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Critical Reflection, Educational Justice, and Teacher Formation in a Rural Setting

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Critical Reflection, Educational Justice, and

Teacher Formation in a Rural Setting

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by

Lora D. Mosher

The dissertation of Lora D. Mosher is approved.

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My children

███████████████████

You are the very core of my motivation

Find within you that creative gift – the one thing that you can do better than anyone-

then match it to the needs of the world and you will have succeeded.

Let this work of exhortation serve to show you that you can accomplish

anything you set your heart to and remember to

enjoy the journey along the way.

Love Mom.

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Critical Reflection, Educational Justice, and

Teacher Formation in a Rural Setting

Lora D. Mosher

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Abstract

This qualitative case study investigated the reflective processes of four secondary teachers in a rural setting who participated in a six week guided study based on the principles of Teacher Formation as espoused by Parker J. Palmer. The research was phenomenological in nature and situated in the field of educational justice. Primary data were collected through guided study participant responses and semi-structured interviews, and were further triangulated through observational field notes and participant journal entries. The data were analyzed using emergent design that allowed the researcher to identify and code themes. The following five key themes emerged: (1) Teacher rejuvenation; (2) Change in relationship with colleagues; (3) Change in relationship with students; (4) Critical reflection/self examination; and (5) Practice more mindful teaching/greater awareness of impact. The data and presence of the emergent themes suggests that secondary teachers, however rural, can benefit from exposure to principles of Teacher Formation, and further suggests that education as a whole can benefit from the incorporation of quality professional development that is inexpensive and accessible to teachers in all areas. Finally, the outcome of this study illustrates the critical reflection processes that allow teachers to cultivate a learning environment for students based on educational justice.

CHAPTER ONE

Introduction

When I do not know myself, I cannot know who my students are. I will see

them through a glass darkly, in the shadows of my own unexamined life—and

when I cannot see them clearly, I cannot teach them well. Parker J. Palmer –

The Courage to Teach.

Introduction to the Study

The purpose of this case study was to describe the experiences of four

secondary teachers who engaged in a study of Parker Palmer's book *The Courage to*

Teach. It was the intent of the researcher to describe reflective processes – i.e. the

responses, thoughts, questions, and perceived challenges that participants might have

experienced during a six-week guided book study of Parker J. Palmer's (1998) book,

including content related to Teacher Formation. The guided book study specifically

focused on the following principles of Teacher Formation formulated by Palmer at

the Fetzer Institute: (1) reflecting on the heart, mind, and spirit through the

exploration of the inner landscape of a teacher's life; (2) examining reconnection of

one's identity and integrity—identifying and honoring gifts and strengths, and

acknowledging limits creating a context for careful listening and deep connection that

also honors diversity in person and profession; (3) exploring the concept of safe

spaces and trusting relationships in schools, with students and colleagues, and within

communities; and (4) exploring the connection between attending to the inner life of

educators and the renewal of public education (http://www.couragerenewal.org/).

Though this research was conducted as a case study, it was also phenomenological in

nature. The use of a phenomenological lens enabled the researcher to more deeply

examine the experiences of teachers as they related to the overarching research

question central to this study.

These facets of research and methodology shed light on the research question

because they were able to provide the most insight into teachers' reflective processes

in response to Teacher Formation through the works of Parker Palmer. For the

purpose of this study, the phrase *socially conscious reflective processes* was used

deliberately to signal the various levels of thought and reflection related to how an

individual might arrive at an awareness of social and political realities illuminated

through purposeful reflective practices. Looking at purposeful reflective practices

allowed the researcher to examine participant responses, thoughts, questions, and

perceived challenges through the course of this study. The elements of the case study

were particularly suited to the nature of the research question. Because the data

formed an in-depth case study, the researcher was able to draw conclusions about

themes that presented from the specific data as they led to insights about teachers'

experiences while engaged in the work of Teacher Formation.

Teachers teaching at a rural high school in a remote part of the Ozark

Mountain range in the State of Arkansas were selected for this study due to

proximity, access, and the fact that the teachers at this school site had minimal access

to quality professional development as indicated by the Administration at the district

office (T. Walker, personal communication, August 20, 2009).   Through this study

the researcher was able to fully examine the ways that teachers perceived themselves,

their reflections, and their introspections while engaged in the work of Palmer's

Teacher Formation (1998). This chapter will outline the need for the study, primary

research questions, the importance of the study, and the definition of key terms.

Need for the Study

        The need for this study existed because of the limited research regarding the

study of teachers as they explore their own reflections when engaged in work using

criteria in the form of principles from Palmer's work. Through critical reflection

teachers have been able to more fully understand their impact in the classroom, which

in turn has led to the more mindful teaching (Intrator & Scribner, 2000). This need

also extended to studying teachers in an isolated rural setting where professional

development opportunities have been limited. It is the researcher's belief that

teachers should have access to inexpensive, research-proven professional

development materials that would allow them to experience authentic self-

examination in a safe environment.

Research Questions

        The overarching question of this study was "What were the experiences of

four secondary teachers teaching in a rural setting as they participated in a guided

content study based on the principles of Teacher Formation as espoused by Parker J.

Palmer that provided them with the opportunity to journey inward and reflect on their

lives as human beings as well as their vocation of being teachers". From this

overarching question the following questions emerged: (1)Was there evidence of

socially conscious reflective processes for teachers engaged in the work of Teacher

Formation? (2) Did teachers experience an increased awareness of the phenomenon

of the un-divided life? (3) What types of changes did teachers self report after

exposure to the principles of Teacher Formation, and did patterns emerge across

cases? (4) Were there changes in teacher's attitudes and dispositions toward

educational justice as a result of exposure to the principles of Teacher Formation?

These questions were attuned to processes of involvement and reflection given the

structure and methods employed in the six-week guided study based on the principles

of Teacher Formation in which the participants engaged. Data gathered in the form

of interviews, participant journaling, and interactions between participants working

through structured book study sessions allowed insights relative to each of the cases.

Table 1 represents an overview of the research questions that guided this study, as

well as the methodological designed employed with each, and the type data collection

used to gather the information.

Table 1

Overview of Research Questions, Methodological Design, and Data Collection

Research Questions / Complimentary Sub-questions	Methodological Design	Specific Data Collection Methods
What were the experiences of four secondary teachers teaching in a rural setting	Primary Paradigm: Qualitative: Case study- Phenomenological emphasis	Semi-Structured interviews, guided book study sessions, observational field notes, participant journal entries

as they participated in a guided content study that provided them with the opportunity to journey inward and reflect on their lives as human beings as well as their vocation of being teachers?		
Was there evidence of socially conscious reflective processes for teachers engaged in the work of Teacher Formation?	Qualitative: Case study- Phenomenological emphasis	Semi-Structured interviews, guided book study sessions, observational field notes, participant journal entries
Did teachers experience an increased awareness of the phenomenon of the un-divided life?	Qualitative: Case study- Phenomenological emphasis	Semi-structured interview
What types of changes did teachers self report after exposure to the principles of Teacher Formation, and did patterns emerge across cases?	Qualitative: Case study- Phenomenological emphasis	Semi-structured interview
Were there changes in teacher's attitudes and dispositions toward educational justice as a result of exposure to the principles of Teacher Formation?	Qualitative: Case study- Phenomenological emphasis	Semi-structured interview

Importance of the Study

The content standards and assessment-driven model of education has not

adequately addressed the importance of relationships between teachers and students,

nor the inner work of the teacher. Likewise, the content standards and assessment-

driven model has not been oriented toward creating a more socially just society for all

people. It has appeared to operate from the assumption that who one is as a teacher

can be separated from the act of teaching. It has also appeared to be connected to the

inherited model of education from the industrial era where the social, emotional,

ethical, intellectual, and spiritual development of students was not a priority (Friere,

1994).

A number of educational researchers have recently begun to acknowledge the

importance of work on the inner life of the teacher in connection with their practice

(e.g., Clark, 2005; Edwards & Blake, 2007; Latta & Buck, 2008; Palmer, 2008;

Secretan, 2001). Clark (2005) noted that while "teaching can be a risky business…the

heart of good teaching is getting something insatiable started in the minds and hearts

of others and then getting out of the way" (p. 235). Arguing on behalf of a naturalistic

descriptive research method of studying teaching practices designed to change and

improve one's teaching, Clark argued that teachers improve practice by reflection.

This means that one must explore teacher's perceptions, or reflections about both

teaching and self-identity, in order to excel as an educator. Likewise, Palmer

facilitated a practical application of work on the inner self, reflective practices and

renewal through the principles of Teacher Formation (Palmer, 2007; Poutaitine,

2005b).

In the context of Palmer's definition of Teacher Formation, formation has

meant the development of the teacher as a whole person. For Palmer, this concept has

been rooted in the notion that one's soul, identity, and integrity are unique, and that one must act against the tendency of the world to treat one as "raw material" to be molded, which is "the work of deformation on this human soul" (Palmer, 1998, p. 25). Formation has occurred when personal growth and development have helped an individual reconnect with his or her full sense of self. Reconnection with the self has enabled teachers to better connect with students. The study of Teacher Formation in a unique setting that would enable investigation into new areas of Palmer's concepts of inner work is therefore a viable avenue. With critical reflection as a catalyst, and the inner work as described by Palmer through reflective processes, change toward educational justice can be cultivated as a result.

Definition of Terms

The following terms are critical to the study and are defined in connection with the research questions.

Critical reflection. Going beyond that of mere reflection, critical reflection delves into areas that consider the powers behind assumptions that work to maintain the status quo and further seeks to gain knowledge into the effects of the structures in place that perpetuate such assumptions (Brookfield, 1995). Mezirow (1990) defines critical reflections as a component of perspective transformation in that it is the process of critical awareness of the whys and hows associated with assumptions that constrain perception of how one comes to understand the world. Critical reflection also includes the component of arriving at new schemas accordingly and acting on them.

Educational justice. More than social justice in the classroom, educational justice is a paradigm that challenges the status quo through mechanisms of critical inquiry encompassing diversity and access. Also, it sees the political nature and responsibilities that pervade education today (Oakes & Lipton, 1999).

Phenomenon of the un-divided Life: A journey toward reconciling the authentic self with the presented self embracing all facets of inner self and choosing to live "divided no more" (Palmer, 2004). When an individual makes a conscious decision to unify the perceived self with the inner self and act accordingly, then one is able to experience the phenomenon of the un-divided life.

Socially conscious reflective processes. Constitute the process by which an individual might arrive at an awareness of social and political realities illuminated through purposeful reflective practices. Looking at purposeful reflective practices enables examination of participant responses, thoughts, questions, and perceived challenges (Jay, 2001).

Teacher Formation. Based on Formation Theory, Teacher Formation describes the role of authentic presence in teaching. For the purposes of this study, Teacher Formation is about the process of reading, writing, talking and reflection about teaching, given the content of the book they read (Poutiatine, 2008).

Summary

Chapter One explains both the content and rationale for the development of a case study regarding the reflective processes that teachers experienced as participants in a guided book study based on the principles of Teacher Formation. Chapter Two

presents a comprehensive review of the literature related to Teacher Formation.

Chapter Three presents the study's methodological framework, including the specific

methods that were used to frame the research and collect data. Chapter Four outlines

the key findings of this study, as well as present a within-case and a cross-case

analysis.   Chapter Five presents a discussion of findings as they relate to the

overarching research question, as well as discusses conclusions and

recommendations.

CHAPTER TWO

Literature Review

Introduction

This chapter discusses the following main ideas: Studies Related to Teacher

Formation, Critical Reflection and Educational Justice in Practice: Making the

Connection Between Program and Practice, and Palmer and the Inner Life of

Teachers and Teacher Development. These three main sections weave together a

transformative framework in support of principles of Teacher Formation in action, as

well as justify the incorporation of Teacher Formation as a powerful tool in education

today. These areas were selected for discovery due to the fact that they were

powerfully linked to the research questions driving this study.

Courage and Renewal Programs based on the principles of Teacher

Formation were born out the ideals of Parker J. Palmer and the development of

Formation Theory in the early 1990s at the Fetzer Institute in Michigan. The program

has featured a series of weekend retreats designed to "rekindle lost passion for

teaching" (Driscoll, 2005, p. 75) and has become a centerpiece of efforts to help

teachers with burnout through *The Center for Courage and Renewal* in Washington

State (Driscoll, 2005; Intrator, 2005; Intrator & Kunzman, 2006a, James, 2003; Loui,

2006; McDaniel, 2008; Moschella, 2007; Palmer, 1997; Poutiatine, 2008; Schiller,

2001). The most common attendee at the program has been a mid-career teacher, with

up to 20 years of experience, who has sought to recover a passion for teaching and to

learn how to become an expert teacher. Anecdotal testimony has indicated that the

program has been helpful to many teachers. One teacher noted that the program

helped her "shift my focus to the person [and start] paying attention to the kids versus

just the subject matters" (Driscoll, 2005, p. 77). Another teacher described how the

program gave her insight into more effectively dealing with and reforming the

behavior of a student who was unresponsive in her class. Such testimonials have lent

support to the success of the program and the impact of exposure to the principles of

Teacher Formation, as well as laying provision for compelling information that

warrants more research directed at the effects of Teacher Formation from the

perspective of the teacher, as this study was designed to explore.

Studies Related to Teacher Formation

Studies related to Teacher Formation have primarily focused on educators'

responses to participating in one of the retreats offered at the Center for *Courage and*

Renewal. Poutiatine (2008) conducted a thorough literature review of primary and

secondary academic studies on the *Courage and Renewal* programs based on the

ideas of Parker J. Palmer and the *Courage to Teach* Program directly linked to the

concept of Teacher Formation. Poutiatine (2008) reported on five studies conducted

since 2003 and used the semi-structured interview format for primary data collection.

Poutiatine (2008) argued that qualitative action research with an emphasis on

phenomenology might be helpful in the future in looking into the "lived experience"

(p. 13) of participants in the *Courage and Renewal* program. Poutiatine (2008)

described McMahon's unpublished 2003 doctoral dissertation on professional

renewal, which found that teachers who experienced burnout found renewal through

Teacher Formation programming by developing their sense of calling, or vocation,

through acts of critical reflection. Poutiatine (2008) reported that the teachers also

learned strategies that improved their commitment to teaching, including the use of

critical pedagogy in the classroom. The study found that teachers in the program

developed new self-knowledge, which included increased awareness of negative

forces in education that regularly worked against them and depleted their energies as

teachers. Poutiatine (2008) found that the two primary methods by which teachers

experienced renewal were solitary meditation on their teaching practice and the

development of supportive relationships with other teacher trainees at the school.

While appreciating these ways of improving practice, the teachers also noted,

however, that such practices continued to work well once they returned to their

schools only if the school had strong transformational leadership (Poutiatine, 2008).

Another unpublished doctoral dissertation by Simone (2004) conducted a case

study on *Courage to Teach* programs. This study found that these programs'

successes were contingent upon the Palmerian inner work, or the exploration of how

one's self relates to one's vocation as a teacher (Poutiatine, 2008). Simone's (2004)

study is notable because it found that men and women experience *Courage to Teach*

differently, with women being more willing to suspend their previous beliefs.

Poutiatine (2008) suggested that this finding was important because it illustrated that

different teacher trainees or teachers may take different elements from the formation

program. In Poutiatine's (2002) own doctoral study of *Courage to Teach*, he found

that a number of trainees left the program with specific interpersonal skill sets and

particular teaching dispositions and attitudes, as well as broader personal and

professional growth. With regard to interpersonal skill sets, the teachers who

completed the program felt that they had become better listeners, created more

friendly teaching environments, asked more questions, and were more reflective

about their practice. This represents an index of the success of the program because

teachers described these outcomes as a result of participating in the program, and

facilitators of the program also noticed these new values in the teachers as the

teachers went through the program. In addition to experiencing improved collegial

relationships, the program graduates found that they had a clearer sense of vocation

and more self-confidence (Poutiatine, 2008).

