

WHEN GOOD PEOPLE ARE HAPPY PEOPLE: LOOKING AT EMOTIONAL
EXPRESSIVITY OF STUDENT-CENTERED JUNIOR HIGH SCHOOL TEACHERS

By

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submission of the final copies of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and
recommend that it be accepted as fulfilling the dissertation requirement.

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DEDICATION

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TABLE OF CONTENTS

LIST OF TABLES.....	7
LIST OF ILLUSTRATIONS.....	8
ABSTRACT	9
CHAPTER ONE: INTRODUCTION.....	10
CHAPTER TWO: REVIEW OF THE LITERATURE.....	22
CHAPTER THREE: METHOD.....	80
CHAPTER FOUR: RESULTS.....	86
CHAPTER FIVE: CONCLUSION.....	169
APPENDIX A CLASSROOM INSTANCES USED IN INTERVIEWS	190
APPENDIX B PERMISSIONS TO USE TABLES.....	210
APPENDIX C LETTER OF APPROVAL FROM HUMAN SUBJECTS COMMITTEE	215
REFERENCES.....	217

LIST OF TABLES

<i>Table 1. Chart of article summaries for cognitive approaches to knowledge.....</i>	<i>32</i>
<i>Table 2. Coping styles and examples.....</i>	<i>36</i>
<i>Table 3. Chart of article summaries for attitudinal approaches to knowledge.....</i>	<i>43</i>
<i>Table 4. Stances held by teachers toward themselves, students and focus of study.....</i>	<i>52</i>
<i>Table 5. Chart of article summaries for individual perspective approach to knowledge</i>	<i>57</i>
<i>Table 6. Chart of article summaries for individual perspective approach to knowledge emphasizing metaphor.....</i>	<i>62</i>
<i>Table 7. Chart for self and other approach to knowledge.....</i>	<i>76</i>

LIST OF ILLUSTRATIONS

<i>Figure 1. Development of the ability of the objective self to act on its own behalf.....</i>	<i>17</i>
<i>Figure 2. Three-dimensional representation.....</i>	<i>17</i>
<i>Figure 3. Verbal description of the development of the ability of the objective self to give to the subjective self</i>	<i>18</i>
<i>Figure 4. The development of approaches to knowledge</i>	<i>24</i>
<i>Figure 5. Representation of professional identity from a teacher's knowledge perspective.....</i>	<i>68</i>

ABSTRACT

Learning emotional responsibility, including emotionally letting go, is an important part of the development of every teacher. When letting go is difficult, it can be helpful to have examples of people who have already matured. This study focuses on the emotional stance, or awareness, of eight effective student-oriented teachers. Sixteen different teachers, from six different middle schools were recommended by their principals as excellent classroom managers. From these, eight were chosen who demonstrated clear authority and a student-centered approach. These eight teachers were interviewed according to the Hilda Taba method for the Interpretation of Data (Maker and Schiever 2005). The questions were structured to help teachers consider their feelings and attitudes as causes of events. When the interviews had been transcribed, they were examined for common emotional dispositions. The dispositions found included those that orient teachers toward perspective taking, considering students to be their own authority, desiring relationships with students, having a positive attitude and being emotionally present. Implications for education include allowing students to determine a portion of their final evaluation.

CHAPTER ONE

INTRODUCTION

Being different can be experienced in different ways. It can be experienced as a source of alienation from other people and it can be seen as a way of finding a place among others, a gift that enables a person to give to other people and thus a source of pride. A difference can be experienced in both of these ways at the same time.

Adolescence is a time of feeling different. Appropriately, this is a time of exploring differences and celebrating what makes oneself and one's friends unique. Unfortunately, when differences are seen as keeping a young person from friendship, adolescence can be a time of developing negative attitudes toward oneself.

Educators are in a position to help adolescents develop positive self-attitudes. Because students are personally engaged in their work, they must bring an attitude toward themselves to what they study. As the relationship between student and subject matter can be affected by the teacher, the teacher is also able to influence the attitude a person takes toward him or herself. As a young person grows and develops, a positive way of relating to her or himself will at least have been experienced through the person's education and this attitude may be carried on to another part of life.

A deeper understanding of how the relationship between the student and the subject matter can affect the attitude of the student toward him or herself must be explained. It seems best to start with a model of relationships between people and then work back to explain how these relationships may find a parallel between the student and the subject matter. A helpful understanding of relationships is offered by the Stone

Center Works in Progress (Jordan, Kaplan, Miller, Stiver, Surrey, 1991). These women have discussed in detail what it means to have a relationship.

Jean Baker Miller (1991) begins by writing that people are not separate from each other; people are selves in relation to others. Even the most basic identity of a person cannot be understood without understanding that person's relationships to other people.

Judith Jordan (1991) continues that the way people connect with other people is through empathy. Each person is an individual, with individual boundaries. These boundaries are relaxed when a person wants to share in the feelings of another person. The structure of the self must be flexible enough so that a person can empathize with another person and strong enough so that the self can be regained when the empathizing is over.

In a separate chapter, Jordan (1991) describes what empathy looks like in a relationship in which two people try to identify with each others' whole life experience. She calls this "mutual intersubjectivity" and says this is an "appreciation of the wholeness of the other person" (p. 82), particularly their subjectivity. She writes that there is a sense of "affecting" and being "affected by" the other. The awareness and response to the other is constantly changing. Besides a subjective awareness of the other person, there is a cognitive one as well. In mutual subjectivity, both people seek to understand the other's "meaning system," their point of view. This exchange is done for the sake of itself because both parties find it inherently rewarding. These authors also mention that part of the self-other relationship is the relationship one develops toward oneself (Jordan et al., 1991).

The basic understanding of a relationship is that it is an exchange, in which each person is alternately speaking and taking the other person's point of view to understand that person's perspective. In learning a subject matter, there are also two parties, but usually only one party is active, that is, the learner. The learner still seeks to understand the other by learning how to adopt that perspective but also have his or her own thoughts about what has been understood.

The attitude a student takes toward him or herself in this process reflects how that person sees him or herself with regard to the learning situation. For example, a person may see herself as equally valuable to the people writing the source she is reading and expect what she is reading to have relevance to her. Or, a person may not see himself as being as important as what is being studied and not expect the subject matter to have anything to do with him.

Part of this attitude can be influenced by the teacher. The teacher's attitude toward the student will influence how much a student feels it is acceptable to bring of her or himself to class. Is it okay to talk about oneself to others? Can students behave according to how they feel? How does the teacher structure the assignment? Are the students asked to consider their own lives with regard to it? Are varied methods of instruction, accessing different learning styles and therefore different aspects of the student used? In short, are students called upon to access large parts of themselves in the learning situation? If so, a student will expect to be fully present in the learning situation and develop a positive attitude for relating to the subject matter in such a way.

A Personal Approach

Some authors have written about the importance of considering personal experience in conducting and reporting research (Peskin, 1987; Maxwell, 2005). Since my theory is directly related to my experience, I will follow this guide.

Thirteen years ago, I accepted the fact that manic-depression is a foundational experience through which my life must be understood. The hospitalizations I had experienced were stigmatizing, but more importantly, I couldn't talk about what it was like to be me; I was different, and I didn't have any way of explaining those differences. I thought if I just kept my feelings to myself, I would be "normal" enough to get by. But of course, I couldn't get by, and I felt broken trying. It was as though my strong feelings were unacceptable to me and I couldn't use them to be connected to anyone else. I couldn't accept myself.

Yet at the same time I was having a really hard time getting along with other people, a part of me was starting to develop. I learned from my early encounters with mania that I could stop myself from having such catastrophic experiences if I stopped just one step short of the thought that would "put me over the edge". I kept becoming aware of the overblown or wildly emotional things that were going out of hand earlier and earlier and would stop myself before I did a stupid thing. My psychiatrist's nurse named this "being in the moment".

I began spending a lot of time in nature. I took long bike rides and car rides in pastoral places and frequented state parks often. I talked to myself a lot on these trips. Usually, I would begin driving or walking and imagine myself talking to someone who had been supportive to me in the past. After a while of talking, I would not feel the need

to talk anymore. My experience became much more vivid. It was as though I was having an immediate experience of the world. I could feel everything inside of me. These moments of connection were like seeds I planted at every moment that I could and that soon started to shape every part of my life.

As difficult as it is to have strong feelings, there are wonderful aspects about them as well. The intensity with which I experience myself seems unusual and I experience myself very deeply. I have powerful and frequent what I call “religious experiences”. I believe that my understanding of my emotions can help other people understand themselves as well.

Developing a Theory

Augusto Blasi (1980, 1983, 1987, 1991) noted that not all moral decision making can be explained by cognition. He postulated a self that makes decisions but that also has non-rational properties. Blasi describes this as the part of a person that receives the action of a person. Perhaps the reader has had the experience of writing an email and then clicking “send” and immediately having a sense of regret, that perhaps one should not have said exactly what one said. This feeling of regret is the response of the subjective self. The subjective self responds with a feeling according to whether what was done coincides with what the person believes is right. When a person tends to act according to her or his beliefs, Blasi says that they have self-consistency or integrity.

Blasi’s model (1983, 1987, 1991) is very helpful in moving away from a strictly cognitive view of morality. The self has feelings and these feelings must be responded to. However, Blasi does not describe how stances, or attitudes, may be adopted if beliefs change. This is necessary information for moral development. My experience in

accepting my own differences has taught me a lot about learning how to negotiate these changes. My tendency to prevent emotional explosions through staying in the moment follows a pattern. At first, I considered my actions in relation to others and considered the effect they were about to have. I did this until the experience of others was no longer an immediate concern as I went deeper and deeper into my own experience, preempting any emotional conflicts before they rose to the surface. I enacted my circumstances to imagined supportive others in my life and thus learned to take on new attitudes toward other people. I did this until I no longer needed to take on these attitudes from others; these attitudes became the way I saw myself.

This journey is represented in the black line in Figure 1. A three-dimensional representation is offered in Figure 2. A verbal and visual figure demonstrating the development of the objective self to give to the subjective self is presented in Figure 3.

From another perspective, the source of my mood swings was the rejection of my self. I didn't want to admit that I had a mental illness and that there were times in my life that were out of control. It was as though when things were fine, I tried to believe that that part of myself never existed. When I had to acknowledge something about the other side, I would get really upset about it. When I had to realize that my strengths and my weaknesses came from the same place, I had to overhaul my personality. I had to become self-accepting of my whole self without denying that either part of myself existed. This made me more realistic about my strengths and more accepting of my weaknesses. I had fewer mood swings in my experience of the goodness of myself because I had become more self-accepting.

In general, I think that mood swings come from all-or-nothing thinking. Either a person sees herself as all good or all bad. If a person is doing what is associated with being good, he will be happy. If that person is doing what is associated with being bad, she will be sad. It takes an understanding of all points along the energy associated with doing what one thinks is going to be perfect, but it can replace this feeling with a kind of seamless wonder, which is acceptance, of all of life.

Turning to Education

It is this sense of wonder that draws me to my current line of study. How does the experience of education shape the way people learn and why? When is education emotional and how can that be enjoyed? How can the experience of emotion be embraced and encouraged in educational contexts?

To help understand what the experience of emotion can be like in education, I offer a reflective writing in which I was integrated with what I was learning. This was a class in education of gifted students and this was a group project.

The three of us worked together on that cardboard yarn exercise. Michael kept asking us, "What do you see in this piece of cardboard?" and I was about to wring his neck because I'd already given him four or five good ideas and so, instead of giving up, I said, "Pull the damn thing apart!" And he went with it, and we came up with a spider's web attached to a stem of a flower, or a spider's web attached to a boot scraper, whichever you prefer. Anyway, it was really fun. I was singing. I think that was the first time I sang for the class, and Alex liked that. I had a lot of fun that day. That was also the day I asked Carol if she thought I was

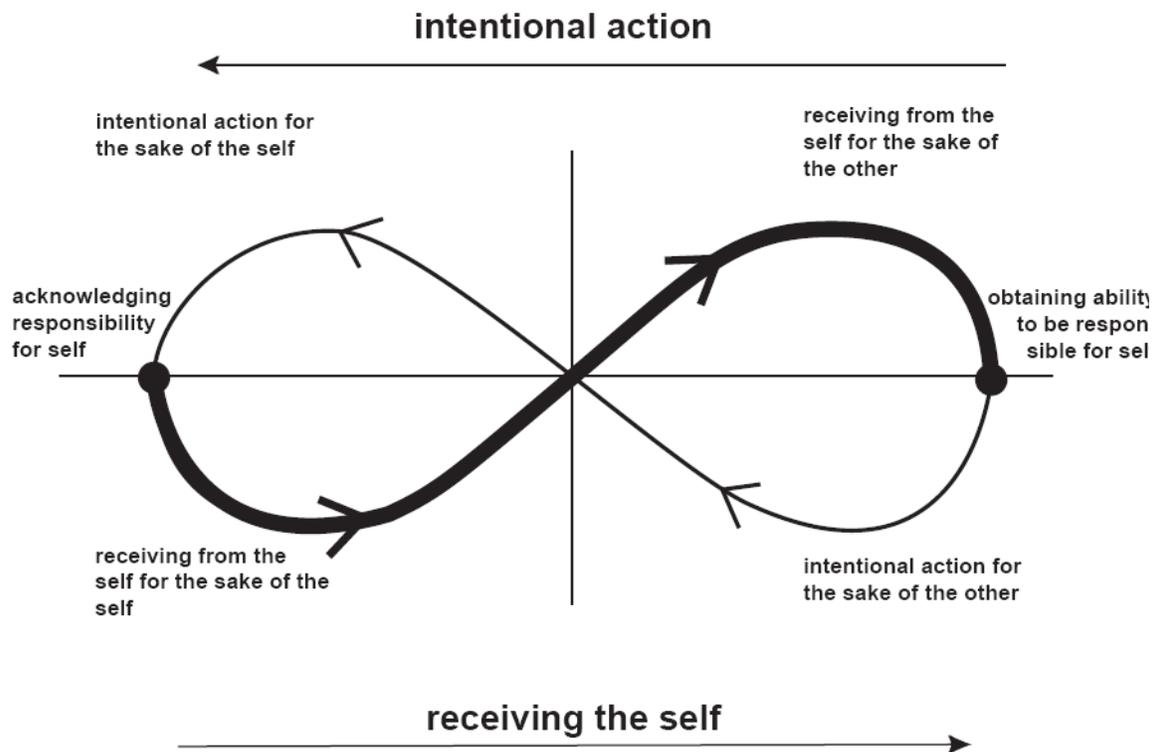


Figure 1. Development of the ability of the objective self to act on its own behalf

