and the Colorado State Department of Education's 'Alternative Education Campus' designation. In every assessment, the students at Ridge View Academy have shown consistent academic growth…
>
> According to the 2008-2009 Colorado Growth Model Report, Ridge View Academy outperformed nine other designated alternative education schools in math and writing, and scored higher than the DPS district average in both subjects. In four of the seven Colorado Student Assessment Program (CSAP) areas, 9th and 10th graders scored higher than the DPS district average. Students also showed overall growth in five of the assessment areas. Ridge View Academy students in the 11th grade earned progressively higher scores each of the last eight years on the ACT.

RVA also has a unique correctional/educational program that stresses both academic readiness and rehabilitative training aimed at reducing recidivism. The stated overall philosophy driving the program has been officially described as PYD and has been in place for about eight years. Due to these factors, Ridge View Academy is an excellent choice to study in order to illuminate the practices of PYD teachers in a correctional setting for youth offenders.

Choosing the participants

Since I have been a teacher at Ridge View Academy for the past three years, I have an informed insight into the program and the successful practices of many of the teachers. I was also given permission by administration to observe four teachers for this study. I used my expertise and access to choose four teachers based on observable data explained in the Overview of the Methodology section and explained in more depth in Chapter Three. I gathered the data on successful curricular integration of PYD beliefs through informal observations of educational environments, teacher presentations of classroom lessons, and observations of teachers and students in a classroom setting. I identified four appropriate teachers, obtained their permission, and began the data collection process in the summer of 2010.

Data Collection

This study gathered and examined data from initial and post interviews, roughly five hours of classroom observations, and informal conversations with the participants. All of the data were collected from teachers at Ridge View Academy. This study recorded the physical structures, interactions, words, gestures, and curriculum of the classroom environments of the four teachers.

Data Analysis

The data were first categorized into three areas: The *intentional, structural,* and *curricular* domains according to Eisner's method of Educational Criticism (2002). Themes within each teacher's classroom were identified and Eisner's three guiding questions were applied to the three domains respectively: "What does the situation mean to those involved?...How does this classroom operate?...What ideas, concepts and theories can be used to explain its major features?" (p.229). In Chapter 5, Eisner's third question above is again applied to the common themes and related to current PYD and classroom research.

Conclusion

This chapter has presented the need for study of innovative models in youth correctional education. It also established the usefulness of Eisner's qualitative model of inquiry for bringing educational models to light and explained why Ridge View Academy was found to be a good choice in studying the practices of PYD teachers. The following chapters will describe the research behind PYD and the results of this study.

Chapter Two: Literature Review

Overview

This chapter briefly outlines the history of scientific theory on adolescent

development and how Positive Youth Development evolved as a new approach to

viewing adolescent development. It also examines many different educational

applications of PYD that have been systematically implemented in a variety of settings.

Implications for both educational practices as well as benefits to the communities these

programs serve will be described. This Chapter also includes a brief explanation of the

concept of punishment in youth corrections in the United States and the call for research

into new perspectives for dealing with youth offenders. It also discusses the importance

of studying the work of teachers using PYD concepts in correctional settings in order to

promote innovative and perhaps more effective programs worldwide. Finally, this

chapter discusses the research on financial implications of effective educational programs

for youth offenders.

Introduction

Positive Youth Development is a term that describes a comprehensive way of

thinking about youth development that seeks to promote individual growth and

achievement through helping youth develop assets. It is an alternative approach to

viewing adolescents in terms of problems or deficits and developed as a result of decades

of research on adolescent development. This literature review describes how PYD

evolved as a new perspective in viewing youth. It will outline the research of PYD in

developing adolescents in educational settings where it has been implemented system

wide. Furthermore, this study presents data on the effectiveness, or lack thereof, of

juvenile justice programs to effectively rehabilitate youth in the United States and the

continued call for more effective programs.

Theories of Adolescent Development

Adolescence can be defined as the second decade of life (Lerner & Steinberg,

2004). According to Lerner, it can be described as:

> …the life span period in which most of a person's biological, cognitive, and
> psychological, and social characteristics are changing in an interrelated manner
> from what is considered child-like to what is considered adult-like. When most of
> a person's characteristics are in this state of change the person is an adolescent
> (Lerner, 2005, p.4).

The most dominant framework for studying adolescence since its inception has

been a deficit based model. Dr. Lerner explains that:

> Typically these deficit models of the characteristics of adolescence were
> predicated on biologically reductionist models of genetic and maturational
> determination (e.g., Erikson, 1959, 1968), and resulted in descriptions of youth as
> "broken" or in danger of becoming broken (Benson, Scales, Hamilton, & Sesma,
> 2006), as both dangerous and endangered (Anthony, 1969), or as "problems to be
> managed" (Roth, Brooks-Gunn, Murray, & Foster, 1998). In fact, if positive
> development was discussed in the adolescent development literature –at least
> prior to the 1990's –it was implicitly or explicitly regarded as the absence of
> negative or undesirable behaviors (Benson, et al., 2006). (2005, p.4)

Until the 1960's the idea that adolescents were "broken," or at risk to be,

dominated research and scientific writing. Beginning in 1904, Hall established the idea

that adolescents realize changes that involve great stress and can be compared to the

civilizing of an inner beast. Research in the late twentieth century, however, has

established that many adolescents, in fact, experience positive adult relationships, hold

core values similar to their parents, and choose friends whose values matched theirs (Bandura, 1964; Douvan & Adelson, 1966; Offer, 1969; Block, 1971). As interest in adolescent development increased in the mid 1980's, organizations like the Carnegie Council on Adolescent Development attempted to integrate research with application and fueled similar research by the members of the Society for Adolescent Medicine (SAM) and aided the creation of their *Journal of Adolescent Health*. This research created the "empirical foundation for the synergistic generation…of the PYD perspective and the use of research about adolescence as key sample cases for the elaboration of developmental systems theories of human development" (Lerner, 2005, p.7). Lerner further explains:

> It is important to understand the scholarship that was conducted about adolescence as both a product and a producer of the broader scholarly approach to the study of the entire human life span that had been ongoing for a much longer period, for about 40 years (Baltes, 1983; Baltes, Lindenberger, &Staudinger, 2006). I believe that it is difficult to overestimate the importance of the synergy between the growing influence of developmental systems theories within developmental science and the elaboration of a strength-based approach to the study of development within the third phase of the development of the field of adolescence. (2005, p.15)

Thus in the beginning of the 1990's a "new vision and vocabulary for discussing young people has emerged" (p.26). PYD became an official framework for studying adolescents and while at the same time, the applications of the research continued to develop and define the framework.

Origins of PYD

In the last sixty years or so, the United States has undergone a change in its approach to how we address youth issues. In the 1950's, increases in juvenile crime and concerns over troubled youth led to increases in federal funding of projects meant to serve youth dealing with these issues. As poverty rates, divorce, out-of-wedlock births,

single parent homes, and family mobility rose during the 1960's, schools and communities had to conceptualize new methods to support families and children (Hernandez, 1995, from Weissberg & Greenberg, 1997). Early on, the focus for these programs was a response to existing crises, but as youth problems continued to rise, interventions and treatment for a diverse array of specific problems were created. Over the last forty years, services and policies aimed at reducing problem behaviors of troubled youth have increased and many programs with these approaches have been extensively studied.

Thirty years ago, prevention programs arose in an effort to meet the challenges of troubled youth proactively. Early prevention programs were not theoretical or research based, but eventually programs were adapted after many failed to show a positive effect on issues such as drug use, pregnancy, sexually transmitted diseases, and school performance (Ennett, Tober, Ringwalt & Flewelling, 1994; Kirby, Harvey, Claussenius & Novar, 1989; Malvin, Moskowitz, Schaeffer & Schaps, 1984; Snow, Gilchrist & Schinke, 1985; Thomas, Mitchell, Devlin, Goldsmith, Singer & Watters, 1992; Mitchell, et al., 1997).

Soon longitudinal studies became available that outlined critical predictors of problem behavior in youth and prevention efforts arose that utilized empirically identified predictors of these behaviors (Ellickson & Bell, 1990; Flay et al., 1988; Pentz et al., 1989). Theories behind decision making, such as the Theory of Reasoned Action, or the Health Belief Model, often directed programs in their attempt to prevent negative youth

behavior (Morrison, Simpson, Gilmore, Wells & Hoppe, 1994; Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975, Janz & Becker, 1984; Rosenstock, Strecher & Becker, 1988).

In 1998 Berglund, Catalano, Ryan, Lonczak, and Hawkins issued a report called Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs through the Social Development Research Group (SDR) of the University of Washington School of Social Work. In Chapter One of this report they explained that supporters of theories for behavioral change met in 1991 at the National Institute of Mental Health in order to reach a consensus on factors that influence healthy behavioral change. The conferences identified the three most influential factors in health-related behaviors:

> 1. The person's intention to engage in the behavior, 2. The lack of environmental constraints that might prevent the behavior or the existence of any environmental resources needed to complete the behavior, and 3. The individual's skills (or ability to engage in the behavior). (p.1)

Eventually prevention models attempted to account for multiple problem behaviors as well as a variety of environmental predictors and many designs for prevention programs expanded to include components designed to foster positive youth development. Eventually a consensus began to emerge that viewed positive adolescent development as not just the avoidance of negative predictors, but also the promotion of social, behavioral, and cognitive skills (W.T. Grant Consortium on the School-Based Promotion of Social Competence, 1992). As research into the etiology of problem and positive behaviors expanded (Kellam & Rebok, 1992; Hawkins, Catalano & Miller, 1992; Newcomb et al., 1986), a wider focus for addressing youth programs emerged and positive youth development merged with prevention science. Comprehensive outcome

reports from randomized and non-randomized controlled trials of PYD programs helped

support this merging (Greenberg, 1996; Greenberg & Kusche, 1997; Weissberg &

Caplan, 1988; Hahn, Leavitt & Aaron, 1994).

PYD Foundations

In the 1990's many organizations arose that outlined a comprehensive approach to

developing youth positively: The Carnegie Council on Adolescent Development (1995),

the U.S. Department of Health and Human Services (1996), the Annie E. Casey

Foundation (1995), the Robert Wood Johnson Foundation (1997), the Consortium on the

School Based Promotion of Social Competence (1994), and the Office of Juvenile Justice

and Delinquency Prevention (1995). The body of social and behavioral research

continued to be developed to explain why some adolescents socialize successfully and

others do not.

Current PYD Frameworks

There are several PYD frameworks used to describe the development of

adolescents. Francisco Villarruel's PYD framework, called Community Youth

Development (CYD), emphasizes youth participation in community institutions

(Villarruel, 2006). Dr. Butts explains that one of the most famous PYD frameworks is

the Search Institute's menu of forty developmental assets that provides research based

benchmarks on adolescents (Butts, 2005). The PYD framework published by Dr.

Richard Lerner and his colleagues centers around the concept of thriving, in which

adolescents build healthy relationships, embrace community goals, and promote positive

interactions between family, school, and community (Lerner, 2005). This framework

18

describes the importance for adolescents to acquire the five C's –Competence, character,

connection, confidence and caring/compassion.

Dr. Jeffrey Butts explains that:

despite the differences…PYD frameworks share three basic assumptions: 1. A focus on strengths and assets rather than deficits and problems…2. Strengths and assets are usually acquired through positive relationships, especially with pro-social and caring adults…3. The development and acquisition of youth assets occurs in multiple contexts and environments. (Butts, 2005, p.5)

Probably the most detailed working definition for Positive Youth Development

was proposed in 1998 by Berglund et al. of the Social Development Research Group

(SDR) from the School of Social Work at the University of Washington after an

extensive meta-analysis of U.S. PYD programs. In Chapter Two they explained that

"through a literature review, consultation with project officers, and a consensus meeting

of the project advisory board," the study identified twelve possible components and used

these components to create an operational definition of PYD (p.1). In the same chapter

they also explained that "positive youth development programs are approaches that seek

to achieve one or more of the following objectives:" (p.1).

Promote Bonding: Bonding is defined by the SDR as "the emotional attachment

and commitment a child makes to social relationships in the family, peer group, school,

community, or culture" (p.2). The SDR also concluded that a program promotes bonding

if "one or more of its components focused on developing the child's relationship with a

healthy adult, positive peers, school, community, or culture" (p.2). The study identified

research into child development that indicates that bonding is an important factor in

creating social connections, building motivation, and fostering adaptive responses to

change (Ainsworth, et al. 1978; Bowlby, 1982, 1979, 1973; Mahler et al., 1975). They

also reviewed studies that revealed that inadequate bonding has been shown to create

mistrust, insecurity, self doubt, emotional emptiness and can lead to negative behavior

(Braucht, Kirby & Berry, 1978; Brook, Brook, Gordon, Whiteman & Cohen, 1990;

Brook, Lukoff & Whiteman, 1980; Elliot et al., 1985; Kandel, Kessler & Margulies,

1978). Furthermore, the study found that Early bonding has also been shown to directly

affect how a child bonds to peers, school, community and culture and is an essential

factor in healthy adulthood (Brophy, 1988; Brophy and Good, 1986; Dolan, Kellam &

Brown, 1989; Hawkins, Catalano & Miller, 1992). The SDR also found that Programs

that use bonding strategies mixed with skill development have been shown to be effective

interventions for adolescents who may be at risk for antisocial behavior (Dryfoos, 1990;

Caplan, Weissberg, Grober, Sivo, Grady & Jacoby, 1992).

Fosters Resilience: Resilience is defined by SDR in Chapter Two as "an

individual's capacity for adapting to change and stressful events in healthy and flexible

ways" and identified by programs that "emphasized strategies for adaptive coping

responses to change and stress" and promote "psychological flexibility and capacity"

(p.2). Youth who have resilience have been shown to respond to challenges, even when

exposed to multiple risk factors, and create successful outcomes (Rutter, 1985; Hawkins

et al., 1992; Masten, Best & Garmezy, 1990; Werner, 1995, 1989). According to the

National Academy of Sciences, National Research Council (1996, p. 4) resiliency can be

explained as "patterns that protect children from adopting problem behaviors in the face

of risk." Some research into resiliency has identified protective mechanisms connected

to four principle processes: reduction of risk impact, reduction of negative behavior

patterns, the creation and support of self-esteem and self-efficacy, and the creation of opportunities (Rutter, 1987a; 1985).

Competencies: The SDR found that competencies include five domains: social, emotional, cognitive, behavioral, and moral (p.2). They also explained that research has recently identified competency as an important adolescent developmental asset (Gardner, 1993; Zigler & Berman, 1983) and has been measured in terms of developmental outcomes (Weissberg & Greenberg, 1997).

The Social Development Research group outlined in Chapter Two that "programs were classified as promoting social competence if they provided training in developmentally-appropriate interpersonal skills, and rehearsal strategies for practicing these skills…communication, assertiveness, refusal and resistance, conflict-resolution, and interpersonal negotiation strategies for use with peers and adults" (p.3). The study also identified programs that develop social competencies have been shown to benefit youth (Caplan et al, 1992: 56). The SDR also explained that in 1980, Kornberg and Caplan reviewed 650 papers dealing with biopsychosocial risk factors and preventative interventions and found competence training to be one of the most important changes in primary prevention research. The SDR also found that social competency programs can have meaningful, positive effects on student behavior if students are given opportunities to practice and apply the skills to relevant social tasks (Hawkins & Weis, 1985).

Emotional Competence: In Chapter Two the SDR classified programs as promoting emotional competence if they sought to develop youth skills for identifying "feelings in self or others, skills for managing emotional reactions or impulses, or skills

for building the youth's self-management strategies, empathy, self-loathing or frustration tolerance" and defined emotional competence as "the ability to identify and respond to feelings and emotional reactions in oneself and others" (p.3). According to the research of the W.T. Grant Consortium on the School Based Promotion of Social Competence (1992, p. 136), current prevention programs include: "Identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, and reducing stress."

Cognitive competence: The SDR continued to define programs that sought to promote cognitive competencies as those that "sought to influence a child's cognitive abilities, processes, or outcomes, including academic performance, logical and analytical thinking, problem-solving, decision-making, planning, goal-setting, and self-talk skills" (p4). The SDR identified many intervention strategies for youth that have focused on cognitive competencies to prevent academic failure (Berrueta-Clement, Schweinhart, Barnett, Epstein & Weikart, 1984; Horacek, Ramy, Campbell, Hoffman & Fletcher, 1987; Seitz, Rosenaum, & Apfel, 1985). Since poor academic achievement has been identified a negative risk factor for youth (Holmberg, 1985; Jessor, 1976; Robins, 1980; Tolan & Guerra, 1994), programs that focus on this domain have been proven to increase a student's commitment to school (Gottfredson, 1988; Johnston, O'Malley & Bachman, 1985).

Behavioral competence: These competencies were found to be in programs that "taught skills and provided reinforcement for effective behavior choices and action patterns, including nonverbal and verbal strategies" (p. 4). The SDR reported that the

W.T Grant Consortium on the School-Based Promotion of Social Competence identified

three dimensions of behavioral competence:

> Nonverbal communication (through facial expressions, tone of voice, style of
> dress, gesture or eye contact), verbal communication (making clear requests,
> responding effectively to criticism, expressing feelings clearly), and taking action
> (helping others, walking away from negative situations, participating in positive
> activities). (W.T Grant Consortium on the School-Based Promotion of Social
> Competence, 1992, p.136).

Moral Competence: In Chapter Two the SDR formed this operational definition

for moral competence: "A program was classified as promoting moral competence if it

sought to promote empathy, respect for cultural or societal rules and standards, a sense of

right and wrong, or a sense of moral or social justice" (p.4). The study described how

Piaget understood moral maturity to include respecting rules and possessing a desire and

ability for social justice (1952, 1965). Kohlberg's stages of moral development describe

a multi-stage process of growth in which youth acquire a knowledge of right and wrong

by facing moral questions in society (1963, 1969, 1981). The SDR also indicated that

research has also shown that morality can emerge from a sense of empathy and can either

be either encouraged or suppressed by environmental influences (Hoffman, 1981).

Self-Determination: Chapter Two of the SDR's report also identified programs

that had strategies that "sought to increase youths' capacity for empowerment, autonomy,

independent thinking, or self advocacy, or their ability to live and grow by self-

determined internal standards and values (may or may not include group values)" (p.5).

SDR also defined self-determination as "the ability to think for oneself, and to take action

consistent with that thought" (p.5). The group pointed to research that has indicated that

self-determination is connected to psychological needs for autonomy and relatedness to community (Deci & Ryan, 1994).

Fostering Spirituality: The SDR also defined in Chapter Two that PYD programs seek to promote "the development of beliefs in a higher power, internal reflection or meditation, or supported youth exploring a spiritual belief system, or sense of spiritual identity, meaning or practice" (p.5). Due to the wide variety of religious and spiritual ideas, the SDR did not create an appropriate definition for spirituality from the literature, but instead used the following definition from Webster's New College Dictionary, 1995: "relating to God; of or belonging to a church or religion" (p.5). The SDR's review of the research revealed a link between spirituality and adolescent development of moral reasoning, moral commitment, or a faith in moral systems (Hirschi, 1969; Stark & Bainbridge, 1997). Furthermore, research has also found that religiosity is positively associated with positive social values and behavior and negatively associated to many behaviors, including suicide, drug abuse, premature sexual involvement, and delinquency (Benson, 1992; Benson, Donahue & Erickson, 1990; Donahue & Benson, 1995).

Self-Efficacy: In the same chapter the SDR defined self-efficacy as "the perception that one can achieve desired goals through one's own actions" and their research formed the operational definition that found self-efficacy in programs that include strategies for "personal goal-setting, coping and mastery skills, or techniques to change negative self-efficacy expectancies or self-defeating cognitions" (p.5). The group based this component on research that has found that personal goal setting is positively

impacted by a strong feeling of self-efficacy (Bandura, 1993, 1986). Some studies have

also indicated a correlation between the strength of perceived self-efficacy and higher

goals (Locke, Frederick, Lee & Bobco, 1984). Furthermore, prevention science studies

have indicated that problem behaviors can be mediated for youth who have a positive

attitude about their own self-efficacy (Hawkins, Lishner, Catalano & Howard, 1986;

Holden, Moncher, Schinke & Barker, 1990).

Clear and Positive Identity: Chapter Two of the SDR's report continued to

define PYD as programs those that sought to promote "the internal organization of a

coherent sense of self" and formed the operational definition that identified it in programs

that "sought to develop healthy identity formation and achievement in youth, including

positive identification with a social or cultural sub-group that supports their healthy

development of sense of self" (p.6). The SDR proposed theories of identity development

in which "self-structure" is a critical element of psychological development, driven by a

youth's experiences of crises (Erikson, 1968). Furthermore, more recent research has

indicated that a youth's development of positive identity is correlated with the growth of

ethnic identity (Mendelberg, 1986; Parham & Helms, 1985; Phinney, 1990, 1991;

Phinney, Lochner & Murphy, 1990; Plummer, 1995).

Belief in the Future: The SDR also identified programs that "sought to influence

a child's belief in his or her future potential, goals, options, choices, or long range hopes

and plans" were classified as promoting belief in the future (p.7). Strategies included

"guaranteed tuition to post-secondary institutions, school-to-work linkages, future

employment opportunities, or future financial incentives to encourage continued progress

25

on a prosocial trajectory" (p.7). Belief in the future could also be fostered by programs designed to influence youth's optimism about a healthy and productive adult life (p.7). The SDR also defined belief in the future as "the internalization of hope and optimism about possible outcomes" and found that this construct is linked to studies on long-range goal setting, belief in higher education, and beliefs that support employment or work values (p.7). Research indicates that positive future expectations can be a protective factor for youth and can even improve social and emotional interactions at school (Wyman, Cowen, Work & Kerley, 1993).

Recognition for Positive Behavior: The SDR also defined recognition for positive behavior as "the positive response of those in the social environment to desired external behaviors of youths" and identified this concept in programs that "created response systems for rewarding, recognizing, or reinforcing children's prosocial behaviors" (p.7). Social learning theory explains how human behavior is reinforced either positively or negatively through reward systems that use positive reinforcement, negative reinforcement, positive punishment, or negative punishment (Bandura, 1973; Akers et al., 1979). Social reinforcers, which come from all areas of society, including peers, families, and schools have been proven to have significant impacts on behavior (Akers, Krohn, Lanza-Kaduce & Radosevich, 1979).

Opportunity for Pro-social Involvement: The SDR defined opportunities for pro-social involvement as "the presentation of events and activities across different social environments that encourage youths to participate in prosocial actions" and identified this component in programs that "offered activities and events in which youths could actively

26

participate, make a positive contribution, and experience positive social exchanges (p.7). The SDR found that research has indicated that youth can only develop important interpersonal skills if they have had opportunities for interaction and participation (Hawkins et al., 1987; Patterson, Chamberlain & Reid, 1982; Pentz, et al., 1989b). Furthermore this development seems to be even more critically linked to involvement during adolescence (Dryfoos, 1990).

Pro-social Norms: Finally, the SDR defined pro-social norms in Chapter Two as "healthy beliefs and clear standards for behavior through a range of approaches" and identified this component in programs that "employed strategies for encouraging youths to develop clear and explicit standards for behavior that minimized health risks and supported pro-social involvement" (p.7). Research has identified positive effects for programs that utilize older youth to communicate healthy standards, encourage youth to make commitments for positive behavior to peers and mentors, and help youth set strong personal goals and standards (Hawkins et al., 1992; Hawkins, Catalano et al., 1992).

Education Applications of the PYD perspective

The relationships and interactions among students and teachers within a classroom were found to be important factors for a school's ability to support youth development, especially for students considered high risk (Shinn & Yoshikawa, 2008, p.23) PYD has been studied as a framework for many educational settings, however some of the more effective efforts to improve student outcomes focus on the structural features of a school (Felner, Favazza, Shim, & Brand, 2001). Youth, however, report that they are more interested in actual experiences in classroom settings and these settings

need more meaningful challenges, supportive relationships, and competence-building

experiences (Crosnoe, 2001; Csikszentmihalyi & Schneider, 200; Marks, 2000; NRC,

2002; Roeser, Eccles, & Sameroff, 2000).

Studies of PYD in Classroom Settings

Two important PYD frameworks that have been recently studied include the

Reading, Writing, Respect, and Resolution Program (RCCP) and the 4R's program, both

developed by the Morningside Center for Teaching Social Responsibility in New York

City. Both of these groups have similar aims in supporting consistent and positive rules

and norms, creating a caring classroom, fostering warm and supportive classroom

environments, building positive teacher-student relationships, and helping students

develop important conflict-resolution and social-emotional learning skills (Aber, Brown,

& Jones, 2008). Both programs include a lesson based curriculum supporting social-

emotional learning, as well as training and support for teachers to use these skills in the

classroom. RCCP has been rigorously evaluated using a qausi-experimental design and

the 4R's Program has been examined using an experimental design that evaluated

changes in setting-level features in order to reflect the theory of change for the program

(Aber et al., 2008). The study chose quasi-experimental design in order to reflect the

evolution of the program within the NYC public school system. Four schools were

chosen, each one representing a different stage in program implementation. The study

found that "children showed increases from ages 6 to 12 (over elementary school years)

in the skills and behaviors thought to underlie later aggression and violence" (p.62). The

study also identified four key domains that make up the culture and climate of the classroom system:

> (a) Teacher Affective and Pedagogical Processes and Practice refers to characteristics of teachers including domains such as skills and beliefs in social-emotional learning, their job-related stress and burnout, and their classroom management practices; (b) Child Behavioral Dispositions and Normative beliefs refers to classroom average levels of children's social-cognitive skills such as beliefs about the acceptability of aggression, their attributional styles and response strategies, and their levels of motivation and engagement; (c) Teacher-Student Relationships refers to the quality of the teacher-child relationship as perceived by teachers and students; and (d) Classroom Emotional and Instructional Climate refers to dimensions of the emotional and instructional character of the classroom as a whole measured using independent observations of the interactions of teachers and children in the classroom. (p.64)

In this study, developmental contextual models examined nested and interactive sets of contexts in micro-, mesa-, and exocontexts (Aber, Jones, & Brown, 2008). These contexts include individual experience and behavior that is dynamically mediated by many proximal processes (Bronfenbrenner & Morris, 1998: Sameroff, 1995). Some of the most important proximal processes found in classrooms are important relationships (Pianta, 1999) which contribute dynamically to interactions with observable patterns (Kontos & Wilcox-Herzog, 1997; Meehan, Hughes, & Cavell, 2003; Meyer, Wardrop, Hastings, & Linn, 1993; Pianta, 1999; Pianta & Stuhlman, 2004). These relationships form the culture and climate of a classroom environment

Research into these programs reveals that teachers "own values, beliefs, and perceptions of ability with the underlying pedagogy of a particular intervention" is crucial "to their ability to understand, accept, and implement the intervention, and to the effectiveness of the intervention itself" (Conduct Problems Prevention Research Group, 1999; Fullan & Stiegelbauer, 1991; Hauer, 2003; Kmitta, Brown, Chappel, Spiegler, &

Wiley, 2000). Furthermore these same studies indicate that increased quality of the relationships between student and teacher fosters a more responsive and positively communicating classroom (Aber et al., 2008). The 4Rs program, additionally, embeds its aims of teaching conflict resolution skills within a framework of building a caring community with the additional aims of a literacy curriculum. The combining of PYD and literacy goals have been shown to mutually strengthen the acquisition of both (Hinshaw, 1992).

The Case for PYD in Classrooms

Research reveals that there is little doubt that U.S. schools greatly need to improve adolescent student outcomes in respect to academic achievement, well-being, and positive civic-relations (Carbonaro, & Gamoran, 2002; National Center for Education Statistics, 2003). Furthermore, the capacity of classroom settings to affect this change at the secondary level in the United States, has been disappointing and has even been shown to promote social and task-related disengagement among adolescents, if classroom settings do not address their developmental needs (Crosnoe, 2000; Dornbusch, Glasgow, & Lin, 1996; Eccles, Lord, & Midgley, 1991). This disengagement has been found to be especially true for youth from low-income communities, rural communities, large schools, and those with a past that includes poor behavior and achievement (Crosnoe, 2001; Eccles, Lord, Roeser, Barber, & Jozefowicz, 1997).

Chapter Three: Methodology

Educational Connoisseurship and Criticism

  Elliot Eisner developed the qualitative research method of educational criticism

and connoisseurship as a way to study diverse topics and settings in the field of education

(1988). The approach is arts-based and well established, as it has been used to research a

wide variety of schools and educational experiences. These include studies of charter

programs (Kim, 2002), magnet schools for the arts (Newman, 1996), and Waldorf

schools (Uhrmacher, 1991) to name a few. The method, however, has also been used to

explore issues related to educational experiences, such as teacher evaluation (Crecink,

1997), authentic assessment (Frye, 2002) and collaboration between US, Canada, and

Mexico in the field of higher education (Oliva, 1997).

