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MATURE ADULTS BECOMING TEACHERS
SAILING TOWARD ITHAKA

A Dissertation Presented
by
BARBARA M. SAPIN-PIANE

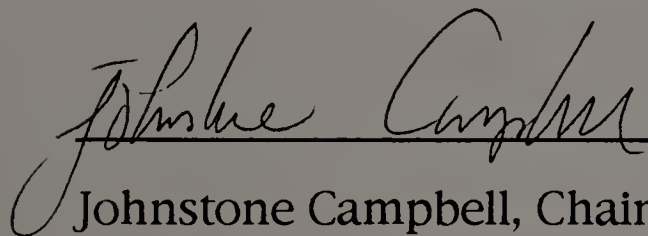
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DOCTOR OF EDUCATION
September 1993

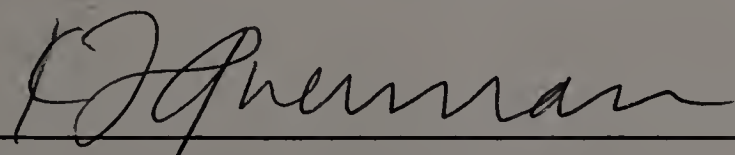
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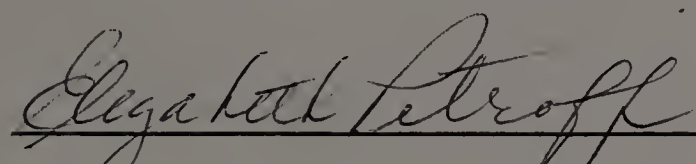
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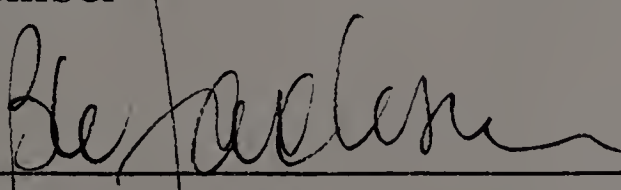
A Dissertation Presented
by
BARBARA M. SAPIN-PIANE

Approved as to style and content by:


Johnstone Campbell, Chair


Kevin Grennan, Member


Elizabeth Petroff, Member


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TO ALL THE INTERNS WHO BRAVELY
HAVE MADE, AND WILL MAKE,
THE JOURNEY
HEREIN DESCRIBED

ACKNOWLEDGEMENTS

It is with the pleasure of remembering the many sources of help and support I have had during my doctoral quest that I here acknowledge the groups and individuals who have made this study possible.

From the first questions to my School of Education mentor, Jane Sibley, through early discussions with faculty and staff concerning graduate study for this non-traditional student, through the playing of the three-act "script" of the process of the Higher Education Program, through the sharing with marvelously individualistic colleagues the variety of classes and informal get-togethers, to the critical yet sustaining seminars on comps and the proposal (persuasively led by Dr. Patricia Crosson) -- at all times, caring and intelligent support has been everywhere in evidence.

Individual guidance from my advisors, Dr. Charles Adams and Dr. Johnstone Campbell, has been challenging and instructive. As Chair of my Committee, Dr. Campbell has shared my sometimes inarticulate wrestling with ideas with positively monastic patience and I do not know how to thank him except to say that the results of the discussions have been eventually joyful. In their own very particular ways, Dr. Kevin Grennan and Dr. Elizabeth Petroff, the other members of the Committee, have given me new worlds to explore for which I am certainly grateful. And to Dr. Gretchen Rossman, for figuratively taking us by the hand into the world of qualitative research, my special thanks for the specific charts she has provided.

Here in the real world of the study, I have been blessed with an Executive Director of the teacher training program about which I write, who is a good friend and a concerned advisor. He, Ralph Galano, his Program Advisors, the Interns, the Board of Directors, and the administrators, faculties and staffs of the participating schools have made “access” to classrooms easy and have welcomed my questions.

Individual friends and family have critiqued various parts of the study as it has progressed. Their questions have resulted in clarification of metaphors, syntax, and positions taken. Chief among these are my brother, Dr. Ralph Miller, an endocrinologist with adventurous spirit who questioned some of my early “maps”; my friend, Donald May, a writer and former editor, who read part of a first draft and encouraged me while I was assessing what I had discovered; and Becky Langrall, doctoral candidate, former intern, master teacher in the Program, and currently my auditor and colleague, with whom discussions of the entire paper have been exhaustive and exhilarating. Comments from the participant interns have been consistently helpful in shaping both the direction and the format of the final paper. (Interestingly, the former interns seem amazed at their own remarkable insights.)

Another collaborator, Linda Guthrie, inspires awe with her ability to transcribe soft, often thoughtfully hesitant, voices, through ringing class bells and difficult acoustics, and provide, in print, for the researcher exactly what she heard in fifty hours of interviews. Her interest in the progress of the interns warmed me on my way and my debt goes far beyond thanks.

Not a collaborator, but a supporter throughout this effort has been my ninety-five year old mother. She knew immediately, when I returned from abroad to manage her household, that I, like all her family, have “itchy feet.” She was not surprised when I embarked on this journey , and has provided such nautical supplies as computer and printer, as well as wishing me bon voyage every few days.

For my husband, John, who married into the middle of this doctoral study, I can only say that the meals you have cooked, the late hours you have put up with, the hundreds of extra commuting miles you have driven so that I might stay at my computer, the crests and troughs of composition you have endured, and the enthusiastic encouragement you have consistently expressed expand for me the definition of love.

ITHAKA

As you set out for Ithaka
Hope your road is a long one,
full of adventure, full of discovery.
Laistrygonians, Cyclops,
angry Poseidon – don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians, Cyclops,
wild Poseidon – you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.

Hope your road is a long one.
May there be summer mornings when,
with what pleasure, what joy,
you enter harbors you're seeing for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind –
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to learn and go on learning from their scholars.

Keep Ithaka always in your mind.
Arriving there is what you're destined for.
But don't hurry the journey at all.
Better if it lasts for years,
so you're old by the time you reach the island,
wealthy with all you've gained on the way,
not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.
Without her you wouldn't have set out.
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.
Wise as you have become, so full of experience,
You'll have understood by then what these Ithakas mean.

- C. P. Cavafy

ABSTRACT

MATURE ADULTS BECOMING TEACHERS:

SAILING TOWARD ITHAKA

SEPTEMBER 1993

BARBARA M. SAPIN-PIANE, B.A., VASSAR COLLEGE

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Ed.D. UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Professor Johnstone Campbell

My research was an eighteen-month study of how mature, college-educated adults (age range 24 - 56, professional experience diverse) transformed themselves from the men and women who entered a small, independent, field-based teacher preparation program in August into effective, state-certified teachers by the following June. The study continued into the next school year, tracing further development of each of the originally selected nine intern teachers, seven in their own classrooms, two, finally, in other chosen roles.

The research was an interpretive study, combining the use of questionnaires, classroom observation, selections from journals, and in-depth interview/discussions with each of the nine participants at four times during the eighteen months.

The interns' own assessments of the time in different classroom settings with children/young adults and experienced mentor

teachers, were that the extensive daily experiences were pivotal in moving them toward a perception of self as teacher. This perception represents an aspect of human development described by Piaget as *décalage*, by Kegan as *the whole becoming a part of a new whole*, by Perry as *commitment in relativism*. *Learning of this depth and human development are synonymous.*

Analysis of reflective comments of participants revealed how each mature intern teacher wove knowledge, attitudes, materials, educational theory, support from his/her mentor teacher, and personality into the unique teacher she/he was becoming. The intensity of the intern experience led the majority of the interns, by the middle of the second semester, to *know* the kind of teacher each would be, to be articulate in discussing her/his approach to teaching in both theoretical and practical terminology, and to display effective leadership in the classroom.

The route to this knowing I call an *epistemology of learning*. This is a study of individuals who *know* what they have learned in such a deep, meaningful sense that they are confident in their *useable* knowledge. The route to this knowing is interactive and collaborative, experiential and theoretical; the resultant learning is deeply meaningful in that it incorporates intellect and emotion as the whole person develops dynamically (Kegan), works through the imbalance of transition to a more inclusive view of the world (Perry), and senses the ego-integrity of a generative self (Erikson).

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PREFACE

The horizons of the various worlds in which I have lived have always been framed with educational institutions, and peopled with students and teachers. I grew up in a small college town in New England, where my father was on the faculty. I spent ten years in Cambridge and Boston, frequently described as "a city entirely surrounded by colleges," where I first began the study of teaching, and considered briefly the nature of learning. But I focused on teaching, first children in high school and junior high, and then on the teachers of those children in an internship program for college graduates who alternated half a year of theory with half a year of practice in the schools.

From Boston, I moved, with my professor husband, to Washington, D.C., to Minneapolis, and back to D.C. Fourteen years later, I moved again (now on my own), to Denmark, to Thailand, and, finally, back to the small college town in New England. Always there was a university on the near horizon, or there were the schools in which my children were taught or in which I was teaching. My own life, however, and large social movements - Civil Rights in the Sixties, the Vietnam War, the Women's Movement - were directing my attention more to kinds of learning that go on outside institutions.

Paralleling these movements were studies in psychology, anthropology, and sociology which were only reinforcing my growing

sense that much of the teaching going on in schools was not very closely related to the kind of learning children, adolescents, and adults seemed to require to live in the fast-changing personal, social and political world around them.

That larger world had been seen as beyond the university, but it was swiftly encroaching on previously isolated campuses, at first blatantly, with campus protests and demands for open university admissions, but actually, and more thoroughly, because the American context for education had changed, almost while no one was looking. The family had changed; the mix of the population had changed - in terms of age, color, and interest; the cities had changed; the rural areas had changed. The schools hadn't changed much. For me, at least, educational institutions had blocked my horizon. As I looked beyond, I realized the depth and breadth of other kinds of learning that were going on, and I realized that most teachers in schools weren't a part of it.

When I returned to my rural/academic town in 1986, and started to work with a very small group of people who were educating mature college graduates as teachers for the local schools, I began to sense that here I could enlarge my understanding of the learning part of the equation of teaching and learning. It seemed that the learning was too frequently taken for granted as long as something called teaching occurred. As I put yet another university - the University of Massachusetts, Amherst - on my horizon, as a doctoral candidate in Teaching and Learning, my own learning

became complementary to, not isolated from, the world of schools in which I worked with the men and women who were preparing to become teachers.

For five years I restudied teaching and learning - through books, discussion with colleagues, lectures, conferences, observation, and practice in new research techniques. I focused particularly on how adults learn to help others (children and adolescents) learn and, finally, I felt prepared to study the nature of learning as it is understood by the individuals who put it all together within themselves. These individuals are the interns who are learning their new profession by being full-time teachers, in classrooms with children and experienced teachers, who guide them and serve as models. They are the participating subjects of my study.

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

During the last thirty years, there has been increasing interest in the complexities of the human mind. Psychologists, philosophers, and educators have become aware of a concept closely aligned to the now familiar patterns of child development studied during an earlier great surge of educational change, from the 1930's to the 1950's. That concept, adult development, embraces aspects of the wide variety of research now being done on life-spanning human development, including biological studies of the brain; on diverse modes of teaching and learning; on the impact of culture on the individual; on human constructions of reality, or the making of meaning; and on varieties of knowing in a multicultural society.

Although some of the researchers involved in the areas of study cited above do not make the connection explicit, the terminology used in their reports - *learning, cultural perceptions, making meaning, areas of the brain, intelligences, contexts, transitions, complex interweaving* - is frequently used interchangeably with the terminology of human development, leading me to the conclusion that learning and development are so enmeshed within the individual that to

study one is to study the other (Sapin-Piane, unpublished paper, Spring, 1991).

Background of Research

This study brings together some of the components of these many fields of study - stages of development, perceptions of culture, perceptions of learning, new pedagogies, ways of knowing drawn from personal narrative, constructionist philosophy - through an analysis of the perceptions of adult individuals as each seeks to make a transition from the career or workday world in which she¹ has reached her current stage of development to a new world, the profession of teacher. Although the concept of stages tends to sound hierarchical - and is, the reader should be aware that developmental movement is not necessarily up or down. It can be a movement "across," to another context, or content area, called developmental décalage, a movement which can result in confusion and imbalance, as the individual who was functional in her old role may perceive herself as sub-functional in a role with expectations new to her.

This study allows us to follow a selected group of adults in a small, private teacher training program who, by building on self-perceived strengths (or maybe weaknesses) and

¹ Throughout this paper, in recognition of the fact that both men and women are choosing to become teachers, the feminine and masculine pronouns will be alternated by paragraph.

interests (particularly the desire to become "a teacher"); by interacting with children and other adults in situations new to them; and by reflecting on theory in day to day practice, alone and with others, hope to become teachers. Each is working to become "a broader self" (Kegan, 1982), maybe a teacher - maybe not, but a different self with a broader, more complex view of the outer world, and of the several selves within.

There is at this time little research that has been done on the self-perceptions of patterns of learning and growth in adults from their late twenties to sixty years of age.² Studies of those perceptions may bring together the realities of theoretical concepts in the intricate patterning possible within a complex individual human being. Erikson (1980), Perry (1981), Gilligan (1982), Belenky, Clinchy, Goldberger and Tarule (1986), Kegan (1982), Oja (1989), and Lyons (1983) have all contributed work which suggests differing - and increasingly more complex - perceptions of the self in relation to others and the world as one learns and grows.

² There are beginning to be studies of those returning to education after years away. Mary Bray Schatzkamer (1986) cites several such studies in her own doctoral study of women entering community colleges. There is also a small career change literature, including a few studies on men and women becoming teachers, and a growing literature on mid-life emotional transitions. At this point, these literatures seem slightly tangential to my proposed research, although I am increasingly aware of how germane my work is to the field of experiential learning, a field I was in before I realized it existed as such.

Oja (1989) and Lyons (1990) have focused particularly on development in practicing teachers, but not on men and women in the process of becoming teachers. Levinson's (1978) and Vaillant's (1977) work on men's growth (in terms of self, family, and community concerns) from adolescence to their forties led the way for studies of patterns of adult growth, but few such broad studies have followed. Recently, the work of Gilligan (1983), Lyons (1990), and Belenky, et. al.(1986) does suggest the complexity of the patterns of growth in the process women - and men - go through in making meaning out of their lives.

These studies tend to highlight how meaning is made clear to an individual through a kind of absorption into the self of what it is they *know*, a blending into the fabric of one's being an understanding deeper than the words which may convey the concept or attitude. The studies do not focus on learning, itself, but on the gradual development of the blending of verbal understanding (intellectual knowing) with "useable," tangible comprehension (emotional knowing) of the meaning to the self.

It has been, for me, of great interest to talk, over the last six years, with the men and women who pass through similar if not identical perceptions of changes/ persistencies, use/non-use of self-perceived strengths, recognition/ non-recognition of new meanings in themselves as they seek to become teachers in this seemingly unique private program.

A Brief History of the Crossroads Teacher Training Program

In 1988 , CTP³ was incorporated as an independent program, (See Appendix A for historical background) responsible to the state for meeting requirements for teacher certification. Part of the unique quality of the Program is that it is a competency-based, rather than a university course-based, program. This is possible because of a state legislative decision to certify teachers who are measured as competent, a very carefully defined concept, in certain subject matter areas, specific skills, and the attitudes of the effective teacher. The state keeps a watchful eye on diverse aspects of such a training program, reviewing program developments (such as the preparation of middle school teachers) to assure that required standards are met.

The by-line of the Program brochure is *Experience is the best teacher*, but first hand experience is supplemented by weekly seminars, discussion groups, and workshops on such subjects as conflict resolution, curriculum development, and computers in the classroom. There is also instruction in the teaching of specific content areas such as math, science and the language arts; [plus] extensive reading and writing assignments.

But always this academic work is related back to the interns' actual classroom experience. 'It's an ecologically sound program,' says [a former intern]. 'Nothing is wasted.'

...Since its inception it has trained more than 200 [now over 370] elementary and secondary school teachers. Of these 67 [now 176] are teaching in the area [now an area doubled in diameter], and others are teaching elsewhere. Some have become master teachers themselves, taking interns into their class-

³ A pseudonym, as are the title of the newspaper and the author of the real article following

rooms and training them as they themselves were trained - thus perpetuating the CTP model of teacher as pragmatic idealist.

-Marla Greifer, A different kind of teacher,
in *The Crossroads Press*, June 15, 1988

Each year these "pragmatic idealists" are urged to recognize many varieties of excellent teacher, many kinds of stimulating learning environments. The Program selects mature adults, men and women who possess widely divergent personalities and backgrounds to further emphasize the belief in the diversity the directors know will be found among the students in the schools. The prospective interns in the last ten years have ranged in age from 21 to 62, although the median age tends to be 38. They all have at least B.A.'s, many from prestigious Eastern colleges and universities. Their careers span seaman to lawyer, housewife to bank vice president. There is religious and cultural, but not much ethnic, diversity. For the most part, the group is Euro-American. Each intern is urged to be the most effective self in his own classroom that he can become, not to copy his master teacher, not to take ideas from workshops ⁴ as prescriptions, but to discover through trial and error how to be a teacher.

⁴A look at the schedule of core seminars (See Appendix B) for one year will leave little doubt as to the general philosophical stance of the Program. It certainly stresses child-centered classrooms and individualized learning environments even as it allows for diversity of approach.

Statement of the Problem

The purposes of this study were (1) to identify and explore the impact of the experiences of most significance to these mature adults as they make meaning, through trial and error, of their transition from a previous career into a career of teaching and (2) to explore the nature of perceived changes in the self who has become, or not become, a teacher.

That transition was studied in an eighteen month, longitudinal study, describing, exploring, and interpreting the related processes of learning and growth, as perceived by participants in the program described above. The program, CTP, is not as important as are the participants' perceptions of their own change, learning, and growth in the context of the Program which exists within the larger context of their ongoing lives in the community. The study identified and explored patterns of adult learning among selected adult individuals who chose to leave one workday environment for another, that of teaching.

Significance of the Study

This study is important to the growing literature on the preparation of teachers for "the new century" and helps to clarify the relationship between good teachers and good schools by tracing those experiences felt to be meaningful to mature adults who are learning, at least in one program, to deal

with the daily complexities of the teaching profession. If those concerned with developing programs to train teachers can interpret meaningful learning experiences, as perceived by the individuals in this study, as being generally beneficial, there should be enough contextual material described in the interviews to make those experiences reproduceable. In any case, an interpretive study, based largely on data from questionnaires, given to all participants in the program; four classroom observations of each of nine intern teachers and personal follow-up interviews with them; and selections from personal journals can give some depth of meaning to a generalization such as the oft expressed: "My student/intern/ apprentice teaching with the kids was the best course!"

The intern teachers were asked to share their responses to ten months of intensive mix of theory and practice in a new field of work, and then, in the following autumn, to discuss their responses to being professional teachers in classrooms of their own. In some cases, the interns were not teaching, but they were able to discuss their learning of the year just passed and apply it to their current lives. The teachers were asked to discuss both pleasures and problems of their new role as teacher, and how their work affects other roles in their lives.

They were asked to reflect on possibly threatening situations worked through and incorporated into their perceptions of self, or put aside, situations seen by develop-

developmentalists as transitional. They were given the chance, in 60 - 90 minute reflective discussions, to verbalize "the making of meaning" of this period in their lives. Their words may help readers to make meaning of the theories of the developmentalists whose work I have cited, in that each individual brings together all the theoretical strands of developmental change within herself or himself.

This study contributes, too, to the ongoing search for better understanding of adult development and the role of learning in that development. At this time, there are few studies of the developmental and learning patterns of mature adults in structured periods of transition. There is certainly a burgeoning literature describing responses to emotional "passages" in mid-life and a general recognition in both the scholarly and popular press of continued growth throughout adulthood, but there is not sufficient research on the relationship between transitions in adult life and adult learning. In fact, there is a need for "a better explanation" of why some adults choose to learn in response to life changes and others do not (Aslanian & Brickell, 1988, p.15).

There are many developmentalists (Fischer, et al.1984; Kitchener, 1982, 1983; Mines, 1982) who are indicating their curiosity and concern about the intricacy and complexity of the cognitive, affective, and psychosocial mix with which individuals come to make meaning of the world. Individual, in-depth

responses of such adults to open-ended questions about an extended learning experience will suggest areas for further research in terms the developmentalists have not, perhaps, even thought of.

For those interested in other programs that facilitate change and growth, or entry into a new role in life, the response of participants to change in this particular facilitating program (with a very small cohort group, close mentoring from master teachers and advisors, relatively brief workshops from theoreticians and practitioners of the many specialties of educators, and the flexibility of those in charge of the program to respond to participant requests for changes) can be studied for possible replication of effective aspects, as recognized by diverse individuals, which could apply to other programs.

I think of new roles in life, such as those in law, accounting, medical ethics, parenthood, Americans living abroad, retirement. If I refer to preparatory programs, it is because I believe that by understanding how individuals perceive their own transition to a new profession (or to a necessarily new perception of self), others who design teacher training (or other professional or personal) programs can help make transitions more meaningful.

CHAPTER II

A REVIEW OF THE LITERATURE: MAPS OF THE KNOWN TERRITORY

Introduction

Throughout my years of experience teaching and training teachers in secondary schools, in university settings, and in the private program of this study, I have relied on a variety of literatures to serve as maps to each slightly different territory. The literatures are of interest in themselves, for they have developed over the last thirty years as sub-literatures, become almost independent, and then become blended with their antecedents.

To continue the map metaphor, it is as if the first colorful but inaccurate maps of "The Indies" became the first slightly more complete maps of "The Americas," until there were eventually discrete Geological Survey maps of any part of the known physical world. Now, however, maps from space are presented with technologies which blur topography with once again colorful information about weather or minerals or crops or airline routes among nations or tracks of almost identifiable submarines. One can pick and choose the maps which will be most helpful for any given perceived destination, knowing that if one seems adrift at some point, there is probably someone

else mapping that very territory and certain pathways will criss-cross from your map to hers, and you will be on course again, richer for the diversion.

My perceived destination was an understanding of mature adults in the process of becoming teachers. My first "map" was from Adult Development literature, evidence that men and women, college-educated and experienced in business, the professions, homemaking, even the work referred to as "a job," and recognized by peers as mature, settled adults in their communities, are finding excitement in constructing new roles for themselves. My particular concern was for those who had elected to move into the role of teacher, and my work with the Crossroads Teacher Training Program allowed me a limited, one year journey on which to observe the discovery of new roles required by new experiences. My specific interest in these men and women, at this transitional period in their lives, was in how they perceived the experiences, perceived the process of learning to be teachers. How did they make meaning of new concepts and tasks? How did they relate new experiences - if they did - to more familiar ones from other roles in life? to their own childhood school experiences?

My other maps come from a variety of literatures that might be organized by another voyager in a different way. For me, the one inclusive area of research literature is Human Psychology, which, although at times seeming still close to the

Philosophy from which it springs, has been divided by researchers during the present century into discrete, if ever enlarging and re-encompassing, fields of study. Two areas within Psychology which have led to and aided me in mapping my research are the fields of Human Development and Teaching and Learning, each of which divides itself into the following sub-fields:

Human Development (Often seen in terms of The Life Cycle)

Child and Adolescent Development

Adult Development

Cognitive, Moral, and Psychosocial Development

(Including Feminist Epistemology)

Teaching and Learning

Learning Theory (How learners learn)

Adult Learning and the New Pedagogies

Learning as Development

This phrase, *learning as development*, suggests a shift from the way most educators, philosophers, and psychologists have accepted the concept of learning in the past, a new kind of map to the territory of the mind. It is a concept I will analyze more fully later in the chapter and refer to only briefly here. It is a concept which can be best understood by studying individual humans "being" (Kegan, 1982, pp. 11, 43-45).

Let me recall that both Robert Kegan (1982) and Jane Loevinger (1976) see the individual as the maker of meaning

for the self. Increasing support for that point of view - the complexity of the process by which an individual may weave together the strands of various conceptual domains in the making of meaning - comes from those attempting to find helpful quantitative measures of student development. Selman (undated class handout), Kitchener (1982), and Mines (1982) are just three developmentalists who seem to agree that multilevel changes are involved in shifts in cognitive complexity (Perry, 1970). A recognition of this complexity is "necessary if we are to move from the banal stereotypic views of others to a sophisticated appreciation for individuals from diverse backgrounds" (Mines,1982) .

At last the complexity is brought together within one individual who experiences aspects of learning - in the case of my study it is the attitudes and tasks of teaching - and reflects on that experience to make it meaningful. It is the awareness of the importance of the individual's holistic view of experience as the source of meaning which leads me to my study of the related processes of learning and growth as perceived by adults as they make the transition from a previous career to the new one of teaching. Such a study necessitates the interweaving of the theoretical and research strands represented by the literature discussed in this chapter.

Human Development - The Life Cycle

Child and Adolescent Development

Still within the ancestral home of philosophy, neonate psychologists began in the 1920's to study the growth of mental life in the child, the construction of his⁵ reality, the making of meaning of the environment around him, the role of language and symbol in his knowing of what he knows. Jean Piaget (biologist and epistemologist) began his questions in his dismay at the rigidity with which Binet, in Paris, was measuring what he called intelligence in children. Having returned to Switzerland, Piaget (1954), bringing his philosophy to bear on his biological training, began to think in terms of children constructing the reality about them in different ways at different "stages" of their growth.

Although Piaget is still recognized as the first to integrate themes of construction and development in the making of meaning by human beings, it takes Robert Kegan (1982) to see as "unrecognized" Piaget's genius for bringing together a "passion for philosophy (the constructivist theme) and biology (the developmental) and thus psychology. Piaget," says Kegan, "was willing to go only as far as describing himself with the term 'genetic epistemologist.' It is up to us to draw out and elaborate the psychology implicit in his work" (p.26).

⁵Indeed, the focus of Piaget's research was on boys, whom he termed "children" in his report. It was a focus which overlooked the possibility of gender differences in cognitive and moral development.

As we look at the work of other educators and psychologists, we will see that Piaget's formula of an individual's "assimilation and accomodation" (1954, p. 397) to the context of her life continues to apply as children develop into adolescents, and move toward adulthood in recognizable, if less exact, more interwoven, patterns than those suggested by Piaget. It is this formula which can be - is - discussed as learning, especially as educators increasingly apply research findings of particular psychologists to situations in the classroom. Let us keep this in mind as we move through the work of other developmentalists toward what I perceive as a new paradigm - a new map - of the concept of learning.

As though creating a context for Piaget's concept of stages of early cognitive development, psychoanalyst Erik Erikson (1950, 1978) uses a model of growth from infancy all the way through life to old age, which he labels *The Interplay of Successive Life Stages* (Appendix C), to identify hierarchical steps toward maturity and beyond. His "blueprint... suggests issues which are likely to be salient for learners⁶ in various life stages " (Kurfiss, 1987, a researcher interested in college learning, p. 23). His focus is on the psychosocial development of the child into youth, and adulthood, and maturity. Erikson's 1950 model of growth and change,

⁶ The emphasis, in **bold** characters, in this and the following paragraph and in the citations, is mine, added to stress a use of vocabulary common to learning theorists, epistemologists, and developmentalists.

Childhood and society, echoes one important aspect of Piaget's in that it is through interaction of self and society that the self tests and enhances its strength as it develops toward "ego integrity," the result of "man's capacity to unify his experience and his action in an adaptive manner" (p.273 & p. 15). In terms of learning, one has learned, through experience and other routes to knowing such as books and teachers, to understand both the self and how that self behaves, with comfort, in the expectation of benefitting from and contributing to society.

"The human personality, in principle, develops according to steps predetermined in the growing person's readiness to be driven toward, to be aware of, and to interact with a widening social radius.

"Society, in principle, tends to invite this succession of potentialities for interaction and attempts to safeguard and to encourage the proper rate and the proper sequence of their unfolding. This is the 'maintenance of the human world.'

(1950, p.270)

At the higher reaches of his model, the person finds the self involved in and, if one has resolved crises along the way, comfortable in intimate relationships (love); feeling generative (care); and having a sense of integrity of self (wisdom) (1978, p. 25). How has one reached this positive, integral sense of self? Presumably by learning along the way: learning about self in relation to others, learning different and

broader views of the world, learning small details of particular aspects of that world which claim one's special interest, learning to solve problems and to create things or ideas which increase the meaningfulness of one's life, learning to risk at a new stage what "was vulnerably precious in the previous one" (1950, p. 263). Learning has led to knowing oneself, to "ego integrity" (1978, p. 25).

Building only partially on the early stage psychology of Jean Piaget, researchers are now, in the 1980's and '90's, studying human development as an on-going, life-long process, past Piaget's work on the intellectual patterns of childhood through adolescence. Robert Kegan (1982) sees Piaget's studies as precursor to an understanding of "the whole person in development, dynamically, cognitively, behaviorally" (p. 42).

Kegan, like Erikson before him, structures a pattern of development (See Appendix D) which assumes that the highest stages in his scale are perceived to describe the qualities of the human adult that philosophers - at least Western philosophers - would call the closest to an ideal good. The person at this stage would be a man or woman who could connect with others in a variety of ways, helping, if he so wished, to move even others toward a goal of similar autonomy, commitment, intimacy, and inter-individuality, devoted to a maintenance of the larger world in which we all live. (Echoed in the works of Erikson,

Kohlberg, Loevinger. See Appendix E). Clearly, these qualities could lead one to be, almost by definition, a teacher.

Adult Development

In 1973, Daniel Levinson - just turning forty - decided to "examine what [was] new in adulthood" (p.6), beyond reflections of childhood in adults. He hoped to develop a theory (lacking except in the work of Jung and Erikson) and at least a small body of evidence to support that theory in a study of men⁷ between adolescence and the age of forty. Levinson talks of the cycle of life, and of the seasons in that cycle. His work, like that of other psychologists, gives us useful metaphors in discussing the desire of humans to understand where they are in their lives, to come to terms with changing from what they were to what they are becoming, to consider, perhaps, becoming teachers.

He suggests a most relevant example in the men who, in mid-adulthood (late forties) begin to look to mentoring others for their sense of personal worth. A mentor is a teacher, even if he is not in a classroom, and, although Levinson (1978) talks of the men who teach younger people in their professions or businesses, he does not speak of men who leave one profession

⁷ Levinson decided to focus on men and left the study of women's development to others. A popularized study, *Passages: Predictable Crises in Adult Life*, by Gail Sheehy, was published in 1976 and did cover crises in the lives of women. The late 70's saw several popular discussions of "The Life Cycle."

or job to seek out ways to enter the profession of teaching. That option, a real career change, is, perhaps, only beginning to seem available to men and women.

Cognitive, Moral, and Psychosocial Development

William Perry's 1970 study of Harvard students, delineating growth from a *dualistic*⁸ approach to the world around them, through *multiplicity* and *relativism toward* a position of *commitment in relativism* gives useful evidence of Piaget's contention that it is through interaction with the cultural context in which they live that humans do grow from one view of the world to a broader, more inclusive one. (The emphasis is mine, to literally underline Perry's recognition that even an extraordinary college senior has only begun to understand the complexity of personal and social interaction of the mature adult life.) As the growing adult realizes that perceptions of the self in his environment will continue to include periods of rest and periods of flux, he may reach a stage of *commitment in relativism*. (See Appendix F). Perry feels he can identify the patterns of those who will, however, continue to risk change and therefore growth.

Kohlberg's work (1981, 1984) and that of his colleague, Gilligan (1978), who has introduced the concept of the morality of caring juxtaposed to the morality of justice, give us other measures of the ways in which men and women deal with the

⁸ Perry's terminology is italicized

moral complexity of the world they live in. As interactions with others and new roles in life lead to increasingly complex interpretations of moral human interaction, based on ever broader understanding of those beyond self, of what is ethical behavior, of what is "good" (See Lyons, 1990), there is seen to be a pattern of growth which parallels that specifically called adulthood by Erikson, the grandfather of developmental theorists.

Teaching and Learning

Learning Theory - How Learners Learn

There is a wealth of information about the biology and psychology of learning which has been accumulating for the past forty years, pushing the older image of learner as recipient of knowledge aside. The research covers learning as it is measured in laboratory settings and also in real environments, such as homes, classrooms, on Outward Bound trips, in foreign cities, and in university lecture halls. Increasingly, theorists such as Donald Schön, researchers such as David Berliner and K. Patricia Cross, and theorist-researcher Howard Gardner report distress that this research does not flow with ease into classrooms for the benefit of both teachers and students as learners.

In many instances, the maps I use to reach my destination are also available to the interns, for there is an attempt in

the Crossroads Teacher Training Program workshops to introduce discussions of classic and current research. Many concepts, from a variety of developmental and learning theories which are applicable to the work of the practicing teacher, are introduced in workshops and may be put to use the next day, the next week, or the next semester in the classroom. Later, interns return to the group and/or the resident expert for discussion in terms of the contexts of their own work. (See Appendix G)

For interns in the 1991-92 year, discussions and examples of what psychologists mean when they speak of *memory, retention, forgetting, retrieval, association, interference and resistance to interference* - all aspects of cognitive development frequently at play in most classrooms - could have been culled from G. Christian Jernstedt's (1986) workshops on Intentional Learning (See Appendix G) and related to the role of cognitive learning familiar to all of us once it is cast in familiar situations.⁹

G. Christian Jernstedt (1986), a specialist in learning psychology, feels that behaviorists "got a bad name" from the

⁹ Such theoretical concepts may appear in my discussions with interns, but frequently in what I call "useable," rather than academic vocabulary. It is part of my research to come to an understanding of how and with what words and behaviors the interns absorb theoretical concepts. I am indebted to Johnstone Campbell and Charles Adams for giving the simple word, *useable*, a theoretic spin in their paper on "Useable Attention." Therefore I will italicize the phrase in the text.

popularity of some aspects of B.F. Skinner's work in the forties and fifties. He points out that

behavior is always being modified - by parents, by peers, by teachers - so let's not look at the general concept of behavioral modification as negative. Let's modify behavior of the student to free him or her to learn.

(Personal communication)

A prospective teacher may add to her reflective tools an awareness of such concepts as *stimulus, response, positive and negative reinforcement, anticipation, forgetting, punishment, reward, motivation, generalization, discrimination, differentiation* and the importance of their intricate interplay in coaching students how, indeed, to behave in the manner of independent learners. Jernstedt has said he does not hope to make researchers in his workshops, only to let prospective teachers know what is being done by researchers that may help them to better understand the nature of teaching and learning.

There are many models of differentiated learning styles. The simplest ones to remember are the obvious differences among those of us who need to see (*visual*), or to hear (*audio*), or to work with materials (*kinesthetic*), as well as to read (*abstract*) about it. Interns need to know, also, the various "codes"¹⁰ which identify students with learning

¹⁰ Codes identifying learning disabilities or programs, such as ADD (Attention Deficit Disorder), LD (Learning Disorder), ED (Emotional Disorder), IEP (Individual Educational Program)

disabilities; there is no class (from K through graduate school) without such students.