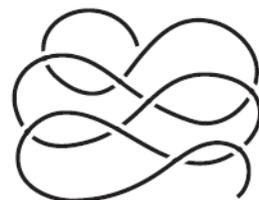
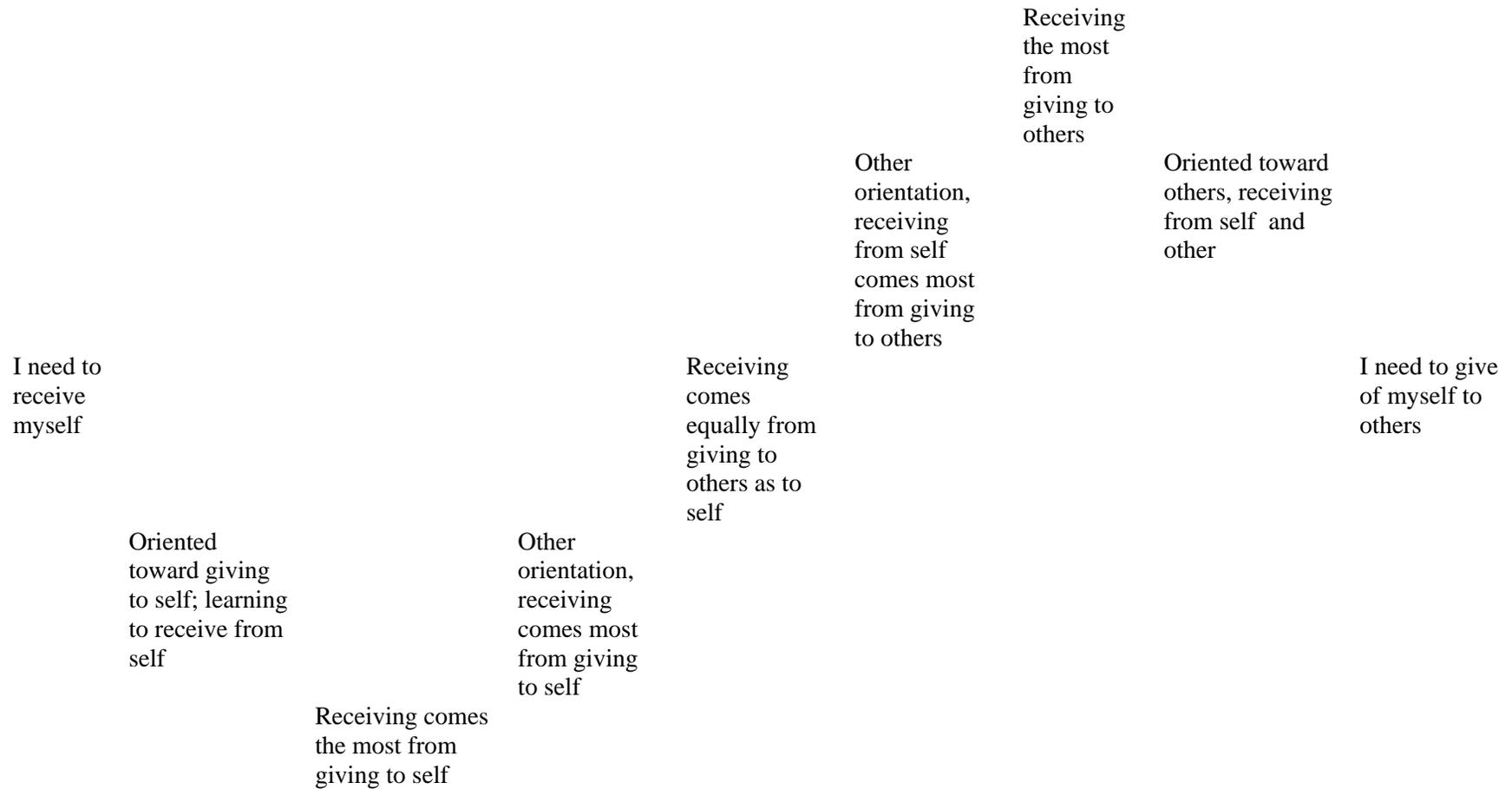


Figure 2. Three-dimensional representation

Figure 3. *Verbal description of the development of the ability of the objective self to give to the subjective self*



nuts and she said yes and I told her I liked her because nobody was ever honest with me (Calhoun 1999).

Expressing myself so openly was a different experience for me: I am not always able to express myself so freely. There are a couple of clues from other parts of this reflective assignment that help explain why this class was so different. For one, the instructor had a very open, accepting attitude. The result for me was this:

I guess what I'm kind of getting around to is about authority struggles and how I felt about that at the very beginning. In some way, at the very beginning, when you said "I am not your ordinary teacher, I do not do things in ordinary ways. You will have the opportunity to direct your own education in here like you may not have in other classes," I kind of thought, how. Is she really going to let us do all that she says she does? I think there was a testing. I go through this with all of my professors. It gets really hard when I stand out in class all the time and I'm really emotive and I just want to say, "really? Do you really want me to be me?" (Calhoun 1999)

My teacher's attitude helped me begin to have openness to myself. It also helped me have openness to other students:

Relating to students has been another part. I have never connected to early 20 year olds before as I did in this class. I just had fun. I just expressed myself. I wasn't trying to impress anybody, I was just trying to make them laugh. Somehow this worked. It has never worked so much before. I don't know what to say (Calhoun 1999).

Besides bringing herself, my teacher did one other thing which really influenced my learning. She used Howard Gardner's Theory of Multiple Intelligences (1992) and gave many valuable opportunities for varied ways of learning in class. It is largely because I was able to express myself that I had so much fun.

Applying My Theory to Education

Teachers help students create attitudes toward themselves and their learning by the choices they give to students. This is part of the larger picture of how teachers handle themselves in class. I have demonstrated through my own experience that people can change the way they respond to themselves and that self-acceptance is an attitude that allows for more peaceful living. I suggest that teachers and those who would become teachers can also change their attitudes toward themselves and thus become better teachers. Teachers can use the method I have discussed to help this occur.

My theory is helpful for the development of teacher authority in teachers who have been raised to be dependent. By this I mean that people have been punished for reaching out, taking risks and trying to live independently. Brown and Gilligan (1992) describe how girls who have been self-assertive at six or seven become unable even to articulate their own feelings in their mid teens because of the pressure to be "nice and kind"—to care for others at the expense of themselves. When a person who has had such experiences passes through my model, she may have difficulty letting go of the perspective-taking process because the last time she acted independently, she was ostracized. How can a person know when he is ready to let go? How can one know that one has enough self-acceptance to deal with whatever difficulties that may arise when acting independently? How does he know that his self really can be trusted, and will not

revert back to the painful ways of self-alienation? How does one know when the perspective-taking process is complete?

Because of our ability to empathize, a person needs only a mirror of this kind of independence to understand whether or not she or he is ready to let go. Knowing qualities of teachers who have this kind of authority can be helpful to teachers who are developing their own.

The purpose of this study is to better understand the qualities of teachers who have gained this kind of emotional freedom and trust in their own authority. My research question is “What are the qualities that typify teachers who are able to care for others based on their own authority?”

CHAPTER TWO

REVIEW OF THE LITERATURE

One very important idea in this paper is the approach, or orientation, that a teacher has toward life, specifically her students, and the subject matter he teaches. This became the focus of my literature review. To find the articles for this literature review, I began an ERIC literature search with the terms “teacher attitudes” and “classroom management”. There were about 212 “hits” and I chose 69 according to what seemed most relevant to my theory. I gave preference to research conducted in the U. S., articles about junior high school teachers, and articles about teachers who are currently working as opposed to people who are training to be teachers.

From these articles, I chose those that were peer-reviewed or references of non-peer reviewed articles that seemed applicable. Three articles emerged through which I drew several references. These included Long’s (1991) essay on the importance of teacher self-assessment and self-awareness (important themes in my theory), Winitzy’s (1992) study on teacher cognition about classroom management, (emphasizing the role of cognition in my thinking) and Fenwick’s (1998) discussion of classroom management as management of “space, energy and self.” The references from Fenwick’s article led me to authors who discussed the importance of teachers’ voices as made known through narratives. This connected to my own value of voice.

These seed articles, as well as some of the articles from the original literature search, formed three or four different groupings of articles. (I had also found a grouping of articles about teaching and metaphor in an issue of *Action and Teacher Research*.)

Given my emphasis on stance and its similarity to metaphor, I chose several of these articles.)

I still wanted more articles, so I performed a new ERIC search on teacher identity and professional development. The articles I found here gave me a completely new understanding of teaching and teacher development. In these articles, teachers were understood to be much more dynamically related to their environment, subject to, as well as acting upon it. I chose several of these, including one by Zembylas (2003). Zembylas creatively and openly dealt with the subject of teacher emotion. I looked into what he named as his most important references, Nias (1996) and Hargreaves (1998), and included them in my list.

All of these articles seemed to represent five groups, with the group of articles about metaphor seeming to be closely associated with the group of articles from the story-telling, or individual perspective. Taken together, I propose they have a progression of development that looks like the diagram in Figure 4.

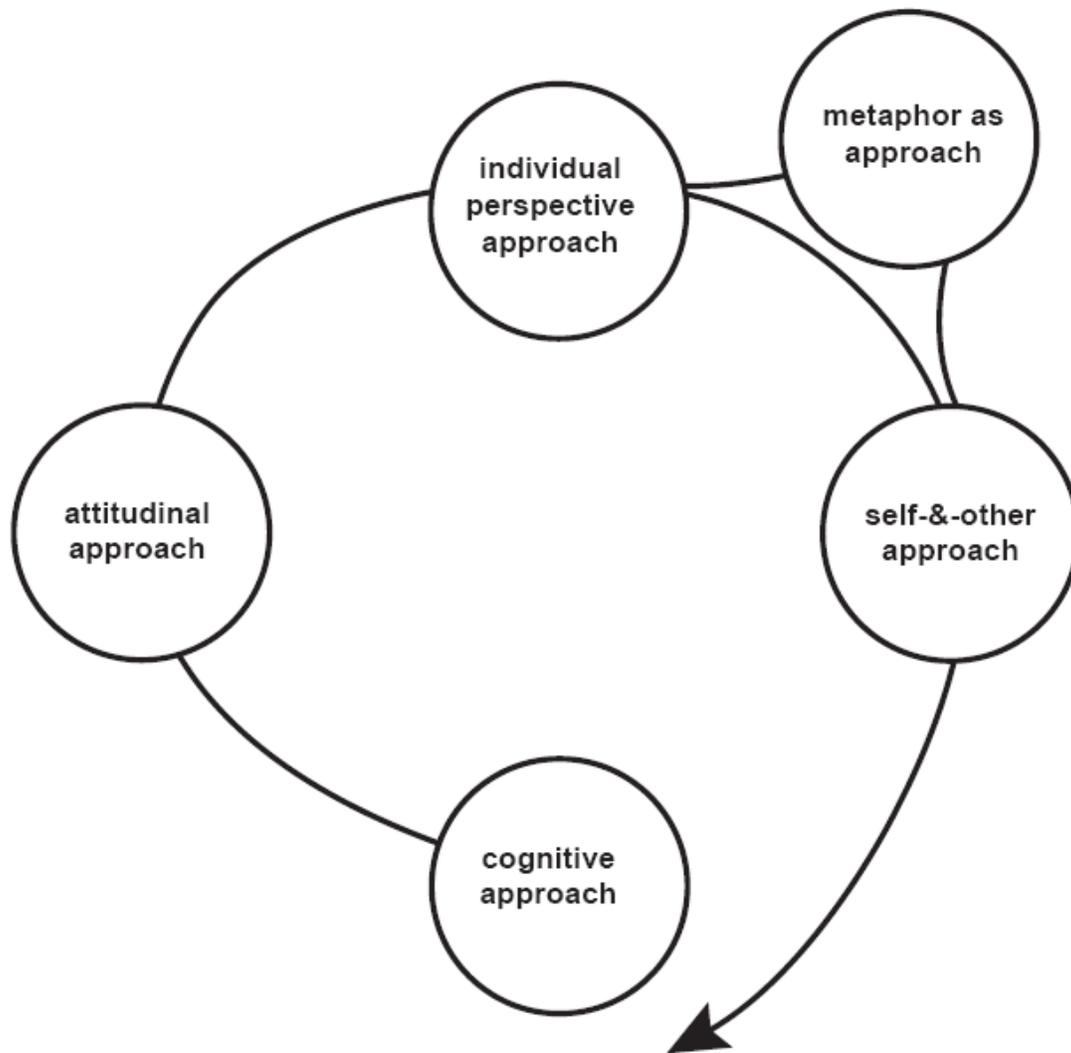


Figure 4. The development of approaches to knowledge

Each of these groupings represents an approach to knowledge. An approach to knowledge is the way a person tries to understand something, or an epistemology. I use the term “approach” because it implies the stance a person takes, the way a person comes up to something and that this approach could occur in many different ways. I want to demonstrate a progression of approaches to knowledge because I believe that approaches can build upon each other, each approach leading to another approach because of unanswered questions in the preceding approach.

At the end of each approach, I have included a chart (Tables 2, 4, 6, 7, and 8) summarizing the important aspects of that approach for reports of data-based research. (I did not include essay or review articles). I have also included strengths and weaknesses for each study.

My focus begins with the cognitive approach, moves to the approach that acknowledges the connection of mind and body, then to the individual perspective that is importantly understood through an understanding of metaphor. The understanding of the self as individual is improved upon when we acknowledge that the self is partially determined by other people, which is the focus of the last approach.

It is important to note that this diagram is three-dimensional. The reader will return to thinking at the end, but it is not the same place. It is a new perspective that has been informed by all the others.

Introducing the Cognitive Perspective

The researchers in the next section demonstrate that people can, through their words, give an accurate representation of what is going on inside of them. Thoughts can tell us about real events.

In this first study, routinized thinking seems to be associated with more efficient teaching. In their study of the thinking of teachers, Leinhardt and Greeno (1986) look at the structure of efficient teacher action. Efficient teaching has taken into consideration the cause and effect of different choices before action even begins. Actions can appear seamless when they follow a course of decisions whose contingencies are already laid out.