Poutiatine (2008) indicated that another recent case study on the *Courage to

Lead* retreats at the *Center for Courage and Renewal* found that the retreats brought

clarity to vocation and restored commitment to teaching, primarily through the

enrichment of teachers' inner lives. The study also reported that practical gains for

teachers ranged from being better listeners and understanding more about how to lead

in classrooms to recognizing the importance of posing critical questions to make

learning more productive. In this study, "the findings are remarkably aligned with the

findings of other studies that focused on the experience of participants in a cohort-

based *Courage & Renewal* retreat series" (Poutiatine, 2008, p. 25). In addition to

these few direct studies of *Courage to Teach*, Poutiatine (2008) also surveyed a

number of studies that addressed the importance of spirituality and commitment in

teaching, most of which supported the principles of *Courage to Teach*. Bymak's

(2008) use of Palmer's vocational identity framework to center good teaching around

a triad model that included relationships with students, curricular confidence and

professional commitment is particularly germane.

A number of centers, such as the *North Carolina Center for the Advancement*

of Teaching, have conducted programs for teacher improvement that have paralleled

some elements of Palmer-based teacher formation programs, and studies of these

programs again have confirmed the relevance of this kind of training or programming

(Simone, 2004). Because such programs have revealed positive effects in teaching

practice and yet still remain empirically sparse, studies such as this one might

contribute to the existing body of literature by further discovering the impact and

establishing empirical evidence as to the importance of the connection of inner work

to practice. Programs that allow teachers to access the principles of Teacher

Formation not only might stimulate critical thinking through critical reflection, but

also might contribute to educational justice through provision of a vehicle that allows

teachers to teach from a place of authenticity as they take the program into practice.

Critical Reflection and Educational Justice in Practice: Making the Connection

Between Program and Practice

The ideals of educational justice can be brought to life through the process of

critical reflection. The principles of Teacher Formation may serve as a guide if

achieved through the act of critical reflection compelling those who teach to enact in

the classroom what is learned through experience – bringing about the possibility of

educational justice.

It is important to understand that reflection is foundational when considering

the possibility of educational justice. According to Hatton and Smith (1995), the act

of reflection has included the following elements: the reframing and testing out of

problems seeking clarity and alternative perspective, the allowance of time to provide

a post perspective, and the direction of certain reflective activities such as journaling

and group discussion working towards a specified outcome or solution. Hatton and

Smith (1995) disclosed, "we should consciously account for the wider historic,

cultural, and political values or beliefs in framing practical problems to arrive at a

solution -this is often identified as *critical reflection*" (p. 149).   Research has

indicated that reflective processes involving interpersonal interaction in a non-

threatening environment have been conducive to producing self-revelation (Hatton &

Smith, 1995). Critical reflection enables one to experience perspective transformation

that Mezirow (1990) described as:

> The process of becoming critically aware of how and why our presuppositions
>
> have come to constrain the way we perceive, understand, and feel about our
>
> world; of reformulating these assumptions to permit a more inclusive,
>
> discriminating, permeable and integrative perspective; and of making
>
> decisions or otherwise acting on these new understandings. More inclusive,
>
> discriminating permeable and integrative perspectives are superior
>
> perspectives that adults choose if they can because they are motivated to better

understand the meaning of their experience. (p. 14)

Critical reflection then becomes the first step in a process of renewal that enables one to transform attitudes and dispositions thereby creating space where educational justice can grow. The conduct of this research provides the opportunity for teachers to experience critical self-examination and reflection enabling them to achieve a greater awareness of their impact as a teacher leading to more mindful classroom practice.

Current attitudes and dispositions have viewed educational justice as more then social justice in the classroom, but also as a paradigm that has challenged the status quo through mechanisms of critical inquiry encompassing diversity and access including the political nature and responsibilities that have pervaded the current educational climate (Oakes & Lipton, 1999). Lalas and Morgan (2006) acknowledged that a wide group of classroom practitioners have come to believe that it is possible to enact educational justice in classrooms though critical processes, specifically when carried out in a classroom where diversity, individual voice and equity among all students was appreciated and encouraged. The possibility of educational justice in the classroom might lie with the ability to engage in critical reflective processes that lead to transformative behavior- that is what this study seeks to explore. The content of the curriculum selected for this study was based on the work of Palmer and the principles of Teacher Formation, and acts as a foundational guide for positive personal development. The focus of this study has allowed teachers

to experience this type of positive personal development through engaging in the

work of Teacher Formation.

The literature on Teacher Formation programs has shown a correlation

between exposure to principles of Teacher Formation and positive personal

development, as well as a positive impact on practice; however, the literature has

struggled to validate outcomes empirically (Flecknoe, 2002; Intrator & Kunzman,

2006b; Merline, 2004; Ness, 2001; Poutiatine, 2008). Flecknoe (2002) noted that

determining positive outcomes from any course of study for future teachers has

remained an elusive task. Studies have found that though teachers have often reported

positive outcomes from various curricula, whether or not training led to actual

improvement in classroom practice has been difficult to measure (Henderson, 2004;

Simone, 2004; Intrator, 2002; Coward, 2003; Poutiatine, 2005b). Most assessments of

teacher training programs have looked for positive impacts in the form of improved

student outcomes, a finding which Flecknoe (2002) believed was quite difficult to

determine because of the complications in validating findings from information

collected on student outcomes.

Researchers have continued to try to formulate a model to describe the

connection between teacher training, teaching and learning. Huber and Hutchings

(2004) reported that *The Carnegie Foundation for the Advancement of Teaching*

studied reflective teachers in several universities and found that these teachers had a

strong influence on student learning. Although this particular piece of research does

not directly relate to my study, it has been included here because it illustrates teacher

impact at varying levels of education and how various institutions view it as relevant and applicable. This type of reported impact has also been noted in the context of theological subject matter, where teachers have routinely expected students to master knowledge in their courses and then quickly move beyond that knowledge to experience transformations of their characters (Foster, 2007). One study found that the most influential teachers went beyond helping students develop an expertise in disciplinary knowledge and expected their students to develop a broader vision of how they might participate effectively in the world at large. This allowed seminary students in particular to participate intelligently in a number of communities (Foster, 2007). One teacher in Foster's study commented that she hoped her students would, beyond learning the Talmud, begin to develop courage in answering life's difficult questions. As such, Foster (2007) asserted that this teacher "illustrates Parker Palmer's observation that good teaching moves beyond technique; it is shaped by the identity and integrity of the teacher's own engagement with the subject of her or his teaching" (p. 43). These teachers exemplified the idea that teaching and learning are always unfinished in that teachers simply hope to guide students toward further exploration of the social world in which they live (Friere ,1970).

Overall, then, the question of whether or not it is possible to find direct evidence of the positive impact of teacher training on teacher practice and student outcomes remains an area for further research. My study sought to explore this question by examining teacher reflection while working with the principles of Teacher Formation. By examining emerging patterns, direct evidence of positive

impact of teacher training may become evident and thus build on an area of

importance that has been understudied up to the present time.

Palmer and the Inner Life of Teaching and Teacher Development

Palmer's ideas have had considerable influence on educational researchers, and

have seemingly been further popularized by teacher's response to the concepts.

Palmer (2008) used the phrase "heart and soul" (p. 3) to describe the ontological

reality of being human that has kept us from regarding ourselves, our colleagues, and

our students as "raw material to be molded into whatever form serves the reigning

economic or political regime" (Palmer, 2008, p. 3). Though Palmer (2008) has

emphasized the importance of heart in education, the concept is not new. Shinichi

Suzuki (1983) explained, "when love is deep, much can be accomplished" (p. 49)

related to the education of children. This has been relevant to my research because the

work of Teacher Formation begins with work on the inner self, thereby instilling heart

in education that may infuse into practice thereby leading to educational justice.

Palmer (2007) also argued that in order to instill heart in education it is

necessary to eschew the idea of value-free knowledge and acknowledge that learning

must be linked to issues of educational justice. This means that teachers must take

responsibility for their pedagogy as it has political consequences. Palmer (2007)

commented that all professionals must be taught to act ethically and take

responsibility for their actions. Thus, he called for educating - in all professions - the

new professional, or "a person who is not only competent in his or her discipline but

has the skill and the will to deal with the institutional pathologies that threaten the

profession's highest standards" (Palmer, 2007, p. 3). Palmer (2007) claimed that an

inner light of commitment from individuals could help infuse institutions with

humanity. In many cases, educational justice and change has come about when people

who thought they were powerless were inspired from within to insist upon and gain

change. The new professional needs to claim his or her feelings rather than be

dominated by them or by disregarding them. With regard to teaching, this means that

teachers must create opportunities that allow classroom environments to challenge

what is taught and develop space for critical thinking (Palmer, 2008).

Palmer's work has also been connected to the development of the critical

classroom (Poutaitine, 2005a; McMahon, 2003; Jay, 2001). For example, the use of a

dialectic model, or "problem posing" model as espoused by Paulo Friere (1970), has

been suggested to facilitate a classroom dynamic where students can delve deeper

into content with self-motivation. When students are self-motivated, then they

contribute to a classroom environment that naturally lends itself to engagement in

critical processes. The development of such an environment has had an impact on

educational justice by prompting student participation in a quest into deeper learning

and challenging the status quo. The focus of this study provided an opportunity for

teachers to engage in critical reflection and self-examination which evidence shows

encourages more mindful classroom practice, as well as cultivating a dialectical

approach to education through changes in student –teacher relationships culminating

in stronger learning cultures.

Merline (2004) argued that teachers have created stronger learning cultures in their classrooms only when they themselves have revealed their inner selves. Teachers have facilitated this learning culture when they have allowed students to express personal opinions and experiences. Merline (2004) discussed a case study of a teacher creating a climate of learning in graduate courses at Colorado State University. The teacher felt it was necessary to instruct students on communication, including listening, inviting consent by using conversational openers and expressing oneself more completely, using a rubric of message types. The teacher also created a more positive climate by asking open-ended questions, by expressing appreciation at shared thoughts, and by making the effort to improve daily communication in the classroom. Merline (2004) provided examples of how students were asked to follow these guidelines in speaking and listening with positive results in improved discussion. As a result, by using Palmerian ideas, "the class became a safe haven and a climate of mutual respect, even though we tackled the tough stereotypes and questions and racial and ethnic relations" (Merlin, 2004, p. 4). This is the heart of educational justice. Overall, Merline (2004) believed that finding a way to enable students to tackle different topics in class was a good example of her living up to Palmer's plea that teachers have the courage to teach. Given the important of the impact that teachers have in the classroom, it is worth looking more fully at research that enables teachers to cultivate learning environments that promote educational justice and exploring how teachers view such concepts within themselves; this is what this study seeks to do.

Palmer's *Courage and Renewal Programs* have been rooted in the idea that the inner landscape and journey of a teacher has been critical to being an effective teacher (McDaniel, 2008). That is, effective teaching comes from the teacher's *inner work*, and the goal of reform in schools should be to find ways to deepen and enrich such work within teachers. Thus, Palmer (1998) has primarily focused on helping teachers discover their inner self as teachers, both by themselves and with colleagues. Palmer (2007) also argued that teachers who know themselves can reform schools. Describing how such reform occurs in schools, Palmer (2004) believed that isolated individuals begin to make an inward decision to live "divided no more," then form communities of congruence, which they then go public with and finally emerge with the support of a system of alternative rewards to change the wider system. The ultimate goal of such a movement is for a teacher to live an "undivided life," from which effective teaching then flows (McDaniel, 2008).

Intrator and Kunzman (2006b) appreciated Palmer's focus on the inner work of the teacher because it turned on its head Maslow's idea that the basic needs of teachers have to be met before bigger issues like self-actualization can be considered. In the same way, most teachers today have only been trained in "subsistence strategies" such as classroom management and guided reading models, among others, and often operate on the assumption that higher needs can be met at some later time. Intrator and Kunzman (2006b), following Palmer, however, argued that teacher education must begin with inner work and move out from there. They claimed that successful professional development starts with involving the inner work of the

teacher in the process. With regards to this way of thinking, Intrator and Kunzman (2006b) agreed with Senge (1990), who declared that teacher education must help prospective teachers more fully articulate their own personal vision in their teaching. Palmer more fully developed this idea in his *Courage to Teach* pilot project in 1994 and in subsequent work of the *Center for Teacher Formation*, a program that overwhelmingly focused on helping teacher more deeply explore the belief systems that underlie their commitment to teaching. This study allows teachers that would not normally have access the opportunity to engage in this type of content and to fully experience the established benefits. This study further seeks to examine the essence of such experiences teacher undergo while engaging in the work of Teacher Formation.

Multi-level learning has been a comparable paradigm that has focused Teacher Formation on the inner life of the teacher. Together, Intrator and Kunzman (2006a) argued that these programs would help to completely reverse the priorities that currently dominate teacher professional development by addressing key motivational and mission issues first, and then studying technique and classroom management. Intrator and Kunzman (2006a) also reviewed Poutiatine's (2005a) review of empirical evidence on the effectiveness of these programs and again found that teachers who participated in the *Courage and Renewal* program have been better able to explain why they love teaching, and have developed much deeper, and more meaningful relationships with colleagues compared to their counterparts who were not exposed to the principles of Teacher Formation.

Intrator (2005) investigated applications of Palmer's ideas in relation to classroom practice as a result of teacher development, and again asserted, "we can't teach children well if our teachers aren't well" (p. 13). For this reason, the inner life of the teachers in particular must be addressed. This approach to teacher training has insisted that the quality of the teacher has been the most important factor in student outcomes. Intrator (2005) noted that in most classrooms "who the teacher is matters more than what curriculum is taught or what methods are used" (p. 13). Intrator (2004) also reviewed current teacher preparation programs and found that too many have fixated on "the way of the subject" and the "way of the method" and too few have focused on "the way of understanding students" and "the way of the heart" (p. 15). Based on Palmer's ideas, Intrator (2005) then identified the concept of a teacher's heart. Overall, Intrator (2005) identified this as the place where the core values held by the teacher, both about life and about teaching, infused with the teacher's own creativity and vision. He found that, at present, the *Courage and Renewal* program has been the only venue for exploring this important element for teaching success. What this means for public education is the possibility that the cyclical venue of oppression may be challenged when educational communities realize that a tool which lends provision for inner work facilitates educational justice for all students. What it means in the context of this study is that more research investigating impacts of Teacher Formation is vital as a documented tool to enable such provision. More specifically, this study was interested in exploring what types of changes teachers self-reported while engaging in a study based upon the principles of

Teacher Formation and exploring if there were changes in teachers attitudes as a

result of exposure to these aforementioned principles.

James (2003) described how Palmer's ideas of a teacher knowing oneself have

lead to the emergence of self-examination as a method of improving teacher

development. James (2003) argued that self-examination can help teachers be more

aware of the needs of diverse students, and thus self-examination indirectly leads to

educational justice. James (2003) reported to have undertaken self-examination

because her experience as a teacher made her question the validity of this connection

in her practice. She utilized Pinar's process of *currere,* which involves self-

examination through regression, progression, analysis and synthesis as they apply to

vocation (Pinar, 1995). By studying elements of institutional and other control over

one, through this process one comes to a higher state of self-determination. Overall,

currere has as its goal clarifying a teacher's sense of purpose and developing in him

or her a greater conscious awareness of his or her commitment to teaching as a

profession. James (2003) presented a case study of applying the method of self-

examination to teachers in training. The study found that some of the student teachers

did not yet have sufficient will to participate fully in the self-examination. In order to

accept this outcome, James (2003) quoted Freire's belief that we can only offer

people opportunities for empowerment, but cannot do it for them. Inspired by Palmer

and Freire, however, James (2003) concluded that she has continued to strive to find

better and more effective ways to help prospective teachers engage in inner work

through autobiographical inquiry. Overall, then, this study found mixed results for

Palmerian and Freirean ideas in teacher training practice, but suggested a confluence of these streams of research. One way to further explore such streams of research has been to look at teacher's own reflections throughout experiences with Teacher Formation grounded in Palmerian and Freirean concepts, which has been the focus of my research study.