Another theorist is David Kolb (1981), whose terminology and cyclical patterning model exemplify one concept of ways individuals may approach problem-solving tasks. *The Concrete Experienter, the Reflective Observer, the Abstract Conceptualizer, and the Active Experimenter* will be familiar to interns, or to readers, as they recognize patterns, and combinations of patterns, they, themselves, follow. The relationship among these approaches to learning is also instructive as one can see how moving through the entire cycle, from experience to experiment with a new concept, would lead to understanding many facets of the same happening.

An example might be the building, by high school freshmen, of a model of the Globe Theater of Shakespeare's London. First, the learners build (*concrete experience*)¹¹ a model, then they look it over and discuss (*reflective observation*) why such theaters did not survive long as places to stage plays. Next they think of changes (*conceptualization*) to enhance a structure as a theater. Finally they experiment (*active experimentation*) with a new model, or with several models. At each phase of the cycle, some of the learners will be more comfortable than others with the task at hand, although any individual may also encompass several learning styles.

¹¹ Kolb's terminology

Each learner is an individual, and each can help the others from their strongest positions.

During the August orientation, interns were given a chance to identify their own suggested learning style on a simple Kolb instrument, an exercise which resulted in much amusement and some insight. The point of the exercise was to suggest that teachers sometimes assume that their students learn in the same way the teacher does, which leads to plans heavy with "what worked for me." I had no way of knowing, as I began this study, how much or what aspects of all these workshops would be an aspect of what interns might learn about becoming teachers, nor how they might perceive the incorporation into action of the theories they discuss. Patterns of their perceptions did emerge, some of which might be startling or affirming to the planners of workshops. For me, those perceptions have been part of the growing set of images which comprise each adult learner, as I watch him or her use individual approaches to teaching and learning.

The need to consider the individuality of every learner, including the self, increases the complexity of planning learning for students, but some researchers such as the Johnson brothers (1987) of Minnesota have related their theorizing directly to classrooms in their discussions of cooperative, competitive, and individualistic learning. Recently, too, Berliner

and Rosenshine (1987), among others, have been urging that classroom teachers share research, from their own classrooms, of tests of learning theories. Recent work by Lyons (1990) and Gilligan et. al (1991) adds to the literature on both teachers and students as learners and knowers in their interactive roles, and suggests a relationship to in-service teacher change and development.

This kind of research is helpful to the Program in the planning of curriculum workshops, but is passed on to interns more from practitioners who have developed a variety of effective approaches, drawn from their own experience or their work with researchers' reports in educational journals or conferences.¹² The interns become acquainted with "practices that work" and "experienced practitioners from the field," (See Appendix G) and add to their own experience/learning, more by visiting these local teachers to observe and learn than by reading.

One approach to learning through "reflection-in-action" (Schön, 1987, p. 22) is increasingly under discussion by teacher educators. The habit of reflection may not be a new one for some adults, but during this year of intern teaching, the interns are asked to reflect on their beliefs about the society they live in which is the social, political, economic, and moral setting for American schools. At points throughout the year, interns are

¹² Perhaps Berliner, Cross and Gardner can be happy that some research flows into classrooms. See page 21 above.

asked to reflect on their understanding of what their own schooling has been and how that experience influences current attitudes toward learning (Zeichner & Liston, 1987); on how they learn as individuals (Sapin, 1991); on how new learning blends with that mastered earlier (Bruner, 1956); on the very nature of changing concepts of learning; and - constantly - on how one becomes an effective teacher in a real classroom.

In fact, reflection is, in a variety of fields, the key to knowing how to become a competent professional. Donald Schön (1987), a teacher of architects, has come to believe that "researchers...have less and less to say that practitioners find useful" (p.10). Because teachers, like such practitioners as doctors and architects, must "make decisions under conditions of uncertainty" (p.11), the focus of their learning should be "a careful examination of [reflection on] the artistry...the competence with which practitioners actually handle indeterminate zones of practice" (p. 13).

Schön now spends considerable time at conferences for teachers, discussing an approach to teaching that can be termed reflective coaching. Other educators who value this approach are Lyons (1990) and Zeichner & Liston (1978). Both provide examples of reflection leading to changes toward more effective teaching. To some extent, the intern teachers experienced the practice of reflective writing in their journals, the beginnings of this skill having been introduced in an early workshop in the fall. The Program advisors certainly expect oral reflection in their discussions with interns after classroom visits, as do the master teachers on a daily basis.

Sketches of ideas and vignettes from Schön 's book, *Educating the reflective practitioner* (1987), will indicate how reflection leads to learning, that is, mastering new skills. Schön speaks of practice - designing architecture, playing the cello, being a psychiatric counselor - which can only be "coached" toward perfection because the individual must master the work by himself. After experience with models of well-designed buildings, or observing particular terrain for planning a house, or playing a cello sonata, or listening through a counselling session, or leading an exciting (or, maybe, a seemingly uninspired) class, the individual reflects on the experience, considers variations of what he has seen or done, and practices his own way of perfecting the performance.

As I talked with interns, I was interested to see what, if any, echoes of reflective habits (or, indeed, of the concepts of other theoreticians) sounded in the interviews. The Schön terminology was not taught specifically, but I was listening for instances of what Schön calls "designing [as] a holistic skill" and "knowing in action" (p. 158), which could lead occasionally to change of design (lesson plan) in mid-class. The interns might never have heard of Schön and yet describe examples of his concepts. I was better able to recognize the skills and think in terms of Schön's concepts (or those of others) because I do have his/their terms as guide.

Adult Learning and the New Pedagogies

K. Patricia Cross (1988) suggests in her book on adult learning, it is not so much the number of years which separate

the personal make-up of twenty and fifty year olds; it is more the different *experience* with economic and social revolutions (Cross, citing Woodruff and Birren, p. 165, emphasis mine). Mature interns certainly bring that experience to bear on their own learning in a variety of ways. In a 1990 study, as a participant observer in an intensive summer graduate seminar, I discovered several special qualities the mature adult students brought to their learning. There was keen motivation on the part of these non-traditional, students; efficient use of knowledge about their own workday worlds as they grafted new understandings to old; an awareness of how they themselves studied or learned best; a willingness to share with their peers to improve learning; and a sensitivity to problems some of their peers might encounter (Sapin, 1990).

Instructional responses to non-traditional students in non-traditional institutions, such as community colleges, as well as those in graduate schools in traditional institutions, include a wide variety of new - at least to post-secondary teachers - pedagogies. There are teacher-centered pedagogies (Eble, 1976), student-centered pedagogies (K. Patricia Cross, 1989), feminist pedagogies (Culley and Portugues, 1985), empowering, or critical theorist, pedagogies (Giroux, 1988; Shor, 1987), relational pedagogies (Anderson, 1989), collaborative learning pedagogies (Johnson and Johnson, 1987), dialogic pedagogies

(Socrates), conversational pedagogies (Martin, 1985), and connective pedagogies (Belenky, et. al., 1986), to identify a few.

The men and women who write about these ways of teaching are concerned with the variety of ways in which their students learn: to hear, to think, to understand, to interpret, to critique, to evaluate, and to apply their learning productively in their lives. All of the creative approaches to pedagogy are relevant in any classroom, from kindergarten through graduate school and beyond, for diversity in learning patterns is affected by many things: by genes, by diet, by culture, by learning environment, and by developmental level.

The art of blending the above approaches to students is what we would look for in mature adults coming into the field, for maturity suggests, in Jane Loevinger's (1976) terminology, the qualities of *conscientiousness, individualism, and autonomy*, all of which lead to a natural respect for others. Hidden in any of these three terms may be the undefinable, unique qualities of an individual gifted teacher, whose uniqueness is a large part of the gift.

Learning as Development: A New and More Encompassing Map Introduction

Moving away from the specifics of the few learning theories explored above, I turn now to a more inclusive theory of learning. It examines the nature of cognitive and social interaction of the growing individual with his/her environ-

ment (Piaget, Erikson, Perry, Dewey); the results of studies of varied ways of learning to know (Kohlberg, Gilligan, Belenky-Clinchy-Goldberger-Tarule, Lyons); a far-reaching theory of knowledge and skills applied, by individuals possessing blends of any of seven intelligences, to problem solving and the creation of products valued by a particular culture (Gardner); and finally explores an encompassing, holistic view of knowing and being, "through an evolutionary process of balance [and instability] to a qualitatively new balance" (Kegan).

Joanne Kurfiss (undated manual, Q.U.E.), concerned with the improvement of undergraduate university instruction, writes of a Piagetian necessity for problem-oriented modes of instruction, and uses an Eriksonian "Checklist of supportive structures for problem-solving activities" based on the eight Erikson stages. Piagetian and Eriksonian constructs have long been part of the theoretical consideration of teaching and learning at the level of the elementary and secondary schools. I cite Kurfiss' interest here merely to suggest that researchers use of the concepts of mind/ knowing/ learning has moved to areas of interest beyond that of childhood and adolescence, and that those concepts are now perceived as intimately related to all human development.

Kurfiss' interest is not unlike that of Jerome Bruner (1966), a psychologist who first opened (in the 1950's) the

Harvard Center for Studies of Cognitive Development. In retrospect, he seems before his time, for he wrote in the 60's,

Learning theory...has been arranged...out of theoretical interest in some special aspect of learning - reinforcement, cue distinctiveness, or whatever. But a theory of instruction...is principally concerned with how to arrange learning environments to optimize learning ...Psychologists must re-enter the field of education in order to contribute to man's further evolution"

(A theory of instruction, pp. 37-38).

A Continuum of Learning

The continuum of learning is a concept shared by yet another group of practitioners, the counselors of college students. We find that concept in William Perry's (1981) studies of cognitive and ethical growth in Harvard students. Perry calls it the making of meaning through cognitive and ethical growth in perceptions of the self in the world. His scheme of development includes positions which recall the stable stages of Piaget's model (where the child simply sees and accepts his view of the world) and the unstable ones of Eriksonian "crisis," (where the person is aware of and uneasy with conflicting views of the world). (See Appendix F) This crisis period Perry calls "transitional" and to him it is more interesting than the stable periods. I would agree, for the intern teachers are most certainly in transition, self-selected

transition, a position which brings them into focus within the frame of the literature of human development.

How the men and women involved understood the transition, whether their words suggested a pattern of movement to a new position, as defined by a developmental psychologist, or as *décalage*, an "[uneven] step across domains" (Fischer, et. al. 1984, p. 45), could be discussed only after the organizing of the responses to the interviews might suggest emerging themes and/or patterns of similar responses, or non-patterns of completely individualistic views. Discussion of what the transition did mean to the interns will appear in Chapter Five.

Interestingly enough, although the intern teachers attended several workshops on cognitive and moral development, again sharing some of the knowledge of that literature with me, characterizations of the structural stages of moral development as outlined by their chief architect, Lawrence Kohlberg (1984), are beyond the scope of this study. Kohlberg does not accept moral development, though progressive and hierarchical, as "simply a division or area of ego development" (p. 53). Kohlberg's work is clearly relevant, however, to an understanding of the whole human being in his/her dealing with the moral and ethical problems presented by the environment, human and physical. Perry, Gilligan, Kegan and others do include moral concerns in their patterns of development and

such concerns are certainly important for any individuals who are teachers in today's schools (Goodlad, 1990).

For me, the most important aspect of Kohlberg's work, going on at the same period as that of Perry and Erikson, and based also on Piaget, is the emergence of the work of Carol Gilligan (1978), who, along with many other researchers, is insisting on another aspect of human development, intensely important for prospective teachers to consider: that of the differences in male and female development and parallel implications for expectations of learning. An important contribution was made by Belenky, Clinchy, Goldberger and Tarule (1986) in their jointly researched volume, *Women's ways of knowing*, when they illustrated several developmental, epistemological patterns of growth in women. All these researchers base part of their research on women in clinics, schools and colleges, seeming to take for granted several aspects of institutional learning as essential to development.¹³

Learning and growing, and knowing one has done so, are interwoven in such complicated patterns of strands of influence - family, friends, gender, race, class, schooling - that it is not surprising that individuals at times find themselves in contexts in which they are threatened by an inability to make much

¹³Their published interview instrument has now been expanded to *Ways of knowing* (women's and men's). The enlarged focus suggests, among other things, differences and equalities.

meaning out of what seem chaotic signals. That may well happen in a situation of learning a new profession. Kegan and Lahey (1981) explain how individuals may be coached by effective leadership out of one stage of comfortable "embeddedness" through the frequently distressing transitional stage to a way of "making meaning" for themselves in a broader, now more comfortable, world context. This movement will allow them to realize their full human potential, allow them to "contribute to the empowerment and improvement in the quality of life of others" (Belenky et al., 1986, p.152) or be concerned with "the maintenance of the world" (Erikson, 1978, p. 27). Lack of movement may suggest not stagnation but a sense that this particular path of movement is not quite right for the self.

It is certainly possible for an intern, even though she has chosen to become a teacher (chosen, she thinks, to change herself) to maintain a pattern of behavior which protects the coherence of her current self-identity. I can think of interns in the past who, from my perspective, have fit that pattern. It has never been the task of the Program, however, to force an individual to change. If there is not sufficient growth toward, or pleasure in, becoming a teacher for that person to be recommended for certification, any person can leave the Program. One would hope it might be with the positive sense of having learned that she might wish to move in another direction,

different from teaching. It is the interns' views of their own learning, whatever that has been, which is the matter of my interviews.

Multiple Intelligences

Commensurate with and complementary to the work discussed to this point, because it expands the idea that there is no one pattern of hierarchical growth, no one clear goal except individual maturity, is the research of Howard Gardner (1983). His research, largely because of a growth in studies of the human brain and its physical relationship to knowing, has moved away from Piaget's concept of

aspects of symbol use as part of a single 'semiotic function' toward an understanding of the human mind as modular in function...that is, with separate psychological processes ...dealing with linguistic, pictorial, gestural... and other symbolic systems.

(Gardner & Hatch, 1989)

Gardner's work moves out of the interlocking pattern of the work discussed above. His theory of multiple intelligences is, however, essential to an understanding of how changed is the old paradigm of learning, if learning is thought of not only in familiar verbal and logical terms but in blends of seven *equally valuable* intelligences to be coached within the individual toward further development (Emphasis mine)(See Appendix H) .

Relevance of the New Map to Education

Most current high schools and post-secondary institutions of learning are organized along the traditional lines of logical/verbal academic structures. As early as 1971, there were suggestions that "such current organization" be reconsidered and that the concept of development as an educational goal be explored in its stead. As a contribution to a conference in that year, *Psychology and process of schooling in the next decade*, Lawrence Kohlberg and Rochelle Mayer presented a well-reasoned ideology for the choice of educational goals.

They declared that the Rousseau-based Romantic, and the classic, traditional Western Cultural Transmission are not only inappropriate as ideologies, but that they "lack theoretical rationale" and they rest "on assumptions which conflict with research findings" (p. 124). The Cognitive-Developmental ideology, they explained, is a constructivist theory, a "model of the progression of ideas in discourse and conversation" (p.130). Both cognitive and affective development are a part of the structural transformation which take place in "distinctively human, general patterns of thinking about the self and the world" (p. 131).

Thinking in terms close to Kohlberg's own stage theory of moral development, the two authors argue that, in theorists such as Freud and Erikson, "education and experience become valuable not for movement to a new stage" (which they would

see as inevitable) "but for healthy... integration of the concerns of the present stage" (p. 132). In cognitive-developmental theory, "attainment of the next stage is a valid aim of educational experience...and more or richer experience leads to faster advance" (p . 133). This statement would suggest, twenty years later, that Gardner's highly motivated individuals could move at their own rate to new stages of their own development, or take time to integrate other intelligences. Such a theory would free learners from the generally lock-step structure of the American school system as it had grown to be constituted in 1971 and as, in most schools, it remains.

In tying their cognitive-developmental theories to John Dewey's progressivism, Kohlberg and Mayer leave room in their dialectic for the introduction of consideration of new values, something not a part of Cultural Transmission. When individuals are taught to ask questions, as, more recently, Belenky and her colleagues(1986), among others, would have them do; when "the tyranny of the right answer" is left out of the classroom; and when conversations - not debates - focus on the ends suggested by the questions, there exists "nothing less than the democratic education [that] will prepare free people for factual and moral choices which they will inevitably confront in society" (Belenky et al., p.168).

The scholars cited above are all concerned with aspects of human development, covering the entire span of human life.

Their work suggests to me the viability of studying a one year journey of mature adults, eager to continue their own learning. The discussions with intern teachers of their perceptions of the meaning of each individual journey and the descriptions of self-discovery as each has moved along a particular route has produced a study which grows out of and contributes to the current literature on human learning - on human development.

CHAPTER III

DESIGN AND METHODS OF THE STUDY: THE ROUTE AS PLOTTED BY THE RESEARCHER

Introduction

This chapter presents the particular rationale for the research approach selected by the researcher as best suited to the goals of the study. Recalling my metaphoric references to maps and world views, one might think of this section of the dissertation as "available maps, charts, equipment, and supplies for the best planned voyage of discovery." Included are brief discussions of rationale for and description of interpretive research; setting; participants; procedures; the role of the researcher; collection, analysis, and presentation of data; and the limitations and delimitations of the study.

Rationale for Research Design

Psychologist and developmental theorist, Robert Kegan (1982), cites Aldous Huxley: " 'Experience is not what happens to you, it's what you do with what happens to you ,'" and goes on, "We literally make sense. Human being is the composing of meaning" (p. 11).

The design for this research study was framed with questionnaires and indepth interviews with men and women who were involved in an experiential program designed "to

train them to teach by teaching." Their choice of specific words and vignettes of happenings enlarge general understanding of how these adults perceive the experiences of an intense year in which things, new to them, are happening around them and to them. Their own words, as they discuss children, curriculum, classroom environment and management, and relationships with colleagues, in questionnaires and interviews; their behavior in classrooms; and their reflective thoughts, as selected from their journals, suggest how they make meaning of those happenings.

Only by studying individuals as they put that meaning into their own terms, and act according to what those terms suggest, can we understand the holistic sense in which their meaning is made. As we listen to each intern teacher express himself or herself interacting with the others in their real world, the working classroom, we catch a glimpse of personalities growing and changing through the words they use to describe and evaluate ever more meaningful experiences. Kegan's (1988) own studies have led him to wonder "what happens if the evolution of the activity of meaning is taken as the fundamental motion in personality" (p. 15). Other researchers ponder this question, too.

One such example is Jane Loevinger (1976), concerned with ego development, who defines ego as the "master trait" of personality, a "frame that provides more specific traits with

meaning" (p. 41). Like Kegan, she works with the concept of the whole person, ego being "a *process, a structure, social* in origin, functioning as a *whole*, and guided by *purpose* and *meaning*,...not the same as the whole personality...close to what the person thinks of as the self" (p. 67 - emphasis in original).

Loevinger echoes an early biological perception of Piaget's, noting that in human psychological development the impulse to change one's "structure...is provided by the desire to satisfy one's needs..., to be more competent, to grasp the world more fully" (p. 35). I asked myself, "What if one thinks he can do this by becoming a teacher? What would this perception mean to him in the classroom and to his students? What might we learn in this study about the personalities of effective teachers?"

The rationale for this study, then, is that there was a group of mature men and women, in this "real world laboratory" in which I worked at the time, passing through a period in which they were aware that they had chosen to learn new skills and new attitudes to prepare for a career in teaching. It seemed a perfect setting and time to describe and interpret the related processes of learning and growth, as perceived by participants in a program designed for that purpose. As stated above, it is the participants' own perceptions of making meaning of day to day experiences of teaching which has provided informative data for study.

Interpretive Research Approach

Although the theoretical frame of my research lies in the empirical, often quantitative, work of developmental psychologists who discuss growth patterns in terms of "stages" (Kegan, Loevinger, Perry) and, less hierarchically, "perspectives" (Belenky, Clinchy, Goldberger, Tarule), I chose Frederick Erickson's (1986) term, "interpretive," to describe my research approach. He explains, in the introduction to his article in the 1986 *Handbook of research on teaching*, that the term is more inclusive of the variety of approaches often called qualitative. "But," he says,

it doesn't suggest non-qualitative...and it points to the key feature of the family resemblance [of several similar research approaches].....a central research interest in human meaning in social life and its elucidation and exposition by the researcher.

(p 119)

The major part of the data for this study was collected from participant observation, questionnaires to all the interns in the program during the school year 1991-1992, in-depth interviews with selected interns, and analysis of selections from personal journals of those selected interns. These techniques all fall under the category of interpretive research, for I was not attempting to quantify responses to prove hypotheses of how people, in general, learn to be teachers. I was concerned with describing and interpreting "the nature and content of the meaning perspectives of the teacher and the

learner as intrinsic to the educational process" (Erickson, F., 1986, p. 119). In this study the process was occurring, of course, to teacher as learner and learner as teacher, an added but interesting complexity. Hypotheses, I knew, or "hunches"¹⁴ would develop as the research progressed, and I wanted to be open to them, not controlled by them.

This position is supported by several developmentalists who see problems in "boxing" individuals into given stages of growth as if every aspect of a person in different areas of his life fit those boxes. The position is stated by Blasi:

[T]ypes and stages to the extent that they are based on structural definitions, are not readily open to the kind of empirical research dear to empiricist and positivist approaches"

(In Loevinger, 1976, p. 192)

Robert A. Mines (1982), too, in a critique of several quantitative student development assessment techniques, suggests in several places that assessment is a "complex, multilevel approach," and that individuals "may manifest various stage levels in a given context and across content areas" (p. 66). The same complexity was present in the lives of the intern teachers.

I could not, in any case, hypothesize the variety of reactions to experience I might discover, for I knew little of the lives of the individuals in the Program, their concerns and the interrelationships among learning styles, life situations, and current experiences in the classrooms where they were

¹⁴ "Hunches" is a term favored by Professor Gretchen Rossman in her own qualitative research.

working. I was, as suggested above, a "participant observer" in the teacher training program. After two years as advisor, an incorporator and Chair of the Board of Directors for the first year of the Program's independent status, and as Assistant Director and advisor for three more years, I knew the general plan for the progression of learning experiences for interns throughout each year. But I could not know what only each individual knows or comes to know about himself.

I could only hope to "get close to [the] situation, to generate a holistic description of the situation, to proceed inductively, and to study [a process] in [its] naturally occurring complexity" (Patton, 1989, p.43) through the methodological approach of interpretive research. Two pilot studies of adults reflecting on their own learning had suggested the wealth of meaningful material one can accumulate from indepth interpretive interviews, but I would have other sources of data, as well.

For the purposes of my research, then, I needed to know how individuals felt and thought about their experiences with children, adolescents, other interns, colleagues in the schools, advisors, program staff, and other people in their lives who were a part of their learning. I needed to observe them interacting with their students and colleagues to have a sense of the world they responded to in interviews. I needed to read or discuss their thoughts about that experience, recorded in their reflective journals or garnered from discussions with advisors.

All these activities have helped me to understand the "private beliefs" (Bredo and Feinberg, 1982) of individuals, and the corresponding complexity of planning meaningful experiences for a diverse group of teachers in training.

Because of the individual nature of what I as researcher hoped to discover in an exploration of real world, everyday experiences, then, the core of the research has followed Marshall and Rossman (1989), who suggest that

qualitative research usually begins with observations ...that raise such questions as 1) Why don't the everyday experiences I am hearing about fit with extant theory? 2) Why haven't policy and practice led to the predicted results? 3) How do existing theories and models, and concepts apply to this new and different population or setting? (p. 22)

Just these questions can be raised about mature adult learners in a teacher training program: 1) Why don't the experiences the interns relate to me seem the same as those in the more traditional, university-based fourteen week student teaching situations? 2) Why are there so many complaints about the results of those traditional programs? and 3) How are the theories of learning psychologists and developmentalists exhibited in the model of these interns learning in their several contexts? The individuals involved in the intensive year of the CTP, each responding from his or her own perspective, seemed to me to be the best source of understanding some of the answers.

As I moved through the events on my research calendar (see below), I planned to use the transaction model of evaluation of data, interpreting and modifying techniques while research was in progress.

It is based on the same assumptions that undergird qualitative research, the importance of understanding people and programs in context; a commitment to studying natural phenomena without introducing external controls or manipulation; and the assumption that understanding emerges most meaningfully from an inductive analysis of open-ended, detailed, descriptive, and quotive data gathered through direct contact with a program and its participants.

(Patton, 1989, p. 55)

From the first analysis of the September questionnaires, I was watching for the possibility of new theory, along with the hunches, emerging from the growing "understanding of people and programs in context" to complement those theories already being applied to adult behavior.

Setting and Participants

In terms of topography, the setting is idealized New England, with the river running wide through pine-covered hills and rolling fields. Farms with picturesque barns and outbuildings lie among plowed fields, as if there were still an active life on the land. Small villages and towns with green "commons" are just off the two Interstate highways which form an X near the offices of the Crossroads Program and the local

university. The X is at the center of a fifty mile circle in which the participants live and learn through their year of becoming teachers of the young.

During the past twenty-seven years, 370 mature men and women, in "classes" of four or five to "classes" of twenty-five interns - never more, have worked for a year with master teachers, advisors, professional educators, children, and parents of children, to transform themselves into teachers. As of this spring, 1993, 178 of the graduates are now still teaching children and adolescents in local schools in those small villages and towns, which present far more human problems than the admiring tourist can observe from the Interstate Highway. At least another sixty have gone on to be area counselors or specialists in learning disabilities (Information from a survey conducted for the Crossroads Board in 1990, with additional numbers added from current records). The interns are in the area because they love the rural setting - many have lived here for years - and because they want to learn to address the human problems in these rural and semi-rural communities.

The participants in this study are mature adults who come to discuss, with the Executive Director of the program, their feeling of having reached a point in their lives where they want to work with human problems as teachers. Many have "always felt they wanted to teach." Others have been intrigued by watching their own children grow and learn.

Some have recently recalled what a particular teacher meant to them. As mentioned above, although they all possess university B.A.'s, they are diverse in age - from 21 to 65 - in career and family background, and in variety of life experience. In extensive interviews, the Director discusses with them their reasons for leaving their current jobs, what they expect to find in the classroom, the nature of teaching at different levels in the schools, and their previous interests in and out of college. He also starts their learning experience by sending them to visit classrooms and possible master teachers, later discussing aspects of what they have seen in terms of making a good "match" of environment and personalities that will be crucial in the coming months.

As stated above, all the interns have college degrees - some have M.A.'s, even PhD.'s - and many have had such successful careers as engineer, lawyer, avalanche blaster, seaman, banker, computer programmer, ski instructor, homemaker, business-person, school volunteer, radio personality, or outdoor educator. At the point when they come to talk with "The Program" they have already made a decision for change in their lives. They are determined to become teachers. Most see this as a new role for them, different from what they have been.

Selection of Participants

Selection of the nine particular individuals (See Appendix I for pseudonyms and placements), who would have follow-up interviews flowing from the four questionnaires, was in terms of the different communities, school, and classroom levels of the first classroom placements. There was also an attempt to choose interns of as widely different backgrounds in family, religion, and career as possible in a group noted for similar educational success and enthusiasm in individual willingness to take risks. The majority of each year's group tends to come from the northeastern part of the country and to stem from white, European family roots.

The first principle of selection was the different community placements of the interns. I chose at least two schools in rural communities, two in the local university-town, and two in industrial/small business towns. The placements might or might not affect the participants' sense of learning and growth, but I thought it important to suggest the very real variety that is found even in this seemingly monocultural part of the country.

The second principle of selection dictated that one third of the group was to be prospective elementary teachers, one third was to be prospective middle school teachers, and one third was to be prospective secondary teachers. I stress the word, prospective, here, because frequently interns change

their minds after experiences in a level of schooling they come to know and love during the year.

The third principle of selection was to be the range of diversity of background of individuals. There was a mix of age (from 25 to 56), gender, cultural, educational, and former workday background, to give some balance to the group.

Because the research was concerned with individual responses to the experiences involved in becoming a teacher, I preferred to select participants who seemed to exhibit as much diversity as I could perceive. I hoped to see whether that perceived diversity, for example in age or cultural background, showed up at all as significant in the findings of my research.

Rossmann and Marshall (1989) suggest the

ideal site is where (1) entry is possible; (2) there is a high probability that a rich mix of many of the processes, people, programs, interactions, and/or structures that may be part of the research question will be present; (3) the researcher can devise an appropriate role to maintain continuity of presence for as long as necessary; and (4) data quality and credibility of the study are reasonably assured by avoiding poor sampling decisions. This ideal is seldom attained... (p. 54)

but I feel the site and sample in this case are close to ideal.

The potential participants were advised of my research during the first week of the program in the Fall of 1991. I spent half an hour with all of them at an after school meeting discussing the nature of my study. I explained the letter of

consent, which describes the standards for research with human subjects (Appendix J), assuring them that they were not required to be a part of my research project. I gave them a chance to read the letters and return them, signed if they were willing to participate. One intern teacher explained that she did not wish to participate "until maybe later in the year." I said that she should let me know when she felt comfortable. (In June she came to me, willing to be interviewed. It was a bit too late for her to participate in the study, but we did have a rich discussion, and I was able to assure her that her feelings corroborated those of others.)

Procedures

The design of this research (calendar on next page) is framed by four questionnaires (Appendix K) given to the entire group of interns: in September, 1991, after they had been through the orientation workshop (three days) and had been in their classrooms for three weeks; in February, when they had begun teaching in their second placement; in June, as they were finishing their year of training and looking forward to a class of their own in September, 1992; and, finally, during the Fall and Winter of 1992-1993, when interns were at last teachers in their own classrooms (or not). At that point - Winter, 1992-93 - I gave a questionnaire to each of the nine interns in my study which was different from that sent by the Program. I was

following up on certain themes and I also wanted to be sure I received it. In a first year of a teacher's own classroom, the Program had found that the returns of Fall Questionnaires was limited.

Drawing from the first set of questionnaires, a very brief set of interview questions was constructed, reflecting concerns voiced in the questionnaires which seemed to suggest themes that might run through the research. Classroom visits allowed the researcher a subjective sense of the daily context to which the intern frequently referred and gave both the researcher and intern particular students and situations to share for discussion.

A Calendar

September, 1991 - Questionnaire One

Fall - Started data analysis with Questionnaire One

Began Journal which continued throughout study

December/January - Classrooms visited, Interview # 1

February, 1992 - Questionnaire Two

Spring - Continued data analysis with Questionnaire Two & first
set of transcripts of interviews

March/April - Classrooms visited, Interview #2

Worked with transcripts as they became available

June - Questionnaire Three

May - June - Classrooms visited, Interview #3

Reflection with interns on selections from journals

(Included in interview)

Discussion of Statement of Philosophy of Teaching

(A requirement for all interns)

Summer - Read through transcripts as available, highlighting themes

October - January, 1993 - Visited interns' own classrooms or homes (in two cases); continued reading and highlighting of transcripts

Questionnaire Four, Interview #4

Questions in the Researcher's Mind

These can be seen as pre-field research sub-questions, or prompt questions, for the major interview question, "What have you learned since September?"

- 1) How will the perceptions of prospective teachers change/not change:
 - of self as competent individual?
 - of children?
 - of adolescents?
 - of teachers as members of a profession?
 - of teachers as people?
 - of administrators, advisors, program directors, workshop leaders (authority figures)?

of parents (of students and selves as parents)?

of relationships among the above?

2) What will it mean if perceptions have/have not changed?

3) How will intern teachers perceive:

individual strengths and attitudes they bring to the new role? new or revised skills and attitudes they need to become teachers?

the loss of old, familiar roles, in which they may have been comfortable and secure? or discouraged and bored?

their own learning habits and relate them to new learning situations?

the roles of boys and girls, men and women professionals in the classroom?

previous experience/s in their lives as valuable?

the group of peers (other intern teachers) with whom they are interacting on a weekly basis?

what they may learn from the Program, children, master teachers, workshop leaders, advisors, peers, those close to them in other parts of their lives?

4) How will they describe the entire process of learning and growth?

Keeping of a Journal

A journal, or log, was kept throughout the time of the study, in which were recorded:

Observations of schools and classes in which I visited

Questions to be asked and revisions to be made if such revision seemed necessary or more focused to the participants themselves

General comments after interviews on the process itself

Discussions with members of my committee, and/or other educational colleagues, scholars, or practioners from time to time, to hear suggestions concerning possible interesting excursions off the main route

Notes on complementary reading suggested as useful by colleagues

Notes on developing "hunches," themes, and theories, (some of which matured)

Responses to scholar/practioner peer reviewer, sometimes referred to as auditor, (suggested by Lincoln and Guba [1985], p. 380) as an aid to credibility

Responses(where appropriate) to member checks, participants comments on "analytic categories, interpretations, and conclusions"

(Lincoln and Guba,[1985], p. 314)

The Role of the Researcher

Although I, as Assistant Director of the Program, met some of the interns during the year before they entered the program, I come into direct contact with them only in the Orientation Week activities in August, 1991. Throughout the year, I taught an occasional class, talked with the interns at meetings, and was available for added advising in particular situations, if the Director deemed it necessary. Because of this research project, I had decided not to be an advisor for any particular interns during the year, for the advisory role demands a special relationship with some interns which, I felt, would have limited my selection of interviewees.

Removing myself from the advisor's role also removed me from any of the decision-making role the advisor plays in questions of certification recommendations. My interest in talking with individuals in the program was not dimmed by being a bit removed; it came naturally from my five year contact with other men and women who have fascinated me in their intensity to learn and in their dedication to the tasks of teachers.

It is true that I find these people admirable, and I was curious to hear their personal responses to their experiences throughout the year. I had never had the time to so focus discussions with previous interns, and I felt privileged to have the research project as a reason for indepth conversations with

these busy prospective teachers. My position in the program and the interns' acceptance of my concern for them and my understanding of the general position they were in made my role as researcher much easier.

I am, of course, aware of a positive bias toward these men and women, because I know how hard they work and how much of other aspects of their lives they put aside for a year. That bias has not seemed - to me - to interfere with an ability to listen to what each intern says or writes as information and reflection, even in the give and take of a conversation. The interns, for the most part, amend their individuality only after careful consideration, and there seemed to be very little chance that I was not hearing positive, negative, and balanced reactions to their experiences.

It is possible that even their own reflection was not always as deep and thoughtful as it might have been in longer discussions. Frequently, however, even the hour or hour and a half I asked for seemed to these people long minutes taken from other requirements on their time. I have focused in this study on the interns' own sense of their experiences, and I wish to convey their sense of the meaning of those experiences, not my sense of what it should be. Each participant intern has, therefore, been given the chance to edit his/her own words and to question my interpretation of words or behavior, a "member check" suggested by Lincoln and Guba (1985, p. 314).

My role in the research is that of participant observer, an observer whom the intern teachers, members of the Board of Directors, staff, master teachers, and administrators could understand and accept. "Entry" to the sites of research was achieved through sharing my plans with the Board and asking for permission to work with members of the Program (Appendix L). I asked for cooperation with participants and have accepted the wish of anyone who did not wish to participate. I talked with the Superintendents of each District, where possible, to let them know of my research. They were all aware of my role in the Program. I talked with each of the Principals of the schools in which I interviewed, asking for permission to observe in their schools under their rules and regulations. In the Fall, 1992, since several of the interns were working in districts not a part of the training program, I wrote to superintendents and principals (Appendices M & N), explaining the need for a final observation and interview and received approval for my visits. In each case I promised to send material to be used in the research for commentary and editing if they wished.