In this study, Leinhardt and Greeno (1986) observed a group of expert and novice teachers over a three and one half month period. These observations included direct observation, interviews and videotaped analysis. The researchers focused on the length of the activities conducted by each teacher, as well as the actions of teacher and student. The authors found that expert teachers were able to complete teaching tasks much more quickly, and with a more narrow range of time than novice teachers. Detailed observations revealed that expert teachers seemed to be more aware of their goals from the beginning and used only methods that would carry these out. Novice teachers seemed to use a more haphazard approach that was not as effective and took more time.

In a study by Peterson and Comeux (1987), the amount of information recalled and the kinds of reasons given seem to be predicted by good teaching. These authors continued thinking about organized chunks of thinking, or schemata. Further research into thinking has shown that the thinking of experts and novices differs in how much information they are able to recall of the same event and the way people in both of these groups try to solve problems. Specifically, experts seem to see and interpret a problem according to principles and a prior understanding of the fundamental nature of an event, while novices seem to interpret an event based on its surface level features.

Peterson and Comeux (1987) wanted to see if teachers would also differ in memory, problem solving ability and method. They created three videotapes of different classroom situations and invited expert and novice teachers to look at each of the tapes. They found that the expert teachers recalled more of the specific events than the novice teachers, and when asked what they would have done differently from the teacher in the video, the expert teachers more often gave answers that referred to underlying principles

of learning than the novice teachers and gave more reasons for responding differently to the events on the videotape than the novice teachers did. These results followed research on problem solving by other researchers who had found that experts and novices approach a problem differently, and this may be due to different underlying representations of the problem.

Sabers, Cushing and Berliner (1991) demonstrate the ease of understanding and responding to a difficult situation for expert teachers, versus novice ones. Expert teachers were able to understand and think about how to respond to an actual classroom far more easily than novice or advanced beginner teachers. For this study, a videotape of one week of a junior high school class was created and edited to become three different tapes, each focusing on a different part of the room, and lasting 25 minutes each. A four step process ensued. First, the three tapes were shown simultaneously to each individual subject. Sound came from only one monitor. After viewing, the participant was asked to describe the classroom management and coursework strategies used in the classroom. The participant viewed the tape again, with sound coming from all three monitors. This time, the participant was asked to say out loud his or her thoughts and feelings about what was going on. Each person was to indicate via a button which monitor was being talked about at the time. Each participant then responded to nine questions covering a wide variety of classroom concerns. Finally, participants were asked to give yes or no answers to questions about specific details in the video.

Sabers, and colleagues (1991) found that expert teachers were better able to recognize and interpret the events of the classroom with greater complexity than the advanced beginners or novice teachers. Experts were more able to attend to all three

monitors at once and make interpretations about them. Advanced beginners and novices were not able to do so. These three groups also differed in the way each was able to interpret the teaching methods used by the teacher, with expert teachers being able to name specific interactive patterns between teacher and student and advanced beginners and novices naming the experience as something more general, such as a lecture. These last two groups also seemed to pay more attention to “content, equipment and materials” used.

A second major finding was that these groups differed in the way “they attend to the multidimensional nature of the classroom” (Sabers, Cushing and Berliner, 1991, p. 75). Expert teachers were able to monitor all three screens while the other two groups tended to focus on the middle screen. Experts were also able to use the sound to help them make interpretations while the other two groups did not seem to be able to use these cues. Further, advanced beginners and novices seemed to focus on student misbehavior while expert teachers were able to focus on the larger environment of the classroom and give suggestions as to why misbehavior was occurring (sources other than students). Thirdly, the participants in each of these groups showed similar ability with regard to making judgments about course content chosen and memorizing “nonmeaningful details.” All participants were able to memorize nonessential details equally well, suggesting that the cognitive organization of expert teachers does not include nonmeaningful information.

Finally, Winitsky (1992) showed that a more complex way of thinking about a problem is associated with an ability to have more reflective thoughts about it. Reflection, within the “cognitive-analytical” tradition, is “the ability to retrieve

appropriate knowledge, to apply that knowledge in perceiving and analyzing causal relationships in classroom-management events, and to connect such knowledge to larger social issues” (p. 3).

In this study, 15 elementary preservice teachers were asked to group 20 classroom management terms four times to determine whether or not their grouping was determined by their own organization or by chance. Next, in individual interviews, preservice teachers were asked to recall a successful classroom management experience they had observed or experienced, and talk about the principles of classroom management present that accounted for the success. Finally, participants were asked to talk about the social and contextual factors involved. These interviews were coded using a taxonomy based on the assumption that complexity in thinking is based first on “language acquisition,” then on the perception of “causal relationships,” contextual influence and finally “social and moral issues.” Winitzky (1992) found that the higher the organizational structure of a person, the greater that person’s ability to reflect.

In a second article (1994), Winitzky attempted to determine whether year long instruction in an education course could affect the complexity of students’ thinking about teaching. Nine participants, who had graduated one year before from a graduate program in elementary education, ordered their concepts of classroom management as discussed previously (Winitzky 1992) and by creating a concept map. The differences between the two groups were not significant, but those who did not teach in the last year did not do as well in structuring their knowledge of classroom management as those who had. The authors interpret this to mean that continued involvement in a knowledge base helps maintain cognitive organization. Because of the small number of participants in this

study, (typical of research involving college graduates of a specified undergraduate program), the researchers recommend further research.

Two concerns can be offered readily for all expert-novice research. The first is that the focus on experts in this methodology does not acknowledge the insights of the beginner mind. I would now like to examine the second concern that looking at novice and expert performance is atheoretical. How have experts come to be experts? What kind of help may be offered to teachers attempting to gain expert performance? Berliner (2004) looked at general characteristics of expert teachers and offers his own model of teacher development.

He first proposes that teachers begin in a novice stage. In this stage, teachers are taught the meaning of terms and learn rules that are seen as “context free” such as “wait three seconds after asking a higher order question” (p. 206). Real world experience is very important to the novice.

Second and third year teachers are seen as “advanced beginners”. In this stage, experience and “verbal knowledge” often become more connected. Teachers gain more “practical knowledge” and use it as a basis for making decisions. Practical knowledge may be implicit and difficult to share with others. Teachers also learn through experience when rules must be adhered to and when they may be broken. Teachers at this stage are not yet able to control all of their actions and predict their outcomes. They are not yet fully personally responsible.

In the next stage, the competency stage, teachers become able to make “conscious choices” and able to determine priorities during the act of teaching. Teachers at this stage

know when to intervene in activities and can determine which students are causing problems.

Some teachers, after about five years of teaching, reach the stage of proficiency. These teachers can trust their intuition and see similarities and patterns in their teaching that others cannot see. These teachers still have to think things through in deciding what to do.

Finally, expert teachers no longer really have to think about what they're doing. They just do it. Berliner describes a sense of fluidity or going "with the flow" for teachers of this level. This provides some theoretical understanding in which to place expert and novice research. (See Table 1 for charts for the cognitive approach.)

Recognizing the Importance of Attitudes on Thinking

As I have demonstrated, sometimes one's thoughts are not indicative of everything that is going on inside. Sometimes one's attitude can convey the relationship one holds toward life itself, and this can be more telling of how a person has found his or her place in the world. These next authors examine the importance of the way in which a person positions him or herself with regard to what is going on in his or her life to understanding experience or development. This positioning can also be called stance (see Blasi, 1991).

In the first few studies, the reader will see how attitudes affect the way the mind acts on the body through the body's response to stress. To begin, Kobasa (1979) examined the relationship of personality variables to resistance to illness in people who had experienced stressful events. She hypothesized that the ability to stay healthy would be affected by people's ability to see themselves as in control of their environment, to be

Table 1

Cognitive Approaches to Knowledge

Author	Purpose of Research	Methodology	Instruments Used	Major Findings	Strengths (+) Weaknesses (-)
Leinhardt and Greeno 1986	Understand teacher routines	Compare teaching performance of expert and novice teachers	Direct observation, videotape and interviews	Expert teachers operate more efficiently and take less time to teach	(+) Detailed description of expert teaching (-) Hard to glean results from description (-) Mental schemata inferred from behavior See also directly below
Peterson and Comeaux 1987	Understand teacher recall and problem solving	Compare expert and novice teachers in interview response to videotape of another's teaching; IQ tests to rule out verbal influence	Three intelligence tests; recall of classroom events; coding degree of complexity of statements	Expert teachers had better recall, gave more complex answers; complexity attributed to experience, not verbal ability	(-) Downplay beginner perspective (-) Atheoretical approach

Table 1 (continued).

Author	Purpose of Research	Methodology	Instruments Used	Findings	Strengths (+) Weaknesses (-)
		on attention	aspects of classroom activity; memory test for activity shown	able to remember non-essential information.	schemata
Winitsky 1992	Understand connection between how knowledge about classroom management is organized and how it is used	Obtain ordered trees; talk about a classroom management situation according to a taxonomy on reflective thinking	Ordered tree technique; teacher reflective thinking interview based on the Taxonomy for Teacher Reflective Thinking	The more complex the thinking, the more able a teacher is to reflect on the relationship of that concept to other things.	(+) Intuitively compelling taxonomy (-) Taxonomy based on assumptions
Winitsky 1994	Explore longitudinal change in teacher cognition; compute reliability of trees and maps	Student teachers create a series of ordered trees about CM on concept maps. These maps are compared with those created a year after they graduate.	Ordered tree technique	Those who had taught in the intervening year had more complex thinking than those who had not taught in the preceding year, but this finding was nonsignificant.	(-) Small n; exploratory study (+) compares different methods of cognitive assessment (+) longitudinal data

committed to the situation at hand, and the ability of the person to see stressful events as a challenge.

Kobasa (1979) administered surveys to measure stress level and prevalence of illness as well as presence or absence of related personality variables, demographics and perception of stress on oneself. She found significant differences between the group that did get sick and the one that did not. Specifically, in the variables of control, those who became sick were higher on nihilism, external locus of control and powerlessness. In measures of commitment, people who got sick were higher in their alienation from themselves. Finally, in measures of taking events as a challenge, those who got sick were higher in their likeliness not to take action and those who did not get sick were higher in their desire for adventure. Kobasa also found that high stress/low illness and high stress/high illness groups differed in their perception of events as personally stressful. Kobasa concludes that personality factors somehow influence physiological ones to influence how a person's body responds to stress.

Scheier and Carver (1985) continued this work, this time specifying optimism as the attitude instead of Kobasa's (1979) concept of hardiness. The authors wanted to create a scale that could measure outcome expectancies for life in general. The Life Orientation Test, LOT, was produced, with such items as, "In uncertain times, I usually expect the best" (p. 225) and "If something can go wrong for me, it will" (p. 225). Internal consistency and test-retest reliability were found adequate. The scores of people taking this test converged with the scores of the same people taking related tests, such as those measuring locus of control and self-esteem. The LOT was also independent of "social desirability" and "private and public self-consciousness."

Scheier and Carver (1985) used this test to examine whether optimism could be seen to predict behavior. Seventy-nine male and 62 female undergraduates were administered the LOT, once four weeks before the end of the semester and once immediately before final exams. These students were also administered a checklist for physical symptoms in the last two weeks at each time. It was assumed that stress would increase during the last four weeks of school. That there was a correlation between the LOT scores at the first test and the symptom scores at the second suggests that optimism can predict response to stress.

These authors and a third (Scheier, Weintraub and Carver, 1986) continued the study of optimism to see if they could name how optimism brings about this beneficial result. Drawing on research from Lazarus, these authors noted that problem-focused coping tends to be used when a person expects a positive change (cited in Scheier, Weintraub and Carver, 1986). Emotion-focused coping may or may not be used when a person expects such a change.

In the first of two studies, participants were given the LOT and then asked to describe a stress situation that they had experienced in the last two months and say whether or not it was controllable. Fifty-eight percent of the participants saw the situation they had named as controllable. Participants were then asked to name the coping strategies they had used to deal with this situation using a list based on Lazarus' concepts of problem- and emotion-focused coping. This 73-item checklist was factored down to seven items that are listed in Table 2.

Table 2

Coping Styles and Examples

Factors	Examples
Denial/distancing	Refused to believe that it had happened Tried to forget the whole thing
Problem-focused coping	Made a plan of action and followed it Took action quickly, before things could get out of hand
Self-blame	Realized you brought the problem on yourself
Acceptance/resignation	Accepted it, since nothing could be done Made light of the situation, refused to get too serious about it
Positive reinterpretation	Changed or grew in a new way Found new faith or some important truth about life
Escape through fantasy	Daydreamed or imagined a better time or place than one you were in Thought about fantastic or unreal things (like the perfect revenge or finding a million dollars) that made you feel better

Table 2 (continued).

Factors	Examples
Social Support	<p>Talked to someone about how you were feeling</p> <p>Asked someone you respected for advice and followed it</p>

Note. From “Coping with Stress: Divergent Strategies of Optimists and Pessimists, by M.F. Scheier, J. K. Weintraub, and C. S. Carver, 1986, *Journal of Personality and Social Psychology*, 51, p.1259. Copyright 2007 American Psychological Association. Reprinted with permission.

Optimism scores for each person were correlated with each of these factors in the checklist and four correlations were found to be significant. In the situations that participants had named as controllable, problem-focused coping and positive reinterpretation of the situation were found to have high optimism scores. Acceptance/resignation had a positive correlation in uncontrollable situations for optimistic thinkers, and denial/distancing had a negative correlation with optimism. Only among men, optimism was associated with seeking social support.

In the second study, the authors revised some of their methods to make their conclusions more precise. In this study, participants were given a choice of five stressful situations that were all controllable and asked to use their own words to describe the coping strategies that they used. Raters then grouped these responses into factors similar to the previous study, with some elaborations. “Active coping” was subdivided into

problem-focused coping, elaboration of the coping effort, a pattern of suppressing participation in competing activities and “seeking social support.” The pattern of “focusing on/expressing feelings” and “disengagement” were also included as categories, as were “positive reinterpretation” and “self-blame”. Each of these factors was correlated with scores on the LOT. “Active coping” mechanisms were positively correlated with optimism, “focusing on/expressing feelings” and “disengagement” were negatively correlated while “positive reinterpretation” and “self-blame” were not significantly correlated when the responses were controlled for the number of words written. Correlations of all these factors with scores on the LOT showed the active coping mechanisms positively correlated, focusing on expressing feelings and disengagement negatively correlated while positive reinterpretation and self-blame not significantly correlated when the responses were controlled for the number of words written.