Summary

At present, the literature has only begun to accumulate a body of empirical research that increases the dependability of the claims of Palmer's *Courage to Teach* program. The works of both Palmer and others have contributed to the discourse on educational justice in that they have challenged systems operating to maintain a status quo. Palmer does this by working from the inside out and others from the outside in as it relates to the system of education. The realizations of historical suppression constructed though years of operating within the "Banking Model" of education have implored teachers to see themselves within the system (Friere, 1970), while Palmer's work on the "inner landscape" of the teacher beckons teachers to see the system within themselves - though the act of inner work. (Palmer, 2007). All have recognized a need for critical inquiry, whether directed at the system or at the self.

CHAPTER THREE

Methodology

Introduction

As previously stated, there exists a need for this study because of the limited

prior research regarding teachers engaged in the work of teacher formation. The

program selected for the basis of this research came from the work of Parker J.

Palmer. He emphasized reflection based on the following belief:

Teaching, like any truly human activity, emerges from one's inwardness, for

better or worse. As I teach, I project the condition of my soul onto my

students, my subject, and our way of being together. The entanglements I

experience in the classroom are often no more or less that the convolutions of

my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I

am willing to look in that mirror, and not run from what I see, I have a change

to gain self-knowledge—and knowing myself is as crucial to good teaching as

knowing my students and my subject. (Livsey & Palmer, 1999, p. 1).

Purposeful sampling was used in the recruitment of participants for this study

because of the need for participants who were willing to engage in self-examination

so as to gain self-knowledge. This necessitated purposeful sampling. This type of

sampling constitutes qualitative research as Patton (2002) described it:

The logic and power of purposeful sampling derive from the emphasis on in-

depth understanding. This leads to selecting *information-rich cases* for study

in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term *purposeful* sampling. For example, if the purpose of an evaluation is to increase the effectiveness of a program in reaching lower-socioeconomic groups, one may learn a great deal more by focusing in depth on understanding the needs, interests, and incentives of a small number of carefully selected poor families than by gathering standardized information from a large, statistically significant sample. The cases sampled can be individual people, families, organizations, cultures, incidents, or activities, to mention examples. But regardless of the kind of unit of analysis (e.g., classroom), the purpose of purposeful sampling is to select information-rich cases whose study will illuminate the questions under study. (p. 46)

Purposeful sampling was appropriate for this study because of the researcher's interest in a group of teachers that fit a specific criterion. This criterion included an openness to participate in professional development based on Teacher Formation Principles developed by Parker J. Palmer. There are different types of purposeful sampling. The use of maximum variation purposeful sampling was employed to select participants (Creswell, 2007). Maximum variation purposeful sampling was appropriate to this case study research because it allowed the researcher to explore participant experiences identifying patterns representing diverse variations. This was achieved by identifying teachers that fit within established criteria set forth within this study such as variations in gender and subject taught.

The choice of maximum variation purposeful sampling was necessary because the researcher chose to conduct a case study. It enabled proper analysis of the data using within-case analysis and cross-case analysis. Within case analysis allowed for examination of individual participant perceptions, and cross case analysis allowed identification of patterns or themes that emerged from analyzing the data more holistically. The bounded system of this study included teachers currently teaching in a rural public high school in the Ozark Mountain range of Northwest Arkansas who voluntarily participated in a six-week guided book study. This study was a collective case study because it included the perspectives of multiple participants and their individual experiences. Yin (2003) noted that collective case studies enable the researcher to replicate strategies across cases to represent multiple perspectives. This study included a total of four participants (N = 4).

In essence, this qualitative case study sought to explore whether or not there is there evidence of socially conscious reflective processes for teachers engaged in the work of Teacher Formation as espoused by Parker J. Palmer. Further, this study followed the case study tradition in order to obtain participants' perceptions of their social realities related to transformative learning (McMillan & Schumacher, 2001). The case study tradition was appropriately chosen due to the researcher's desire to "address descriptive or explanatory questions and [aim] to produce a firsthand understanding of people and events" (Yin, 2003, p. 112). The remainder of this chapter will cover the following areas as they relate to this study: role and experiences of the researcher, site and population selection, communicating with

gatekeepers, overarching question and focus questions, building a web of credibility,

phases of the study – data collection, and data analysis. The following table provides

a methodological overview (see Table 2).

Table 2

Methodological Overview

Section	Description
Methodology	Multiple case study
Theoretical Orientation	Phenomenological
Participant Sample and Setting	Purposeful sampling; Study of four High School Teachers teaching in a rural setting- predominance of the study took place at a local community center.
Sources of Data Gathered	One-on-one semi-structured post-interviews; guided book study participant responses; observations of guided book study sessions; and participant journal entries.
Data Analysis procedures	Emergent design was used to identify themes; within- case and cross-case analysis was employed when analyzing the data.

Role and Experiences of the Researcher

In this study, the researcher assumed the role of interviewer for the post-book

study interviews. During the course of the guided book study meetings, an

appropriate observation position was determined and the role of an observer was

assumed. Along with each session being audio-tape recorded and transcribed

verbatim, copious descriptive and reflective field notes were taken. In a qualitative study such as this the researcher also becomes the instrument for data collection. Philosophical assumptions were addressed in the following situational areas: Ontological assumptions were addressed through the realization that reality is based on individual perceptions and therefore must be realized through accuracy of quotes and themes that properly represent diverse perspectives. Epistemological assumptions were addressed through time spent with participants creating a rapport in order to develop a positive relationship. Axiological assumptions, as individual perceptions are value laden, were addressed through authentic disclosure.   Rhetorical assumptions were actualized by the fact that I as the researcher became the instrument for data collection by analyzing interviews, observations, and documents. Methodological assumptions were addressed through the use of inductive logic when working with the information and "particulars [details] before generalizations, describes in detail the context of the study, and continually revises questions from experiences in the field" (Creswell, 2007, p. 17). Inductive logic involves reasoning derived from a particular phenomenon and then expanding beyond it. What this means in the specific context of this study is that through the examination of the phenomenon of teacher's reflective processes inductive logic can allow the researcher to delve deep into a particular area of interest and then expand beyond it.

　　　　Field issues were taken into consideration in both instances of interview and observation. When interviewing, extra precaution was taken to be aware of situational participant behavior, authenticity of response, appropriate questioning, consent, and

articulation of relational power (Creswell, 2007). When observing, care was taken to

maintain an unbiased stance, maintaining awareness of tone and facial expression in

response to the group, and to accurately report what I observe without interjection of

the researcher's own beliefs or values. Ethical considerations were at the forefront of

the study at all times in order to refrain from any covert agenda, as well as protecting

the anonymity of the participants by using pseudonyms (Creswell, 2007).

　　　　Due to the fact that this study utilized content familiar to the researcher, it

became imperative to disclose the researchers experience with the material, and

stance on the subject matter. Personal value of the work of Parker J. Palmer to the

researcher is what sparked interest in studying the effects on involving other

educators. Through the passionate delivery of information by Palmer in his

compilation of works, the researcher was able to identify with the essence of what it

means to be an authentic educator. The works of Palmer compel the sharing of this

powerful information with other educators in hope that it might validate, motivate,

and revive what it means to teach as it has for this researcher. This researcher

assumed the need for monitoring in order to limit subjectivity in the conduct of this

study. This was enacted from the start of the process through proper disclosure of

researcher stance, as well as a conscious effort to see things from all sides while

conducting the research. Along with those mentioned above, there was a need to take

extra precaution in respecting alternate positions and controlling interjection of bias

due to personal experience with the media used in this study.

Site and Population Selection

The participants in this study included two male and two female high school teachers (N=4) who were, at the time of the study, teaching in a rural public high school in the Northwest Arkansas Ozark Mountain range (see Table 2) and (see Table 3). In this case, the criterion was three-fold: (1) each participant needed to teach in a different core area; and (2) each candidate needed to agree to participate in the professional development; and (3) each candidate possessed the appropriate certifications. The gender of the interested candidates was also considered due to the researchers desire to have both genders equally represented in that the perspective and/or experience of a male teacher may differ from that of a female. Using the aforementioned purposeful sampling, selection of participants took place in the following manner. First, with the consent of the high school principal, an informational presentation at a monthly-scheduled staff meeting was conducted. The purpose of this meeting was to inform the staff of the research project and invite them to participate in pre-screening interviews. In addition, the school principal was asked to identify potential participants that met the objective criteria for selection. Interested participants were then invited to participate in brief pre-screening sessions. Finally, participants were selected out of those available, interested, and who best fit the criteria for selection.

Table 3

Profiles of the Case Study Participants

Coded Name	Gender	Age	Ethnicity	Years Teaching	Subjects Taught	Years at Present Site	Degrees Earned
Tarry Addings	F	37	Caucasian	8	Math	2	M.A.
Gene Strand	M	54	Caucasian	27	Science	18	Ph.D. (x2)
Perry Hunter	M	42	Caucasian	17	Social Studies	10	M.A.
Missy Write	F	45	Caucasian	15	English	8	M.A.

The identified school site was chosen for this study for two primary reasons.

First, the State of Arkansas is the second "poorest" State in the United States.

According to *Us Census Bureau State by State Statistics,* the 2008 median household

income in the Northwest Arkansas area was $28,500 on a 3-year average median

scale making this area the second lowest in the United States

(http://www.census.gov). The school is situated in a very rural position in the Ozark

Mountain Range (see Table 4).

Table 4

Demographic Data on Participants' School Site

Demographic Characteristic	Total
Gender	
Male	135
Female	143

Ethnicity
    White/Caucasian   264
    African American   0
    Asian American   2
    Hispanic   8
    Native American   2

Lunch Status
    Free Lunch   43
    Reduced Lunch   21

Migrant Students   0

Number of Students   278

Number of Teachers   21

Student : Teacher Ratio   13 : 1

Note. All data is based on the 2008-2009 school year and was obtained from www.arkansased.org

District representatives reported that the result of the economic situation of the State has meant fewer dollars allocated to the public education system when compared to other States, which consequently results in less funding for teacher education and professional development experiences (T. Walker, personal communication, August 20, 2009). Second, the area of interest was accessible and familiar to the researcher. The fact that the participants were selected from a rural school offering limited access to quality professional development programs, the researcher was better able to explore the impact of the principles of Teacher Formation on an underserved populous.

Participants were pre-screening in order to assess participant interest in the study as well as determine participant availability (see Appendix A). Availability

was assessed using an availability chart (see Appendix B), and participants were

ultimately selected who met the following criteria: (1) the teacher met the

specifications for subject taught; (2) that the teacher was highly qualified according to

No Child Left Behind (NCLB) standards as indicated by certification in the State of

Arkansas; and (3) that the teacher was available and interested in participating in the

study. Selected participants held valid teaching certification as required by the State

of Arkansas at the time of the conduct of the study. Each participant completed a

state-certified teacher preparation program and taught under the standards-based

model of instruction as mandated under No Child Left Behind. Once final selections

were made, each participant was informed of the voluntary nature of the study as well

as confidentiality. Upon final selection, participants were informed that they were

volunteers and had the right to terminate participation for any reason at any time

during the study. Confidentiality and participant anonymity were of paramount

concern, and all precautions were therefore taken to ensure that both were maintained

at all times (Creswell, 2007; Stake, 1995; Yin, 2003; Merriam, 1998).

Communicating with Gatekeepers

Prior to conducting any data gathering, the site Principal signed a site

procedural consent form allowing the researcher to have access to the participants in

accordance to the study's procedural requirements (see Appendix D). Appropriate

permission from the Institutional Review Board (IRB) at the University of Redlands

was obtained (see Appendix F). Each participant signed Informed Consent forms for

participation in a research study involving human subjects (see Appendix E).

Overarching Question and Focused Questions

The overarching research question was: *What are the experiences of four secondary teachers as they participated in a guided reading form of professional development that provided them with opportunity to journey inward and reflect on their lives as human being as well as their vocations of being teachers?* From this overarching question emerged focused questions that invited information from the participants without carrying assumptions that could infer a mindset that the research wants to implant. In other words the questions are written in a manner to minimize prompting answers in a certain direction. The focus questions have been orchestrated as a post-interview protocol (see Appendix G).

Building a Web of Credibility

Dependability of findings was established by seeking to gain and describe a complete picture with accurate situational decisions through holistic description (Stainback & Stainback, 1988). Likewise, participant post-interview was used as well as post commentary, or member checking, to ensure that findings accurately reflected the participants' perceptions. Dependability was also obtained through the triangulation of data. By looking at three different data sources (recordings and field notes taken throughout the course of each guided book study session, participant journal entries taken throughout the course of the study, and recorded responses to post semi-structured interview questions), the researcher was able to "shed light on a theme or perspective" (Creswell, 2007, p. 208). Finally, through the use of concept mapping the researcher was able to further solidify identified themes that emerged

thereby strengthening the web of credibility. Dependability was also solidified

through credibility of findings by "clarifying researcher bias from the outset of the

study so that the reader understands personal position and any biases or assumptions

that impact the inquiry" (Merriam, 1988, as cited in Creswell, 2007, p. 208).

Phases of the Study – Data Collection

Case study methodology requires the researcher to build an in-depth picture

of the case by collecting data through various means (Creswell, 2007). Keeping true

to this case study tradition, a three-phased research design was constructed as follows.

First, observation of the participants' participation in each of the six-week guided

book study sessions focused on examining the principles of Teacher Formation

through guided study and independent reading of the book *The Courage to Teach* by

Parker J. Palmer. Second, participants were asked to keep a journal noting anything

that stood out to them through the course of the study. Third, post-interviews were

conducted and commentary was invited as it related to established themes in order to

insure each participant had the opportunity to clarify any self reported reflective

processes related to experiences of personal and professional renewal after exposure

to the principles of Teacher Formation. The following table represents the data

collection types and what purposes each serve within the context of this study (see

Table 5).

Table 5

Data Collection Types and Purposes

Type of Data Collection	Purpose of Data Collection
Guided Book Study Groups	To triangulate interview data and gain deeper insight into the context in which the teachers respond to the principles of Teacher Formation.
Observation/Field Notes	To pick up on non-verbal points as well as points that were deemed of particular interest.
Post-interviews	To allow participants to respond to questions directly related to the central research question being studied.
Participant Journal Entries	To both illuminate and triangulate data gathered through the guided book study, post-interview, and observational filed notes.

The following table outlines the methodology used for determining the key

findings (see Table 6).

Table 6

Methods for Determining Key Findings

Data Collection Procedure	Determining Methods
Guided Book Study Participant Responses	Recorded participant response data were analyzed to determine what elements of the emergent themes did or did not align with the responses to post-interview questions, journal entries and observational notes. Analysis revealed that teachers experienced varying levels of significance within each theme presented. The data confirmed primary data obtained via Participant responses in guided book study.
Observational Field Notes	Were examined in order to bring illumination to areas where predominant themes emerged.
Post- Interviews	Based on the analysis of the four participants'

	interviews, key findings can be represented by the five presenting themes related to the research questions in this study.
Participant Journal Entries	Journal copies were reviewed and coded for emergent themes, further triangulating data gathered from guided book study responses and post-interview questions.

The post semi-structured interview was audio-tape recorded and transcribed verbatim.

The interview was conducted face-to-face and took place at an agreed-upon time and

location that was, as much as possible, free from distractions.

A trained and highly qualified professional development specialist was

selected to facilitate the guided book study group sessions. This facilitator, who had

no prior affiliation with the participants, and acted as a guide working through the

curriculum plan at each one of the six scheduled sessions. The designated facilitator

was trained in Formation Work and had attended a minimum of three of the *Courage*

and Renewal Retreats. Thus, the facilitator was trained in the work of Palmer prior to

the commencement of the book study in order to communicate the material as clearly

as possible to participants.