  This method has also been a proven research tool for many schools across the

country and beyond.   Some of the notable schools include Stanford University (Flinders,

1987; Hoylan, 1993; Powell, 1994; Schweber, 1999; Siegesmund, 2000; Thornton, 1985;

Uhrmacher, 1991), Columbia Teacher's College (Fowler, 2000), The University of Texas

(Oliva, 1997), the University of Washington (Rullan-Millare, 1996), The University of

Calgary (Kydd, 2004; Munroe, 1997), Florida State University (Frye, 2002), Arizona

State University (Niebur, 1997), The Ohio State University (Dotson, 2000), The

University of Oregon (Barry, 1993), and Princeton Theological Seminary

(Berryman, 1996).

The University of Denver has also supported the use of this research method and published dissertations with educational criticism and connoisseurship on topics like implementing standards in elementary school literacy programs in Puerto Rico (Rosendo, 2003), innovative social work practices (Nissen, 1997), pedagogical reasoning (Smith, 2003), Spirituality in education (Bryza, 2005), Expeditionary Learning schools (Sharpswain, 2005), and teacher preparation programs (Austin, 2004).

Educational connoisseurship and criticism was developed by Elliot Eisner as a way to "provide criticism in a form that leads to constructive, not destructive, results" (Eisner, 1998, p.117). Connoisseurship draws upon the skill and educational knowledge of the researcher "to make fine-grained discriminations among complex and subtle qualities" that can be extrapolated to improve education in general (p.63). Eisner defines connoisseurship as the art of appreciation and criticism as the art of disclosure (2002). This method of educational inquiry defines the "locus of human experience" as "transactive," meaning the "product of the interaction of two *postulated* entities, the objective and the subjective" (1998, p.52). Since he recognizes that "neither pristine objectivity nor pure subjectivity is possible," Eisner's educational criticism can only ask what is believable through the following relevant features: (1) coherence, (2) consensus, and (3) instrumental utility (p.53).

The first criterion of coherence can be explained as the tightness of the argument that a story presents. If the story is credible and there are no anomalies, and the conclusions have been supported, then it can be said that coherence has been achieved (p.53). Eisner relates coherence to structural corroboration, or otherwise known as

triangulation (Webb et al., 1966; Mathison, 1988), or "the confluence of multiple sources of evidence or the recurrence of instances that support a conclusion" (p.55). This study used this triangulation to create a coherent picture of PYD in practice that not only built data to present a clear picture of the educational setting, but also corroborated it with what research has already proven to be successful student interventions. Three main sources of data within the study will be triangulated for coherence: teacher interviews, teacher/classroom artifacts, and data from classroom observations. Recurrent themes or behaviors will be identified as well as data that contradict in order to create coherence.

Eisner defines consensus as "the condition in which investigators or readers of a work concur that the findings and/or interpretations reported by the investigator are consistent with their own experience or with the evidence presented" (p.56). This is the area in Eisner's research methodology where the researcher utilizes his or her expertise to evaluate the data and persuade readers as to the conclusions that can be reached. Eisner warns that consensus does not necessarily mean truth, but should be understood as "concurrence as a result of evidence deemed relevant to the description, interpretation, and evaluation of some state of affairs" (p.57). As this study has already described in detail the relevance and importance for finding positive educational programs for correctional youth, the current "state of affairs" of these educational practices in the United States will be used as a comparison to the observed practices in the classroom at Ridge View Academy. In this way, I hope to bring to the table possible effective alternatives in youth correctional education.

Eisner explains that instrumental utility is the most important part of any qualitative study. Instrumental utility can be explained as the usefulness of a study (p.58). The first type usefulness is comprehension, or helping researchers "understand a situation that would otherwise be enigmatic or confusing" (p.58). This study presents a description of Positive Youth Development in a correctional setting that will bring to light the subtle features of this environment. Eisner describes a second type of usefulness as "anticipation" in which the researcher examines individual teachers or schools as "samples or exemplars of larger types" and goes beyond the information in the descriptions and interpretations and anticipates the future (p.58). In this qualitative study, I hope to create a description of an educational environment that could lead to a new direction in youth correctional education. Eisner also describes a third type of instrumental utility that functions as a guide that "deepens and broadens our experience and helps us understand what we are looking at" (p.59). As an experienced teacher at Ridge View Academy, I plan to function as an effective guide that will bring awareness of the often subtle pedagogical terrain at the school, helping others become aware of an environment they might otherwise not have been able to experience.

Eisner explains that educational criticism has four dimensions: description, interpretation, evaluation and thematics (p.88). Description helps readers visualize a dynamic educational setting or experience "what it would feel and look like if we were there" (p.90). In order to do this, researchers must create a visualization as well as describe emotion. The researcher must use selectivity in his or her narrative that will artistically bring forth "to the public world a structure or form whose features re-present

34

what is experienced in private" (p.89). Eisner explains that "if description can be thought

of as giving an account *of*, interpretation can be regarded as accounting *for*." (p.95). This

means that the researcher must illuminate "the potential consequences of practices

observed" and provide "reasons that account for what has been seen" (p.95). Evaluation

involves making judgments about a description. Eisner frames these judgments with the

three types of educational experiences described by John Dewey: noneducational,

miseducative, and educational experience (1938). The final aspect of criticism is

thematics, or "identifying the recurring messages that pervade the situation about which

the critic writes" (Eisner, 1998, p.104). These themes provide a "summary of essential

features" that reveal "dominant features of the situation or person" (p.104). This study

identifies several common themes for the framework of Positive Youth Development in

the interviews of teachers and within descriptions of classroom settings at Ridge

View Academy.

Educational criticism also uses three sources of evidence that will aid in research

validity: structural corroboration, consensual validation, and referential adequacy (p.110-

114). Structural corroboration is similar to the process of triangulation "through which

multiple types of data are related to each other to support or contradict the interpretation

or evaluation of a state of affairs" (p.110). In this study, I plan on using formal and

informal interviews with teachers, classroom and teacher artifacts, and classroom

observations as sources for data. Themes, recurrent behaviors, as well as contradicting

events will create a "mustering of evidence" that will give the study validity (p.111).

Furthermore, I plan on comparing themes from the observational data at Ridge View

Academy to other known PYD models and research in order to increase structural

corroboration. Consensual validation is the "agreement among competent others that the

descriptions, interpretation, evaluation and thematics of an educational situation are

right" (p.112). Since there is no other qualitative research on Positive Youth

Development in a youth correctional setting, I will leave part of the consensual validation

of this study to future researchers. I hope, however, that consensual validation will be

strengthened by sharing the descriptions of the classroom settings with the teachers I

observe. Referential adequacy seeks the "expansion of perception and the enlargement of

understanding" by helping the reader "to see what they would have missed without the

critic's observations" (p.113-114). Since Ridge View Academy's educational framework

is so unique, this aspect of validity will surely be satisfied simply by revealing an

environment that has yet to be replicated nationally.

I utilized what Eisner calls "the ecology of schooling" to categorize and frame the

themes of the observations (1998, p. 72). The five categories for this framework include

(1) the intentional, (2) the structural, (3) the curricular, (4) the pedagogical, and (5) the

evaluative. The intentional seeks to find the goals or aims that are created for the

classroom. It involves both the hidden and intentional domains. The structural

dimension involves how the school is organized physically as well as its time-structure or

schedule and what that organization's effect has on educational outcomes. The curricular

dimension looks at the quality of the curriculum's content and goals and how the learning

activities affect outcomes. The pedagogical dimension focuses on how the curriculum is

mediated by the practices of the teacher and what genres of performance are utilized and

what effect that has on student learning. Finally, the evaluative dimension looks at how teachers appraise student responses, behavior, and work. This study will utilize the first three of these questions to answer its research questions.

In summary, this study used Elliot Eisner's educational criticism to reveal an educational environment at Ridge View Academy that is not readily seen. The study also used the methodology to artfully depict the interactions of RVA teachers in order to reveal the subtle challenges and successes of applying this framework to a youth correctional setting. By examining the significance of interactions of this educational setting, this study validated the teachers at Ridge View Academy in their ability to use of components of established PYD paradigms in a youth correctional setting. By describing the noneducational, miseducational and educational qualities observed, in relation to the acquisition of both academic goals and the development of positive youth assets in this setting, this study revealed common themes that can further inform future PYD models and increase the known demographics of adolescents who may benefit from PYD programs. By interviewing teachers, this study revealed how the intentions of PYD teachers inform their practice and draw upon their own understandings of PYD in a youth correctional setting. This research provides readers with possible effective classroom strategies for working with at risk youth as well as possible educational and rehabilitative strategies for working with youth offenders worldwide.

Research Questions

1. What does Positive Youth Development look like in a correctional setting?

2. What are the intentions of a Positive Youth Development teacher in a correctional setting?

3. How are those intentions revealed in that teacher's practice?

4. What is the significance of the theories and practices of Positive Youth Development teachers in a correctional setting for education and society in general?

Interview Questions

In order to determine how the intentions of PYD teachers inform their practice, I utilized Dr. Christy M. Moroye's dissertation, *Greening Our Future: The Practices of Ecologically Minded Teachers* as guide to creating my interview questions (2007). The questions posed in that study were effective in revealing not only teacher's intentions, but how their beliefs and backgrounds affected their practice, through the lens of Educational Criticism. I have altered the questions somewhat in order to help the questions address the specific differences between ecological education and PYD. The questions are as follows:

1. Why did you decide to become a teacher?

2. How would you summarize the concept of Positive Youth Development?

3. What training have you received in Positive Youth Development?

4. Why have you chosen to work at a school that utilizes Positive Youth Development as a framework?

5. What are your intentions for your students?

6. How do your beliefs of adolescent development affect your intentions?

7. Do you believe that your view of adolescent development affects your practice? If so, in what ways? If not, why not?

8. What do you find most rewarding in your work?

9. What do you find most challenging in your work?

10. What metaphor would you use to describe how you think about your practice?

11. Describe your classroom environment:

12. Explain your philosophy of education:

13. Do you have anything else to add?

Choosing the Participants

This study identified four participants according to the following parameters: 1. specific and advanced training and experience in Positive Youth Development educational programs (specifically Peace4Kids curriculum, level 3 certification and at least one year teaching in an educational setting utilizing a PYD framework) 2. Curricular integration: the teachers identified have agreed that they regularly utilize concepts of PYD in their lessons with dual educational and correctional program goals. 3. Diversity: I identified four teachers who represent a variety of genders, age and ethnicity. 4. Connoisseurship: As a teacher and Instructional Coach at Ridge View Academy, a Denver Public, Charter School serving adjudicated youth from Colorado, utilized my unique insight and expertise to choose four teachers who I believe are effective teachers who use a PYD framework in their teaching.

Interviewing the Participants

After choosing four participants according the parameters explained above, I conducted two formal interviews with each participant. The first interview lasted about forty-five minutes to one hour and served as a means to understand the participant's beliefs about PYD and how these beliefs inform his or her practice. I asked each participant the same twelve questions noted above. I also conducted follow up interviews with each participant. I created questions for the follow up interviews that were unique to each participant, based on the questions that emerged from the observations, with one

exception, a question regarding my accuracy.   I conducted these interviews in each of the

participant's classrooms during their planning periods, on a date and time of their

choosing, so I hopefully minimized the inconvenience for them. I asked each

participant's permission to record the audio of the interview and took notes as I listened

to their responses. I also gave each participant an opportunity to reflect and comment

upon the contents of the interview.

Observing the Participants

I observed each participant for a minimum of two weeks and a maximum of five

weeks, depending upon my time and schedule at Ridge View Academy. I ended the

observations as new data stopped emerging. I observed at least two one-hour classes

each week for each of the four teachers. I tried to sit in unobtrusive spots in the

classroom and minimize the impact of my presence by limiting my interactions with the

students. Since I have spent the last two years as the Instructional Coach for Ridge View

Academy and I regularly conduct teacher observations, my presence in the classroom

seemed to cause little, if any, disruption for the students and also seemed to help me

gather valid data, as all participants seemed comfortable. I typed my classroom

observation notes on my laptop, just as I do in my regularly work duties, to record

the data.

Examining the Data

I utilized a spreadsheet to categorize the data into Eisner's three categories (1) the

intentional (2) the structural (3) the curricular (1999)**.** I recorded the words and actions of

the teachers, classroom artifacts and physical organizations, as well as the delivered

curriculum and educational goals. From this framework of data collection a cohesive

story emerged of each teacher's practice. I then examined the common themes found

within each teacher's practice to ultimately answer my original four research questions.

Limitations of the Study

There are a number of limitations that this study could not address. The

confidentiality laws call that protect juveniles made it very difficult for me to use student

work, conduct student interviews, or otherwise describe them in a recognizable fashion.

This difficulty may have constricted this study's ability to paint a full-picture, especially

in answering the first research question: What does PYD look like in a youth correctional

setting? Had I been allowed to weave in any of the above data, I feel this research would

be even more accurate in its depiction of PYD classrooms. I chose to use the notation

that follows: <student name>, rather than employing pseudonyms for students, in order to

protect the identities of the adolescents in this study. This confidentiality may have

limited this study's ability to fully describe the educational environments observed, but I

felt it was the most prudent in protecting student identities.

Since this study takes place in one site, there are both benefits and limitations.

Despite the potential usefulness of the descriptions at Ridge View Academy, it would be

useful to corroborate the data found in this study on a much larger scale, correctional

populations from other states as well as other countries to help to define elements

discovered in this study that are specific to this population. Also while every effort was

made to look for ethnic diversity in the subjects, there were limited ethnicities available

in the subjects that met the criteria for this study. Further research into how PYD

teachers from a variety of cultures and backgrounds could shed more light on how teachers' backgrounds affect their views and practices. The limitations of this study also call for a need for further research; for carefully planned out studies that navigate the tricky landscape of confidentiality and tell the stories of correctional students from their perspective.

About the Researcher

Throughout my last four years teaching incarcerated youth, I have been continually struck by the differences between my childhood experiences and those of the students I work with. My own childhood was nearly idyllic. I grew up in a beautiful suburban, former farm-town about a half an hour west of Boston, Massachusetts. My memories of growing up bring warm feelings of great friendships, strong family bonds, excellent schools, and limitless activities. Even though my adolescence had its awkward moments, conflicts and challenges, I was surrounded by caring adults and sensitive peers and I remember fondly the period when I forged my identity and became a man. I have tried very hard throughout my teaching career to always keep in the back of my mind how privileged I was to have grown up this way. I also try to remember that many of my students today have not experienced the same advantages.

When I first became a teacher, I moved to another beautiful, small town in western Colorado and felt quite at home in many ways. I found my students still had problems. Nobody is perfect, and even in a peaceful town full of well-off citizens, there are adolescents who have suffered and who have been neglected. Still, what I experienced in my early teaching years was nothing compared to what I encountered in

the big city of Denver, Colorado. I moved to Denver, admittedly, for my wife. I met the woman of my dreams and she and her extended family happened to be city folk, so I packed my bags and relocated to an environment that I knew little about. I found that I enjoyed the rich culture of a city lifestyle as I embarked on my new phase of life with the one I loved and began to plan a family. I did not foresee what this move would do to my teaching career. In the big cities of America, you see, there are concentrated areas of cultural blight, neglected children in abundance, rampant gang activity, violence and many suffering children. I never imagined that I would be called upon to try and assuage this suffering, but I was.

Despite the differences between these environments, I have learned that adolescents are really more the same that they are different, no matter where they live. They have the same needs and desires and respond to the same motivations and influences. It's just that some adolescents have developed acute survival skills that present formidable defenses against caring adults and positive peers. After working at Ridge View Academy for over four years, I have come to the not so flattering conclusion that I would have given up on many of my current students with the mindset I had four years ago. Now, however, I have witnessed many times the slow destruction of the adolescent barriers that allow a positive adult to emerge. This process takes time, resources, and a program that promotes a willingness to work together and commit to changing lives. I believe the process that I have undergone in this realization is one that we should all make, so that our society can move forward and begin to try to break down the negative effects of poverty, fear, ignorance and violence.

Chapter Four: Descriptions of PYD Teachers

Introduction

This chapter utilized Eisner's three questions to examine the practices of PYD teachers: "What does the situation mean to those involved? How does this classroom operate? What ideas, concepts and theories can be used to explain its major features?" (1998, p.229).

The first question, *What does the situation mean to those involved*, was used to evaluate the intentional domain of the teachers. The majority of the data in this section involved personal interviews with each of the four teachers in this study. In some cases, I have also provided vignettes for this domain to help the reader develop a clearer picture of the participant. This section includes responses to an explicit question asking teachers to explain their intentions for their students, among other questions from the initial interview. In some cases, I include responses to follow up interview questions that ask the teachers to evaluate or explain their intentions further.

Several common themes among the teachers emerged from the intentional domain: 1.Teachers don't just want students to learn the subject matter, they want them to become productive members of society. 2. Teacher have high expectations that all students can learn, despite their differences or barriers to learning. 3. Teachers' early life experiences have largely shaped their views of adolescents. This chapter will present these common themes for further evaluation in Chapter 5.

44

The second question, *How does this classroom operate*, will frame my evaluation of the structural dimension I observed in each of the participants classrooms. This section includes longer vignettes that typified the structure of the classroom, the role of the teacher, the role of the student and the behavioral norms and procedures evident. This section only includes the structural elements observed in the four teachers' classrooms and not the entire school of Ridge View Academy. I will leave that as a job for another study. This section will use Eisner's second question to evaluate how each teacher structures his or her learning environment.

In the structural domain three themes emerged: 1. Each teacher's classroom operated in a manner that placed a great emphasis on the student as a performer, a presenter, or an active participant 2. Each teacher's role most closely resembled a facilitator or guide and less often a lecturer. 3. The commonly held, peer enforced behavioral norms in each classroom helped create a productive learning environment.

The third question, *What ideas, concepts and theories can be used to explain its major features*, frames an evaluation of the curricular domain of the teachers. This study focuses mostly on the curricular domain evident in the process of student teacher interactions. A common theme throughout the observations was a focus on a learning process, where students learn how to learn. Because of this fact, this study deliberately focuses on this aspect of the curriculums in the vignettes included in this chapter.

Teacher directions, questions, and responses are described along with the verbal and non-verbal responses of the students in the classroom. By describing and evaluating this aspect of the curriculum, I hope this study explains the lifelong learning skills that all

45

of the curriculums seemed to develop. There is also an evaluation of some of the

academic components observed, however. This section will utilize the concept of the five

C's of PYD described by Dr. Lerner (2005): competence, character, connection,

confidence, and caring/compassion, to explain the major features of the individual

teachers under a PYD framework.

The next chapter of this study will look at these common themes in more detail in

light of PYD and current classroom research and in light of this study's original four

research questions: 1.What does Positive Youth Development look like in a correctional

setting? 2. What are the intentions of PYD teachers in a correctional setting? 3. How are

those intentions realized in that teacher's practice? 4. What is the significance of the

theories and practices of Positive Youth Development teachers in a correctional setting

for education and society in general?

Ms. Troy, First-Aid/Health Instructor

Introduction

Ms. Elizabeth Troy is a Health Teacher and a First-Aid certification instructor at

Ridge View Academy. She has been teaching for about 33 years and was one of the

founding instructors when Ridge View Academy opened nine and a half years ago. In

our initial interview, she explained that it was always her "goal" and "dream" to be a

teacher since she was a little girl. She described how she used to set up her baby dolls as

a classroom and tell them stories and recite the pledge of allegiance from an early age.

She was always fascinated by the job of a teacher since she was a child and that

fascination led to her long career. She was born and raised in Texas and came to this

school when it opened in 2001. Ms. Troy is in her late 50's, white, married, with two grown children. I observed Ms. Troy's sixth block Red Cross First-Aid Certification Instructor class three times during the month of July, 2010. During this time, I found Ms. Troy to be a dedicated teacher with strong beliefs in her abilities to reach at-risk youth. She readily agreed to participate in this study, trusting in the potential benefits for her students from this research.

Ms Troy has had a variety of training that has prepared her to utilize a PYD framework as she explained in out initial interview:

> I've been trained to level three in the Peace4Kids curriculum. But beyond that, I think it goes back to as far as helping youth…to about twelve years before I even started in this program to a thing called Positive Peer Culture. It's called Peer Assisted Leadership in Texas, PALS. We tried to utilize peers to make a positive influence on other peers because kids can help kids and if they're there for their peers and influencing them in a positive way, that's going to, in turn, give us results, because we as adults can't always be where they are. Even if they're ten feet away from us, a positive peer can make a change and a teacher can't, so I think that was a big inspiration to me…I was heavily involved in that program in Texas for 12 years and then I came to this program and it was all based on positive peer culture, I was like, wow, this is where I come from, this is where I want to stay and have that everyday in class. It will be wonderful. When in public schools it wasn't easy to have, you know, positive peers, and demand positive peer culture, but with our program here it's demanded and kids are expected. If they're not striving to have positive peers influence them then they're going to have issues <laughs>.   I had all the certifications to do peer leadership groups, confrontation groups, conflict resolution. I've gone through the CAC's certifications, the chemical addictions certifications. I did a lot of that family counseling. -All the classes that Texas required for their certification down there. -And a lot of experience. I think you learn a lot from the hard knocks <laughs>.

The observations of Ms. Troy have been recorded into three categories: the intentional, structural, and curricular (Eisner, 1992). The first section, *Role Reversal*, examines responses from the initial interview and several vignettes from her classroom and describes Ms. Troy's success with students by helping them become instructors. The

47

second section, *Staying within the Lines*, reveals the structural dimension of Ms. Troy's classroom as well as the school setting in which it exists. Troy's specific role as a teacher and what the structural aspects of her class reveal about her practice are examined here. The third section, *The Life You Save Could be Your Own*, describes the curricular dimension involving the goals for her class: to cultivate certified First-Aid instructors and to help students make a positive change in their lives. In this section, the goals derived from Ms. Troy's PYD framework, as well as her explicit academic goals are examined.

Role Reversal: The Intentional Domain

"I like seeing them successful, getting them to create."

The students who attend Ms. Troy's First-Aid Certification class learn early that they are working to attain responsibilities far more consequential than that of normal students. Ms. Troy is in charge of taking her class of seventeen students and turning, at least some of them, into certified Red Cross First-Aid Instructors. She has a class full of the most challenging youth offenders in the State of Colorado. She has students affiliated with a variety of rival gangs, many who have skipped school and experienced multiple failures throughout their lives. Some students are veterans and have spent several months in the program while others have just arrived in class. Still, within the first three weeks of the quarter, she is requiring her students to present a two-minute presentation to the class. All expectations and responsibilities are made explicit. The students are to present a skill that can be taught and they will be evaluated based on their ability to follow the guidelines of M.A.R.S –an acronym espoused by The Red Cross that encourages trainers to utilize Motivation, Action, Repetition, and Sensory elements, as well as B.A.S.I.C –

48

Bridging, Assigning Tasks, Summarizing, Intervening, and Climate/Setting. Ms. Troy is careful to set the stage for cooperation and success as she addresses the class:

"We're a team. We're working together. If we see a weakness, we can encourage each other. It's all about bringing out the best of all the students in the class."

Students take their turns standing before the class displaying a variety of skills like *how to tie a tie*, or *How to hold a football*, to *How to do the Caterpillar* –an amusing demonstration of a unique dance trick. Each student is required to stand before the class, write their lesson title on the board and explain the steps of their skill while Ms. Troy offers consistent encouragement with comments like, "Use your big man voice" and a whispered, "don't forget the bridge." Ms. Troy questions the next presenter:

"<student name> are you going next?"

The student answers "yes" then approaches the board and writes: "How to do the caterpillar" on the board and begins.

 "I'm student athlete <name>, and I'm here to show you…"

Ms. Troy makes a time out signal and asks, "I want to see if you remember what we blew-up [critiqued] <student name> about."

"Oh, all right…" the student fumbles for the answer and Ms. Troy simplifies the directions. "What was the previous lesson?"

"Oh ya…" It looks like he is about to make a bridge but Ms. Troy notices he has something in his mouth. She points to her own mouth and asks, "Do you have something in your mouth?"

"Oh, ya." The student moves towards the wastebasket and drops in a wad of chewed paper. Ms Troy adds, "Because we don't want anything in our mouths when we're teaching." The student understands but the teachable moment causes him to forget the first suggestion and he begins his lesson without a bridge. Ms. Troy seems to smile understandingly and lets the student proceed.

"Today I'm going to teach you how to do a caterpillar. You can do it at your house when you're just chilling, at a barbeque, anywhere. The first thing that you need is a floor that has a smooth surface…"

The student takes out a plastic sheet protector and proceeds to demonstrate the caterpillar to an awed and energized audience. The student falls to the carpeted floor, lays his head down and thrusts upward and then downward with his hips until his head, followed by his body, slides, carefully protected by a plastic sheet, across the room in a caterpillar motion. The eyes of every student are locked on the scene as he slides up, down, and ultimately forward across the carpeted floor. Claps, cheers and smiles fill the room for several seconds until Ms. Troy quickly calls the class to order with an obviously entertained smile.

"O.K, that was something <student name>. How did you think you did in respect to M.A.R.S and B.A.S.I.C?"

The student shifts his weight, somewhat uncomfortable with the spotlight, but clearly energized by the positive reaction to his presentation.

"Well, I forgot the bridge." The student smiles and points to Ms. Troy, indicating his appreciation for her reminder to create a segue from the last lesson before he began. "…and I could have been louder with my voice."

"Yeah, I thought you could have been louder." Ms. Troy corroborated. She quickly looks to the rest of the class to provide additional constructive feedback. Eight hands shoot quickly into the air, with several stragglers following. Student feedback is authentic, even if off-point.

"I think you should have another student try it." One student offers with a smile. The whole class laughs, obviously excited by the lesson. The mood is still one of disciplined excitement. All the students sit upright at their desks, their eyes looking forward at the presenter. Noises rarely interrupt any presentations. They all proceed with impressive attention and focus.

After several visits with Ms. Troy, it is apparent that her students are not only held responsible for creating their own ideas, but also are asked to develop skills that will eventually make them teachers themselves, a striking role-reversal for many members of the classroom. She quickly verbalizes her intentions as she recites aloud a clearly ritualized phrase:

"I can lead you to water but I can't make you …"

The students respond unanimously in chorus, "…drink!"

Ms. Troy's intentions for her students seem deliberately enacted in practice. In our initial interview, I asked her what she would like her students to learn or be able to do after they come out of her class:

51

I think a lot of life skills to make better choices because health is something they're going to deal with from the time their born to the time they're put six feet under… and even then there are health issues left behind that the family has to deal with, <laughs> and with health, there's so many facets…the everyday things from getting up in the morning, hygiene…into sitting down to eat breakfast…all those decisions are going to take place with the knowledge from what they can learn in a health class. When they sit down with their families and are eating a meal, I want them to make good choices. When they go on a date, they're making good choices because some things they may not do, just because of what they have learned in my class…Again even from learning about personalities can be a life changing experience. In fact that's what I tell them. I say, today you're going to have a life-changing experience. You're going to learn things about yourself and other people and once you learn it you're going to use it whether you want to or not. You're going to notice other people's behaviors, and why they're different and then you can accept them for who they are and not put them down for their weaknesses, and maybe you'll appreciate their strengths more. My lessons, I feel like, can be really life-changing and that's the reason I love teaching health.

I also asked how her views of adolescent development affect how she teaches:

I think that beyond the classroom they have got to know more than peer pressure, because peer pressure influences our decisions even as adults, but with adolescents, for sure, they're wanting to be accepted into a group and they are going to make decisions and choices that are not always the healthiest thing for them, but with knowledge they can hopefully be an influence for others to make better choices -that they can say hey, you know, if we're going out and you want to do anything that's going to cause us to get into trouble with the law or with our parents or so forth…I don't think I need to be going, you know, and I think once we look at the choices and the good and the bad with that, it's going to help them make better choices.