Halpin, Harris and Halpin (1985) similarly look at the effects of an attitude on stress, but this time for teachers in their professional lives. In this study, these researchers look at the relationship of locus of control to teaching. Five areas of teacher stress are examined: “professional inadequacy, principal/teacher professional relationships, collegial relationships, group instruction and job overload” (p. 137). One hundred thirty teachers from five states took a scale measuring teacher locus of control in teacher professional settings and an instrument designed to measure teacher on-the-job-stress. Locus of control was correlated with the five situations mentioned and the correlations of three of these situations (group instruction, professional inadequacy and principal/teacher relationships) were found to be significant. This means that the greater internal locus of control a teacher had, the less stressful she/he found group instruction.

Also, those who had an internal locus of control did not feel overly stressed by their relationships to their principals. Finally, those with an internal locus of control tended to feel professionally adequate. Those teachers with an external locus of control tended to feel stress regarding group instruction, stress in relation to their principals and professionally inadequate.

Finally, in a review, Long (1991) uses this previous research to talk about the attitudes teachers bring to the classroom. He refers to the attitudes teachers have about themselves and suggests that teachers examine themselves to be aware of the attitudes they bring to others.

Other researchers study more generalized ways of relating to the self and the effects these ways of relating have on teaching. Morris-Rothschild and Brassard (2006) look at the relationship of attachment and self-efficacy to classroom management style. The authors begin by citing Bowlby's 1969 theory (cited in Morris-Rothschild and Brassard, 2006) of four attachment styles (secure, preoccupied, dismissing and fearful). They note Bartholomew and Horowitz' 1991 amplification of Bowlby's work to say that a different understanding of self and other are implied by each style (cited in Morris-Rothschild and Brassard, 2006). The authors summarize:

The secure prototype is comprised of a positive sense of self and a positive sense of other, experiencing comfort with intimacy and high self-worth. The preoccupied prototype is characterized by a negative sense of self and a positive view of others. These individuals are emotionally needy, searching for self-affirmation through their relationships. When their needs are not met, they become quite distressed. The fearful

prototype has a negative sense of self and others. Individuals with fearful styles lack trust in others and they tend to avoid close relationships for fear of getting hurt. Yet, they seek validation of their self-worth and negative view of others. As cited in Bartholomew and Horowitz (1991), individuals with dismissing attachment styles emphasize independence and self-reliance because they mitigate the importance of close relationships, thus maintaining their feelings of self-worth (p. 107, cited in Morris-Rothschild and Brassard, 2006).

Morris-Rothschild and Brassard (2006) continue that a secure attachment has also been associated with “a sense of self-control and self-efficacy (p. 107).” Research has shown that teachers with low self-efficacy criticize their students more and use more controlling management techniques. Teachers with strong self-efficacy spend more time attending to their students, use more humanistic means of managing a class and develop positive relationships with their students.

Morris-Rothschild and Brassard (2006) chose a five part model of conflict management to assess how people with different attachment styles and levels of self-efficacy respond to others. The different types of conflict management include an “avoiding” style, in which a person tries to stay away from conflict, an “obliging” style, in which a person minimizes the conflict to try to please the other, a “compromising” style, in which a person seeks for adjustments in the self and other, an “integrating” style, in which a person creates new answers that solve problems for both people and “dominating,” when a person tries to take control of the situation for his or her own

needs. Teachers with secure attachment and high self-efficacy were predicted to use more integrating and compromising styles to solve problems.

Two hundred eighty-three elementary and junior high school teachers volunteered to participate in a study to determine the links between manner of attachment, self-efficacy and style of conflict resolution. Each person took the “Experience in Close Relationships Scale” to determine the kind of attachment, the “Scale for Teacher Efficacy in Classroom Management” and the “Rahim Organizational Conflict Inventory-II” to measure preference for the five aforementioned styles.

The results showed that teachers with secure attachment scores tended to use an integrating style. Teachers who reported using integrating, compromising or obliging styles tended to be teachers who reported high self-efficacy. Integrating and compromising styles seemed to be associated with each other and dominating and avoidance styles seemed to be associated with each other, whereas the obliging style was not clearly associated with any of these styles.

Finally, Cassidy (1989) suggests not only that intensity is a way that teachers can relate to themselves and their students, but also that this way of relating can be taught. The author cites Madsen and Geringer’s 1989 study in which they define intensity as the “sustained control of the student/teacher interaction evidenced by efficient, accurate presentation and correction of the subject matter with enthusiastic affect and effective pacing” (p. 125, cited in Cassidy, 1989).

Cassidy (1989) followed two sessions of music methods courses for elementary education. The purpose of both of these courses was to prepare non-music teachers to teach a song in the classroom. The author was hoping to see how intensity would

develop over time, but also transfer to different instructional content and a different setting.

Five opportunities to perform teaching skills were given; in the experimental group, four intensity training sessions were given between each of these opportunities. In these intensity training sessions, Cassidy (1989) examined teaching examples of contrasting intensity and introduced increasingly longer examples of intensity in teaching a children's song. The opportunities for teaching performance given to all groups were three songs (one each time) taught to one's peers, and an opportunity to teach a children's song to a group of children in a day care center. Performances were videotaped and analyzed according to the intervals of high intensity and low intensity behaviors. Low intensity behaviors were further named as according to instruction or delivery.

Cassidy's (1989) results showed that practice itself is a great prerequisite for improvement, and teaching in the day care center brought about better teaching. She suggests that more opportunities to teach may be helpful to students. (See Table 3 for attitudinal approaches to knowledge.)

Looking at the Individual from His or Her Own Perspective

Each of the stances named—hardiness, optimism, internal or external locus of control, secure, preoccupied, avoiding or dismissing attachment, differing levels of intensity—is a way of relating to the self. These attitudes, or dispositions, are choices made in a person's life and help make up the personality of a person. If researchers were to look at the total worldview of a person, these stances might be a part of that view, but the personality or perspective of a person would be much larger. This worldview would include a person's history, long term commitments a person has made to seeing or doing

Table 3
Attitudinal Approach to Knowledge

Author	Purpose of Research	Methodology	Instruments Used	Findings	Strengths (+) Weaknesses (-)
Kobasa 1979	Examine the link of personality to health or illness	Correlate measures of stress and illness and hardiness	Schedule of Recent Life Events Social Readjustment Rating Scale; Internal-External Locus of Control Scale; Powerlessness vs. Personal Control Scale of the Alienation Test; Nihilism vs. Meaningfulness of same scale; Achievement Scale of the Personality Research Form; Leadership Orientation Scale of the California Life goals Evaluation Scale; Dominance Scale of the Personality Research form Role consistency Test, adapted from the Gergen and Morse	People with greater internal locus of control, sense of commitment to self and desire to be active and a low sense of personal stress have less illness than people who don't.	(-) Solely scale research (-) Large number of scales; participant fatigue (+) Acknowledges the mind/body connection

Table 3 (continued).

Author	Purpose of Research	Methodology	Instruments Used	Findings	Strengths(+) Weaknesses (-)
Scheier and Carver 1985	Develop optimism scale; Examine the ability of optimism to predict health	Life Orientation Test (LOT) and a list of symptoms of illness were given to undergraduates four weeks before the end of the school year. These results were correlated	LOT, Private self-consciousness subscale of the Self-Consciousness Scale	LOT predicted illness	(+) Developed own scale (-) Small time between the same questionnaire (-) Homogeneous sample

Table 3 (continued).

Author	Purpose of Research	Methodology	Instruments used	Findings	Strengths (+) Weaknesses (-)
Scheier, Weintraub and Carver 1986	Determine strategies for coping by optimists and pessimists	Study 1: Participants recalled and described a controllable or uncontrollable stressful event; Indicated the coping mechanisms used to cope with this event using a checklist Study 2: Participants named coping strategies for a predefined stressful event; coders grouped strategies, no checklist used	LOT; Ways of Coping Checklist	Study 1: Optimists use more problem-focused coping and positive reinterpretation overall and more acceptance/resignation when the situation is uncontrollable. Pessimists use more denial and distancing Study 2: Problem-focused coping defined as three separate factors; results similar to above	(-) Homogeneous sample (+) Seventy-three coping strategies reduced to seven intuitively helpful factors (+) Problems of first study corrected in second
Halpin, Harris and Halpin 1985	Examine relationship of teacher locus of control with experience of stress in teaching	Administer tests of locus of control and teacher stress	Teacher Locus of Control, Teacher Occupational Stress Factor Questionnaire	Teacher internal locus of control associated with less stress in group instruction, better relationships with principals and a sense of professional adequacy	(+) Sample from three states (-) Does not measure development or illuminate causes (-) Limited description of variables

Table 3 (continued).

Author	Purpose of Research	Methodology	Instruments used	Findings	Strengths (+) Weaknesses (-)
Morris-Rothschild and Brassard 2006	Examine the effect of attachment styles and self-efficacy beliefs on conflict management style	Correlate attachment and self-efficacy with conflict management style	Experience in close relationships Scale; scale for teacher efficacy in CM and discipline; Rahim organizational conflict inventory-II	Integrating, compromising and obliging styles used more by teachers with greater CM efficacy	(-) Unclear relationship between role of attachment styles and CM efficacy in analysis (+) Innovative teacher variable—attachment (+) Helpful paradigm for conflict management (-) Monetary incentive for filling out survey
Cassidy 1989	Determine effectiveness of intensity training in teacher education	Compare performance of music students who have and have not received training in in-class and out of class settings	Observation, analysis of videotaped performance	Increase in intensity of those trained over those not trained in the first two trainings; Teaching in a new context seemed to cancel any difference in performance	(-) Statistical significance of results unclear (+),(-)Innovative design, but hard to understand results

things in a certain way and how faithfulness to these commitments has changed as they have been carried out over time. This is what I mean by perspective.

Many of the researchers who focus on the individual perspective express the telling of that individual perspective as a story. Connelly and Clandinin (1990) have historically approached teachers' perspectives in this way. In particular, the perspectives of teachers can be understood when researchers hear their stories, and "begi[n] to live the shared story of narrative inquiry" (p. 4). Research is an activity in which the researcher participates with the participants; what is learned from the participants is understood through the researcher's framework, reflected back to the participant and revised on the basis of shared understanding between the participant and the researcher. The researcher chooses what to include in the narrative based on what she or he finds is transferable. That is, what has been found in the research somehow "rings true" for the researcher's understanding of how life in that situation works. The authors cite Tannen, who in her 1988 study "suggested that a reader of a story connects with it by recognizing particulars, by imagining the scenes in which the particulars could occur, and by reconstructing them from remembered associations with similar particulars" (p. 8, cited in Connelly and Clandinin, 1990).

Connelly and Clandinin (1990) further explain that in writing a qualitative work, a researcher has many persona—different voices or roles that are appropriate for different situations. Researchers must maintain the voice with the largest overall concern for research as the dominant voice in their writing. Finally, the authors conclude that knowing one's own story and telling it are part of the research process and should be a part of preservice teacher curricula. Apparently, understanding a perspective requires

identification with it, and retelling the story involves recalling one's own similar experience.

Elbaz (1991) continues the idea of understanding a teacher's perspective through a narrative or story but disagrees that the understanding of a person's life comes from some essential unity or holism. Instead, she writes that self- understanding is fragmented by the varied roles people play and changes with time as personal histories are reinterpreted. The stories that people create appear to have unity through emphasis of some things and not others. Knowledge of self and other is a construction, a collaboration of speaker and listener, and is "assumed to be...partial" (p. 6). Storytelling and listening also imply community, of which a greater appreciation is needed in understanding teacher knowledge. Elbaz further names that expert and novice teachers are often studied in a monolithic way. She remarks how the perspective of an ordinary teacher, such as one who applies knowledge from another community to a new teaching environment, can give an extraordinary insights.

Elbaz (1991) explains that the key element of story that helps us understand teacher knowledge is voice. Elbaz expresses concern that teachers have not been heard, due to traditional research on teaching. She lists several ways in which researchers can focus more on teachers' voices.

1. Researchers must seek to understand the ways in which nonverbal communication influences the classroom. Teaching is non-linear; teachers may be able to do things effectively without knowing why their actions work. Teachers' ability to make meaning of what they do has often been

broken down by the tendency of research to separate “the knower and the known”.

2. Secondly, researchers can focus on the knowledge teachers have from being in a particular context. Sometimes the meaning of a particular teacher’s actions cannot be understood without reference to the larger context.
3. Researchers can look to the traditions of schools to understand teacher behavior. What seems like rigidity may simply be a teacher’s awareness of the rules and boundaries within her tradition. Positive traditions in schools should also be sought.
4. Teachers have moral voices. Often their moral voices appear as concern for the emotional well-being of their students.
5. Teachers rightly have a critical voice concerning the problems they see around them.
6. Researchers must demonstrate the unity of thought and action in the lives of teachers.

Elbaz (1991) tells us that perspective is not what it seems to be or even what it says it is.

Attention to biases in research helps people see what has not been seen.

At this point, it seems appropriate to take an in-depth look at an individual perspective. Bullough and Knowles (1991) provide us with that. The focus of this article is how teachers gain self-understanding. These authors understand that teachers act out of prior schemas, or metaphors, and that these may change depending on how well they work for these teachers. The authors name the difficulty that beginning teachers have, who have to act out of their parents’ or society’s metaphors for teaching when they have

not yet developed their own. Bullough and Knowles examine these ideas through a case-study of a 34 year old divorced mother of five, Barbara, who began work as a teacher. She began teaching with a metaphor of a “teacher nurturer”. She was motivated to get very involved with the emotional needs of her students. She eventually became burnt out with this, first giving up any social contacts other than school and her own children and ultimately giving her students more attention than her own children. She began to draw boundary lines at this time, but what ultimately pointed her in another direction was an experience with fellow staff workers who disapproved of the way she was teaching when it really was having positive results with her students. Barbara moved to embrace intellectual development over the teacher’s voices as a way of advocating for her students, thus taking some of the pressure to nurture off herself. She changed her originally held image of “teacher-as-nurturer” to one who must not be totally oriented toward nurture for the sake of herself and her students. She also did this in the way and at the time that it seemed appropriate to her.

Nona Lyons (1990) gives more insight as to how and why people act according to their beliefs and when and how they may change their thinking. Specifically, Lyons looks at how a teacher’s approach to knowledge can guide that teacher in teaching his or her class. From her own research, Lyons gave a few examples. One was a man who talked about how he has worked very hard with a student who had a lot of emotional problems. The student went “crazy” one day with a substitute and ripped up books. The teacher talked to researchers about how he has a choice of either saying that the student has just destroyed the relationship, or realizing that kids make a lot of mistakes. The teacher looked to himself and his abilities to see what he could offer his student.