The facilitator followed a specific outline for each week's guided book study

session. The detailed descriptive guide used for each session is attached (see

Appendix C). This guide was selected and adapted to align with the overarching

research question of this study from *the Courage to Teach: A Guide for Reflection*

and Renewal (Palmer, 1999). A summary table is provided here in the body of this

work as a table for quick reference (see Table 7). The groups met once per week for

six weeks at the same prescheduled time and place. Each meeting lasted for

approximately one hour; however time was not limited and participants were free to

leave at any time. The selected location was a local community center that was

considered a neutral and accessible meeting point. I took notes during each focus

group session using an observational protocol (see Appendix H).

Table 7

Weekly Session Summary Table

Weekly Topic	Sample Discussion Piece / Inquiry	Core Discovery Area
Week I –Chapter I. The Heart of a Teacher: Identity and Integrity in Teaching	Do you know anyone, in any field, who seems to have an undivided self? If so, how does that quality about them manifest itself in the work that person does?	Examining reconnection of one's identity and integrity: Reflecting on heart, mind, and spirit through the exploration of the inner landscape of a teacher's life: Perceptions of identity and integrity.
Week II – Chapter II: A Culture of Fear: Education and the Disconnected Life	Share some of the common ways that teachers protect themselves from a live encounter with their students, their colleagues, or their very own ideas.	Examining the concepts of the undivided life.
Week III- Chapter III: The Hidden Wholeness: A Paradox in Teaching and Learning.	How would teaching and learning be different if, in addition to posing questions with answers that students need to know, we helped them find questions that are worth living – even though they have no "answers" in any conventional sense?	Reflecting on heart, mind, and spirit through the exploration of the inner landscape of a teacher's life: Examining the concepts of the undivided life.
Week IV- Chapter IV: knowing in Community: Joined by the grace of the great	What does it mean to be in community with oneself? – tell a story about yourself, or someone you have known that might	Exploring the concept of safe spaces and trusting relationships: Perceptions of a communal self.

things.	illustrate the outer consequences of this inner harmony – or the lack of it.	
Week V- Chapter V teaching in Community: A Subject-Centered Education	What forces within us and around us make it difficult to stop "covering the field" and turn instead to practicing the field with our students?	Exploring the connection between attending to the inner life of educators and the renewal of public education: Reflecting on educational justice in practice.
Week VI -Chapters VI: Learning IN Community: The Conversation of Colleagues & Chapter VII: Divided No More: Teaching from heart of Hope.	Is there an area of your life today where you feel a need to live "divided no more"?	Examining reconnection of one's identity and integrity: Perceptions of authentic connection: Exploring the connection between attending to the inner life of educators and the renewal of public education.

One week prior to beginning the first book study group session each participant was provided with a copy of the Parker J. Palmer's (1998) book *Courage to Teach* and a blank journal. At that time each participant was asked to read a designated portion of the book in order to prepare for the guided study session to be conducted the following week (see Appendix C). All participants were asked to read the same content as one another in the book each week. Participants were also encouraged to "jot down" anything that stood out to them or insights (reflective processes) came to them during their reading time in the journals provided to them. During the course of the guided book study a supplemental reading was provided along with the outlined curriculum as guided prompt for participant review and discussion relative to the weekly session (see Appendix I).

Data Analysis Procedures

The following steps were taken when analyzing the data: (1) sorting out data; data were sorted out into groups and labeled according to each of the applicable data sets, (2) comparing data; data were then coded for theme and highlighted for differentiation, identification, and comparison within and across themes, (3) evaluating data; once the data were properly coded for emergent themes, then the data were evaluated for accuracy through cross comparison, and (4) summarizing data; data were then compiled into tables referencing each coded theme by data sets in reference to the research questions of this study. After data was gathered, it was sorted and assigned specific codes for each emerging theme as it related to participant response before, during, and after the guided book study sessions (see Figure 1). Data was then tabled for comparison. After analysis the data was coded for themes and interpreted by clustering the themes and establishing relationships within those themes.

The data was handled in a way that made it easy to reference for comparison and analysis. These data were electronically encoded for easy reading with each document marked for personal identification. The researcher assigned each participant a pseudonym and all the data was labeled with the participants' pseudonyms throughout the duration of the study.   All data was kept in a locked cabinet to which the researcher had sole access.

Also, throughout the research process, critical listening and keen observation were used in an effort to be familiar with the participants' words and expressions, and

in order to establish appropriate symbols of meaning. In order to fully describe the experience in detail as reported by individual participants, particular emergent themes and patterns were investigated for accuracy and adequate descriptive detail.

The methods constructed in alignment with the conduct of this study enable the researcher to gather data related to the research question and properly explore the experiences through reflective processes that teachers may have when engaging in work based on the principles of Teacher Formation as espoused by Parker J. Palmer. The following chapter will discuss the findings that have risen out of this study. Both a within case and a cross case analysis will be presented in light of the focal questions that guided this study.

CHAPTER 4

Results

Introduction

This study was designed to gather information related to the research questions and describe reported experiences of secondary teachers engaging in the work of Parker Palmer's Teacher Formation. My primary research goal was to effectively describe teachers' reflective processes as they navigated through a guided book study of Palmer's *The Courage to Teach* (1998)*.* The overarching research question driving this study was: *What were the experiences of four secondary teachers teaching in a rural setting as they participated in a guided content study that provided them with the opportunity to journey inward and reflect on their lives as human beings as well as their vocation as teachers?*

The findings of this study provide a picture of the impact of Teacher Formation on teachers engaging in the work of Teacher Formation outside of the *Center for Courage and Renewal*, and further extend to teachers' self-perceptions and reflections in relation to concepts of educational justice.

This chapter will present the key elements of findings, and introduction to the emergent themes and a within-case analysis of each participant as it relates to the research questions of this study. A cross case analysis will then be presented in light of results as they relate to this study and the primary research questions guiding the study.

Key Elements of Findings

Though the emergent themes discovered and described within this study were identified through practices of data triangulation, thereby building a web of credibility, reporting is ultimately subject to the eye of the researcher and subsequently subject to interpretation that may be limited in scope. The sources of data collected consist of: (a) participant responses during participation in the guided book study sessions, (b) participant journal entries, (c) observational field notes and (d) post interview responses. A comparative analysis was conducted across all data as it related to the individual as well the group as a collective.

Table 8 presents the data collection procedures, as well as methods used in each case as they relate to the key findings that emerged.

Table 8

Collection, Methods, and Key Findings

Data Collection Procedure	Determining Methods	Emergent Themes / Key Findings
Guided Book Study Participant Responses	Recorded participant response data were analyzed to determine what elements of the emergent themes did or did not align with the responses to post-interview questions, journal entries and observational notes. Analysis revealed that teachers experienced varying levels of significance within each theme presented. The data confirmed primary data obtained via	Theme One: Teacher rejuvenation; Theme Two: Change in relationship with colleagues; Theme Three: Change in relationship with students: Theme Four: Reflective practices/self examination; and Theme Five: Practice more mindful teaching/greater awareness of impact.

	Participant responses in guided book study.	
Observational Field Notes	Were examined in order to bring illumination to areas where predominant themes emerged.	Theme One: Teacher rejuvenation; Theme Two: Change in relationship with colleagues; Theme Three: Change in relationship with students: Theme Four: Reflective practices/self examination; and Theme Five: Practice more mindful teaching/greater awareness of impact.
Post- Interviews	Based on the analysis of the four participants interviews, key findings can be represented by the five presenting themes related to the research questions in this study.	Theme One: Teacher rejuvenation; Theme Two: Change in relationship with colleagues; Theme Three: Change in relationship with students: Theme Four: Reflective practices/self examination; and Theme Five: Practice more mindful teaching/greater awareness of impact.
Participant Journal Entries	Journal copies were reviewed and coded for emergent themes, further triangulating data gathered from guided book study responses and post-interview questions.	Theme One: Teacher rejuvenation; Theme Two: Change in relationship with colleagues; Theme Three: Change in relationship with students: Theme Four: Reflective practices/self examination; and Theme Five: Practice more mindful teaching/greater awareness of impact.

Introduction to Emergent Themes (Key Findings)

The following themes emerged from the analysis of the data as follows

(themes not in order of significance): Theme One: Teacher rejuvenation, Theme Two:

Change in relationship with colleagues, Theme Three: Change in relationship with

students, Theme Four: Reflective practices/self examination, and Theme Five: Practice more mindful teaching/greater awareness of impact.

These emergent themes were found to be present within each case and are defined in the following manner: theme one, teacher rejuvenation, was defined as a reported a sense of renewed passion for teaching in one or more forms; theme two, change in relationship with colleagues, was defined as teachers reporting an increase or decrease in collaboration with colleagues and/or the desire to begin collaboration with colleagues such as those represented with the principles of Teacher Formation; theme three, change in relationship with students, was defined as teachers reporting either experiencing or their desire to experience an increase of student awareness and connection; theme four, reflective practices/self examination, was defined as teachers reporting instances of deep reflection and/or critical reflection through self examination and/or examination of past experiences; and theme five, practice more mindful teaching/greater awareness of impact, was defined as teachers reporting an increased awareness of their impact on students in the classroom setting, and beyond. All themes were reported by participants in varying forms, and at varying levels (see Table 9).

Table 9

Emergent Themes and Examples from Participant Responses

Coded Theme	Examples from Transcribed Interview
I. Teacher Rejuvenation	"I was a doctoral student myself and I am always interested in furthering research as well as (the participating in this type of study) assisting me in thinking about and growing in my own teaching skills"

	(Strand, 2010).
II. Change in Relationship with Colleagues	"Talking with other educators and Administrators – really just hearing what they have to say, and taking the heart, their beliefs, and feelings and being willing to try some of those thoughts and ideas, or techniques, or whatever they might be. Allowing yourself to grow as educators together" (Hunter, 2010).
III. Change in Relationship with Students	"Caring for the student, and their education. I thought the author's approach on really getting to the core of the student even before he would be able to educate the child, or share any of his information, or grow the child at all. He had to get down to that core. I think that is really for me to have that true passion and care for that child about their growth and development" (Hunter, 2010).
IV. Reflective Practices/Self-examination	"I have to go back, I think about the early 1900's I remembered reading that a woman can't get married, and if they did they could not teach. Although we're a long way from that, what hinders me is trying to be the best mom and trying to be the best teacher. I have felt at times that I couldn't do both, but I personally tend to give my whole and can't give my whole to two things" (Write, 2010).
V. Practice More Mindful Teaching/Greater Awareness of Impact	"Why haven't we marched on Washington yet? We are at the end lever and it is a huge lever that teachers have and why are we not using that leverage? – More then anything- it caused me to sit down and revisit some old drafts of letters that O had written to politicians and think -I need to get these in the mail" (Strand, 2010).

Case by Case Analysis

The following represents individual descriptions of how participants reported

within each theme, as well as how experiences relate to the primary research of this

study.

Tarry Addings: High school math teacher. Tarry Addings is a Caucasian female who teaches at Ambercroft High School, a rural high school in the Ozark Mountain range. She is 37 years old and has been teaching for eight years. Of those eight years, two have been at her present school site. Tarry earned her masters degree in education along with all other State required teacher credentials and carries a specialty credential in the area of mathematics, which is also the subject that she teaches at Ambercroft High School.

According to the analysis of the data gathered from all data sets, the two most prevalent themes that emerged in Tarry's case were Theme Four (Reflective practices/self examination) and Theme Five (Practice more mindful teaching/ greater awareness of impact). These two themes were considered very significant in Tarry's case. The predominance of these two areas further reveals that Tarry maintains a greater awareness of the self as a teacher and how that relates to educational justice. Methodological triangulation confirms that these two themes were boldly present in the guided book study responses, and the post interview responses, as well as in instances within journal entries. The following discusses each theme individually.

Theme 1: Teacher rejuvenation. Tarry expressed a passion for teaching and an overall desire to continue to learn and grow in both her educational philosophy as well as her techniques. She was excited to be a part of this study and was the first to volunteer in hopes that participating might lend new perspective to her teaching and as Tarry put it "help my teaching thrive after years" (T. Addings, personal communication, February 20, 2010). Terry appeared to be confident in her teaching

skills, and she was eager to adapt and incorporate novel strategies that enhance her effectiveness in the classroom. Tarry disclosed that while the Administration at the school encourages participation in professional development, there are only rare opportunities and it lies at the discretion, availability, and provision of the teacher, therefore such opportunities are rarely taken. Tarry expressed that she could see a polarization in teaching as Palmer's work denotes whereas some teachers just show up for the job and others seem born to teach. Tarry showed an earnest desire to experience renewal so that she would never get to a place where she was just showing up for the job. In one of the guided book study sessions Tarry explained "At this moment I would like to say that hope has the upper hand as I work with others I am constantly looking for ways to improve my teaching – when I am teaching at my best I am like an unstoppable train" (Addings, 2010). Though the area of teacher rejuvenation was not among the most significant of themes for Tarry it was relatively significant overall, and her desire to eagerly adapt to change illustrates a perspective conducive to an educationally just environment.

   Theme 2: Change in relationship with colleagues. This theme was the least significant in Tarry's case, but was still considered somewhat relative. As a high school teacher Tarry expressed a feeling of being segregated in that there is a separation of departments that tend to stay to themselves. Tarry expressed a desire to work with other teachers, but also noted a risk in collegial opportunities that might create situations of vulnerability. Tarry explained that when she was a new teacher in another local district she was left without guidance and felt that she really had to

struggle. She seemed to have a desire to mentor new teachers, but recognized that the focal point in the current system is that of raising test scores and not of growing teachers to teach from the heart as the work of Palmer implies. Tarry disclosed that she was going to work harder to develop the type of collegial relationship that she thinks she should have, yet it was evident that this was an area that was discouraging for her. Therefore it is understandable that this area carried less significance then others in Tarry's case, but still relative to her total experience.

Theme 3: Change in relationship with students. It became evident through the course of this study that Tarry really grappled with the concept of the un-divided life as examined within the work of Teacher Formation and thereby became very introspective as to how this phenomenon impacts her relationship with her students. Ultimately, Tarry revealed that she felt that the way that she teaches is from the heart and consequently undivided. She explained, "The undivided life was a hard concept for me to get, but teaching from the heart was just for me. I teach from the heart and I put everything into it and I am encouraged to continue to be that for my students" (T. Addings, personal communication, February 20, 2010). Tarry disclosed that she desires to maintain a type of relationship with her students that allow her to adapt and change to meet their needs again laying the foundation for an educationally just classroom. Tarry also realized that her relationships with her students could flourish if she incorporated more real life stories into her teaching as she stated:

> Students can attain the curriculum and respond more openly if the teacher is
> able to integrate real life stories into the subject matter that requires sharing

your identity with the students. If a teacher is willing to express himself or

herself in a genuine manner then students are more likely to respond with

mutual openness and willingness and therefore facilitating learning to new

levels. I am encouraged when I observe students actively engage in the

learning process where they are making connections and are enthusiastic

about their education. (T. Addings, personal communication, February 20,

2010).

Overall this area flushed out as relatively significant, yet did not emerge as a

dominant theme in Tarry's case. Tarry seemed to be proud of the close relationship

that she has with her students. Though she invited growth in this area, Tarry also

exuded stability in this area, which explains why it was not as evident of an emergent

theme in Tarry's case.

Theme 4: Reflective practices/self examination. Several instances occurred

in the responses that Tarry gave in both the guided book study session as well as the

post interview making this theme the most significantly reported area in Tarry case.