All schools, communities, and names have been replaced with pseudonyms, but if a participant wishes to question any statements attributed to persons seemingly identifiable, I have indicated my willingness to allow editing by participants. My transcripts can be checked to discover whether any given

comment or observation did, in fact, come from a school in a particular district. Some have asked for a summary of results of the study, which I promised to mail to them at the time of completion of the study.

I attempted throughout the research to be careful of intruding in situations which were the province of other members of the Program, and was, where necessary, aware of local political situations. I never felt that I was perceived as an "outside" researcher, and advisors were quick to ask me to put off interviews at times when they felt an intern was under too much pressure. I was happy to comply. I realize that I am a familiar figure in most of the local schools, and that familiarity itself can lead to problems of too-easy interpretations of events or contexts. I have, therefore, asked a person, who knows both the Program and the academic world of higher education, to audit, or monitor, my progress to keep a check on any distortions through bias or any seemingly illogical conclusions I may have drawn. This "peer evaluation" was also suggested by Lincoln and Guba (1985, p.308), as well as by Professor Gretchen Rossman, of the University of Massachusetts, Amherst.

Data Collection

The brief history of the Crossroads Teacher Training Program in the introductory chapter and the items in Appendices A, B, & G are the data which provide a description of the

specific context in which the intern teachers are working. Other data include field notes, from fall, winter and spring (1991) and fall/winter (1992-93) visits to the classes of the interns, by then practicing teachers; analyses of the four questionnaires given to interns at four specific points in the year (September, February, May, Fall/Winter); transcripts of the indepth, audiotaped interviews with interns, which have followed the giving of the questionnaires; selected parts of the interns' journals which they have been willing to share at the spring interview; the researcher's cumulative journal, from September, 1991 to the following March, 1993, of contextual events which may have bearing on final interpretations; and descriptions of the schools and communities in which the interns are teaching.

Data Analysis

The analysis of data in interpretive research, much of it the reams of field notes and transcriptions of interviews, was a matter of searching for categories and patterns of reactions to experience, in order to bring some order into a necessarily confusing array of personal behavior and personal reflection. The questionnaires from the early part of the year helped me to look for kinds of responses which I tentatively categorized and then used as a source of either lead questions in subsequent interviews or of prompt questions on topics which

seemed to most frequently appear as concerns of these prospective teachers. Then, following the suggestion of Sharan B. Merriam (1989), I looked in the data for that which "reinforce[d], explain[d], exemplifie[d], or refute[d] known information" (p. 135).

Because my approach is inductive, I was, as a researcher, "open to whatever [emerged] from the data...then, as the inquiry [revealed] patterns and major dimensions of interest, ...[I began] to focus on verifying and elucidating what [appeared] to be emerging..." (Patton, 1980, p.46). One such emerging category, in one of my pilot studies, was the role of humor in the teaching and learning of adult students, a role then beyond the scope of my study, but interesting and worthy of further study. Interpretive research requires a sensitivity to the emergence of such unexpected aspects of learning.

Eventually, I, as researcher, have had to make my own meaning from the patterns which occurred in the various categories of experience reported by the participants in the research. Through vignettes and comments, I have given as full a picture as possible of a variety of individual responses to "what happens" in classrooms, and, subsequently, in minds and behavior, to create a teacher.

Delimitations and Limitations of the Study

The delimitations of the study, a context in which my co-participants and I were familiar with each other and the world in which we worked together, made aspects of this study almost ideal. The ease with which I could enter the schools and classes in which they taught and teach, with relatively little disruption of the activities, has certainly been to the advantage of all of us and resulted in seemingly very open discussion of the process through which these men and women were travelling.

Another aspect of the value of this small, convenient "laboratory" for my research was that these interns were, because of their work with advisors and with many of the master teachers, very familiar with the reflective discussion technique as they focused on teaching and learning in the classroom. Some of them were working with advisors who were actually also asking questions of overall reaction to their learning and growth. I did not mind this because the nature of reflection is to learn more about oneself as one thinks, in writing or in conversation with others, possibly to learn more than just thinking in isolation. My pilot studies with interns had already suggested that interns are anxious to talk about their lives and their teaching, and that they do learn from their own choice of words. As Michael Quinn Patton (1980) reminds us,

It is a fundamental purpose of language to tell us what is important by giving it a name and therefore separating it from other things with other names.

Patton goes on to cite Charles Frake in *The ethnographic study of cognitive systems*:

The purpose of ... analysis is to discern and report 'how people construe their world of experience from the way they talk about it.' (p. 307)

One limitation of the study is the limitation on types of schools within the fifty mile radius of CTTP's reach. Much as I value good teachers for rural, small-town schools, I must also recognize that there are no city schools in the area - neither suburban nor inner city - available for training teachers, and those are the schools most frequently talked of in America today as requiring strong, effective teachers. It was encouraging to read recently , (in The second Bracey report, *Kappan*, October, 1992, 115-116) that at least some educators are also realizing how isolated (except perhaps through tele-vision) are many rural schoolchildren. They are half the number that are in city schools, but both populations are removed from many positive prospects in the rapidly changing world.

Another limitation, given the concern with our expanding multicultural American population, is that the cultural diversity of the group of interns also tends to be limited by the demand for a Bachelor's degree and by the isolated nature of the New England context, even though each year some interns

come from as far away as Alaska or Florida - even Indonesia - (usually having heard by word of mouth about the program).

A third limitation, given my own concern for the enormous demographic changes in America as a whole, is the narrowness in the mix of ethnic backgrounds of the school students as well as of interns. Although there is some cultural, economic, age, gender, and religious diversity in the group of students and interns, both groups are largely Euro-American. There are obvious economic differences within the schools in which the interns teach, and there are rural and non-rural students and interns, but the multi-racial, multi-cultural problems of many American communities cannot be a part of this study.

I leave those mixes to other researchers. The responses of the men and women who are aided by the Rockefeller funded program called Recruiting New Teachers¹⁵ would make a remarkable study, quite different from my own, though it could be based on similar principles. Limitations having been recognized, it is still true that what I have studied and what the participants will show in the following chapters are the responses of mature adults in a situation of their choosing,

¹⁵Television ads and newspaper ads, using scenes from Jaime Escalante's classroom (seen in the film, *Stand By Me*), urge people to telephone for information on how they can become teachers. A Harris poll in Spring, 1992 gave evidence of widespread, positive response from mature men and women of many ethnic groups, willing to work in inner cities and with learning disabled students.

learning new ways to be. Given those parameters, I can imagine other individuals from other cultural and ethnographic milieus similarly choosing schools, in which their values are reflected, in which to learn the skills and attitudes of teaching. They could perhaps extrapolate from the experiences and feelings of even this limited group of participants to enrich a like set of experiences, but in a different context.

Presentation of Data

I have chosen to present the findings of my study through a metaphor, within the metaphor of my own mapped journey. The interns' individual voyages can be followed in a structure paralleling the poem *Ithaka* (See page viii), by the Greek poet, C.P. Cavafy. The technique is suggested by Merriam (1989), drawing on Miles and Huberman's *Quantitative Data Analysis* (1984) and on *The Last Gamble in Education* (1975) by Meizerow, Darkenwald, and Knox, but it is also my own "idiosyncratic nature of arriving at insights" (Merriam, p.148). The poem philosophizes about the nature of Ulysses' voyage, following the Trojan War, as he headed home to Ithaka. It focuses on the journey, not the arrival:

Hope your road is a long one.

Keep Ithaka always in your mind...but don't
hurry the journey at all

Ithaka gave you the marvelous journey.

- C. P. Cavafy

The metaphor of the long journey, with an uncertain date for homecoming to Ithaka (the goal of finally knowing oneself to be the teacher each wants to be), certainly is an apt one for these men and women who have selected the Crossroads Program. Indeed, the journey metaphor suits those who decide during the year that perhaps not Ithaka, but Athens or Corfu - representing other chosen life goals - may be their final destination. The year seems to give experiences which change people, and almost all who set out each year never regret the leagues they sail.

Not only the interns in this study, however, but most of the teachers I know and read insist that a love of lifelong learning is why they teach and that every year they learn more of their craft. The poem of a sailing journey has allowed me a nautical frame for the presentation of the findings just as it has already lent the larger metaphor of maps to this dissertation.

The information presented in the reflective words of the interns, then, will be organized in terms of the chronological "journey" through the ten months of the Program. They spent a period of time, as does a sailor on any trip:

Getting One's Bearings:

Tacking into the crosswinds - First placement,
full of confusion and surprises

Sailing downwind - Second placement, a sense
of "not learning, just doing my daily work," but

conscious of the presence of non-academic monsters as they are almost so labelled by the specialists

Taking the helm - As Program draws to a close, becoming the teacher one will be, the feeling of confidence in the self to teach in almost any situation, a recognition of the politics of school and community adding to confidence

As the trip was progressing in time, another approach to the findings could be discussed in terms of:

Encountering the Monsters:

Proteus - the complex, ever-changing shape of teaching

Lastrygonians - economic “baggage” kids bring to school

The Sirens - emotional “baggage”

Cyclops - the emotional/intellectual cave in which the "disabled learners" may feel themselves trapped

Poseidon - the politics of community and school

And, finally, in summary:

The Wisdom of Experience:

Setting Sail for Ithaka - A visit to the classrooms of professional teachers, now in their own classrooms, weaving past and present experience in familiar patterns, patterns described in an epistemology of learning, meant to deepen the meaning of Robert Kegan's phrase, a

“human being is composing meaning” from experience
(emphasis mine, see p. 39, above).

Clearly, the metaphor begins to suggest interpretation, but Chapter Four will, in fact, simply present the thoughts of the interns within the above framework. In the final chapter, I will interpret the findings in terms of the themes which developed throughout the research, will relate them to current literature, draw the conclusions which seem clear to me, and recommend further study.

CHAPTER IV

PRESENTATION OF THE FINDINGS: THE ROUTE AS SAILED BY THE INTERNS

Introduction: Getting One's Bearings

In keeping with my metaphor of mastering the craft and art of teaching as a life-long journey toward Ithaka, the findings will be presented in four chronologically organized sections. Other readings of data (*Encountering the monsters*, and *The wisdom of experience*) will appear in the second, third, and fourth sections. The first section, however, is *Getting one's bearings*, in which we begin to follow the chronology of the interns' routes to learning throughout the year of the study, "hearing" their own reflections on the process of becoming teachers. The second chronological section, a second placement in a different school (for all but two interns) includes *Encountering the monsters*, in which, going back to different aspects of the journey, we will come to understand how most of the individual interns recognized and began to discover ways to subdue the dangers of a potential Proteus, seemingly hostile Laistrygonians, the Sirens, Cyclops, or even the mighty Poseidon.

This section also develops the beginnings of the *Wisdom of experience*, foreshadowed a bit even in Section One as *Theory as useable knowledge*. That theory is contained in

comments by interns, who practice theory in the activities of their daily experiences, whatever words they use to describe those experiences. The third and fourth sections cover the interns as they close out the year, eager to find jobs in classrooms of their own, and, finally, in the fall and winter of 1992 and 1993 as they welcome me in those classrooms or to other spots where the year may have led. They are, by that time, sailing toward Ithaca, or they have rerouted themselves toward another goal.

First Placement: Tacking into the Crosswinds

The Framework of the First Placement

All of the in-depth interviews with the nine selected interns in the study were framed by questionnaires given in September, February and May of the learning year. I had been giving these questionnaires to each new group of intern teachers and refining them for two years before the study began. I was not really surprised when the responses to "What surprised you in the classroom?" in the September questionnaire resembled answers of other years. The "surprises" are the crosswinds I refer to above. Briefly, words and phrases from the twenty-seven interns sum them up:

extra duties

children are not what I thought

the timing and scheduling
milk money
"policeman aspects"
not enough time
poor socialization of kids
I like the slow learners
kids more sophisticated in some ways, less in
others
the disparity in motivation
the range in academic ability
how much seventeen-year-old boys talk about sex
how conservative kids are, how humorous
how bright second graders are
how late I stay up worrying
what excites me doesn't excite the kids
children can run the class!
the job is so very complex

(All phrases from Questionnaire 1, September.1991)

The interns thought of these aspects of teaching as surprises. Surprises are what we aren't ready for, what we don't understand. As a first year teacher has explained it,

Learning comes out of *not understanding*. It comes out of being *uncomfortable* with something, or needing to figure something out (emphasis added).

(Sheila, quoted in Aaronsohn, 1991)

By the time of the first set of classroom observations and indepth interviews, in December, 1991 and January,1992, the nine men and women of the study had already moved through the windstorms of discomfort created by such surprises and could reflect at length on the question, "What have you learned since September?" To add deeper description to the phrases above, responses from the interns in the field are catalogued below. In a pattern which persisted throughout the year, interns' comments reflected perceptions of the unique context of their own reality. From these individual perceptions, however, the researcher discerned distinct general categories:

Comparing reality with expectations

Getting to know the kids

Learning about and from grade levels

Individuals

Boys and girls

Dealing with the kids in the context of the classroom

Success, flexibility, and a variety of approaches

Theoretical transformed into "useable" knowledge

Comparing Reality with Expectations

One way to learn is to compare. There were many interns who understood by December that schools were different

places from the places of memory and from the contexts of recent job or life experience.

I think the biggest thing I think I've learned is that I don't know anything. It's like I came in with all these preconceived ideas about what it was going to be like, what it was going to be like in the classroom. And I had to break all that, all that down and start from scratch. And, and I think the biggest thing I've learned is that, probably the most important thing is the kids.

You know, I remember my advisor saying "You know there's a lot of paperwork..." So really that's not the most important thing. It's...how it's presented, the relationship between the teacher and the child. And I think that's true.

(Emily, Koscuisko Elem., Int.1- 5)

What have I learned? I've learned to be brave in front of a group of kids....when I started I was terrified, which surprised the hell out of me, given that I've made presentations to boards of directors of large corporations. I've talked to the governor... I've made speeches. And the first time I stood in front of nine ninth graders I was absolutely nuts. I didn't know what ...to do. So I've learned that....I thought, coming in here, I needed to know way more than they did about English literature, had to be this brilliant thing and couldn't speak unless I had something absolutely brilliant to say. And the fact of the matter is that's not what you need to do at all, at least not for English. ...You get two different levels of knowing things. My brain knew this but my heart didn't. You face insecurities every single day in this job.

(Kathy, Luther K. Jackson High, Int.1-2)

I more or less thought of it [teaching] as in your own little world. Your classroom is your - - - I didn't expect there to be so much sharing, which I'm glad there is. I kind of expected it to be more you have so many students. You're in your own room. But it's nice to see there is so much involvement....And everyone, the one thing is - - - everyone is treated as an equal. If you're in the kitchen staff you're just as important and just as valuable as the principal. Coming in, I didn't feel like a little, low-level intern. I was immediately treated as an equal to anybody else.

(Chuck, Morrell River Elem., Int. 1-17,18)

I've learned everything, because I really didn't know anything about kids. I'm having to unlearn some rote responses to kids. I, I noticed within the first week, having graded a paper for my master teacher for a student over his summer session...I found stuff that was, you know, questionable, whether it was her writing. Like I could feel the blue uniform going on and the badge and the handcuffs and everything. I trooped over to Hilyard Library and did my detective work and found the page, the sections. Wrote down massively punitive statements....It was like reverting to type. Let's go find her and arrest her....I talked to the teacher and listened...I was able to put it back in the context of you're not here to punish. You're here to help people learn.

(Adrian, Black Mountain High, Int. 1-11)

Getting to Know the Kids

Of all the learning the interns were aware of, that having to do with the "kids," (the boys and girls, the children, the students) was the most fascinating, the most multi-faceted, the

most meaningful. Various techniques of management and presentation they picked up daily - from master teachers, from colleagues, from other interns, from theorists' presentations - and we will hear comments on those. But consistently, the interns came back to the complexity of the human nature of the classroom, problems of kids in general, or to Christopher, or Brandi, or Michael, or Lisa and the individual problem or success that child was having.

The image of the teacher in front of the room had faded for most of these people, though there were plenty of models in their schools and even among master teachers who persist in the lecture, read, test cycle of teacher-directed classes. And most of these models are considered excellent teachers for a variety of reasons, even though we might term them traditionally oriented toward the teaching part of the teaching/learning equation. They are excited by the content of their lessons; they have a dynamic, dramatic approach to the students; they care deeply about the students and get them involved, but they would be seen as managing a teacher-centered classroom. The interns learn much from these teachers, and some will follow similar patterns if they feel most comfortable playing that role, even though the Crossroads Teacher Training Program makes clear its belief in student-centered classrooms. But it wasn't theory these interns were

talking at the end of the first semester as much as a keen, caring interest in the

human element...you're not dealing with student I.D. numbers. You're dealing with very complex, needy people who pick up on every inflection in my voice.

(Adrian, Black Mountain High, Int.1-9)

And Kathy's perception:

I'm always amazed at how insightful they are. I have ninth graders and eleventh graders. And I have level one ninth graders, the kids you just saw who are low achievers. And I have a level two ninth grade class which are medium achievers, theoretically, but that's all a bunch of bassura in my humble opinion. They're (pause) their egos are really fragile. I guess I'd forgotten..... I don't think I had a real perception of kids. I knew I got along with them. I knew I liked 'em. I knew I was intrigued by them..... but I hadn't spent a lot of time with high school kids, mostly little kids. But I picked high school kids [to teach] because intellectually I thought that's better for me...It's too much fun to watch their brains work. Also I learn every day, I mean a different way of looking at a piece of literature. A kid'll say something. He'll go [she whispers] "Ahhhh, that's cool" and that's really fun. I like that. But I don't think I realized how fragile they really are. I also didn't know--I mean I knew that people learn differently. I've read all those books, you know, but had never seen it. And God its true. It's absolutely, positively true. Sean H. cannot learn the way other kids learn. Sean is a wonderful, delightful kid who is always a failure because nobody has paid any attention to his way of learning. (Kathy, Jackson High , Int.1-6)

These children are far beyond where I thought a second grader would be knowledge-wise.

(Ques.1,D -1- 4)

I expected the broad range of abilities, and that range exists...I am surprized (sic) and delighted by their abilities in abstract thought. (Ques. 1, F-1-3,4)

Children are really good to handicapped children. They are helpful, compassionate, and patient.

(Ques. 1, L -1 -4)

The comparing moved back and forth from the general category of "kids" to specifics within the category (grade levels, individuals within grade levels, boys and girls) and the learning clearly included aspects of the self under consideration.

Learning about and from Grade Levels

I stereotyped them as (pause) very, the work was not satisfying. That often you can, at least with a fifth or sixth grader you can - - - - I always believed you could have more of a mutual looking at their work and discussions. But I found that with fourth graders you can. And what I like about the second, the first and the second graders, which I don't have as much with the fourth, is the sharing and caring, the hugs in the morning when you see them on the playground...doing what I do naturally means so much to them. But I'm learning - I never thought I would say it - but I can't wait to get down to the little ones. [Chuck is thinking ahead to his second placement with a first grade teacher in another town.]

(Chuck, Morrell River Elem., Int.1 - 24,25)

... Kids [were] acting older than I expected. I kept thinking that they were kids, and they are kids, but within five minutes they'd be acting like seven-year-olds or twenty-one-year olds. They'd be treating me like a peer or they'd be treating me like a parent as well as a teacher. It took me six months of working with them just to kind of sit down and think about where I was at when I was their age and go "Yeah. I forgot. I thought I was grown up when I was ten and eleven and twelve years old." And so that's the way they were acting.

(Mary, James A. Clyde Elem., Int.1 - 9)

Uh, eleventh graders. A lot of 'em have jobs... It's a whole new perspective on high school... Another thing that's real different I think, at least from my friends, is how many of these kids' parents are divorced. And one kid came to school and his mom - his parents are divorced and his dad is remarried - and his mom is engaged to his stepmother's ex-husband who just got arrested the third time for dealing drugs. And Sean had been terrible that day in class. And he came in and called me over and said he'd talk to me. And I said, 'Okay, look Sean, when things are happening and it's hard to work that's okay.' ... And it's stuff like that that makes me thrilled to be doing this. That a kid would come and talk with me about that stuff. ...And I agree with Pete [that sometimes you have to set limits], but this wasn't one of those times. I think I do the right thing by accident a lot.

(Kathy, Jackson High, Int.1- 8-10)

Kathy continues, but focuses on another specific student, suggesting that learning from and about grade levels is the accretion of knowledge gained from:

Learning from Individuals

One of the girls who sits right here who I love. Heather's got learning disabilities. She's a wonderful, wonderful kid but she's got a lot of emotional stuff going on. She'd been living with this family apparently a long time and they just adopted her. [She whispers.] Barbara, she looks different. She's beautiful. She radiates.... But we worked with Heather, and I think she's getting a B. She's amazing, absolutely amazing!

(Kathy, Jackson High, Int.1 -26)

Bernie. I mean, he's an extreme case. I mean as far as his skill levels and stuff. ...They just got a telephone last year. No running water.... It's like coming out of, I don't know. The first days he came to school it was like - he's looking around - like, WOW! Look at all this!...His father calls himself a recovering alcoholic, so that's an aspect. And mother is very young. She's in her early twenties.... Bernie is basically nonverbal. And today he came up and said, 'Excuse me, I can't find the punch. Will you please help me find it?'...I said to Georgia [the master teacher] 'Do you believe he said that to me? "Excuse me." Just like a little gentleman.' It's wonderful.

(Kathryn, Bright Star Elem., Int.1- 9,10)

Learning from Boys and Girls

Long before December, the interns had discovered that girls and boys exhibit behavior different according to gender, and there is a feeling, reflected in the interviews on the part of some interns, that responses of teachers should be sensitive to

varied needs of each and varied ploys of both boys and girls to "get away with things."

Boys are just different. They're just, they're like this in their seats, you know? [She wiggles in the small chair.] They need to get up every once in a while and walk out to the bathroom - - - boys are constantly going to the bathroom. There's one especially...I really believe it's his way of dealing with, you know, becoming over-stressed, wanting to jump up and scream and run around.

(Emily, Koscuisko Elem. Int.1 - 2)

It's odd with the girls, well, that's a small minority of the girls...that bother me with giggly behavior that I just sort of tolerate. Every once in a while I ask what's so funny. There's nothing that's funny. But they giggle and I find that annoying. And the boys, the boys are more, I mean they're sort of, their misbehavior is more physical. They're always jostling each other, or - you know - some kids will sort of like hum and sing in class. I never thought it would be like this. I thought they'd all be (pause) little adults studying along, and they're not.

(Joshua, James A. Clyde Elem. Int. 1-19)

I'm really down on observing a lot of teachers who let bright girls in classrooms get steamrollered by boisterous boys. I just picked up a lot of that, reading Gilligan and Belenky. I've been really down on that, really trying to break that up ...trying to identify girls that have trouble with that, a couple of girls that are coded in some of these classes who are really bright but have been making C's and D's because no one gives 'em the time of day. ...I've spent a lot of time writing encouraging remarks....[One girl] a bright kid with low self esteem and who has been wallflowered, I mean

pasted to the wall big time...responded dramatically to positive comments on essays. And I noticed a quantum jump in the commitment...the time she'd devote to reading material, extra reading material... the last papers I got were among the best in the class, scored in the 90's.

(Adrian, Black Mountain High, Int.1 - 8,9)

Well, the boys, of course, act up in gym class. There was this one big incident....The boys were bouncing the balls. They were supposed to be listening to directions. ...And the girls ended up doing it and they didn't get in trouble at all....even the girls said, "It's not fair. The boys always get in trouble and the girls do just as many bad things and we never get in trouble." Which is true 'cause the boys are so outwardly honest and so "Well, yeah, I was talking when you were talking"....whereas the girls...they're doing little whispers and they'll pass notes, which I find more disruptive to me...

(Mary, Clyde Elem., Int. 1 - 19)

Dealing with the Kids in the Context of the Classroom

By the end of the first semester of school, all of the nine interns I interviewed had come to learn, to understand in very specific ways, that, as Mary expressed it, "there are things that are very important to the kids...that interfere with their learning...I prefer to find a reason behind the [disruptive] behavior first." Mary continues by explaining how her master teacher, a woman who prefers teaching social studies in fifth and sixth grade classrooms to the practice of law, deals with student problems.

Helen says to them 'This is the classroom and terrible things happen to all people. But, when you come in my room, let's escape into academics and get away from [these things]...this can be your refuge.' [That technique] works for her and for some students. Some students, they want a firm disciplinarian...a teacher to come in and lay out expectations, and they're very comfortable within that. And other students need someone kind of caring, demonstrative with their affections. So actually, since we're on different ends of the spectrum, we manage to hit all the kids.

(Mary, Clyde Elem., Int. 1- 4-6)

The "here we have work to do" approach of Helen Pendergast is perhaps more familiar in a high school setting, although among the mentor/master teachers who work with CTPP interns, there are, as Mary suggests, individual teachers, good teachers - male or female, Kindergarten through 12 - at different places along a spectrum of those who focus primarily on academics to those who focus primarily on the child. The interns, themselves, even as they come to understand the great pain that many, many children bring to school, recognize the need to draw a line :

There's just so much kids bring to school...I know you can't resolve it all in the classroom. It's impossible. I'm not going to be in there making it all okay for these kids, 'cause it's not going to be okay. I learned I don't have to fix it....One little girl, Samantha, has had a lot of anxiety. Her parents are divorced and don't get along....Especially around Christmas it started building because of choices

between Mom and Dad. 'Where am I going to be?' It's really confusing. So one of the things I did was I allowed her to sit in a chair and be sad. She can just be sad for awhile...It's okay...I give kids permission to feel it, it sort of evaporates....Pretty soon she was back with the rest of us.

(Kathryn, Bright Star Elem., Int. 1-12,9)

With the recognition, on the part of the interns, of the personal problems of many of the children and adolescents with whom they work, came a way of working that understanding into the techniques of classroom management.

If you're unhappy and something is bothering you, to go through all the math and science and social studies, you're not going to pick up on it...They're sitting there, all "frumpy " if something is bothering them...it will be a waste of time to go through the math lesson when they're not concentrating. I feel it's better to take ten minutes and to let them know.

(Chuck, Morrell River Elem., Int. 1 - 16)

A child is in school and they have to be there. So you have to make it the best possible place to be, and the safest...because unless they feel safe I don't think they can learn anything....I don't think what they're learning is so important as that they want to learn more...like this rocks thing I'm doing. I'm not going to give them a test on specific types of rocks, but I would hope [all this work with rocks] would spark an interest in rocks or the outdoors. I don't think the facts are as important as the process. (Emily, Koscuisko Elem., Int. 1 - 6)

(I had been observing the class that day in which each of the third graders had been testing for minerals in his or her

rock, looking up information, showing Emily and Dorothy, the master teacher, special rocks they had brought from home, and preparing a report on a particular rock. Later the class was preparing to study the structures of rock in the earth as a whole, volcanoes, generation of types of rock, earthquakes. All was to be connected to this first identification of "my" rock.)

Emily went on:

I think I used to think facts were important. I know I did, 'cause the first third grade unit I ever did [for ELF, a volunteer program] was on metamorphosis, on cycles. And at the end of it I made sure everyone knew all the stages. Then I felt like I'd accomplished something. I felt they'd learned it. Now I don't feel that's so important. In fact when we have.....you know,... what's his name, Bob,... Bob Lofton (a college professor of Psychology of Learning who presents workshops)...when he gives exams he doesn't just have them reiterate all the information...he has them relate it to something in their lives. And I think that's important.

(Int. 1 - 6,7)

Anyway, [Pete, the master teacher, is] really brilliant at dragging real life into literature...Lady MacBeth is saying "This isn't as much fun as I thought it would be." [An aside: She says it better than that.] Pete brought it back to how would you feel if you'd just won Megabucks by rigging it and were about to get caught. And going to jail - would it still be fun to have the money? It got them thinking about how it relates to their own lives... something I learned...how much are you going to let them into who you are...it's individual, class by class..... ... But knowing yourself, if you know yourself, you can let yourself out. If you don't...

maybe that's the trouble with that lady down the hall [a teacher the kids have complained about]. She absolutely is closed and the kids can't relate to her.

(Kathy, Jackson High, Int. 1- 14,15)

Adrian, teaching in an upper middle class school in a college town, felt that even his sophisticated faculty peers were not necessarily in tune with students who, Adrian felt, were even more sophisticated than many adults in their perception of current music and film. He felt, for example, that the use of the musical "1776" to teach the American Revolution was a bit dated, when kids are now exposed to the technical advances in films like *JFK* or *Glory*.

When you start getting into stuff like Watergate, Vietnam, looking at rock music and its influence in the sixties, these kids go wild. You know the textbook. If you're just reading the textbook it, it puts you to sleep....I have a pretty interesting way of making students confront film. I try to get them to respond to their feelings, which is that touchy, feely teaching style I'm not fond of, but...for instance, a film like *Mississippi Burning*, the opening scenes where the civil rights workers are being pursued... and they write down all their feelingsThen [at the end of the film] we have a brief discussion. The next day I give them usually about seven film reviews from a conservative and a liberal journal and a couple of mainstream magazines. 'Now, let's see how your feelings have been manipulated.' ...I'll pull something from a historical record...close to a police record of just the facts, ma'am....So you've got a learning exercise that's topical...I think they see a really neat thing going on.

(Adrian, Black Mountain High, Int. 1-15 -18)

One self-termed "successful academic" intern, who had taught several years ago in a teacher-centered, content-oriented pattern, confessed to having problems in what she perceived as a loosely organized middle school classroom, with too much time allowed for kids to discuss their own problems. Anne's entire first placement was frustrating for her, because she felt herself not in tune with her mentor teacher, much as she enjoyed the children. With advisor support, she looked for the things she was learning, and waited for her second placement, in a high school class where classical literature was felt to be important. One thing she had learned was that the technique of writing process did hold out the expectation of individual responsibility, and she could value the approach if well managed in the classroom.

...I wasn't able to have the kids (in a previous school) have the experience of as much writing as I felt they should have....Writing process shifted the responsibility for a lot of that to the kids themselves, and I felt that was exactly the way it should go....I've started to look at it as a support to everything else I want to teach....I mean right now, in Micmac, we do papers with the math teacher. We do papers with the science teacher. For my solo week I'd gone and worked with the science teacher....And I'm supporting the social studies teacher who is doing Johnny Tremaine.... I'm going to follow up with a choice of books in January that have a more realistic account of people's experiences [in the Revolutionary War].

(Anne, Micmac Middle School, Int. 1- 22)

One word would summarize the most important aspect of what the interns had learned about the "kids": respect, respect for each student and his/her work. They had also begun to learn flexibility in moving within an environment that can allow for that work.

When I say I respect a kid, I'm dead serious....I take everything that occurs to heart, and I mull it over, and I turn it and I think about it, project ramifications of different avenues I'm taking....I'm just true and honest. Like I said, I'm very serious about respecting the kids' work.

(Mary, Clyde Elem., Int. 1 -28)

But there's a feeling of respect - an atmosphere is a better word - of respect. And so it's not like these things are being constantly stressed to the kids. But it's because of the, the, I don't know, the way things are designed...the way the classroom is designed by Georgia.

(Kathryn, Bright Star Elem. Int. 1 - 14)

Well, I respect kids and I have a sense of humor. I'm nuts. I really think being a little bit off center helps....You just do it, and when it doesn't go very well, you try not to beat yourself up too badly....It's really hard. If it doesn't go well, you say okay, hum, what am I going to do now? What can I do? Nya, nya, nya - what didn't go so well? And that's how you learn.

(Kathy, L. K. Jackson High School, Int. 1 -16,17)

Included below, to introduce another intern, like Joshua (above, page 81) who had continuing trouble with classrooms not being what he had expected, is a comment about respect for

kids which shows a bit of the confusion he still felt about his first placement. Many of Otto's comments, like this one, were mixtures of self and student. The comments are full of pauses and restatements of himself and his own learning about himself as a person and a writer. There was less of a centered feeling about what he was doing in the classroom context, although he is a successful coach of this high school's ski team, than with most of the other interns. He meant what he said about respect for each student being important, however, because he knew he had benefitted from that respectful attitude. Nevertheless, he had trouble blending respect for individuals into management of an entire class. He said he had "been caught up in the teacher role...who am I?...somewhere between student and teacher" (Int 1, 13-14) and it shows.

My seventh and eighth grade writing teachers had the most profound and lasting influence on me ...a teacher who encouraged me, encouraged my writing....[shifting focus] was respectful of your writing, your thoughts.

(Otto, Abenaki Regional High, Int 1.- 4, 23)

Success, Flexibility, a Variety of Approaches

By the end of the first placement, most of the interns felt competent to teach. They were predicting that the different grade levels they were moving to would hold new patterns of student behavior, but they had proven that they could "tack through the crosswinds" of surprises and the unexpected, and their confidence had increased noticeably after the solo week

experiences. I talked with Chuck on the last day of his solo week. He didn't want to wait for our scheduled interview later in the day. He had to tell me how solo week had gone:

[There was] the planning, the classroom management, all the little things ...and now could I fit [that] in with the instruction, in with the discipline...and they all fit together ...I found just planning the science took [too long] but I figure you get better with it. I'll definitely, if I'm able to use this unit again the foundation is built....It's a lot of work, but it's a nice tired. I'm going home very happy tonight that it was a success. I proved to myself that I could do it....There was...nerves, wondering kind of at the start of this. There's now no doubt. ...[With excitement in his voice and face.] There's no feeling like it!

(Chuck, Morrell Elem., Int. 1 - 9,10)

They were already missing their first master teachers/mentors/confidants and they felt a bit desperate in leaving "their kids" behind, but there was evidence, as with Chuck and Kathy, that the bits and pieces of teaching, picked up from others (peers, authors, presenters, master teachers, colleagues, advisors, the director) and from the self, were beginning "to fit together."

Theory as Useable Knowledge

As an observer, I could sense in the interns growth in a variety of approaches to effective teaching and learning which might - in a university setting - be presented in textbooks or in

a lecture, titled as theoretical concepts. As I suggested in the discussion above of Schön's "reflective practitioner" (pg 28), I may well see things in theoretical terms which would never occur as such to the interns. These concepts have been learned by the interns in the day by day classroom procedures with the kids. Sometimes, in their descriptions of experience, the interns will use the words of academic educators - jargon which communicates to academic colleagues; more often they use the words of their particular context, "useable" terminology for them. It is clear, however, that they are discussing and living theory as it appears in practice.

Holistic teaching, interdisciplinary learning:

She (master teacher) thought I'm gonna love the second grade even more. My natural creativity [is] gonna come forth...you'll be learning snowflakes in science. You count them in math. You write poems about them in English. And it's not math, science, or English you're teaching or learning. It's snowflakes and the whole realm of snow and winter.