Another teacher talked about how she did not want to present White South Africa as equally valid as Black South Africa. She made choices when a student tried to see the other side that supported her choice.

Teachers are constantly making choices based on their own ethics and how they see things that effect what happens in class. Lyons notes that the teachers' ideas about knowledge also influence how the problems are solved. Lyons (1991) also reviewed the 1970 work of William Perry and the 1986 work of Belenky, Clinchy, Goldberger & Tarule. While Perry suggested that people become more relativistic and objective with time, Belenky and her colleagues suggested that women tend to try to see things from another's point of view which is a step toward, not away from others (cited in Lyons, 1991). To follow these authors, a person can hold more than one perspective at a time and this perspective may change. Further, one's way of seeing may change over time.

Lyons emphasizes two stances teachers must take toward knowledge. One, they hold a stance toward generalized knowledge and secondly, the stance they take toward their students, as people who are trying to learn something. She recalled a teaching assistant who had to actively encourage her students to ask questions in class. The students had a fear of learning that she had to address. In sum, teachers have a stance toward themselves as knowers, toward their students as knowers and toward the specific discipline that is being taught. A description of each of these stances is presented in Table 4.

Table 4

*Stances held by teachers toward themselves, students and focus of study*1. *Teacher's Stance Toward the Self as Knower*

--Teacher holds implicit or explicit assumptions about knowledge and about her/his role in knowledge construction;

2. *Teacher's Stance Toward the Student as a Knower and Learner:*

--Teacher assesses student—implicitly or explicitly—as knower;

--Teacher identifies goals for students as knowers; employs specific procedures for knowing in teaching lessons; makes this assessment for the range of students in his or her classes;

--Teacher's assessment of student as knower is likely to include several epistemological perspectives. For example, from one of dualist, multiplist, relativist, and so on, of Perry's (1970) view, or "silence," received knower, subjectivist, proceduralist, or constructivist, of Belenky et al.'s (1986) model of knowers.

3. *Teacher's Stance Toward Knowledge of a Discipline/Subject Matter in the Interactions of Learning:*

--Teacher's view of nature of subject matter knowledge similarly will shape the tasks of learning, interacting with assumptions about students as knowers and influencing a way of collaborating with students in knowledge construction, interpretation, or translation. (This stance may change over time, in part through the interactions of students and teachers.)

Note. From “Dilemmas of Knowing: Ethical and Epistemological Dimensions of Teachers’ Work and Development,” by N. Lyons, 1990, *Harvard Educational Review*, 60 (1), p. 173. Copyright 2007 by President and Fellows of Harvard College. Reprinted with Permission.

Several considerations follow from Lyon’s summary. First, there is a relationship between what teachers understand to be knowledge and what students actually know. Different students also have different epistemologies. A teacher’s knowledge of her students can change through her or his interaction with them. Second, teacher change involves a repositioning through relation to self, student and subject matter. Teachers may be helped by becoming aware of their own ways of knowing and examining how these ways of thinking affect their pedagogy. Lyons (1990) also called for the use of research methodologies that pay attention to the student-teacher relationship, and not just on the individual. In short, Lyons calls us to pay attention to the individual lives of teachers as they respond in their own ways to changing contexts.

McLaughlin (1991) focuses our attention on the particular tension of care and control that many beginning teachers experience. He observed a young, female, middle class student teacher, Kerry, who spoke well about these concerns. Kerry wanted to care about her students and defined caring as being spontaneous and authentic with students, encouraging relationships with students, and adjusting the curriculum so it better met their needs. Kerry seemed to enjoy teaching and liked to make students laugh. Eventually, being too “nice” at the beginning had bad consequences when her students wore her out by asking too many procedural questions. Kerry seemed to find at the end that some amount of “nice” was involved in controlling her students, and good teaching really was a balance of the two. The author concludes by talking about the constraints on

student teaching, that teacher educators must model the kinds of relationships they want their students to have, and that authority is something that is constructed in the classroom, given the teacher, the structural situation of the classroom, and the actions of the students. How well teachers resolve this tension is somewhat dependent upon their past experience.

While McLaughlin (1991) looks at the beginner mind, Fenwick (1998) examines what the teachers of a highly-rated junior high school have to say about their craft. Through her interviews she found three main themes of classroom management. Teachers managed their space, their energy and themselves. By space, the author referred to the physical and psychological organization of time and space that helps a teacher accomplish the goals for his or her class. This included making a class that was emotionally “safe” for student learning and provided the appropriate mix of “student responsibility and external control” (p. 623). When she talked about managing energy, Fenwick included dealing with the variability of adolescents and being able to see the individual child among the class of students and handling each child appropriately. Managing energy further involved enlivening a class when everyone is bored. All of these things were seen as involved in managing some kind of flow of human activity. Finally, Fenwick talked about “managing the teacher self.” The author saw the teachers observed as having clear values that allowed them to assert themselves in the classroom, even if they were unpopular. This clarity of their own beliefs also enabled them to exert the right amount of care and control. The author saw these teachers as able to see who their students might be in the future, but able to interact with them in the present. This allowed teachers to enjoy being with their students and advocate for them, instead of

being an oppositional authority. Fenwick described these teachers as capable of being in the moment, immersed with the practice of teaching, and not wholly able to define or describe what they are doing that works. In conclusion, the author writes that the management of space, energy and self seems more due to an ability to “float or roll” with these situations than to balance them. Teaching decisions are done in constant action, rather than finding a place of rest.

The approach to knowledge via personal perspective allows a person to see the world via the shape it is given by a specific person. It is possible to see how the shape of the world given by one person is similar to the shape given by someone else. Perhaps one teacher would describe herself as a guide and another teacher would describe himself that way, too. When the shape of the relationship a person has to the world or a part of it has certain characteristics which could also be held by other people, we could describe this as a metaphor. For example, a guide knows the lay of the land, the important decisions that need to be made, and wants the people being guided to succeed, but does not know exactly which choices will be right for each person. Choices are left up to the individual. There is a sense of showing what is important but also letting people decide. Different teachers could use these norms as a way of organizing their class, but carry it out differently. (See Table 5 for Individual Approach to Knowledge.)

Understanding Metaphor as an Approach to Knowledge

In this next section, the authors continue to deal with perspective as a way of understanding teachers’ knowledge, but in this section, I focus on the ways metaphor is used to understand that knowledge. Since metaphor is used fairly often and sometimes is studied in and of itself, it deserves its own subsection.

To begin, Munby (1986) studies metaphor, he is not looking at metaphors in a specific sense, such as a teacher as a guide, but at the basic way language is used and what can be inferred from that usage. Munby examined the interview data for one teacher for over 11,535 lines of interview text. Patterns emerged and were followed up with other uses of similar patterns of speech until common metaphors were discerned. Examples of metaphors used were, “This class is quicker than others,” “Find a better way to work out this week’s schedule” and “Keep it somehow moving smoothly.” Munby discerns a metaphor of “lesson as moving object” in which school and the things about school are talked about as if they are in motion. This implies a basic relationship of the person speaking to the life of school and tells us how that person orients him or herself to it. In Munby’s terms, the very way a person speaks implies the way that person relates to the world.

Moriene-Dershimer and Reeve (1994) also look at “unprompted” or implied use of metaphorical language. These authors are trying to determine whether certain kinds of metaphorical language are associated with teacher emphasis on keeping students engaged. From a pool of ten participants, three of the teachers who were best able to engage their students and three who were least able to engage were chosen. Ability to engage students was determined by the comments students heard other students say about the lesson they had just experienced, and the ratings of helpful teacher actions based on videotapes of teachers by independent raters.

Table 5

Individual Perspective Approach to Knowledge

Author	Purpose of Research	Methodology	Instrument Used	Findings	Strengths (+) Weaknesses (-)
Bullough and Knowles 1991	Examine changes in thinking of a teacher/nurturer	Case study of one teacher	Teacher journals and interviews every three weeks, observations	Teacher changed concept of good teacher; incorporated greater focus on thinking	(+) In depth info (+) gives understanding of circumstances and thinking leading to change
McLaughlin 1991	Examine the tensions of care and control in one teacher's thinking	Case study of one teacher	Seven observations, each followed by interview; include group discussion and informal conversation; course materials	Student teacher finds that caring and controlling augment each other	(+) Uses participants' words, not predefined questions, to ask about care and control (-) Difficult to make generalizations (+) perspective of a self-confident person
Fenwick 1991	Examine jr. high school teachers conceptions of CM	Case study of a school	Classroom observation followed by interviews questioning why teachers did things	Teachers manage space, energy and self	(+) helpful organization of concepts and description (helps transition from behavior based concept of CM to one based on self)

To learn how teachers talked about their teaching, participants were asked to watch videotapes of their own teaching and comment on the places that they started to think differently about their behavior and their students. The authors then analyzed the metaphors of the transcripts of the teachers' reflections. These metaphors were coded using metaphors previously linked to teaching. The coding categories that were found to be integrally related to classroom management were moving toward a goal, using "pressure" to influence someone to do something, considering "time and attention" as something that can be exchanged, and seeing teaching as a "performance".

The authors compared two pairs of high performing and low performing student teachers to understand the differences in language used. In one pair, the teacher who encouraged more pupil engagement was found to use more language that referred to the shared responsibilities of teacher and student, while the student teacher who did not encourage engagement seemed to focus more on himself and doing the process he was doing as though he were still trying to learn it himself. In the second pairing, the teacher who encouraged more student engagement used more interactive language, suggesting mutual responsibility for learning by both herself and her students. The other teacher talked more about her own control within the classroom but was not as clear toward what classroom goal she was moving. The authors conclude that the teachers who encouraged student engagement spoke more in terms of mutual responsibility between student and teacher and those who did not emphasize student engagement spoke more about the processes they were going through in teaching. They seemed to be primarily engaged with their own process and not yet able to grasp what both they and their students needed

to be doing. This study shows not only how different orientations shape actions, but gives an idea of how that action looks at different stages of learning.

Continuing in the focus on the meaning-making perspective of beginning teachers, Weinstein, Woolfolk, Dittmeier & Shanker (1994) try to understand how some first year teachers change their approach to classroom management. Although they note that some researchers have shown that beginning teachers start with a more “humanistic” attitude toward classroom control and become more overtly controlling with time, these researchers attempted to understand student thinking without classifying it in any particular way. The context of this study was a weekly seminar class for student teachers taught by one of the authors. At the second week and conclusion of the seminar, students were asked to write their own metaphor of teaching. During the fifth week, students were asked to watch a videotape of another teacher teaching another class. Some students were asked to analyze it on the basis of the overall methods for teaching; others were asked to analyze the tape on the basis of the teacher’s classroom management. The authors wanted to see if participants would focus only on discipline when they were asked to look for classroom management.

Weinstein et al. (1994) found that a variety of initial and final metaphors were used, but that the focus shifted from metaphors articulating a “group leader” or “protector” to metaphors emphasizing “challenge or danger” in managing a class. An example of this kind of metaphor was a “a circus trainer in a 3-ring circus.” Students also seemed to be more aware of individual needs of students. Examples of this were physicians or a gardeners that must care for specific students. From the analysis of videotape data, half of each group was also able to speak in terms of the other orientation,

indicating some flexibility of thinking about classroom management and general teaching strategies. The authors suggest that encouraging people to think in terms of metaphor may encourage “synthesis” of experience in a relatively “unthreatening” way.

Turning to address a common metaphor, Bulloch (1994) comments that some widely used metaphors need to be changed for a widespread change in thinking and action. Specifically, the author talks about the prevalence of the factory metaphor in education. He calls for new metaphors, particularly with regard to preservice education. Bullough mentions that the difficulty in changing metaphors is that they are part of “roles and relationships”; to change a metaphor that one lives by is also to change the nature of relationships. Preservice teachers can learn to change their metaphors by paying attention to student-teacher relationships and looking at their implicit theories. Since new teachers are often influenced by the schools in which they work, new metaphors must be introduced at a school-wide level.

Finally, Morrison et al (1997) attempted to see whether the ways teachers relate to their classes corresponds to the ways they relate to their fields of study. Specifically, these authors examined whether a teacher’s orientation toward reading (whole language or skills approach) correlated with that teacher’s approach to classroom management (either “humanistic” or “custodial”) Four hundred thirty-seven elementary school teachers completed both a survey of their attitudes toward learning to read and their attitudes toward classroom management. The researchers found a significant correlation ($r = -.41$; $p < .0001$) demonstrating that a low orientation to a skills oriented learning (an orientation to a whole language approach) is associated with humanistic classroom

management. These results support the idea that perspectives formed from previous relationships influence behavior.

The attention to the self that occurs in the approach to knowledge as individual perspective can be uncomfortable for many people. Human development, finally, is not just about thinking about oneself. But while we are in the approach of focusing simply on the perspective of the individual, we must realize what must happen for later other-oriented action to occur. A person must be able to take initiative and make independent decisions. This happens when a person can consider ideas available with respect to themselves and decide whether they are able to do them. Knowing about one's abilities requires considerable time thinking about oneself. (See Table 6 for Individual Perspective Approach to Knowledge Emphasizing Metaphor.)

Table 6

Individual Perspective Approach to Knowledge Emphasizing Metaphor

Author	Purpose of Research	Methodology	Instruments used	Findings	Strengths (+) Weaknesses (-)
Munby 1986	Examine non-explicit metaphors in teaching	Analysis of interview data	Electronic sorting of files with metaphors according to notions of Reddy, Lakoff and Johnson	Teachers tend to use movement as a metaphor for teaching	(+) New way of looking at metaphor (-) Applicability unclear
Morine-Deshimer and Reeve 1994	Seek understanding of preservice teacher' "images" of CM	Compare high-performing and low performing students' talk about engagement of students	Image schemas of Lackoff (1987), Johnson (1987) and Munby (1987)	High-performing students use more language referring to engagement; low-performing students made more comments referring to self.	(-) Exploratory; small n (+) Demonstrates self-awareness as a prerequisite to ability
Weinstein, Woolfok, Dittmeir and Shanker 1994	Examine how student teachers think about CM	In weekly seminar for students teachers, create own metaphor for teaching, beginning and end of course. Also, half way through, student teachers watch videotape of another teacher; half are asked questions in terms of behavior, other half asked questions in terms of CM	Mostert and Nuttycombe's (1990) method of instructing students to take notes while watching video	Metaphors used moved from providing protection to facing challenge or danger; students are able to think from both orientations	(+) Does not presuppose what or how teachers should think (-) Taught by one of the authors—how replicate? (+) Taught by author-student trust

Table 6 (continued).