Tarry disclosed:

This entire experience has just opened my eyes that everyone is different and

not every teacher is going to teach the same way and every learner is not

going to learn the same way – I mean you think you know that as a teacher,

but the reality of this when you think about it deeply – well you realize that

you need to be more accepting, encouraging, and seeing that the process is so

much more then just standing up lecturing. (Addings, 2010)

Tarry discussed several instances where educators from her past have influenced who

she has become as a teacher. For example she stated:

> I remember my elementary teachers allowing me to take home old text books
>
> so I could teach to my dolls. So I believe that form the age of eight I knew I
>
> wanted to be a teacher but started off in college as a mechanical engineer-
>
> after one semester I knew that I was in the wrong field and switched to
>
> education. (T. Addings, personal communication, February 20, 2010)

She spoke of many other teachers in her past and the qualities that made them stand

out, as well as how it applied to herself as an educator. Tarry examined within herself

the concept of the inner voice of the teacher and came to realize the power of the

inner voice as she disclosed:

> The voice can act as an encourager, guide, conscience, and an enforcer –
>
> sometimes it is heard to hear when under attack or insult but it is important
>
> not to react. My encouragement comes from the realization that while
>
> working with a variety of people I can never really meet everyone's needs – I
>
> am only human. On occasion the inner teacher seems to disappear and I
>
> attempt to justify my integrity or self worth to the challenging individuals that
>
> influence my life. (Addings, 2010)

Tarry seemed to provide genuine responses when it came to discussing information

about her fear and weaknesses as an educator and thought deeply about ways that she

would like to improve in some areas such as organization.   For Tarry this type of self

evaluation led her to a place of new discovery that gave way to more mindful

teaching and a greater awareness of her impact in the classroom as indicated in the

next section. This type of authentic and meaningful critical reflection makes stands

out as the most prominent of all of the themes where Tarry in concerned. Her

experience with this phenomenon provides strong evidence to a transformative type

of impact providing evidence of socially conscience reflective process while engaging

in the work of teacher formation.

Theme 5: Practice more mindful teaching/ greater awareness of impact.

This theme proved to be the second most significant theme in Tarry's case. Deep

reflection gave way to a greater awareness of the importance of Tarry's role as an

educator and the presentation of more mindful teaching, as Terry expressed:

> After going through this process I am able to be more open as a teacher and
>
> the impact that I have is so much more profound. I am beginning to share my
>
> identity and express myself in a more genuine manner and my students are
>
> responding with mutual openness and willingness therefore facilitating
>
> learning to new levels. (T. Addings, personal communication, February 20,
>
> 2010)

In several instances Tarry expressed her frustration with the current focus of the

educational system on a standards driven model that short changes students and the

incredible impact that she knows that teachers can have on students without the many

things that stand in the way. She discussed the ways in which she believes that

teachers suffer on both a system level and an individual level. She described:

The suffering I have experienced is typical as a teacher whereas I wonder if

my lessons will benefit my students. Will they understand the key concepts

that I am teaching and how do I reach my special needs students without

boring my advanced students? I am preparing my students for the next level in

their life and I wonder – are they acquiring the right skills to propel them

forward. (Addings, 2010)

That is the essence of introspection learning to more mindful teaching and awareness

of impact leading to transformation and educational justice in the classroom setting.

Tarry provided evidence of both socially conscience reflective processes

leading to transformative behavior such as changes in relationships with colleagues

and students. Even greater evidence was noted in Tarry's ability to deeply reflect on

what it means for her to be an educator and the impact that she has on her students.

Her new awareness of the concept of the undivided life and reported changes that

illustrate an earnest desire to understand and create an educationally just environment

for her students culminates in a renewing experience that is the essence of the

explored phenomenon within this study. These findings also correlate to past

research done on teachers experiencing the works of Teacher Formation.

Gene Strand: High school science teacher. Gene Strand is a Caucasian

male currently teaching at Ambercroft High School, which is a rural high school in

the Ozark Mountain range. Gene is 54 years old and has been a teacher for the last 27

years. Of those 27 years, 18 have been at his present school site. Gene has obtained

two PhD degrees, one in biological engineering and the other in chemistry, along with

all other State required teacher credentials and a specialty credential in the area of science, which is also the subject that he teaches at Ambercroft High School.

According to the analysis of the data, the most dominant theme that emerged in Gene's case was Theme Four (Reflective practices/self examination), which emerged only as relatively significant.   The emergence of Theme Four as relatively significant illuminated the fact that Gene is introspective and reflective as a teacher and an individual. Such a finding illustrates the occurrence of critical reflection. Both the guided book study responses and the post-interview responses confirm that instances related to this relatively significant theme were present, and further illuminated through the observational field notes. Gene decided to opt out of the journaling part of the study. The following discusses each theme individually in relation to Gene's perspective and in connection with the primary research standing as the premise of this study.

Theme 1: Teacher rejuvenation. This theme emerged as somewhat relevant in Gene's case, as Gene described how professional development opportunities renewed his own sense of purpose as an educator. Gene stated that he felt that the qualities of a good teacher are "compassion, an eye on the future, and a real interest in learning about oneself" (G. Strand, personal communication, February 20, 2010). Though Gene explained that he felt confident in his teaching skills, he availed himself to the opportunities for professional development at the local University where he has connections. Gene viewed himself as a die-hard academic

and explained that he has a desire to tap into the more creative side of himself, which

he fells that he has little time to do. Gene stated that participating in this study:

> Was a reminder that I need to make sure that I am attending to the creative
>
> side of myself and it is interesting that you showed up when you did because I
>
> had just with the previous three or four weeks started reading fiction again
>
> after ten years of reading nothing but non-fiction and I think it just coincided
>
> nicely to remind me to attend to the creative side of things. (G. Strand,
>
> personal communication, February 20, 2010)

Gene disclosed that when he is teaching at his best he is like a "flamethrower" as he

expressed a sense of renewed interest in that feeling which was also confirmed by

observational field notes in that they captured an expression of a lost passion desiring

to emerge from deep within (Strand, 2010).

> ***Theme 2: Change in relationship with colleagues.*** Gene tends to view

himself as isolated from his colleagues at the site that he teaches. Even though he has

been there for many years, he reported that he communicates with only a select few

that he has known for yours and they are individuals who are working a other schools.

One individual in particular Gene disclosed, "he and I had innumerable conversations

and we still have conversations about teaching and all that it is- what it means to be a

teacher and how to work toward being the best"(Strand, 2010). Gene further

admitted:

> Though there are commonalities, I don't really feel any community at the
>
> school where I am now- so much of our day is taken up by things that don't

have to do with teaching that at the end of the day most of us just want to go

home. (G. Strand (personal communication, February 20, 2010)

However, Gene seems to wish things were different at the school site as he explained,

"My greatest fear is the waste of time such endeavors can become and my greatest

hope is the sense of renewal that is achieved from community with others" (Strand,

2010). In Gene's case, this theme emerged as only somewhat relative; this lends

evidence to the supposition that though no reported change has taken place in his

relationships with colleagues, the hope for change is emerging within Gene.

Theme 3: Change in relationship with students. This theme also emerged

through the process of this study as somewhat relevant, yet with some diverse

characteristics from the theme examined above. Gene explained the following when

examining his role with his students:

They depend on me to give them a place that is predictable and solid and I

depend on them to keep me questioning myself, learning more, and finding

new ways to care for them that make my classroom a place that they want to

be. (Strand, 2010)

Several instances revealed a strong connection between the subject taught and a

desire to teach effectively, but responses concerned with how Gene relates to students

became ambiguous. Gene recalled a course he took in college where he described the

teacher as "always 'on' so that it seemed every day he wanted to be there and wanted

to teach" (Strand, 2010). Gene spoke of some of the techniques that the teacher

would use to connect with students yet spoke of them as if it were out of his reach to

enact such feats. Gene reported that he gained some new insights about how to relate

to his students and confessed that he has neglected to master the art of what he

explains as the delicate balance of the classroom, stating, "over-control of the

classroom can put distance between students and teachers. Loss of control can make a

teacher resentful and unwilling to listen to the inner voice" (Strand, 2010). Gene

explained that he would like to laugh with his students more and be less judgmental

and that working through the guided book study has helped him see that and begin to

visualize a road to those possibilities.   As with Gene's relationship with his

colleagues, he expressed a desire to connect with his students in new ways. Perhaps

the change lies in the notion of the possibility that lies ahead.

Theme 4: Reflective practices/self examination. For Gene, this was the most

prevalent theme and as it was considered to be relatively significant. In many of the

responses that Gene provided related to this theme, his frustration with the education

system as a whole was evident. As he disclosed past experiences and how they

applied to who he has become as a teacher, Gene disclosed that he has become

"frustrated with the things that do not directly augment my teaching" (Strand, 2010)

as he explained that those mostly derive from Administration. It was refreshing to

observe Gene open up when discussing the concept of the undivided life as he

reported:

> I think that the concept of the undivided life is something I have been working
>
> on, not always well, since my early thirties and I honestly feel horrible and
>
> ineffective when I get divided in my teaching and I realize that one of the

reasons that I feel so inert is that I am divided – then I start looking to

reawaken and pull all the pieces of myself back together again. (G. Strand,

personal communication, February 20, 2010)

Authentically delving into the concept of the undivided life with such admission

illustrates critical reflection and intense self-examination. Gene also disclosed that

while working through the book and guided study he kept thinking, "Palmer is

preaching to the choir and I know all of this stuff – but why then are teachers not

collectively doing anything?" (G. Strand, personal communication, February 20,

2010). He went on to discuss what might happen if one day teachers organized and

just walked out for a day in protest of a system that seems to disallow teachers to

teach as they should. Gene stated directly, "Why aren't we doing something – I look

around and see all of these intelligent capable teachers that have put up with this

system for as many years as they have – huh- why haven't we marched on

Washington?" (G. Strand, personal communication, February 20, 2010).   Gene

disclosed that he reflected on this concept much and settled in that it is generally

because teachers are overworked and socially conditioned to be polite. Observation

revealed that these socially conscious reflective processes are intensely challenging

and even painful for Gene in some instances, and it became evident through the

analysis of Gene's responses, as well as direct observation that a sort of learned

helplessness had become part of who he has become as an educator. It was

interesting to observe this characteristic intermixed with bouts of hopeful energy.

Theme 5: Practice more mindful teaching/ greater awareness of impact.

Though this area did not yield as much significance as that of the last theme, it

seemed to usher in some interesting concepts related to a greater awareness of impact

and the practice of more mindful teaching. This area was the second most prominent

area for Gene and was considered to be at the high end of somewhat significant.

Gene relays:

> Well – my teaching style and I get along pretty darn well and there was not
>
> much from the book that would elicit any radical change in my style other
>
> then reminding me to be more reflective as a teacher- it also reminds just how
>
> much leverage teachers have both in and out of the classroom. More then
>
> anything this study caused me to sit and revisit some old drafts of letters that I
>
> had written to politicians and think "I need to get these in the mail" – that
>
> type of impact is important and should be incorporated in the classroom. (G.
>
> Strand, personal communication, February 20, 2010)

This reflective process indicates a strong desire to take part as an agent of change

while beginning to cultivate a critical agenda in the classroom. Gene also discussed a

few instances of teachers from his past that he explains as possessing the best

teaching qualities and how he strives to be like them. He identifies such qualities as

"present and authentic without trying to be a friend" (Strand, 2010). Gene expressed

his belief that the only real change that has taken place in education over time is that

of technology and that the ways from the past to connect with students are the same

as they have historically been. When discussing the concept of love in teaching Gene

pointedly expressed:

> A loving teacher is not a sentimental teacher, but rather the provider of a fair
>
> and safe environment where the students can experiment with who they are
>
> becoming. Love doesn't make a perfect teacher, but what it can do is make a
>
> teacher more effective in making space for the students. (Strand, 2010)

Gene's personal history came through in his expression of his strong stance

and beliefs as a teacher, yet it became evident over the course of the study that some

shifts were beginning to take place and the development of a new language was

emerging possibly ushering in the beginnings of reflective processes that could elicit

change in the future if not now.

Perry Hunter: High School Social Studies Teacher. Perry Hunter is a

Caucasian male currently teaching at Ambercroft High School which is a rural high

school in the Ozark Mountain range. Perry is 42 years old and has been a teacher for

the last 17 years. Of those 17 years 10 have been at her present school site. Perry

earned his masters degree in education along with all other State required teacher

credentials and carries a specialty credential in the area of social studies, which is also

the subject that he teaches at Ambercroft High School.

According to the analysis of the data, the two most prevalent themes that

emerged in Perry's case were Theme Four (Reflective processes/self examination)

and Theme Five (Practice more mindful teaching/greater awareness of impact).

These prominent emergent themes illuminate impact that the working with the

principles of teacher Formation has on teacher examination and outward effects as a derivative. Such findings illustrate the importance of attention paid to the inner journey of the teachers and the impact of such practice. Methodological triangulation, through the analysis of guided book study responses, pot-interview responses, and observational field notes, confirmed that these significant themes were boldly present in the guided book study responses, and the post interview responses, as well as the participant journal entries. The following discusses each theme individually in relation to Perry's perspective and in connection with the primary research standing as the premise of this study.

   Theme 1: Teacher rejuvenation. Perry presented as being excited to be a part of this study and expressed "I just want to grow as an educator and also I was curious about the authors approach and wanted to get into the deep meaning of teaching and education" (P. Hunter, personal communication, February 20, 2010). Perry was engaged from beginning to end and his enthusiasm enabled him to take full opportunity for renewal and reflection. Palmer would say he was faithfully with the group and this became evident in his willingness to experience renewal as presented through the guided works. Though this area flushed out as at the high end of somewhat relevant, observation indicates that this openness enabled Perry to experience some of the other areas that much more effectively. Perry noted that when he is teaching at his best he is like "an accomplished pianist" further expressing the joy of being an artist mastering a great work (Hunter, 2010). Perry's experience indicated that instances of renewal took place as he explains "I feel that I am growing

as a teacher partially by understanding more clearly growth from within myself"
(Hunter, 2010).

Theme 2: Change in relationship with colleagues. In Perry's case this theme
was only minimally present with few instances related to reported change in
relationship with colleagues. Perry expressed a feeling of isolation as he stated, "As
an employee of the school, my main interaction with other staff member is at the
weekly staff meetings which are informational but do not provide the opportunity for
subject centered interactions" (P. Hunter, personal communication, February 20,
2010). Perry did not give off a sense of being unwilling to communicate with
colleagues, but more that he does not have the opportunity in his current situation. His
input regarding this area throughout the study was minimal. Therefore it is
understandable that this area was sparse for Perry.

Theme 3: Change in relationship with students. Communication with Perry
in this area revealed many instances of growth and change. This area was considered
to be relatively significant for Perry and is evident as his passion for connecting with
his students on a deeper level as he states:

> I love Palmer's approach to really getting to the core of the students even
>
> before he would be able to educate the child, or share any of his information,
>
> or grow the child at all- getting down to the core it what it's all about for me –
>
> that passion and caring for the child that makes for real growth and
>
> development. (P. Hunter, personal communication, February 20, 2010)

Perry discussed the many rules that both students and teachers live by today such as the constraints of testing, highly qualified mandates, as well as all of the social constraints that students place on one another. In Perry's journaling he pulled some of his favorite passages from Palmer's work and in one instance he wrote:

> I could not agree more with the following approach like when Palmer talks about "the lives of students must always come first even if it means the subject gets short changed" and the need for "less time filling space with data and my own thoughts and more time opening a space where students can have a conversation with the subject and with each other" this reminds me of the Great Books approach. (Hunter, 2010)

Perry consistently maintained his respect for his students that was evident through his responses in the guided study, the post interview and his journal entries. Observational notes further illuminated his consistent engagement in topics related to student connection and authenticity in the classroom. Through reflective processes Perry showed ability to glean new information presented to him and enthusiastically process how such elements work through his classroom practice creating an even greater connection with is students. Perry spoke of his students, "They depend on me to truly respect their thoughts, ideas and perspective, and I depend on them to be engaged partners with he on out educational journey" (Hunter, 2010). This approach is conducive to the building of a classroom steeped in educational justice.

Theme 4: Reflective practices/self examination. This area was the second most prominent theme in Perry's case and was considered to be in the range of very

significant. Perry took the reflective parts of this study very seriously. Topics such as

the divided life were especially eye opening and intense in their content, yet Perry

was open to the deep pacers that were part of this journey and he stayed engaged

every step of the way. Perry disclosed that he was unsure of the reasoning behind

some of the beliefs that he held and wrestling with the concept of the undivided life

allowed for deep reflection that spoke to some of those ideals. He freely spoke of the

frustrations that come out of the realization that there are many constraints that may

stand in the way of effective teaching as he stated, "They hide behind their podiums,

desks, degrees, titles, academic specialties, electronic equipment and such" (Hunter,

2010). Perry was awakened to the reality of the power of such constraints as he

worked thought he reflective pieces of the study. Expressing the perplexity of

acknowledgement through critical reflection Perry proclaimed, "My greatest fear is

the potential for change, and the greatest hope, ironically, is also the potential for

change" (Hunter, 2010). The experience of deep reflection is consistent with past

research in this area and it is not surprising, giving Perry's openness to involvement

in this process, that this area emerged as very significant.