Ms. Troy's intentions go beyond the academic range of the objectives of the classroom and far into the students' well being, poise, and self-advocacy skills. Her students are given high expectations and are encouraged to "work [her] out of a job" by taking on leadership roles in the classroom and later in society. Many of her students end up as instructors who train staff throughout the school and in other facilities around the state. Some of Ms. Troy's students even make it as First-Aid instructors after they leave the facility. Her students can be seen walking the halls proudly in their Red Cross

uniforms, with their name tags officially affixed on their chests. Many are eager for the

respect and notoriety that the certification brings. I asked Ms. Troy specifically how she

felt about her First-Aid certification instructor program and its effect on her students:

> I love seeing the kids successful." She shared. "I love it when they can create a
> training calendar, or when they put together a good lesson and sit back and say 'I
> did that lesson plan.' I love helping them earn their certificates, and of course
> there's always those emails, or those phone calls…It seems like sometimes those
> calls come in when I'm at my lowest and a student contacts me to let me how well
> he's doing. That's where the rubber really meets the road, so to speak.

Ms. Troy is not just training poised, professional Red Cross instructors; she is also

intentionally training character:

> I like to help encourage the character traits." [She points to the posters of 15
> character traits affixed to her wall]. "These kids aren't really bad, they've just
> made bad choices…I believe in investing what I have been blessed with into
> them.

The metaphor comparing her work with an investment reveals a lot about Ms.

Troy's intentions for her students. Even though her efforts come at some cost to her in

time and energy, she feels that eventually it will pay off. She clearly believes that her

students can ultimately turn their lives around and that belief motivates her to invest in

her students.

Ms. Troy has the students respond in chorus, repeating the four words associated

with the acronym M.A.R.S –It would be the first of four repetitions in the period.

What does the situation mean to those involved?

If we look at Eisner's question, *What does this situation mean to those involved*,

many thoughts come to mind. Ms. Troy has high expectations for both character

development and for fulfilling the academic requirements of her curriculum. She has

successfully been running the Health program at the school for the past six years, keeping her trainers within the standards of the Red Cross, but her intentions are far larger than that. She deliberately intends to create students who have pride in their work and accomplishments. This development of attainable assets, a primary aspect of PYD, seems to focus and energize her students, giving them a sense of purpose and a clear set of expectations and responsibility. Students get the benefit of Ms. Troy's high expectations and her passion for the program. They also walk away with a marketable skill, something that could potentially get them instant status in the community. She wants her students to be able to project loudly, become leaders and make a difference in society. Above all, it's clear that Ms. Troy wants her students to succeed, to be able to contact her down the road and let her know that everything has worked out all right. By focusing on teamwork, character, self-reflection and evaluation, Ms. Troy's intentions seem to be well-realized in her practice.

Staying Within the Lines: The Structural Dimension

The students filter in to Ms. Troy's class and immediately make friendly contact with her. I can't quite make out what a student is asking her for in the corner of the room, but Ms. Troy responds with a smile.

"You're going to get it…just relax."

I hear one student already correcting one of his peers for behavior in the hallway.

"Watch the language student." He barks from outside the door.

"What's going on over there?" Ms. Troy inquires.

"They're using bad language in the hallway." The student explains.

"Go out there and take care of it." Ms. Troy continues. "Tell them they're supposed to be on 'no-talk' in the hallway."

The student exits the room and can be seen confronting another student about his language. I cannot make out the words this time, but the two students shake hands, turn from each other and go back to their respective rooms.

Ms. Troy has carefully set out note cards on the desks for each student in her class, an improvised seating chart that is modified daily. She explained to me later that this helps her create productive groups in the classroom and improves behavior as kids don't get to choose where to sit. She can ensure that they will be as close to the front of the room as possible and won't be able to just sit with their friends –a potentially dangerous situation with the population at Ridge View Academy.

Two kids are chatting very quietly as Ms. Troy says, "Let's get this roll…"

One student hears Ms. Troy beginning the roll call and steps up.

"We should be on 'no-talk.'" He exclaims loudly.

The class immediately goes silent. Another student out in the hallway calls in the door.

"Visual?" He asks, looking at Ms. Troy. Ms. Troy nods her head and keeps her eyes on the pair outside the room. The student is engaging in his second confrontation, a level three, that requires another staff to observe. The confrontation concludes with no apparent problems. All the students are seated now and they hand their cards to Ms. Troy as she moves around the room. One student raises his hand.

"Can I scoot up, 'cause I can't see."

"Just wait one minute." Ms. Troy responds in a soft voice. "Let me just get this roll taken care of."

The student nods and waits patiently for a better seat.

"O.k. gentlemen, to start the class today, I just want to reiterate what happened last class. You guys were really well-focused. I didn't take the time to give you feedback at the end of class, but I think you can reflect back on Monday's class. You guys participated very well and you seemed like you were looking into your stuff more than you had in the past weeks, because I could tell you guys knew your acronyms, like your M.A.R.S. And we're going to see how well you remember your B.A.S.I.C. today and maybe putting those things together in class, since it's a long shift change today. You guys are going to get an opportunity and some of you have done one of these, but that was just some kind of practice run-throughs, remember that two minute presentations that I allowed some of you to do on how to do something?...but this time I want to be able to see you using M.A.R.S. and I want to see you using some of the B.A.S.I.C. and we'll give you a couple minutes of prep time if you need prep time to pull up the screen, clear your space on the white board or anything like that because our goal for this week mainly is to conclude all these guidelines for classroom management because that's basically what we've been on."

Ms. Troy's room is packed with motivational and informational posters. The desks are arranged in a fan, four rows deep with four rows spreading out from the focal point, the dry erase board in the front of the room. She sits back comfortably, easing her sore knee into the chair in the center of the room, seated with the students. This is her

sixth period class that runs from 1:00- 2:15 in the afternoon. It is the fifth full hour of

teaching for her today. Her students all sit upright in their desks with their feet flat on the

floor. She begins by taking roll as the students sit silently. After she calls out each name,

the student responds with a clear "Here Ma'am," and drives his stiff arm, bicep to ear, up

in the air. The feeling of order and structure produces a calm, academic environment.

In Ms. Troy's classroom there are obvious rules and norms. Students are asked to

raise their hands if they have a comment or a question. They do not leave their seats

without permission. There is no horseplay. There is not profanity. All students are

required to have good posture and remain attentive. If a student begins to hang his head,

Ms. Troy responds pleasantly, "posture check, gentlemen" and the student's head rises up

and his back straightens. Each of her students waits patiently with hands raised whenever

they would like to comment or ask a question. From the minute you walk into Ms.

Troy's classroom, you get the sense that she demands excellent student behavior, and

fosters a calm and supportive environment designed to create success. Ms. Troy does not

raise her voice. Instead she gives her directions and comments with a soft kindness that

the students seem to appreciate and readily respond to. Occasionally, there is an issue in

the classroom and a student leader, or *Ram*, confronts it independently, without

her direction:

"Stand appropriate, student." One young man says to another who was talking

during a presentation. The confronted student stands up straight with his arms by

his side.

"We do not talk on no-talk, do you accept?"

"I accept." The other student replies, offering his hand with a serious expression on his face. The two students shake hands politely and both get back to work. Ms. Troy has done nothing but provide oversight to this entirely student-driven confrontation. The peer culture of the school, highly supported in Ms. Troy's classroom, drives the efficiency and academic seriousness of the classroom. The students' roles are not simply to be learners. Their roles are to be teachers, directors, facilitators and positive peers. Today, Ms. Troy's role is to prepare the students so that they can become self evaluators and learn how to analyze each other and provide positive and constructive feedback.

"If we look on this slide…and it's kind of already fading away on me here."

She adjusts the computer to bring up the B.A.S.I.C. and M.A.R.S. acronyms.

"If we look at all of these lessons we have tried to cover. We've had our introduction lesson and introduced each other and found out what this class is all about and then we looked at the history of the American Red Cross and our local chapter priorities and what they are…these are the two pieces that we have been hammering down for the last couple of classes…looking at it from the participant's view of the environment. How we're going to set up the class and make it good for them and for them to be able to learn and remember all of the materials they're supposed to get out of the class, their certifications… and then we've brought into our own house here, our own individual needs. As an instructor, what's it going take for me to be a good instructor? What's it going to take for me to be able to relate to my participants in class and make the learning environment good for my participants?...Does that make sense?...because remember this was looking at all the little diversities of reading ability, language ability,

communication skills, remember, flexibility, all those kinds of things. Ya'll remember that?"

Several heads nod throughout the room.

"…and then we spent a lot of class the other day talking about the M.A.R.S. and B.A.S.I.C….."

"Excuse me for the interruption." a Group staff person enters the room.

"Is there a…." She names two student/athletes. Ms. Troy shakes her head no and the woman closes the door to leave. This is part of one the most important rituals at RVA, that all kids are counted almost every hour throughout the day.

Ms. Troy continues, "So today I want us to kind of review that a little bit."

A student volunteer shoots his hand up while blurting out, "I know where he is."

Don't worry, they'll find him; that's that their job." Ms. Troy quickly redirects the students. "You're going to demonstrate your *ability* of M.A.R.S. and B.A.S.I.C."

She stands up in front of the class and points at the power point projection screen at the front of the room. The acronyms of M.A.R.S. and B.A.S.I.C. are spelled out vertically with the words they stand for following each letter horizontally.

"Because these are abilities that some people have in different amounts. Some people have a natural charisma. I'm going to pick on Mr. <student name> a little bit. The other day…"

She walks across the front of the room in a casual, confident stride.

"…he looked so natural; I mean he had it going on."

Her voice is beaming with pride. The student drops his head slightly and smiles.

"I mean, he stood up here, his voice tone was good, he projected, and as his voice was coming in off that back wall, I don't think anyone in class had a doubt about what he was telling us. Do ya'll recall that?"

Several students nod.

"And let's look at the contrast. Mr. <student name>." She lowers her voice as if confiding with the group before offering the criticism.

"This is my job and we're a team. We're trying to bring everybody's ability up to the same level. That's where we get to the standards of quality performance. We all want to have quality performance and student athlete <name> has some weaknesses. We as co-instructors, we can help him with those…we can give him those positive encouragements when he's up there and he's nervous and he's getting in front of the class, we can encourage him in the unit or if we're in his group…Hey <student name> let's study harder. Our lesson that you're supposed to teach, let's make sure that you know the signals of a heart attack. Let's make sure that you know this so that you can get confident with somebody one-on-one and then when you get up in front of a group of six or eight in the class or ten in the class, you're a lot more confident, because again we have to develop that standard of instruction. That's the reason why you guys have to go through FIT [Fundamentals of Instructor Training], so that we will all be on the same page, teaching pretty much all the same stuff, bringing out the best of all the people in our class and helping them to learn by giving them a good learning environment, whether you have an English Language learner, or if they have a disability, or if they have just got a bad attitude, you know <smiles> we're going to have those in class that just don't want

to be there. They'd rather be going to M.P.E.'s [Mandatory Physical Element] rather than getting certified in CPR… and some people, they'd rather be in regular classes, they don't want to be in certification… I've had a lot of students like that. Sometimes staff wants to be fifty miles away rather than have to be in a 're-cert' class and we've got to bring them to our class and make sure we're using." She points to the M on the screen. A unanimous chorus of students calling out, "motivate," follows. She points to the A. A chorus "Association" follows. Ms. Troy wants to pause here, however:

"I don't know." She looks doubtful of the enthusiasm of the class and knows the word is challenging. "No." She points to a student and calls him by name.

"Let's make sure that everyone knows what that word association means because it's kind of weird…what is association?   The student closes his eyelids and nods his chin with confidence, and, from memory, recites methodically. "All right, association…participants can associate information from previous events."

Ms. Troy responds with "There you go." Both student and teacher smile.

"So if we're talking about the ballet and we're certifying construction workers <Troy smiles, several students laugh> is that going to relate to them?"

The students respond with a unanimous "no" and shake their heads.

"I don't think so…but if we're talking about a rattlesnake out on the stamina run and there's a poisonous attempt by that rattler on a student and if we don't know what to do in that situation, it's kind of a wake up call for staff, if you bring it home to them and help them relate to what a likely situation might be…"

61

She points to the board. There is a repetition, a unanimous chorus of the students as they call out "senses."

"And we can relate to senses by…and I'm going back to that way of learning stuff…" One hand is raised in the back left and one in the front right.

 "Ya'll remember the three things that were part of learning the body signals?"

One student blurts the answer but it's so fast it's muffled by the end of Ms. Troy's sentence. She ignores the correct answer and points to another student and calls him by name.

"I like that hand."

The student answers. "Are you saying the three things?

Ms. Troy responds. "I just want you to tell me how you can make learning good to the body senses."

"I was going to say visuals, like posters."

Ms. Troy smiles, snaps fingers, "Oh, love it, love it."

The student continues. "You do communication, like reading, if they're visual and then there's uh...hands on."

"Yeah." Ms. Troy nods, smiling.

"Hands on." The student repeats proudly pushing his hands down in a CPR motion.

"Yeah get down and get there…psychomotor skills very good." Ms. Troy copies the boy's movements as she gives encouragement.

"See guys…I am really proud of you guys."

The student continues excited…"and you can do like bookwork…some people do better with bookwork…it would help them out."

Ms. Troy continues to praise as she lays out her expectations.

"There you go and that's the reason why I gave you that packet and that's why I put this reminder over here."

She moves to right of board and points to the homework description on the dry-erase board.

"You should be preparing with that study guide over your book so that you really know your stuff because guys…I can lead you to water but I can't make you…"

The students respond together, "drink!"

"So if you're not using this study guide to get into this book, and I think I brought out some main things that you should learn because we're all about the main things, all right because usually the main things relate to our…what's this thing right here?" She points to the dry erase board. A chorus of "assessment" fills the room.

"Everybody's got to be assessed on the test. They've got to make how much?"

Ninety, eighty, and a hundred are offered by various students. Ms. Troy corrects some of them:

"Eighty percent. We all expect our classes to make a hundred percent because if we have done a really good job teaching, they should make a hundred percent on the test." Ms. Troy Walks across room makes eye contact and smiles directly at one student.

"Right?"

The student smiles back. "Yup."

"All right…just want to make sure everybody knows because it is a long class we're going to do that two minute thing." A small groan escapes from class, likely from the mention of the extended class for shift change. One student shakes his head back and forth. Ms. Troy notices and calls him by name and adds sympathetically, softly,

"O.k. <student name> you have to get over those jitters…it takes getting up with repetition in order to do that." The first student who was praised earlier snaps his fingers in agreement.

Ms. Troy has set the expectations for the presentations in light of the responsibilities of the job. The student performances are conducted and at the end of each performance, Ms. Troy continues to intentionally structure her class so that the focus is still on her students. She encourages them to give feedback first, so that they learn to analyze each other and themselves:

"All right I'll let you guys take it…"

The previous performer raises hand. Ms. Troy calls on him first.

"Yeah… well it just took too long."

Another student chimes in. "But we gave him the opportunity to correct his mistake…after some positive feedback." The student presenter smiles as Ms. Troy smiles and nods in agreement. She continues.

"Ok did you realize you did that?" The student nods.

"Good… ok how was the climate setting? Someone on this side of the room." She points to the students on her right.

"I think the presentation was…you know, we're all in the classroom, and I think that's good, instead of teaching it outside or something."

Ms. Troy: "O.k.…" She notices another student's hand and calls him by name, "Would you like to add something?

"Yes, he set it up for the most part pretty good because we all could see what he was doing, so yeah." Nods head.

"Is the classroom management more conducive to what we're doing today? How could the classroom be arranged differently so we could make these presentations better?"

The student in front who just presented raises his hand. "Actually, I'd like to have a little more room up here. I like to move around a little bit." He moves quickly back and forth showing how he is surrounded by desks and equipment on all sides.

"Yeah, if you noticed how in that DVD we watched and took notes on about classroom management, they often had them set up in a horseshoe, did you all notice that? Even when they had the mannequins out and so forth, it's kind of in a horseshoe, and I tried to put these back here so you guys could look as you were teaching your lesson and I also wrote it up here on the board [M.A.R.S. and B.A.S.I.C.]

I tried to create graphics….to organize the classroom setting so it's kind of conducive to those people who wander off and you know drift off, kind of daydream a little bit. <laughs> We have things that they can notice that might redirect them to center stage." <She points to the center of the room> "I gave you more room because <student name> is going to show you the worm or the caterpillar or something…I wanted to make

65

sure you had plenty of room to do that…but I gave you a hint to do something at the beginning. I asked what was our previous lesson and I want to see if you can come up with it, because I tried to be as obvious as I could, for you to use this particular thing that's behind your head, and it's also up here on the wall.<turns head>

"So what could you have said that would have utilized this classroom management tool here?"

"I'm sure I could have used summarizing more and bridging."

"O.k. give me a bridging statement that you could have used at the beginning of your lesson."

"I sort of used a bridging statement, but it wasn't very good. I said that I'm going to show you how to sharpen a pencil and clean a pencil sharpener, but when I was done sharpening my pencil, I could have made a bridge and said o.k. now that we're down with the sharpening, we're going to move onto the cleaning."

"O.k." Ms. Troy chimes in, knowing the student is off-track. "How could you have tied in the previous lesson?" She holds her left hand up and to the left to indicate a time much farther into the past. "…Into this lesson?"

"I could have used his thing and said…moving off of <student name> let's learn about cleaning a pencil sharpener."

Ms. Troy is satisfied that her student has realized his own mistakes and is able to self-reflect.

"When you guys think, why am I doing this?…Learning about carrying a football or sharpening a pencil, in our lessons. We go from one chapter, or one lesson, into

another lesson and they should tie together. Now that we have learned how to care for

somebody that is conscious…we need to move into what were going to do if we find an

unconscious victim. Does that make sense? Again the bridging thing is good, you asked

for volunteers as far as assigning a task, up there and the things <hands make a roll-on

motion> and summarizing, I wanted…the reason I say ten seconds back here <hands up

high waving> is because I want to hear your summary of what you just taught the class,

when I say ten and if you go over the ten seconds, I'm ok, but when I go ten seconds it's

time to go back and bring it together, go back and summarize what you just taught the

class and then yes you did, you came back to the class several times and asked if there

any questions over that part. You did a good job with that, because you're always

wanting to check in with me and you did a great job with intervening and I think the

climate setting is great. Anybody else want to say something about this lesson? <Head

scans>"

"He did good." One student responds while two others snap their fingers.

Ms. Troy continues, "And guys, these are two-minute little blips, you know,

eventually you're going to be doing twenty and thirty-minute little blips and so again,

these are just practice runs <hands roll forward> you know, this is to get your nervous

jitters over. We listen for nervous words and those kinds of things we can help clean up."

As one student prepares his two-minute lesson, another student raises his hand

and asks permission to begin preparing his lesson. Ms. Troy nods at his eager smile and

the student begins working behind her. Ms. Troy scans the room again and her eyes rest

on a student who has been very quiet throughout the class.

67

"<student name>…while he's getting set up…Are you o.k.? Are you getting it, because you missed class the other day…you kind of got the picture of where we're going?"

The student responds, "yeah."

"…and the reason Mr. <student name> showed you that page is because I want you to understand <index-finger raised, head nodding> you need to know the name of your lesson. You need to know how you got the information, how did you learn this skill…and I'm not sure if <student name> told us how he learned to sharpen a pencil <smiles, laughs> could be back in the days of elementary school when they taught him how to use an electric pencil sharpener. You've got to know the resource for that…"

The students respond together. "Yes, ma'am."

"…and know your materials and resources that you need because you want to share that with us, you know, as you begin your lesson."

"Another thing I could have done is asked if anyone already knew how to sharpen a pencil." The presenter seems to be in self-reflection.

Ms. Troy continues. "O.k,, there you go <softly> and guys that's something I really like for instructors to do <methodically hand chopping> at the very beginning of teaching CPR, you guys should say <hand raised> how many of you guys have been certified before? We forget to ask that question to our class, because if all the people have been certified in CPR and First-Aid before <raised hand in warning, cocked head> I mean, we can't make assumptions that they know their stuff, o.k.? <waving hand dismissingly> We can't do that. But we can be aware that they should be quicker and

68

more alert to those current things that they've already learned and you're just trying to review them and bring them back together. Some people will also lie to you…I hate to say that but they will. And they'll say 'aw I know how to do this and I know how to do that' and they'll manipulate getting out of demonstrations <nodding> and then when you get them down to demonstrate and you put them in a scenario, they don't know their skills if they had to save themselves, so, you know, you got to be careful with that part."

Ms. Troy's class continues in similar fashion, each of her students taking their place in front of the class to present theirs skill. Ms. Troy's role stays consistent throughout. She continues to guide the students through practice with a specific educational structure and she pushes them to give each other genuine feedback and use self-reflection.

How Does this Classroom Operate?

Looking at Eisner's second question, *How does this classroom operate*, many features can be discussed. When I interviewed Ms. Troy and asked her for a metaphor to define her practice she thought for a minute and decided on an eagle:

> Because in order to be able to soar above and bring our students where they need to be, you've got to be strong, you've got to be towering over sometimes and you've got to be powerful. To be willing to be bold to them and yet loving, and you've got to be able to encourage.

I found this metaphor to be very appropriate for Ms. Troy. Her ability to see the big picture for her class, where they are going in class, and perhaps even larger, where they are going in life, seems to overlay all of her interactions with her students. Her role as she defines it and in practice is to guide her students safely to lands that they have not yet seen, but they have to take the steps themselves. She utilizes a concept of teamwork

to drive her students' behavior. They are continually trained to try and see what she can see, by promoting self-evaluation, constructive criticism, character traits, the ability to teach, and the importance of health. Her students are given a specific structure, with clearly defined norms for behavior and interactions that should lead them to better environments when they follow her lead.

The Life You Save Could Be Your Own: The Curricular Dimension

A new student presenter stands in front of the group:

"Today I'm going to present to you how to tie a tie. Do you guys have any questions before I begin? Several students raise their hands. The student calls on one.

"What is a tie?" Several snickers fill the room at the absurdity of the question. Ms. Troy smiles and laughs quietly but remains taking notes and watching, allowing the student to struggle in his own work.

"….uhh, a tie is something you use…uh…I don't know what it is, <student laughs> but we use it to dress up in <laughs around the room> it makes you look good, you know?…question?" The presenter points to another student. His embarrassment with the question actually reflects his naiveté with the article of clothing.

"Does it matter what color a tie is?"

"Well that depends on you, you know. If you want to wear funny colors…some guys got ties with pictures on them <shared laughs>. It's all what you want." Another student chimes in.

"Does your tie not match?"

"What you mean?"

"It doesn't match your clothes."

The student presenter shakes his head and goes on.

"There's a lot of ways in which you can tie a tie like a half-Windsor and folds, I don't know how to do that, I just know the normal one, so…" He nervously pulls it back and forth behind his neck while the students laugh softly.

"Unfortunately with a tie…some are longer than others…this one here is longer" as he pulls the thinner end farther out. "some people are taller than others so you gotta' make it longer…if I'm going to make a tie for …" He points to a student and calls his name. "It's probably going to be like this, 'cause he's so tall." Ms. Troy and several students smile.

"…But this is how I tie it, big tongue over little, then you go in on the left side…" The student curls the tie around twice and forms the tie.

"And this is where you adjust it. If you want to fatten out a Windsor knot or if you like a little knot you can tighten it a little bit…flip it through the back and over it, right side…some people make square knots, I don't think that looks so good…this is going to be the front of your knot…you tighten the knot by pulling down…once you decide a little bit…some people like the dimple…when I went on an off-site, they told me to remake my tie because I had it like this…<he pushes out the dimple>. If it got's a little dimple, it looks good…I don't know why. <students laugh, Ms. Troy smiles>

"Question? Who told you this?" A student asks while raising his hand.

"Principal <name> told me that." The student is smiling proudly.

"We make it the way we make it, though, I kinda' like it, you know, looks good. Any questions?"

"Was it hard when you first learned how to tie a tie?"

"Oh yeah I was very frustrated. I learned how to do it from student athlete <name> when I first came here. I ain't never tied a tie in my life before I came here." Finger snaps from four or five student athletes can be heard around the room –a sign of support and recognition that is quieter than a clap. "I didn't even know what to do with it. But after a couple of weeks it was easy. Any questions?"

"What do you do with the little flap on the backside?" A student asks with a knowing smile showing that he really knows the answer.

"Well, you know, sometimes you gotta' use stuff like this to hold it. Some people if they don't have that, you know, they have to tuck it into, you know, buttons. Tuck it into there <inside shirt> they have a clip <clip motion with fingers> sometimes, you know, they have a little clip. But learning how to tie a tie will be an important thing in life because when you go to business meetings, you know, and you're tired of looking all raggedy and rough and like you don't know what you're doing. If you want to look more professional, it just helps you get jobs."

The student remains silent for several seconds until claps start around the room. Ms. Troy still wants the student to decide if he is finished. She looks at him, nods slightly and asks, "Are you done?" The student nods as soft claps fill the room.

One student is animated. He raises his hand but can't contain a comment. "All right beast…" He throws his hand forward. "Let me give you some feedback." Ms. Troy

turns to the student. Pleased with his energy, she ignores his blurting out this time and calls on him.

"O.K you go ahead. You ask the questions…like I did."

The student wants to make a comment, "My own feedback you know is, you gotta' speak…" Ms. Troy seems to know immediately that he is off track. She responds, "No, ask him questions, about the steps and how he thinks he did."

"All right, how did you think you did? -Honestly!"

"I could have elaborated a little more 'cause its not as easy, looking at someone and learning how to tie a tie. If you're one-on-one with someone showing you, that's how I learned, people were just telling me just flip it over, flip it over and pull it through, that's all you gotta' do. I'm all, I can't do it. But once they take the time to come next to me, show me, guide me through, you know I learn the most…So, I could have just elaborated on that more."

Two students enter the room escorted by medical staff and Ms. Troy silently directs then to their seats and the class goes on without delay.

Another student continues the questioning. "So how do you think your motivation felt as far as the group?"

The student stammers. "Uh the motivation was pretty good, pretty mellow." Two students laugh along with the smiling student.

Ms. Troy finds the moment a good time to step in. "And how can you tell us. What makes you think you were mellow?"

"I think I was calm, you know, I wasn't walking around like [last presenter]. You know he was all, like this." The student makes sharp movements back and forth across the center until the whole class smiles and laughs.

"So body language?" Ms. Troy continues "Can you tell us whether you're motivated or not. Is that what you're saying?"

"Yes, ma'am."

"O.k." Ms. Troy is onto the next item. "How about voice tone?" She smiles and two students snap their fingers.

"Yeah, I was not loud but not projecting my voice. I was just kind of talking as if you were right here." MS. Troy nods her head deliberately.

"O.k. and you're going to hear me probably say this a lot. Mr. <student name> because you're soft spoken, is that you're going to have to speak up and use your big man voice. O.k.? Big man voice…" She lets her volume rise a bit.

"Let's put it on because if you're not projecting your voice off this back wall, your students are not going to hear you. <Student name> was even up there drifting off to sleep and he's sitting right in front of you." Several students call out his name and coax the student to attention. This is just the amount of attention he needs as he refocuses, but the redirection is good natured and smiles fill the room.

Ms. Troy continues. "So again, it's important for you to look around at your students to be awake and focused in on what you're trying to teach them." Several snickers fill the room and the tired student looks downward with an embarrassed smile.

"Is there another way you could have done this that would have been more psychomotor?" Ms. Troy asks.

"Kind of like how <student name> did, like, asking, do you know how to tie a tie another way? Kind of getting more active?" He seems to know the type of answer Ms. Troy wants to hear but struggles for the words.

"Ok and you could've had a student come up and you could've tied the tie with him. Or get them to take it step by step as you told them, because, again, you can use that type of procedure when you're teaching skills, like the interview questions, like when you're doing splinting. You can bring a student in front of the class and you can ask them. You can say 'ok we've watched the video now, watched them take it step by step, let's take it step by step in front of us. So again, that's another way. And the way you did it is not wrong, ok. We're just giving you some other ideas that could have enhanced your lesson and made it a little stronger, or made it more hands on, because, again, you got students who need the hands on, where verbally or auditorially, they're not going to quite get it. So any other things you guys might have seen as a strength of what Mr. <student name> did?" He calls on another student.

"He went slow enough for us to understand. He didn't speed through it. You know he kind of joked around while he was up there, made us relax."

"O.k." Ms. Troy continues. "<student name> what were you going to say?"

"What I noticed is that he had everything, like he knew exactly what he was talking about, he wasn't just like stuttering. He told us that he knew one knot on the tie. He put it straight forward that that was what he was gonna' do. He was out there. He did

it. The only thing he could have improved on was his voice tone, like you guys said…a little louder. Other than that, pretty good."

"All right." Ms. Troy adds. Another student shoots his hand in the air.

"You got something <student name>?"

"Ya, you acknowledged when you were ready to get things rolling. You acknowledged that too. That's kinda' good so you don't get stuck on one thing."