(Mary, Int. 1 - 26))

Collaborative learning, differing learning styles:

They'll have a question before hand, and they'll be able to construct an outline in groups, in constructed groups where you have a slow learner, bright learner, and an average student.

(Adrian, Int. 1 - 13)

Timing, pacing:

I had a lot of activities to stretch out. Plus the scheduling here is hectic. There are always assem-

blies and there was a trip to the Hood Museum. So the three weeks was actually shrunk down a little bit. (Joshua, Int. 1 - 6)

Differing learning styles:

I try to give them the freedom to, to learn. I don't, I don't try to impose the way that I know----- that's important. Obviously, not everyone learns the way that I learn. (Otto, Int. 1 - 10)

*. . . and kinesthetic, or hands-on learning;
reflection -in-action:*

I use different ways. Sue came in and the kids were given little pieces, little blocks they had to trace on paper and do as many patterns as possible. And one girl drew a chart and used numbers to figure out how many combinations of pieces she could make, which is amazing because that girl has not done particularly well in math at all.

(Mary, Int. 1 - 21)

Evaluation, learning disabilities, individualized learning:

And Helen presented the lesson to the entire class, teacher-centered, lecture. Walked around to the students. 'Do you get it?' Twenty heads went up and down. "Yes, we get it." 'Okay, now do it.' Passed out assignment and kids didn't get it. Maybe 2% got it... I learned the best way to get things across is teaching the same thing three times in a row, four times in a different way each time [to an increasingly smaller group of kids who "didn't get it"]. (Mary, Int. 1 - 6)

Planning, pacing, reflection-in-action:

Just being prepared, ready for anything you're going to face. Having to move activities, quickly

change pace. Change gears. Move onto something else if it doesn't work. To always have a back-up plan. (Chuck, Int. 1 - 29, 30)

Interactive learning, cooperative learning:
...it's really neat to watch the interaction of the kids with each other. I'm interested in cooperative learning, too. ...just watching them sitting in groups, talking with each other when they're maybe doing their math paper. 'You know I don't think that's right.' 'Well, I think it's right.' 'Well, I got this answer.' 'Show me how you did it.' They will actually talk with each other and help each other. (Emily, Int. 1 - 26)

The interns were clearly ready for a period of time in which they would find themselves in their second placement, where they would be sailing downwind, a relief after the first semester's sometimes frantic tacking.

Second Placement: Sailing Downwind, Encountering the Monsters

Introduction

For those who sail, the concept of sailing downwind will suggest its own connotations. The images which support my metaphor for the interns are those of sunny days, constant and consistent breezes filling the outstretched sail from just off the rear quarter of the boat, and constant progress toward the next port of call. Behind these images for the experienced sailor, however, are those of the possibilities of sudden wind shifts,

potential weather change, hidden obstructions in the water, tides that may be unfamiliar in new areas of ocean, and a need to keep one's eye on the compass in relation to the charts. Individual interns became aware of a variety of these potential difficulties (scheduling problems, class size, differences in age groups, need for materials, fatigue) along the route even as they sailed downwind.

Interns had already begun to perceive potential monsters lurking nearby, some a threat to the children, others possible threats to their own safe passage. Some quickly recognized difficulties, trimmed their sails, and circumvented any obstruction; some began to take weather and sea changes into account in their planning; others found periods of heavy going which seemed to carry them off course, or found themselves in tricky shoal waters, unsure of how to return to open ocean.

The Framework of the Second Placement

The February questionnaires (only 19 of 25 returned), given immediately after the shift to a new community, new master teacher, and new class level reflected intern confidence (10) combined in some with excitement (4) and/or a bit of apprehension (5) at the new scene, entered half way through the year. All but four expressed a positive yearning for the kids they had left behind and a sense of loss of the comfort of

working in a familiar setting with a proven mentor. In general, the continuation of concerns fell into the same themes which had identified themselves in the first semester:

A growing trust in - beyond identification of - one's own style of learning and teaching

The importance of listening to kids

Being consistent in general but flexible when necessary

The importance of humor in the teacher and joy in the learner

Recognition of specific, individual strengths:

Energy

Positive approach

Enthusiasm

Accessibility

Rapport

Caring for and respect of the kids

Flexibility

A need to work on certain aspects of teaching:

Management skills, such as participation,

Motivation, organization, anticipation, and innovation

Resistance to telling (that is, letting kids do the learning, rather than repeating what teacher told them)

The building of sources of material and using material better

Improvement of the sense of how different things
work at different levels:

"There's a kind of blindness coming in in the
middle [of the year],"

"What worked for me before, doesn't work now,"

"They aren't as flexible as third graders."

(From the summary of answers on

Questionnaire #2, February, 1991)

A Seeming Lack of Theoretical Curiosity

The questionnaires were returned on the day of a panel discussion on The Community and the Classroom Curriculum, presented by individuals representing teachers, administrators, parents, and other members of local communities, in many of which there are continuing battles over school budgets and differing approaches to the goals of education. The interns were the audience and I watched for their engagement in the conceptual arguments as the brainstormed agenda developed:

Socio-economic groups in the area

Family patterns/experiences/attitudes

Expectations

Political agendas

Finances

Local educational resources - university,
technical, vocational

Faculty traditions

Perceived learning abilities

Perceptions of teachers

Religion

Most of the interns seemed unable to articulate relationships between any of the above categories and the impact they might make on curriculum or classroom activities in general. They were interested in the give and take of the panelists, but when they spoke, their words mirrored their interview responses from the first semester. A few spoke of individual kids' feelings that schools "are prisons" to some of them. There seemed no attempt to relate those feelings either to the small-town, semi-industrial milieus of the lives of those kids, nor to community impact on the high school curriculum. One or two spoke of the democratic, student-run school in the nearby college town mostly in terms of the kids not knowing how fortunate they are. There was little sense of the relationship between the values of an academic community and reflections of those values in the experiment in democracy at the school. Someone mentioned that the kids weren't very thoughtful of teachers or each other, but made no connection to family attitudes.

They didn't seem to follow the meaning of the question of how the community affects the curriculum, as if that broad, abstract concern were not a part of their current learning pattern. Two people in science and math said they were

searching for truth in their classrooms, and that the community wouldn't affect that part of the curriculum.

Later, I asked Joshua why he thought there weren't any girls in a high school Science class and only a few in Math at that point. We had an interesting discussion of the attitudes of parents and grand-parents toward the role of women in the community in which he was teaching, but, clearly, theoretical discussion was apart from "learning how to be a better teacher." He couldn't really connect these attitudes with the small number of girls in math and science. This was the same intern who saw very quickly that the community would make an immediate impact on an unhappy student in his classroom, with parental intervention, but theoretical games were simply not in the lexicon at this point in the year.

I noted this panel presentation in my Journal because it seemed to me to represent a state of mind of these students at this point in their journey and reminded me of a difference between this group of learners and those in university classrooms with whom I've worked. We will return to consideration of this notation later in this chapter (See p. 115). For now the incident can be seen as shadows of those under-water obstructions that carefree sailors may not predict and often manage to miss.

Three Voyagers Choose Early Harbors

One comment must be made about the changing nature of the journey for three of the voyagers. In the fall semester, one intern had left the program. She had always done well in university classes, where there was time to listen and think about ideas. She had found the hurly-burly of experiential learning in an elementary classroom disconcerting. She thought she might try a university program to prepare for teaching, but she wasn't sure of that.

At the end of the first semester, another intern withdrew. She had seemed very "wooden," an advisor's perception after many visits and planning sessions with the intern in a first grade situation. She claimed to love teaching, but in a thorough and sensitive discussion of her feelings with her advisor, her admired master teacher, and the executive director (trained as a counselor), she admitted she was following her grandmother's wishes and wasn't so sure she really wanted to make teaching her life's work.

She was urged to finish the program if she wished, to try her second placement. But, apparently with a better sense of herself, she left the program and focused on her upcoming marriage and a move to the north of Maine. Metaphorically, she stopped off on an island along the way, saying she would continue to think about sailing on one day toward Ithaca, or some other chosen destination.

Neither of these two interns was one of the nine particular ones selected for the indepth interviewing of the study, but they are a part of the larger cohort and such changing of course happens every year, for a wide variety of reasons. The Program is glad to have men and women know - before taking on a class of their own in the year following the Program - that perhaps teaching is not for them.

One of the nine interns, however, Otto, made a change in his plans, too. His ski coaching loomed large for the winter-spring term; his second placement seemed unfortunate, in that it was in a different section of the same school and a political situation which he perceived in the school seemed to haunt him; he needed to work to earn money for his summer wedding; and he wanted time to write and to think more about his life. In a second interview, in March, looking back at his first semester, Otto explained,

[Dealing with Thoreau and voluntary simplicity] and whether we're a society of overconsumers...had to become unacademic to become effective. It's kind of sad but that's how it is...there's a separation between their academic life, their school life and their life at home, life with friends. I guess the real...the real... one of the real skills in being a good teacher is creating a sort of a grey area of making the two overlap so much there isn't a distinction there. It's something that where I'm at right now I can't,... I have a tough time doing that still.....[later in the interview] they [said in the evaluation] they wanted to be sure everyone was doing the reading...and it's a sensitive area. I don't like to

embarrass anybody...you know, if they just haven't read anything....but I'm discovering they have some legitimate comments...it's easier to let the dominant ones be dominant...but it's not the most effective way.... I struggle to get inside the high school student's mind. [long pause] I have great conversations with students outside of class, whether it's skiers or just in the hallway.

(Int. 2 - 5-6, 8-9)

When reminded that he had hoped to take that naturalness inside the classroom, to be himself, Otto continued,

Well, I think there were two factors...that kind of inhibited me from doing that. One was, one was my cooperating teacher, having such a powerful style, powerful presentation, one that made me want to emulate him and at the same time reject what he was trying to do...it was so distinct. [The other was] wanting to be a model writer, a more passive model.

(Int. 2- 11-13)

And, at the end of the interview, after discussing the visits he had been making to other interns and his hopes to return in the fall to a different, middle school placement:

...today, for instance, I was working on some math with a kid who's at the bakery [where Otto worked]... just one example. I love to teach and I love kids and I can't be away from them for too long. That's why I'm coaching lacrosse right now [at the school where he had been an intern and coaches skiing].

(Int. 2 - 22)

I dwell on Otto's comments because, perhaps, in his awareness of the distance between how he wanted to teach and the current reality of the classroom, he decided to rest his oars, find a harbor (his known success as a ski coach, his desire to write for publication), and plan to continue his journey in the fall. We will return to him.

Most of the others were making their predicted progress, downwind, confident in themselves. I planned to approach them with three/four basic questions in mind:

- 1) How is this placement different from the first? What are you learning now?
- 2) What do you make of your peers' assessment of the complexity of teaching?
- 3) Your peers talk about "the baggage" kids bring to school. What do you think and how do you deal with it?

Charting New Waters: New Environments for Teaching and Learning

I visited Chuck in his new school, in a small town seemingly like the first one he had taught in, and found him thoroughly busy throughout my observation time with the class. When I asked him quietly - all the first graders were working in various parts of the room - what he was learning that was new, he replied,

"Oh, nothing. I just teach every day."

"Why are the children in five different places in the room?" I enquired.

"Well, Bonnie runs an open classroom. The children spend different times at different stations. You know, science, math, social studies, language arts, art?"

"Yes, it seems to work well," I said, "but you've done this before, then; you're not learning anything new?"

Chuck laughed and nodded his head, "No. Yeah. I am, but it's just so easy, so daily, and Bonnie makes it seem so natural."

(Exchange from observation notes, March, 1992)

Later, in the interview, I asked about this apparent confidence:

You come into the second internship with all your,... [it's] more refining your skills....the first internship, you're going in cold. This internship...after two weeks, I started a unit and I've been teaching ever since. And a lot of people were concerned...there must be a difference; this teacher must be different but not really. It's who you are...everything you've built and developed during the term, you can start right out. A fourth grader is certainly different from what you would do with a first grader...a first grader couldn't handle forty minutes on a subject. I've learned don't underestimate them.

(Chuck, Peter Buchanan Elem., Int.2 - 7)

I asked Mary, now in a small rural second grade classroom, after being in a fifth grade in a college town, "How did you learn you have to do it differently with second graders? You [interns] seem to forget how you learn."

Mary responded:

With fifth graders I could be wiseass and really tease them ...and they'd just laugh. If you try to do that with second graders their eyes get all big and round and they get teary, 'What do you mean by that?' After a couple of days I realized I was approaching the age level wrong. I could still make

them laugh and feel comfortable, but certainly not make jokes because they believed them. [Then] I wanted to make sure I watched the way Ceci interacted with the kids...I find myself just acting like her...And then a lot is just trial and error with the different kids. I can't be her. She's too always smiling and just too nice. I can balance the way I taught the fifth grade with the way I teach second without losing my personality.

(Mary, Doucette Elem., Int. 2 - 4, 10)

Other interns found themselves adjusting to other aspects of change, but still with a general tone of confidence about the changes and an articulateness about the nature of change.

Kathy had remained in the same high school, but had shifted to a social studies teacher as her mentor. She hoped to be able to teach eventually in both areas, and planned to work in the American Studies cross-disciplinary program of Luther K. Jackson High during the spring semester.

The change for me is so significant from English to Social Studies...you're still teaching kids so its similar. In Social Studies you need to find a way to teach content more....there are more me-centered days in Social Studies, one per unit in Social studies and a half day in English. And the way I do me-centered day is to get up there and talk...and then involve them in discussion while I'm talking....we did nuclear weapons...and I talked about how the bomb got created and what it was like to work on the Manhattan Project, and that got them involved in give and take. So it wasn't just me. It's never just me. (Kathy, L.K. Jackson High Int. 2 - 1)

But there were some who seemed shaken by the difference in grade levels. Emily had moved from third to sixth, the only

other intern to stay in the same school, so the community remained constant.

I can't, first of all, I can't understand the nastiness. And then I can't understand they won't work in groups.... The kids refuse to work together...One boy...he's really bright and he's really on top of everything. He'll do anything you want. I asked him one day to help somebody. You know what he said? I'm not the teacher. That's the attitude they have.....They go all day long somewhere else. I don't know where they are half the time...chorus, band, DARE¹⁶.....third graders are still at the age where they can be motivated by what you expect, by you....they're happy to please adults still. I don't think they're really conscious of what goes on in their lives at home, so there isn't that ripple...If you ever wanted to know stories about [the sixth graders] there's a story in each.

(Emily, Koscuisko Elem., Int. 2 - 1,3)

Joshua had discovered a different attitude about education in moving from a sixth grade in a community of academics, with some rural parents, to a high school in an area which is mainly rural, with small lumber and manufacturing interests.

[The kids think] you shouldn't have new material on tests....you should only have questions...that are examples of what's been covered in class. And I don't like that so much. I had a test in Practical Geometry where there was practically rebellion in class because I asked the kids to do something, and I hadn't specifically done an example in class. It was really an application of what they had learned

¹⁶ Drug and Alcohol Resistance Education

in class....but that's partly because it's what we've trained them to do. ...Uh, the community is, is one that doesn't, doesn't value education as much as the community I was in...I don't have any direct confirmation of that...[at a back-to-school night] I met [only] two pairs of parents ...when we had conferences in the sixth grade our docket was full....and it's pretty much a joke to say your parents could help with [precalculus] homework. They say, 'Oh, yeah...'

(Joshua,Riverside High School, Int. 2 - 2-5)

The Complexity of Teaching (Proteus)

I explained to the interns that the first set of interviews had introduced to me their concern with two major concepts of teaching in schools today: the complexity of teaching and the "baggage" so many kids bring with them from their personal lives. I was curious how they felt about their peers' comments on these aspects of their days in the classroom. Here are some of their comments responding to the question of complexity:

I was inundated with things that had to be done...trying to teach, errands to be [done], I needed to contact another teacher...there wasn't enough of me to do everything that needed to be done, so I grabbed a student...'Could you bring this note...wait for an answer. It's so important.' And it worked out perfectly. Then somebody else needed help so I grabbed another student and said 'Would you sit down with so and so and show him how to do it, because I don't have time and you understand. I'd appreciate it.' And everything started to click and I said gee, I don't have to do as much work as I've been doing. These kids can do it themselves. And I've learned when it's appropriate to have the

students do the work for me... and when it's really necessary for me to do it.

(Mary, Doucette Elem., Int. 2 - 2-3)

One might call the above dealing with complexity on her solo day in her first school, but Mary had some comments on the nature of complexity in her new situation as well. I mentioned Chuck's classroom, which had struck me as highly structured and beautifully free. Mary responded:

Which is the way Ceci does it, but that's what makes it more complex, because you have a framework. You know what the class in general needs to do. And then you need to take that...and break it down into all these individual needs, and get every station. If you have a student who's always going to the science station and never goes to the writing station, if you have a writing assignment which needs to be done, then that means you have to alter your science station so the student gets the writing or the reading or whatever needs to be done. So it becomes more complex.

(Mary, Doucette School, Int. 2 - 27)

Kathryn, looking back to a situation early in her second placement, at James A. Clyde Elementary School, speaks of ways of dealing with complexity and shows a growing sense of how she might handle it differently were she in her own classroom.

[W]hat was interesting was Tyler and Luke and Seth and Kendra and Crystal were all in the group, and they're all very needy children from different perspectives. Kendra's's mom just went through major brain surgery....So, I mean, the grouping I thought, looking back on it,...I'd never group kids

with that many. It's like apples and oranges and bananas. Their needs are so different. But, I did end up...all of them could add and subtract and multiply [whispers] fractions, which is amazing....I was able to design things that helped each one of them build little bridges for each one of them to get across. (Kathryn, Clyde Elem., Int. 2 - 8)

I asked if any of her first semester work with kindergarteners had helped.

Manipulatives, absolutely!...and it's so exciting to do it with Ira because he is [whispers] your classic learning disabled kid. I bet if you get into his intelligence it's off the charts...[he] sees he can't do the simplest things that everyone else can do. He's so frustrated....I made a list at the top of each page ... step one, step two...if he ever got lost he could go back and sequence it...then I had little symbols to show him what step to take next. And he, I'm not kidding. This kid, and he's so happy. The joy of being able to do it himself. Once I gave him his perimeters (sic) he could [do it]. (Int. 2 - 9-10)

Kathryn identified one aspect of complexity as the time taken dealing with behavior problems of the "less developmentally ready" fifth and sixth graders. Her summary statement was:

I think ninety percent of the time, if I have enough structure, enough direction, enough planning - [then] there aren't particularly a lot of problems. (Int. 2 - 13)

Anne, feeling "[she'd] died and gone to heaven," in her second placement in an academic high school with a master teacher very much in tune with her interests, welcomed the complexity of teaching as "stimulation."

I think one of the biggest problems a teacher has is juggling of so much that's going on...but to me that's one of the great challenges of being a teacher... the scrambling to always do it right. There's always something you could have done better. There's always something you missed...it's always in the process and I like that 'cause that's the only job that ever took more of me than I could muster....I like the scrambling and I like the spontaneity, too.

(Anne, Black Mountain High, Int. 2 - 7)

Otto, reflecting on the complexity of his first placement, and "on sabbatical " from his second, so that he was not testing his theory as were the other interns, felt that

...you accumulate more approaches and your repertoire increases over time, I think...for me that's the only way of dealing with complexity. It's just adding to, adding to what you've attempted to do, the ways you've attempted to teach. And then just being selective and trying to weed out the ones that don't work. I don't see any other way of going about it.

(Otto, Int. 2 - 13-14)

Chuck, in his new placement, was in a classroom made recognizably easier because, according to his mentor, "this year only two children [were] not from nuclear families," echoed Kathryn's concerns with planning and structuring, but he spoke of it in terms of skills he had learned.

The skills you use teaching, a first grade teacher, a kindergarten teacher would use the same as a college professor...there are certain skills a teacher has ...it doesn't matter what you teach or what level... I'm not concerned with 'Will I end up teaching a fourth or a third?' It doesn't worry me now that I have the skills. Presenting material,

organizing material, collecting material, activities involved...bring closure to the topic and then move on.

(Chuck, Buchanan Elem., Int. 2 - 3-4)

The "Baggage" Kids Bring to School

Comments from the interns about kids in the classroom tended, in the first interviews, to focus on those aspects of children which were a surprise to them. There was mention of "the other kids" or "the rest of the class" or even particular ones, like Chuck's Rebecca, that he "could count on." But aspects of the lives of some children which interfered with learning, the varied bits of "baggage," like unexpectedly strong Laistrygonians holding kids in thrall, were of prime importance to almost all of the nine interns in the study.

Economic Baggage (Laistrygonians)

Mary put her finger on her own reaction to one of the most obvious bits a child may bring to school, his or her family's economic status.

Let's be honest. Coming from a middle class family, I knew that there were people who were different from me, that they existed, and maybe I met them. But not on a day to day basis, where I actually have an entire socioeconomic spread to draw from and to learn from. Even if I did know it,...it was just kind of superfluous knowledge floating in the back of my head. [Here in Chartersville] we have a mix of people...and that shows up in everything from clothing to ideas to to motivation to what they eat. Wealthy families tend to send a lot of fruits, and

vegetables and cheeses and whole grain bread. Poor families, the kids eat a lot of doughnuts, a lot of junk food.

(Mary, Doucette School, Int. 2 - 1)

The big difference to me is Level One and Level Two [tracks in the school] is the maturity level. Those little ninth graders are really seventh graders. It would have done them well to hang out another year before kindergarten. ...the other thing I've noticed is the proportion of economically disadvantaged kids in Level One vs. Level Two is pretty striking....The low level kids I've taught come from a different universe from the one I grew up in. They're Benderton kids. They are a lower economic strata. They're more immature. Their parents aren't supportive. It's everything you read in a book.[but] it's not blanket. There are lots of kids from that environment who get out, but the ones that are still there are kids from a background that is not as supportive. I love to teach them. They're great kids. I think part of what happens is they get more and more bitter, 'cause the stories I hear are amazing.

(Kathy, L.K. Jackson High, Int 2 - 14)

[Where I was] , Webster, had probably less than ten percent of the kids being poor and rural. Green Valley is probably a third of the student body. And Webster had a real problem with cliques, rich/poor, labeling hicks, such words as that. Whereas at Green Valley the kids are more integrated, more aware of the need to coexist peacefully....At Black Mountain (Webster) eighty or ninety per cent of the kids in the class were the Gucci purse crowd....Here we go right to the MTV culture...it's harder to tell rich from poor ... the markers are consistent, the

idols are consistent now. Heavy metal bands and torn up blue jeans.

(Adrian, Abenaki Regional (Middle School), Int. 2 - 2-3)

Emotional Baggage - Sometimes Simply Hormonal (The Sirens)

Kathryn, openly warm and affectionate with her kindergarten class, quickly sensed the difference in fifth graders:

[I've] come to [know] this and it's like "Don't touch me!" It's not a mean way; it's just that they're defining themselves....I was looking for the same type of connection [as with kindergarteners]...So, finally, one day, I just sat down...I just said, "You know what it is." It hit me. What it is is that these kids are so busy with their peers and that the whole focus and the whole change they have had. You as an adult have to help them . . .they're so disfocused (sic) in a way on adults and what should be happening in the classroom...it's easy for them to forget.

(Kathryn, Clyde Elem. Int. 2 - 14-15)

...it's an unusual class in and of itself. Half the kids are pretty close to mainstream and the other half who are just severely mentally handicapped. Those kids are docile. And we've got one kid in there who is festering away with a brain tumor.

(Adrian, Abenaki Regional (Middle School), Int. 2 - 5)

Well I was surprised that Nancy had been suffering for six, seven weeks and she hadn't come and said anything to me about how this [math] was too difficult for her...and I'd offered [to help]...There's another girl...who also feels this way...I can't, I can't make eye contact with either of them....After six

weeks [Nancy's] mother came in....It made me realize that if the two of them...had complained to the principal, maybe I would be in trouble then. I mean if I were a first year teacher....it uncovered something ...that made me think...here's another aspect that makes teaching difficult.

(Joshua, Riverside High School, Int. 2 - 25 -26)

We've got this kid who's twenty and can't get enough English credits to graduate....he had to go to court....He skips sometimes... Basically a good kid...a mother who gives him an excuse for everything. She'll lie for him. ...He's a nuisance. He disrupts poetry when he comes. Now he wants to play lacrosse. He needs to show he's passing in four subjects. He wants to go back to...up his grade for last quarter. The teachers decided 'we're not going to do this.' And these are the natural consequences of his own behavior. And I totally agree...and I say to myself, if he were in lacrosse I bet his feelings about school might be better....I don't think he's gonna get to play. And that will make him angry...high school is too young to throw them out.

(Anne, Black Mountain High School, Int. 2 - 15-16)

Learning Disabilities (Inside Cyclops' Cave)

We have already read of Tyler and Luke and Seth and Kendra and Crystal in Kathryn's description above (pgs. 107-8) who were all "needy children from different perspectives." She identified Seth as one who was clearly learning disabled. Emily spoke (pg. 105) of "the story in each " of her sixth graders who were so different from her compliant third graders in the same school, although there had been several learning disabled

children in that class. Her sixth grade class was experiencing some of the hormonal upset of growing up, as recognized by Kathryn above, and had severely emotionally handicapped children. Plus there were at least five with learning disabilities of one kind or another:

Like Toby Johns. He hands in every assignment. All the time he doesn't do a good job. One day, I asked him to write it over because, 'Toby, I can't read your handwriting. It's a problem for me. I need you to write it over.' And he started to cry....He was special ed for a while, but not this year though he was referred.

(Emily, Koscuisko Elementary, Int. 2 - 15)

And there was Chuck's Billy, at Buchanan Elementary, in the first grade:

Yes, Billy... it's funny. Billy should be in the fourth grade. I think he's twelve...but the kids love Billy. ...we kind of talked about how Billy would come in for an hour. And now he spends the whole morning. And we talked about Billy, and they know that Billy has special needs, and that we have to do special things for Billy. And we talk about how we're all special. There are special things we all need. So they're very accepting of Bill always wanting to be helpful....[They don't feel] as kind with the other two. ...one boy who is a slow learner, not just learning skills but social skills. He is still very young....the other first graders are moving ahead, a little more advanced. (Int. 2 - 16-27)

The Politics of Community and School : Recognizing Poseidon

By March and April, when I was visiting and interviewing the nine interns for the second set of conversations with them, many were beginning to detect the political role of the community and the school administration in their daily lives in the classroom. It wasn't that they were now, unlike the afternoon of the panel discussion in February, able to discuss theoretical considerations. They were simply conscious of the impact of an environment larger than the class, itself. Joshua, now in Oakville, a recession-hit, rural-industrial community, was beginning to see a larger range of reasons for the students' seeming lack of willingness to take responsibility for themselves and their studies. He was becoming aware of the political tangle, frequently addressed in the public, local press, of community attitudes, money/taxes, and administrative priorities as they play out in the classrooms.

The high school...is not the best school it could be. There's no, there's no real outside community driving force to change it...the driving force is to constrain the budget...I haven't seen any educational leadership, certainly [not] from the principal...I don't see him as an educator at all.....It's sort of an issue of accountability...if a kid walks out and gets run over, and they find out I haven't turned in a cut slip for him, the school's at fault. If I'd turned in [the] slip, he still would have walked out in the street and got run over. Somehow the fact I turned over the cut slip means I'm on the job...minding this kid during study hall period, which is ridiculous....You don't let the kid go to his

locker. You restrict him to his classroom. It's part of the same--yeah, you don't let him take responsibility for himself.

(Joshua, Riverside High, Int. 2 - 18,19)

Kathy found a constructive use for the politics of family pressure:

These two boys tied [Jason's] foot to the chair. I talked with them about their behavior, and told them that was not okay, and threatened to call their parents. They said 'Nah, nah, we'll be good.' So I said 'Okay, you be good. You've got another day [in the week]. You be good tomorrow. And they weren't good tomorrow. They were horrible. They were obnoxious and rude.....So, Monday, I talked with both parents and even told them about tying Jason's foot to the chair....And both kids are going to lose privileges right and left...With that kind of kid, if you don't establish...who's God, in a certain way I'd lose.

Asked how she would establish her role next year, Kathy continued.

Early on. Then you don't have to prove it over and over again. These are the rules. These are the lines. You may not step over them. End of story.

(Kathy, Black Mountain High, Int. 2 - 12)

Mary, in her small rural school, and excited about her own discoveries of what was important to teach, was aware of the political role of the school board and its impact on the curriculum:

I had no thought about concepts or skills or anything like that kids need to learn...[Now] I think the skills, and the skills, and the skills. Now, granted you're going to have a school board saying 'We

want all of our sixth graders to know...the causes of the American Revolution,' - specific content...As a teacher I'd kind of slip that in and teach the kids because it's required. But my main thrust would be make sure they have the skills that they're going to need to get by. Can they read? Can they write? Can they think?

(Mary, Doucette School, Int. 2 - 11-12)

Chuck had discovered the warm feeling of the political and personal support from a caring community, and he was already thinking ahead to where he hoped to teach next year.

After working in different places, I want a small community. I think you get a lot more support from home. The parents are willing to do whatever it takes. It's with the mom and dad and brothers and sistersBoth parents know what's going on. And even for the conferences almost half come with both mom and dad, which is nice.

(Chuck, Buchanan Elem., Int. 2 - 2)

Kathy had also recognized the in-school politics early on, for, as she said:

I'm required - if [students are] there - to have them stand up and say [the Pledge of Allegiance], and I tend to say it, too, because I don't want to get fired...it's a real prison mentality...the [administration] is a mess...I couldn't believe the intern who said, 'How did you find out?'.....In any school system, in any place I've ever been, you go in and, you know...you sit and you watch and you don't open your mouth until you know whoyou're talking to.

(Kathy, Black Mountain High, Int. 2 - 16-17)

Planning for All the Kids: Erasing Monsters from the Scene

During the second set of interviews, when the interns were well along in the spring semester, their discussion held fewer of the stories of individuals than it did of these broader issues such as politics. The major concern, however, was working on finding effective ways to deal with all the kids, creating overall plans to work with an entire class, mixing the regular "responsible" kids with those who needed special kinds of help and support. The comments on the "complexity of teaching" and "dealing with the baggage" above suggest the interest of the interns in "doing it (teaching) better," and many would have agreed with Mary's comment:

You can't learn if you hate being here....I don't think I learned anything, my learning curve was completely flat until I got out of college and realized there's a lot of interesting things to learn out there. Learning is a lot of fun....I hated school...Well, anyway, so now I've got all these plans to teach myself things that I, that I never learned... and I don't want kids to lose the sense that learning is really fun. And there's got to be a way to teach them and keep their excitement up.

(Mary, Doucette School, Int. 2 - 12)

Chuck saw the fun and the caring and the order and discipline all coming together to make the school a safe place to learn.

A sense of order helps everyone to have a better year. If I'm organized it helps me to be a better teacher, to devote more time to them instead of more time for me cleaning up my own messes. A sense of order is important, --to take pride in what you're doing, pride in your appearance, pride in

your work. And I think being consistent... so the children know if they do something right or wrong this will be the consequence. For so many children, school is the one place where it's the same...it gives them a feeling of security, letting the children know that you do care about them and sometimes caring means discipline...and in my classroom to make it almost impossible not to learn...I consider it successful if one child picks up one new fact. He's just as successful as the child who picks up ten new facts. ...just celebrate both of them.

(Chuck, Buchanan Elem., Int. 2 -11,18)

Anne, in an academic high school class in the college community, felt the same way:

[The kids that aren't going to college are] all in Comp One and Poetry, and ...she [Alison, master teacher], makes everything fun and that is her strongest suit with those kids. She understands them and she doesn't let them get away with a thing...Just because they don't want to do it doesn't mean she's not going to get it out of them. She will, but she makes it painless. ... She thoroughly enjoys anything that's good. But she lets it flow. She turns on the faucet. She gets it all so the kids get excited. I'm afraid, I'm afraid I have to work...I have to work to be a little more involved.

(Anne, Black Mountain High, Int. 2 - 16)

More Theory as *Useable* Knowledge

Once again, as interns looked back over the whole year's experience, they spoke of attitudes and approaches to classroom situations in terms I could easily relate to theoretical "buzz phrases," although they frequently would not have been

able to identify the sources of the theory which guided them. For example, when Chuck had decided - after working in business for several years - that he wanted to teach, he had looked into two state university programs and been accepted at both. Then an assistant superintendent in his local school had told him of the Crossroads Program. What decided him was

Experiential learning:

...the year's experience, the being in the classroom for one full year....I didn't really want to go back and sit in any classrooms...so this one year is worth many years of reading textbooks. You get direct hands-on. You work with master teachers who have been doing it for years. I had a "second" master teacher [in my first placement] who had been through the Program. She could talk with me about her struggle the first year, the second year....and she'd [invite] me into the room and say, 'Just look. Play with them. See what these guys are all about.' And they're incredible. ...Then I was excited to get on to first grade.

(Chuck, Int. 2 - 21)

Developmental levels:

I've been in a second and third grade...they're so adult oriented it's unbelievable...they want to please you, what do you want? Tell me how to do it. And if you look at the developmental charts, that's right where they're at...Anxiety about pleasing. That's the thing that really hit me over the head, that they can't help this in a certain way. They're right on cue, but you need to help them grow.

(Kathryn, Int. 2, 17)

Being a reflective practitioner

...theory is theory and what's written in the book is wonderful. It doesn't mean anything until you go and do it. You have to go and do it....I worry about it. Maybe I'm not a good teacher because I'm not getting any of these flashes and all of a sudden...I was. Over the weekend, I made a small leap.... When push comes to shove, when I had to walk into that classroom [for solo week] and be a teacher I was....I almost wish the whole Program was solo teaching...I feel , I think I can say most of my learning comes from solo days and solo weeks.

(Mary, Int. 2 - 31-32)

Not all theory is completely *useable*, but Kathy was trying to blend theory with her reality.

Teacher effectiveness training:

...it's not reality with those kids. [The presenter's ideas] work great with kids who are motivated to go through school, but in [my] classroom you have to be harder. I've tried it, I have. And it doesn't work. You have to have a compromise between the two ways..... You have to be a hard ass. At some point you just do.

(Kathy, Int. 2 - 11)

Diversified evaluation techniques:

What I'm doing is redefining the test into a learning experience...I'm looking at a sort of blurring of distinctions...[I don't like] every three or four weeks...having the kids throw back all the applications of the different formulas, all the algorithms that they've learned. (Joshua, Int. 2 - 3)

Teaching the personal essay, conferencing:

We read essays that have been published for different purposes by people who are effective or funny or have something to bring out....if it's a personal narrative, it's not an essay. You'd better go back and rewrite it. It has to make a statement of some kind...You have to take them by the hand, one on one, and conference it and let them work through it themselves. (Anne, Int. 2 - 20)

Gender equity:

Reading especially Gilligan, looking at how girls are more apt to be exploited in discussions or overrun in discussions. Maybe, I've put a little more emphasis on that...trying to counterbalance something. (Adrian, Int. 2 - 8)

End of the Program: Taking the Helm

Even as I held my conversations with interns in the late spring, it was clear that most of them were concerned with the job search. Each intern was also in the middle of polishing his or her own "Philosophy Statement" to go into the Crossroads file as a benchmark. The Program - as well as the interns - knew that, for most of them, that philosophy would be likely to continue to change, as it had while they attempted to shape it. In general, though, they *knew* that each one was now a teacher, ready - very ready - for a class of his own.