       Theme 5: Practice more mindful teaching/ greater awareness of impact.

This emergence of this area of the most significant was expected given the strong

connection that Perry has with his students and the reflective process that Perry was

willing to engage in. Naturally working toward a greater awareness of impact in the

classroom and beyond, Perry illustrated a desire to proactively take what he was

learning and put it into practice. Perry wrote out some of his favorite passages from the work of Palmer in his journal entries expressing:

> Teachers are hard pressed at times to realize the impact that they have as Palmer puts it "The connections made by good teachers are not held in their methods, but in their hearts" and "we can, and do, make education an exclusive outward enterprise, forcing students to memorize and repeat facts without ever appealing to their inner truth, and we get predictable results – many students never want to read a challenging book or think a creative thought once they get out of school" and finally "When we teach by dripping information into their passive forms, students who arrive in the classroom alive and well become passive consumers of knowledge and are dead on departure when they graduate"- all of this just hits the nail on the head.
> (Hunter, 2010)

Perry demonstrated a strong desire to incorporate novel concepts into his classroom practice and maintains a great respect for his students, learning and the art of effective teaching. Aligning with past research as well as showing evidence of deep reflective processes explains why this area was one that stood in relation to Perry's perspective.

Missy Write: High School English Teacher. Missy Write is a Caucasian female currently teaching at Ambercroft High School which is a rural high school in the Ozark Mountain range. Missy is 45 years old and has been a teacher for the last 15 years. Of those 15 years, eight have been at her present school site. Missy obtained her masters degree in education along with all other State required teacher

credentials and carries a specialty credential in the area of English, which is also the

subject that she teaches at Ambercroft High School.

According to the analysis of the data, the most prominent theme that emerged

in Missy's case was Theme Five (Practice more mindful teaching/ greater awareness

of impact). This prevalent emergence of this theme illuminates prior research done on

teachers engaging in the work of Teacher Formation. Such a finding illustrates the

presence of reflective processes that have led Missy to a greater awareness of her

impact as a teacher and the practice of more mindful teaching. Methodological

triangulation confirmed that this very significant theme was boldly present in the

guided book study responses, and the post interview responses as well as the

participant journal entries. The following discusses each theme individually in

relation to Missy's perspective and in connection with the primary research standing

as the premise of this study.

Theme 1: Teacher rejuvenation. For Missy this theme presented as

somewhat significant evidenced by her to, as Missy puts it, "Identify with the type of

passionate group of people that understand this" (M. Write, personal communication,

February 20, 2010), referring to the work of Palmer, she further decided to participate

to assist a fellow educator in completing a worthy project. Missy reported that when

she is teaching at her best she is like "a great storyteller" (Write, 2010). Observation

confirmed that a sense of renewal was beginning to take place within Missy when

engaged in the topic of teaching at it's best. Missy expressed her feeling that she was

good at what she does and already had a sense of joy in her teaching that allowed her

to be renewed daily. She did report a desire to maintain sincerity in her teaching, as

she stated that it was:

> Just really important to be there because you want to be. Any student is more
>
> receptive then we estimate them to be, so we have to truly be compassionate
>
> about what we are passing on, and truly care deeply about what we are
>
> passing on to them. If we don't see it as being important, they wont either and
>
> consequently they wont learn. (Write, 2010).

Theme 2: Change in relationship with colleagues. This area was also

deemed somewhat relevant to Missy, as she shared that "It's hard to put myself out

there for someone to judge. My experience with that has been harsh – I fear more the

judgment of adults than the judgment of my students" (Write, 2010). Missy

illustrated a lack of desire to connect with colleagues, but stated that she might be

interested if it were in a space where she feels safe, however she has not yet come to a

pace where she is able to put her self up to the experience. She maintained her

reasoning as "it is hard to tell the emotion or motive behind what a person is saying to

you, and that just makes it all too difficult" (Write, 2010). Observation confirmed that

Missy seemed to shut down a bit when subjects related to this topic were brought up

for discussion and in a few instances chose to pass rather then respond to prompt

questions.

Theme 3: Change in relationship with students. Because Missy maintained

a confidence about her role as an effective teacher, it is not surprising that she did not

report much change, or even a desire to change, the type of relationship she has with

her students. One of the things that she reported from the beginning of the guided

book study was that she took great pride in the rapport that she has built with her

students and tended to maintain that stance throughout the study. Missy expressed

instances of the quality of connection with her students when she stated:

> I love the uniqueness. We are not the same. Many times we strive to be what
>
> we see as normal- to fit n. I want to keep teaching my students to respect their
>
> differences. These differences help us to be creative, to make ideas the best
>
> they can be. (Write, 2010)

Missy further explained, "I have found that I learn a lot from my students. I like

when their eyes light up as they tell me about their favorite subjects. This motivates

me to find methods that I know they would enjoy" (Write, 2010). It is understandable

from Missy's perspective that this area would not be a dominant one due to the

connection hat she feels that she already has with her students.

   Theme 4: Reflective practices/self examination. In Missy's case, this area

was the most dominant of all areas and is considered as very significant. Missy

reflected on many past situations, as well as individuals, that influenced who she has

ultimately become as a teacher. She explained, "I love what I do- I have come to

know that confidence is one of the most important things. If I have confidence in

myself then it encourages others to listen to me" (Write, 2010). She exuded

confidence as a teacher and seemed to enjoy examining how things have changed

over the years. First, her focus was on the outside in, but as she allowed herself to

truly engage in the work of Palmer through the guide study, her disclosure of self

became clear and evident. Missy examined her motives deep when she explained

that:

> I feel a need to remind myself that I don't need to do everything all at once-
>
> it's not a cram everything down everyone's throat. It's a process and I've
>
> noticed that at times I get caught up in the test scores. That's not what its
>
> about and I know that in my heart- it's just so easy to get caught up in it all.
>
> (M. Write, personal communication, February 20, 2010)

Observation denoted an intense emotional reaction when responding to items related

to this topic area. Missy disclosed her struggle with being an effective mother and an

effective teacher at the same time because she felt connected to both and yet torn by

both at the same time. Missy relayed her frustrations that have emerged out of

reflective processes stating that:

> It is a struggle at times trying to be creative in the confines of scripted
>
> teaching materials and there is a lack of support working in a brick and mortar
>
> school people hide behind scripted books, pacing guides, and the frustration
>
> that the district doesn't care. (Write, 2010)

Missy further explained:

> There are many times where I am with a community of others but still feel
>
> very alone. I fear people seeing the real me and not liking me. I tend to go
>
> with the flow of others. In the past I have even changed my personality for
>
> people to like me. Growing up my mother told me over and over again that I
>
> was stupid and would never amount to anything- no matter how hard I tried I

was never good enough- I am working through my fears day by day. (Write,

2010)

A heartfelt sadness came through with these types of disclosures and realizations;

however, Missy seemed to emerge with an undaunted attitude toward her

effectiveness as a teacher considering herself as confident and creative in the

classroom. With the amount of work that Missy did in this area, it is understandable

that it would be an area of great significance.

Theme 5: Practice more mindful teaching/ greater awareness of impact.

Engaging in reflective process has enabled Missy to extend her realizations to include

a more authentic perspective on they way she impacts her students and culminating in

more mindful teaching. Missy revealed:

I have always felt very successful with my students – I saw them as my

children, but then when I had children of my own I just couldn't give the same

way any more. Personally that is what hinders me and many in society today.

They are pulled in so many different directions. Also teaching is not viewed

like it used to be, people have forgotten about kids, it's all about paperwork,

and testing. I believe that there are many teachers that want to teach from the

heart but are pulled away for things like scripted lessons – this must be said.

So it's not from the heart, or no passion. There's so much that's pulling them

away from actually doing the job they need to do. I think that's the biggest

hindrance in today's classroom – the biggest challenge for me personally is

trying to be creative in the confines of scripted teaching material. (Write,

2010)

Missy also disclosed that she did not feel that teacher preparation programs properly

prepare teachers to teach in truly effective ways in the classroom, her insight includes

that teachers are not taught the importance of trust and in the end teachers are afraid

to do anything that deviates from the standard in the classroom. Missy was told

through her college experience that knowledge was gained through only one source

and that was the expert and that one's personal thoughts or feelings had no place in

the classroom. When Missy was reflecting on past teachers in her life that she

recalled in relation to mindful teaching she noted, "He has told me several times that

you can be the best teacher with the best intentions, with the best techniques, but if

you cannot connect to your students, you have lost them" (Write, 2010). Observation

confirmed that Missy had great admiration for this teacher as her expression revealed

a desire to teach in connection with her students and further insists:

> Keeping students at arms length is a protective mechanism and I want to be
>
> close to my students so I can understand how I can help them. If a student is
>
> struggling outside of school, how can they learn inside of school – the work of
>
> Palmer is validating for those of us who the path of teaching from the heart.
>
> (Write, 2010)

Because of Missy's strong desire to stay connected to her students and teach them

from the heart, it makes sense that this area would be a dominant area for her.

This section has examined and provided evidence of reflective processes taking place, leading participants on a journey though self-examination, reflection and in some cases change. Each emergent theme was discussed within the scope of individual perceptions. Each of the teachers who participated in the guided book study and the post interview revealed a uniqueness that assisted the researcher in peering into the phenomenon of teacher's reflective processes while engaged in the work of teacher Formation as espoused by Parker J. Palmer in a novel manner. Though each experienced some level of reflective process, the journey maintained both commonality and divergence within each emergent theme culminating in an individual path of realization for each participant. The next section will examine the predominant emergent themes across cases looking at both frequency of occurrences by individual participants and analyzing such occurrences in relation to the overarching research question in this study.

Cross Case Analysis

The two themes that emerged with the most significance across cases were Theme Four (Reflective practices/self examination) and Theme Five (Practice more mindful teaching/greater awareness of impact). The emergence of these two themes as the most prominent is important due to the fact that they present a picture of areas foundational to educational justice in the classroom, yet they are not directly present, nor examined, in traditional professional development programs. Through the course of this study, the analysis of the data sets confirm across cases that the teachers expressed a desire to engage in practices that assist them in being effective in the

classroom, and report valuing resources that allow them to participate in practices that

usher focused critical reflection. The emergence of these two themes as prominent

themes signals the need for resources that enable teachers an accessible way to attain

both the resources and support that would allow them to take part of reflective

practice and self examination which ultimately bears raises awareness of impact and

also bears an impact in the classroom.

Through the conduct of this study, each emergent theme was experienced to

some degree by each participant. Though two predominant themes emerged as

discussed above, the additional themes provided important information when

considering them as contributory elements to the whole of the process. Table 10

illustrates the levels of significance whereby each theme was reported by participants.

Table 10

Prominence of Emergent Themes

Coded Theme	Addings	Strand	Hunter	Write
Theme One: Teacher Rejuvenation	4	3	3	2
Theme Two: Change in Relationship with Colleagues	3	3	2	3
Theme Three: Change in Relationship with Students	4	3	4	3
Theme Four: Reflective practices/self examination	5	5	5	5
Theme Five: Practice more mindful teaching/ greater awareness of impact	5	3	5	4

Note. 1= Themes not present at all; 2= Theme minimally present; 3= Theme somewhat present; 4= Theme relatively significant; 5= Theme very significant

Upon coding of the data for emergent themes, the researcher evaluated the

frequency of each occurrence across data sets by each emergent theme and tallied the

results. The following represents the range for each occurrence total by assignment

of level of significance: 1= Theme not present at all (1-5) occurrences, 2- Theme

minimally present (5-6) occurrences, 3- Theme somewhat present (7-9) occurrences,

4- Theme relatively significant (10-15) Occurrences, 5- Theme very significant (16+)

occurrences. The total overall range of occurrences was (5-21). This illustrates that

all themes occurred within each case when tallied across data sets to some degree five

being the least significant and twenty-one being the most significant.

Summary

There have been relatively few contributions of qualitative research in the

area of Teacher's reflective processes while engaging in Formation work, and even

less when exploring the connection between teachers and their perceptions of self

related to concepts of educational justice. Therefore, the emergence of the two

prominent themes across cases lend important contributory elements for the following

reasons: Teachers are considered central to education, as well as student impact, and

the inner work of the teacher should be investigated and represented as deeply and

accurately as possible; Teachers who teach in rural settings should have access to

quality professional development providing them with avenues to thoughtful process

thereby ushering authenticity into the classroom. This study was designed in a case

study format to allow for deep exploration into a phenomenon and constructed in a

manner that permitted the researcher to garner data utilizing multiple avenues. It is

significant that the prominent themes emerged across cases because it illustrates that

through reflective process, such as those reflected in this study, teachers are able to

create and environment that allows for educational justice to thrive in the classroom,

as well as engaging in a discourse with students that enables both the teacher and the

student to fully participate in the learning process.

Chapter five will both discuss the results of this study as well as present

implications and directions for possible future research.

CHAPTER 5

Discussion and Implications

Introduction

In this chapter, a summary of this study on teachers' described experiences while engaging in the work of Teacher Formation as espoused by Parker Palmer is presented. The findings both confirmed and expanded on previous research related to teachers experiencing this type of content driven material. A discussion of implications, as well as possible directions for future research are also included here.

Summary

The purpose of this study was to discover, describe, and bring illumination to the phenomenon of socially conscious reflective processes as reported by teachers working through the principles of Teacher Formation. Socially Conscious Reflective processes constitute the process by which an individual might arrive at an awareness of social and political realities illuminated through purposeful reflective practices.

This study was important because it was able to build upon past research while illuminating the phenomenon experienced outside of the context which it has been traditionally studied, as well as investigating the newly explored area of educational justice and teachers perceptions thereof. Context and document analysis was used to highlight patterns, or themes, that emerged from the data collected. Data was collected from a six week guided book study, field observation, participant

journaling, and semi-structured post-interviews. This study was designed to contribute to this particular topic by investigating teachers working in a rural school through the use of a guided book study format consisting of a curriculum that was modified from it's traditional form yet based on the principles of teacher Formation. The completion of this study allowed identification of patterns across cases and addressed the following research questions: Was there evidence of socially conscious reflective processes for teachers engaged in the work of Teacher Formation? Did teachers experience an increased awareness of the phenomenon of the un-divided life? What types of changes did teachers self report after exposure to the principles of Teacher Formation, and did patterns emerge across cases? Were there changes in teacher's attitudes and dispositions toward educational justice as a result of exposure to the principles of Teacher Formation? The following section provides a discussion of the study's findings in relation to the aforementioned research questions.

Discussion and Conclusions

This section involves interpretation of the findings brought about through data analysis as they relate to the research questions posed within this study. A critical evaluation of the study's strengths and weaknesses are discussed, as well as the dependability of the conclusions given the study's methodology. Lastly, a retrospective examination is outlined as it relates to the framework presented within the reviewed literature.

This study found that teachers who were engaged in the guided book study based on the principles of Teacher Formation did experience reflective processes.

This is evidenced through the many reported responses of experiences within the

guided book study, the post-interview and the participant journal entries.

Observational data both confirmed and brought illumination to participant responses

through the guided book study. The results of this study also provide evidence that

teachers did experience and increased awareness of the phenomenon of the un-

divided life in that in many instances teachers either directly or indirectly commented

on their experience and awareness of the phenomenon of the undivided life. Further,

in some cases, participants expounded on their understanding of this concept as well

as where they saw themselves in relation to it. Participants reported on this concept

in both the guided book study and the post-interview questions. Teacher reported

experiencing changes both internally such as grappling with the concept of the

undivided life, and externally such as changes in how they relate to their students.