Ms. Troy continues. "O.k. turn around and look at the things that you wrote on the board."

One student seated in the class giggles loudly and nervously at the attention the presenter is getting.

"How to tie a tie. Is there anything that could be different there?"

"It could have had a period?"

"What should have been there instead of a period?"

"A question mark?"

"A question mark might work…and guys, again, if were going to write on the board, either we make sure when we write on the board, we do it beforehand if we're not confident writing in front of the class, because sometimes when we get up in front of the class and we don't know how to spell something, or we're not sure of how to word it or whatever, then that makes us look unprofessional. If we write something on the board, always stand back and check yourself. O.k. did I spell everything correctly here? When my class is coming in I want to make sure everything is on the board that should be there, that appropriate language is used with what I wrote up the board. Then as we go through

our presentation we are more confident in ourselves because we know what we have put up there is right, because if somebody is sitting in our class that could be a doctor or somebody that's a perfectionist in everything that they do. If they pick out one thing that you wrote on the board –or if you're going to give them a handout or if you're going to give them materials, you want to make sure that everything is correct, because if it's not, that perfectionist might not listen to another word you say. <hand making cut-off motion> They'll just turn you off and they will not respect you as a professional and you may think that sounds like nit-picking, but it's true. Same thing if we're going to use, and I think I heard Mr. <student name> use the word…did anyone pick up on it? You used the word…<nods head> a lot of country folks use it…"

"Ya'll?"

"No…you used the word ain't all right?...and, again, everyone uses different things from time to time when they're pronouncing things or saying things or grammatically saying things. We make mistakes, but some of the obvious that we don't have to make, we try to make sure that we stay away from that. If we're not confident about something, we need to make sure we have a co-instructor that is…Does that make sense to everybody?"

"Yes ma'am." Several students respond.

"And <student name> I know I've picked on you a little bit there, but these are teachable moments. When we get to do teach-backs it's an opportunity for all of us to learn how to do a presentation. We're working together to try to make us a good team of

instructors so that we help each other, work on our strengths and develop

our weaknesses."

The Five C's: Curricular Dimension

Eisner's third question, *What ideas, concepts, or theories can be used to explain its major features*, in light of Lerner's Five C's, can help identify PYD components of Ms. Troy's curriculum. How does what Ms. Troy wants her students to learn reflect these elements of PYD in its own unique way? In terms of the five C's (competence, character, connection, confidence and caring/compassion) it's clear that Ms. Troy utilizes a unique PYD framework.

If you look at *competencies* for Ms. Troy's students the attainable skills and abilities are easily noticed. Students are expected to become competent First-Aid instructors, not only certified by the Red Cross, but also up to the high standards of Ridge View Academy. Their competencies are tied to the important task of saving lives and through this competency the students at Ridge View can feel pride in attaining a skill that will better society. The importance of saving lives, ironically opposite to the destructive tendencies of many of the students, provides an urgency to the skills taught in her classes.

In terms of *character*, the lessons are quite clear. The students are all asked to reach the goal of a becoming an effective instructor, to use teamwork and cooperation to present the lessons, show courage and caring in their delivery, use honesty in the real-world examples for scenarios, and persevere through learning difficulties by using effective classroom management techniques. The fact that Ms. Troy's 15 Peace4Kids character traits posters are prominently displayed on the wall is indicative of her goals in

78

this area. Not only does Ms. Troy model these character traits in her teaching, but she expects her students to model and develop these traits as well.

Ms. Troy utilizes a curriculum with an immense amount of possibilities for c*onnection*, not only between the classmates that function together as a team, but also throughout the entire school and within the larger community of the Denver area and beyond. Her students are responsible for training the entire student body and staff at Ridge View Academy and they know it. The responsibility inherent in this task is revealed in the seriousness with which they go about performing that role, both in class and during training sessions. Furthermore, the students are often used as instructors for a variety of groups in the general public, both off-site and on. This contact allows the students in her class to reconnect with the community in a positive manner, a large piece in the rehabilitative aspects of the PYD framework. The general public, at the same time, has the opportunity to interact with correctional youth in a positive and constructive manner.

Ms. Troy's curriculum is clearly designed to foster *confidence*. The students are immediately put on stage, asked to project their voices and work through a responsibility they most likely have never had before. By making her students teachers, they are required to perform and develop the courage and confidence to become effective instructors. They are not expected to simply learn, they must teach and as Ms. Troy's example proves, good teaching requires confidence.

The *caring* and *compassionate* atmosphere that Ms. Troy has created pervades all aspects of her program. By supporting the student-led discipline system of the school,

Ms. Troy's students can learn how to work together as team to create a positive, academic atmosphere. She supports the tight behavior norms of the school and believes in each student's ability to perform up to her expectations. She encourages all students to give honest, constructive feedback and engage in healthy self-evaluation. She often refers to the class as a team and helps them work together, reminding them consistently of the responsibility of their shared task.

Response to Final Interview Question: Does this description seem to be an accurate account of your practice?

When I asked Ms. Troy whether she felt this account of her intentions and practice was an accurate depiction she responded:

> Oh yeah, It's pretty accurate <smiles, laughs>. I never really saw my own teaching up close like that. It's kind of weird to read about yourself like that. And know that that's you in there. I could see more clearly my teaching methods and the way I talk to kids. It kind of makes me proud when I see it in print. I think your evaluation about my intentions is right on too, I definitely feel a responsibility to direct these boys to change their lives and I think the First-Aid instructor program is great for that. I also agree that a curriculum that prepares instructors is a great way for these kids to earn respect and to find out about how their own minds work by helping others learn.

Mr. Milner, Band/Music Teacher

Introduction

Mr. Milner has been the music and band teacher at Ridge View Academy for the past five years. He is fairly new to high school teaching in comparison to Ms. Troy. He is a retired Colonel in the U.S Army and has served as a minister at his church for over ten years. He is a tall black man in his late fifties with a powerful smile and an imposing presence. He was born and raised in rural Mississippi. He came to Colorado in 1989 and began working at Ridge View Academy in August 2002, not long after it opened. He

works from 9:30 AM to 6:30 PM. and teaches Band, Choir, and Music Appreciation. He is also responsible for conducting the Ridge View Academy Band during graduation, which occurs four times a year, as well as other ceremonies. He also directs the choir in numerous on-site and off-site events.

Most of his students come to him with very little musical skills and some are eager to learn them, others are not. Before they can pick up an instrument, however, Mr. Milner spends a lot of time teaching the students the basics of music theory and appreciation. It is clear from our interview, however, that Mr. Milner's goals for his students go far beyond music skills.

Making a Better Future: The Intentional Domain

I asked Mr. Milner, in our initial interview, what kind of training he has received in PYD:

> I think that my early training really began when I became a minister. During this time I got involved with youth development, training and leadership skills. I've spent a lot of time working with the youth in my church. I have helped direct kids volunteering in lots of things like Youth Cancer Week, the Annual Youth day, other types of youth workshops. I've directed kids in a lot of community projects like visiting senior citizen homes and cleaning yards for people in the neighborhoods. Of course after I came to Ridge View, I was trained in Peace4Kids, level 3, and learned about the other aspects of the program that support PYD.

I also asked what Mr. Milner's intentions were for his students:

> I try to educate, train and equip my students so that they can be successful in the future. I try to help them develop the fifteen character traits [Peace4Kids] so that they can control their behavior. Once they can use and apply these traits, they can abide by the rules of society and become contributing members. As far as music goes, there are so many different skills involved in making music: English, math, philosophy, language arts, spelling, history. I try to expose students to all of these as music is a universal language. Music relaxes, focuses, concentrates and gives them a sense of accomplishment, when they learn to make music. Performance is

such a difficult task. Some of my students are pretty shy and I try to help them out of their shells.

I asked Mr. Milner why he became a teacher:

I came from a poor neighborhood where education was a privilege. It was a rural area and when I looked at the elder minorities around me that did not have an education, I did not want that to happen to me. I remember my grandfather when he was about eighty-eight. He could barely read, write or do math. He wanted something different for us. He wanted us to contribute to society. I had great respect for him and all his hard work, but he also didn't want this to ever happen again with my generation. My father also was a great influence. He worked hard so that he could see us go to school, and he made sure we went no matter what the weather, and there was no public transportation where I grew up <laughs>.

I then asked Mr. Milner what he found most rewarding in his work:

The sense of accomplishment that comes from teaching young men. Helping them learn discipline, proper behavior, respect for themselves. Watching them perform at a high level and develop their own personas. Seeing them develop values and morals. I have been fortunate to see a higher percentage of students who have been trained under me who turned away from negative behavior, thoughts, and patterns, students who are now productive citizens in society, who are now able to function in a high capacity and level of thinking, and who are now productive and positive youths in our community.

Mr. Milner's goals seem very much in line with the framework of PYD in respect to developing youth assets. His class also offers an opportunity for skill development that coincides with the development of character. The following vignette from Mr. Milner's teaching reveals how he shares his intentions with his students and displays how he realizes those intentions in action:

Mr. Milner's fourth block class has entered the room and they take their seats. This is currently his smallest class, only five students. They seat themselves quietly in the front row of seats before the dry-erase board which is equipped with lines already filled out with musical notes and descriptions of different parts of today's sheet music.

Mr. Milner stands in front of the students and addresses them. His voice is strong and melodic and it carries a sense of urgency:

"O.k, now we are all ready. We are focusing on graduation. We need you. Be aware of the fact that we have four off-site events coming up in August. We got *four* <holds up four fingers>. Now, and here's the thing, we all can go, but I just want to make sure you are aware of and have a knowledge of this right here <he points to the sheet music transposed on the dry-erase board>."

Mr. Milner spends a few seconds touching base with each of the five students in his class, discussing their individual progress with their instruments of choice. After conferring with the last student and his progress with the trumpet, the student asks:

"Don't we have enough trumpet players already?"

"There's never enough."

"Never enough?"

"Never enough…I have a total of twelve trumpets and six trumpet players right now, so *instruments* are not a problem. Right now trying to find people who can *play* instruments is my problem. So this is what we're going to do today. I want you to pay close attention to the academic piece as well as the performance piece. So for today, how it goes is <he recites the academic objectives written on the dry-erase board> 'for students to be able to identify musical terms, notes, grand-staff, time signature and key signature.' So let's begin with the grand-staff, now, we said earlier, now this is very important, whether we're playing an instrument or singing, we still have to be able to read the musical notes. Is that right? <students nod> Well, let's talk about, first of all,

let's see if you can summarize what we have already talked about. What are the three

names for a treble-clef?"

"One student raises his hand and Mr. Milner calls on him.

"The treble-clef, upper-clef, and the g-clef."

"Right." Mr. Milner points to the three names of the three clefs left on the board

from the last class.

"This is called the g-clef because this part right here curves right on the g-line <he

points to the g-clef graphic on the screen>. Now this is important to you <points to

student> because you are playing trumpet. What clef are you playing in?"

"The treble-clef."

"Very good, student, and you have a fingering chart right here <points to

chart>…and let's go over the treble-clef." Mr. Milner points to the letters on the sheet

music on the dry-erase board as he speaks while the five students respond in unison.

"Every good boy does fine." Mr. Milner immediately moves from the recitation

into a question directed to a student by name. His teaching seems to move in the rhythm

of an experienced preacher. He taps the board, his arms swinging in time, calling out the

notes with his students. He then steps to the right, blocking the board from a student.

"Now Mr. <student name> what's the first note?"

"E"

"The fifth line?

"A"

"Very good." Mr. Milner's praise is brief and genuine, but instead of dwelling on it, he uses the moment to build even more momentum. He wastes no time, increasing his fast-paced, rhythmic oral questioning.

"But even more important than that. What's the fingering of E?"

"The what?"

"The fingering of E. Turn to your fingering chart. <student flips through notebook> There it is."

"What does that fingering chart say?"

The student inspects the chart for a couple of seconds. "Uh, first and third."

"That's right, first and third."

Mr. Milner is moving now. He knows that he has engaged one of the most challenging students in the school, a student who has had numerous academic failures and behavior issues. He is trying to focus on him for the moment, to get him involved, learning at a pace and rhythm he is unaccustomed to.

"Now what's the fingering of a G?"

"Second <hard to hear>"

"Good what's the fingering of an F?

"First one."

"Very good. Now you're learning." Mr. Milner delivers the message part matter-of-factly and part proudly and quickly moves on to an even faster barrage of oral questions.

"So now when you pick up the sheet music, and you see this note right here you're going to be playing an…?"

"E"

"And you're going to be fingering…?"

"First and second."

"Very good," he affirms

Mr. Milner has successfully engaged the student, helped him build success, and then reinforced that success. He moves on to the other four students and gives them the same personal attention as he orally quizzes them on the notes and fingering. There is no doubt, however that he already has reached the first young man in this vignette in ways few other adults have. Later in the class, near the end, as Mr. Milner is down on one knee, explaining the sheet music one-on-one, the student explains a revelation:

"I think this is the most I've learned in any class, ever. I never really understood how to read music, but now I think understand." He shakes his head back and forth and smiles. Mr. Milner looks straight at him and smiles too, both student and teacher are proud of the accomplishment.

"I think that you do. Now you can see what you can do with a little hard work and concentration." He rises and moves to the center of the class and the show goes on.

After the class I had a chance to talk to Mr. Milner about his interactions with this student. It was clear from his response that he was quite aware of the student's challenges:

> I thought it was a good learning experience for him. He was successful in understanding how to play the musical scale. That was his first time putting forth

a giant effort in understanding how to read music and the results were successful and the student responded very positively. This student previously had no interest in music and did not pay attention. I knew that this student has had very little academic success in his life.

Mr. Milner did not regard this student's educational challenges as a barrier keeping the student from achieving the same objectives as his other students. As a PYD teacher, his job was to develop youth assets, and not to look at the students' educational tendencies as "broken." He did not punish, denigrate, or use fear to coerce this student to learn. He only spoke kindly and softly and consistently delivered praise whenever the student made success. He used that success to build more momentum and increase the pace of learning. The student's response is even more remarkable since it shows the positive benefits of the optimistic mindset of a PYD teacher who simply refuses to allow a student not to learn.

What does the Situation Mean to Those Involved?

Turning to Eisner's first question, *What does the situation mean to those involved*, many meanings are evident. Mr. Milner makes his academic intentions clear to his students from the beginning. By reading his clearly written objectives aloud to his class, he prepares them for the acquisition of the skills. He wants his students to be able to understand the structure of music theory before they attempt to play an instrument. He wants them to be able to read a piece of sheet music, to be able to identify the musical notations and interpret those words and symbols in respect to what sounds they represent. This intention seems simple and logical, but it also represents Mr. Milner's deeply held belief about music and learning; he believes that a thorough and disciplined understanding of the theories behind a skill must precede a performance. This belief

87

would contrast a music teacher who helps his or her students play an instrument with a 'learn by doing' approach, something that Mr. Milner's students would probably enjoy more than they do the book work. Mr. Milner's intentions for his students reveal his belief that these students are all capable of understanding music theory. It also reveals his view that good performances require hard work, commitment, and critical knowledge.

Mr. Milner's teaching practice further reveals his intentions for student development of character and social skills. He requires all of his students to pay attention at all times and often utilizes oral questioning masterfully in order to determine whether a student is off task. Students are asked to follow rules and norms in the classroom that foster respect, cooperation, and focus. His animated and energetic style reveals his intention for his students to be passionate and hard-working while learning music. He tries to divide his time between whole class instruction and personal attention, often physically lowering his body to the student's level and working through the problems, repeating the information until they can repeat it back to him. He is careful to summarize, use repetition and choral response in his class. He is also careful to consistently praise his students, quickly and effectively, while maintaining a fast and exciting rhythm that reveals his intentions to foster a consistent work ethic in his students. There is no down time when he is presenting new material and there is no doubt in Mr. Milner's rehabilitative intentions with his practice.

Orchestrated Chaos: The Structural Domain

"I get some of the hardest kids in the school. Some of the kids are put in my class because they don't have an interest in any of the other vocations, so they stick them with me, because they know I can work with them."

Mr. Milner's classes are highly organized, because they have to be. As I observed Mr. Milner work with his sixth block class the day of graduation, it was obvious that the leadership task he takes on is nothing short of heroic. Today the Ridge View Academy Band will be performing a marching and musical demonstration in front of the entire student body and the parents, friends and family attending graduation. He also has three students who will be performing a song for one segment of the ceremony. He has roughly fifty students he needs to direct at this time; his regular class as well as the members of the Band and Choir who have been pulled out of their regular classes to prepare. He has about twenty students seated in a small grandstand area in the back of the room. Another dozen or so are seated in chairs in front of the dry-erase board. There is also another group of about twenty sitting in chairs on the side of the room with sheet music stands in front of them. All the students are silent as Mr. Milner addresses the class and immediately sets the tone:

"All it takes is for one person to not do their job and it reflects on the whole group…"

The band has just finished a dry run around the auditorium as practice for a graduation that is less than an hour away. Mr. Milner immediately begins giving directions:

"O.k. we're sitting down on the floor now." He tells a group of students surrounding the bandstand looking for a place to sit. His voice is loud and commanding as he seems to be channeling his military training.

There are at least thirty students in the class. Most of them drop down onto the grandstand seats in the back. The extra students sit down on the carpeted floor surrounding them. The ones with instruments sit in the rows of chairs with music stands. Two students in the back of the grandstand are talking together, laughing and smiling. Mr. Milner notices immediately their lack of focus and brings them back.

"Hey, status students support. Start giving out feedback…because these guys are not listening. Mr. <student name> o.k. Mr. <student name> you're out of here." He waves his hand towards the door. The class waits silently watching the confrontation and Mr. Milner decides to make it a teachable moment.

"I should take both of ya'll out of here."

"Why?"

"You're not listening to me. You were playing around." Mr. Milner directs a serious stare towards the student.

"I wasn't doing nothing." The student's inability to accept staff feedback is against school norms. The defiant student is new to Mr. Milner's class and seems to be testing limits. Mr. Milner clearly defines them:

"If you can't accept the feedback you can go on to your unit."

"Accept the feedback." A *Ram* status student advises next to him.

"I accept." The student responds and is silent for the moment.

Mr. Milner wants to express his view of this limit testing. His voice rises to an even more urgent pitch.

"You know what? I have never seen such a bunch of young men. You see what they're doing. They're trying to turn staff into a liar. I saw exactly what was taking place then. 'I wasn't doing nothing.'" He repeats the student's response. "I must be awfully stupid…watching him play. 'I wasn't doing nothing.'"

The student mutters something under his breath. Two *Ram* status students near to him quickly admonish with a loud, drawn out "Nooo." One of them emphatically finishes with "Just accept." Mr. Milner adds,

"Mr. <student name> if you can't accept, you can go down to your unit."

"I do accept it sir." The student responds more respectfully and clearly this time.

Another *Ram* status student adds, "All right then, stop talking."

Mr. Milner allows the class to sit quietly for several seconds to let the student confrontation sink in. He then continues his lecture.

"Gentlemen, there's too much playing taking place. Right now we're about forty minutes out of graduation. People are playing around. <long dramatic pause> People are making mistakes and you're still playing around."

Several students are smiling at each other on one side of the room. Mr. Milner looks directly at them.

"What's humorous about making mistakes?…nothing that I know of. If one person looks bad the whole group looks bad. Drill team! Color guards!…the singing of the national anthem…"

On drummer is clacking his stick and Mr. Milner redirects him.

"Please put *all* sticks up. Please put *all* sticks away."

"Put all your sticks down." A *Ram* status student concurs.

"Sit erect in your seats." Mr. Milner continues. "Now…feedback…color guards, drill team, there is *no movement* during the singing of the national anthem. Turn around Mr. <student name>…I got people turning around, moving, there is *no movement* during the singing of the national anthem. Color guards, drill team, stand up please."

The students stand up. "How many people don't understand the term, no movement? No moving your head. No looking around. No grinning. None of that stuff. And it's simple. I gave you a one, two, three, four."

"Yes sir." The color guard and drill team respond in chorus.

"That's all you got to do. But I see people laughing, giggling, turning around. Gentlemen, we've got four or five hundred people out there seeing you doing that, and somebody is going to report that to <Principal's name> and guess who <Principal's name> is coming to?...Me. You don't do that during the singing of the national anthem. There's no movement. You are the color guard. You represent the United States of America. You represent more that just yourself. More than just me, myself and I. There's no movement during the singing of the national anthem. Any questions on that?"

"No sir." The students respond again in chorus.

"I gave you a simple one, two, three, four. I gave that to you. That's all it is, but I'm seeing people with the flag, Mr. <student name>, not paying attention, in la-la land…and *everybody* sees that."

The student singled out responds by accepting responsibility with an emphatic, "Yes sir."

Mr. Milner continues. "It's a bad habit. It needs to be corrected. When you get out there, you've got to function as *one*. All these bad habits. Now, please, all of you, pick up your feet and *march*. I've got people in the drum line just *walking* out there. That looks bad fellas. And here's the deal. Let's fix this right now. If you don't want to be a part of this, it's o.k. I'd rather go out there with two people, three people and do it like it should be done, rather than a whole group of young men doing this right here." He strolls lazily across the room, dragging his feet slightly.

"This is *walking*. I'm watching young men just *walking*. This is a *band*. I've never seen no one in a marching band do this right here." He keeps walking. "That's walking…and everybody sees that. We've got guests out there. What kind of marching band is that? That's what the question is going to be. Now you're going to have to have peripheral vision. What does that mean, Mr. Milner? It means that I can see straight ahead but by the same token, I can see what? Laterally." He moves his hands out from his head to indicate peripheral vision. "Now let's get out there and try it one more time."

Mr. Milner herds the group out for another practice run. The mood is one of much more intense seriousness as the students hustle out silently without smiling and get to work.

How Does This Class Operate?

In response to Eisner's second question, *How does this class operate*, many features are apparent. Mr. Milner's class is an astonishing display of orchestrated chaos.

93

His extremely large group is kept focused through an impressive use of classroom norms and rules and peer feedback. The structure of his class reveals a desire for his students to remain on task, to be responsible for their job, and to contribute in some way to the overall goal – in this case, to create an impressive Band and Chorus performance for graduation. Just as in the case of Ms. Troy's curriculum, the clearly impending public performance is a great motivator. Mr. Milner uses the fact that they will be representing Ridge View Academy in front of hundreds of people as a sobering thought in their preparation. His classroom structure reveals a lot about his goals for his students. It is extremely well-organized with many different stations allocated for different tasks; the seats arranged in front of the dry-erase board reveal the importance of the academic knowledge as a starting point for musical skill. The seats to the right of the room in front of music stands connect the academic realm of reading music to the performance. The stands in the back function as an effective audience for the performers, an area useful for students who need to learn by observing before they are ready to begin performing or learning.

It is obvious that Mr. Milner relies heavily on leaders. His Band leaders have as much responsibility for directing the group as he does. The lead drummer often directs and teaches his peers. The Rams in the group can be seen actively confronting negative behavior and the peer culture is one that fosters peer evaluation. Most importantly, Mr. Milner is careful to create an atmosphere of a team, where each member, no matter how minor his part, will be representing the whole. This team concept puts strong pressure on each individual student to perform.

Mr. Milner's example also reveals that PYD can sometimes involve pointing out negative behaviors. It would be easy to interpret the framework as one that involves only positive reinforcement as a means of motivating students. In Mr. Milner's example, however, we see how some critical feedback, delivered in a stern and effective lecture, can actually motivate students and help them care more about their roles. This caring attitude is created by Mr. Milner's because the students know it comes from his care for them and the school they represent.

The Show Must Go On: The Curricular Dimension

Through repetition, practice, and attention to detail, Mr. Milner believes that all of his students can perform, regardless of their background and experience. His curriculum also reveals that he believes that music is an excellent medium with which to teach good behavior and positive character traits. His students exhibit outstanding behavior, especially for the size of the group. The fact that he is able to take a constantly changing group of students, many of whom have a history of defiance and anti-social behavior, with a wide spectrum of talent, and create a functioning band is a testament to his strength and influence as a teacher.

The band is now dressed and ready. They are assembled outside the gym, along one of the paved pathways that form an inner circle around the center of the campus. It is a beautiful August afternoon and Mr. Milner's Band is in its final run-through before graduation. This is where all of the students will have their last chance to display a performance up to his standards. Mr. Milner stands out in front of the lines of musicians with a whistle dangling from his neck. His students stand at attention, color guard in

95

front, then drill team, then horns and then drums, with the bass drums bringing up the rear. Mr. Milner has asked the color guard to adjust their positions. Another student in the drill team behind begins to move as well.

"Mr. <student name> I said color guard. I didn't say drill team. You're still at attention." He turns to me and reaches out his hand and softly tells me, "thank you." He is appreciative of my presence because I am a staff member of the school, and even though I am gathering data on his practice, he knows that my presence will give the students another observant eye and hopefully it will help motivate them. I tell him that it's my pleasure, and he is right back to business.

"O.k, now, five step interval. Don't run over nobody. O.k., color guard take two more steps for me please." He barks out the orders as the roughly thirty or so adolescent boys stand in their band uniforms in the hot sun.

"All right drill team take one step forward please." Each member paces forward a measured step. "O.k. that's just what I'm looking for." Mr. Milner instantly shouts sharply, "One time!...March!"

The drums begin a signature beat to start the march. After three strong beats, the snare drums snap, but Mr. Milner is not happy with the beginning. His whistle screeches the band to a stop.

"Gentlemen, gentlemen, please pick your feet up! Band! Atten*tion*!"

The snare drums roll out the attention drum roll line, calling the line to order. The bass drums finish the line with a strong cymbal clash. Mr. Milner times his direction with the rhythm of the beat.

"One time! March!" He is satisfied with this start. The boys march in place held fast by the color guard in front. The drum corps goes through several measures of their prepared marching performance. Mr. Milner again screeches his whistle.   The boys are unsettled now and several voices can be heard as the music stops. One drummer turns to another and says, "you're too fast." The tone of the other murmured conversations also indicate a little discord. Mr. Milner quickly grabs their attention.

"Band! Atten*tion*!" The drum corps again begins their prepared line, starting with the snares. Mr. Milner likes it this time. He barks out, "One time! March!" Their rhythm seems tighter. The students march in time pushing their knees up in the air, some students more effectively than others, but there is a tightness now that was not there before. The students' feet stomp the pavement mostly in unison, making an echoing sound that meshes with the drums. Mr. Milner calls them forward.

"Step, step, step!" He calls out in time with the right foot of each member. The band leader takes over and begins to call out his own "step, step, step" count. The students march past Mr. Milner's critical eye. Most students display an impressive ability for marching in unison, although there are a few noticeable exceptions; one student in particular marches right past Mr. Milner, adjusting his rhythm several times, attempting to get in time, but each time faltering, causing him to look glaringly out of step. Still, for the most part it is an impressive display of teamwork and connection for a group of committed juveniles, with many of them from rival gangs. This time, Mr. Milner lets the prepared number continue and I follow behind the band as it makes several circles around the campus. Other staff members stop to watch us march past and

97

to listen to the wistful and traditional sound of a school band that fills the air, making this setting into something much more familiar to a high-priced private academy than a correctional school, as well as a classic scene of Americana. Most likely, this is an experience that few members of this particular band would have ever hoped to have.

Even though the scene is an impressive and uplifting display of teamwork and spirit, it is also apparent that there are challenges with this group that go beyond most adolescent populations. Mr. Milner calls them to a halt in front of the color guard. One of the more experienced bass drummers turns his back to the other two with an obvious expression of disgust and anger on his face. He curses and then lets out his frustration.

"If they could just play like me! I can't believe they can just put him in here! He doesn't know how to play the drums!" He points to the bass player next to him in disgust.

"Why does he do this?! He doesn't know what he's doing!"

The drum leader notices the conflict right away, turns around and intervenes, pushing his drums between the two boys.

"Hey, hey, I know, he's new." The drum leader agrees. "But he'll get it. Just help him." The drum leader grabs one of the new bass drummer's sticks and begins banging the bass in time, then nods to both the disgruntled drummer and then the new drummer, inviting him to join in. They all begin banging in time. The drum leader stops and turns to the new drummer. He shows him how to swing down on the drum without making a sound.

"Do this until you're sure you've got the rhythm. Watch *him*." He warns and then moves back into position. Mr. Milner is done addressing the color guard in front, just in time for this confrontation to finish.

"Band! Atten*tion*!" He barks and the band returns to their circuit. Two bass drums drive in unison as I watch the third studying intently the drummer next to him, faking his strikes against the skin in what seems like good rhythm. The previously irritated drummer seems satisfied now as they march off together on their last circuit before graduation.