Author	Purpose of Research	Methodology	Instruments used	Findings	Strengths (+) Weaknesses (-)
Morrison, Wilcox, Madrigal, McEwan (1997)	Examine relationships between elementary teachers beliefs about literacy and attitudes for student control	Survey mailed to all elementary teachers in Utah. Type of literacy and attitudes for student control correlated.	Theoretical Orientation to Learning Profile (Deford 1985); Pupil Control Ideology Form (Willower et al 1967)	As teachers had stronger beliefs in whole language, they had diminished beliefs in strong pupil control	(-) No info for jr. high (-) Surveys do not show changes or trends

Looking at the Perspective of the Individual Oriented to Self and Other

When self-care has been learned, a person becomes able to care for others and has a need to do so. Seeing teachers in the contexts in which they serve teaches more about the teachers themselves. Teacher selves can best be seen in terms of the emotions they experience and emotions will be featured in the last part of this section.

To begin, authors mentioned in a previous section turn, in this section, to emphasize context in the thinking of teachers. Specifically, Clandinin and Connelly (1998) discuss the issue of school reform. They use the metaphor of “professional knowledge landscape” to talk about teachers’ knowledge that reflecting the relationship between what a teacher knows and relies on to teach in his or her class and the perceptions of how others, both in and outside the school, want him or her to teach. The authors discuss how school reform has often been focused on the theory of academics, rather than the practice of teachers. To address this problem, they recommend researchers see that changes of society occur without any intervention. Also, to truly learn anything, a person’s “knowledge as expressed in practice” must be addressed. Simply addressing what a person knows will not be effective.

Clandinin and Connelly (1998) give attention to an example in which a principal and some staff successfully addressed the reform that was needed in a particular school. The authors do not, however, talk about the role of researchers in such change. How is one to ask questions? How is one to prompt growth? Much is made of the seamless nature of the experience of knowing as an individual in a larger context, but these researchers do not tell us how to become a part of that flow. Further, how do those who would work in schools address the separation of life and learning that has so often been

felt by people who are “participants” in research? (Even though they are properly called participants, they are still being treated like subjects.) How do researchers and practitioners become able to see a fluid connection? When do researchers pull out of the reform process and allow teachers and principals to answer these questions on their own?

Clandinin and Connelly (1991) move from a perspective focused on an individual awareness to a broader perspective of understanding of how a person is connected to one’s environment. Beijaard, Meijer and Verloop (2004) move to examining “teacher identity” as a way of understanding how the identity of the teacher is bound up with this person’s understanding of what it means to teach. In their meta-analysis, these authors examined 22 studies to answer questions about (a) the professional identity formation of teachers, (b) “characteristics of teachers’ professional identity” (p. 115), and (c) perspectives on teacher professional identity as teachers’ stories. To address the professional identity formation of teachers, the researchers attempted to describe the “process of identity formation” of different kinds of teachers and the tensions that occur between the teacher and his or her context as that identity develops. While some authors gave no definition of professional identity, most saw it as an “ongoing process of integration of the ‘personal’ and ‘professional’ sides of becoming a teacher” (p. 113). The authors note that in the articles they studied there was more emphasis on the personal than the “contextual” part of identity formation. Also, the self seems to be a concept strongly linked with identity formation. The method of data collection ranged from interviews to specific items, such as journals from teachers. Major findings for this section include that student teachers can develop professionally with success, but that these teachers take a different path from others. Knowledge about professional identity

comes from many sources and is often difficult to attain because teachers have to integrate many facets of their jobs.

Regarding their second question, what are the characteristics of teachers' professional identity found in these studies, most of these studies were focused on an aspect of professional identity specific to the group being studied, such as males who had gone into elementary education or teachers teaching "low status" subjects. It was hard to make generalizations across these groups. Most of these studies used open ended interviews and involved a few teachers.

In the last area of focus for this meta-analysis, Beijaard et al. (2004) examined two studies in which storytelling was a part of understanding and expressing professional identity. They examined Clandinin and Connelly's (1998) work that framed professional identity in terms of "stories to live by." By this, these authors are referring to the stories teachers create from their own experience that also become guides for interpreting future experience. Since their interpretation of their experience and therefore themselves is constantly being revised, Clandinin and Connelly say teachers have "shifting selves." In these studies, storytelling was linked to understanding self and identity. Major findings for this question include that teachers find their professional identity when they realize that what is important to them as individuals is also important to their field of study. Teachers have a relationship to the way they practice teaching. When this relationship changes, the teachers also change.

Beijaard, Meijer and Verloop (2004) report their following interpretation to their original questions. First, the authors discerned the following features of professional identity:

1. Understanding professional identity is a continuous process that involves re-examination and “reinterpretation of experiences. This reinterpretation is an attempt not only to answer the questions ‘Who am I at this moment?’ but also to answer, ‘Who do I want to become?’” (p.122)
2. Professional identity implies both *person and context*. Who a teacher is partially determined by the environment in which the teacher lives and partially by the teacher him or herself (original italics).
3. Professional identity, “consists of *subidentities* that more or less harmonize” (p. 122, original italics).
4. “Agency” is a crucial part of identity.

Beijaard et al. (2004) describe the research as “small scale and in-depth”, stressing the “importance of narrative and dialogue in the construction of the self” (p. 123). They reiterate the importance of social formation in teachers and that professional identity occurs in context. These authors argue that “identity formation is a process of practical knowledge-building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching” (p. 123). They use the following diagram to talk about the interconnectedness of knowledge sources of individual and collective knowledge in public and private settings (See Figure 5). Interestingly, knowledge from each quadrant of the individual-collective and public-private continua exchanges with every other quadrant, except for the private collective to the public individual and the public-collective to the private collective. In these cases, knowledge flows only toward the private-collective consciousness. This supports the idea that people are shaped by their environment more than they are able to shape it.

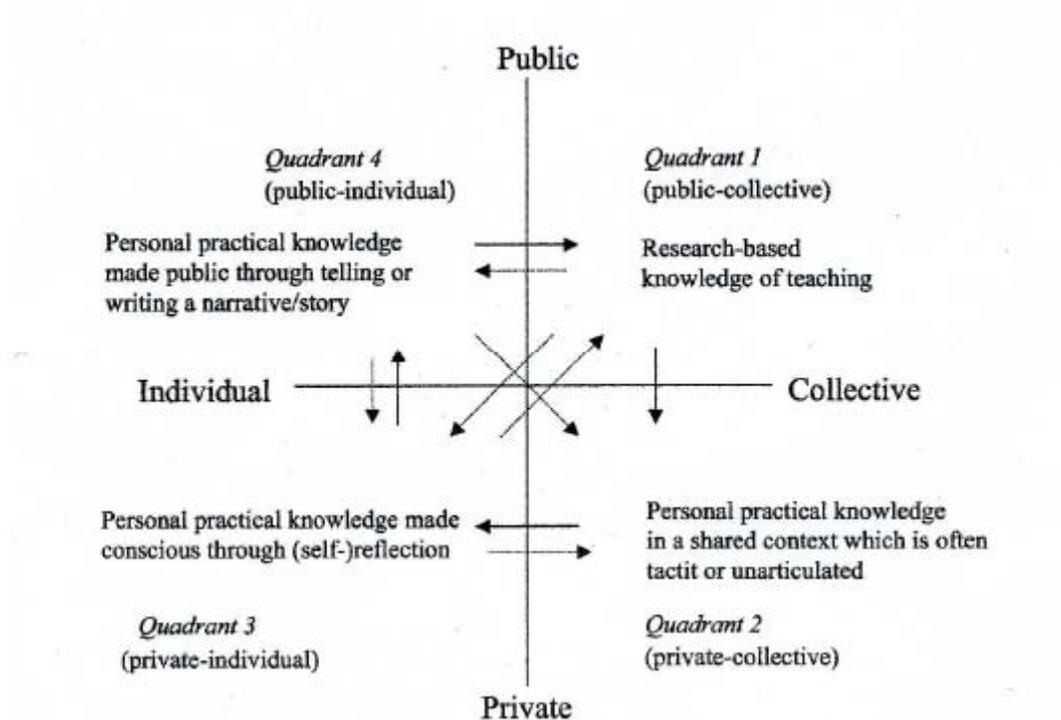


Figure 5. Representation of Professional Identity Formation from a Teacher's Knowledge Perspective

Note. From "Reconsidering research on teachers' professional identity, by D. Beijaard, P. C. Meijer, N. Verloop, 2003, *Teaching and Teacher Education* 20, 51, p.124. Copyright 2004. Elsevier Ltd. Reprinted with permission.

Beijaard et al (2004) name the following difficulties in the research about teacher professional identity: (a) "It remains unclear how exactly the concepts of 'identity' and 'self' are related" (p. 124). (b) The personal side of teaching is currently emphasized more than the professional. (c) It is still uncertain what a professional identity is. (d) A cognitive perspective is used for most of the studies reviewed; a greater understanding of a sociological perspective and how it interacts with a cognitive and biographical one must be sought.

In conclusion, Beijaard et al. (2004) remark that there is not currently agreement about what professional identity is. It is best defined by researchers who study the formation of a professional identity. Beijaard et al. discern a theme of “personal practical knowledge” (p. 126) among these studies and suggest Connelly and Clandinin’s (1998) concept of “professional landscape” may allow teachers to integrate their lives with the lives of others around them.

While Beijaard et al. (2004) describe how professional identities are involved with the expression of the self, Day, Kington, Stobart and Sammons (2006) describe how teachers have a fragmented identity due to the variety of contexts to which they are responsive. These authors say that the common understanding of identity has moved from one that is fixed and stable to one that is constantly changing. This change in understanding is occurring in the study of teachers as well. More and more, researchers are focusing on the changeable aspects of teacher identities that must flex with the constantly changing environment around them. Changes occur on many levels, thus putting teachers in the place of having to take on different roles to respond to these changes. The authors suggest that taking on different roles may create a fragmented sense of self, but also cite one author who suggests that teachers deal with these multiple roles by simply making the right decision in “the moment”. Day et al. also suggest that consistency is within the teachers themselves when they try to act according to what values and “aspirations” are right for them. Day et al. suggest that there is not a consistent viewpoint from the outside against which this person could be judged; consistency can only be found internally.

Day et al. (2006) argue that many teachers, worldwide, are feeling the stress of increasing emphasis on standards and testing. These authors claim that a professional identity is based on an understanding of the self and is necessary for a teacher to maintain his or her sense of commitment. To better understand these “teacher-selves,” Day, Elliot and Kington (2005) performed a study comparing commitment of long term teachers in England and Australia. Focusing on these voices, the authors conducted “in-depth interviews” and collected field notes and other relevant information to find out how these teachers described commitment, what has shaped their commitment and how they would describe this change over time. Twenty teachers were interviewed, all with substantial teaching experience.

Day and colleagues (2005) found that teachers had “a clear enduring set of values and ideologies” (p. 573) on which their teaching was based. These included a rejection of just doing enough to get by. The authors also found “a continuing willingness” to think about their practice of teaching and change it if necessary. Finally, the authors found a willingness to engage their students and their subjects with their whole hearts and whole minds. The authors conclude that change for teachers must involve connection to the things to which they are already committed. Current approaches to reform do not acknowledge that teachers already have these commitments to their profession and by not doing so, those in power risk keeping these teachers from acting according to their positive instincts.

Teachers have a relationship to the society at large that they are constantly adjusting. What kinds of expectations are being offered by society? Tetlock (1980) examines this question. Tetlock notes that most people will take credit for their successes

but deny responsibility for their faults, while teachers have been found to take credit for their students' failures but deny responsibility for their successes. Tetlock's research focuses on the question, does society expect teachers to act this way? Hypothesizing that it does, Tetlock asked several undergraduates to rate the likeability of a teacher who reflected success back to her or his students either completely moderately or not at all, or took credit for the students' success. He found that teachers were most liked when they moderately denied responsibility for the student's success. This supports Tetlock's contention that the individuals in the context in which teachers work would rather teachers did not take responsibility for students' successes. It does not mean that this is why teachers actually do this, however. Teachers may deny responsibility for students' success because they are trying to encourage their students, or because such an attitude helps them be open to thinking of new ways to present something. It would be interesting to see if teachers were also counter defensive in their personal lives when they are not teaching, or to look at the counter defensive behavior of other people who are trying to help, such as doctors or nurses or parents. In any event, this study illustrates how teachers can possibly be influenced by the expectations of others, or the desire to help other people out.

Emotions are important parts of the experience of the self and of my own interest. I turn to the subject of emotions through this approach to knowledge for the remainder of the articles.

In a special issue of *Teaching and Teacher Education* focusing on the role of emotions in teacher professional development and change, the editors Klaas van Veen and Sue Lasky (2005) provide a review of concerns for the study of emotions. They

write that the study of emotions is a new subject for educational research. The study of emotions is important for several reasons.

1. Emotions are part of the process of teaching and learning.
2. Emotion and cognition are both necessary for understanding teaching and learning and each contributes to the understanding of the other.
3. Teacher actions shape and are shaped by emotions.

Nias (1996) also provides a review of her own work and others who study emotions. Through examples from different studies, the author explains that one of the expectations of teachers that seems to provide some definition to the task of teaching itself is that teachers maintain a certain amount of control in the classroom. Implicit in this control are decisions that teachers are expected to and able to make regarding their own teaching. When the ability to make these decisions in their own classrooms was taken away from some of the teachers in Nias' review, these teachers experienced a loss of self. It was as though they themselves were part of their own professional identity, and loss of professional ability was a loss of themselves. The author finally writes that the deprofessionalization of teachers that occurs when teachers are no longer able to make decisions requiring their own judgment or commitment leads to depersonalization. She recommends attending to teacher affect as a way of knowing what quality of education is occurring in schools.

Hargreaves (1998) continues the description of teachers being passionately involved in the practice of teaching. This researcher sought to understand the socio-political aspects of education, not just the personal. Thirty-two seventh and eighth grade teachers in four districts in Ontario who had "serious and sustained commitments" to

teaching were given a 1 to 2 hour interview regarding change in school. These changes ranged from small to school wide reform. The interviews were transcribed and references to emotion were selected, grouped into categories, and analyzed. Hargreaves found that a lot of what teachers described about their choices or attitude in teaching seemed to do with wanting to do what was right for students or enjoying students. Sometimes, having the potential to change a life was a significant motivator for action.