The Framework of Interview Three

Although the third interview followed a second visit to the same classes the interns had been teaching in since February, 1992, the interview in June was based on a review of the journals the interns had been keeping throughout the school year. Each one was to choose six or seven random passages for us to look at and discuss in terms of their reflections on whatever situation the journal suggested to them, where they stood now in relation to problems presented.

The third questionnaires of the year came back slowly. Only twelve of the twenty-five interns kept their fervent promise to return it; the others, perhaps, were more concerned with the job search for the following September. The outstanding feature of those questionnaires which were returned was the individualization of the answers. There were several variations on the themes of *self-development*:

I've toughened up. I really thought being intelligent and well-read were superior skills to being able to think on my feet.... I knew [by the year's end] I could continue to grow...even if I didn't have the tremendous support I've had this year. (Quest. #3, H)¹⁷

My inner resources have expanded, I'm much more patient and comfortable. (Quest. #3, I)

I'm much more at ease. (Quest. #3, L)

¹⁷ The capital letter indicates the questionnaire of the unidentified intern. I do not know which of the questionnaire respondents is one of the nine in the study, although frequently I could guess.

I think I like kids less. (Quest.# 3, B)

Even though I have been out of school for fourteen years, I have been learning all the time. This year helped me in that understanding. I have more faith in my instincts and abilities now. (Quest. #3, E)

I have matured and developed in so many different ways. My whole attitude about life is much more positive. I have developed a sense of confidence I didn't know I could possess. (Quest.#3, J)

And on the theme of *understanding of children's learning, being able to see the world through the eyes of another.* Children learn best through interaction. Feedback is so important! (Quest.# 3, C, E)

I have learned that children do not learn the way I learned in school. So many things I will do differently than I would have without this year. (Quest. #3, J)

They don't remember what they only hear. They must manipulate the knowledge somehow in order to 'own' it. Sometimes I still think I perceive learning when there are really just a few clever parrots in the audience. The notion that different students learn most effectively in different ways was truly reinforced. (Quest. #3, H)

Plans to teach "next year":

I can't wait to get started - there were more things that I didn't have time to do this year that I really would like to try! (Quest. #3, E)

Yes, yes, yes! Teaching is an unpredictable career. It challenges you, it rewards you and demands more of you. I think I need to feel that every day something wonderful can happen. (Quest. #3, L)

OF COURSE! I love teaching. I can't imagine doing anything else. (Quest. #3, D)

Yes, I am actively seeking employment. I just needed certification from New Hampshire. (Quest. #3, G)

Yes, absolutely. Because it's there, like Mt. Everest. I'm trained, I'm ready, I'm confident. I want to be a professional, like the best role models I've seen in the schools. (Quest. #3, H)

(From the summary of answers on Questionnaire #3, June, 1992)

At the Helm: Interns into Teachers

The list of comments could go on and on precisely because, at this point in the year, each voyager seemed to have decided that it was time to take the helm and set off on his or

decided that it was time to take the helm and set off on his or her individual continuance of the journey. Therefore a presentation of each one of the nine interns follows. Each is a profile, shaped from the words of individuals whose thoughts in their journals, in their philosophy statements, and as expressed in the third interview have taken on a wholeness of the self who is now a teacher. In two, maybe three, cases the words will suggest that the individuals are still searching for a complementarity between the self and the concept, "teacher."

Mary (An honest, energetic, smiling, well-organized, diffident, sensitive, politically astute advocate for children's learning)

Mary had graduated from college in 1989, with a degree in human development. She had loved her work at a day care center with very young children, but had moved to a job in consumer banking to make enough money to eventually go on studying to be a school psychologist. She came to the Crossroads Program, thinking it wise to know what goes on in a classroom before focusing on school psychology.

From Mary's Journal:

1/16/92 - Solo week is over. It was a personal and educational success. Even Social Studies. Helen told me she was impressed by how well the sixth graders understood pre-Revolutionary War action and reaction. She feels that I must have taught well. That's an important compliment coming from

3/13/92 - Gave my presentation on whales. The objective is to show students what is expected of their projects and how to present info. I failed...what actually occurred was a mini lesson on whales that went on for 1 HOUR to an ENTRANCED CLASS. So, although my goal for giving the report was not met, I can pull out some super ideas for a future lesson. (Three sets of ideas follow. The use of visual aids, auditory ideas, and ways of creating interaction between kids and behavior of whales)

6/8/92 - [Mary had been asked to substitute in a very small rural school near Chartersville where the first year teacher was so exhausted the administration felt she needed support.] I'm amazed. The teacher I'm working with acts like she's burned out from 20 years of work. She does the "correct" things, has the best materials (ie. *Math their way*) but she has no warmth or spark. My heart goes out to these kids. They're very needy, especially emotionally, and they need to be disciplined - absolutely sat on!

I'm sorry I took this job. I can't work miracles in 5 days! It's good to have more experience...all I can think about is finding a job. I'm so..... anxious! I'd be so damn good! All I need is a chance!

6/9/92 - Interview

Mary: Talking about respecting the individual student -
Well, I think that if any of us have been able to get literature

from the schools, all the schools have these wonderful curriculums. And we gear our curriculum to the individual. Respect is the key in the school. Also, what's the other thing? Oh, nature, going back to nature. A lot of it is just words.....You know, actually, what really made me aware of [this] because I do the same thing, and I'm sure a lot of teachers did. Read the curriculum, okay, yup, got to respect the individual. Perfect. And then I just followed it along different teachers' footsteps and said "Now, do you know what you're doing? [to the students in class] This is what you have to do?" da da da da da And that doesn't show any respect. ...when we had Bob Burkhardt in and he said, "You don't ever say to your friend 'Do you know what you should be doing now?' because you respect that person." He said, "You think it makes kids feel good to be treated that way? Of course not." Oh, gosh, that was like a horrible feeling in the pit of my stomach. What have I been doing to these kids all along?

Interviewer: How do you handle it now?

Mary: "Why, why.... Why are you running around today? I notice you're not really attentive.... You look tired. Is there something wrong?" And my first cooperating teacher wasn't comfortable with that... it seemed to put academics aside. Some kids... are mature enough to do that and others just can't. And you have to feel for the kid.

From Mary's Philosophy Statement:

A room arranged into activity centers puts learning in the students' control. The learners can become interested in most aspects of the presented material in a hands-on manner.... .. I am able to give every student the personalized attention necessary to evaluate how much progress has been made toward academic goals. This one-on-one relationship also helps me to remain aware of students' interests outside of subject matter.....Having arranged and worked in this type of classroom, I have found an environment that is engaging and fulfilling for both myself and my students.

Anne (An intellectual, a lover of literature and writing, a learner who needs to share the excitement of analyzing words and thoughts of writers and thinkers with others, a question asker, a guide and model for students with an ever increasing sense of humor)

Anne had followed a B.A. in Russian Language and Literature with a Master's Degree in Comparative Literature from the same upstate New York university. She had loved her year of teaching English in New York, but, in a move to a different state, she encountered the first of her problems with state Certification Boards. After focusing for twenty years on editing, raising a family, and post secondary teaching in several states, she decided to return to high school English classes

From Anne's Journal:

9/13/91 - It's a terrible thing, but I'm bored silly watching the kids do their little thing. I wish we could teach something that interests me. I don't even have an interesting book to read. *Writing down the bone* (a book on writing as process) has gotten dull also. Eighth grade responded through journals to reading day and use of the library. Boring, too.

11/25/91 - Observing Lorraine Simmons last Friday was most interesting. I'd rate her the best teacher I've seen. Her eighth grade class was near 100% focused and constructive. I was impressed both with the skill she used handling the class and directing them in cooperative projects. The kids were well trained to analyze their experiences cooperatively.... Maybe I can use something of what I learned next week, but I'm wary ... like Bob Burkhardt says, changing form and structure at once. I'd like to try vocab her way though. Dickens should give me the opportunity.

11/30/91 - So, what have I learned this week? Well, I'm sure not having any fun, and that's clearer than ever. I enjoy the kids in small groups or individually,.....but when they're not focused on task or given some structure to function in they drive me nuts.

1/21/92 - I found it very helpful to go visiting yesterday. It helped me to answer several questions - would I enjoy teaching middle school writing process using a more structured

model like Valerie's? (Valerie is the teacher Anne visited in a nearby town.) Answer - no. It's a far better model than Angela's, but I still don't want to teach using that model exclusively....there is still no literary discussion or more than ten minute mini-lessons. I could do it two days a week, maybe, but it's too confining otherwise.

1/29/92 - Oh, joy! Oh, joy! I love being back in high school. The kids actually come equipped with interest and ability to discuss literature and to write. I'm mad for Alison. She's kind, she's sweet, she's tough, she's intelligent and involved, and she's even got a good sense of humor. I love her. ...the potential is good for good learning and exciting teaching everywhere I look...I'm anxious to jump up and get to work. I'll wait a bit to pick up Alison's rhythm, but I'm more than ready to teach this stuff.

2/14/92 - I've been looking forward to each day working with Alison, and I think it's a good idea to analyze why, because it's likely the kids are happy, too. Alison is clearly enjoying her relationship with kids and subject. She is relaxed and resourceful...the good humor never flags....but her expectations are quite high, and the only thing that can make her angry is when the kids don't hold up their end of the bargain. Somehow that happens rarely.....

Valentine's Day was fun.... Alison is never afraid to appear foolish. We made Valentines and wrote poetry, not far

Valentine's Day was fun.... Alison is never afraid to appear foolish. We made Valentines and wrote poetry, not far from what we did in first grade. But we all had fun. Now, the clas will begin a unit on love poetry.

I have learned not to be afraid of insulting the kids by translating material to the visual...the poetry class illustrated *The World Beneath the Brine*...20th C[entury lit class] illustrated Kafka with some of the most imaginative work I've seen...all assigned [to be done] in one night. Today we're reviewing slides of modern art looking for common themes.really good to pick up the visual aspect [which] speaks to another side of the student.

5/21/1992-Interview

Anne : Part of what I enjoy here is sharing the intellectual self with Alison...[but] one thing I miss from the old school [first placement] is the cross-pollination with the other departments. I liked the team meetings and I liked working with colleagues in other disciplines. ...I'm a people person and I can understand things and work them out, andI like to share. You see, it's not complete until it's shared.

Interviewer: How do you manage with these kids who are so good...can you hold back?

Anne: Well, my natural mode of teaching is questioning. That's what I do the most easily...I don't browbeat them, but I like to

tease the answers out. ...I told you one of the reasons I like to teach literature is that it allows me to get close to kids. By your choices, you get an opportunity to talk about consequences and right decisions [for the people in the book]...you shouldn't impose morality ...you shouldn't invite controversy, but you should invite discussion.

From Anne's Philosophy Statement:

Communication skills, written and oral, are essential to our students' success, today in their high school study and in the future, in higher education and employment.....Our students should be taught to think of themselves as seekers of wisdom as well as seekers of knowledge. Reading and discussion of literature promote a student's ability to think critically, to integrate ideas, and to develop a sound ethical and philosophical foundation for future growth. As a teacher of English, I accept the responsibility of coach advocate and role model for adolescents. I hope to help them become thoughtful, responsible, and literate members of the community.

Adrian (An historian, aware that the present, too, is history, and hoping to instill students with an understanding of their world, so that they may help to control it and their lives, through an awareness of the role of the past; soft-spoken intellectual; humanist)

After an English style private high school training, which combined high expectations of academic performance with on-

ment, and design and construction of houses somehow led back to graduate studies in the Humanities. Although he had been teaching at the college level, an intense interest in “getting high school kids” to understand the nature of their lives brought him to the Crossroads Program.

5/26/92 - Interview

Adrian did not keep a journal during his intern year. His advisor is one who prefers to discuss problems with interns in what I would call conversational reflection. Adrian, however, was well able to recall distinctive times during the year, and began our conversation with comments about his first impressions of today’s high school students. From there, he moved on into reflective thoughts of the year and into his philosophy. What follows is an attempt to give you the essential Adrian at the end of the CTTP year.

On high school students (in an academic high school): Fall comes back to my initial impression of my coordinating teacher modeled after a game show host...lots of activity but there did not seem to be a tremendous amount of content area....Students were conditioned to respond to the atmosphere...didn’t seem to be learning a lot, other than how to manipulate the atmosphere....I think I came into this work with a fairly limited conception of what I wanted to do. I suspect I’m leaving it with that conception reinforcedthe idea that

was given to me over the course of my life as a student that teachers lecture and students take notes, and students do go home and read...to a research paper or a test. I've seen [now] that, because of a variety of influences, today's children will not respond in that environment.

On middle school students (in a mixed rural and wealthy community): How relevant is education to the lives these kids lead today? Asking kids to come in and participate for six...seven hours...something they find not relevant to the messages they're picking up from the world outside school....[They] discount the skills and processes they're being taught....

Interviewer: Well, what would you say is important to these kids?

Adrian: Cable television strikes me ... MTV is right up there...music videos and very graphic ones...and I don't see anything particularly wrong, except they're rather like heroin or other drugs....and I doubt there's a lot of parental input into what they're seeing. It's kind of like that old Harvard Experience Machine... you wanted an x, y, z experience and the computer through electrodes could give it to you. And the question became, if you were indeed experiencing these things, what was the difference between actually doing them and feeling that you were doing them? Well, these kids seem to be

falling into some sort of experience where they're substituting these fantasies for an awful lot of reality. And a lot of reality out there in the world is ignored because it's uncomfortable, because they don't want to develop the awareness. They're not being exposed to the proper processes to learn how to cope with this stuff, to learn how to put it in some sort of order...

On being an historian: I come back to the whole idea of wanting to be an historian. I come back to seeing the failure of that education system being a reflection of a greater failure of schools to provide children with a sense of what history and the historical process is. Children see happenings in the world today as unique with no antecedents, with relevance only to the here and now. ...They can't understand that what may happen today may be a reflection of things that happened fifty years ago....I fear very much for the future of real democracy in our country. I think that without the tools that historians can bring to bear on problems, these children will be totally controlled by the media messages (sic).

Interviewer: (Thinking of a fall unit with his high school classes on the film, *Mississippi Burning*) So you like using the media that's already part of their lives?

Adrian: Well...I'm not trying to use media to turn it against itself. I see a tremendous value in it as a learning tool and as a vehicle for self discovery. These kids are without a doubt the most visually sophisticated learners the world has ever

produced. They are so tuned to every nuance on a television screen. Something made twenty years ago depicting the making of the Constitution, a twenty year old production, these kids, because of the style, will laugh at....They were very receptive to a film like *Glory*. You could bounce back on issues of racism and stereotyping behavior.

The communities - the parents - have to be informed about how sophisticated their kids are. They have to decide whether to regress or embrace it.. My aim, since they're seeing it anyway, is to make them informed viewers, and at least critical thinkers about what they see. They came in outraged [that the CIA "had gotten away with killing Kennedy"] after they saw JFK. They wanted to know more about it, so I said, "Let's go back and look at some of our responses." ...We were only part way through the process with *Mississippi Burning*, but we did try to integrate the revelations Oliver Stone [a real hero in Amity High] is supposedly giving us with a variety of opinions. [I want them to be] aware of their own biases. If they watch CBS, watch ABC or Public TV. If they read *The New York Times*, read *The Washington Post*. Keep a variety of information coming in. Don't funnel yourself down to a point of view....I think children are being brought up to be historically illiterate, and when I speak of historical literacy, I'm talking about the process.

On teachers: A lot of teachers I've seen have fallen into very deep ruts and they refuse to embrace the idea of change out of fear, or out of laziness...and that's tough for interns, ...tough to see that they may be able to avoid that trap...that's one of our strengths.

Interviewer: Because you're older?

Adrian: Perhaps so. I think a lot of teachers we're involved with were in that system where they went to college, and then into an Ed School and then did student teaching and they became teachers and they've been there twenty-seven years - in the case of my first master teacher ...Those of us who've really been out and seen a variety of things understand the dangers...[have] the vitality that diversity brings.

On self-discovery: I suspect we all carry a certain amount of preconceived baggage with us when we come into a new situation...in our situation, midlife refugees perhaps returning...are looking for avenues to perhaps reflect on and observe life in the process that made us what we were, what we are. A voyage of self-discovery. I, I would say that today's teachers are probably at least as interested in learning about themselves as they are in teaching what they've learned...I think in the process of learning about ourselves we can become pretty effective teachers if, if we're not blind to the possibilities that keep changing.

The challenge for Adrian: I see my challenge right now as being doable on the younger level. My particular problem, and there's no solution to it... I would kind of like to, as a faculty member, take over a group of seventh graders and work with them for the next five years.

Kathryn (An organized, thoughtful, fretful, perfectionist designer; open to the world of children, moved and excited by that world; a professional who is discovering a rich balance among her several selves)

Kathryn, trained in science at a mid-western university, used her scientific and computer skills in business before deciding that she could make an effective impact on society in elementary education in the community where she and her family now live. It was clear from the beginning of the year that an academic approach to learning about teaching was one with which Kathryn was comfortable. She pushed herself to study the theorists in her new field of Early Childhood Education, but she was delighted to discover how much she could learn from being in a daily learning situation where a master teacher and the five year-olds were her professors.

From Kathryn's Journal:

9/26 - 10/1- I want to reflect on the children in the kindergarten class again -

Tamar - She is smiling more and is much more verbal. She is

Eleanor - She is young and gets intimidated by the classroom. Georgia showed some real sensitivity and we helped to find a “school” friend, a stuffed animal.

Brian - He is adjusting nicely. He isn't testing as much and he really gets involved in the activities. He loves to cut and glue.

Suzanne - She is young but happy. She struggles some, but her good nature makes up for it. She loves dramatic play and journal writing.

Petra - She struggles. She is a loving child who has much sadness. Sometimes she dominates in order to get attention. She loves attention. She is also musical and loves to draw and make letters.

Joe - He is a child who is well-adjusted in spite of some difficult personal problems. He functions well in the classroom. He loves to draw trucks and has a great mechanic sense. He also enjoys journal work. His fine motor skills are excellent. His behavior is fine and his interactions are very on age level or higher.

Tyler - I am concerned about Tyler. He understands the structure of the class, but many days he seems emotionally shut down. He has many good skills and when he is present he learns a lot. But some days he really struggles.

Roger - He is really struggling in school. He has no or very little impulse control. We need to keep a constant eye on him; he may disappear or hurt himself or others. He seems to be achieving some things in our classroom that are amazing. We

are very supportive of him. One activity we have found that works is to engage him in physical activity before we have him sit down to do academics.

Cal - He is well-adjusted. Seems to enjoy kindergarten and has many friends. He enjoys gross motor activities. He seems a little young. He struggles with some fine motor activities.

Sallie - She is a very engaging, imaginative child. She participates in all activities and enjoys them. She loves to sing. (Katheryn went on to discuss every child in the class. The ones presented here are sufficient to introduce the reader to her classroom and her approach.)

10/10/91 - Green Eggs and Ham! I made them today. I really had fun with the kids. I was glad to bring a book to life. I am feeling calm and comfortable teaching. I am more willing to take risks. I realize I can create activities from simple ideas. I have made a decision not to focus on Roger so much. I need to be concerned with the welfare of the other kids and also Roger. If he receives too much attention for negative behavior, it reinforces it. Lottie made a beautiful picture of herself and Pippi Long-stocking. I am so impressed with the artwork of the children. I love it. It's so pure and innocent, but it can also tell us if a child is struggling. The most creative pictures were of the children's dreams.

11/25/91 - Georgia (Kathryn's Master Teacher) is very sick. ...she's been in bed since Wednesday....I've asked Rachel if she will let me do a lot of the teaching. She is very gracious so I

will let me do a lot of the teaching. She is very gracious so I *am* getting a lot of teaching time.

12/16/91 - I really feel the pressure of school, the kids, and balancing the two. I know it is very intense because of Christmas. I am staying up late and working very hard. I love what I am doing.

1/15/92 - I started Solo Week. The first day was very smooth. I felt relaxed. I feel the support of planning. It really makes a difference. The mural is interesting. Joe's mom is going to visit. We've been seeing some behavior changes. Joe seems pretty stressed. I hope they can work things out so that Joe doesn't suffer.

1/17/92 - Mavis (Kathryn's Program Advisor) came in. She said everything was excellent. It feels great to reach the goal of planning curriculum that meets the Program's standards. I have really made progress in this area. ...we worked on the mural (a natural habitat with animals and appropriate plants) to finish it. It has come to life. I am so proud of the kids.

3/18/92- While Ethan is really struggling, I have Tim (an educational aide) to help me with our math group. His [Ethan's] behavior is disrupting the group. I have followed Helen's (the second semester Master Teacher's) advice and we are being very firm. Some days our firmness matters, some days it doesn't. I need to focus on other kids. Ethan's problems are more than I can solve in the classroom.

3/23/92 - We are getting ready to fly in Social Studies. Helen {Kathryn's new master teacher} has told me about the

Constitutional Convention we are going to do. I'm not sure I can see this group of kids really getting into this.

4/11/92 - The Convention is going strong. The kids are finalizing their Constitutions. Each class has kept the Convention secret from the other classes. I love to see them role playing.....The vacation is coming...I need to get so much done. I can't believe the pressure.

6/4/92 - Interview

Kathryn : One level of learning was about the academic stuff - you can draw kindergarten kids in with pictures and then you can give them heavier stuff...like earthquakes. Their interest peaks and then you can introduce the concepts and they make a whole lot more sense to the kids. Another level was learning about the kids emotionally and how to deal with emotional stuff in the classroom....Kids need a lot of support...some kids seem to be able to make school a substitute for whatever they're not getting at home, and other children refuse....it's a powerful lesson because it tells me that, as a teacher, I have limits. And I need to accept and respect a child who is telling me, 'no.'...I'm going to insist that my parents be there for me and I'm going to give you a difficult time....This tells me that sometimes I need to back away and let things happen.

Interviewer: Tell me about Sallie, that child...

Kathryn: Oh, yes You remember her? She was somebody that

had a lot of life and was very insightful...sometimes a child will let you into her world... it took a long time...I couldn't walk into a class and pick up on a kid...she showed me a lot of ways of the joy of life, and the quality of life. Somehow, I was able to enter her world.. She kind of showed me the beauty that she saw, the beauty of her world, and that was an incredible experience....and I was able to understand her needs , and it seemed like the needs of the other kids opened up to me. It was a very interesting experience.....I no longer look at five as being small. I look at five as being alive and aware and and powerful, you know? We're the people who think they're small. They're not small.

On the fifth/sixth grade classroom: ... in both classrooms [Kindergarten and 5/6] there was an incredible amount of caring; both teachers have their unique styles...Helen [5/6 teacher], being that sophisticated a teacher...really challenges the kids on a level of intellectual development.

Interviewer- And do they respond to the challenge?

Kathryn - Very well. Hands down. I've seen these kids - when we did the constitutional conventions and each class wrote its own constitution - these kids absolutely so stimulated,... [even] some borderline behavior problems, just to be really stimulated.... I mean, calling each other by their delegate names was unbelievable to see. [Helen had them] study the U.S. Constitution after that - you can imagine how much more meaningful it was ...I don't believe they'll ever forget the Constitution.

On restricting her mothering instincts in the class - I can bleed for Cyrus 'cause I see the pain...[but] my mothering is not appropriate there because it's not going to help the kid ...that's a challenge.

On the difference in her perception of teaching - I grew up in the era of 'sit in the classroom and knowledge will be imparted to your empty brain' [laughs]....the actual experience of teaching was so much more about an interaction that happens between the teacher and the child.

On an experience in a school where she was interviewing - I started reading from this beautiful picture book I'd saved for last. I knew immediately I was wrong. The kids were quiet and respectful, but they weren't interactive. The second time...I showed the picture book first and we made motions with our hands, ...you could see them visualizing an earthquake. They were learning - from each other, some from me We had to stop reading because there were so many questions. That to me is the joy. That's why I want to teach, you know, to set up those situations, not to be the guiding force, but to be the designer...

From Kathryn's Philosophy Statement:

My vision for education is based upon a commitment to a developmental approach to learning, which will enable me to focus on each child as an individual. One of my primary roles as a teacher will be to assess each student's learning style and design the 'bridge' or teaching strategy that best supports his

design the 'bridge' or teaching strategy that best supports his or her needs...Implementing this child-centered approach in the classroom is at the core of my educational goals. I will design the stage on which my students will excel.

Emily- soft-spoken story-teller, sensitive to individual children, nature lover, eager learner and seeker of professional competence, creator of safe environments for learning for herself and others

Much of Emily's educational life before committing to CTP was in highly structured institutions. She says she didn't realize learning could be fun until she stopped taking required courses in college to spend her last semester enjoying elective courses. Her work as a pre-school aide and with the Environmental Learning for the Future (ELF) program, with the Vermont Institute for Natural Science, convinced her to reach for a previously pigeon-holed goal of being an elementary teacher.

From Emily's Journal:

9/3/91 - I think one of my biggest problems so far is organization. I have eighteen thousand notebooks and can't figure out how to get all the stuff into one!.....I love the kids. Patty is so dutiful, even picks up other kids' trash; we've got Toby who loves baseball; Hank, who is very sharp; Johnny, eager to please; Evan, I haven't quite figured out yet; Beryl, very quiet and pensive; Suzanne, sweet; Brandi, dresses nice

and tries to be neat; Lillian, smart and pleasant; Holly, tries to fake me out; Ellen, good as gold.....

(This is an introduction to part of Emily's class. One can get a sense of the children and of Emily's approach to them in early days.)

10/8/91 - We decided on a circus theme and discussed different acts. Three don't seem too excited. Seth perked up when we gave him popcorn and programs, he even smiled. (Here, the advisor had written in the margin 'This is a good example of the importance of the broadness of theme.')

11/12/91 - My first solo day and I was extremely nervous. Could they sense that?...on to spelling with slates. Lots of talking. Mary, who is usually quiet was unusually loud and obnoxious, talking all the time and totally ignoring me. (Here, Emily's Advisor had noted in the margin, 'What was wrong with this activity?', perhaps to be discussed later or with her Master Teacher).....after recess and a snack, we had a good, short lesson in language. I brought in a painting by [a local artist] on a sap-bucket cover. They seemed interested and wrote good sentences.

12/11/91 - Today [Day 3 of SoloWeek] was confusing. I feel so inadequate.

12/17/91 -I feel the semester kind of winding to a close. My Solo Week was okay - I really enjoyed myself and the kids did okay. Billy tested me regularly, but never got out of hand.

2/4/92 - Started in sixth grade today - very different. Today was kind of crazy - kids in and out all day. A very active bunch. I can see this will be a challenging time, the kids seem so needy.

3/10/92 - I must remember to ask Howard (a colleague) about the reading/integrated language arts expectations. I'm beginning to enjoy these sixth graders more and more. We bought new fish and they have provided much entertainment and enjoyment for all of us - a great ice-breaker. The seedlings are up and we'll transplant next week. I'm almost finished with *Blood on the Snow*; it's incredible how interested most of them are in the story! I've finally found something the majority of them like!

4/8/92 - I've been reading a lot about learning & knowledge & teaching. I realize more and more every day how really difficult it is to be a good teacher.

6/25/92 - Interview

On learning about teaching - I just assumed. I think it took me the first few months realizing I couldn't assume all these things about kids.....[talking about the local artist's picture] I think having a real picture by a real person was important ... they all came up and touched it...they really responded... Dorothy [master teacher] says I have to find my

own way. That was hard, being an intern. I didn't feel I had enough time to figure out my own way, you know?

On interactive learning - I [took] Jack T.'s course (a course required by CTPP because of a gap in Emily's academic background) on *Character and Culture* and he always had you back everything up. So I said to [the sixth graders] 'What do you think of these characters? You have to find [something in the book] and tell me why....and they would. I couldn't believe how good they were....I think that's important. Everybody's opinion counted as long as they could back it up, because I think all too often they're afraid to say - because it's either right or wrong.

On learning - I had a job interview, and there was a question. 'How would I allow for individualization?' and I, I couldn't think quickly enough to answer...except for journal writing and conferencing.....

Interviewer - But this conversation is full of things you do. Do you think you go back to your own educational patterns, perhaps rigid ones? Your behavior in the classroom is much freer, more responsive than your words are sometimes.

Emily - Yeah, yeah, I think I have so many preconceived ideas that are with me from my childhood experiences, you know, that's what I think in terms of. ...I didn't know whether to write my philosophy of education or the way I feel I teach. I think teaching should be interactive. I really believe that because it's the way I learn. You have to talk, back and forth, to get feedback. Too often kids don't, and feedback is so important.

From Emily's Philosophy statement:

My philosophy of education is one which I hope will grow and change as I become a more experienced teacher....I believe that education should be student-centered, interactive, and integrated.....As a teacher, my job is to create an atmosphere of trust and security so that learning can take place. My job is also to help students achieve their potential by having high standards for student learning.

Chuck (An enthusiastic doubter, multi-faceted friend to children, coach, fellow learner, guide, peace-maker, playmate, disciplinarian, counselor, perfectionist, and surprised teacher)

Chuck grew up in a family of teachers, but chose to prepare himself in college for a business career. He worked as a corporate meeting planner and in sales for several years, before he realized that he didn't feel as if he were doing "a job that had value, a job that would give personal satisfaction." It was with a sense of wonderful expertise at his elbow, in the form of his parents' experience discussed over the dinner table, that he entered CTTP.

From Chuck's JOURNAL-

9/21/91 - I can't believe how much there is to teaching. I've been around teaching all my life and I'm so surprised how much time and effort is involved. I don't know if I can do it. Where do I get all the materials, the ideas? How do I plan the

day, much less the year? Can I fill up a day? Where do I get help? I'm so confused.

9/22/91- To follow up on yesterday. There are lots of helpful people in school. I only had to ask for help and it was there.

The other teachers lent me loads of stuff! The kids were great and we all seemed to have a good day. Days like this make it all worth it.

11/10/91 - I can't believe I've been teaching for over two months. Things are going very smoothly. I've taken over in math so I'm very busy. I still can't imagine being responsible for all those subjects. I still have seven months to pull it all together. Today wasn't the greatest. Sometimes I wonder why I gave up the business world. But something always happens, like a hug from a kid makes it all worth it....It's getting a little easier every day.

12/12/91 - Wow! Solo Week was great. It all came together. I discovered I could plan a day, a week. I was pleased with the entire week, however flawed. There are little details to work out, but overall it was super!

2/12/92 - First grade is the best! Bonnie Gillespie is the most talented person I ever met. I can't wait to spend the month with her. She already had me start teaching. Two thoughts I have every morning. 1) How lucky I am to work with Bonnie, and 2) How much I love what I do. I've never been so happy at work.

4/12/92 - It is wonderful to be treated as an equal at school by the staff - not just an intern. ...[Bonnie] has given me a gift that can have no price. The gift to teach. She has taught me to trust in myself, but more important, she has trusted me.

5/15/92 - Words can't describe what is happening in the classroom. It is by far the best time ever. The whole process has come full circle. I am prepared, ready and able to teach. I only want to teach first or second grade. I've never enjoyed teaching so much...Bonnie says I should teach 1 or 2...it's where I belong. (I believe her.) She says it takes a special person with special talents. She says I am that person. I would keep writing but there is nothing else to say!

6/4/92 - Interview

On curriculum at different grade levels - The master teacher comforts you that a unit isn't planned overnight. It takes thinking ahead - you might like to do a unit on the rain forest - in a month. You can't start a unit on Monday that you think of Friday....I have a full first year curriculum - all my units, my math, my science, my list of potentials. I have all my materials for first, second or third. I thought I'd have an empty room to begin - there'll be nothing for you. At this point I have a full room. The garage is...full of boxes....No matter what I do, I'm trying to get them to think. It's the reasoning skills, being able to think on their own two feet, not just knowing.

Interviewer - Could you use the same material in fourth or first grade?

Chuck - Actually, I did use my fourth grade unit with the first graders, covered the same material.

Interviewer - Interesting. But how could the little ones understand the same concepts?

Chuck - Well, it was different. It lasted three extra weeks. I took out some things that were a higher level, like of research skills that a fourth grader could do. But mostly, it was nice to learn that first graders got to the same point. They just...they ate the same meal. They just took smaller bites.

On reading - One thing that hangs over your head is reading. I've learned, which is nice to know, that it's going to happen when it's going to happen. Keep feeding them the tools. Keep feeding them the skills. But a child is not going to read until he or she is ready to read. And they could be five or they could be seven. Just daily - keep them aware - the skills, the sounds, the alphabet, the phonics. On January first they're not all going to read.... You build up. It's a gradual process.

On the two placements - After you've been forced to move on it gets easier and you know you can do it. When I left Morrell River I thought, 'Oh, I can't. I don't want to start again.' But you can start again. It's nice to know.

On the wholeness of teaching - You're going to be able to do it. There's a lot more to it than just the physical teaching...doing the lesson. You have to be constantly changing. Situations

come up...you don't have time to go get the principal. It's up to you to handle it. Often you are the counselor because you don't have time to go get the counselor....I've done playground duty. Last week I served lunch in the cafeteria. It's tough. You're going to have great days. You're going to have bad days. But the whole process has come full circle. And you discover a lot about yourself, all the different aspects during a day.

From Chuck's Philosophy Statement:

Though the ultimate responsibility for learning rests with the student, good and caring teachers are essential. The teacher is a fellow learner who brings to the students a greater body of knowledge and experiences. The teacher's role is to act as a guide who helps students minimize frustration by redirecting their efforts and encouraging the students when the way is difficult. The teacher is the facilitator who provides experiences both in and out of the classroom which will help the students to understand....and to expand their world. Education should take the students beyond the limits of their own experiences into a world of what might be. All learning need not be practical. The life-time learner needs to value learning for its own sake, to see that the beauty in learning can be its own reward.

Kathy (Dynamic, positive, effusive, sensitive to individual kids and their lives; a survivor; energetic, impatient, quick-witted, politically savvy; a forceful teacher of adolescents)

After hearing about CTPP at a contra dance in Anchorage, Kathy flew in from her vice president's job in an Alaskan bank to discuss joining the program in the following August. "Teaching," she had decided, "would bring together all kinds of former experiences and interests" which had grown out of her youth in the sixties, a BA from a small New England college, and a Public Policy Management degree from the Kennedy School of Government. Research, financial management, a straightforward speaking style, and social activism would surely serve her well in the classroom.

From Kathy's Journal:

9/3/91 - This first group of freshmen is smart-alecky, funny, and insecure - again, I liked them. Interestingly my least favorite group was English Lit 3 - juniors of the highest track. They looked so bored. Peter got a good discussion going about the Bible. I told who I was and sat at the table. I stayed there for the second group of freshmen, level 2, and its amazing how different the discussion was. I think tracking English is bad for kids. Conversation would have been better without it.