The Curricular Dimension: The Five C's

In regards to Eisner's third question, *What ideas, concepts or theories can be used to explain its major features*, Mr. Milner's curriculum presents many clear features. Although he directs what appears to be a highly unique program, his curricular structures and aims are clearly PYD framed. This section will try to determine how Mr. Milner creates a unique framework of PYD in his classroom.

Mr. Milner's students are clearly guided towards numerous *competencies*. His students are required to learn how to read sheet music, recognize musical notations, and understand musical vocabulary. His animated teaching style and rapid oral questioning techniques ensure that every student in his class learns and will be called on to demonstrate what they have learned. His students are also called upon to perform, not just for the class but for the larger community. The students are expected to behave themselves in a manner that fosters positive interactions, efficiency, and promotes

leadership. Mr. Milner wants to create positive citizens as well as capable musicians with excellent self-control and pride in their school and country.

Mr. Milner's students have the opportunity to practice all of the positive *character* traits. Students have to show patience, self-control, and cooperation as they wait with raised hands to be called upon. They have to show courage, respect and service as they perform in front of groups. They also have to reach for challenging goals as they learn the curriculum and become better performers. The have to show responsibility and respect as they represent Ridge View Academy. Mr. Milner has the students monitor each other and give honest, constructive feedback to each other in order to reinforce these traits. It also seems that this dynamic happens in his class even when he is unaware of it. This creates a great potential for the students to learn integrity. Mr. Milner constantly monitors his group for those traits and praises them, often by name, publicly to ensure that they are reinforced.

It would be hard to find a curriculum that has a stronger opportunity for *connection* than Mr. Milner's. Band and Chorus music, by nature, is a highly cooperative endeavor; each student must play a part in the overall symphony of music and movement. The students get the chance to work together towards a common, constructive purpose, where each individual "voice" is added to the collective whole. It is an opportunity for the students to develop pride in their school and to see the positive effects of teamwork. Mr. Milner does not accept failure. Instead he expects excellent performances through effective teamwork.

If *confidence* can be understood as a strong belief in one's abilities, then Mr. Milner's class expects it, reinforces it and displays it. Good music requires strong confidence, perhaps like no other activity. Mr. Milner reinforces the concept of confidence in his high expectations for every student in his class. He expects them to perform at a high level. Students in his class who lack in confidence can draw upon the confidence of others as they perform. Just as in the case of the drummer who lightly bangs his bass drum, barely touching the skin, as he struggles for the rhythm, becoming more and more confident as time goes on, all of Mr. Milner's students can utilize the group to improve their performance and their confidence.

From my observations, Mr. Milner's practice fosters *caring* and *compassion* in many ways. The students are pushed to care about their success, focus, poise and behavior. They are also persuaded to care about their school, each other, and the United States, with their proud display of marching and music. Perhaps most importantly, Mr. Milner's students have to care about each other. Without fostering this concern and oversight between students, it seems doubtful that this positive environment could exist. Students monitor each other, so that they may perform as one, with each individual representing the whole, making a truly cooperative experience.

Response to Final Interview Question: Does this description seem to be an accurate account of your practice?

When I asked Mr. Milner whether he felt this account of his intentions and practices was an accurate depiction he responded:

> Yeah, it's accurate <smiles, shakes hand>. I just wish you wouldn't work so hard! There are a lot of pages there <laughs>. But seriously, what you wrote

really does resemble what I try to do in my daily practice. We all work pretty hard around here and I just try to give the boys some direction in their lives. I agree with your evaluation that I try to help them be caring and confident young men. I can see how my teaching reflects PYD more closely now.

Ms. Marlow, Science/Special Education Teacher

Introduction

Ms. Marlow has been a teacher at Ridge View Academy for about four years. She is a white woman in her late twenties who has spent her whole, albeit new, career at Ridge View Academy, consisting of four years. She is not an imposing physical presence at 5'4" tall and might not perhaps fit one's initial expectation for a teacher of correctional youth. She is soft spoken and calm, yet she carries herself with great confidence. She readily agreed to participate in the study and found time to meet me for personal interviews. I also observed her class several times for more than four hours as part of this research study. Even though Ms. Marlow's busy day is highly regimented, she participated with the research with eagerness and smiles, understanding the benefits of studying the practice of teaching correctional youth.

The vignettes and interview details in this section have been placed in three sections: the *intentional*, the *structural*, and the *curricular* (Eisner, 1992). The first section, *Breaking Down Walls*, describes much of my initial interview with Ms. Marlow. The second section, *Through Order Comes Process* depicts a vignette that I found typical to the physical environment of her classroom, the behavioral structure, as well as the curricular structure of her lessons. The third section, *The Joy of High Expectations* depicts a vignette that exemplified the blend of positive social relationships and academic learning that I observed in Ms. Marlow's classroom.

Breaking Down Walls: The Intentional Domain

In our initial interview I asked Ms. Marlow why she became a teacher:

"Because I enjoy helping and teaching. I like to make science fun."

As a follow up question, I asked her: "Was science fun for you in school?"

"Yes <emphatically> it was the only thing I liked…science and math." Ms.

Marlow explained that science and math were her "saving graces" and that she has

struggled with her own learning disabilities as a student, especially with English. She

also explained how her own struggles have become a motivating force for her to teach

disadvantaged youth.

"I didn't enjoy to read until I understood my own learning disability. I despised it

<laughs>." She added with a giggle.

Further in the interview, Ms. Marlow explained that her training in Positive Youth

Development came from a variety of sources. She noted her level three Peace4Kids

training, as well as her forty hours of pre-service training for the school, which involved

an in-depth explanation of the workings of the Ridge View Academy's peer culture. She

also explained that the classroom norms and expectations trainings that she has received

as a teacher here helped her understand the concept of PYD. That concept, she felt,

readily meshed with her goals as a special educator. I asked how she would summarize

her concept of Positive Youth Development:

> I would say Positive Youth Development is trying to lead students in a more
> healthy way to understand themselves and how to interact pro-socially with others
> without going to first instincts, versus negative words or actions, but to
> understand why they feel the way they do, and express it in a more positive,
> helpful, adult kind of way.

"And by 'an adult kind of way' do you mean trying to turn the negatives into positives?" I asked.

Ms. Marlow chimes in with "positives," in chorus with my question, with infectious energy. She continues.

"Do the five to one…" She is referring to the school-wide teacher expectation at Ridge View Academy to try to provide five positive feedbacks to every one negative.

> ..You could say, 'you could handle it that way but maybe next time this would be a more appropriate way to handle this.' Show them that not everything has to be negative and it's about how to grow and learn.

I asked her why she chose to work at a school that utilizes PYD as a framework:

> I would say the reason why I did it is because it's giving them a second chance and showing them a better way to handle their situations and their emotions. I honestly believe it shouldn't be just one strike and you're done. People should be given second chances and you should always try to look for the good in people so I like to try show them that, hey yeah, you've made mistakes, but you can change, anyone can.

I also asked her what her intentions were for her students:

> My intentions are that they enjoy and learn and that we follow the standards, but learn not just textbooks, but also to learn about themselves. I like to encourage them to lean about their learning style and that not everyone is the same. You don't have to be a robot. You can be an individual. And I really like to push, especially, the students I have who are special education students so that they don't use it as a crutch, but see it as, hey this means I have to work harder. I can do it too.

Ms. Marlow also explained how her views of adolescent development affect her intentions:

> At least when I learned, I learned best from my mistakes, so I encourage them to learn from their mistakes. I let them make corrections on their homework when they make mistakes and let them know that they can grow from it in a positive way. It doesn't always have to be negative. They always seem to grasp the negative.

104

She reveals, with the slightest hint of frustration along with a smile, the

tendencies of her students.

I continued the interview by asking her how her views of adolescent development

affect her practice:

> Each person is an individual. You are constantly tailoring and trying to explain
> something to get to each individual person. You can't just do blanket things and
> expect to get everyone in the room.

I also asked her what she found most rewarding in her work:

> When they're succeeding and actually learning. It doesn't really have to be
> learning just the material but learning about themselves and understanding how
> they're growing and what they need to do for themselves.

When I asked her what she found most challenging in her work, she responded:

> The ones that always like to put up that wall and fight back…not willing to
> change…not willing to open up. They want to do it their way and be done and
> just get it over with. Those are always the most challenging guys…getting them
> to open up and learn.

As a follow up, I asked her to "tell me a little about that process to get them to

open up and learn. What do you do, how long does it take?:"

> Each individual, it's different. But you got to find that common ground. I'd say
> most students here who put up that wall and don't want to rip it down are used to
> being written off as lazy or, in their minds lazy or dumb or whatever, so you just
> have to lay down the foundation and show them that you are willing to help them
> and that they are *not…You* do not think they are lazy or dumb and you think they
> can do it, and once they see that, typically they open up a little bit better and that
> trust and respect starts to grow and then they start.

I continued, by asking: "Why do you think some of your students reject help?"

> Because I think that was a coping method for some of them. It was the easy way
> out for them. If they could just pretend to be dumb and sit in the corner and be
> quiet, the teacher would ignore them, or they would just act out so the teacher
> would send them out of the room and that would get them out of that
> uncomfortable situation, because they didn't know how to handle that situation

105

appropriately. So those were their coping skills: either acting out or just being quiet. They could fly under the radar and move on.

I continued by asking her: "Explain your philosophy of education:"

I don't think education is just textbooks and state standards. Education is also learning not only how to act with others, but also how to handle yourself. This time in their lives is where they really need to start learning how to go from being dependent on a parent versus learning how to be an adult, so education to me is not just books and common sense but it's also learning how to understand yourself and knowing how to be successful.

I made sure to ask: "Do you have anything to add?" She responded by explaining her personal intention as she models her individual view of education:

Most people think that when you're done with school, you're done with education. I don't think so. You're constantly learning something and changing and opening up to new ideas and things as technology changes or the environment around you. You have to adapt.

In light of Eisner's question, *What does the situation mean to those involved*, it seems as if Ms. Marlow believes reaching each child is crucial to her practice. She seems to have great confidence that every student can learn, given the right environment and attention. Her own struggles with learning seem to be a source of great confidence and motivation for her, as she has realized that her own difficulties were not from a lack of intelligence, or even ability, but about focus and hard-work, and a search to find the way each individual learns best. She clearly expressed the importance of academic standards, but makes sure to balance those objectives with fostering character and student self-development.

Ms. Marlow believes that her understanding of her students is critical to "breaking down the walls" that her students seem to put up. By presenting a positive role model, getting to know and understand her students, and holding them to high standards, she

106

seems confident in her ability to do so. To see how Ms. Marlow structures an environment that fulfills these intentions, we need to take a look at her classroom.

Through Order Comes Process: The Structural Domain

Ms. Marlow's room is a model of neatness. Homework bins, clearly labeled sit along the far wall. Assignment logs are filled out and placed in plastic sheet protectors affixed to the wall. There are five classic, black lab tables in the room with four tall stools placed two on each side. A large poster of the periodic table sits on the wall opposite the door. A variety of informational posters are neatly, but sparingly, arranged around her beige walls. The environment is warm and inviting and looks like a typical well- appointed high school laboratory.

I am waiting inside as Ms. Marlow stands outside her door and monitors as her students line up against the wall for her sixth period class that runs from 1:10 to 2:15 PM. As the five-minute passing period is about to expire, Ms. Marlow escorts the line of students into the room. One student notices my presence and calls out to me. It is a friendly greeting, but Ms. Marlow quickly redirects him with a soft but firm reminder of the behavior norm.

"Mr. <student name>, we shouldn't be communicating as we enter a room. Let's go."

The student sits down into his assigned seat without another word. As the rest of the class enters, another student calls out to Ms. Marlow with clear energy.

"How ya' doin'? How ya' doin'?"

"<student name> you shouldn't be making noise either." Ms. Marlow's voice is pleasant and patient while her face remains without affect. The sound of shuffling feet and sliding stools is all that can be heard now as the students move directly to their seats. She continues her reminders.

"No noise. Just come in and sit down. Come on, you guys know the routine by now."

One student snaps his fingers, a Ridge View Academy ritual for showing agreement without a verbal response. Ms. Marlow takes her position behind the larger, black laboratory desk at the center of the room. In our initial interview, Ms. Marlow described her view of her classroom environment:

> I would describe it as open, *definitely* organized <laughs>. The boys always comment on the organization, but I also like an open, free-thinking kind of feel to the room because if they see that I'm open and I'm organized, and know some of the expectations, they can also feel comfortable and welcome in the room.

Ms. Marlow continues setting the tone. "I should not have to repeat myself." She warns again flatly. She goes through the roll call and the students respond with "here, ma'am." As they open their three ring binders. Ms. Marlow has makeup work ready to hand out for students who were absent the class before. As she calls these two students' names they approach her desk and pick out a worksheet from the bin on her desk and quietly go back to their seats. As she goes through the roll, a Group staff employee enters the room and quietly walks between the tables. Even though his radio squawks out calls from the central roll call desk, Ms. Marlow continues reading the names a bit louder, but largely ignores what might usually be a disruption. The students sit quietly at their desks. When Ms. Marlow is finished, she hands her roll call sheet to the Group staff

member and restates the names of the two absent boys. This roll call ritual is one of the

most important aspects to the program and all participants take it seriously. Ms. Marlow

knows how important it is to have her records exact as a stray student at this school is a

far more serious matter than at most schools. Satisfied that she has correctly accounted

for each student in the room, she addresses the class.

"O.k. gentlemen, just like last class, I need you to break into those lab groups I

had you in last time. Switch into those lab groups quick…quick, quick, and quick." Her

voice has a hint of urgency and the students dutifully, although somewhat slowly

follower her command, rising from their desks and moving to their new groups. Some

soft student voices can be faintly heard, but the movement is mostly quiet and orderly.

When the students make it to their new groups, Ms. Marlow continues while addressing

the slight noise.

"Gentlemen when did I say talk? If you don't want to do a lab, we can do book

work. It's your choice." Several students hang their heads a bit more over their desks

and express subtle irritation over the directions. It seems as if a chemistry lab is not what

many of them would prefer doing right now. Still they take their seats.

"Thank you. So today, we are going to do another lab. It's called 'old versus new

pennies.'" She writes the words 'old vs. new' on the Smart Board next to her lab table.

One student is still wandering around the room looking for his group.

"Mr. <student name> please joins your group. I know you weren't here last time,

but please join your group." She waves her hand toward the student's table where the

rest of his group waits. This movement is no small matter for correctional students who

are always wary of where they may be located in a room and with whom they may be grouped. Still, it is an expectation at Ridge View Academy that students do not form "sub-groups" and are willing to work with any other student, regardless of his background. The wandering student moves directly to his new seat, although seemingly somewhat reluctantly.

"Mr. <student name> why don't you read the introduction?" Ms. Marlow continues.

The student holds the lab directions in his hand and directs the class. "In this experiment you will be using a triple beam scale to weigh and determine the mass and volume of a penny, and you will graph the results and use that graph to answer a set of questions about the properties of a penny."

The students seem somewhat attentive to their own lab instructions in front of them as Ms. Marlow tries to motivate her class.

"O.k. I have not passed out the pens today. We'll use them when we get to the graph, if we get there, but for right now I'm not passing out the pens or the rulers. So you each are going to get twenty-five modern and twenty-five old pennies. Each of the groups are going to get their twenty-five one pair at a time, so that way we will not mix up the pennies. You guys used the triple beam last time and we're going to be using graduated cylinders, just like last time, so make sure your triple beam is zeroed out before your start to measure anything, otherwise you're going to have poor accuracy in your data."

Ms. Marlow writes 'zero triple beam' on the smart board.

"If you don't remember how to calibrate your triple beam, raise your hand. Mr. <student name> would you go ahead and read our problem that we're trying to solve for the day." The student holds the lab instructions up and reads clearly to the class.

"What properties can be used to differentiate old pennies from new ones?" The student stumbles slightly with the word differentiate, but eventually completes the word.

Ms. Marlow continues with her anticipatory set. "You might not have a lot of background information about pennies, so let's fill some in. What is the mass of a penny?" She starts to read the background information on pennies provided in her teaching materials. Even though the reading is scripted, Ms. Marlow reads the words with great clarity and energy, trying to model a passion and interest that might motivate her students.

"Well an interesting change took place in 1982. Prior to that…and this is something I would write down." Her students turn towards their worksheets and begin recording information. "Pre 1982…" Her reading slows so that all her students can keep up. "…pennies were made with…ninety-five percent copper…five percent zinc." She repeats the first fact until all her students record the information. All student pencils are moving now as they fill out the background information. One student raises his hand.

"Was this always the way it was before 1982?"

Ms. Marlow smiles as she recognizes some student interest. Another student looks directly at her, shaking his head. He mutters something about World War Two. Even though he hasn't been called upon, Ms. Marlow likes his interest and continues, concurring with the student's correction.

"Yes, <student name> technically that's not exactly true. In 1943 they were made with steel during the war because they needed the copper for the bullets."

The class in general seems to have been given a small spark and the students look back and forth at each other as they record the new information. One student raises his hand and is called upon.

"Ms. Marlow, how do you spell zinc?"

Ms. Marlow writes the name of the metal on the Smart Board, calling out the letters clearly as she writes them.

Another student raises his hand. "Is that why new pennies are so shiny?"

Ms. Marlow nods and smiles at the inquiry and continues.

"O.k. so *post*, that's *after* nineteen eighty two, pennies were then made with ninety eight percent zinc and two percent copper." Every head is bent over the worksheet recording the information as Ms. Marlow models the notes on the Smart Board. One student asks his peer, "ninety-eight?" You can hear a quiet "Yeah" as the student finishes the notes. Ms. Marlow ignores this brief noise, knowing that the students are supporting each other.

"Pennies made in 1982 can be *either*, so you will be given no 1982 pennies in this experiment. I pulled them all out, because they will invalidate your data. And as <student name> pointed out, in 1943 pennies were made with steel."

Another student's interest seems piqued. "How come you don't have any of those things?

"Because they're very valuable and I only have one."

"How much is it worth?"

Ms. Marlow likes this student's interest but makes sure to warn him after he has spoken twice without raising his hand.

"Mr. [student name] we should not be blurting out. Please raise your hand."

She continues. "So the point is that pre 1982 pennies will have a different *mass* from post 1982 pennies, so that means our *densities* are going to be different. So on the next page, if you flip over your lab page, I want you to make me a hypothesis. *If-then* format. Basically, I want you to make an educated guess. Which pennies do you think will have the higher density? The pre-1982 pennies or the post? Which ones will have the larger mass?"

One student is confused about how to construct the hypothesis. He raises his hand and Ms. Marlow calls on him.

"Can I just explain why one has more mass?"

"Which one do you think has more mass the pre- or the post?"

"The post."

"So you write that 'if the post-1982 penny has more mass, then the pre-1982 penny has more…"

The student completes the phrase, "density." He nods his head and writes his answer as Ms. Marlow writes his hypothesis example on the board. Every student writes diligently, and few heads look up at the moment, indicating that each student is composing his own hypothesis. Ms. Marlow makes sure everyone has the support they need.

"If you're having trouble writing your if-then statement, please raise your hand and I'll be happy to help. But it should start off with an *if* and you will have a *then* and then a period. So if you've forgotten how to write these from bio class, please raise your hand."

Ms. Marlow walks between the tables and checks each student's hypothesis. One student in the back is not getting it and she walks him through the steps of the process. As she is nearly finished, one table in front begins chatting, off-task. I can't quite make out what they are discussing in low voices, but I hear words like "I was in the locker room" and "I was standing right here," as the student retells a story. Ms. Marlow instinctively notices the off-task talk and turns toward the table behind her.

"How are we doing?" She inspects the hypothesis of one of the students who is talking.

"Is that an if-then statement? That doesn't look like it starts with an if?" She offers calmly, pointing at his worksheet.

"Look right here." The student points to another if, then statement below the one that Ms. Marlow pointed out. She nods her head approvingly, content with the student's understanding of a hypothesis and takes the front of the room again behind her desk. This one of the balancing acts she must always play, structuring a class so that the needy kids get help while the faster learning students don't get off track. She passes out triple beam scales, one to each lab table, and addresses the group. Several murmurs throughout the room stop as she announces.

"Gentlemen, your next task please, on no-talk. We shouldn't be talking. On no-talk, read through the procedures. See if you have questions. Understand what you are doing."

At each table one student begins to calibrate the scale as the others look on. One student continues to speak in a low voice at his table, taking advantage of the distraction of the scales. Ms. Marlow addresses the sound without looking up as she distributes the graduated cylinders. Her voice is monotone and even.

"I said to do this on no-talk. Please read to yourselves." The class is silent now and each student's head is bent over the directions. After Ms. Marlow delivers a set of graduated cylinders to one table, she turns back toward her desk.

"Oh we're over here making bombs." A student blurts out softly behind her, holding up the lab equipment in a way that makes it seem foreign to him. A slight murmur comes from the table but nobody laughs. Ms. Marlow doesn't even turn her head as she returns to her desk again.

"Mr. <student name>, please be on no-talk."

The student Ms. Marlow named pleads. "Ms. [Marlow] that wasn't me."

Ms. Marlow turns her head to see another smiling student pointing at himself across the room, obviously accepting responsibility for the inappropriate comment.

"Mr. <student name>…sorry." She corrects herself. "And anyone else who is blurting out there, seriously. Why can't we follow simple norms?"

Ms. Marlow knows that her students are about to engage in collaborative group work, one of the most challenging, and yet rewarding forms of work for her students.

115

She carefully sets the tone for the class as one of quiet inquiry. The class I observed continued with each group of students completing the experiment with remarkable focus as Ms. Marlow carefully described out each step of the experiment and responded to student needs and behavior. The rest of the class ran in similar fashion.

How Does this Class Operate

Looking at Eisner's second question, *How does this class operate*, many features are apparent.   Her class seems highly structured and those structures seem to mirror her intentions logically. There is not a single student in the classroom who is allowed to just be along for the ride. She clearly expects that all of her students will learn actively, engage each other in a pro-social manner, and learn scientific skills. She delivers her behavioral redirections without affect and achieves a remarkable level of compliance from many students who have previously resisted education. She does not let her students' occasional expressions of disengagement affect her demeanor or her language in any way. Ms. Marlow highly structures her procedures and carefully prepares her materials. Her outstanding organization no doubt aids in her ability to manage a diverse student body with a variety of individual needs. Her hard work and attention to detail, it seems, also helps her gain respect from her students. She presents a strong model of pro-social relationships between peers and teacher.

The Joy of Learning: The Curricular Dimension

Today, In Ms. Marlow's 4th block chemistry class she is working with about nine students seated on lab stools arranged three or four to a lab table. Each student is sitting up straight with pencil in hand as she goes over the practice test for scientific notation.

The students are sharing their answers to the problems together this time, in a collaborative example of guided practice. After each problem, Ms. Marlow calls on a volunteer to work through the math for the group. The students are all engaged and some are actively writing down changes to their answers as they go through the problems. It is clear that some students have more mastery than others and Ms. Marlow carefully calls on every student in order to determine whether they all understand. She moves her attention to a quieter student.

"So then the next one, number twenty three here. We've got a hundred divided by two times ninety-*nine*. <Student name> what did you get?

"Fifteen." He responds not so confidently and looks up expectantly.

"Fifteen decimal?" Ms. Marlow probes.

"Fifteen dot." The student responds finally, agreeing with her question.

"Anybody disagree with that? <another student name> what did you get?

"Fifteen thou-wow." The student mutters quietly, flashing a smile to his peers at his table and then quickly adjusts his language. "Fifteen thousand."

Ms. Marlow nods her head in agreement and makes no notice of the use of slang.

"O.k. that was supposed to be a comma." She explains. "That's why I said that… because you should have got forty-nine thousand nine hundred and ninety-six or something like that."

"Forty-nine thousand nine-hundred and fifty." Another student offers quickly.

"Oh, nine-hundred and fifty. Thank you <student name>. Because if you look back at your original question, one ought hundred has one sig-face so you need to round

117

that up to fifty thousand." She sticks a single finger in the air for emphasis as several students nod in agreement with her calculations.

"So that was a trick one there for you…seeing if you remembered your zeros and your significants." She smiles pleasantly.

"I got you." The student understands. "And this next one too. This next one is one fig-newton too right?" He continues, smiling at his good-natured, but unacademic approach to scientific notation.

Ms. Marlow seems pleased with his enthusiasm but is ready to move on to another student who has not been engaged yet.

"All right what did you get for number twenty-four Mr. <student name>?"

"O.k since it need to be rounded to two sig-figs…you got…it was a nine, but nine point o." He responds.

"Nine point o…very good this was also a trick one." Ms. Marlow's voice is a pleasant warning. She seems pleased, however, that they discovered the trick without her help. "On your calculator it will come up as just nine."

One student responds with a clear, "yup."

"But it should be two sig-figs so you should put a decimal and then the zero. Did you get that?" She scans the room. "Did you get that <student name>? Good. <another student name> did you get that back there?" The student nods. "All right…good."

Ms. Marlow is careful to not let a single student go unnoticed and then continues.

"So probably our favorite part of all..." She announces somewhat sarcastically as it is clear they are moving on to a new objective. "Dimensional analysis, right." A low

moan of apprehension emanates from the class, but Ms. Marlow continues, smiling. She

calls on a young man with his hand raised.

"If you miss 3 out of 27 you'll still be good, right?" He is making calculations for

how many he needs to get correct on the next test, but before Ms. Marlow has a chance to

answer, several students and one teacher appear at the door. She looks up calmly, not yet

sure what to make of the situation. The culinary arts teacher and five of his students filter

into the door. One of Ms. Marlow's students seizes the opportunity to make

an assessment.

"Hey, these guys look like they're about to do the Y.M.C.A. dance." Several

students let out quiet, excited laughs throughout the room.

The newly arrived students form a line against the wall. Most of the participants

in the classroom seem to already know the fact that it's Ms. Marlow's birthday today and

the mood is expectant. She answers the previous student's assessment with her

own expectation.

"No, I think Mr. <teacher name> is trying to embarrass me."

The culinary teacher responds, smiling with faked innocence. "Oh, am I

interrupting something? I have something for you later, but on that note…on three. One,

two, three."

The students against the wall begin an emphatic rendition of happy birthday as the

entire class joins in. Ms. Marlow sits quietly with a pleasant smile as she watches her

students sing. She looks obviously flattered by the performance and allows it to take

place with a pleasant smile. The students in her class are animated and smiling widely,

moving their arms excitedly with the song. As soon as it is over, Ms. Marlow returns the class to order as the students file out.

"Sorry for interrupting. I do apologize." The culinary teacher offers with a wave as he escorts the students from the room. At the same time, a group staff worker calls for two students to leave class early for special kitchen duties. Today is A-List Lunch, a monthly event for students who currently have all A's to enjoy a movie and a special lunch with tableside service provided by the culinary program students.   Ms. Marlow agrees that the two students may leave, satisfied that they understand the objectives for the day so far. She makes sure, however, that they have the support for the next objective they are about to miss.

"So <student names> we can go over the dimensional analysis Monday morning during AVID [study hall]? Or, work with <another student name> because he's very good with it." She asks. Both students nod as they fold up their maroon three-ring binders and file out of the room. One student in the back seems to understand the importance of this lunchtime event and expresses his desire to join. He raises his hand and Ms. Marlow calls on him.

"How come if I have all A's this quarter right now, I can't get into A list lunch?" He seems disappointed.

"I don't know." Ms. Marlow shrugs with commiseration. "It's based on last quarter's grades. It's too late now." She gives a brief but genuine expression of understanding towards the student and continues.

"All right, let's get going. We've had some distractions here. So let's go on to dimensional analysis, number twenty five…"

The students in the room again bend their heads towards their papers and begin working the problems diligently.

This vignette of Ms. Marlow's teaching is typical of the hours of her teaching I observed. *What does this situation mean to those involved?* She never raises her voice and yet she carries an authoritative tone of caring that her students seem to readily respond to. When she speaks, the students listen and comply. It seems clear to this researcher that she has earned the respect of her students. Her students seem to understand the expectations for them and respond, although often in their own style, with focus and concentration. Lapses in norms are sometimes left unchecked if the learning environment is thriving, but Ms. Marlow is careful to remain calm and emotionless as she redirects behavior, sometimes several times in a row. She exhibits great patience as she works with her classes and her curriculum is designed to foster positive behavior. Each student must meet her high expectations. Ms. Marlow mixes these results, however, with a freedom and openness that allows for expressions of joy in her classroom, while never losing sight of achieving her high academic expectations.