Teachers in Hargreaves' (1998) study had feelings about the structure of the setting in which they worked. These feelings were positive when the structure helped their students and negative when it did not. Similarly, teachers had positive feelings about pedagogy when it met students' needs—when it had variety, for example. Specifically, teachers like their lessons to be “exciting and enjoyable” for their students. Teachers also had positive feelings about “curriculum planning” when it “flowed.” Intrinsic enjoyment came from seeing other people succeed. On an emotional level, these teachers enjoyed being a part of their students' lives.

Hargreaves (1998) calls for more acknowledgement of the importance of emotions in education. Governmental officials have not acknowledged their own mistakes in decisions in schools (“chronic under funding of education...mismanagement of the reform process and undervaluing the teaching profession” p. 851) and must apologize to balance the emotions of the educational practice. He writes that we must move from seeing emotions as a personal matter to something that is publicly acknowledged and used in discourse.

Finally, Zembylas (2002, 2003, 2005) demonstrates how social norms in teaching can create negative emotions in teachers and how teachers can resist these feelings by

becoming aware of the social influences of larger school policy on themselves. First, Zembylas (2002) talks about how emotions can be influenced by the social context. People in power have norms about how emotions should be expressed and people with less power have to learn how to express these feelings at the appropriate times. He discusses the term “emotional labor” that is the work people do to have the feelings they are supposed to have and express them properly.

Zembylas (2002, 2003, 2005) looks at the “emotional rules” in education—that a teacher should feel happy, for example, about using a particular mode of instruction, and have a distaste for another. There are emotional norms in education and teachers are expected to follow them. Teachers can gain some freedom, he writes, when they recognize that their feelings are in response to others’ norms and learn to act on their own desires.

Thus, a teachers’ response to a situation, such as guilt, could be a reaction to not following a norm that this person does not believe in. Teachers may become aware of the tensions from the desires of the school that do not serve their own interests and their own motivations, which do. While rejecting the status quo makes one vulnerable to the opinions of others, it also allows the expression of justifiable anger that can counteract feelings of “same and guilt” that may come from not following the norm.

Zembylas (2003, 2005) further writes about the possibilities of using a Foucauldian analysis to look at the role of emotions in teaching. He stresses the idea that emotions emerge as the result of interaction between a person and a society. Again, this positioning can shape a person to feel emotions, particularly those that are negative about themselves, or alienating, as when a person acts counter to the established roles of the

culture. Through analysis of discursive practices that elicit emotion, people can become aware of the sources of their negative feelings and respond differently to the sources that seek to marginalize them.

Zembylas (2003, 2005) uses his study of Catherine, a science teacher who used progressive teaching methods in her classroom. Catherine got negative feedback from other people in her school, such as one teacher who asked her why she did not just use the standard teaching methods like everyone else. Catherine began to feel a sense of shame, even though she really liked the teaching methods she was using. Over the three year study, Zembylas saw how she was finally able to regain positive feelings about her own teaching, partially because she saw her children doing better on the standardized tests when the norm of the school was to focus on the tests.

While I find it helpful to look at emotions as the result of action and not merely the cause, Zembylas (2003, 2005) does not talk about where the new analysis of the situation comes from—who will help a teacher see the discursive practices in new ways? I do not think reading an analysis alone will be enough to help a teacher change her/his lifestyle. I think a teacher needs a person with whom to discuss and the relationship with that person helps to make those changes in the classroom. The movement out of the alienation to which Zembylas (2002, 2003, 2005) refers takes place through identification and connection with someone else. (See Table 7 for Self and Other Approach to Knowledge.)

Table 7

Self and Other Approach to Knowledge

Author	Purpose of Research	Methodology	Instruments used	Findings	Strengths (+) Weaknesses (-)
Day, Elliot and Kington 2005	Better understand how teachers characterize commitment, what has shaped commitment and changes in commitment	Researchers administered in-depth interviews to 20 experienced teachers; made observations, collected professional documents	None	Teaching based on enduring values of openness, continued reflection, change and bringing whole self to teaching	(-) Australia and England (+) Helpful open ended research questions
Tetlock 1980	Determine what people expect of teacher ownership of responsibility for student success	Researchers asked for likeability rating for undergrads who have read vignettes of teachers who did, did not or moderately did not accept responsibility for student's success	22 trait scales from research on "implicit personality theory" (cf. S. Rosenberg and Sedlack, 1972)	Participants most favored teachers who denied responsibility for student success somewhat.	(-) Response to vignette may not reflect real life.
Beijaard, Meijer, Verloop 2004	Assess the current understanding of professional identity, how it is researched and what needs to be researched	Researchers performed meta-analysis on 22 studies from 1988-2000	None	Professional identity is an interpretation, based on experience, made up of "subidentities", involving agency and determined with reference to self and context	(-) Hard to collate disparate findings (+) Helpful intro to this topic (+) Connects teaching to self

Table 7 (continued).

Author	Purpose of Research	Methodology	Instrument used	Findings	Strengths (+) Weaknesses (-)
Hargreaves 1998	Better understand teachers' emotions surrounding teaching and change	Researchers administered 1-2 hr. individual interviews to 32 7 th and 8 th grade teachers with marked commitment to teaching. Interviews concerned changes in curriculum, relationship to previous teaching experience and responses to changes reflected concerns outside of school	References to emotion pulled out of transcripts, grouped as to subject	Studies are "small scale and in-depth", focus on narrative and context, regarding problems of relationship of identity and self, prioritization of personal and professional concerns and imbalance of cognitive perspective Teachers feel according to how an event effects their students; teachers are happy if actions bring a positive effect, sad if not.	(+) Findings not limited to or identified with one individual (-) Able, committed teachers chosen; not necessarily generalizable

Table 7 (continued).

Author	Purpose of Research	Methodology	Instrument use	Findings	Strengths (+) Weaknesses (-)
Zembylas 2003, 2005	Describe the role of one teacher's "positive and negative emotions" (2005) in shaping teaching practices	Three year case study of one early childhood science teacher based on observation, in-depth interviews, videotaped teaching	"Memory-work" (Haug 1987) to remember past emotions	Teacher felt sad in response to deviating school norms, not her own understanding of what is right and wrong.	(+) Participant studied for a long period of time (+) focus on effects of context

Conclusion

Based on this review of the literature, I find the following statements important:

1. Teachers have relationships to themselves.
2. These relationships to themselves are transferable to other relationships.
3. In particular, the relationship to oneself is transferable to
 - a. the relationship to the subject matter.
 - b. the relationships with the students.
4. Following Blasi (1991) and my thinking about emotions from Chapter 1, teachers who are self-consistent will approach their treatment of students and subject matter with self-consistency.

Since self-consistency is seen as a range of behavior, varying from taking responsibility for oneself to letting go of responsibility for other people, self-consistency within a teacher's approach to knowledge and self-consistency within the way a teacher interacts with her or his students will take on a range of behavior as well.

In the case of self-consistency with regard to the way a teacher treats her or his students, I suggest that self-consistency appears as the ability to take hold of control of the classroom when necessary, on the one hand, and to give control to students when appropriate, on the other. In the case of self-consistency with regard to how a teacher deals with the subject matter, I suggest that self-consistency ranges from teaching about the subject matter as its own entity, different from the lives of the students on the one hand, to allowing the students to express their own feelings and concerns in response to what has been said about the subject matter on the other.

CHAPTER THREE

METHOD

Overview of Procedure

To examine the emotional qualities of teachers who are self-accepting and effective in teaching their students, I needed to first locate some of these teachers. After I had done this, I observed and interviewed them.

Participants

Three school districts in a mid-sized town in the Southwest agreed to take part in this study. One school district was located in a Hispanic neighborhood with a lower socioeconomic status. Another was located in a wealthy suburb. The third was part of a rapidly growing nearby town that had recently been agrarian, but was increasingly being built up by wealthy people who were moving to the area.

Within each school district, two middle school principals agreed to participate. From each of these schools, I asked each principal to recommend to me three of his or her best classroom managers. From this pool, 16 teachers agreed to participate. These teachers appeared to range in age from the mid 30s to the late 50s. Ten of these people were women and 6 were men. Eight taught English, four social studies, two math, one science and one a foreign language. After I had observed these teachers (see procedure), I selected eight to interview. Seven of these were women and one was a man; all had taught from six to twenty-six years. Five taught English, one taught social studies, one taught a foreign language and one taught math. Ostensibly, five were Caucasian, one was African American, one was Hispanic and one was mixed. These people appeared to

range in age from the mid 40s to the late 50s. All had been teaching at least six years, and all but one longer.

Procedure

Manner of teaching was determined through two classroom observations of 16 teachers. I observed two back to back classes for each participant each time and field notes were written for each observation. Eight teachers who seemed to best demonstrate the poles of being able to take control of the class when necessary and encourage student authority were selected to be interviewed. They were observed one more time and then interviewed. (An additional teacher was observed one more time before I determined eight I would choose.)

An independent rater read all of the field notes for each of these teachers and agreed that these teachers were in control of their classes and intrinsically motivated to help their students.

Based on the observations I made in class, four to six instances that seemed to best demonstrate teacher authority and advocacy for student authority (at least two instances each), were selected for the interviews. Interviews lasted one hour and were tape recorded. A complete list of these instances are listed in Appendix A. Four examples are listed below.

Examples Demonstrating Teacher Authority

First example (from field notes). The second class comes in. Malloway says good morning and then a girl goes up to her desk and uses the stapler. Malloway says, “You do not get to use my stapler. Get that staple out,

girl.” The girl talks to Malloway about why she needs to use it.

Malloway says that’s okay. To the rest of the class, Malloway says, “You know you many not use it...Be prepared before you come to class.”

Second example. It is the end of the period. Jensen says that tomorrow there will be a test on vocabulary. A student asks for help in thinking of a sentence for the word vehemently. Jensen says to the class, “Can somebody help [this girl] with a sentence for vehemently?” She calls on a student who starts to suggest something, and then she says, “It doesn’t matter. She’s not listening.” This seems really wrong to Jensen. There is a sense of shame. Jensen indicates that this girl asked for help and then had turned away when the time had come for an answer. Jensen talked about how sometimes a person will ask a teacher for a favor and that teacher is perfectly willing to help, but when the help is offered, a student is not there to receive it. She says this is very disrespectful. She says that sometimes a person may think a teacher is mean, but they are actually only reacting to something disrespectful someone has done. She talks about how one person has come into her all-boys class and say hi and not even look at her. She says others have done this as well and that she feels hurt by it. A girl admits to doing this but says, “I don’t care. They were cute.” Jensen says that she felt hurt by it. Another girl (the same?) says, “I love you.” Jensen says that this girl must “just be careful about what her actions show.”

Examples Demonstrating Advocacy for Student Authority

First example. There is a test on synonyms and antonyms that seems to be in preparation for the SAT. After the test is over and has been collected, Anders says that some students made some really good whispered comments (to themselves) at the end of the test, and she would like to talk about those. She thinks it is important to think about how we do these things. One student says that she's stupid. Anders says vehemently, "No," that's a harmful way to think about things. Another student says they studied well. Another person says they need to study. Anders says, "How? What does that look like?" This student says that she used to study, and that she still does study, but not as much as she should. She looks at her flash cards and then reads them back. Another student made a comment to himself that it wasn't bad. Anders says that that is a good comment. Another student says, "I should have studied." Anders says that should is a hard word. She had a friend (stumbled to find the word?) who would say, "don't should on me". She says that another thing to say would be, "next time I am going to do better." Anders says that students give themselves a little message, and they should think about what they're doing when they say these things to themselves.

Second example. The class has done character descriptions and have been reading in the book together. Ten to twenty minutes before the end of class, Rasteen says that she forgot to take attendance. "Who was in charge

of me today?” One student says she was. Rasteen says to her, “You are going to be fired.”

Interview Format

Once I had the instances of control and choice-giving from my observations, I decided to ask these teachers why they had done the things I saw them do as a way of learning about their selves. An excellent method to allow me to do this is the Hilda Taba Interpretation of Data discussion strategy, which was described by Maker and Schiever (2005). The purpose of this method is to illuminate how a person understands causes and effects of a specific event. In this case, the event would be something I saw teachers do in class. The full method is to ask questions about the causes of an event and then the projected effects, followed by generalizing questions for both cause and effect. Since I was only interested in why the teachers did what they did, I only asked for causes. Specifically, since I wanted to understand the development of their emotions, I asked, “How did you become able to do this?” repeatedly, until I seemed to arrive at a root cause. After I had inquired about all of the instances I had time for, I asked five generalizing questions, couched in terms of the range of behaviors consistent with a self-consistent relationship to learning, about the behaviors in teaching that they had just discussed. These same five questions were asked of every teacher, although I did elaborate on my understanding of the questions when the teacher appeared not to understand them. These questions follow:

1. Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?

2. How has your ability to see the appropriateness of your life in your learning and the appropriateness of learning in your own life affected the way you manage your class?
3. In what ways has this helped you become more open to your students?
4. How has it helped you become more faithful to the subject matter you teach?
5. In what ways has this influenced your understanding of what it means to be a good teacher and your ability to carry this out?"

Each interview lasted up to one hour and was tape recorded. The interviews were then transcribed.

Analysis

Through my observations, I had already determined and demonstrated teachers' good teaching practices. I looked for common emotional qualities that were beneficial to people in my analysis, using the Stone Center Works in Progress (Jordan, et al. 1991) understanding of relationships as a guide. To review, these qualities of relationship include that people relate to one another through empathy, which can develop into perspective-taking. According to these authors, each person in a mutual relationship values the other as a person.

CHAPTER FOUR

RESULTS

The purpose of this research was to determine emotional qualities of teachers who acted authoritatively in the classroom including advocacy of their students. My research question was, “What are the qualities of teachers who are able to care for others based on their own authority?”

A brief statement of each teacher’s emotional disposition is followed by a summary of my interview with each of these teachers according to the interests of my research.

Jenny Malloway

Jenny Malloway was an eighth grade English teacher in her 50s who has taught 11 years. She seemed to have a personal intensity that enabled her to engage easily with her students. She enjoyed herself and her students, often making jokes, and seemed interested in her students’ learning, inciting them to learn.

Malloway was clear in our interview about guiding her students toward a goal, in a time-efficient way. When I asked her about her focused approach, she said, “I don’t have time to—excuse the expression—(laughs) mess around.” Part of the reason for this is that she did not believe in a shallow curriculum. She wanted her students to have time to practice what they had learned. Her focus was to get to the point of what they needed to know and practice it, so they would remember it. Since this took a lot of time, she focused only on what they needed to know.