9/27/91 - First solo day. I survived fine...Fifth period...the discussion was not so exciting as some, but it wasn't terrible either. It was funny, because Ethan Frost said, about five

minutes into class, "I think Beowulf went to visit the dragon."

So much for my class plan. We then ended up moving back and forth to that - how Grendel was feeling, did he want to die, is Beowulf the dragon? They think he isn't, but that Grendel is seeing the dragon - it's a symbol to him. They said it's Beowulf's conscience...I'm afraid they're confused...Ethan and his amazing question kept us moving at an amazing pace...

10/9/91 - Authority issues. Hmmm. Talked with Terry (a colleague) about it. As a banker my authority came from my knowledge of the field. I was successful as a flaky woman in a boring male world because I was good. I don't know where my authority comes from here. I certainly don't feel competent enough at what I do to get authority that way - yet. I also think there's more to it. We have so much power over their lives it worries me. I'm used to authority based on respect. Here I need authority before I get the respect. It's a fine line between being a total bitch and a respected teacher.

11/20/91 - School is going well. I'm involved more than I have been and it's fun. 7th period is still a challenge but I think it's okay. Those kids can be rude and I walk right into it. Peter is there and that helps....They have difficulties focusing. If we can get them to trust themselves we will have accomplished a lot.

12/15/91 - I wrote my first essay test. I think my questions were okay, but I wish I'd made one of them more personal - wisdom can't be taught. Explain how you know this and

compare it to how Siddhartha learns it - would have been better. Either the questions weren't that good or these kids don't know how to write essays. I think it's a combo - their Grendel papers were unfocused, too. Bob Lofton (Psychology of Learning presenter at workshop that day) had some help with this today - teach essay writing step by step...rather than "Write an essay."

1/26/91 - First semester is over. Time has passed really slowly this year - I'm not sure why. I've learned a lot and really loved it on the positive end. I'm good with the kids. I'm learning to run discussions and write essay questions. I'm also comfortable with my ability to help kids learn English, but I'm still not satisfied with my classroom management, and that's what I'll work on this semester. Limit setting has never been my strong suit, for myself or other people. Again, it seems that what I need to teach well is what I need to live well. Maybe that's why I'm doing this. I really do believe that things have a general plan and purpose that we need to be open to. My path clearly included this program. I guess that's why I'm almost certain I'll find the right job and things will be fine.

2/2/92 - Okay, so yesterday started out terrible. Then I got out and did things. People here aren't very friendly, and [I don't feel] I can push it. Oh, well. It's almost over. I also think second placements are bound to be bad. You go from feeling you know what you're doing to not having a clue and it's

frustrating. Also, Peter and I were buds and Beaufort is not like that. He's got wonderful materials for fact-based discussions, but he's not a team kind of guy. I see it with Kenneth, too. (Kenneth was the other member of the team-teaching group.) Yesterday, I reread my letter to Merricoonegan (a newly organized school she hoped would hire her for the following year). The computer left a line out. I wish they'd call.

5/14/92 - I think solo week went very well. Civics is a challenge - getting authority with some of those kids is hard. They walked all over me to some extent - mostly they were okay. If it had been my class from the start it'd have been better. I want to use TET/Lofton/ Burkhardt (a book, *Teacher effectiveness training*, and two professors) ideas, but it's hard for me to draw that line of acceptable behavior. All this is wrapped up in my need for approval in part. I just need to get it together. Some things went well; the time line really worked.

6/9/92 - I've been offered two jobs. Harpsville (where Kathy interned) offered me a civics job. They said they hired the three best people and then gave out jobs. I got the shitty job. I was excited to have a job at all and be in a place I knew.

...Then, yesterday, Belinda called (from Merricoonegan). They had rejected me in May, but now are hiring more people. There are some heavy things going on down there. Still, it's a much better job - team-taught, interdisciplinary curriculum.

The big issue is leaving here. I just got settled. It'll be harder for sure. Peter put his finger on it yesterday. He yelled at me. Harpsville would be more relaxed. Am I a hot shot? Sometimes I wonder.

From Kathy's Philosophy Statement:

It is my strong belief that interdisciplinary studies are the best way to learn and to become prepared for a world that does not fall into easily identified categories. I think I'm a perfect example of an interdisciplinary person...I am teaching a wide variety of students in a number of different classes...and have had the opportunity to see how different people think and learn. [I] try to find the appropriate means of teaching each of them.

I have had the opportunity to spend a great deal of time thinking and talking about the tracking of students....I can see one benefit. Dividing kids by ability makes it easier to use different teaching styles. On the other hand, it lowers expectations of the lower tracked kids, which I believe has a great deal to do with their lower performance. They think they're the dummy classes. It's harder, but mixed ability classes are the way to go.

Joshua (A gentle, reflective, adventurous, cautious, scholarly, discouraged, structured, academic, puzzled, sensible, concerned critic)

Joshua is a man who has practiced living in different cultures and doing different kinds of the world's work. With two degrees in chemistry, he had most lately been a ceramic chemist in the geographic area of CTTP. He and his wife had chosen to live in this rural part of New England as a good place to raise a young family. Joshua's interest in the learning of his own children helped him to decide to explore teaching math, physics, or chemistry in a public school - he already enjoyed his teaching in Hebrew School - as a second or third career, and he visited many public schools before he started the Program.

6/24/92 - Interview

Joshua is another intern who worked with the advisor who prefers conversational reflection to written journals. His first thoughts turned to what it might be like to have a class of his own. He had been interviewing in a couple of schools for a math position.

On being in charge: It intrigues me. I'm thinking in relation to my intern experience. It intrigues me to start off and be the boss and be there from day one. I mean that wasn't the case the second semester. ...but, it intrigues me to be in charge. A lot of problems I had, some of the problems I had wouldn't be

there. Some of the problems of... identification. I'd be the one who was the teacher. The main cause of any reluctance I have in teaching is the four preparations...Joshua dips back into his memory, admitting it would be easier if he had a written record:

On the behavior of the children: Now [June] I wouldn't be so surprised by it... as much as I was. We're talking about the fifth and sixth grade. (Joshua's eldest child is six, in first grade.) They weren't the little men and women...they weren't small adults....I was thinking eleven and twelve year olds, they're mature, they can sit quietly. They can be orderly when they go down the hall....I didn't think about it ahead of time, so I just sort of had this haphazard expectation which was foolish...'cause I wasn't even like that when I was eleven or twelve. ...My first reaction was all that's needed is for me to be at the front of the room and you know, you could hear a pin drop - that kind of orderliness - this whole thing that used to work in college. [Amelia [master teacher] has a reputation as being a no-nonsense lady. [A bit wistfully] when you're a gunfighter, you don't have to drawshe has a reputation.

On teaching: The best thing you develop as a teacher is flexibility. I mean, as a first year [teacher] I was really quite inflexible except in a few cases where I really felt familiar with what I was doing. At first - and I've talked about this some time with Dick H., [Advisor] - because he'd say a good question

would come up during class and he'd throw his lesson plan out the window and just go with it....sort of like... seize the moment kind of thing. And it's good; you should answer every kind of question, get the class involved. It's a much better way to teach. You come in, sit in a circle, and see what kinds of questions you have today.

Interviewer - Why does it make it a better way to teach?

Joshua - Well, I don't know it's better. One thought is it makes the students more in charge.

Interviewer - I thought you wanted to be in charge.

Joshua - I don't care to be in charge...I mean [there shouldn't be] two teachers...if [a student] needs to go to the bathroom and doesn't know who to ask....I mean, ideally, if they [the students] are in charge it's another way of saying they're responsible..... That's what school is all about really, is responsibility.... Somehow these kids (now Joshua is talking about second semester) have gotten used to the idea that if they didn't learn something it was the teacher's fault. ...I didn't see it so much in the fifth grade.....it may be because of the periods in high school, in having this structure...

On the Program: I felt it would have been good to stop after Christmas.

Interviewer - You didn't get any kick out of seeing the kids again after Christmas, re-establishing contact?

Joshua - No, no - it didn't work for me...I thought that would

have been a good time for the semester to be over. It might be a good time for CTP to have January devoted to seminars, instead of having them every [week]...although it's kind of nice having them the way they are....similar to the colleges having a big break, like a month off....Time for reflection, ...reading...some interesting seminars, time for content.

On communication: One thing is communication, being able to talk with eleven-year-olds. It wasn't easy for me, but it's hard to put a finger on what it was. [Amelia] was much better at it, in talking to the kids and making clear what she wanted, what she expected. I guess part of that is experience, because she did have a clear idea of what she wanted and I didn't have a clear expectation, of what would be proper for me to demand or expect....The subject matter was okay and the different kinds of teaching, using manipulatives - I could see right off that was helpful.....We had the idea that what was absent from my math was the problem-solving approach... Amelia became entranced with the portfolio idea...problem solving is a whole different kind of thinking...it's less dull [than worksheets], but I guess in high school, kids don't mind it being dull.

Interviewer - How would you set up your high school class?

Joshua - I'd like to see it set up where the kids were working with each other, where there were groups, and they were really just being guided along by me....the kids would have to set up their own standards, their own routine - it's less structured.

Interviewer - And how does this make them more responsible?

Joshua - Well, one step is to have them evaluate their own work more. They didn't do it very well in my class. When they did it, I didn't like the evaluations or the criteria....It's helpful to start in September, but it's also helpful to start in second grade.

On students: I was really unimpressed by today's typical student [in that community]. I'd love to teach in Black Mountain High School, and I think Abenaki Regional is probably a more academic high school. I mean, if the little experience I had with the kids who were behavior problems at Riverside... the parents, getting in touch with the parents... the parents were more dysfunctional than the kids.

From Joshua's Philosophy Statement:

I believe that learning is hard work. This, as well as student responsibility, is the cornerstone for my educational philosophy. I believe in heterogeneous group work. Quicker students helping the slower is beneficial to both. My expectations are individualistic and demanding, but not unreasonable.

...Learning should be by discovery. The teacher should be a coach, on the sidelines - encouraging, directing, suggesting, advising, prodding.

...Learning is exhilarating. One of the joys in my teaching experience is that I am also learning, and I'm discovering that math can be very exciting.

Otto (A searcher for self, athletic coach, spiritual artist, non-authoritarian facilitator, lover of words and of ideas; a helper; a thinker; a writer)

Otto came from a private school, small college academic back-ground, in which he had developed the desire to be a writer. He had worked in a variety of jobs since college, focusing on coming to terms with himself as a person through a searching of various philosophies and on his writing. Coaching a local ski team, and setting up state championships to come to his home hill in 1993, he decided to try teaching as a context for the other aspects of his life. It will be recalled that he had taken the spring term off to earn money, coach, and prepare for his summertime wedding. He was to continue in Fall, 1992, in a different community, in a middle school, after his high school experience in Fall, 1991.

The Wisdom of Experience: Setting Sail for Ithaka

The last set of visits to the now-practicing teachers, at least for seven of the nine, was in varied classrooms within the two neighboring states in which they had interned. The teachers were not, in most cases, however, in the specific schools where they had interned. I was curious to see how the

classrooms would reflect the attitudes and stated philosophies of the seven professionals, independently at work at last.

The Framework of the Fourth Visit and Interview

For many reasons, these epilogue visits covered the fall and winter. The fourth questionnaire which I had prepared was different from the follow-up letters which went out from CTP, for I knew that CTP ones would be slow to return. I took my own Questionnaire # 4 with me and waited for each teacher to fill it out while I roamed his or her room to explore the supplies and tools available as well as to see how the sails were set for the next leg of the voyage. More important to me than the words they wrote or spoke during my visit was the sense of the interaction among the students and the professional who was their teacher.

Mary

The school is a combination of a new, one-story, large-windowed elementary and middle school on the campus of what used to be the entire village school for this small rural area. The dark red brick of the nineteenth century school in the background is evidence of the continuance of local educational values. Inside the elementary school where Mary teaches, however, all is up-to-date in terms of the presence of modern technology and titles on office doors that suggest the

equally new presence of counselling and special education personnel. This is the school in which Mary did her second semester's internship and she is in the somewhat frustrating position of being an assistant teacher in a fifth grade class that was considered "difficult." It was the only job available for her, she said, although she had interviewed in several places.

On the day I visited, Mary was substituting. She was managing a class with twenty-four children and two aides, all busy with a variety of tasks, so that my entry was scarcely noted. I could not locate Mary, but I was not concerned. She is small and had been obscured by children in other classes of hers that I had visited. I finally located her on the floor with six kids looking at a map and decided not to interrupt.

I looked around. The walls were bright with the work of the children. There was a frieze of splotches of color, each imaginatively named ("oriole orange," "bean green," "cat black") by the artist. There were lists of class rules, directions for writing book reports and some sample papers, a comment or two about respecting others, several illustrated poems, some original math problems made up by the kids. One wall held a display of Paul Klee's prints. Mary indicated later that the displays were the result of her concern that the children have evidence of what they were accomplishing.

There were books in a bookcase in a corner with some pillows and two children were sitting there reading. In another

corner, a quiet looking young woman (a classroom aide) was reading to a child and talking with him as they looked at pictures. Some children - the ones not on the floor with Mary - were working at their desks with different projects. I could see math problems, parts of maps, and one girl writing in what looked like a journal, a small black and white booklet. One boy was sitting facing the window, gluing two pieces of cardboard. He explained he was fixing the globe, which had been damaged. (I learned later that he is a child with both severe emotional and learning disabilities.)

Mary came over, said hello, and assured me I should feel free to talk with the children, ask questions, help if they asked. I said I was happy watching the clearly motivated students at work. She moved to two boys and asked them to help her hold up a large map of the world. She spoke fairly quietly, saying, "I need your eyes up here for a minute," and she soon had them.

After working with the class for a few minutes on latitude and longitude, the kids chiming in by coming to the map and reading off the numbers that pin-pointed places in the world's geography, Mary explained, "Now, I've collected all the atlases from the school that I could find. We'll have to share." She showed the children the pile of books. The pile shrank as the kids regrouped around tables and spots on the floor where they could open the books to whatever area each group seemed

to be working on. Other work seemed to be put aside as Mary went the rounds to see how each group was doing.

One child approached Mary, saying, "I'm finished." Mary said, "You could read, or you could help others. You're really good at that." The child went to three other girls in the back of the class who were still marking places on their map. (Mary explained that this particular project was to be finished by the end of that week. She was helping them to keep on schedule.) The bell rang. Recess followed. Mary said she could stay in with me, though at lunch she'd have to go out because she'd promised to play basketball with some sixth graders.

I reminded her of earlier discussions, asking if she would agree that teaching is complex.

Would you believe 'no'? Teaching, itself is not complex. I'm including discipline and management. I don't find that complex or difficult. The curriculum I don't find complex. ...It's just logical stepping stones, that's all...meeting each child's needs. If you did a good job doing those stepping stones of activities to this far off goal, you should have hit each child's learning style.... Politically, professionally, things are getting complex.

Mary explained that the teacher was a man who apparently had trouble dealing with any students unmotivated by his plans for the class. Parents were complaining; other teachers were complaining. Mary felt her only role was to be a good assistant, "keep her nose clean, and make [herself] valuable to the school." But she found it a very stressful

situation; certainly it was politically complex, because the faculty had wanted her hired for the position, but the principal had seemed determined to have a man in this particular class.

Another epilogue - to this visit, which took place on November 13th, was a phone call in February. The male teacher had suffered a nervous breakdown at Christmastime and decided to take a long leave. Mary and a counselor had split the class and all was going well. At last contact, Mary was being considered for a middle school language arts job in September, 1993 because the fifth graders have shown so much response to her methods in teaching them reading and writing skills.

Anne

Anne's city high school, in a medium-sized industrial city in the southern part of the state, was built in the fifties. I found Anne, on door duty near the very large cafeteria, buzzing with the chatter of adolescents at lunch. A boy removed his hat as he came in from outside. Anne told me that he'd be suspended if he didn't, "They have a dress code."

When her duty was over, we picked up a sandwich in a drab teacher's cafeteria. She had twenty minutes until her next class, which was a writing workshop for seniors. Anne was happy with her classes, tracked in her senior honors and writing classes at least, allowing her to work with her much

valued literature. She was a little sorry that she had to float from classroom to classroom, but she didn't mind the camaraderie of the large shared English Department office, where teachers could go to work or talk in times when they weren't teaching.

Anne's first class was the writing workshop. The students came into a room of desks in rows and sat casually, waiting to begin. Some talked quietly with Anne at the front of the room. They were apparently reviewing an essay of E. B. White's that they'd talked of the day before. There were a few comments, hard for a visitor to follow without the previous day's discussion. Anne, clearly at ease with these youngsters, tossed out some summarizing questions and one or two students answered each one. She tied the comments together and referred to the discussion of yesterday with praise for their insights. Some students were making quiet comments to each other. Anne asked Becca, one of the students, to read her very good essay to be used for an application to college. There had been a moving story of her help to a disabled child, Becca's sense of self revealed as the child learned from her a simple task. There had been good dialogue. Becca said, "I don't know if I have it." Anne asked her to bring it in.

Anne then turned to the next item on the agenda, which was a pre-write of a personal moment in time in which the writer realized something. This was based on the White essay.

There were several comments, "Do we write without thinking?" "How long?" Everyone wrote for twenty minutes or so. Chatting began. Anne gave a few more minutes and then five of the students read what they'd written. Anne arranged it by saying to one boy, "You pick someone - they can pick you later." (As they read, I wondered if others found it as difficult as I to hear the young voices.) They were to rewrite their "moments" for the next day and there was a reading assignment which they seemed to know about.

The next class was in a different room, in which the tables and chairs formed a large square. The set-up made it easy for the seniors to form into groups after a few house-keeping details from Anne. There was little obvious direction; they were clearly trained to work in groups for developing their Chaucer project. They went to work on continuing the creation of a Prologue-like scenario, with different settings and characters from the Chaucerian model.

I walked around the room, talking with the students. Anne was doing the same. The most interesting group to me was one which had chosen six people headed for death in a town in South Africa in a time in which the country was now run by black South Africans. Each member of the group was trying to explain why he or she had been sentenced to death for whatever role had been played when whites were in power. In other groups there were space travellers, hikers in the

mountains, and a band lost in Vermont. In every group, however, the students were interested and intense and all were involved. What the goal was was not entirely clear to me, but I had to be content with this “slice of class life.” The students had a sense of direction. Anne clearly enjoyed them and their work and was smiling and talking with each group.

We moved once more, to a room set up in rows of seats. The sophomore class came into the room laughing and horsing around. Anne, smiling and kind, but clear in her directions, led them through several sets of tasks, the first of which was a quiz on a story they were to have read. One boy continued to ask harrassing questions: “What did you say # 1 was?” when the class was on # 6; “Could you repeat those last three words?” Anne simply moved ahead, although occasionally she would repeat something for him. She went over the quiz, cheerful and knowing as she brushed off some of the annoyances of a talkative class.

Anne put a word on the board, “memento,” and asked what other words came to mind. Several responses came quickly; “memory” and “remember” started a brief discussion of relationships between words and ideas. Part of the class was involved, part maybe listening but not obviously. Anne led the talk of memory into Frost’s poem, “Nothing Gold Can Stay,” which she printed on the board for the class to copy. They were to memorize it. Anne would then move into a unit on

poetry, similar perhaps to some of the work she had done with Alison the spring before.

Anne's attitude toward the tenth graders is one of understanding their restlessness. She just works around it, hoping that one item or another will catch them. She says her "Mommy" self swings into play with them. She likes them and it shows, even if they take advantage of the feeling.

Anne is happy in her job. The focus in her high school, she says, is "more on learning, less on social service," by which she seems to mean less attention to the personal problems of the students. She finds the complexity of the subject matter stimulating as well as the work with the students, which "pushes [my] personality, developing the skills of life as [I] deal with people. I can be me and be a friend. Being a parent has taught me to look at the world as a family."

Adrian

This year Adrian was unable to find a job in a high school social studies department. He would like best, he says, to work with one class from the seventh through the twelfth grade, but realizes that there are few places where he could do that. He feels that the kind of critical thinking he would like to teach, so that students may understand the antecedents of their own lives, may require that kind of long term training of students with a consistently focused teacher. I couldn't help but recall

his own Jesuit training after his years in his respected private, “English-style” school.

In the meantime, Adrian is teaching a course in Bio-medical ethics at a community college. A local high school provides rooms for these courses, and the one class I visited had the desk-chairs in two small semi-circles, one behind the other. The chairs were about half full when I arrived with a couple of front seats taken, but most of the back seats filling first. A visiting nurse was going to present a training film concerned with an ethical issue involving a patient and his family, so I didn’t see much of Adrian in action. The discussion following the film, however, involved only a third to a half of the students, and Adrian told me later that he works to involve more, but doesn’t push them.

Another section of the class was an explanation of the expectations of the community college in regards to format for research papers. Several sets of papers were passed out and quickly discussed by the representative of the college. There were very few questions, but Adrian said he’d be available to check on student progress. He indicated that he knew there was a great deal of reading and gave some suggestions of how to cover that much material efficiently by skimming and skipping. Again there were few questions.

Then Adrian talked of the groups that had been formed so that the students could help each other and cut some of the

individual pressure. He gave out the list of groups, pointing out that he'd used requests and proximity as guides. One student came up to Adrian and asked if he could take advantage of the "Kaffee Klatch" idea Adrian had suggested for people who might want to talk informally after class. Adrian made plans to join him that evening after class, very willing to give personal help.

During our last interview, Adrian had spoken of his belief in content-centered curriculum, although he says he would like to work toward a student-learning-centered class, not a teacher-learning-centered class of the kind he thought he had perceived in Black Mountain High School in his first placement. He knows, he says, that he has had to work hard to overcome some personality traits that "tend to enforce [his own] rigid expectations of how to behave before students." He says he is much more conscious of feedback from students, either in written words, body language, or comments after class, but he knows he needs to continually observe himself to measure effectiveness. His comment to this year's interns would be, "Open your eyes and mind to yourself.....avoid falling into roles.....be happy with your students - they need it." Adrian is hoping for a high school job for fall, 1993.

Kathryn

I knew that Kathryn was teaching in a newly formed school, based on a Hirsch curriculum for grades K -3. She has

been very pleased with the structure of the curriculum, not as narrow as she had thought it might be. If all went well, the school would grow upward each new year. I found Kathryn in the basement of one of the local churches, which had provided space for the venture. Three classrooms had been formed by “walls” of large bulletin boards, but, as no one was in the alcove next to Kathryn’s small group of kindergarteners, the little circle of seven children was quiet and all eyes were on Kathryn, who was speaking as I walked in and sat down.

She was asking which thing they’d done during the week each child liked best. Sarah said writing, Amelia spoke for math, followed by Robin, who also chose math. Each of the others had a favorite, and some said a few words about why. Then Kathryn introduced me as someone who had been her teacher last year, and they all told me their names.

Next, Kathryn had them turn their attention to the small, movable blackboard across the “room.” Kathryn sat beside it and asked different children to come and use the symbols on the board to explain what she was showing them. She was introducing the idea of equations in terms of which sets of symbols matched. She gave them a minute or two to look for a match between the sets, without explaining what match meant to her. She had written $2 + 4$, $3 + 6$, $6 + 3$, $2 + 3$, $4 + 2$, and $3 + 2$, but in arithmetic formula, one above the other.

One talkative child waved his hand and said he knew. He picked the first two sets, and Kathryn simply said they didn't match, stressing the word, but not making much of it. Another child went to the board, looked for a minute, and pointed to the second and third sets (of $3 + 6$ and $6 + 3$). "That's right," said Kathryn, can you explain why?" The child fumbled for words for a bit. Then another child got up and pointed to the two 3's and the two 6's and said "See, they match." Several other children tried and pointed to matching sets. Then Jason, the first child, raised his hand again. Kathryn nodded, he went to the board, paused and picked out two sets which did match. It seemed a successful beginning to the understanding of a concept Kathryn would work on again and again.

With a few words from her, the children regrouped in a circle around her and she read through a picture and word book on whales. She would return to some of the January curriculum on the sea later in the day, she said, and there was a map painting session later which also led to a discussion of how much of the world was blue, that is: "covered with water."

Next, with the help of one of the mothers who comes in to help with this co-operative school, the children broke into groups of two to work on math, writing folders, and reading with the helper. I went into the lunch room so that Sarah could read to me from her extensive writing folder. Kathryn thought

I might enjoy the company of a child who asks questions such as, “Why did God make pink?”

There was recess and then a play period with clay, wooden blocks, and plastic figures which could be built into creatures or vehicles or any form the children wanted to create. Kathryn watched to see how the children played, what they finished or didn't finish, or how well they shared the toys and she made comments to individuals throughout the time in a variety of ways. The children picked up, with some help, at the end of the time and moved next door to lunch, from there lunch boxes. Everyone first crowded around Robin to see what her mother had written in her “poem of the day,” tucked into the box.

Lunch was followed by the map painting, which also involved some more intricate sharing - of different blues to paint ocean. One child declared the ocean was green and that was what he would use. All of a sudden there was a shortage of greens. Some children were also a bit bored by so much ocean and wanted to paint the land masses different colors. Kathryn modified her plans and discussed why they'd gotten tired of painting ocean, which led nicely to the conclusion that there was an awful lot of blue or green to paint. That meant a lot of ocean!

The day ended with a story about a wolf which was really about family values. Then the children played outside until a parent came to pick up each one as Kathryn and I watched and talked of individuals. She loved having so few children but said she's as busy as with a larger class. The parents expect special attention for their children and they get it. The parents, however, work well with the school, even divorced parents, an attitude not prevalent in her school experience last year.

Kathryn also appreciates the very organized curriculum, which she says, allows for all kinds of freedom for individual children within it. The smoothness of the day with her suggested to me a calm in her approach to her work which is allowing her the chance to "balance the roles of mother, wife, teacher, me," a balancing act she says is of top importance.

Emily

Behind the town church, in the tiny center of the community, sits the Hilltop School. Emily has a part-time job teaching a 1 - 2 - 3 combination in the mornings in this village where she lives. She focuses on language arts and math, a bit sorry not to be working with the science materials she loves. The 22 children were sitting on the floor around a large easel on which was a sheet of newsprint with the words of a song written on it. (Emily later told me that the class knew the song by heart but had never seen the words written down until this

morning.) The children were taking turns picking out words they recognized or, sometimes, reading whole lines. When they had reached the last word, Emily explained that she had made a mistake in the last line, and showed how one should choose the right form of the word to make sense. Then they all sang - with gusto - the song about toy trains.

Next, Emily brought out an enlarged copy of a book, the pages three times larger than a regular 8 x 11 page. She read the story of a man looking for a way to have a new cloak. The children joined in, reading some words, some sentences. The man raised sheep, sheared them, made yarn from the wool, wove cloth from the yarn, cut a pattern, sewed the pattern and had a new coat.

When the story was finished, Emily gave each child one sentence from the short story, for which each was to copy the sentence on his or her own paper, make and color a picture, or do both. The children moved to their own tables to do this, sharing colors and ideas as they worked. One child wrote a sentence and finished a recognizable picture in a few minutes. Emily suggested that she might like to take me to the library with her to show it to me while she changed one book for another.

When Susie and I returned, the class was back in the one open corner of the room where Emily suggested that they spread out the story in the right order. There was much

discussion of whose sentence and picture came first, and next, and next, but eventually (having worked with logical order and continuity, without - at this point - having mentioned either) Emily declared the story finished. She promised to “bind” it for their library.

The reordering had been interrupted by a snack and recess, but the children returned to the task easily and were fully attentive, after Emily, with her arm around him, helped to keep one restless child focused. Next, Emily moved the children to a blackboard that had oblongs of green tape in rows. “Now, what words would we need to write a story of our trip to Billings Farm?” she asked. All kinds of farm words came out of the children, and she wrote them on the tapes, explaining to me that they can later also, like the pages, be put in order with connectors to make a story. It was clear that she was working on the concepts of order and development at a level these six to nine-year-olds could deal with. She was also continuing the general phonetic approach to reading which the school uses. “We’re learning sounds and how you put them together,” she smiled, “We’re big on parts of words here.”

While the children were raising their hands to give a word, Emily said several times to specific individuals, “I like the way you’re raising your hand.” Later, she told me that she had been amazed at how effective that kind of positive commenting had been with several children at the beginning of the year.

You have to catch them being good.....I had one little girl who wouldn't sit in her chair. She sat with her feet up like this. I asked her to stop and she wouldn't....so finally, I made a point to catch her with her feet on the floor. And, do you know, she doesn't sit that way any more?...She always has her feet on the floor. Took about three weeks.

After another brief break, the class gathered once more in a circle and Emily declared that they were going to do "Patterns." Susie certainly knew what that meant for she clapped her hands three times and then snapped her fingers three times. Several other hand patterns followed. "How about letters?" Emily asked. "A,a,a...b,b,b...aa...bb" said one, and they were off - into colors, more letters, more hand claps, each time the class having to follow the leader. Then Emily suggested to the boy in her lap that he give them one number. He whispered 10. Emily wrote it on a board and said, "Can anyone turn this into a pattern?" Then there was a series of numbers as patterns.

Emily next had the children go back to their desks where she had laid out sheets with small gingerbread figures on them. At first they all looked the same, but she said they could look more closely, cut the figures out and then pair the ones that were the same. Some had three buttons, some two; some were figures in skirts, some in pants; some had one shoe on, others two. The children had to sort and classify them. It was interesting to see that some of the children sorted boys and

girls and then wanted to leave the task. Others kept finding that they had missed some aspect of the classifying. I helped Emily to help the children and it was easy to see that it was a challenging task for all but the more developed children. The class worked as a whole for a few minutes on the different patterns, but Emily could sense that many had had enough. It was almost time for lunch.

During our conversation, which followed my visit, I told her I thought the class had moved smoothly and was obviously full of happy, relaxed children. Emily admitted that she was glad in a way, though, to have a half-time job, even though she only worked with language and math. She said she wasn't sure she had felt like a teacher even in September, that the Director of the Program was right when he had said it takes three years to make a teacher.

But, I'm getting better at it... And 98% of the kids love school. They want to be here and they want to learn....That says a lot about the community. It's the importance people place on learning, on education. Most of the parents are fairly well educated....There are maybe two [not together] families. ...That's important....[I see my life now] as doing something I always wanted to do, hoping that I can do a good job....This is something that is entirely me, that I chose to do.

Chuck

The elementary school in this small town in the southern part of the state is a large school compared to those in the north which I had been visiting. Many of the families that live here consider Nanatuck a suburb of the very large urban area to the south. They have brought their children to this community for the country atmosphere and for the good schools, but they are crowding the system. There are over eight hundred in this school, K -6, which is one of four in the town, and Chuck has thirty-one children in his fifth grade classroom.

After a spring experience with fifteen children, Chuck feels very crowded. He can't use his room as creatively as he would like, and, ironically for someone who had started the Program hoping for a sixth grade, he would rather be in the first grade. In fact, he is hoping for that grade next fall if the school splits into middle and elementary, and he has made friends with the first and second grade teachers to prepare to move if an opening comes up. For now, although he said he was upset that his class was so restless for my visit, he was doing what he could to prepare his fifth graders for the rigor of next year's sixth grade.

To me, the class seemed not only completely in his control, they were also obviously busy and happy with a variety of work as I walked in, minutes after the school day had begun. Some were working on math, some were reading,

some were writing, a few were working on what looked like a bibliography for a research report. Chuck nodded as he went on helping two children at a desk in a far corner. I took time to look around the room, full of colorful papers, pictures of Native Americans in varied scenes of their lives, and objects of interest to this age group.

Twenty minutes after my entrance, Chuck moved to the front of the room and lifted one hand. Gradually, the children sat, and one by one other hands were lifted in a half salute until the class was in its seats and quiet. Chuck printed a sentence on the board, 'please learn jane how to do this work well.' He began to ask for reactions, and, with some giggles and comments, the children changed 'learn' to 'teach', added capitals 'J' and 'P' and a period. Some of the decisions could have gone one or two ways. Chuck asked why one child had chosen the capital to be on "jane." The boy explained and Chuck said, "Okay, that's fine. Any other suggestions?" There weren't, but Chuck explained later that if anyone had seen the subtlety of a different placement, he would certainly have accepted it and made a point of how it depended on how you were reading it.

Next, Chuck picked up some colored paper and small brown bags. He simply stood and waited, a technique I had observed the previous fall. The children began to say, "Shhh." "Don't open the bag yet," said Chuck when it was quiet, "you don't know what you're going to do." (He said later he was

trying hard to teach the kids to wait for directions to be given, rather than just starting an activity.) Some waited. Silence. All waited.

He showed the children sheets of newspaper and explained that they were to draw a face on the bag, stuff it with crumpled newspaper to make a head, and attach it to the colored paper. Their next book report would be attached to the paper and the artistic reports would be posted on the bulletin board, the three-dimensional face proclaiming the reader, the title of the book read and a review beneath it.

All set about drawing, coloring, and stuffing, including me. My effort was most assuredly not one of the most creative, but the kids enjoyed it and they showed me theirs. I helped them stuff the paper in to make the faces stand on their desks. We would have to wait our turn to attach the colored paper. Anyway, it was time for a break. Some children got lunch packs, others continued working on their “heads.”

The schedule called for the class to go next to gym or art, and the children left the room empty. Some days, Chuck said, he has a Social Studies class from another teacher, a colleague who teaches science to his kids. It’s 30 more kids to get to know, but the two teachers worked out the shift as better for the kids. That’s not today’s plan, though, so we had time to talk.

The door opened and a man stuck his head in, “Room free?”

“No, sorry, I have a conference,” said Chuck, as the man

backed out. He turned to me, a bit fiercely for him, and said, "I'm just not going to give up my room today. They ask me all the time. This place is so crowded, and today, I'm not going to give in."

"How's it going, in general?" I asked. "The kids are certainly well trained to work by themselves."

Oh, they're rambunctious today. The other teachers noticed it, too. Just won't settle down. I've had to wait for them so many times....coming from a group of "country" first graders to "citified" fifth graders is a big jump. They're all seeing counselors; they have files as thick as the encyclopedia. I have fifteen kids who have IEP's and several are ESL. I'm modifying for them. I spend my day modifying...I sat down with last year's teachers, and they all said, 'Oh, do you have.....?' And they all realized they'd put their most troubled kids in the 'new teacher's' class. 'You're making great strides' they tell me.

I reiterated that the class seemed very contented and hard working to me.

Well, the mornings are better. They come in. We have a quiet half hour, so they're catching on. It's when we do something new, they're just like , it's chaos.....I've been trying to teach them responsibility.

Even the parents are confused. I try to explain, fifth grade can be not a great year. They're changing. Their bodies are changing...[but] at this age they start to pick up responsibility. They're responsible for their behavior, their actions, their homework. I even tell the parents. No one likes responsibility. It's not a great fun thing that everyone wants to have.

But, we're bringing them up from fourth grade - they're still little kids, and we have to get them ready for sixth grade and junior high school. At this point they'd be eaten alive... They're going to come home grumpy, the girls more than the boys. The boys are still in a fog. The parents say 'Help us. They're driving us crazy. How do you do it? We've got one and you've got thirty!'