Final Thoughts: The Five C's

Eisner's third question asked, *What ideas, concepts, or theories can be used to explain its major features*? To answer this question, this section will utilize Lerner's concept of the five C's to identify PYD elements of Ms. Marlow's practice. Ms. Marlow's use of the PYD framework is quite unique.

In terms of *competencies*, it is clear that all of her students will be held to the State Standards of Science. She finds no objective in these directives, no matter how foreign to her student body, beyond the abilities of her students. For her, education is about finding the key to unlocking the door to each student's mind so that they can learn. Most of her students have seen little academic success, but Ms. Marlow does not let their past experiences color her judgment of their future potential. She does not bend the standards to her students; instead she builds her students up until they achieve mastery of them. But academic competencies are not the only thing that she wants her students to learn. They are also discreetly taught social skills, positive interactions, and the ability to work collaboratively as she masterfully trains her students with positive feedback and needed redirection. Furthermore, she deliberately models a joy of learning, and promotes the same in her classroom, helping her students be themselves, as they express their own joy of learning.

Ms. Troy provides multiple opportunities for her students to develop good *character*. She promotes perseverance by consistently directing her students to stay on task, as well as by modeling the behavior in her own practice. Her students clearly have earned her respect, and for some of them that may be a very new experience. The students display service and caring for their classroom environment by helping each other, redirecting each other's behavior, and attending to the achievement of the objectives. They get many opportunities to practice cooperation with their lab mates in collaborative groups. All of the character traits seem to be reinforced in Ms. Marlow's classroom as her students successfully engage in the learning process.

Students must make positive *connections* in Ms. Marlow's classroom. They must get results in lab situations and work together to get these results. Her class is quite possibly one of the first chances that her students have had to make a pro-social, adult connection. The students are allowed to celebrate their small successes, and more significant events, together as a group. Throughout all of my observations of Ms. Marlow's classroom, the students consistently worked together as a connected team as they fulfilled the day's objectives. She is careful to connect the day's objectives to the students' outside knowledge and previous experiences in a way that fosters relevance and retention.

As she explained with her intentions for her students, Ms. Marlow's plan is to bring many her students out of their shells to release *confidence* and drive them to perform in ways that they might not have ever experienced. If her students come to her with highly developed defenses to learning, she finds those barriers to be constructs that she can help break down as her students become comfortable with themselves and with learning. The fact that her students demonstrate learning, often unanimously as a class, is testament to this confidence building. Her simple faith that all students can learn seems to be a driving force in the development of the confidence of her students. She does not allow for failure.

Caring and *Compassion* are learned by Ms. Marlow's students in their daily, positive interactions. No student is allowed to disrespect another and consistent behavioral norms are adhered to in her classes. Her students display a caring attitude towards her goals and objectives as they follow her directions with few displays of

123

opposition. Perhaps the most important aspect of her students' caring attitude revolves around their often newfound attention to the details of their work. Ms. Marlow is careful to guide each of her students through each skill learning process, step by step, with no other emotion other than an encouraging, calm voice. She doesn't often display any frustrations she may feel and fosters joy in her classroom within her students and through her own practice.

Response to Final Interview Question: Does this description seem to be an accurate account of your practice?

When I asked Ms. Marlow whether she felt this account of her intentions and practice was an accurate depiction, she responded:

> Yes, it's definitely accurate <smiles>. I had forgotten about the birthday song <laughs>. But the descriptions really did capture what goes on in my classroom. I was a bit surprised at how stern I sounded at times, but sometimes you don't notice these things until you read about them or see them again. I think you pinpointed my intentions with my students as I really do look at them as capable, if I find the key to unlock their potential. I also try my best to bring the students up to the state standards. Organization, obviously is one of my things, but I think I do it as much for me as for my students. I need to be this organized if I am going to serve these students. I simply can't function in chaos.

Mr. Rand, Language Arts/AVID Teacher

Introduction

Mr. Rand has been a teacher at Ridge View Academy for the past three years. He had two previous years of teaching experience in another school district besides Denver before coming to Ridge View Academy in 2007. He is also the Instructional Team leader for the English Department and one of two AVID (Advancement via Individual Determination) coordinators in the school. He currently teaches Creative Writing, Post-Secondary English, and two AVID. classes. He is a jovial, white gentleman in his early

fifties who has found his passion for teaching later in life. He was eager to be involved in

this study, believing in the potential benefits of collecting data on PYD teachers.

It's Never too Late to Find Yourself: The Intentional Domain

I interviewed Mr. Rand and found a wealth of information as to his intentions for

his students. Just like all the other teachers I interviewed, his intentions went beyond

academic aims and clearly entered into pro-social and behavioral domains. His

background also has had a unique effect on his intentions. I asked him why he became

a teacher:

> I came late to all this <laugh>…education. I had a degree in English literature
> and I always loved to read and write. I guess you could say I stumbled into it, but
> I'm really glad I did <smiles>.

He expanded on this point as he explained to me the most rewarding aspects of

his work: "I like helping kids and being able to mentor colleagues." I also asked him how

he would summarize his concept of Positive Youth Development:

> I would summarize Positive Youth Development as thinking all kids have the
> potential to evolve into someone who is going to be a contributing member of
> society and be able to make good choices based on education and training they
> have received. I also summarize it as a program where students and young people
> can hold themselves accountable based on training and education that they've
> received and the ability to make good choices, to, again, become contributing
> members of society. And they all have the potential to do that, not just white
> kids, or you know, all kids have the potential to be positive contributors.

I asked him, as a follow up what makes it difficult for some of the students at this

school to realize their potential:

> I think a lot of our kids have victim mentalities and they don't think they're one of
> *those* who can be reached by any program. They think of themselves as outside
> of anything established that's going to do them any good. There's no program or
> any kind of help for them at all. They just basically are victims and they're going
> to remain victims for the rest of their lives, pretty much by choice.

I asked Mr. Rand what training he had received in Positive Youth Development:

"I've had all three levels of the Peace4Kids curriculum, our form of A.R.T. [Aggression Replacement Training]" He also explained that through his last three years working at the school, he has refined his own understanding of his students.

I also asked him what his intentions for his students are:

My intentions are to be able to prepare them to be contributing members in the twenty-first century workplace. I teach language arts and literacy and one of the emphases I want to provide for them is how to be successful in college, or if they choose to go to trade school, how to be successful in trade school. I try to give them the strategies and skills I know are necessary to compete. I also try to give them the benefit from my own experiences, because I'm a non-traditional teacher, and I was a non-traditional student. I try to give them that background information, because I want them to understand that it's possible. No matter how many times you screw up or how many mistakes you make, you can still be a contributing member of society and do good work in your life, and that's what I want them to get more than anything else.

As a follow up, I asked Mr. Rand what English skills he would like his trade school bound students to come away with:

The most important skill I try to develop in the trade kids is the skill of inference, because I think that's a super important skill, because their bosses aren't going to always be explicit with their directions. They have to fill in the gaps of missing information and a lot of context, and so I really focus on inferential skills and I also focus on vocabulary for them, because I think being articulate is really going to help them, and I try to emphasize learning vocabulary in context and learning prefixes and suffixes and to try and teach them the power of the language and how you can get your needs met if you can use the language appropriately.

I also asked him how his beliefs of adolescent development affect his intentions:

Well I have quite a philosophy of constuctivism and my intentions are always to get them to do more work than I do. And so basically my intentions are for them to become literate and articulate and my philosophy of contructivism requires that they take the lead on that, in more cases that not, I don't believe in standing up in front of the class and lecturing, sometimes it's the only way to get the point across. I believe in giving them the ball and letting them run with it and that effects their development emotionally as well as academically.

126

I followed up this question by asking him what it is about adolescent development

that makes it better if the students do most of the work:

> It goes back to the old adage, that if you give a man a fish, he eats for a day, but if you teach him to fish, he'll eat for a lifetime. I want my kids to have the capability of eating for a lifetime, so, I know this stuff already. Just to sit up there and lecture, some of them will get it, but I also like to incorporate a bunch of different learning styles and I think the constructivist approach addresses more learning styles.

As another follow up, I asked him whether adolescents in general respond better

to active learning situations:

> "Yes, definitely…at least the with our students here." He adds.

I also asked him whether he thought his views or adolescent development affected

his practice and, if so, in what ways:

> I definitely believe my view affects my practice, because I'm always looking for alternative teaching methods. I use a lot of visual images, because that's one way my students seem to learn. Our boys are visual learners and so I try to get them to make connections on their own.

As a follow up, I asked him what is it about adolescents today that makes it

necessary to help them make connections:

> Well because they don't have the background knowledge. When we were growing up, we had experiences. We didn't just play video games, or sit in front of the t.v. We got out in the world and had experiences that provided for our background knowledge. Many kids today, and especially our students, for whatever reason, don't seem to get that same level of background knowledge and I think that their common sense, for lack of a better word, doesn't get developed because they lacked that experiential knowledge. When we talk text-to-text and text-to-self connections, we have that deep bank of knowledge and experience that we can tap into. Our kids don't have that and they suffer.

As another follow up, I asked: "Are you saying then that you find today's

adolescents are a little more isolated and passive in their learning styles?"

Absolutely, because of the internet, because of the way some schools are formed and operated. There's a lot of isolation and it's not just kids, society is becoming more and more isolated.

I asked him what he found most rewarding in his work:

I really like helping kids, but the thing I find most rewarding in my work is being able to mentor my colleagues and be there for my colleagues. That's an aspect of my teaching I really hadn't experienced before I came here and I didn't even really know I had it in me, but it's something I'm finding that I'm good at and really enjoy, and I'll keep developing that aspect of my career to where I can mentor young teachers, because I'm a little bit older than some of the teachers coming into the profession. I have a little bit more life experience and it just helps. I can be there to help them with education, but I can also mentor them emotionally and psychologically, as well as academically. I can give them a leg up that way.

I also asked him what he found most challenging in his work:

I find the most challenging thing at this job is the spider-web effect. You can't pull on one strand without affecting the whole web. Our program is so interdependent on each thing, you can't really do an initiative or try a strategy, or have a new concept without it affecting the entirety of the program.

As a follow up, I asked what he found most challenging about our students:

Boundary issues. There's a very fine line between showing the kids that you care for them and having them think that they're your friends. It's a management issue, if you get too buddy buddy with them, they will take advantage of you or try to take advantage of you, but if you're cold and disconnected, they don't respond to that either, so the biggest challenge for me is the day-to-day relationships, one-on-one with the kids and trying to find that balance between being their buddy and letting them know I care about them without crossing any boundaries. But they're kids <laughs>. They're going to push the envelope.

I also asked him what his philosophy of teaching is:

My philosophy of teaching is more like a mentorship where you establish relationships. If I don't establish a relationship with a student, I'm probably not going to be successful in teaching them because my style is such where if you don't get me and you don't have that relationship with me, then a lot of the things I'm trying to teach aren't going to get across. Either the content is going to be boring to you, or you'll think it's over your head, or I'll appear condescending, so my philosophy of education is based on relationships I establish with the students.

Eisner's third question asks, *What does the situation mean to those involved*?

Mr. Rand seemed very straightforward in describing his constructivist views. He clearly

intends for his students to learn citizenship and character in ways that will help them turn

their lives around, as well as to prepare for college. He knows that students can

overcome adversity from the experience of his own late-blooming life. He uses this

knowledge to motivate him to try and reach every student by establishing

positive relationships.

Second Chances: The Structural Domain

Today is Mr. Rand's fourth block AVID class that runs from 10:00 to 11:10 PM.

As I arrive at his classroom, I find him standing outside his door quietly greeting his

students as they line up for the class. Fourteen students, chosen for his AVID

(Advancement Via Individual Determination) study skills program based on a desire to

get into college, line up quietly along the wall. I take a seat in the back of the room and

prepare for their entrance. As I look around Mr. Rand's classroom, I notice he isn't as

much of a perfectionist in organization as Ms. Marlow. Stacks of loose papers on his

desk are not quite perfectly arranged, several books on his shelf, lie on their sides and

various items are scattered on his desks. Still, the room is clearly functionally neat, with

homework bins, file folders, textbook shelves and many other items, organized for what

seems like consistent use. I get the feeling that this classroom has a vibrant curriculum

that often carries the learner in a variety of directions, both mentally and physically.

Mr. Rand's desks are arranged in rows, but fan out from the center, similar to Ms.

Troy's classroom. They run four deep and they face the dry-erase board. Next to the

129

board, I can see Mr. Rand's document camera on a table alongside a projector with a set of speakers. His desk sits sideways, on the right side of the dry-erase board, so that when he sits there, he can have a view of the class as well as the board. He has a large bookshelf of books behind his desk. Several rows of books are filled with class sets of novels, but several other rows contain free-reading books of all types that his students are allowed to borrow from time to time. To the left of his dry-erase board, he has affixed the fifteen Peace4Kids character traits posters for all to see. He has a softly flowing water feature on his desk, a plant and his computer. He has a dozen or so motivational posters around the room. The environment of his classroom looks, busy, but functional, with a welcoming feel.

Mr. Rand's students file in silently and take their assigned seats. He begins with a common practice at Ridge View Academy, the five-minute norm. This is a time when students must sit up straight, remain on no-talk, ask no questions, and complete whatever task the teacher asks them to do. He announces that it is time and beeps a timer on his dry-erase board, indicating that the session has begun. His students take out a sheet of paper and begin recording words for the reflection of the day without being told.

When the timer beeps at the end of the five minute norm, Mr. Rand addresses the class.

"All right great job on that five minute norm, fellas. I appreciated that fine work. All right guys listen up; we're going to a little continuation of last class's activity. I'm sorry I wasn't here last class, I was doing a little AVID training. I know you did a good job though, I can look around the room and see the results of your fine work."

He points to the large, poster-size sheets of paper that are arranged around the room and then continues. Last class, the students were given pamphlets or flyers advertising activities from all over the country, like the kind you find on shelves inside a motel lobby. In groups of two or three they were asked to brainstorm a list of questions using the three levels of questions from the research of Art Costa (1985, 1991). Level one questions utilize facts and knowledge. Level two questions involve comparison or inferences. Level three questions involve synthesis and evaluation. The levels of questions create a simpler way to analyze material using Bloom's taxonomy of knowledge (1956). Mr. Rand continues.

"I just want you to know that I appreciate that. Today, what we're going to do…I've got a little activity for us later, but first I want to continue last class's activity because from what Mr. <staff name> told me this morning, you guys did not get a chance to present, so, is everybody listening? <student name> are you listening? O.k. here's what I want you to do. I want you guys to really focus on, when you're presenting your learning from last class, I really want you to focus on your *Rationalization.* Does everybody know what that means?"

Several heads nod around the room. One student raises his hand and Mr. Rand calls on him. He answers.

"Your reasoning."

"That's right. What I really want you to focus on is your reasoning. What I really want you to focus on is why. If this is a level one question, what was my rationale?

What was my reasoning behind that decision? Does that make sense everybody? So, who wants to go first?"

Two hands are raised in the back. Mr. Rand calls on one of them and asks him to take his poster down from the wall and present it to the class in the front of the room. The student rises, grabs the paper and moves to the front. Mr. Rand continues.

"Let's see what we got here, and then you guys, while your classmates are presenting, what do you think you guys should probably be doing?"

"Listening." Most of the class responds in chorus. Mr. Rand wants more than that, however. He continues.

"And?"

Several students answer at once without raising hands. I can hear the words "paying attention" and "taking notes" amidst the shuffle of papers as the students prepare to present. Mr. Rand is not completely satisfied with the answers.

"What I want to see is if you agree or disagree with this. If they have a level one question that you don't think is a level one question, I want you to be able to call them on it. If they're presenting a level three question and it's only a level one question, I want you to call them on it, respectfully of course, but I want you to be prepared to counter their logic or their reasoning if it's incorrect or flawed. So let's take a look at that o.k.? So, gentlemen please begin when you are ready."

Two students are in front of the room now. One of them holds up the poster paper while the other begins to speak.

"This is our level one question. We got this pamphlet about…"

Mr. Rand interrupts them. "Where's your pamphlet?"

The student responds. "They put them away." He points to the desk drawer where the substitute placed the pamphlets from last class. Mr. Rand tells the students to "standby" and goes over to his desk to retrieve the pamphlet for his student presenters. The students are completely silent while he locates the pamphlet and hands it over.

"So that's their pamphlet. So those of you who can't see it, they're going to describe it for you." Mr. Rand explains. The students begin.

"All right, there's this place in Woodland Park and the project was to do one level one question, three level two questions, and two level three questions." The student next to him takes over.

"And our first level one question: It's in Woodland Park."

A student in his seat mutters quietly. "That's a statement not a question."

The first presenter turns to his partner and states, "I meant, we were supposed to put, *is it*."

The two students seem very nervous now after this mistake. They shift their weight back and forth and try to suppress smiles. The second presenter tries to explain.

"That's what I put. That's what I wrote. I mean it sounded a lot better when I was talking about it last class."

Mr. Rand jumps in to try and reset the mood.

"It's o.k. Just go through your presentation now and, gentlemen, please save your feedback for when he's done. I know what you're thinking. Just write it down. Don't blurt it out, o.k.? Let's hold onto those thoughts. Write them down, o.k? You guys

should be writing them down." He points to the presenters, indicating that they may continue. They begin again.

"All right, second, the level two question is, what can you discover at the Dinosaur Resource Center?"

A student in his seat raises his hand. Mr. Rand nods at him and he asks, "What are we supposed to be writing down?"

Mr. Rand repeats. "If you see any flaws in their argument, if you see a level two question, that's not a level two question." The presenters continue.

"All right the level two question was, can you relate to fun at the dinosaur resource center?" He quickly changes his answer. "Can you have fun at the dinosaur resource center? Another level two question we had was, what can you interpret, what is this ad about? Our level three question was, how many dinosaur fragments exist?…" The student's partner stops him, seemingly aware that what he is about to say is not a level three question.

"The level three question is, what's the importance of this ad?" They both look at Mr. Rand to indicate that their presentation is finished. He rises from a student desk in the back of the room and walks to the front, addressing the class.

"O.k. good gentlemen. I want you to think. Do you guys see any flaws here? I'm going to pass around the pamphlet. You can take a look at the pamphlet. All right, do you see any flaws in their question levels? Did you see any flaws in their reasoning? Then we're going to ask them to justify what they've done."

He points to a student with his hand raised. "Go ahead with your question please."

The student begins quietly. "My feedback to you is…"

Another student blurts out. "Could you speak up please?"

The first student begins again, barely louder than before. "My feedback to you is your level three questions don't really seem like level three questions. They kind of look like level one questions.

Mr. Rand continues. "O.k. does anyone else have some feedback?"

Two more hands shoot into the air and Mr. Rand calls on one. The student responds.

"I kind of agree about the questions. They didn't have the right verbs in them."

Mr. Rand notices that the two presenters are hanging their heads with slight smiles, looking somewhat embarrassed about their gaffes with Costa's levels.

"O.k. gentlemen please don't get upset, because I went to the training yesterday and there were adult tutors, people who are…well there not my age because they're not that old…" The class laughs at the self-deprecating humor.

"But there's adults who have college educations who have difficulty creating level two or level three questions, so it's a process. We'll get better at it. That's why we're doing this. Just like anything else, you practice, what happens."

One student blurts out. "You get better."

Mr. Rand concurs and then calls on another student. "You get better, o.k. all right <student name>?"

"I just want to say the first question is not a question. It's an answer to the question. Therefore it's not a level one."

"O.k." Mr. Rand goes on. "Maybe you could help them out. Write it as a question for them. O.k. who else has some feedback for these guys? Anybody else?"

No further hands are raised and Mr. Rand goes on.

"Let me ask you guys a couple of questions. So what's wrong with your first question?" He wants to make sure the presenter understand the student feedback.

"I already know it's wrong. I can fix it." The student takes the marker and crosses out the 'It is in Woodland Park' sentence and changes it to 'Where is the Dinosaur Resource Center?'"

Mr. Rand watches the student correct the poster and decides that he would like his student to process the mistake.

"So, <student name>, what was the situation?"

"What do you mean the situation, sir?"

"What was the problem with your level one question?"

"It was wrong."

"Why was it wrong?

"We had to make it a question."

"Right, you phrased it as a statement as opposed to…"

 Both presenters answer in unison, "a question." Mr. Rand is satisfied and goes on.

"Good, what's your level two question then?"

136

One of the student presenters explains. "What can you discover at the Dinosaur Resource Center?"

Two students quickly give their feedback at the same time. "That's a level one."

Mr. Rand wants to see how his students respond to this feedback. He asks students to raise their hands if they think the previous question was a level one. Most of the students in the class raise their hands. He then asks the students to raise their hands if they think the question is a level two. Only two students raise their hands. Mr. Rand calls on one student in the first group to explain why he thought it was level one.

"Because the information can be found on the pamphlet." He announces triumphantly.

Mr. Rand picks up the pamphlet and begins to read the text to the class.

"Unique and spectacular dinosaurs, spectacular petrasaurs, breathtaking marine reptiles, huge carnivorous fish and realistic life restorations, working fossil preparation lab, interactive childrens' area…" Mr. Rand pauses and then adds. "So, what I want you guys to do to help your peers out is to help them with that question. How can we rewrite that question, or maybe come up with a question that's similar, using our bookmarks [with Costa's levels on them], using our verbs? What is the question? Discover is the verb. How can we rephrase that?"

Several hands rise and Mr. Rand calls one student by name and he responds.

"We can always rephrase it a different way."

Mr. Rand gives him one more hint.

"Is this question processing information here?"

One student quietly states, "yes," while the others remain silent. Mr. Rand continues to probe.

"Is it? Remember level one does what? Blurt it…"

The students respond loosely, but several students get out the word "gathering," not in chorus. Mr. Rand continues.

"Level two does what?"

"Process," most of the class responds in unison with increased energy.

"Level three?" Mr. Rand continues, increasing his pace.

"Application." Almost all the students are in unison now.

"O.k. so…" Mr. Rand continues. "O.k. what we're looking for here is what can you discover at the Dinosaur Resource Center. Is that processing information?"

Several students answer "no" emphatically, in unison.

"And this is no disrespect intended gentlemen. We're going to get better at this."

One of the student presenters looks straight at Mr. Rand and smiles genuinely, adding, "We're cool."

"How can we help them out? Let's look at some of our verbs. Illustrate…maybe we could illustrate something…"

"Compare and contrast." Another student offers.

"Distinguish" another responds.

"…between the types of fossils, perhaps?" Mr. Rand suggests.

"Where they're from originally." A student answers.

The student presenter seems to be inspired now and he raises his hand excitedly.

"Can you categorize the types of fossils found at the Dinosaur Resource Center?"

"Nice, very nice!" Mr. Rand is pleased that this student has worked the question out for himself. "That's a good one isn't it? Do you guys see the difference?"

Several students quietly respond with "yes" and Mr. Rand asks for more feedback. The students don't have any more to offer and Mr. Rand directs the next group to go up and present. The rest of the presentations for this class go in similar fashion. Some of the groups have their questions just right and require no editing, but every time the students present an error in their questioning, Mr. Rand swiftly and consistently utilizes similar methods for correcting them, continually asking probing questions until the student, or one of his peers, gives the correct answer. Mr. Rand rarely gives out the answers. Only when his class is entirely confounded does he even offer his own understandings.

How Does This Class Operate? The Structural Domain

Eisner's second question asks, *How does this classroom operate?* Mr. Rand's role is clearly one of a facilitator and not one who simply disseminates knowledge to empty vessels, which seems very true to his self-avowed constructivist tendencies. He makes sure to allow the students to reach their own conclusions, whenever possible. Much like Ms. Troy, Mr. Rand also uses the mode of student presentation to put the responsibility on the student to teach as well as to learn. His room is arranged so that collaborative group work can take place. He has his students place their work on posters that he hangs up around the room, making a gallery-walk of ideas for all his students to see. His room is inviting and warm and he has deliberately created an environment with

effective social norms and academic behavior. In our initial interview, I asked Mr. Rand

to describe his classroom environment:

> I like to set a tone of mutual respect, mutual concern, and mutual caring. If I'm
> on that day, it's just like a performer in front of an audience. You know, you get
> that vibe from them that's positive energy and that translates into your
> performance. My ideal classroom is when we're interacting, everybody's
> following the norms and we're getting a lot accomplished. It might appear to be
> chaotic. It might appear to be noisy. It might even appear sometimes that we're
> not following the norms of the school, but in fact, that's part of the interactive
> classroom strategies that I emphasize and those strategies create a nourishing
> environment, but it doesn't just nourish the students, it also nourishes me and
> gives me a lot of energy. But you have to find something that's relatable to the
> kids. You have to do a lot of preparation in advance to be successful in that mode
> of teaching. You've got to do a lot of front loading.

The observations of his classroom reveal a structure that is deliberately created to

foster a nourishment that feeds both student and teacher. From Mr. Rand's description it

seems that his intentions are well realized in his practice.

The Process is the Content: The Curricular Dimension

Mr. Rand is animated. His motions are quick as he stands up in front of his class

pointing at the directions on the board. His fourteen students sit up front, straight in their

chairs, in the first two rows facing him. Each student has a half sheet of paper and a

pencil in his hand. Mr. Rand sets the tone for the day as his voice rings out.

"First of all the directions. I want you to answer the following question on a

blank sheet of paper. I gave everybody a half sheet of paper. When and if you come up

with the solution…I'm not interested in the solution. What I'm interested in you doing is

to create a question to ask your peers so that they can discover the answer. Everybody

understand the directions?"

Mr. Rand has placed a riddle on the board, but he does not want his students to simply solve it, he wants them to create a question that leads to a solution. The task is challenging, mostly because it asks the students to go against their first natural tendency, which is to simply solve and then share their solution.

One "yes sir" comes out of a student and the others look forward silently, somewhat unsure. Mr. Rand wants them to demonstrate their attention.

"Everyone raise their hands if you understand the directions."

Several hands shoot up in the air followed by several slower hands until the entire class has their arms straight up in the air.

"So I take it everybody understands the directions. Here's the problem. It's called the amoeba problem. There are two jars of equal capacity. That means they hold the same volume. In the first jar there is one amoeba. Does everyone know what an amoeba is, a single cell organism. In the first jar there's one."

He shoots a finger in the air as he circles the words on the dry erase board.

"In the second jar there are two amoebas. Are you with me so far? An amoeba can reproduce itself in three minutes. I'll repeat that. An amoeba can reproduce itself in three minutes. It takes the amoebas in the second jar three *hours* to fill the jar. It takes the amoebas three hours to fill the second jar to capacity. Are you ready for the question? How long does it take the one amoeba in the first jar to fill the jar to capacity? So you got two steps. First of all you come up with a solution and then you come up with a question that you could ask, level two or three, that's going to help your peers come up with a solution. Does everyone understand your task?"

Several "yes" sounds can be heard and the students bend their heads towards their papers to work out the problem. Mr. Rand sets the timer and calls out.

"You got three minutes."

One student quietly asks "how many questions can you ask?"

Mr. Rand shakes his head jovially and says, "you can ask as many questions as you want." He is pleased with the student's enthusiasm.

"You got some questions to help your peers?" He smiles and walks past the student, lightly patting him on the shoulder as he goes by, striding confidently through the aisles to check student work. The student nods his head and bends down toward the paper and begins writing furiously. The rest of the class works silently for several minutes.   Not a pencil is still as they try to work out the problem. After a minute or so, Mr. Rand decides to softly add a few reminders.

"I know you guys are smart enough to know the answer. The problem is, are you smart enough to teach the man next to you to fish?"

His voice trails off suggestively and the students continue working out the problem. Most students continue to put pencil to paper for several minutes while Mr. Rand pulls up the PowerPoint presentation for the next segment of the class. He is busy working, confident that his class is engaged. The room is silent except for the soft sound of pencil on paper. About half way through, Mr. Rand moves over to the timer and announces quietly.

"About a minute and a half guys."

"Oh snap!" A student exclaims and catches his voice quickly as he realizes that his enthusiasm has broken the silence. Mr. Rand looks over at him and sees that he has already realized his disruption and says nothing. The student looks pleased, as if he has the answer. Mr. Rand looks around the room and notices that most students have their pencils in the air, waiting to share their responses. He knows that some of his students are finished while others are struggling with the solution. He decides to get the faster students involved again.

"If you think you know the answer, go ahead and write it down on the back of your paper and show it to me and I'll tell you if it's right."

Several students turn their papers over and begin to write quickly. One student waves Mr. Rand over to his desk and he quickly scans the answer and turns away with a quick "Nope."