Also, the patterns that emerged across cases exemplified that teachers experienced all

of the emergent themes at some level. Through socially responsive reflective

practices, teachers were able to effectively describe changes in their attitudes toward

educational justice after exposure to the principles of Teacher Formation. Evidence

of such exists in their reporting through responses while engaging in the guided book

study, post interviews and journal entries. Observational data also confirmed and

brought greater illumination to this experience.

        The strengths of this study lay both within the population selected for

participation, as well as the fact the curriculum used for the conduct of this study was

accessible and inexpensive, yet still comprehensive. A weakness could be noted in

that the participants were not able to access some of the support systems put in place

for those who are able to attend the retreats hosted by *the Center for Courage and

Renewal.*

The dependability of the conclusions given the study's methodology are

considered in that when employing the designed methods to explore this

phenomenon, an authentic picture emerged from the data as it related to the research

questions. Past research presented on this line of inquiry focused on individuals

participating in professional development programs executed at the *Center for

Courage and Renewal* (Intrator & Scribner, 2000). The research questions for this

particular study were designed to enhance the existing body of research, as well as

examine experiences and outcomes in an alternative setting. A retrospective

examination as it relates to the framework presented within the reviewed literature

reveals that the tenants most related to the topic of this research were well covered,

however research in the area is relatively limited.

Possible Implications for Practice

This study sought to illuminate teachers' described experiences as they

worked through a guided book study of Parker Palmer's *The Courage to Teach*

(1998). Because this study included teachers who were teaching in a rural setting that

was considered divergent from the traditional setting in which this phenomenon has

been studied, the findings contribute to the existing body of literature. This study

differs in two major ways from that of past research; first, this study focused on

teachers teaching in a rural setting who primarily have little access to quality

professional development programs, whereas previous research has focused on

educators participating in programs through *The Center for Courage and renewal*;

second, this study presented the principles of Teacher Formation through a guided

book study format, whereas previous research has been conducted utilizing Teacher

Formation materials that have been specifically constructed at and for use at *The*

Center for Courage and Renewal.

The findings of this study might contribute to the existing body of research on

teacher response while engaging the work of Parker Palmer, and further extend it to

teachers operating outside of the *Fetzer Institute* using an alternative curriculum with

aligned content.

The findings of this study reveal implications for policies related to teacher's

access to quality professional development programs that do not have to be costly.

For example, it can be costly for a teacher to travel to the *The Center for Courage and*

Renewal and take part in one of the retreats offering Teacher Formation content,

whereas the organization and development of a guided book study with curriculum

similar to that used in this study is far less expensive if not free.

This study is of value to the field of education in that it illustrates that the

inner work of all teachers is important ultimately to the outcome of the student

Teachers have a powerful impact on learning and the changes that take place in

relationships with students facilitates a more mindful teacher and a more interested

learner. This ultimately creates the type of classroom for students that enable them to

interact on levels with the teacher that are more conductive to a learning environment.

This type of critical pedagogy developed through critical reflection within the teacher

is what needs to take place before educational justice can be a possibility. A creative

curriculum such as that provided a through this guided book study that is low cost and

effective making it accessible to all. Although such a curriculum may have some

limitation when compared to the type of full programs presented at the *The Center for*

Courage and Renewal, findings illustrate that the favorable outcomes are still present.

Thus an inexpensive smart way to incorporate quality professional development that

evidence suggests works.

Study Limitations

The study was limited in that it did not enable teachers to access the full

content such as that presented at the retreats conducted at *The Center for Courage*

and Renewal. It was further limited due to the fact that the teachers participating in

this study did not have access to the support community that surrounds those

participating in the structured curriculum presented at the *The Center for Courage*

and Renewal.

Possible Directions for Future Research

This study provides important information on socially conscious reflective

processes experienced by teachers engaging in work based on the principles Teacher

Formation. This study does not address student's response to changes in the

classroom as a result of teacher's experience with the principles of Teacher

Formation. The findings of this study indicate a few areas that could enable a future

researcher to enhance the body of existing research and extend it into even farther reaching circumstances for application. This might be done through looking specifically at the effects of Teacher Formation on classroom practice through a study that observes teachers engaged in the act of teaching, or looking at the possible change in students' perceptions of their teachers have undergone this type of training.

Concluding Thoughts

We have been to the moon, we have charted the depths of the ocean and the heart of the atom, but we have a fear of looking inward to ourselves because we sense that is where all the contradictions flow together. (McKenna, 1977)

Based on Formation Theory, Teacher Formation describes the role of authentic presence in teaching. The results of this research are significant within the theoretical context related to prior research done with teachers working through the principles of Teacher Formation in that similar themes emerged from collected data during the course of this study. Each theme illuminated the reflective processes of teachers who explored the work of Teacher Formation through an intense guided study. Throughout the process of this study it has been the researcher's ambition to provide insight into this phenomenon and highlight the relationship between the theoretical and the construct of teacher's reflective processes and how they are able to bring about educational justice in the classroom.

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Appendix A

SCREENING INTERVIEW PROTOCOL

Interview Protocol Project: Journeys Inward: Experiences of four secondary
teachers who engaged in a study of Parker Palmer's *The Courage to Teach*.
Interview Type: Screening Interview
Time of Interview:
Date:
Place:
Interviewer: Lora D. Mosher
Interviewee:
Position of Interviewee:
Description of Project/Introduction Script: Hello and thank you for taking the time
to meet with me. My name is Lora D. Mosher and I am a doctoral student at the
University of Redlands. I am conducting a research that examines the experiences of
High School Teachers involved in a guided book study based on the work of Parker
Palmer's *The Courage to Teach*. My central research question is: Is there evidence of
socially conscious reflective processes for teachers engaged in the work of Teacher
Formation? The purpose of this meeting today is to determine the level of interest
you may have to participate in this study.
Questions:
1. **How many years have you been teaching (in any subject area)?**
2. **Have you been involved with the work of Parker Palmer and/or Teacher
   Formation?**
3. **Are you open to sharing new experience with your colleagues?**

Script: Teachers will be involved in my study in the following ways. First, I will
conduct six (6) one-hour observations of teachers as they participate in a guided book
study based on the work of Parker Palmer. These observations will all be pre-
arranged. I will also collect information from journals that the teachers are asked to
keep and comment in. Finally, I will conduct a post interview with each person
individually.
4. **With all this in mind, are you interested in participating in this study?**
5. **Are you willing and able to participate the six (6) guided book study
   meetings with other teachers?**
6. **Can we look at a schedule for the (a) interview, and (b) observations?**
7. **Do you have any additional questions that I can answer for you at this
   time?**

Closing Script: Thank you for taking the time to allow me to present this information
to you. I will be contacting you within a week to further discuss your potential
participation. Please be assured of the following: (a) you have not committed to

participating in my research study at this point in time; (b) if you do agree to participate and sign an informed consent form, your participation will be voluntary and you will be able to withdraw from the study at any time, without giving any reason and without penalty; (c) additionally, the confidentiality of all persons participating in this study will be assured according to the informed consent form.

Appendix B

AVAILABILILTY FORM

Name:_____

School Site:_____

GENERAL AVAILABILITY FOR INTERVIEWS & GUIDED BOOK STUDIES
(60 min. each) *Please note the times of day you ARE available on the form below (i.e. 2:45-3:30 p.m.).*

Monday	Tuesday	Wednesday	Thursday	Friday

Additional information or comments:

_____
_____
_____
_____
_____

Appendix C

BOOK STUDY STRUCTURE AND CURRICULUM

- The facilitator will read the statements in bold and ask participants the related questions. Participants are then asked to respond or pass on each question.
- The researcher will sit outside of the group taking a position as a non-interactive field observer.
- The following material has been selected and adapted to align with the overarching research question of this study from *The Courage to Teach: A Guide for Reflection and Renewal* (Palmer ,1999).

Week I - Chapter I. The Heart of a Teacher: Identity and Integrity in Teaching
This week we will be discussing Chapter I. The Heart of a Teacher: Identity and Integrity in Teaching - I will be providing prompts for the discussion and you may contribute or you may pass in each case. The contents of these discussion groups will be held confidential and it is also requested that the same consideration be shown to your colleagues who, like you, are voluntarily participating. Please introduce yourself to the group and state how many years you have been a teacher……
The poet Rumi says, "If you are here unfaithfully with us, you are causing terrible damage". The evidence of this claim is all around us, not least in education: when we are unfaithful to the inward teacher and to the community of truth, we do lamentable damage to ourselves, to our students, and to the greater things of the world that our knowledge holds in trust. But Rumi would surely agree that the converse is equally true- if you are faithfully here with us, you are bringing abundant blessing. It is a blessing known to generations of students whose lives have been transformed by people who had the courage to teach…..
Palmer notes that if one desires to grow as a teacher, one must learn to talk to others about inner lives, about our own identity and integrity.
> AI. As you gather together you are invited to share you strengths and weaknesses, your hopes and despairs, or you can confront them on your own. What are your expectations for this process? Fears? In what ways are you encouraged or discouraged in such sharing by the institution in which you teach?

Identity lies in the intersection of the diverse forces that make up a life, while integrity lies in relating to those forces in ways that bring wholeness and life. Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.
> A2. Do you have a story about a teacher whose work clearly flows from identity and integrity?

A3. When did you first know that you wanted to become a teacher?

The undivided life is defined as one in which every major thread of one's life experience is honored creating a weave of such coherence and strength that it can hold together students, subject, and self. (Provide handout "The woodcarver" poem) – have them read it silently before going on.

A4. Do you know anyone, in any field, who seems to have an undivided self? If so, how does that quality about hem manifest itself in the work that person does?

Many teachers are felt called to teach when encountering a particular subject or field of study. By recalling how such encounters evoke a sense of self- one might recover the heart to teach.

A5. If you had a chance to start over, would you stay with the subject you teach or choose a different one? Why? What does your answer tell you about who you are and who you have become?

The inner teacher acts as a guard at the gate of our selfhood, warding off what insults our integrity and welcoming whatever affirms it.

A6. If you think of yourself as having an inner teacher, how do you try to listen to that voice? What encourages you to do so? What impedes you from doing so?

Week II – Chapter II: A Culture of Fear: Education and the Disconnected Life

This week we will be discussing Chapter II: A Culture of Fear: Education and the Disconnected Life - I will be providing prompts for the discussion and you may contribute or you may pass in each case….

Fear is a powerful feature of both academic culture and our inner landscape- the fear of having a live encounter with "otherness" is a student, a colleague, a subject, or the voice of the inner teacher. Palmer writes "Academic institutions offer myriad ways to protect ourselves from the threat of a live encounter".

BI. Share some of the common ways that teachers protect themselves from a live encounter with their students, their colleagues, or their very own ideas.
B2. As a student, what were your greatest fears?
B3. Now think about today's students – how do you compare their life situations to yours at a similar age?

B4. How might you address their fears more effectively?

Palmer believes that instead of fearing "the judgment of the young" and choosing "stagnation" as a form of self protection, we can choose "generativity" which if defined as creativity in the service of the young.

B5. Do you experience this fear of the "judgment of the young"? If so, what is the root of that fear in you, and how does it manifest itself in your teaching?

Palmer states that knowing is always communal. Knowing is a human way to seek relationship, to have encounters and exchanges that will alter us. Palmer argues that our image of how we know shapes how we teach.

B6. Do you agree that "knowing is always communal? What are the pedagogical implications of accepting or rejecting this image?

Evelyn Fox Keller says of Nobel Prize-winner Barbara McClintock that her knowing came from "the highest form of love" – love that allows for intimacy without the annihilation of difference.

B7. Does this kind of love have a place in education? If not – why? If so – how might it be taught?
B8. How might it make a difference if we could teach students to love the world in this way?

<u>Week III- Chapter III: The Hidden Wholeness: A Paradox in Teaching and Learning.</u>

This week we will be discussing - Chapter III: The Hidden Wholeness: A Paradox in Teaching and Learning - I will be providing prompts for the discussion and you may contribute or you may pass in each case….

The nature of the human self is paradoxical: for every gift or strength we possess, there is a corresponding weakness or liability.

C1. Name some of your key gifts or strengths as a teacher.
C2. Name a struggle of difficulty you commonly have in teaching.

C3. How do you understand the relation between your profile of giftedness and the kind of trouble you typically get into in the classroom?

The principal of paradox can guide us in thinking about classroom dynamics- and in designing a teaching and learning space that can hold the community of truth. The principal of paradox will not permeate our teaching until we understand that suffering the tensions of opposites is neither to be avoided nor merely survived – but must be actively embraced for the way it can expand our hearts.

C4. In what ways have you experienced "suffering" as a teacher?

C5. Has that suffering had any redemptive quality to it – has it made your heart larger?

C6. How would teaching and learning be different if, in addition to posing questions with answers that out students need to know, we helped them find questions that are worth living – even though they have no "answers" in any conventional sense?

<u>Week IV- Chapter IV: knowing in Community: Joined by the grace of the great things.</u>

This week we will be discussing Chapter IV: knowing in Community: Joined by the grace of the great things - I will be providing prompts for the discussion and you may contribute or you may pass in each case….

Community if an outward and visible sign of an inward and invisible grace, the flowing of personal identity and integrity into the world of relationships. Only as we are in community with ourselves can we find community with others.

D1. What does it mean to be in community with oneself? – tell a story about yourself, or someone you have known that might illustrate the outer consequences of this inner harmony – or the lack of it.

D2. What is your greatest fear about coming into community with others- and your greatest hope?

D3. Which has the upper hand in your life at this moment – fear or hope?

Reality if a web of communal relationships – and we know reality only by being in community with it.

D4. In the course of your education, what images did you receive, directly or indirectly, of how people gain knowledge?

D5. Do you feel a "sense of community" with each subject that you teach and study? What s the nature of that relationship and how, if at all, has it enriched your life?

<u>Week V- Chapter V teaching in Community: A Subject-Centered Education</u>

This week we will be discussing Chapter V teaching in Community: A Subject-Centered Education - I will be providing prompts for the discussion and you may contribute or you may pass in each case….

The best classrooms, Palmer argues, is neither teacher-centered, nor student-centered, but subject- centered.

E1. What do you see as the major obstacles to creating a subject-centered classroom?

By teaching from the microcosm, we can create classroom space to demonstrate how our discipline is done – and to engage out students in doing it – rather than just rehearsing the knowledge of experts.

E2. What forces within us and around us make it difficult to stop "covering the field" and turn instead to practicing the field with our students?

To move closer to the community of truth in the classroom, we must make ourselves as dependant on our students as they are on us.

E3. In what ways do your students depend on you? (Try to move beyond answers like " They depend on me to be well prepared- and reach deeper like "They depend on me to affirm their lives".)

E4. In what ways do you depend on your students? (Try to go beyond answers like " I depend on them to be on time and do their homework" and go deeper like " I depend on hem to keep me connected with the younger generation".)

Week VI -Chapters VI: Learning IN Community: The Conversation of Colleagues & Chapter VII: Divided No More: Teaching from heart of Hope.

This week we will be discussing Chapters VI: Learning IN Community: The Conversation of Colleagues & Chapter VII: Divided No More: Teaching from heart of Hope - I will be providing prompts for the discussion and you may contribute or you may pass in each case….

Teaching is a highly privatized profession. We teach our classes out of sight of our colleagues and rarely discuss teaching with them in between times. Palmer claims that three elements are essential if we are to create a collegial community of discourse about teaching. The first is topic of conversation that takes us beyond technique.

> F1. Think for a moment when you were teaching at your best. Then fill in the blank: "When I am teaching at my best, I am like a _____." (Don't sensor your metaphor even if it seems nonsensical.)

The second element essential to creating a community of discourse about teaching is ground rules for conversation, rules that keep us from defeating ourselves before the conversation has a chance to go deep.

> F2. How would you characterize the quantity and quality of conversation between colleagues at your institution?

The third element essential to creating a community of discourse about teaching is leaders who expect and invite others to join the conversation. Leaders need to discern the difference between what teachers say about themselves and what their real needs are and when provide excuses and permissions for their real needs to be met.