[My friends] say it's baptism by fire. And now we've got to decide next Tuesday if we're going to have sick-outs, work to rule or strike. I'm thinking 'What else!'

"Well," I said, "how do you do it?"

I don't know. It's funny. You just sense it. You know when you have to ease off, you know when you need to push forward. The things we're facing today weren't there thirty years ago. I have children who are literally not cared about at all. That gives them a sour attitude. But I can only do half. The parents have to do the other half.

.....Some parents came in, very hostile. Why are you going to do this, and this? You have to step back and say to yourself, 'I'm a professional. This is the way I do things. I'm not going to back down for you'....and I said this very pleasantly. I explained that this was the way we were going to do things, and they were surprised. They'd only been getting half the story from the kids. And I have many wonderful, caring, supportive parents, but some...you know why the kids behave...

"And how do the kids like school?" I asked.

They like it, but they block out everything else. This is the one place that they try to hold everything together.

At this point, the children began to come into the room. I shut off the tape and moved to the background. Some boys came to ask about the tape, but I pointed to Chuck at the front of the room with a book. He had started reading very quietly, a “pleasure book” he had told me, because “so many children don’t get read to.” The boys scurried to their seats, all attention on Chuck. I left his “rambunctious” class, silent in the world of his voice, reading fiction.

Kathy

The brand new school, opened in September, 1993, was a bit disappointing in that the low-slung, two-floored red brick building didn’t look futuristic, but, inside there was a plaque on the wall of the student gathering place, a sort of conversation pit in the central hallway, stating the student-learning-centered philosophy of the school. This is a Coalition school, founded, on the theories of Ted Sizer and others, to focus on the learning behavior of students rather than the “covering” of masses of material. Kathy was desperate for a job here. At the time I visited her she both loved (the kids, the approach) and hated (the pressure, the politics of) that job.

When I found her class, the second of the day since she teaches Spanish first period - just to fill in - and had begged me “not to bother,” there were boys and girls wandering in as Kathy chatted with them and sorted some papers on a raised

stool. There was no teacher's desk clearly apparent. The teachers here float so that they can more easily resist isolating themselves in "their" rooms. Team teaching is the approach to subject matter, but these classes were Kathy's social studies part of American Studies and the team was split for today. One boy was half upside down near the back of the room, trying to hold his camera to get just the right angle on the reflection of a globe in the large glass windows.

Kathy started to call attendance and the students chose seats around the outside of a large square of tables. One boy spoke out, to Kathy as she finished her list or th the class in general, "I saw the movie, *1492*. So dumb, so boring - yeah (to an inquiry) lots of Indian killing." I was introduced as one of Kathy's former teachers and a friend, come to visit their school. "Oh."

Kathy turned their attention to herself, perched on a high stool at one place in the "circle" of the class. "We're going to go over more of the economics of the pre-Civil War role of slavery. Please don't fall asleep today. You hurt my feelings. Besides, you have an essay due Thursday." She went over the logic - compare and contrast - of the focus on one aspect of the period, reminded them of the format - opening statement, facts to support it, closing statement. A page or so.

As Kathy began to "lecture," it was clearly going to be a lecture-discussion, for the kids were involved at once. There

were questions which allowed Kathy to expand on points she was trying to make, requests from her for details from their reading to support those points she was making, arguments about conflicting ways of seeing the southern situation.

Frequently, there were three or four comments among students before Kathy came into the discussion again. There were, however, some students sitting silent, or making an aside now and again to seatmates. Many were taking notes, but not all.

Kathy picked up the papers she'd been sorting and asked, "what if the slaves were freed - then what?" There were several comments about pay in the North, care on plantations in the South, the economics of the cotton plantations, and the lack of joy in the North over freed slaves in their economy. The papers were for "a game." Kathy explained that they were statements made by a variety of people from the period under discussion. The kids were to figure out the position of the speaker: abolitionist, slave-owner, northern industrialist, conservative North or South, religious type, and so on. They were to select sentences within the statements to defend their choice of the ideology of the speaker.

I spent the fifteen minutes she gave the class responding to the assignment. It was interesting to read the varied points of view, recognizing a phrase here and there which suggested one ideology, only to have it offset a few words later by another phrase which gave this reader pause.

Some members of the class went quickly down the page, jotting one word answers as if it were a true/false test. Others spent more time; they read slowly and a few re-read. (Later, Kathy told me she has spent some time teaching the classes to read critically, not just for overall view. It has not been easy to change their habits, she said, especially for the ones who think of themselves as being quick readers.)

The students began to discuss how they had figured out the nature of the speaker in each case. A Lincoln statement, sounding almost anti-Negro had surprised some; he was suggesting sending the slaves back to Africa because changing values (in either culture) would be difficult. Others showed how they had altered their opinions as they had analyzed this or that phrase in the light of what they knew about the varied concerns of Northerners and Southerners involved. A couple of students showed an ability to read with great care, but most, at this time of the year, had been hasty in their judgments. Kathy let them argue with each other for the most part, occasionally suggesting a look at another set of words in a passage to contrast with the ones the student was focusing on.

A second section of the American Studies class dealt with the same material with about the same mixed response. Kathy, having introduced the quoted statements after the "lecture" with the comment, "Not necessarily right answers we're after, only discussion," was equally at ease and, again, the students

seemed to know they did not need to wait for an okay from the teacher to get into the conversation.

One incident in this class was different. A girl, Sidra, who frequently spoke out and was off track, was calmed by both Kathy and a couple of other students. Another girl signaled Sidra at one point that her shirt had come unbuttoned. She didn't seem to know or care. Later, Kathy told me that Sidra has been mainstreamed, inappropriately from Kathy's point of view, because she does not feel the girl will ever be able to function in society without an aide. They do not give her such an aide in school and she is often disruptive in class, although the kids are "pretty good, considering the outrageous things she does."

Kathy's next appointment was a team meeting with the English, math, and science teacher who work with the same group of kids she works with. They were discussing certain individuals and their responses to the expectations of the group. It was clear that in some classes some of these kids were different, given individual interests, and in some the same characteristics showed up - pressure from parents for good grades, for example. The group seems to work well together. They listen to the one speaking with respect and a sense of "M-m-m- I could try that. It might work for me, too." Although Kathy is forceful in her opinions about how she thinks things should be done, she was a cooperative member of this

group and did not make an attempt to push her beliefs beyond what the group would consider.

The last period of the day was a half hour called advisory. Kathy has eleven kids who come in each day to “talk about everything.” The kids are open with each other, at least “pretty much,” and they discuss, with guidance from Kathy, problems with step-parents and real parents, and siblings, and peers. It’s meant to give them support and Kathy feels some groups are good for the kids and some, depending on the openness of the teacher/advisor, are not so good. It’s one of the aspects of a Coalition school that the faculty and kids are still working on. The goal is to help the students take responsibility for their own actions.

The discussion with Kathy, when I met her a week later, centered on her interest in and frustration with the new school. She was fascinated with the philosophy and how it “plays” politically with all the prima donnas hired to carry it out. She misses the support group of last year’s interns, and she knows she is working HARD, but she loves most of the job. If only she could get enough sleep!

Joshua

I drove to Joshua’s home, in another of the tiny villages in the area. It was where he and his wife had decided to raise their family, and Joshua took me to look over the back lawn

where it ran down to a fast stream. He said the children love to play in the water in the summer. His son, David, was at home, in Joshua's care before afternoon kindergarten. The other two younger ones were at pre-school and he had to go in an hour to pick them up and drop David. His wife had taken a good job at the hospital and he had opted to be a "househusband." He said he was happy about his choice. I gave him full interview time in his chosen - for the time being - role.

We sat at his dining room table and shared the conversation with five-year-old David as he came and went. I recorded Joshua's responses to his questionnaire because it was difficult to write with David in and out of his lap. His comments summed up why he had decided not to try very hard for a job in teaching, although he had gone to a couple of interviews.

Asked what three experiences last year had helped him learn, Joshua returned to two of the situations in which he had had trouble with girls in his class, in one of which a parent had come to complain about the treatment of her daughter in math class. This had led Joshua to feel that "his eyes had been opened to what real world teachers have to face." The third comment was that he was "generally displeased with today's high school student...the student body didn't strike [him] as being worth the effort to teach."

A question about other things the program could have done, brought the response that he “felt as he had a few months ago.” There should have been “more presentations out of the classroom and more work on texts, if they are of value.” His feeling that schools had changed - and he does think group learning is one good idea - left him with a sense that much more than academics enters in and in most teaching situations he would not want to be a teacher. His advice to this year’s interns would be, “Be very sure you want to be a teacher, especially if you have a family. Don’t forget to look at the financial aspects of teaching.”

Joshua’s interview brought up many of the same issues we had discussed in the June interview, which echoed the comments above.

Accomplishing the goal of having kids learn is not easy. Learning is complex. The teachers taught, but they didn’t get the kids to learn. There are more selfish goals: ego, security, other advantages in life.

He returned to the issue of the lack of responsibility on the part of the students and the problems of society entering the classroom. He sounded discouraged.

He admitted that he became far more tired taking care of the family than he had expected, but his family is his very first priority. He had married late and the children seem a wonderful experience to Joshua. It was his pleasure in David’s learning that had brought him to consider teaching in the first place, but

he now vocalizes the difference between observing and sharing with one or two children in their delightful, natural response to the world and the quite unnatural artificial structuring of subject matter for adolescents whose interests may lie elsewhere.

Joshua's closing comments were that he still thought he might like to teach, but it would be something like physics to a small group of interested students. He was sorry that he hadn't even continued his excitement with mathematics, rekindled as he had prepared his spring high school math classes. He was frequently just too tired at the end of the day. Nevertheless, Joshua seemed content, focusing on his family and his role in the small religious community in which he plays an active role, including that of teacher, a different kind of teacher.

Otto

Otto came to my home for his third interview, saying it was more convenient than to "drag me out to his farm." He and his wife now live thirty miles from the schools in which he taught. They care for the animals and the household for the absentee owners. Otto writes and his wife is busy with her pottery, and Otto feels that he is

relieved and committed to forging a new path, not necessarily away from public school teaching altogether, but in a more autonomous and less authoritarian pedagogical environment.

He has made some important life decisions in the last year and he is grateful, he says, for the supportive environment of the Program. He did, in fact, return to teaching in the fall. He was in a middle school in an academic community, and he feels that the two teachers he worked with there were top-notch mentors, with styles, approaches and emphasis - one on reading, one on writing - which were a perfect complement for an intern. I had some real positive moments, even in just six weeks at Webster, especially with kids writing.

In visits to Otto's class, however, his advisors were in tune with Otto's master teachers. They all felt that Otto had found it very difficult to organize the class as a whole, to subordinate any individual and his/her concerns to the forward motion of the entire class. His decision was to put off his urge "to help" in this kind of school setting, at least for a while. He felt that the most valuable thing he had learned last year was that

Parents, administrators, mentors, team co-teachers, heads of the department - these people and their designs for how your classroom should be run are all legitimate. They will test your skills as a listener and then you should feel free to pick and choose among their various concerns and prescriptions. Your overriding consideration and obligation, however, is children. Their needs are first and foremost. [One must] be prepared to have [his] agenda take a back seat once in a while.

Otto's advice to current interns would be:

If you have a mission or foresee one developing as you go along, then dive into teaching and don't look

back - you will be rewarded on a daily basis. Only you can determine if you truly love kids and are willing to work for their future.

His own plans for the future include planning for a farm/school environment for inner city kids who would spend time in the country - he knows people who are trying to arrange such a school - learning things impossible for them to learn in the cities. Otto hoped he could teach in such a place, with a freedom which structured town schools don't have. Then, many of the philosophies he had espoused during the year could come to bear fruit. For the time being, he is writing and sending material out to publishers. He has also pursued his coaching and his team hosted the regional ski races this winter. It had been an important obligation for Otto to follow through with the young team he had coached and to be with them as they competed on home territory. He was, as I spoke with him, still charting other ways to become the teacher he feels within himself.

In Conclusion: The View from the Shore

And so I, the researcher, stand on a headland above the shore, watching the last of the interns' sails curve over the horizon. Over the past two years, the voyagers have gotten their bearings; tacked off into the crosswinds of their first placement; sailed downwind in the second placement, with increasing familiarity shown toward vessel and environment;

have encountered and learned ways to erase the monsters from their individual charts, or have stopped to ponder whether these monsters are the ones they were meant to confront. Finally, for the ones who have taken the helm, they are now guiding each self-as-teacher along ways individually charted toward a final destination.

I would say, as I have watched each one leave this shore, that I send off four determined new explorers - Chuck, Kathryn, Kathy, and Mary - each sure of his/her craft, each with "a rare excitement" about the future. They are teachers, individuals who have moved across a Piagetian border into a new "domain," once viewed as vaguely tangential to other domains they were inhabiting.

There is one, Emily, who will stay close to shore awhile, knowing she can venture toward islands within sight, but not quite ready to be a wild adventurer, perhaps still feeling the newness, the instability of the still unfamiliar domain.

There are two, Adrian and Anne (who thought of themselves as teachers when they entered the program), who are ready to follow ways already familiar and pleasing to them into open ocean, but who know of particular sights/sites they wish to revisit and "people" whose words and work they want to be with. For them the stops at places like Alexandria's library are a must, and they will see to it that their students enjoy those stops, but they are not apt to let the students plot the course of

their journeys, as are the adventurous four. Perhaps *décalage*, a definitive move, was not possible for these two. Perceiving themselves as “teacher” was not, after all, moving into a new domain, only an enlargement of self in an already comfortable one.

Then, finally, there are two in harbor for the time being, tending home gardens, but ready to set sail when a course - very possibly a different one - seems clear once again. Perhaps, for both, home is a good place to be. For whatever reasons, many of which have been expressed by the two, themselves, the imbalance between domains was not a positive force, propelling them forward as it was for those four who appear to feel supremely confident in the face of the unknown adventures before them.

CHAPTER V

SYNTHESIS AND INTERPRETATION

Introduction

This chapter summarizes the research findings and draws the distinctions between the similarities of such a voyage, as experienced by all the interns, and the differences stemming from individual approaches to the challenges of learning to teach. There are discrete blends - of personality, background, context and, also, interactions in specific classrooms with distinctly different mentors. These blends began to solidify throughout the year of the Program, and set apart each person, until the unique teacher he or she is had become a professional, even before the Program was concluded. Those professionals, to return to the metaphor utilized in Chapter Four, are prepared to head into open ocean, charting their own courses for Ithaka.

Summary of the Research Findings: Looking over the Original Maps

My own metaphoric charts, designed by theoreticians and practitioners, have brought me to the end of the current research project safely; the nine interns, whose individual routes have criss-crossed the larger territories of others, in their own particular transparent overlay charts, are now on their own,

reaching toward Ithaca or perhaps toward other destinations still unclear in the maze of islands and harbors which lie before them.

I did not set out to map a new territory, as have Piaget or Gardner, but rather to illustrate how a group of would-be practitioners can be guided experientially through the territories of psychologists, philosophers, and developmentalists, each picking and choosing her own way to chart an individual course. The study illustrates, also, that, as these individual mature adults, teachers or non-teachers, proceed in their own lives, they have, in fact, accomplished far more than “learning how to teach.” As their courses have moved through the territories my own charts suggest, they have certainly experienced psychological, philosophical, and developmental change and growth. Their own comments are rich evidence of these changes, even as they are couched in responses to questions about learning to teach.

For the one basic question guiding this study has been, “What have you learned since September (that is, when the Program began formally)?” The answers could and did range over the wide variety of learning suggested above, depending on the interaction among intern navigator, guides, and chart choices. Nevertheless, given the context of the Program, the researcher’s connection to it, an expressed interest in how the intern teachers had gone about the process of transforming

themselves into professional teachers, and the very specific prompt questions, it is not surprising that the conversations focused largely on what was happening in the classrooms in which they were learning.

An interesting aspect of this study, for me, has been that the focus on skills and attitudes the interns considered essential to master, in becoming “a teacher,” has had a ripple effect far beyond that primary focus. That effect echoes several of the implications for adults in today’s society as listed in the report by Carol B. Aslanian and Henry M. Brickell (1980) on *Americans in transition*. The authors indicate that,

since biological, economic, and social factors shape [the lives of adults]...[and as] the pace of change in society and adult life increases...that the bigger the change in adult life, the greater the learning needed,...that adults can learn in many ways, [and] that [there seems to be] a cause-and-effect relationship between learning and being in better life circumstances, ...adults should know that learning is one way of adapting. (pp. 129 - 131)

There are echoes, too, for the individual searching for a larger self who is the focal point of Robert Kegan’s *The evolving self* (1982).

The heart of the constructive-developmental framework - and the source of its own potential for growth - does not lie so much in its account of stages or sequences of meaning organizations, but in its capacity to illuminate a universal, on-going process (call it ‘meaning-making,’ ‘adaptation,’ ‘equilibrium,’ or ‘evolution’) which may well be the fundamental context of personality development. (p. 264)

Bringing the Metaphors Together: Learning as Development

Recognizing, then, the relationship between the specific voyages of the nine intern teachers in this study and the broader shores of the charted areas in which they moved for two years of time, let us review the patterns of learning as they have been articulated in the comments cited in Chapter Four. The learning does seem to be chronological, although, in retrospect, the list which I give below would be better represented either by a multi-dimensional chess board or by a modern tapestry, not reduceable to repeatable patterns.

The learning was not linear. Some patterns only became patterns over time and with repetition of approaches to teaching and learning. Some learning was built on small understandings and enlarged and deepened as the learning was reinforced through similar or contradictory experiences. Sometimes there was the equivalent of a small epiphany, as when Mary understood on solo day that “the kids could do more than she expected!”

It was clear, however, that the majority of interns, in distinctively different patterns:

1. Learned that schools and children are different from what they remembered or expected.
2. Learned, from the children in their classrooms, about children and how differently each one learns.

3. Learned that a seeming majority of children, in the areas in which they were teaching, bring a wide variety of economic and emotional baggage to school with them which interferes with academics.

4. Learned about age levels and grade levels from solving problems which arose when differences in levels were not considered in approaching a new teaching-learning task.

5. Learned to listen to and respect children as a better guide for preparing learning than following assumptions about “how it should be done.”

6. Learned that patience, caring, and a sense of the long haul of each year is the best way to deal with the complex, hard, time-consuming task of teaching.

7. Learned a wide variety of techniques for dealing effectively with children in learning situations.

8. Learned, through experience with the children, the master teachers, advisors, Program staff, and presenters at the weekly workshops, a great many of the theoretical approaches to teaching and learning, not always in the shape of academic phrasing,

9. Learned that planning goals for lessons was important, that having more material than you need is important, that having alternative approaches to any subject is important, that involving all the kids is important, and most of all, that all

the above, except, perhaps, the long term goals, should be set aside if “ a really good question” comes from the kids.

10. Learned that the extended daily experience, in the context of an entire school year, lessened the complexity of teaching.

11. Learned that children are remarkably effective teachers of self and each other.

12. Learned to distinguish among various kinds of “baggage” the children bring to school and, for the most part, learned how to deal with the barriers to learning presented by economic, emotional, and learning disabilities.

13. Learned that the politics of family, community, and of the school itself may impinge on classroom territory and affect policies, programs, and children’s attitudes.

14. Learned that classroom management is a matter of putting aspects of the above learning to use on a daily basis, in ever varied ways.

In each case above, I could cite a date of an interview in which the sense of having learned was expressed, but I would immediately find myself adding qualifiers. I would have to say, “Well, Emily and Chuck said they learned about individual learning styles in December, but actually Chuck said later he didn’t even understand what that really meant until a lesson he planned in March went particularly well.” Someone else might not even mention the impact of a “changed context for

learning” until a field trip in April, while another intern would have worked in a school in the Fall semester where “changing contexts” was a concept constantly discussed and utilized.

Learning, as the interns in this study describe it, simply doesn’t happen all at once. It can’t be measured by a written exam or a paper passed in on a given day. At one point in the year, the Program did ask each intern to write his or her Philosophy Statement, but the interns were repeatedly told that we knew the philosophy might change in a week or a month, and, certainly, it would be different in a year. “Just pass in your most recent draft,” we said, “so that you can use it on applications for a teaching job.”

Some of the learning patterns are different because there are dozens and dozens of individual techniques, “tricks of the trade,” and quirks of personality that work for one intern and not for others. There is ample evidence in Chapter Four of these aspects of effective teaching which any given intern picked up “because it worked for me at that time and in that context.” Nevertheless, the list above hovers between generality and the specific, fulfilling the competencies (See Appendix O) demanded by the state, matching - actually going beyond - those learnings usually taught in theoretical terms in university pre-practicum courses,¹⁸ and echoing those items Oja (1989), Bullough and

¹⁸ Discussed below in “the epistemology of learning” section.

Knowles (1990), and others¹⁹ have noted as being of gravest concern to the first year teacher.

To turn to the creators of the the maps of the territories more inclusive than “becoming a teacher,” the journeys I have traced are clearly within the boundaries of the “maps” drawn originally by:

Dewey (1916) - learning through experience, allowing children to learn with hands-on materials in democratic classrooms

Piaget (1926,1955)- interaction of individual and environment, becoming more competent, grasping the world more fully, moving across domains (décalage)

Erikson (1950,1978) - interaction of self and society testing the developing self toward ego integrity, generativity

Bruner (1966)- the blending of new learning with what is already mastered at an earlier stage

Perry (1970)- a working through the imbalance of transitional periods of human development, resolving the threats of new situations

¹⁹ The American Association of State Colleges and Universities published *Results of Mid-Career Teacher Preparation Program Participants* in April, 1993 with interesting statistics on first year problems and successes for teachers, plus a bar chart giving the sense of preparedness in *Selected Areas of Teaching*. I heard a discussion of that research at a conference on innovative teacher training programs in Georgia in April,1993, and my feeling was strengthened that CTPP interns have come to terms with many aspects of teaching still problems to graduates of other programs.

Loevinger(1976)- developing the ego as a master trait of personality, “close to what the person thinks of as the self”

Levinson (1978) - mature adults, developing the mentorship role

Mines (1982)- a shift in cognitive complexity, a move away from stereotypical views of others

Gilligan (1982) - a recognition of the justice of caring

Kegan (1982) - the whole person, developing dynamically, cognitively, behaviorally

Gardner(1983) - multiple intelligences

Martin (1985) - learning through conversation rather than debate

Belenky, Clinchy, Goldberger, and Tarule (1986) - connected teaching and learning

Schön (1987) - reflective practitioners, thinking in action

The maps these theorists and researchers have drawn, frequently with guidance from earlier cartographers, are of territories, as I suggested earlier, which overlap each other in many places and extend the known world in others.

As I have sailed within these larger territories, but in the familiar waters of earlier intern voyages, I could feel secure in previously charted land-marks (such as the rocky shoals of discouragement, sighted in intern behavior each October), assured of smooth sailing for most interns around the next highland and able, therefore, to observe their reactions to

assured of smooth sailing for most interns around the next highland and able, therefore, to observe their reactions to feeling overwhelmed. In some cases, I have explored individual tacks with interns, (Chuck trying younger classes than he thought he wanted to teach, Kathryn's involvement with the world of a five-year-old, Mary subbing for the last two weeks of the Program in a difficult situation), not knowing what the outcome would be. In one case, (Otto and his internal sense of wanting to be a teacher), I have consciously attempted to make more distinct the risks of an approach to sailing into unknown waters with only the sketchy charts of theory as guide. Those experiences and insights may add detail to the mapped territories.

In the passage of each intern through the twenty-two months of transforming the self of August, 1991 into the self of June, 1993, I have been intensely conscious of what Robert Kegan calls "the making of meaning" from experiences which happen to us as humans - being. I find, however, that the phrase doesn't carry enough density to sink into my mind as a known, understood, comprehended concept. Let me explain.

An Epistemology of Learning

There is a subtle interplay between an experience and the words selected to describe that experience as it affects the individual; there is a subtle increase in the density of the

constant of that word. As the concept increases in density, it takes on meaning, until it is no longer abstract, but has become “*useable* knowledge.” In this way do I further define Kegan’s phrase, “the making of meaning,” adding my own density to that concept because I understand the “deep meaning”²⁰ of an idea only as it is reflected over and over again in behavior.

Only by studying individuals as they put that meaning into their own terms, and act according to what those terms suggest, can we understand the holistic sense in which they learn, in which meaning is made of the events in their classrooms. As we listen to each intern teacher express himself or herself, interacting with the others in their real world of children, we catch a glimpse of personalities growing and changing through the words they use to describe and evaluate ever more meaning-full experiences.

Kegan's (1982) own studies have led him to wonder "what happens if the evolution of the activity of meaning is taken as the fundamental motion in personality" (p. 15). Other researchers ponder this question, too. I would say that watching and reflecting with a group of mature adults, as they actively test the meaning of “becoming a teacher,” one would conclude that, for those who made the shift across domains, the sentence, “This is me now” (Emily), expresses the blending of teacher and self. It is “comprehending” as the French would

²⁰ Perhaps with a bow to the “*thick* description” of Clifford Geertz.

sentence, “This is me now” (Emily), expresses the blending of teacher and self. It is “comprehending” as the French would have it in *comprendre - to understand as opposed to savoir, to know* - which includes the emotions in the knowing.²¹ I call this sense of knowing an epistemology of learning. It is the coming to know what one has learned.

Such learning is evidenced in this study by the interns as they move through multiple experiences. Teaching becomes a meaningful concept to these people as the daily experiences interweave with theory picked up from many sources - presenters at Monday meetings, colleagues, advisors, the Executive Director (also a teacher and friend), other interns, and books and articles. The abstraction of “teacher” or “teaching” acquires more and more meaningfulness as the concept is infused with a variety of related experiences until its density is increased to the critical mass of a known concept, a *useable* concept, one the interns no longer think of in terms of a word, but in terms of how each one does it.

By the middle of the second semester, there are some things the interns have decided they know, as opposed to feeling that they are still learning them. They admit that they feel that they are ready for “more solo time,” and “to run [their] own class.” They have begun to use the theoretical terms for

²¹ Grace á une bonne amie, Monique Denoeu Cone, who searched French dictionaries for me for corroboration of my sense of the difference.

edge in Chapter Four give examples of that shift in ability to move in the theoretical educational world, beyond the immediate classroom. They would say, did say, that they, individually, now *know* that it isn't having knowledge that's important for teaching, it's a way:

of designing	(Kathryn)
of puzzle-solving	(Anne)
of connecting and interpreting	(Adrian)
of providing interaction	(Emily)
of allowing individuals their own way of learning	(Mary)
of allowing learning to be a gradual process	(Chuck)
of codifying what is real [as she perceives the students' reading of "real"]	(Kathy)

Once each one knew and could articulate an approach to teaching which indicated a sense of "thinking on [one's] feet," "keeping other plans in the back of [one's] head," "going with the flow," or, in my terms, "knowing the ropes" and "having their sea legs," they were ready, as Chapter Four suggested, "to take the helm." It is this deep knowing, an increase in the density of the theoretical concepts, which goes beyond the kind of learning offered by a less intense, less extended program for educating teachers.

Implications for Others : Sharing the Maps

I suggested in Chapter One that other programs which hope to facilitate growth or movement into new roles in life, including that of teacher in other communities which may be very unlike the communities described herein, might benefit from the structure of the Program, itself, and from these case studies in particular.

What the Program provides so that these men and women will learn, grow, develop is:

A small cohort group which is committed to growth
Experiential, complemented with theoretical
learning

Interactive and collaborative learning

A rich, real context of (in this case) children, master
teachers, and support from staff

Time. Time to try and fail, to try again; time to see
how things hang together, how they fall apart,
how they can be planned differently; time to
allow one the patience it takes for children to
learn, to say nothing of the self

It may not be necessary to plan very many particular, “meaningful” experiences for intern teachers or for other role changers in any program. Once they are in the classroom or the equivalent - a rich cultural context if the selection process is careful - for enough time, those meaningful experiences simply happen.

It seems that two rich experiences - a whole semester in one placement, followed by a second in a different setting, gave several worthwhile insights. The interns often felt that they didn't need the second placement, until they were in it and realized that they couldn't interact with this new age group, or school group, or community group in the way they worked with the first. Values were different, approach to curriculum was different, the baggage kids brought to school was different. Each particular world of a new role in life would offer parallels to the school world in which we have been for this study. The important goal would be to give enough experiences to make the new role meaningful.

Clearly, it is also important for researchers to study other transitional programs, in education and out, and to focus on the fact that they are transitional. Human beings can and do build on what they already are. Apparently, there is not much research on mature adults coming into teaching although there are several university programs operating, (personal communication from researcher at American Association of State Colleges and Universities) and there is not much research on mature adults making transitions outside the area of emotional transitions (as described in Aslanian,1980) .

It is also a necessity to do follow-up research on groups such as the one in this study. Do the strong sailors keep on adventuring or do the harbors into which they move eventually

hold them prisoner? That is, there is much evidence that schools mold new teachers in the frequently more traditional culture of the school. And ingrained beliefs of new teachers override newer approaches “learned” in traditional teacher preparation programs. I would like to know how these voyagers fare three, and then in six years, from now.

How helpful could this research be to mentoring programs, in which new teachers are hired, put in classrooms with a “mentor” next door and an advisor coming in occasionally? Could comparative case studies be developed to pull the best from both programs? (An acquaintance in Florida feels her small city program of mentoring first year teachers is successful.)

One last recommendation would be for universities and colleges to look at this study as evidence that a small, similarly independent, program could be associated with a local institution of higher education as a conversion program for mature adults who do not want or need a two year academic program. The teachers of theory are at hand in the universities for workshops; the mentor/practioners are at hand in the schools with which a traditional or innovative undergraduate program may have been working; the schools can benefit from interns/student teachers of different ages - undergraduate university students working as colleagues with mature interns in a joint learning situation, as an adjunct program for mature adults is

developed; mature adults in a community, or from the extended community of a surrounding area, are at hand who may be reaching a period in life of looking to be mentors, especially for children from a familiar environment. If the program is small, and privately directed - not intertwined with institutional politics, but somehow associated with a nearby institution - there is a real possibility that the mature adults can become learners of the art of teaching in the very best place for them to be - in the classroom with the context, a master practitioner, and the children doing the teaching.

APPENDIX A

A BRIEF HISTORY OF CTPP

"By the late sixties, more and more of us were realizing that curriculum itself was not sufficient to really change the teaching of science." The speaker is Shirley Knowlton Fields¹, a former elementary school teacher who had attempted, with the help of two college professors/parents, to vitalize local school science classes. "It's interesting to me to reflect now (1990) on the evolution of our understanding of the absolutely key role of the teacher in the classroom. [There were] other federally funded programs in the [area],... most notably the Follow Through program and Title I. ...Gradually, all the programs began working more closely together and we were able to secure government [funding] through EDPA (Educational Development Professions Act) and NEPTE (New England Professional Teacher Education). ...The program bore that name (NEPTE) until well into the seventies.

"For some ...years our goal was to train [recent college graduates as] teachers to run so-called 'open classrooms,' modeled on British primary schools ...[but] gradually we learned what a sophisticated kind of teaching the open classroom [demands]....Our mission became clearer - namely that the best way to launch great teachers is to encourage people with a strong liberal arts background to spend a year's apprenticeship with a master teacher and to

¹ What follows is drawn from an interview with Ms. Fields, printed in The NOTEBOOK, a program newsletter, when she joined the Board of Directors of the Crossroads Teacher Training Program, which she had helped to found in the late sixties.

Continued next page

participate in workshops focussing on general curriculum work and the basics of child development.

"I see the basic goals have remained intact...I like the increased emphasis on the importance of some life experience between college and teaching; we were just beginning to see that when I left [the program]."

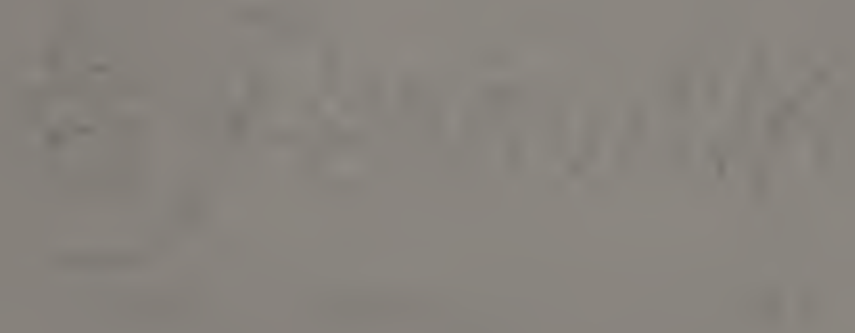
- Interview, NOTEBOOK, Spring, 1990

In 1972, when Fields did leave the program to go to the local college as a dean, the associate director became director. Their work was continued throughout the seventies and eighties by other directors of what had become the Crossroads Teacher Training Program, operating under the umbrella of the Regional Center for Educational Resources, which supported a variety of educational programs in a low-overhead, centrally organized situation. Tuition from the interns in the CTTP kept pace with rising costs, although the goodwill of some local school boards and the modest fees of advisors and workshop presenters allowed the continuance of relatively low increases in tuition each year.

During the late eighties, as some school districts had begun to develop certain in-service programs for themselves and were less eager to support the Regional Center, and as several programs had become independent of the Center, the Center closed.

APPENDIX B

SEMINARS FOR INTERNS



- I. Foundations of Education Core
 History of Education
 Philosophy of Education
 School Law
 Contemporary Issues Affecting Education
- II. Human Development Core
 Intentional Learning
 New Perspectives on the Brain
 Cognitive Bases of Learning
 Behavioral Bases of Learning
 Interpersonal Behavior
 Self Awareness and Problem Solving
 Cycles of Development and School Readiness
 Late Childhood and Adolescence
 Cognitive Development
 Moral Development
 Diversity in the Classroom
 Guidance Issues
 Standardized Testing of Students
 Reality Therapy
 Counseling
- Designing Teaching to Encourage Learning
 Applications of Developmental Theory
 Conflict Resolution and Communication
 Ego Development
 Gender Issues
 Discipline
- III. Special Education Core
 Instructional Techniques for L.D. Students
 Raising Expectations for L.D. Students
 Teaching Behaviors for L.D. Students in the Classroom
 Implications of Least Restrictive Environment
 Special Education Law — The Staffing Process
 Reading Disability Instruction
 Multi-Modal Approaches to Reading and Language
- IV. Curriculum and Instruction — Elementary and Secondary
 Developmental Reading / Integrated Language Arts
 Developmental Language Arts
 Pre-Reading
 Children's Literature
 Young Adult Literature
 Reading in Content Areas
 Writing Process
 Cooperative Learning
 Classroom Management
 Planning and Individualizing Instruction
 Scope and Sequence
 Clinical Observation
 Art Room Safety
 Integrating Music in the Classroom
- Word Attack
 Comprehension
 Writing Across the Curriculum
 Outdoor Education
 English
 Social Studies
 Mathematics
 Science.