He quickly moves to another student, peers down to inspect the answer and follows with a quick "yup." He moves to another with a "nope." Several students seem tense. One student shakes his paper in the front row waiting for recognition for his answer. As Mr. Rand moves back to the front of the room, he puts his paper back down and works some more. Another student next to him presents his answer. Mr. Rand again responds with a "nope."

"What?" The student responds with frustration. "I don't want to do this anymore then." He states with finality. Mr. Rand responds with an encouraging tone.

"Don't get frustrated." And then addresses the class. "That's what we're here for fellas, to take on a challenge."

Another student calls Mr. Rand over, another "nope". Mr. Rand and several students smile. One student asks if it is a trick question. Mr. Rand assures them that it is not. The timer beeps out the three minutes and Mr. Rand looks to the one student who has discovered the answer.

"O.k. Mr. <student name>, ask one question that's going to help your peers get the answer." Several seconds pass as the student mulls over his response. Mr. Rand takes his glasses off and puts them back on, smiling and walking back and forth energetically. He is enjoying the student's deliberations, realizing that his critical thinking skills are being stretched.

"I'm trying to think about it, but any question is going to give it away."

"What's your objective?" Mr. Rand reminds the student.

"To have them get the answer."

"Exactly." Mr. Rand nods affirmatively. "Could you ask a level two or three question? It's o.k. if it gives it away. That's the purpose of the AVID tutorial. Hopefully it will make them think and not be *too* obvious."

"All right my question is…" The student hesitates and hedges his bets. "It's not really a level two question."

"Is it a level one question?"

"Yeah." The student responds.

"Say it," Mr. Rand encourages.

"If two amoeba takes three hours, correct? So the ratio is two to three hours what would the equal ratio would be…"

His voice trails off and Mr. Rand responds.

"You might want to say that a little louder because you were mumbling."

"All right so you have two amoebas that take three hours, so what would an equal ratio be for one amoeba?"

Mr. Rand repeats the question aloud for the class to see if it has the intended effect. Still, the students in the class sit silent wrestling with the answer. Two more students indicate that they have the answer. Mr. Rand goes to the back of the room to check them and finds them incorrect. The students are sitting very still now. Two students have their arms folded and look ready to give up. The mood of the room is somewhat tense. This is a moment where Mr. Rand is waiting for inspiration and the tension makes it difficult for him to wait, but he continues with the exercise.

"Let's look at the question again. Two jars of equal capacity. In the first jar, one amoeba. In the second jar, two amoebas. An amoeba can reproduce itself in three minutes. So, in three minutes, how many amoebas are going to be in this jar?"

Several students call out "three."

"And in three minutes how many amoebas will be in this jar?" He points to the diagram of the other jar on the board. Several students call out two. Mr. Rand thinks he might have provided the hint that was needed to get the results he wants. He caps his pen and strides to the back of the room and adds with a note of finality.

"Solve the problem." A student raises his hand with a question.

"O.k. it takes one amoeba to reproduce itself. Why don't you just add one, you should be adding two, because the first one will be adding one and the second one will be

145

adding one and there'll be two in that jar…" He stops and thinks. Mr. Rand likes what he hears so far.

"And what's going to happen here?" Mr. Rand probes, pointing at the board.

"There'll be two in that jar."

"And what's going to happen three minutes later?" Mr. Rand points at the picture of the other jar.

"There'll be four."

"O.k. so how long will it take the second jar to fill?" The students are more animated now, shifting in their seats. One student blurts out "twelve" and Mr. Rand gently tells him "no." He again senses the tension.

"Focus up gentlemen. It's o.k. Take some deep breaths." He calls a student by name who has his hand raised.

"If you know it takes three minutes to produce another amoeba, calculate…" The student stammers and finishes with "I don't know how to say it." It seems as if he has discovered the answer but cannot put it into words. Mr. Rand waits patiently but the student decides to continue thinking. Another student calls out "I got it, boom" and raises his paper triumphantly. It is at least his third time venturing an answer. Mr. Rand scans it quickly and laughs good naturedly with another "no." The student, seemingly undeterred, continues writing. Another student raises his hand.

"What's the volume of the…" Mr. Rand immediately predicts the misdirection.

"Does it matter?"

The student stops to consider.

"Because it could take longer time…" Mr. Rand again points to the directions on the board while he is speaking. The student's voice trails off and Mr. Rand continues.

"Check it out. Both jars are equal capacity, so if it takes one jar with two amoebas three hours, how long is it going to take the second one? Ask a question that's going to help your peers get the answer."

Mr. Rand looks around the room and notices a student looking up with a smile. He thinks he has the answer. Mr. Rand holds his hand out to the side, making sure he has everyone paying attention to the forthcoming answer.

"O.k. if you look at the one jar with two amoebas, how many more amoebas does it have than the first jar, so how many minutes ahead of it is it?"

Mr. Rand turns excitedly and snaps his finger several times vigorously. Several students laugh, knowing he has the answer. One student blurts out.

"That's the perfect question!" It seems like he knows the answer to the riddle but did not quite now how to phrase his question.

"That was a perfect question." Mr. Rand agrees. Still, he can tell by scanning the room that not every student has the answer.

"Let's let <student name> answer the question again."

"The first jar has one amoeba and the second jar has two amoebas, so how many amoebas ahead is the first jar, therefore how many minutes, is one ahead than the first one."

A student can't contain himself and blurts out "It's ahead three minutes." Mr. Rand puts his hands in the air in a victory sign and the students groan in unison as they

147

all seem to now understand the answer to the riddle. This demonstration in Mr. Rand's class was typical of his curricular design. Much of the strategies I observed in his 4th block AVID class were designed to teach students to learn how to learn and to be able to teach others. He activates their interest with interesting problems, issues of riddles and patiently waits until they learn the learning process themselves. His method utilizes probing questions to help his students reach the answer.

The Five C's: What ideas, concepts or theories can be used to explain its major features?

Looking at Eisner's third question, *What ideas, concepts or theories can be used to explain its major features*, many ideas emerge. Mr. Rand used the metaphor of a juggler to describe his teaching. He felt that he had to always pay attention to several moving parts at once, or the whole act would fall apart. From this vignette I can see how this delicate balancing act played out with his students in many ways. He was able to balance the speed of his faster students with that of his slower ones. He was also able to utilize the students who have determined the answer to counsel their peers, without simply giving them the answer. He also had to monitor and provide effective feedback for student discouragement as they wrestled with this difficult task. A look at the five C's will connect PYD concept to its features.

It appears that Mr. Rand's students were effectively engaged in practicing metacognition. The results of his curriculum reflect strong student engagement, collaboration, interaction, and the development of critical thinking skills. He clearly described his intentions previously: to prepare his students for college, and the cognitive

148

competencies that he is developing seem directly tied to this objective as his students

exhibit new understandings of how to learn as a result of his curriculum. Recent research

on the AVID program indicates that it is a highly effective program in preparing students

for college success. One study that looked at 23 AVID programs arrived at

these conclusions:

> Overall, AVID participants had higher scores on end-of-course exams and state
> assessment tests, and were more likely to be on-track to complete a college-
> preparatory curriculum than nonparticipants at the same schools. AVID was
> associated with higher rates of enrollment in advanced courses, as well as higher
> levels of college knowledge. AVID schools improved their performance ratings at
> a greater rate than non-AVID schools, and more students in AVID schools took
> AP or IB exams than students in the comparison schools. (Hooker, 2009)

AVID is a program that works for Mr. Rand's intentions for his students. His

students seem to not only benefit from his AVID program but also seem to enjoy

the process.

Mr. Rand creates multiple opportunities for the development of *character* through

his curriculum. They must show self-control by being alert and focused and cooperation

by working with others. His students also exhibit a high level of perseverance as they

struggle for the answers to his challenging cognitive tasks. He also requires them to

show service to their classmates by helping them solve problems. He models excellent

gratitude for his students' good work and the students respond with caring towards the

curriculum their learning.

Mr. Rand's curriculum requires that the students make *connections* on many

levels. He establishes strong, pro-social, adult relationships with his students and expects

149

positive relationships between peers. He consistently uses his role as facilitator to help

his students engage in collaborative work and to help their peers with the material.

Mr. Rand's students must develop *confidence* in their abilities to solve the

problems he presents to them in class, in their collaborative group work, and in their

presentations. His students learn how to learn by engaging in thought-provoking and

well-scaffolded lessons in metacognition. By creating a situation for success in critical

thinking, Mr. Rand's students have the benefit of learning successful academic strategies

that have been proven to bring academic success which is likely to make them continue

to grow confidence in their learning.

Finally, Mr. Rand clearly models and receives *caring/compassion* in his

classroom. His instructions are consistently filled with reminders that "we're here to

help," that strengthen the students' perceptions of his role as a caregiver, as well as

establish a team atmosphere for his class. His students show a genuine concern for their

learning as they wrestle enthusiastically with his problem solving approach. The

observations of his classes reveal energetic students who remain focused and thoroughly

engaged in the process. It seems clear that his students care about his curriculum.

Chapter Five: Thematics, Evaluations, Implications

Overview of the Study

The issue of best practices in youth correctional education is a highly debated subject. The first two chapters of this dissertation discussed the long standing approach to youth corrections based on a punishment model (Shrum 2004, Butts, 2004) despite much evidence that this approach does little to reduce recidivism or to encourage education (Pierce & Yondorf, 1989). The need for a new vision in corrections that promotes "healing justice" has been called for worldwide (Sawatsky, 2007). In youth corrections in America, the need for an evidence based plan has also been established (Butts, 2004). Many organizations have found Positive Youth Development to be an effective framework for promoting youth development, including the Carnegie Council on Adolescent Development (1995), the U.S. Department of Health and Human Services (1996), the Annie E. Casey Foundation (1995), the Robert Wood Johnson Foundation (1997), the Consortium on the School Based Promotion of Social Competence (1994), and the Office of Juvenile Justice and Delinquency Prevention (1995). Chapter Four of this study presents a description of the practices of PYD teachers in a unique setting, a youth correctional facility that also functions as a public charter school, Ridge View Academy, with an aim to understand the implications of four teachers' practices for youth correctional education and education in general.

Positive Youth Development is a relatively new framework in working with

adolescents and may in fact provide that new vision for youth corrections in America.

The framework began with research in the behavioral sciences that found many factors of

resiliency in the majority of adolescents and fewer of what many have called deficits

(Lerner, 2005). The idea of adolescent strengths led to a wide body of research into

behavioral studies that identified how adolescents acquire skills and assets. These studies

led to larger scale meta-analyses of programs that eventually came under the umbrella of

Positive Youth Development. The framework of PYD has been shown to be

synergistically re-informed by new, successful models and the concept is constantly

evolving (Lerner & Steinberg, 2004). Until now, the use of a PYD framework in a youth

correctional setting has not been described in a qualitative study.

In an effort to describe the practices of four PYD teachers at Ridge View

Academy, this study was guided by four questions: 1.What does Positive Youth

Development look like in a correctional setting? 2. What are the intentions of PYD

teachers in a correctional setting? 3. How are those intentions realized in that teacher's

practice? 4. What is the significance of the theories and practices of Positive Youth

Development teachers in a correctional setting for education and society in general? I

chose Elliot Eisner's Educational Criticism and Connoisseurship, a proven, qualitative

research method for describing educational practices and examining their

xsimplications (1988).

Eisner's research method describes criticism as the art of disclosure, and

connoisseurship as the art of appreciation (Eisner, 2002). The goal is to create an artistic

description of an educational environment so that, through an accurate understanding of events, interpretations and implications can be discovered. The method's ultimate goal is to use these interpretations to improve the body of knowledge of education in general. I hope that the depictions and evaluations of the four teachers in this study can in fact shed new light on educational practices for correctional youth.

I also chose to utilize the 5 C's of PYD proposed by Richard Lerner as a basic framework fore examining data I gathered from the participants: *Competency, Character, Connection, Confidence, and Caring/Compassion* (Lerner, 2005). These five components provided a manageable baseline to examine a more intricate connection between the concept of PYD and the practice of the teachers. Chapter Four used these five categories to examine the individual aspects of each teacher's practice observed. This chapter will refer to the five C's as a framework, along with other PYD research, to examine the common themes found in all four teachers.

There are four main components of inquiry according to Eisner: *description, interpretation, evaluation* and *thematics* (1988). The Individual descriptions of the teachers in Chapter Four are organized by themes found within their classroom settings. This chapter will examine those themes in light of current research to answer the fourth research question: What is the significance of the theories and practices of Positive Youth Development teachers in a correctional setting for education and society in general?

In order to discuss implications of the practices of the participants, Chapter Four used Eisner's guiding question, *What does the situation mean to those involved*? That question guided my inquiry into the intentions of teachers. I used Eisner's second

question, *How does this classroom operate*, to evaluate the individual environments of the four teachers' classrooms. His third question, *What ideas, concepts, or theories can be used to explain its major features*, was used to evaluate each teacher's unique curricular domain. The third question will be used again in this chapter to examine the shared aspects of the four teaching practices.

I chose Ridge View Academy as the setting for this study because of several factors outlined in Chapter One. The setting is an established educational facility that deliberately utilizes a PYD framework. The school has been shown to promote educational growth in CSAP testing data (2010). It is a large school that operates at a capacity of over four hundred students. The school's data on student recidivism shows that the students who leave the school demonstrate remarkable percentages of non-recidivism (Jones, 2008, p.16). Furthermore, as a teacher and an instructional coach at the school, I utilized my unique insight and understanding to promote an accurate description and evaluation.

The four teachers in this study were chosen based on the following criteria:

1. Specific and advanced training and experience in Positive Youth Development educational programs (specifically Peace4Kids curriculum, level 3 certification and at least one year teaching in an educational setting utilizing a PYD framework) 2. Curricular integration: the teachers identified regularly utilize concepts of PYD in their lessons with dual educational and correctional program goals. 3. Diversity: I chose four teachers who represent a variety of genders, age and ethnicity. 4. Connoisseurship: As a teacher and Instructional Coach at Ridge View Academy, a Denver public charter School

serving adjudicated youth from Colorado (description in Chapter One), I also used my insight and expertise to choose four teachers found to be effective teachers who support a PYD framework in their teaching.

First, I conducted initial interviews for each teacher that asked a set of questions described in the methodology section of this study and in Appendix A. The questions were designed to reveal the intentions and beliefs of the teachers for their practice. Next, I observed each teacher in the classroom for over five hours during the summer of 2010. I collected data until I found that the common themes were repeating. I often engaged the four teachers in informal conversations over the several weeks of data collection and used that information in my descriptions. Finally I conducted follow up interview questions based on my observations of the classroom (Appendices, B,C,D,E). I also corroborated and triangulated the data by asking each teacher whether the description was accurate to their practice in the follow up interview. Finally I concluded my observational data.

Discussion of Themes and Responses to the Research Questions

This chapter will outline Eisner's third research question, *What ideas concepts and theories can be used to explain its major features*? This research question will be examined in light of this study's original four research questions: 1. What does Positive Youth Development look like in a correctional setting? 2. What are the intentions of PYD teachers in a correctional setting? 3. How are those intentions realized in that teacher's practice? 4. What is the significance of the theories and practices of Positive Youth Development teachers in a correctional setting for education and society in general?

What does Positive Youth Development look like in a correctional setting?

I hope that the descriptions of the teachers in Chapter Four adequately answers this question already, however, in this section, I will try to cast further light on the descriptions by organizing the common themes found in the observational data into the *Five C's* described by Lerner (2005).

The Five C's: Competency

Lerner's view of *competency* mirrors many other similar views of PYD. It is similar to much of what Dr. Jeffrey Butts found in the Search Institute's view of skills (Butts, 2005). He calls these skills youth assets. Research has proven that the acquisition of skills is a key component of adolescent success and well being (Gardner, 1993; Zigler & Berman, 1983). All of the PYD teachers observed in this study created classrooms that strived for the development of skills, each in their own way.

Ms. Troy teaches a unique competency that seems well suited to the rehabilitative effects needed in youth corrections. Her students are taught to be First-Aid instructors and will eventually be called upon to teach a much needed skill to others in a way that could directly benefit society. Even though the curriculum is foreign to them, her presence as a positive role seems to energize and focus her students, echoing other PYD research on the benefit of important relationships from caring adults in making positive adolescent experiences (Pianta, 1999). Ms. Troy's classroom is efficient and effective in creating these skilled workers who have served the school for many years as First-Aid instructors. She uses this competency to promote skills that will benefit her students throughout their lives in making healthy choices.

Mr. Milner also teaches a performance skill in his curriculum. His students are called on to perform in the choir or the band in front of the class, the student body, and guests. This group performance fosters connections and interactions among a diverse body of youth, some with rival gang affiliations and many with anti-social tendencies. His students operate through a peer culture that often corrects itself without the help of Mr. Milner. His curriculum also seems to energize and focus his students as they learn musical skills. Mr. Milner also strives to help his students become competent in musical theory and not just to be able to perform.

Ms. Marlow's classroom fosters a learning process of scientific inquiry that promotes a step-by-step acquisition of skills. Her students are held to high academic standards, whether it be scientific notation, or an experimental process. Her students must possess mathematic and scientific skills that are often used together to solve a problem or answer a question. Ms. Marlow carefully constructs her class in an organized and detail-oriented manner, so that no student is allowed to remain inactive. She ensures that each one of her students acquire the skills of her class even if it requires her individual attention. She also employs collaborative strategies and hypothesis testing in a manner consistent with the definition of a PYD program (Berglund, 1998; Lerner, 2005; Butts 2005) and align with effective classroom instruction (Hattie 2008, Marzano 2001).

Mr. Rand's classroom is an extreme example of process over content. The students in his AVID program are pushed to understand their own way of thinking as well as the thinking patterns of their peers. He uses great patience and care in helping his students understand how to learn. His students will become competent critical thinkers

and evaluators, able to synthesize new ideas and work together in collaborative groups and pairs, which is are important component of a PYD definition, especially in the area of cognitive competencies (Berglund, 1998).   He also uses a wealth of cognitive strategies including hypothesis testing, probing questioning, problem-solving approaches, peer feedback and metacognition, all strategies proven for classroom success (Hattie 2008, Marzano 2001).

The Five C's: Character

I observed numerous opportunities for students of the four teachers to practice and develop *character*. All of the teachers in this study have been trained in a cognitive behavioral approach called Peace4Kids with has shown positive results in helping adolescent emotional and character development in the Denver area (Baker 2004, Byrne 2008). The program helps teachers promote the adoption of fifteen common character traits. While I witnessed no explicit instruction of these traits, each of the teachers displayed the character traits in their classrooms and referred to many of the aspects of character in their intentions. I also observed a peer culture that promotes these traits as well as consistent praise from teachers when good character has been demonstrated

Ms. Troy expected her students to conduct themselves with poise, clarity, and consideration in their presentations and in their service to the public. Her curriculum seemed very much in line with the focus on *character* in both Lerner's model of PYD (2008) and Dr. Butt's view of PYD as encouraging "the development and acquisition of youth assets in multiple contexts and environments" (Butts, 2005). Mr. Milner's class also utilizes a unique context for skill acquisition, music. Ms. Marlow's class stressed

both behavioral and academic assets, while Mr. Rand's class was a strong example of a practice that stresses perseverance, service, and cooperation.

The Five C's: Connection

All of the classes I observed displayed positive student-teacher and student-student *connections* and two curriculums even established a positive student-community *connection*. The pro-social norms displayed in the classroom behavior seemed to foster a *connection* of teamwork throughout the classes. Ms. Troy's First-Aid instructor curriculum prepares her students to work in teams of two, three, and four to deliver classes to the staff at the school and within the community, allowing her to promote all three of the *connections* noted above. Mr. Milner's band and choir also perform for graduations, assemblies, and public events in the community, promoting unique *connections*. These two curriculums in particular align with the SDR's definition of PYD that promotes bonding. Programs that use bonding strategies mixed with skill development have been show to be effective interventions for adolescents who may be at risk for antisocial behavior (Dryfoos, 1990; Caplan, Weissberg, Grober, Sivo, Grady & Jacoby, 1992).

The peer culture of the school also fosters student-to-student *connections* that many might think difficult for a youth correctional setting with a variety of rival gang affiliations. I observed numerous examples of students correcting their peer's behavior, before the teacher had to intervene. The notable example of the Mr. Milner's drum leader defusing a conflict with his bass drummers, just on the periphery of Mr. Milner's perception, revealed a culture that fosters student centered goals and teamwork. Mr.

159

Rand's class contained specific curriculum elements designed to help students create questions that will aid their peers in solving a problem, and heavily relied on collaborative strategies in pairs and groups. Ms. Marlow requires her students to work collaboratively in labs, and her class supports student self-expression and celebration.

The Five C's: Confidence

All of the teacher's practices demonstrate curriculums designed to foster *confidence* in the students' ability to learn and make the right choices. They are allowed to make mistakes, as long as they learn from them and every student is required to get involved in the learning process in some form. Their practices seem to all align with the SDR's definition, presented in Chapter Two of their report, of PYD as programs that foster self-efficacy: "The perception that one can achieve desired goals through one's own actions" (Berglund, p.5). The classes also demonstrated "techniques to change negative self-efficacy expectancies or self-defeating cognitions" by directly promoting positive learning environments (p.5). Many studies have show that personal goal setting is positively impacted by a strong feeling of self-efficacy (Bandura, 1993, 1986) and others have found a strong correlation between the strength of perceived self-efficacy and higher goals (Locke, Frederick, Lee & Bobco, 1984). Studies have also indicated that problem behaviors can be mediated for youth who have a positive attitude toward their own self-efficacy (Hawkins, Lishner, Catalano & Howard, 1986; Holden, Moncher, Schinke & Barker, 1990).

In Ms. Troy's class I watched students encouraged to "use their big man voices" and demonstrate skills that were very foreign to their lives. Her students must wrestle

with the difficult challenge of public speaking and will get immediate feedback from

their work. In class, Ms. Troy and Mr. Milner both deliberately create a curriculum that

develops confidence through practice, genuine student feedback, teacher feedback, and

self-evaluation. The performance component is the key to creating the stage for the

development of this skill. Ms. Marlow's classroom also fosters confidence as students

are called upon to complete high level skills through consistently high expectations and

deliberate and consistent procedures. Mr. Rand's class is designed to get all students to

become critical thinkers and presenters who learn to form questions that will help their

peers, and in turn themselves, learn.

The Five C's: Caring/Compassion

The SDR's definition of PYD looks at components of *caring* and *compassion* that

align with what was observed in all of the classrooms. In Chapter Two of their report,

they identified one key component, promoting bonding, as fostering: "the emotional

attachment and commitment a child makes to social relationships in the family, peer

group, school, community, or culture" (Berglund, p.2). This type of bonding seemed

apparent in all classrooms. Bonding has been found to be an important factor in creating

social connections, building motivation, and fostering adaptive responses to change

(Ainsworth, et al. 1978; Bowlby, 1982, 1979, 1973; Mahler et al., 1975). The data in this

study reveal an abundance of opportunities for bonding with peers, the school and the

community at large. Students were consistently directed to work together in pairs and

groups, small and large. The opportunities for performance work in the community

definitely made these teachers' practices examples of PYD. The SDR's definition of

PYD as seeking "empathy, respect for cultural or societal rules and standards, a sense of right and wrong, or a sense of moral or social justice" seems to also have been evident in all classrooms (p.5). Each of the teachers in this study intended specifically to support the peer interventions observed that established clear expectations of just behavior and produced excellent results.

It might also be helpful to frame this aspect of PYD with the extensive research of Nell Noddings as it applies to caring in the classroom. Noddings identified four major components of moral education: modeling, dialogue, practice, and confirmation (1992). She also explains that modeling of good caring is "vital" to achieve that moral development (p.22). She explains the importance of showing "how to care in our own relations with cared-fors" (p.22). The other important factor in modeling caring is that a child's ability to care may "be dependent on adequate experience in being cared for" (p.22). If this is correct, then surely the students at Ridge View Academy greatly benefit from the modeling of caring that I observed in all of the teacher's classrooms. Each of the teachers was passionate about their intentions and expressed a strong desire to better the lives of their students in their intentions. They all put in long days, dedicating themselves to a largely neglected population.

Noddings identified two types of care that I observed in this study: caring for self and caring for strangers and distant others (1992). This study depicted numerous examples of adolescents caring for themselves in all of the classrooms. All students were held to strict norms and behavior that fostered academic achievement, even with a population of students who typically have seen little academic success. Noddings' ideas

162

of caring for self in respect to the occupational life are also relevant: "any project or task that fully occupies us; that is, it refers to something that calls forth our wholehearted energies" (1992, p.85). The students in this study displayed strong caring in the effort and energy displayed in their tasks. The fact that all the classes fostered student interactions in the maintaining of the school norms and behavior, collaborative work, and/or student presentations, seems to well represent Nodding's view of caring for distant others (1992). Many of the students in the classrooms observed in this study have rival gang affiliations, making the distance between them truly cavernous. The fact that all of the teachers had well-functioning, supportive and successful classrooms must truly be an extreme example of caring for distant others that few may have thought possible with youth correctional students.

Noddings also explained that a true caring encounter requires that the carer is open to what the cared-for is saying and might be experiencing and is given time to be able to reflect on it (1992). The cared-for also has to experience motivation displacement where they feel that they are being cared for and then produce a caring response in recognition (1992). The classrooms in this study displayed all of these aspects of caring in Noddings' framework. The teachers, all role models in their own rights, displayed numerous examples of caring encounters with their students. Mr. Milner's success with a challenging student, described in Chapter Four, was especially poignant in the display of a caring. He lowered his body to the student's side and worked with him one-on-one, providing consistent positive encouragement, until the student exclaimed: "I think this is the most I've learned in any class, ever. I never really understood how to read music, but

163

now I think understand." His smiling face and animated gestures displayed his recognition for being cared for and his empathetic response. This study depicted many similar caring experiences with each of the teachers under Noddings' frameworks.

What are the Intentions of PYD teachers?

During the interviews and conversations with the participants of this study many commonalities in their intentions were discovered. Despite the differing curricular goals of each of the teachers, the language they used in their goals for social development and character development was remarkably similar. Many phrases they used were even exactly the same. As described in Chapter Four, I found three major common features in the four teachers' intentions: 1. Teachers don't just want students to learn the subject matter, they want them to become productive members of society. 2. Teachers have high expectations that all students can learn and succeed, despite their differences or backgrounds. 3. Teachers' early life experiences have largely shaped their views of adolescents.

Productive Members of Society

Ms. Troy's choice in curriculum alone is indicative of her intentions. The idea of correctional youth providing First-Aid certification in the community seems strikingly incongruent with their pasts, yet it clearly reflects the aspects of community involvement that have been proven components of PYD programs that promote "positive interactions between, family, school and community" (Lerner 2005). She explained her explicit intention to help her students make "better choices" and learn "life skills" that may come through learning about health and training people in First-Aid:

When they sit down with their families and are eating a meal, I want them to make good choices. When they go on a date, they're making good choices because…some things they may not do, just because of what they have learned in my class.

The idea of "what they may not do" is especially poignant for correctional youth.

In our second interview, I asked Ms. Troy whether she though that the skills that her students learn elevate their sense of self-worth and their ability to succeed in other areas:

Oh yeah, because, again, some of the things we do, they can see their success. The tasks and activities that we do in class to learn the knowledge…they are making 100's, they are making A's in their assignments and activities. A lot of the activities, they're working together, but for them to get an A on an assignment, wow, they get excited, but they put the answers down, even though we might have worked on it together or wrote the answers down in the notes, I think if they've done the work, the need to get the grade and even if it is just an in class activity, if you give them a grade, it makes them feel so much better about themselves and they can see the evidence, where if you just make them take notes, don't give them any A on their notes, or an A on their activity sheet, or while watching a power point, they think <student voice> *well, all we do is take notes in here and they're going to be whining and complaining*, but when you give them a grade, they see that and they can write it in their assignment log and that makes them feel good.

It seems that Ms. Troy's intentions are clearly aligned with a PYD framework as she uses success and the acquisition of skills to motivate her students to be better citizens much like the component of *Competence* promoted by Lerner (2005).

Mr. Milner also clearly wants his students to become "contributing members" who can think and create. He wants his students to learn the subject matter, but also to become better in their self-control, critical thinking, study skills and self-advocacy skills:

I try to educate, train and equip my students so that they can be successful in the future. I try to help them develop the fifteen character traits [Peace4Kids] so that they can control their behavior. Once they can use and apply these traits, they can abide by the rules of society and become contributing members.