> F3. Have you known a leader, in or out of education, who invites others into a community as part of getting a job done or pursuing a mission? If so, what personal qualities made that style of leadership possible for that person?

Palmer describes several kinds of institutional arrangements that promote "good talk about good teaching" – including workshops, teaching and learning centers, faculty consultants, as well as several approaches to evaluation.

> F4. What programs does your institution have to help teachers grow in their work?, and how do you feel about them?
> F5. What approach does your institution take to evaluate teaching?
> F6. Does the evaluative approach used contribute to a community of discourse about teaching, or does it contribute to the privatization and isolation of the teacher's work?

If we want to reform education in the face of great obstacles, we need to develop a "movement mentality" a way of experiencing resistance not as a source of defeat but as a source of energy. The first stage of a movement involves a deeply personal decision to live "divided no more". (Provide a copy of Palmer's Social Movement Model Handout).

> F7. Can you identify a moment when you decided to live "divided no more"? What circumstances brought you to that moment?
> F8. Is there an area of your life today where you feel a need to live "divided no more"?

The second stage of a movement involves forming "communities of congruence".

> F9. Do you feel the need for such a community to sustain your own vocation? If so – how might you create such a community?

The third stage of a movement involves "going public" with our values and commitments.

> F10. Have you ever been influenced by someone who has "gone public" with his/her core values? If so – what was that experience like and what impact did it have on the people around you?

The fourth stage of a movement involves the emergence of a system of "alternate rewards".

F11. As you reflect on your own vocation as a teacher, what have been most meaningful rewards you have received, rewards that helped keep you engaged in you work?

F12. What are people rewarded for at the institution where you teach, and how are they rewarded?

F13. Does your institution reward people for good teaching? If so, how does it do so?

The Courage to Teach concludes with the following words. As you listen to them here- reflect on the following " Am I here faithfully in my life and in my work?".

So we come full circle, to the place where this book began: to the power within each of us that in communication with the powers beyond ourselves co-creates the world, for better or worse. The poet Rumi says, "If you are here unfaithfully with us, you are causing terrible damage". The evidence of this claim is all around us, not least in education: when we are unfaithful to the inward teacher and to the community of truth, we do lamentable damage to ourselves, to our students, and to the greater things of the world that our knowledge holds in trust. But Rumi would surely agree that the converse is equally true- if you are faithfully here with us, you are bringing abundant blessing. It is a blessing known to generations of students whose lives have been transformed by people who had the courage to teach- the courage to teach from the most truthful places in the landscape of self and the world, the courage to invite students to discover, explore, and inhabit those places in the living of their own lives.

Thank you for your participation.

Appendix D

ACCESS CONSENT LETTER

Dear ████████████████

I am a doctorate student under the direction of Dr. Alayne Sullivan in the Department of Education at the University of Redlands. I am conducting a dissertation entitled: Journeys Inward: Experiences of four secondary teachers who engaged in a study of Parker Palmer's *The Courage to Teach.*

I am writing to ask for permission to contact select teachers at your school site about being potential participants in my study. Participants' involvement will include participation in a guided book study *of The Courage to Teach* (1998) based on the principles of teacher formation as espoused and designed by Parker J. Palmer. Those who choose to participate will meet one time per week for an average of one hour to discuss designated chapters and respond to guided questions. One post-interview will be conducted and I will observe the guided book meetings. Participants' involvement in the study is voluntary, and they may choose not to participate or to stop at any time without penalty or loss of benefits to which they are otherwise entitled. Participants' confidentiality will be maintained at all times, and the results of the research study may be published, but the names of participants and the school site/district will be changed to protect anonymity. The participants' and schools' identities will not be associated with their responses in any published format. Informed consent will be obtained from the participants prior to commencement of the study.

The findings from this project may provide information on how teachers' perceive their own transformation after exposure to the principles of Teacher Formation, and how they will integrate what they have learned into their current educational environment. If you have any questions about this research project, please feel free to call me at ████████████ or email me at lora_mosher@redlands.edu. You may also contact Dr. Sullivan, my faculty sponsor, at alayne_sullivan@redlands.edu., and/or IRB Chair Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu. IRB approval number: **2009-34-REDLANDS**

You will be given a copy of this letter to keep.

YOUR SIGNATURE INDICATES THAT YOU GRANTED PERMISSION, HAVING READ THE INFORMATION PROVIDED ABOVE.

██████████████████████████   ___9/20/09_____

Please Print Name   Date

Signature

Lora D. Mosher

Ed.D. Doctoral Candidate

University of Redlands

Appendix E

INFORMED CONSENT FORM

FOR PARTICIPATION IN A RESEARCH STUDY INVOLVING HUMAN SUBJECTS

You are being invited to take part in a research study entitled "Journeys Inward: Experiences of four secondary teachers who engaged in a study of Parker Palmer's *The Courage to Teach.*" which is being conducted by Lora D. Mosher, Ed.D., doctoral candidate at the University of Redlands under the direction of Dr. Alayne Sullivan, professor in the University of Redland's School of Education. Please be assured of the following: (a) your participation is voluntary; (b) you may withdraw from the study at any time, without giving any reason and without penalty; (c) the confidentiality of all persons participating in this study is assured.

Purpose Statement: The purpose of this case study is to describe the reflective processes – i.e. the responses, thoughts, questions, and perceived challenges – for teachers at your school who voluntarily participate in a guided book study of Parker J. Palmer's (1998) *The Courage to Teach.*

Overarching Research Question and Methodology: The central research question of this study is: How do High School Teachers currently teaching in a rural public school in the Ozark Mountain Range of Northwest Arkansas respond to principles of Teacher Formation having participated in a 6-week guided book study of *The Courage to Teach* (Palmer 1998)?

You were selected as a possible participant in this study because you are currently teaching high school in the Northwest Arkansas school district and are willing to participate in a guided book study that will meet for discussion for an average of 60 min. one time per week for the course of the study. If you volunteer to take part in the study, data collection will be conducted according to standard case study procedures. Data collection will involve a post- interview, and observation with field notes. The interview should take approximately 60 minutes, and the observation time will be during the scheduled weekly meetings. All data will be collected over the course of two months. There is no deception being used in this study.

There are no known personal risks and/or discomforts to participants and every effort will be made to respect your time limits and avoid inconveniences to you. A possible benefit of participating is that you may learn more about your inner self and how it relates to your practice. This does not mean a guarantee that you will receive any benefits from this study.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty.

The Committee on the Protection of Human Subjects at the University of Redlands has reviewed and approved the present research.

Lora D. Mosher will be happy to answer any questions you may have before, during, or after the completion of the study. She can be reached on her cell phone a ▮▮▮▮ ▮▮▮▮ She also can be reached via the following email address: Lora_mosher@redlands.edu.

Additional questions or problems regarding your rights as a research participant should be addressed Dr. Sullivan, my faculty sponsor, at alayne_sullivan@redlands.edu., and/or IRB Chair Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu.

IRB approval number: **2009-34-REDLANDS**

You will be given a copy of this form to keep.

YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE, HAVING READ THE INFORMATION PROVIDED ABOVE.

_____   Jan. 21, 2010

Please Print Name   Date

Signature

Lora D. Mosher

Ed.D. Doctoral Candidate

University of Redlands

Lora_mosher@redlands.edu

The Committee on the Protection of Human Subjects at the University of Redlands has reviewed and approved the present research.

Lora D. Mosher will be happy to answer any questions you may have before, during, or after the completion of the study. She can be reached on her cell phone a███████ ███████ She also can be reached via the following email address: Lora_mosher@redlands.edu.

Additional questions or problems regarding your rights as a research participant should be addressed Dr. Sullivan, my faculty sponsor, at alayne_sullivan@redlands.edu., and/or IRB Chair Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu.

IRB approval number: **2009-34-REDLANDS**

You will be given a copy of this form to keep.

YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE, HAVING READ THE INFORMATION PROVIDED ABOVE.

███████████████████████   1·23·10

Please Print Name   Date

████████████████████

Signature

Lora D. Mosher

Ed.D. Doctoral Candidate

University of Redlands

███████████

Lora_mosher@redlands.edu

The Committee on the Protection of Human Subjects at the University of Redlands has reviewed and approved the present research.

Lora D. Mosher will be happy to answer any questions you may have before, during, or after the completion of the study. She can be reached on her cell phone at ███ ████████ She also can be reached via the following email address: Lora_mosher@redlands.edu.

Additional questions or problems regarding your rights as a research participant should be addressed Dr. Sullivan, my faculty sponsor, at alayne_sullivan@redlands.edu., and/or IRB Chair Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu.

IRB approval number: **2009-34-REDLANDS**

You will be given a copy of this form to keep.

YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE, HAVING READ THE INFORMATION PROVIDED ABOVE.

███████████████████   1/19/10

Please Print Name   Date

███████████████████

Signature

Lora D. Mosher

Ed.D. Doctoral Candidate

University of Redlands

████████████

Lora_mosher@redlands.edu

The Committee on the Protection of Human Subjects at the University of Redlands has reviewed and approved the present research.

Lora D. Mosher will be happy to answer any questions you may have before, during, or after the completion of the study. She can be reached on her cell phone at ██████ ███████ She also can be reached via the following email address: Lora_mosher@redlands.edu.

Additional questions or problems regarding your rights as a research participant should be addressed Dr. Sullivan, my faculty sponsor, at alayne_sullivan@redlands.edu., and/or IRB Chair Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu.

IRB approval number: **2009-34-REDLANDS**

You will be given a copy of this form to keep.

YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE, HAVING READ THE INFORMATION PROVIDED ABOVE.

████████████████████████   1/20/2010

Please Print Name   Date

████████████████████

Signature

Lora D. Mosher

Ed.D. Doctoral Candidate

University of Redlands

████████████

Lora_mosher@redlands.edu

Appendix F

IRB APPROVAL LETTER

October 15, 2009
Lora Mosher
School of Education
University of Redlands
Redlands, CA 92373-0999
Dear Lora:
TITLE OF PROPOSAL: **Journeys Inward…..**
DATE OF REVIEW: **10-15-09**
DECISION: **Approved**
IRB APPROVAL #: **2009-34-REDLANDS**
This letter is to officially notify you of the approval of your project by the University of Redlands Institutional Review Board (IRB) with the following stipulation:
1. Include your supervisor's name and contact email as well as the contact information for the current chair of the IRB, Dr. Catherine Salmon (909-748-8672) catherine_salmon@redlands.edu

You are authorized to begin conducting this study as of Date of Final Approval: **10-15-2009**. This approval is Valid Until: **10-15-2010**.
Please include the assigned IRB approval number on the Informed Consent Forms. Please note the following conditions attached to all approval letters.
1. This project must be conducted in full accordance with all applicable sections of the University's IRB Guidelines and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46). These federal regulations are available online at http://www.hhs.gov/ohrp/documents/OHRPRegulations.pdf.
2. You must notify the IRB immediately of any proposed changes that may affect the status of your research project.
3. You should report to the IRB any anticipated problems involving risks to the participants.
4. For projects that continue after the Valid Until date, you must apply for approval of an ongoing study before this date.
5. No participants may be involved in any study before the Date of Final Approval or after the Valid Until date.

If you have any questions, please contact the IRB Chair at catherine_salmon@redlands.edu. A signed copy of this letter is on-file.
Sincerely,

Catherine Salmon
Chair, IRB

Appendix G

POST - INTERVIEW PROTOCOL

Interview Protocol Project: Journeys Inward

Time of interview:

Date:

Location:

Interviewer:

Interviewee:

Position of Interviewee:

Brief project Description:

Questions:

1. Why did you choose to participate in a guided study of the book *The Courage to teach*?
2. What qualities would you identify as being central to being an effective teacher in a way whereby teaching becomes one of the important purposes of a teacher's life?
3. What, if any, are the factors that may hinder you ultimately becoming the type of teacher you would like to be?

4. What, if any, are the factors that may contribute to the development of the type of teacher you would like to be?

5. Could you please describe, if any, the reflective processes (e.g., responses, thoughts, questions, and perceived challenges) participants may have experienced during the six week guided book study of Parker J. Palmer's (2007) book?

6. After having participated in the guided book study, what if any changes would you see taking place in your teaching?

7. After having participated in the guided book study, what, if any changes would you see taking place in your life?

8. What are your experiences regarding the principles of Teacher Formation, please share them with me.

* Thank the interviewee for their participation- assure confidentiality.

Appendix H

OBSERVATIONAL PROTOCOL

Average length of Activity: 60- 90 minutes

Week I: <u>Chapter I. The Heart of a Teacher: Identity and Integrity in Teaching</u>

Prompt Questions:	Descriptive Notes:	Reflective Notes:
Name and Yrs.		
A1.		
A2.		
A3.		
A4.		
A5.		
A6.		
Conclusion		

Week II. <u>Chapter II: A Culture of Fear: Education and the Disconnected Life</u>

B1.		
B2.		
B3.		
B4.		
B5.		
B6.		
B7.		

Conclusion		

Week III. Chapter III: The Hidden Wholeness: A Paradox in Teaching and Learning.

C1.		
C2.		
C3.		
C4.		
C5.		
C6.		
Conclusion		

Week IV. Chapter IV: knowing in Community: Joined by the grace of the great things.

D1.		
D2.		
D3.		
D4.		
D5.		
Conclusion		

Week V. Chapter V teaching in Community: A Subject-Centered Education

E1.		
E2.		
E4.		

E4.		
Conclusion		

Week VI. Chapters VI: Learning IN Community: The Conversation of Colleagues &
Chapter VII: Divided No More: Teaching from heart of Hope.

F1.		
F2.		
F3.		
F4.		
F5.		
F6.		
F7.		
F8.		
F9.		
F10.		
F11.		
F12.		
F13.		
Conclusion:		

Appendix I

THE WOODCARVER

Khing, the master carver, made a bell stand of precious wood. When it was finished, all who saw it were astounded. They said it must be the work of spirits. The Prince of Lu said to the master carver: "What is your secret?"

Khing replied: "I am only a workman- I have no secret- There is only this: When I began to think about the work you commanded I guarded my spirit, did not expend it on trifles, that were not to the point. I fasted in order to set my heart at rest. After three days fasting, I had forgotten gain and success. After five days I had forgotten praise or criticism. After seven days I had forgotten my body with all its limbs.

"By this time all thought of your Highness and of the court had faded away. All that might distract me from the work had vanished. I was collected in the single thought of the bell stand…. Then I went to the forest to see the trees in their own natural state. When the right tree appeared before my eyes, the bell stand also appeared in it, clearly, beyond doubt. All I had to do was to put forth my hand and begin".

"If I had not met this particular tree there would have been no bell stand at all."

"What happened? My own collected thought encountered the hidden potential in the wood, and from this live encounter came the work which you ascribe to the spirits."

Chuang Tzu from *The Way of Chuang Tzu* by Thomas Merton

Example 1:

The frustration is with all of the things that don't directly augment my teaching, and those can be Administrative, they can be monetary- they can be about not having the flexibility to work with the diversity that is in the classroom such as students with learning disabilities – I just want to be able to be effective and teach students from the heart- that is the impact that I want to have and know that I can.

- Coded Theme (IV) Data Set (3) Post-interview response above: Reflective Practices/Self Examination defined as: Teachers reporting instances of deep reflection and/or critical reflection through self examination and/or examination of past experiences.

Example 2:

My understanding of this process has been that students can attain the curriculum and respond more open if the teacher is willing to express themselves in a genuine manner then students are more likely to respond with mutual openness and willingness and therefore facilitating learning to new levels. As I reflect on my own teaching, I know this is true from the bottom of my heart but I just don't know how to get there from here.

- Coded Theme (V), Data Set (1) Guided Book Study Session, practice More Mindful teaching/ greater Awareness of Impact defined as: Teachers reporting an increased awareness of their impact on students in the classroom setting, and beyond.

Figure 1. Example(s) of coding the data to identify major themes with definitions of each.