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APPENDIX C

ERIKSON - THE INTERPLAY OF SUCCESSIVE LIFE STAGES

H. OLD AGE												Integrity vs. Despair. Disgrace: WISDOM
G. MATURITY												Generativity vs. Self- Absorption: CARE
F. YOUNG ADULTHOOD												Intimacy vs. Isolation: LOVE
E. ADOLESCENCE												Identity vs. Identity Confusion: FIDELITY
D. SCHOOL AGE												Industry vs. Infec- riority COMPETENCE
C. PLAY AGE												Initiative vs. Guilt: PURPOSE
B. EARLY CHILDHOOD												Autonomy vs. Shame. Doubt: WILL
A. INFANCY												Trust vs. Mistrust: HOPE

1 2 3 4 5 6 7 8

Erikson, E. (Ed.). (1978) *Adulthood*. New York: W.W. Norton & Co. (p. 25)

APPENDIX D

KEGAN'S STRUCTURE OF LIFE STAGES

Evolutionary balance and psychological embeddedness	Culture of embeddedness	Function 1: Confirmation (holding on)	Function 2: Contradiction (letting go)	Function 3: Continuity (staying put for reintegration)	Some common natural transitional "subject-objects" (bridges) ^a
(0) INCORPORATIVE Embedded in: reflexes, sensing, and moving.	Mothering one(s) or primary caretaker(s). <i>Mothering culture.</i>	Literal holding: close physical presence, comfort and protecting. Eye contact. Recognizing the infant. Dependence upon and merger with oneself.	Recognizes and promotes toddler's emergence from embeddedness. Does not meet child's every need, stops nursing, reduces carrying, acknowledges displays of independence and willful refusal.	Permits self to become part of bigger culture, i.e., the family. High risk: prolonged separation from infant during transition period (6 mos. - 2 yrs.).	Medium of 0-1 transition: <i>blankie, teddy</i> , etc. A soft, comforting, nurturant representative of undifferentiated subjectivity, at once evoking that state and "objectifying" it.
(1) IMPULSIVE Embedded in: impulse and perception.	Typically, the family triangle. <i>Parenting culture.</i>	Acknowledges and cultures exercises of fantasy, intense attachments, and rivalries.	Recognizes and promotes child's emergence from egocentric embeddedness in fantasy and impulse. Holds child responsible for his or her feelings, excludes from marriage, from parents' bed, from home during school day, recognizes child's self-sufficiency and asserts own "other sufficiency."	Couple permits itself to become part of bigger culture, including school and peer relations. High risk: dissolution of marriage or family unit during transition period (roughly 5-7 yrs.).	Medium of 1-2 transition: <i>imaginary friend</i> . A repository for impulses which before <i>were</i> me, and which eventually will be part of me, but here a little of each. E.g., only I can see it, but it is not me.

Continued next page

<p>(2) IMPERIAL Embedded in: enduring disposition, needs, interests, wishes.</p>	<p><i>Role recognizing culture.</i> School and family as institutions of authority and role differentiation. Peer gang which requires role-taking.</p>	<p>Acknowledges and cultures displays of self-sufficiency, competence, and role differentiation.</p>	<p>Recognizes and promotes preadolescent's (or adolescent's) emergence from embeddedness in self-sufficiency. Denies the validity of only taking one's own interests into account, demands mutuality, that the person hold up his/her end of relationship. Expects trustworthiness.</p>	<p>Family and school permit themselves to become secondary to relationships of shared internal experiences. High risk: family relocation during transition period (roughly early adolescence, 12-16).</p>	<p>Medium of 2-3 transition: <i>chum</i>. Another who is identical to me and real but whose needs and self-system are exactly like needs which before <i>were me</i>, eventually a part of me, but now something between.</p>
<p>(3) INTERPERSONAL Embedded in: mutuality, interpersonal concordance.</p>	<p>Mutually reciprocal one-to-one relationships. <i>Culture of mutuality.</i></p>	<p>Acknowledges and cultures capacity for collaborative self-sacrifice in mutually attuned interpersonal relationships. Orients to internal state, shared subjective experience, "feelings," mood.</p>	<p>Recognizes and promotes late adolescent's or adult's emergence from embeddedness in interpersonalism. Person or context that will not be fused with but still seeks, and is interested in, association. Demands the person assume responsibility for own initiatives and preferences. Asserts the other's independence.</p>	<p>Interpersonal partners permit relationship to be relativized or placed in bigger context of ideology and psychological self-definition. High risk: interpersonal partners leave at very time one is emerging from embeddedness. (No easily supplied age norms.)</p>	<p>Medium for 3-4 transition: <i>going away to college, a temporary job, the military</i>. Opportunities for provisional identity which both leave the interpersonalist context behind and preserve it, intact, for return; a time-limited participation in institutional life (e.g. 4 years of college, a service hitch).</p>

Continued next page

Evolutionary balance and psychological embeddedness	Culture of embeddedness	Function 1: Confirmation (holding on)	Function 2: Contradiction (letting go)	Function 3: Continuity (staying put for reintegration)	Some common natural transitional "subject-objects" (bridges) ^a
(4) INSTITUTIONAL Embedded in: personal autonomy, self-system identity.	Culture of identity or self-authorship (in love or work). Typically: group involvement in career, admission to public arena.	Acknowledges and cultures capacity for independence; self-definition; assumption of authority; exercise of personal enhancement, ambition or achievement; "career" rather than "job," "life partner" rather than "helpmate," etc.	Recognizes and promotes adult's emergence from embeddedness in independent self-definition. Will not accept mediated, nonintimate, form-subordinated relationship.	Ideological forms permit themselves to be relativized on behalf of the play between forms. High risk: ideological supports vanish (e.g., job loss) at very time one is separating from this embeddedness. (No easily supplied age norms.)	Medium of 4-5 transition: ideological self-sur-render (religious or political); love affairs protected by unavailability of the partner. At once a surrender of the identification with the form while preserving the form.
(5) INTER-INDIVIDUAL Embedded in: interpenetration of systems.	Culture of intimacy (in domain of love and work). Typically: genuinely adult love relationship.	Acknowledges and cultures capacity for interdependence, for self-surrender and intimacy, for interdependent self-definition.			

a. In the construction of this column I am indebted to the thinking of Mauricia Alvarez.

From *The evolving self*, Robert Kegan, 1982, p. 118 -120

APPENDIX E

A CHART OF SEVERAL DEVELOPMENTALISTS' STRUCTURES

	Stage 0 Incorporative	Stage 1 Impulsive	Stage 2 Imperial	Stage 3 Interpersonal	Stage 4 Institutional	Stage 5 Interindividual
Underlying structure (subject vs. object)	S— Reflexes, (sensing, moving) O— None	S— Impulses, perceptions O— Reflexes (sensing, moving)	S— Needs, interests, wishes O— Impulses, perceptions	S— The interpersonal, mutuality O— Needs, interests, wishes	S— Authorship, identity, psychic administration, ideology O— The interpersonal, mutuality	S— Interindividuality, interpenetrability of self systems O— Authorship, identity, psychic administration, ideology
Piaget	Sensorimotor	Preoperational	Concrete operational	Early formal operational	Full formal operational	Post-formal ^b Dialectical?
Kohlberg	—	Punishment and obedience orientation	Instrumental orientation	Interpersonal concordance orientation	Societal orientation	Principled orientation
Loevinger	Pre-social	Impulsive	Opportunistic	Conformist	Conscientious	Autonomous
Maslow	Physiological survival orientation	Physiological satisfaction orientation	Safety orientation	Love, affection, belongingness orientation	Esteem and self-esteem orientation	Self-actualization
McClelland/Murray	—	—	Power orientation	Affiliation orientation	Achievement orientation	Intimacy orientation? ^b
Erikson	—	Initiative vs. guilt	Industry vs. inferiority	Affiliation vs. abandonment? ^a	Identity vs. identity diffusion	—

a. I believe Erikson's theory misses a stage between "industry" and "identity." His identity stage— with its orientation to *the self alone*, "who am I?", time, achievement, ideology, self-certainty, and so on— captures something of late adolescence or early adulthood, but it does not really address the period of connection, inclusion, and highly invested mutuality which comes between the more independence-oriented periods of latency and (early adult) identity-formation.

b. Piaget does not posit a post-formal stage, nor does the McClelland/Murray typology posit an intimacy orientation. These are my own hunches about where their models point. For an excellent conceptual and empirical exposition of "dialectical operations," see Basseches, 1980. For a developmental approach to intimacy as an orientation following achievement, see Richardson, 1981. The relationship between "intimacy" and "dialectics" is explored in Chapter 8.

From *The Evolving Self* (1982), Robert Kegan, (pp. 86-87)

APPENDIX F

PERRY'S SCHEME

- Position 1 Authorities know, and if we work hard, read every word, and learn Right Answers all will be well.
- Transition But what about those Others I hear about? And different opinions? And Uncertainties? Some of our own Authorities disagree with each other or don't seem to know, and some give us problems instead of Answers.
- Position 2 True Authorities must be Right, the others are frauds. We remain Right. Others must be different and Wrong. Good Authorities give us problems so we can learn to find the Right Answer by our own independent thought.
- Transition But even Good Authorities admit they don't know all the answers yet!
- Position 3 Then some uncertainties and different opinions are real and legitimate temporarily, even for Authorities. They're working on them to get to the Truth.
- Transition But there are so many things they don't know the Answers to! And they won't for a long time.
- Position 4a) Where Authorities don't know the Right Answer, everyone has a right to his own opinion; no one is wrong!
- Transition (and/or) But some of my friends ask me to support my opinions with facts and reasons.
- Transition Then what right have They to grade us? About what?
- Position 4b) In certain courses Authorities are not asking for the Right Answer; They want us to think about things in a certain way, supporting opinion with data. That's what they grade us on.
- Transition But this "way" seems to work in most courses, and even outside them.
- Position 5 Then all thinking must be like this, even for Them. Everything is relative but not equally valid. You have to understand how each context works. Theories are not Truth but metaphors to interpret data with. You have to think about your thinking.
- Transition But if everything is relative, am I relative too? How can I know I'm making the Right Choice?
- Position 6 I see I'm going to have to make my own decisions in an uncertain world with no one to tell me I'm Right.
- Transition I'm lost if I don't. When I decide on my career (or marriage or values) everything will straighten out.
- Position 7 Well, I've made my first Commitment!
- Transition Why didn't that settle everything?
- Position 8 I've made several commitments. I've got to balance them—how many, how deep? How certain, how tentative?
- Transition Things are getting contradictory. I can't make logical sense out of life's dilemmas.
- Position 9 This is how life will be. I must be wholehearted while tentative, fight for my values yet respect others, believe my deepest values right yet be ready to learn. I see that I shall be retracing this whole journey over and over—but, I hope, more wisely.

From Perry, W.G.

Scheme of cognitive and ethical development in
Today's students and their needs, 1981, p. 79

APPENDIX G

CTTP WORKSHOPS AND SEMINARS

INTENTIONAL LEARNING — *G. Christian Jernstedt*

Oct. 19	New Perspectives on the Brain.....	8:30-11:00
Nov. 2	The Cognitive Bases of Learning.....	8:30-11:00
Nov. 16	The Behavioral Bases of Learning.....	8:30-11:00
Nov. 30	Designing Teaching to Encourage Learning.....	8:30-11:00
Dec. 7	Applications of Intentional Learning	8:30-11:00

INTERPERSONAL BEHAVIOR — *Joseph P. Saginor*

Oct. 19	Self Awareness and Problem Solving.....	12:00-2:30
Nov. 2	Conflict Resolution and Communication.....	12:00-2:30

REALITY THERAPY — *Barnes Boffey*

Nov. 9	Counseling	3:30-5:30
Nov. 23	Discipline	3:30-5:30
Spring	Practical Applications for Teachers.....	

CYCLES OF DEVELOPMENT AND SCHOOL READINESS —

Nov. 16	Readiness	<i>Nancy Richard</i> 12:00-3:00
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LATE CHILDHOOD AND ADOLESCENCE — *Andrew Garroa*

Dec. 7	Ego Development in Late Childhood and Adolescence	3:30-5:30
Dec. 14	Cognitive Development in Late Childhood and Adolescence	3:30-5:30
Jan. 4	Moral Development in Late Childhood and Adolescence ..	3:30-5:30

FINE ARTS — *Nicholas Boke*

Dec. 7	* Integrating the Fine Arts in the Curriculum	12:00-3:00
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LEARNING

Oct. 15	History of Education	9:00-12:00
Nov. 2	* Gardner's Multiple Intelligences — <i>Trudy Fadden</i>	2:45- 4:15
Nov. 30	Introduction to Cooperative Learning — <i>Jack O'Leary</i>	12:00- 2:30

— SPECIAL EDUCATION —

Jan. 11	Examples of Instructional Techniques for L.D. Students — <i>Louisa Cook Moats</i>	9:00-12:00
Jan. 11	Raising Expectations for Students — <i>Carol Spencer Galano</i>	1:00- 2:15
Jan. 11	Implications of ESL Programs — <i>Carol Spencer Galano</i> ...	2:15- 3:00
Jan. 25	Teaching Behaviors for Special Needs Students — <i>Mary Sue Crowley</i>	9:00-12:00
Jan. 25	Implications of Substance Abuse — <i>Rhan Fleming</i>	1:00- 3:00

Continued next page

ELEMENTARY SCHOOL

February 3
12:30-2:30 Storytelling (Judy Witters)
2:30-3:30 Guidance and Conferencing Skills (Ralph Galano)

February 24
9:00-12:00 Picture Books (Joanne Scobie) (at the Lebanon Library)
1:00-3:00 Overview - Reading and Integrated Language (Connie Mackey)

March 2
3:30-5:15 Developmental Reading (Connie Mackey)

March 9
9:00-12:00 Geography and Social Sciences
1:00-3:00 Picture Books (Joanne Scobie)
3:30-5:00 Reading-Word Attack (Connie Mackey)

March 16
3:30-5:00 Children's Literature - Introduction (Susan Voake) (at Marion Cross)

March 23
9:00-11:30 Reading Comprehension (Connie Mackey)
12:30-2:45 Math (Jeff Spiegel)
3:30-5:00 Children's Literature - Classroom Programs (Susan Voake)

April 6
3:30-5:00 Children's Literature - Activities & Integration (Susan Voake)

April 13
9:00-12:00 Math (Jeff Speigel)
1:00-2:30 Writing Process (Henny Philips)
3:30-5:00 Children's Literature - Genres (Susan Voake)

May 4
9:00-11:30 Writing Process (Henny Philips)
12:30-2:30 Whole Language (Mike Livingston)

May 11
3:30-5:00 Social Studies (Jack Wilde) (at Ray School)

May 18
8:30-11:00 Applications of Intentional Learning (Chris Jernstedt)
12:00-3:00 Environmental Science (VT Agency of Natural Resources)

June 1
3:30-5:00 Hands On Science (Judy Callens & Susan Lamdin)

June 8
3:30 Professional Issues (Herb Roland) (at Richmond School)

SECONDARY SCHOOL

February 3
9:00-11:30 Young Adult Literature (Marilyn Blight) (at Hanover High School)

March 9
9:00-12:00 Geography and Contemporary Issues
1:00-3:00 The Social Context of Curriculum (Barbara Sapin-Piane)

April 6
3:30-5:00 Teaching Models

April 13
10:00-12:00 Teaching Models
1:00-2:30 Writing Process (Henny Philips)

May 4
9:00-11:30 Writing Process (Henny Philips)
12:30-2:30 Writing Across Curriculum (Susan Lamdin)

May 11
3:30-5:00 Social Issues (Sceondary) (Rhan Fleming)

May 18
8:30-11:00 Applications of Intentional Learning (Chris Jernstedt)
12:00-2:30 Guidance Issues and Interdisciplinary Teaching (Ralph Galano)

June 3
3:30-5:00 School Management Issues (Michael Healy)

June 8
3:30-5:00 Professional Issues (Herb Roland) (at Richmond School)

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APPENDIX O

STATE COMPETENCIES MET BY INTERNS

An intelligence exists if: It can be potentially isolated by brain damage
(Refer to left brain/right brain research)

It can be observed in idiot savants, prodigies, and other exceptional individuals (See *Rainman*)

It has an identifiable core operation or set of operations (Perfect pitch of musical prodigies, Mozart's career)

It has a distinctive developmental history, along with a definable set of expert "end-state" performances (A chess master, a Nobel physicist)

It has an evolutionary history and evolutionary plausibility (Think of the evolution of languages, development of linguistic symbols, and their mastery; expertise develops with the field)

It is supported by experimental psychological tasks (Perception tests with trick cards, lights)

It is supported by psychometric findings (Standardized tests)

It is susceptible to encoding in a symbol system (Cultural, verbal and non-verbal symbols)

The final criterion above is one that should be of interest to students of teaching and learning. "The introduction and mastering of symbolic systems," says Gardner "...is the major burden of childhood and might even be regarded as the principal mission of modern educational systems" (p.302). He also suggests that not only infants and children learn. Recent research suggests to him that, whereas a young learner may master certain programs smoothly - I would give second and third languages as an example - "the ability to mobilize this ability and put it to fresh uses may be the prerogative of the developed individual."

From *Frames of mind* (1985), Howard Gardner (p. 314)

APPENDIX I

THE NINE PARTICIPANTS AND THEIR PLACEMENTS

Intern - First School

Second School

Town/Village
Type of Community
Principal
Master Teacher
Grade Level

ADRIAN Black Mountain High School
Webster
Collegiate/Medical
Dr. Harry Benton
Gilbert Umsaksis
9 - 12 (Asst. coach -
football)

Abenaki Regional Middle School
Green Valley
Tourist/Rural/Exurban
Joseph Clinton
Sheila Callahan, Joe Tibbets
7 - 8

ANNE Micmac Middle School
Crawford
Industrial/Commercial
Peter Custer
Angela Cooper
7 - 8

Black Mountain High School
Webster
Collegiate/Medical
Dr. Harry Benton
Alison McCusker
9 - 12

CHUCK Morrell River Elementary
Morrell River
Rural
Donal Ferguson
Lucille Soper
4 - self-contained

Peter A. Buchanan Elementary
Laketown
Rural
Joanne Truman
Bonnie Gillespie
1 - self-contained

EMILY Koscuiesko Elementary
Dana
Former industrial/Rural
Marlene Lefkowicz
Dorothy Babcock
3 - self-contained

Koscuiesko Elementary
Dana
Former industrial/Rural
Marlene Lefkowicz
Anna Tillinghast
6 - self-contained
(pull-out programs)

Continued next page

JOSHUA	James A. Clyde Elementary Hazen Collegiate/rural (Close to Webster) Susan Abbott Amelia Berry 5 -6 - Math	Riverside High School Oakville Lumbering/industrial Michael Souris Donald Canard 9 - 12 Math
KATHRYN	Bright Star Elementary Byreton Rural/Flatlander Maeve Muldoon Georgia Cabot Kindergarten	James A. Clyde Elementary Hazen Collegiate/Rural Susan Abbott Helen Pendergast 5 - 6 (Social Studies, Language Arts, Math)
KATHY	Luther K. Jackson High School Harpstown Light industrial/ commercial Lyndon Duke Peter Ross 9 - 12	Luther K. Jackson High School Harpstown Light industrial/commercial Lyndon Duke Beaufort Jones, Kenneth Prior
MARY	James A. Clyde Elementary Hazen Collegiate/Rural (Close to Webster) Susan Abbott Helen Pendergast 5 - 6 (Social Studies, Language Arts, Math)	Doucette School (K - 12) Chartersville Rural Joanna Chalmers Ceci Knowles 5 - self-contained
OTTO	Abenaki Regional High School Tourist/Rural/Exurban Joseph Clinton Josh Chamberlain 9 - 12 (Coach of ski, soccer)	Black Mountain Middle School (5 - 8) Margaret Tudor Anne St. John, David Kessler 7 - 8 (Language Arts, Social Studies)

APPENDIX J

WRITTEN CONSENT FORM AND LETTER

I. You all know me, Barbara M. Sapin - Piane and I think you know that I am a doctoral student at the University of Massachusetts in Amherst, Massachusetts. For my dissertation I am conducting research about the perceptions of adult men and women involved in a year of making a transition from one career to another. The major purpose of this study is to discover how these men and women - you - feel about the process of learning to become teachers, as participants in the Upper Valley Teacher Training Program. Through extensive interviews with six to ten intern teachers, I hope to extend my ability to describe and explore the experience of this year even beyond your very thorough responses on questionnaires given in September. Others will be given later in the year, as they always are.

II. I am asking you to consider participation in this study, as respondent on the questionnaires and , for some of you, as interviewees. I am attempting to select interviewees from several different local areas to enlarge the scope of an already geographically and culturally limited study. If you are selected as an interviewee, I will visit your classroom to be familiar with the setting you may be discussing, and talk with you for 60 - 90 minutes about your experience. The interviews (3) will be audiotaped and transcribed and identified only by a code number. You will be perfectly free to edit those transcripts if you wish. A pseudonym will be used in the research and the settings disguised. Your identity will be known only to me, and all information from the interviews will be kept confidential. You are free to withdraw your consent and discontinue participation in the research project at any time.

Continued next page

III. The material from questionnaires, interviews, and visits will be used primarily for my dissertation but may also be used in presentations in graduate school classes, professional conferences or workshops, or in professional publications. In any presentations, pseudonyms for persons, towns, cities, rivers, mountains, schools, programs and workplaces will be substituted for real ones.

IV. In signing this form you are agreeing to the use of the material in your questionnaires and interviews as indicated in Section III above. You may withdraw your consent to have excerpts from your interviews used in any printed materials or oral presentations at any time, as long as sufficient time is available to have them so withdrawn. If the materials from your interviews are to be used in any way not consistent with what is stated in Section III, you will be asked for additional written consent. Throughout the research, I will attempt to keep you up to date.

Thank you very much for your consideration.

I, _____, have read this statement carefully and thoroughly and agree to participate as

- a) a respondent to questionnaires to be used for the research,
 - and/or b) an interviewee,
- under all the conditions stated above.

Signature of the participant	Questionnaires
Interviews	(Initials) (Initials)
Date	
Signature of the researcher	

APPENDIX K

FOUR QUESTIONNAIRES

QUESTIONNAIRE NUMBER ONE

UVTTP - SEPTEMBER 1991

I can't even begin to think of my study of the way individuals learn to become teachers without input from you, who are the most vital element of the program. I really appreciate your help, and I will keep you posted as I begin my research. You are all researchers with me and I think of you as collaborators. Before I use any of your material, I will ask for your permission and give you a chance to withdraw any of these unidentified comments if you wish. For now, no name or identification of any kind is necessary, though references will clearly be made to past lives. Believe me, in the process of research, those tiny clues to identity are lost in the material, so I urge you to be as frank as you feel you can be.

PLEASE USE THE OTHER SIDE OF THE PAPER IF ANSWER REQUIRES IT.

QUESTION # 1 - Please identify the point in your life that you began to think of being a teacher, and select two or three "aspects" of that life that helped you to focus on working with children.

QUESTION # 2 - Which life experiences do you think of as being most useful to you in your teaching and how so?

QUESTION # 3 - What are some of the things you expected to find - and have found - in your present classroom?

QUESTION # 4 - What are the surprises in the teaching and learning situation in the classroom where you are now?

QUESTION # 5 - Which aspects of schools and classes and kids seem like your own school life at the age of the students you are teaching?

QUESTION # 6 - What are the skills, attitudes, information, and understandings you feel you most need to acquire to be the kind of teacher you want to be?

QUESTION # 7 - Look back on your life - to childhood, adolescence, or last week. Give an example of a situation in which you were working with others where you felt you had failed in what you hoped to accomplish. How did you understand that failure and how did you deal with it? How do you feel about the experience now?

QUESTION # 8 - Look back on your life - again, to childhood, adolescence, or last week. Give an example of a situation in which you felt great pleasure or pride or success in working with others. How did you express that feeling to yourself or others? How do you feel about that experience now?

QUESTION # 9 - How would you express the importance to you of pleasure and pride in what you do in your daily work? How necessary is that feeling to the sense that you are being effective in your work?

QUESTION # 10 - How will you measure your effectiveness as a teacher?

Continued next page

QUESTIONNAIRE NUMBER TWO

UVTTP - FEBRUARY 1992

QUESTION # 1 - How do you feel about yourself as a teacher as you begin your second placement?

QUESTION # 2 - What three things do you miss most about your first placement?

QUESTION # 3 - What three things do you miss least about that placement?

QUESTION # 4 - What attitudes, skills, and understandings about teaching do you find most useful at this point in the year?

QUESTION # 5 - What do you think of as your greatest strengths in the classroom at this point? Last placement? This placement? Any placement?

QUESTION # 6 - What aspects of effective teaching can you see as needing the most practice from you in the next months?

QUESTION # 7 - What is your happiest image/memory from your first placement?

QUESTION # 8 - What event or events in your first placement triggered your most frustrated feelings?

QUESTION # 9 - Do you have any general impressions of the differences in how to work with the age group you are now working with from approaches you used in the first placement ?

Continued next page

QUESTIONNAIRE NUMBER THREE

UVTTP - JUNE, 1992

- 1 - What changes, if any, do you perceive in your understanding of the following:
 - a) Children/adolescents learning?
 - b) The reality of the classroom? (How is the classroom different from what you thought last spring?)
 - c) Changes in yourself?
- 2) What aspects of the program have been most helpful in preparing you to become a teacher? Least helpful? Why?
- 3) What are the greatest strengths you bring to your role as teacher?
- 4) What aspects of your own learning style (which frequently leads to teaching style) do you think you may have to modify as a teacher?
- 5) Which placement (refer to age groups, though it may have been other aspects of the placement which were instructive) taught you the most and why?
- 6) Will you plan to teach next year/in the future if you can? Why? Why not?
- 7) What was your most successful plan or unit for the students and why? I realize you'll have to be brief. Try to catch the essence of the learning experience.
- 8) What was an unsuccessful attempt to teach something and why did it go awry? Would it work with a different group of students

Continued next page

QUESTIONNAIRE NO. 4

FALL, 1992

LOOKING BACK and LOOKING AHEAD

As in the other questionnaires, please use the other side of the paper for longer answers. Many thanks for all the thought and time you have shared with me. I *do* know how busy you were and are!

- 1) After the year in the Program, how did you feel when you decided on what you are going to be doing this fall? (Teaching, not teaching, subbing while still looking for a job, doing something different from teaching?)
- 2) If you are in your own classroom, what are your major concerns for the next week?
- 3) What are your concerns for the year?
- 4) Looking back, whether you are teaching now or not, what are *three experiences* (short term or long term) last year which helped you to learn, and how would you explain what you learned from them? (They don't have to be positive experiences for you to have learned.)
- 5) What kinds of things do you wish the Program had done more of? Please comment on specific presenters you wanted to hear more from, or name people or topics you would like the Program to consider.
- 6) What kinds of things do you think the Program should do less of?
- 7) If you are teaching, what is/are the grade level/s and how closely related is the curriculum to what you interned in last year? Can you use any of last year's plans?
- 8) Teaching or not teaching, what are the most valuable things you learned last year?
- 9) What would you tell this year's interns right now if you could talk with them and give them advice for the rest of the year? (Believe me, Ralph and Sue will pass it on.)

APPENDIX L

LETTER OF REQUEST TO CTPP BOARD AND REQUEST FOR
SUMMARY OF RESULTS

To: Susan Lamdin, Chair of the Board of Directors, UVTTP, Inc.
From: Barbara M. Sapin-Piane, Assistant Director, UVTTP, Inc.
Re: Working with interns in the Program in a research project in partial fulfillment of the requirements for a degree of Doctor of Education from the University of Massachusetts, Amherst.
Dates: September, 1991 - December, 1992.

I. For my dissertation I am conducting research about the perceptions of men and women involved in a year of learning to make the transition from one career to another, that of teaching. You may recall that I presented an abstract of that research last summer to the entire board and at the following meeting it was agreed that I should feel free to proceed.

The major purpose of this study is to discover how these men and women feel about the process of making the transition from a former career into the profession of teaching. These men and women are all participants in the Upper Valley Teacher Training Program.

II. Through extensive interviews with six to ten intern teachers, I hope to extend my ability to describe and explore the experience of this year and the first months of the following year, when many of these interns will be in their own classrooms. I am asking the interns to consider participation in this study, as respondent on questionnaires and, for some of them, as interviewees. I am attempting to select interviewees from several different local areas to enlarge the scope of an already geographically and culturally limited study.

I will visit each interviewee's classroom at least once in each different setting to be familiar with the situation s/he may be discussing. I will plan a talk with the intern for 60 - 90 minutes at a time which will not interfere with classroom or workshop work at the UVTTP offices. The interview will be audiotaped and transcribed and identified only by a code number. The intern will be perfectly free to edit those transcripts if s/he wishes. A pseudonym will be

Continued next page

used in the research and the settings disguised. The identity of any intern will be known only to me, and all information from the interviews will be kept confidential. The intern is free, as is the Program, to withdraw consent and discontinue participation in the research project at any time.

III. The material from questionnaires, interviews, and visits will be used primarily for my dissertation but may also be used in presentations in graduate school classes, professional conferences or workshops, or in professional publications. In any presentations, pseudonyms for persons, towns, cities, rivers, mountains, schools, programs and workplaces will be substituted for real ones.

IV. In signing this form you are agreeing to the use of the material from the questionnaires and interviews as indicated in Section III above. You may withdraw your consent to have excerpts from the interviews used in any printed materials or oral presentations at any time, as long as sufficient time is available to have them so withdrawn. If the materials from the interviews are to be used in any way not consistent with what is stated in Section III, you will be asked for additional written consent. Throughout the research, I will attempt to keep you up to date, if you so wish.
I am willing to have the interns in our Program participate in the projected research.

Chair of the Board of Directors, UVTTP, Inc.

Address Zip Code Telephone

Researcher Date

I would be interested in receiving a summary of the results of your research.

Chair, UVTTP Inc.

Address, if different from above

APPENDIX M

LETTER OF REQUEST TO SUPERINTENDENTS

Superintendent,

Dear

Here, so soon after my holiday greetings, is the other letter I promised.

During the year 1991 - 1992, as I participated in the Upper Valley Teacher Training Program as a part-time Assistant Director, I was also carrying on my doctoral research for the University of Massachusetts, Amherst. Emily Cordera, one of the intern teachers with whom I worked, is now teaching in the X School in Y.

I am anxious to do a follow-up interview with Emily and have written to Principal Q to request such an interview on December 14th. As you can understand, it is important to know something of the children Emily will be talking about as we discuss the joys and concerns of teaching, and I wanted you to know of this research. All names and places in the final paper are, of course, disguised with pseudonyms, and you are most welcome to read the section of the paper giving my findings, for comment or modification of any aspect of those findings that relate specifically to your school.

If you have any objections to my visiting Emily, and/or if you are curious to read my findings, once I have sorted them out, please do let me know, so that I may put you on my "interested in results" list. I have enclosed the abstract of my study for your information.., just in case you haven't read your holiday mail yet.

Sincerely yours,

Barbara M. Piane

APPENDIX N

LETTER OF REQUEST TO PRINCIPALS

To the Principal

Dear

During the year 1991 - 1992, as I participated in the Upper Valley Teacher Training Program as a part-time Assistant Director with Ralph Galano, I was also carrying on my doctoral research for the University of Massachusetts, Amherst (Mass, that is). Kathy Schmidt was one of the intern teachers with whom I worked. Of course, she is now with you, and you will understand why I would like very much to do a follow-up interview on her thoughts on last year's program.

I would like to visit her classroom, without in any way interrupting the flow of her work, and then she and I can arrange an out-of-school time for the interview. (I gather there is scarcely any time for any of you to think of being out-of-school, but she thinks maybe we can create an hour or so.)

Kathy was going to speak to you about my possible visit, but I told her that I would like to write, send an abstract, and solicit any comments of approval or disapproval before I make the trip to Merricoonegan. Kathy says that next Tuesday is fine with her, but you may have some reason for finding my proposed inconvenient. If so, please call at the address below, or, if it is easier, speak to Kathy. I will check with her before I leave Hazen.

I have sent an abstract to Superintendent Jones, as is appropriate for researchers, and have asked if he has any questions. Please let me know if you are at all interested in my findings, once I get them sorted out. The abstract will explain what I am doing.

Thank you,

Barbara M. Piane

October 20, 1992

APPENDIX O

STATE COMPETENCIES MET BY INTERNS

1. ASSESSING STUDENT LEARNING STYLES, ACADEMIC ACHIEVEMENT, DEVELOPMENT, EFFORT AND ABILITY.

The Intern

- A. Identifies and distinguishes different learning styles of students (eg., can describe 4 students in the class).
- B. Determines the specific strengths and weaknesses of individual students for appropriate classroom instruction.
- C. Determines special learning needs of individual students by using appropriate resources (eg., guidance counselor, principal, parent conferences, psychologist)
- D. Establishes criteria and devises evaluation techniques for student performance; becomes familiar with a variety of formal and informal evaluations (including standardized tests used by the school).

2. PLANNING INSTRUCTION

The Intern

- A. Translates broad curricular goals into specific student performance objectives.
- B. Selects and creates a wide variety of instructional materials and techniques appropriate to the objectives of the lesson and to the learner.
- C. Prepares written lesson plans with objectives, enabling activities, instructional materials and evaluation criteria.
- D. Develops units which include general overview, objectives, prerequisites, pre-assessments, enabling activities, instructional materials and evaluation criteria.

3. IMPLEMENTING INSTRUCTION

The Intern

- A. Establishes a learning environment which supports students' interests and talents through creative activities.
- B. Checks for student understanding throughout the lesson and reviews student progress to assess the effectiveness of the teaching-learning process.
- C. Gives directions in a clear and precise manner.
- D. Presents material in a logical, coordinated manner drawing upon students' experiences and levels of understanding.
- E. Employs questioning techniques which encourage student responses on the various cognitive levels and which stimulate critical (or divergent) thinking and problem solving.

Continued next page

- F. Facilitates student discussion
- G. Formulates and clearly communicates reasonable expectations for each student which serve to maximize his or her potential.
- H. Provides a system of continuous feedback to students concerning performance.

4. CLASSROOM MANAGEMENT AND DISCIPLINE

The Intern

- A. Formulates and upholds acceptable expectations and standards of student behavior.
- B. Develops open communication, mutual respect and rapport with student.
- C. Views and uses discipline as a learning process, rather than as punishment.
- D. Uses appropriate disciplinary strategies (eg., positive reinforcement, consequences, group problem-solving, self-discipline).

5. PROFESSIONALISM

The Intern

- A. Demonstrates appropriate standards of professional behavior.
- B. Respects basic rules of confidentiality with respect to colleagues, students and parents.
- C. Accepts the responsibility to the commitment of time and energy required to become an excellent teacher.
- D. Develops open communication, mutual respect and rapport with the entire staff and all building personnel.
- E. Develops an awareness of professional organizations.
- F. Understands the importance of contributing to school community beyond own class or role (curriculum development, policy making, and co-curricular activities).

Intern Competencies - Revised

May 1991

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