165

Mr. Milner feels that focusing on character helps his students become better

members of society. His goals seem to support the research by Lerner that shows a focus

on character development to be beneficial to a healthy adolescent period (2005) as well as

Dr. Butt's research on the positive benefits of healthy relationships (2005). The findings

from the Social Development Research Group (SDR) also defined PYD programs, in

Chapter Two of their report, to foster pro-social norms described as "healthy beliefs and

clear standards for behavior that minimized health risks and supported pro-social

involvement" (Berglund, p.7). There also has been ample research to indicate the

positive effects of utilizing older youth to communicate healthy standards, encourage

youth to make commitments for positive behavior to peers and mentors (Hawkins et al.,

1992; Hawkins, Catalano et al., 1992). I found Ms. Troy's curriculum that focused on

"healthy choices" to be a unique example of a program that minimizes health risks to

both the student and the community. The peer culture observed in all of the classrooms

also seemed to be highly supported by the research.

Both Mr. Milner and Ms. Marlow also want their students to learn academic

skills. Mr. Milner explained his expectations this way:

> As far as music goes, there are so many different skills involved in making music:
> English, math, philosophy, language arts, spelling, history. I try to expose
> students to all of these and music is a universal language, music relaxes, focuses,
> concentrates and gives them a sense of accomplishment when they learn to make
> music. Performance is such a difficult task. Some of my students are pretty shy
> and I try to help them out of their shells.

Ms. Marlow exhibited a unique perspective with her obvious intentions to help

her students "be successful" and teach them how "to handle [themselves]." She looks for

her students to learn about themselves and wants to help them break down their own

barriers to learning. This approach seems to be supported by the research of Lerner into

the importance of building *confidence* (Lerner 2005) as well as the SDR's definition of

PYD (In Chapter Two) as promoting "self-determination" or strategies that "sought to

increase youth's capacity for empowerment, autonomy, independent thinking, or self

advocacy…the ability to think for oneself, and to take action consistent with that

thought" (Berglund, p.5). She wants all her students to become self-learners and work

against any disability. She intends for her students to "learn from their mistakes...make

corrections…and grow from it in a positive way."

Ms. Marlow also shows that a PYD framework also aligns with academic

intentions. Her students learn the standards of science and are asked to perform

mathematical and scientific skills at a high level typical of any regular high school

student. This aspect of her intentions definitely aligns with the cognitive *Competencies*

in the SDR's definition of PYD as well as research that supports academic competencies

as important adolescent developmental assets (Gardner, 1993; Zigler & Berman, 1983).

Her example seems to show that PYD can support intentions for both academic and

behavioral outcomes.

Mr. Rand also clearly wants his students to steer their lives towards a positive

direction as well:

> My intentions are to be able to prepare them to be contributing members in the
> twenty-first century workplace. I teach language arts and literacy and one of the
> emphases I want to provide for them is how to be successful in college, or if they
> choose to go to trade school, how to be successful in trade school. I try to give
> them the strategies and skills I know are necessary to compete.

In all the teachers in this study I found a strong confidence in their ability to reach children who have had difficult lives until now. Mr. Rand, perhaps, summed it up best when he explained why he works at a PYD school for correctional youth:

> Because I think it works. I've worked in public education before, and there's so many varying factors, lack of parental involvement, socio-economic influences…there's so many different contingencies. A lot of theses kids fall through the cracks. Here, at a school that does use Positive Youth Development, we have a system to hold the students accountable and the students also receive a lot of support not just emotional and academic support, but behavioral support as well, and I know the program works firsthand and that's why I choose to keep working here, in spite of the challenges.

High Expectations

There has been a growing body of evidence that high teacher expectations are critical to the success of adolescents (College Board, 1999, Reeves, 2008). One recent study that seems especially relevant to the teachers at Ridge View Academy is Karin Chenoweth's book *It's Being Done: Academic Success in Unexpected Schools* (2007). This book presents case studies of high-minority, high poverty schools that provided effective learning by promoting high teacher expectations, excellent instruction, effective leadership, and intense commitment by the teachers. Furthermore, there is also ample evidence that teachers often lower expectations for minority students (College Board, 1999). Nowhere is it more important perhaps to combat problematic viewpoints of teachers when it comes to expectations than in a correctional facility. If these students are ever to have a chance to succeed academically, it will only be if their teachers can consistently expect high performance for all of their students. In all of the teachers I observed and interviewed in this study, I noticed a consistent theme of high expectations applied universally to their students.

168

Ms. Troy expects every student to become an instructor in her class. She holds this expectation regardless of a student's ethnicity, background or past. She has a firm belief that she will reach each child. Mr. Milner develops his AVID class to deliver a curriculum that is designed to create critical thinking and college readiness for a population of students whose family histories do not include much academic success. Mr. Milner also believes that every student can perform, sing and play an instrument and that they will be expected to gain an academic understanding of music as well as to be able to perform it.

Ms. Marlow's classes displayed an impressive attention to state standards, disciplined behavior, and the acquisition of challenging skills and processes. She looks at her students' previous difficulties as barriers, often self-imposed and she believes it is her challenge to find the capable student she knows is inside all of them. This view, is consistent with the aspect of PYD that Lerner (2005) described that seeks to find a framework different from the traditional deficit model of adolescent development, one that looks at students as broken or in danger of becoming broken (Benson, Scales, Hamilton, & Sesma, 2006). She doesn't look at her students as broken, instead she visualizes a highly productive inner-self for each of her students that's functional, but one that has barriers to overcome, if she can get them to believe in themselves and learn about how they learn.

Mr. Milner believes that every student who walks into his class will be able to sing, march, or play an instrument. Even with a challenging high school population, he expects all of his students to learn, practice and perform. He expects them to work as a

team, self-correct their own behaviors, and learn music theory. His entire band program made up of youth offenders is testament to a vision of adolescent development that truly stresses the positives of PYD.

Mr. Rand's confidence and exuberance is inspirational. His clear belief that his students can learn, given the opportunity to become self-learners seems very powerful. His positive intentions are perhaps made most clear by his desire to "teach his students to fish" as they foster cognitive competencies found by the SDR (Chapter Two) to be an integral part of PYD: "cognitive abilities and processes, or outcomes, including academic performance, logical and analytical thinking, problem solving, and decision making" (Berglund, p.4). These competencies also were found to increase a student's commitment to school (Gottfredson, 1988; Johnston, O'Malley & Bachman, 1985) and poor academic behavior has been found to be a negative risk factor for adolescents (Holmberg, 1985; Jessor, 1976; Robins, 1980; Tolan & Guerra, 1994). It seems clear that Mr. Rand's explicit cognitive training is an important part of the success of his students.

As a rule I found all of the teachers have high expectations for student behavior that the SDR found, in Chapter Two of their report, to be important in promoting Behavioral Competence: "skills and provided reinforcement for effective behavior choices and action patterns, including nonverbal and verbal strategies" (Berglund, 1998, p.4). These expectations were realized in practice by the norms and procedures in all of the classrooms I observed, further validating the teachers' frameworks as PYD. Maslow described safety as the second lowest level of need that has to be satisfied before self-actualization, in his 1943 paper, *A Theory of Human Motivation.* This hierarchy indicates

170

that a sense of safety is a critical baseline to any kind of growth. The safe and productive

learning environments exhibited in these classrooms promoted remarkably high

behavioral expectations that resulted in strong student engagement.

Early Experiences Shape their View of Adolescents

Ms. Troy described herself as an eagle soaring above, guiding her students to new

places and better directions. This image seems to be a natural evolution of her early

enthrallment with the profession of teaching and the image of her conducting class with

her dolls as a child. She has always wanted to be a teacher and loves helping people

learn. This early passion for teaching eventually grew into her career.

Mr. Milner's own story, one of remarkable success from humble beginnings in

rural Mississippi, seems to drive him in his efforts. He noted the example of his barely

literate but hard-working grandfather as an inspiration to get a good education and make

something of himself. He also noted his father's drive for his son to get a good

education, no matter the effort required. Ms. Marlow also looks at her students with a

special education lens, because she knows what it is like to struggle with a learning

disability herself.

Mr. Rand also struggled as a learner and came to the profession later in life, but

found the job highly rewarding, as he enjoyed success. Although he explained that he

had early enthusiasm for his subject as he "always loved to read and write," he struggled

with his early academic career and his direction in life. He explained to me in our initial

interview that he came late in life to teaching and struggled to find direction in life. He

also describes himself as a "non-traditional" student that his students could learn from. In our second interview, I asked him to elaborate on this:

> I wasn't an ideal student. My senior year, I had like sixty unexcused absences. I didn't get my bachelor's degree until 1995. So, I think that example for the kids of perseverance and the fact that you can make mistakes early in life and recover and still find your groove and still be a contributing member and work for the greater good.

I asked him if his past experiences affect his view of his students: "Oh, without a doubt. It helps remind me that whatever problems they might have or barriers to learning, they can be broken down. I know it from my own case." Mr. Rand's belief that all students can learn is reinforced by his own difficulties with learning and life. He clearly explained that he wants "to prepare them to be contributing members in the twenty-first century workplace" and "how to be successful in college, or if they choose to go to trade school, how to be successful in trade school." Unlike the view that adolescents are broken or at risk, Mr. Rand sees only opportunities and is confident he can help shape positive members of society.

How are those Intentions Realized in the Classroom?

Chapter Four described common themes in the four teachers' practices in the structural domain: 1. Each teacher's classroom operated in a manner that placed a great emphasis on the student as a performer, a presenter, or an active participant. 2. Each teacher's role most closely resembled a facilitator or guide and less often a lecturer. 3. The commonly held, peer enforced behavioral norms in each classroom helped create a productive learning environment. The following section will look at these processes: behavioral, academic, and performance-based, in light of PYD and classroom research. I

172

also hope to further explain my first question, "What does PYD look like in youth correctional setting?"

Productive Members of Classroom and Community: Performers, Presenters and Active Participants

In all of my observations, I noticed that the common intention for the teachers to produce productive members of society was played out in the roles of the students in the classroom. One commonality is that all teachers placed a premium on the ability for their students to demonstrate their knowledge and skills. No students were allowed to be along for the ride. Each member was encouraged to be a contributing member in collaborative groups, paired presentations, lab groups, or even performing for entertainment and service to the school and community at large. This study found these common themes to be very important in promoting student engagement and the acquisition of content.

A recent study of high schools students concluded that when students are engaged in active exploration, retention of learning is increased (Cushman, 2006). If this is true then what I found throughout my observations of the four classroom teachers is that each of the teachers achieved high performance from their students as well as enhanced retention. The pacing of the classes was fast and demanding and seemed to align with the SDR's definition of PYD in fostering cognitive competencies found in Chapter Two of their report: "to influence a child's cognitive abilities, processes, and outcomes, including academic performance, logical and analytical thinking, problem-solving, decision-making, planning, goal-setting, and self-talk skills" (Berglund, 1998, p.5). All

of the teachers fostered these components. The SDR's definition of PYD that explains

self-determination was also present in all classrooms: "to increase youths' capacity for

empowerment, autonomy, independent thinking, or self advocacy" (p.5). The classrooms

observed also corroborated research on resiliency that PYD is based upon that shows that

the reduction of risk impact, the reduction of negative behavior patterns, the creation and

support of self-esteem and self-efficacy, and the creation of opportunities can be

protective mechanisms for adolescents (Rutter, 1987a; 1985). It seems that the active

learning strategies and performance evidence in these classrooms support a

PYD framework.

     Ms. Troy's and Mr. Milner's students were given the ultimately real opportunity

to perform their curriculum for an audience while Mr. Rand and Ms. Marlow stressed

independent thinking, planning, and logical and analytical thinking, as well as presenting

and participating in collaborative work. All of the teachers required their students to

work collaboratively in a way that has been shown in the research to promote positive

interdependence, including mutual goals, shared rewards, combined personal and tangible

resources, and role interdependence (Johnson & Johnson, 1994). Marzono's research

also indicates that "of all grouping strategies, cooperative learning may be the most

flexible and powerful" (2001, p.9). It seems that all four teachers are both an accurate

description of PYD as well as effective practitioners in respect to the active,

interdependent learning in their classrooms.

Motivated Role Models: Teachers as Facilitators

If I'm not modeling that positive attitude and that positive behavior, then how can
I expect my students to do that and so all of those things to empower youth is to

174

invest in what you know into them and hopefully in turn you're going to get results because if you model to them good character traits, good caring about other people, caring about themselves, show them that you try to educate yourself regularly and show them the importance of education…then hopefully, in turn, they will want to be educated themselves. –Ms. Troy

The extensive research of Dr. Lerner found pro-social adult relationships to be important to adolescent development (2005). Dr. Butt's own research into PYD found contact with pro-social and caring adults to be a common component among the PYD frameworks he studied (2004). Research has found that teachers can promote youth development in schools if they create positive relationships with their students in the classroom, especially high-risk students (Shinn & Yoshikawa, 2008). In light of this research, it seems clear that the teachers in this study accurately demonstrate PYD classrooms.

Ms. Troy's metaphor describing herself as a far-seeing eagle represents her view of herself as a role model as well as a leader. Mr. Milner's own life as a successful educator, pastor and former Colonel in the U.S. Army casts an impressive model for his students. I found all of the teachers in this study to be as hard working themselves as they were demanding to their students. Students in all of the classes displayed excellent listening skills and followed directions well. Even if they required some redirection, the results were consistent and the objectives of the teachers seemed to be generally well met.

I found Ms. Marlow happy birthday song to be especially poignant. Her students sang to her with enthusiasm and joy that revealed to me their deep respect and admiration for this hard working adult. The fact that she allowed some slang, encouraged her students to smile and exhibit joy in their learning, all seemed to help her as a positive role

model. Her extreme attention to detail, order and structure also stands as a positive

example of how to deal with difficult learning tasks

    Mr. Rand's class was filled with directions that he was "here to help" and he often

repeated versions of phrases like "It's o.k. fellas" and "I know this is hard, but you can do

this." His positive demeanor seemed to help the excellent discipline and positive

behavior from his students that I perceived in his classroom. His classes were often

excruciatingly slow in respect to arriving at conclusions, as he pushed and probed his

students to wrestle with problems and adopt innovative thinking approaches to help their

peers. He also clearly expressed his belief in himself as a facilitator. Both Mr. Milner's

and Mr. Rand's boundless energy and constant animation also presented an excellent

model of passion for their subject matter. Mr. Rand, perhaps best, summed up his role

with this statement: "I try to give them the benefit of my own experiences because I'm a

non-traditional teacher. I was a non-traditional student. I try to give them that

background information, because I want them to understand it's possible." The very fact

that he has found his calling late in life drives him to be a better example for his students.

    All of the teachers in this study work nine-hour days with some of the most

difficult students in the State of Colorado. I never heard anyone say they were here for a

paycheck or that they were just particularly good at their subject matter. They all wanted

to make a difference. This example of service and perseverance seemed to create a

powerful *caring/compassionate* relationship shown to be critical to PYD frameworks

(Lerner 2005).

Common Rules and Norms

All of the classrooms in this study displayed a deliberate approach to classroom management and the support of school-wide pro-social norms. Although each teacher had a slightly different approach to norms and behavior, there was remarkable consistency in the use of a behavioral system common to Ridge View Academy. Although this study is not intended to research the behavioral system of the school, just individual teacher's practices, it was obvious from my classroom visits that there is a well-established behavioral culture in the school.

Students are expected to be on "no-talk" at certain times and in certain areas of the school. I observed this norm being adhered to consistently as students entered the classroom, or when someone is addressing the class, or whenever the teacher needed focus and concentration from his or her students. Whenever a teacher, or a student leader, called out the words, the result was swift. Sometimes a student would need a reminder, but more often than not, the students would correct each other. The teacher looked at these mistakes as opportunities for students to learn.

This behavioral norm, along with raised hands (when needed), clear and appropriate address, and pro-social interactions all support the definition of PYD from the SDR, in Chapter Two of their report, that promotes effective "nonverbal communication (through facial expressions, tone of voice, style of dress, gesture or eye contact) and verbal communication (Berglund, 1998, p.4). The classroom norms observed also align with the pro-social norms found by the SDR to promote "healthy beliefs and clear standards for behavior through a range of approaches" (Berglund, p.7).

I observed a strong consistency with disciplined behavior, effective student focus, and clear expectations in all of the classes.

The classes also fostered strong recognition for positive behavior found by the SDR, in Chapter Two of their report, to define a PYD program. This component has been described as "the positive response of those in a social environment to desired external behaviors of youths" (Berglund, 1998, p.7). Social learning theory has long touted the benefits of positive reinforcement (Bandura, 1973; Akers et al., 1979) and shown that social reinforcers from society, peers, families, and schools positively impact behavior (Akers et al., 1979). Ms. Troy not only makes sure to focus first on the positive aspects of her students' performances, she directs her students to give positive and constructive feedback to their peers and to constructively critique themselves. Mr. Milner utilizes consistent praise when working with his students one-on-one and seems to know which students are most in need of that praise and encouragement. Ms. Marlow also consistently recognizes positive responses and interactions as her students master skills. I also observed Mr. Rand consistently utilizing a variety of praises for his students as they persevere in their individual cognitive development. Phrases like "good job" and references to student's "fine work" rang out at a high frequency in his classroom.

Learning How to Learn: The Curricular Domain

In Chapter Four this study depicted and evaluated an overriding theme found in each of the four teachers' classrooms: Each teacher purposefully developed a curriculum designed to foster a focus on a learning process. In this Chapter, I will evaluate collectively what I observed from the four teachers around this theme. All of the

Teachers in this study deliberately placed a strong focus on the learning process and not just the content. I observed very little lecturing in my over twenty hours of observation in the four classrooms at Ridge View Academy. Most students were led to cognitive and skill-based processes in a step-by-step, well thought out, manner. Ridge View students were held accountable for producing and demonstrating their skills and abilities, giving each teacher the opportunity to hold every student to high standards.

Ms. Troy's class centered around a performance skill that served to teach others. She followed the idea that if you really want to learn something, teach it to someone else. Her students became aware of the learning process in a role-reversal where the student becomes the teacher. It seemed to be a highly effective method for teaching the learning process by actively engaging in it.

Mr. Milner also has a performance component that focuses and directs his students positively. His students must work in highly intricate collaboration within a band or choir. His scaffolded approach to musical skill and his intimate understanding of each student and their challenges was shown to be highly effective in promoting learning, even for students who have had little success in the past.

Ms. Marlow's class also displayed extremely well-planned procedures and organization that was designed to foster the academic success I observed in her classroom. Her students systematically learn science lab procedures, scientific method, and mathematical processes as she seeks to overcome their barriers to learning.

Mr. Rand's AVID class is perhaps the strongest example of promoting learning how to learn. His curriculum is explicitly designed to generate and test hypotheses, just like Ms. Marlow, that have been described by Marzano as "one of the most powerful and analytic of cognitive operations" (2001, p.103). He utilizes powerful questioning to push his students toward divergent thinking, form hypotheses, make connections, and challenge their previously held views. These procedures have been proven in the research to be effective teaching strategies for engaging learners (Clyde & Hicks, 2008). His students examine their own thought processes and those of their peers as they work to become strong critical thinkers and problem solvers. He pushes his students to use high-level analytical and inferential questions, as opposed to low-level, factual ones, which the research indicates is effective in increasing learning (Marzano, 2001).

What is the Significance of Studying the Practices of PYD Teachers?

This study organized the themes observed into three categories: the *intentional,* the *structural* and the *curricular*. These three categories will be used again to frame an explanation of the significance of this study for youth correctional education. I will also comment on the significance for education in general. Again, Eisner's third question, *What ideas, concepts, or theories can be used to explain its features?*, will be used to frame the discussion.

Significance for Youth Correctional Education

Chapter One of this study established a need for new ideas in youth corrections. Research was shown that revealed steadily rising costs for incarceration of juvenile offenders in America (Pierce, Yondorf 1989) and at the State level (Barton & Coley,

1996). The study also established the poor performance record of youth correctional

programs to rehabilitate their offenders or to promote academic success (Butts, 2005).

There has also been a worldwide call for new approaches and directions for justice in

general, specifically an interest in the concept of restorative justice (Sawatsky, 2007).

One of the relatively newer approaches to youth development is PYD which has been

based on a wealth of evidence of frameworks that have been shown to promote positive

adolescent development especially with high risk adolescents. (Butts, 2005). There have

been no qualitative studies done on youth correctional facilities that function also as

public charter schools and use PYD as a framework. Because of this lack of research, I

feel that this study is valid as it seeks to answer the first research question: What does

PYD look like in a Youth Correctional Setting? I hope that the descriptions of the

classroom practices of teachers and thematic evaluation accurately present this little-

known environment to the education world, so that more people can be made aware of

this paradigm.

This study also stands to support current research that further debunks the

fatalistic idea that nothing works in youth corrections (Shrum, 2004). Ridge View

Academy's success rate alone in reducing recidivism and promoting academic success

stands as a testament to the fallacy of the idea. By delineating the practices of PYD

teachers in detail, I hope this study has helped flesh-out the workings of this successful

program. Specifically, this study has found four common themes in many of the

intentions, structures, and curriculums of the teachers in this study.

I also hope that this study begins to build a body of evidence that recognizes Ridge View Academy as a youth correctional, educational facility that utilizes a PYD framework and further informs the model.

The Intentions

All of the teachers in this study displayed a consistent positive outlook for student performance and behavior confirming research that shows positive beliefs and high expectations promotes student success (Chenowith, 2007). This study indicates that these beliefs and intentions can effectively be used with correctional youth, a typically underserved demographic in American education. Evidence also indicates that these beliefs and intentions can benefit students both behaviorally and academically. This study should promote more funding and research into the use of PYD for correctional youth.

The Structure

The physical structure, the roles of the teacher, and the behavior and discipline of the classrooms in this study had many commonalities that have significance for youth correctional education. The classrooms and curriculums were highly organized in ways that reflect more traditional learning academies, not what one might expect for correctional youth. What wasn't in the environment: bars, weapons, prison uniforms, restraining devices, or other reminders of prison, is perhaps as revealing as what was. The classrooms of these teachers were deliberately designed to be vibrant and traditional learning environments, free from any reminders of incarceration. The rules and norms were designed to foster good listening skills, attention and productive outcomes. The

curriculums were deliberately designed to foster skill development and pro-
social development.

The classrooms presented are innovative examples of correctional classroom that
can be replicated, in part or in whole, and further studied for their effectiveness with
correctional youth. The success of the students recorded in this study suggests that future
correctional models that intentionally create an academic environment should be
designed and evaluated. The depictions should also instigate further research and new
ideas into how to structure correctional educational programs that stress academic
achievement and positive behavior through a PYD framework.

The Curriculum

The wide array of skills that were intentionally and structurally developed in the
classrooms observed in this study revealed that PYD can take many forms and that skill
development can be successfully integrated with pro-social behavior development, even
for correctional youth. Often, this study revealed that it wasn't what the students learned
that was important, but how they learned it. The teachers consistently showed a
curriculum that developed processes in a way that helped the students learn how to learn.
Still, the evidence, especially from Ms. Marlow's practice, indicates that the curriculum
can indeed be used to address common academic standards as well as performance.
Hopefully this study will encourage educators to explore a wider variety of academic and
vocational skills to promote Positive Youth Development.

The findings suggest that new curricula derived from PYD frameworks should be
continually explored that will help correctional youth develop skills and assets that

motivate them to learn, be better behaved, and make changes in their lives. They also suggest that the focus and concentration fostered by skill development that can be utilized to benefit the school and community is a very valuable approach in correctional education. I hope that new ideas and approaches for correctional youth that help them interact and demonstrate valuable skills in the community will be explored as a result of this study.

Significance for Education in General

To describe the significance of this study for education in general, it is first important to note that much of the intentions, structures, and curriculum of the PYD teachers in this study are also best practices for education in general. In fact, one solution to correctional education might be as simple as treating them the same as other youths, at least in certain aspects. This could be analogous to the popular least restrictive environment which is currently used in Special Education.   By deliberately creating a pro-social environment with peer monitoring, strong norms and established procedures, the teachers in this study have proactively attended to many of the negative behaviors that plague other correctional facilities. Throughout the more than twenty hours of observations of the classrooms, I observed no fights, no bullying, very little negative behavior, and almost no defiance towards the teachers. It would seem from this study that attention to the details of social interaction and student expectations, sweating the small stuff, if you will, effectively eliminated the more dangerous problem behaviors, allowing the students to engage in learning modes that many of them have never experienced before.

184

There also clearly were positive benefits associated with treating a correctional youth just like you would any other student in America, at least as much as possible. The fact that not all criminal behavior is adjudicated in our society makes it logical to assume that many classrooms around the country and the world contain students that could parallel the demographic of Ridge View Academy students. Therefore, the intentions, structures, and curriculums of the teachers in this study would most likely be appropriate for high-risk students in any regular classroom. This study further proves that positive behavioral and cognitive gains in any classroom can be tied to curricula that demand demonstrations of performance, active learning, pro-social norms, and present positive adult role models. It also reinforces the positive effects of a teacher's beliefs and expectations, important to all students regardless of their backgrounds.

Further Research

There clearly is still a need for more research into Ridge View Academy's model. Aspects of the school outside of the classroom should be explored and evaluated in how they promote the positive effects observed in the classroom. It would be interesting to explore how RVA teachers are trained to develop the PYD framework they use with their students. It would also be elucidating to see how this model could be replicated. There are other facilities, operated by Ridge View Academy's parent company, Rite of Passage. A look at the commonalities and differences among these programs could bring to light many new approaches and refine many new common themes. It would also reinforce this research if it could be shown that this model, at least in parts, could be replicated with new facilities.

It also would be revealing to look into the experiences of the students as they perceive it. Examining the lives and histories of RVA students could also help to determine how learned skills and assets reflect each student's individual needs. Matching the teachers' beliefs and intentions for their students with the students' views of their skills and needs would be very valuable in determining good practices for teaching correctional, educational youth. Because of the breadth of this data and the confidentiality laws that protect the juveniles in this facility, these ideas must be left for future research.

Closing Comments

Youth Corrections in this country and around the world should consider adopting aspects of PYD in their programs for further study. For too long, youth offenders have been warehoused or punished in poorly constructed programs not based on sound research. Since PYD has been show to be an effective mode of rehabilitation and academic and social development, all people who work with at-risk youth should consider the positive benefits it has to offer.

I hope this study is an inspiration to all adults who work with adolescents to look at the glass as half full and not half empty when determining adolescent expectations and developing programs for their futures, regardless of the mistakes they have made or the human inclination to punish those who have done wrong.

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Appendix A

Interview Questions

1. Why did you decide to become a teacher?

2. How would you summarize the concept of Positive Youth Development?

3. What training have you received in Positive Youth Development?

4. Why have you chosen to work at a school that utilizes Positive Youth Development as a framework?

5. What are your intentions for your students? How do your beliefs of adolescent development affect your intentions?

6. Do you believe that your view of adolescent development affects your practice? If so, in what ways? If not, why not?

7. What do you find most rewarding in your work?

8. What do you find most challenging in your work?

9. What metaphor would you use to describe how you think about your practice?

10. Describe your classroom environment:

11. Explain your philosophy of education:

12. Do you have anything else to add?

Appendix B

Second Interview Questions for Ms. Marlow:

1. Does this description seem to be an accurate account of your practice?

2. When I observed your teaching, I noticed a lot of animated behavior and even a good-natured use of slang and a lot of animated student self-expression. At the same time, your students seemed to be very focused on learning. Is this the kind of "joy" in learning you spoke about fostering in our initial interview? Is this learning environment typical for your classes?

3. Do you have anything else to add?

Appendix C

Second Interview Questions for Mr. Milner:

1. Does this description seem to be an accurate account of your practice?

2. Tell me a little bit more about your intentions with [student in vignette 2 of pg.125] who you worked intensively with and responded with great enthusiasm at his success. Where you aware of this student's particular challenges. Did you achieve your intended effect by working with him?

3. Do you have anything else to add?

Appendix D

Second Interview Questions for Mr. Rand:

1. Does this description seem to be an accurate account of your practice?

2. I noticed you spent a lot of time developing learning processes in your class, as opposed to specific content directed at state standards. Is this typical for your class? How do you balance content and process?

3. Is this focus on process important for your students?

4. Do you have anything else to add?

Appendix E

Second Interview Questions for Ms. Troy:

1. Does this description seem to be an accurate account of your practice?

2. How do you think the student performance component of your curriculum benefits your students?

3. Do you think that the skills that they learn in your health class elevate their sense of self-worth and their ability to succeed in other areas?

4. How did your past experiences as student shape your view or adolescents and your intentions for your students?

5. Do you have anything else to add?