When I asked her how she became able to be so intense in her teaching, she laughed and said,

I—have no idea. I'm not even aware that I do that, to be honest with you. I can't comment on it, I have no idea....Teaching to me is so in the moment, that... because you are focusing on what they are saying, and what they are doing, that the reflection later for me comes back when, at the end of class, I look and say, 'Did they achieve what they are supposed to? Can they explain to me why they achieved? Do they know what they did?' Then I know that it worked. But at the moment, I really can't tell you. I am not aware of that, other than if I stand back and watch them, then it's different. But if it's direct teaching and I'm working with them, I don't have any idea. I can't respond. I didn't know that I was (laughs).

Malloway talked about the importance of being genuine when she talked about her use of humor in class. "I have to establish something that says, 'I can laugh at myself. I know who I am.' Part of literature and part of writing is finding out who we are through the characters in literature as well as in writing when we express our ideas and interpret what we see. So to me, it's got to be genuine, it's got to be authentic." She said that this became important to her when she was a theater teacher and realized that if she didn't model certain emotions to her students in an authentic way, "they [wouldn't] see that it's okay."

She said that she came to value showing her students "the thoughts, the feelings, the reactions that go along with life" from the values she has about education.

Education is more than a teacher standing up there imparting knowledge and a skill. There're, there're scientists, there's mathematicians, there's people who seek knowledge for the sake of the knowledge and while

I admire that, most of these kids aren't going to grow up, very few of us do, to become Nobel Prize winners, that come up with incredible discoveries, that are, you know, lauded by their peers. It's what you do with what you've learned that's going to determine the success of your life. Education has to focus on the whole child, the whole person. I think the informal education that they get in the classroom, is just as important as the formal education that they get in the classroom.

She got these values from raising her children and realizing she wanted them to “see the relevance” in their education. She wanted their education to “represent something about life and learning.”

When I asked her if there was anything else she would like to say about joking about herself in class, Malloway said,

...you know who Martha Stewart is, right?.... There are some teachers who are like Martha Stewart. And I wish I could be that way. They are so composed and their delivery is so purposeful, there's never a misstep, it's so professional. I'm kind of like Paula Dean's home cookin' I guess, I don't know. I just seem to not have that particular flair for being so precise. I don't, I—do you know what I mean like that?....I've had some teachers who were never flappable, that teach you the subject and they do it perfectly but I'm not that way. And that's okay for me. That's okay. I don't know anything that is perfect.

When I asked her if not being perfect has always been okay for her, she said, “No, the first two years, [she] had to think long and hard about what [she] wanted.” She gave the following explanation:

What did I want my kids to walk away from, how did I want them to see—a lot of that was determined by teaching theater. Again, there’s a whole gamut of emotions, even when you’re teaching them, you have to acknowledge, in the theater class, what they are experiencing when they stand up there and say, ‘I can’t do this.’ And you go up to them and you say, ‘Yeah, you can. Just do it.’ And get them so angry to the point that they do it, and they turn around and go, ‘I did it.’ And I go, ‘I’m sorry. I had to make you mad at me.’ That’s okay. So, the emotions in the class were real. The focus in the class was real and I had to let kids know, ‘I’m not being mean, but if I let you stop here and not be successful, you won’t get back on this horse. That’s not okay. Not in my class. If you try, and you don’t do the very, very best, that’s okay. Let me see you keep trying. But it’s not okay to say, that’s it, I give up.’ Uh-uh, I can’t let them do that. They do it once, they’ll accept it.

Malloway said that this is part of the way she teaches. “It’s okay to fail, but you’ve got to fail trying.” Further, she said that these ideas belong in the classroom,

Cause it’s life. Learning is about understanding life, isn’t it? I mean, especially, in a writing and lit class. Maybe it’s not in a math class. But I think it would be in a social studies class. I think it would be in an art class. I think it’s true in a science class, when you debate ideas and

issues and things like that, and you think about cause and effect and what happens if I do that, but particularly in writing and lit because that's how mankind [sic] passes down mankind's ideas and beliefs. We do it through literature, we do it in how we respond to people. And it's life. That's what it is. Literature is about life, so is writing. So, you've got to create life in the classroom.

Next I asked Malloway about an experience in which she demanded that a student take out a staple from her paper that she had used from Malloway's stapler, saying the girl knew she was not allowed to use it. Malloway said she had the confidence to do this "because it is one of [her] class rules." She further explained that she wants her students to be "prepared for high school" and that she was "trying to teach them responsibility....so they can function." She "want[ed] them to be successful in life" and thought preparedness is important. She also thought learning to be prepared "boosts their self-esteem." She said it is a challenge and rewarding to accomplish this. Her students might say, "I may dislike Malloway, I may not like the class, but I'm ready. I know what to do." Malloway thought this is "important for their self-efficacy, their self-image."

Malloway repeated her conviction, "kids at this age, need to take responsibility for the choices they make" when she talked about her response to a student who asked if he could make a thoughtful change in his research assignment. She further elaborated that this approach "...teaches them how to think critically, to be aware of what they're thinking so that they make the best choices."

Next, I began the questions based on the relationship between life and learning. In response to the first question, “Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?” Malloway explained that she had gone to graduate school in organizational behavior after she had worked for 10 years in a business setting. When she was done with school, she realized she could not return to work because the knowledge she had received was so far removed from the place she had worked. It was too advanced to be useful. Malloway got into teaching later because her daughters were in school. She described,

...I got into education because of my daughters, at [another school], and I would go in and help in the classroom. And when my youngest daughter was in kindergarten, I'd sit there and the teacher would say, 'oh, Jenny, would you do this, or help out with this center,' and I would and I found that I wouldn't sit there, it was engaging for me, it was fulfilling to me to work with the kids, and go beyond what she would ask me to do. And then I started doing substitute teaching and then I started doing long term substituting. And I finally said to teachers, 'can I write my own plans, just tell me what it is you want them to learn,'... they said 'yes,' and I finally made the decision. I love being in the classroom with kids. It's—I guess everything you learn about life which you learn about the learning process, about how people actually do learn. Then I felt, it was very satisfying, so I went back to school and got my teaching

certificate. So, I didn't start teaching till I was older. And I'm going to say that the life experiences I've had, the bumps, the hiccups in the road, those temper one's perspective, and I think I've got a very realistic one, but I still have ideals and goals and dreams for my kids.

Talking further about the relationship between life and learning, Malloway said that she is able to see the relationship "[b]ecause it satisfies the creative side about me, as well as my basic tenets about life and people." She further responded that she is able to see balance as appropriate in this relationship "'Cause that's my job. And I know you're saying, how do you do that—because I've been given the mandate to do so. That is my job, that is my mandate."

In response to seeing the appropriateness of balance in this relationship with regard to classroom management she said,

Based on respect, but also based on reality. (Laughs) I show respect. I try to show respect, I believe its important to show respect in terms of what you believe a person is capable of doing, and I have too much respect to lie to my kids and tell them that they did a good job if they didn't, because then they wouldn't trust me. I think that trust is an underlying dynamic that exists between teacher and student. And, on the surface, it may look sometimes like a teacher, or I am not being respectful or trusting them when, in fact, sometimes infusing humor, or who I am into the situation shows them that I trust them, and that when they act in a certain way, they still know that I don't give up on them, that that's who they are, try to find pleasure in that, and I trust they trust me. It's not the

overt behavior. Very seldom is it anything that is overt. It's what is not said sometimes that is more important than what is said in that situation.

When I asked how viewing the life/learning relationship in this way had helped her become more open to her students or faithful to her subject matter, she said,

Again, I'm going to go back to, it's life. If we're afraid of it, and afraid of making mistakes, we're afraid of it being something that can't be touched or talked about, disagreed about, or anything else, then I'm not true to my subject matter. I always tell 'em, it's just life. That's what reading and writing is. It's, it's life. The relationship in the classroom mimics what happens in real life.

She described that how a person approaches her or his school work is affected by what is going on in his/her life.

...did you come in here today, in a really bad mood because you, you had a fight with your mother on the way to school, are your parents getting a divorce, are you worried today because all of your friends are not speaking to you, or you're not going to make the team, or you're not going to get time to play...

She said that if a person does not talk about these issues,

...you've got that big elephant in the corner, and I think that you've got to bring that elephant out and not be afraid, say, 'It's learning.' I'm here as your guide, I'm here as your teacher, yes, you need to be respectful toward me. It's not necessarily democratic, but when it is, I'll let you know.

I asked if she was referring to the students' lives or the subject matter when she said, "It's the learning." She replied, "It's both. You can't separate." She gave an example of a boy who analyzed the symbols in a story in a sensitive and original way that had implications for how one might live one's life. She was overwhelmed with emotion when he told her this. She explained,

...that's what I want them to do, that's what I'm talking about, that's , 'I spent time thinking.' The world is filled with people who will do, do, do, but if they know how to think something through, if they engage their mind, when they're not in this room thinking about literature, if they see something on TV and compare it to another character, then the learning takes place in the real world and I—they can't separate it, if they learn to make comparisons, if they learn to see similarities and differences, then it's authentic.

Malloway said she thinks of the students and the subject matter as one. Her graduate education emphasized "systems thinking" so this comes naturally to her.

I asked Malloway how she decides when to emphasize openness to the students or the subject matter. She said that she focuses on "the life lessons that are in literature."

Her model is that "literature is a mirror". She further explained:

[Literature] holds up the good, the bad, what we are, who we are, it puts people in different contexts, protagonist, antagonist, it doesn't matter the context or anything else. There's always questions to be asked about why did a character do something. What was the point? And dig deeper beyond that, to get down to, aren't there other people, I guess, I'm sorry,

the best way I can think of is to give you an example, I'm so used to teaching this way—I'm sorry—is that, we're looking at Boo Radley in *To Kill a Mockingbird*, and we talked about myth; the kids drew the picture—as soon as the kids drew a picture of him for homework, they realized how ridiculous it was, nobody's 6 foot six with pointed teeth and all this other stuff—drooling—and what the myths were and then we talked about, they wrote about and identified why people create myths about people and one of them was fear, fear of the unknown, or to explain things, or to make connections with people, to belong to a group. To a certain extent, myths are like gossip, if you will, different kind of level, different purpose altogether. But, the kids have gone from thinking about Boo Radley as an evil man who must have done something wrong to understanding, and it's only by questioning such things as, like they'll say, [inaud] like I said to them the other day, before they leave, I don't want you to answer, but I want you to look around, are there Boo Radleys among us? Are there people that are behind the door? The house isn't locked, but they're still prisoners, because no one ever invites them out. Are they too afraid to come out because they're so afraid of being hurt, or whatever. There's those life lessons. See, at eighth grade, they have to leave here having developed empathy. It is a psychological fact. Otherwise, if they, they, if it's not learned by the eighth grade, empathy, is when you will end up with kids who are, possibly sociopaths because they haven't developed, stand in somebody else's shoes and see the world, if

they don't develop it. So, part of literature for me is for them to do that.

That's a clear mandate for me to do that.

I remarked that the connecting element is an empathy, and that myth, mirror and empathy are all like an interface between the study of the person's life and that the empathy that is learned for the subject matter is the same empathy that's learned in a person's life. Malloway readily agreed and continued, "It's hard to pull it apart because it's so connected, that the threads are there, some are stronger than the other, but I can't teach any other way. Otherwise, it doesn't make sense to me because that's how my mind works."

When I asked if she was teaching empathy, she said, "I'm teaching empathy, and I'm teaching self, knowing self and I'm teaching self-respect and respect for others, I guess and hopefully some life lessons, that it's okay to fail." I continued that somehow in her thinking there is a "metaphorical kind of quality, ...an ability to understand something that may not [concretely] exist that really has importance for one's life." She agreed with this, too.

Finally, I asked her what she thinks it means to be a good teacher in terms of the relationship between life and learning we had talked about. She responded that there are myths about eighth graders or particular students' abilities to learn that precede students and need to be disregarded.

When I asked what her role was, she said,

To teach them how to read with understanding, to carry with them some of life's lessons that are in literature, how to write to show those who they are. To eighth graders in particular, to exercise the one power

that they have, generally the only power that they really do have, which is the power over what they think and say, and to exercise it. Because, let's face it, when you are in eighth grade, everybody tells you what to do. I try to tell them, don't give away the power to say something so clearly and put the picture in somebody's mind. Don't let—my favorite saying is don't let them fill in the blanks for you. (Long pause) You know, when you were talking earlier about the young man, who wanted to change his subject? Part of what we work on afterwards is how do I take what I've learned about persuasiveness and use that in my own life. And so, from that standpoint, being able to turn to your parents or another kid and say, I've changed my mind and not feel bad about it is a real good idea.

Malloway said her role in this was to,

giv[e] and creat[e] opportunities giving and creating opportunities for them to learn those things, both in the content area, and how they as a writer and a thinker and a reader respond and make choices. I'm kind of a guide that way, but I don't like to think of a teacher as a guide per se. It sounds like a sixties thing, you know, where you sit around (laughs) in bean bags and guide you through. I'm more than a guide, okay. Um, so guide is not quite the right word, I don't know the word for that. I'm their teacher, but I'm also a guide, but I'm also the one that gives them the opportunities to learn the lessons that they need to. I'm not a parent to them, please. I'm not a guardian. And again, I think it's because of the

subject matter. I think if I was teaching math, I think I would be an entirely different teacher.

With regard to myth and metaphor, she said, “I hold up the mirror to them on their writing. I hold up the mirror when they answer questions and ask them and respond to literature. I hold up the mirror when they respond to skills and knowledge and concepts. Yeah, that’s what I want to say. It’s creating the opportunities for those things to occur.” She says that sometimes she will tell students to just give an answer because it doesn’t really matter if it is the right one or not. She explained,

But so many times, and this is where it is hard to explain, kids are told, everything you do is graded. Everything is worth a point, everything is worth a value, and that value, that skill, gets rated, really high, kind of in the middle, or ‘boy did you blow it.’ In light of that, they have a tendency to want to find the right answer all the time, which is why they’re afraid to raise their hands sometimes. And then’s when you say, what’s going on? Wait a minute, where are the hands? You know, if the answer is wrong, I’m going to say to you, ‘no.’ But that doesn’t mean you stop, who else has got an idea? If you’re listening to one another, if you’re paying attention, then you’ll pick it up. Then the ah-ha happens. It’s the ah-ha that’s important. Not the fact that I raised my hand and the answer was incorrect. Because I’m not going to sit there and say, ‘What a wonderful thought that you had. That was incredible that you did that.’ No, I’m not going to do that! Because the kid knows, just like I do, that that was the wrong answer. But give me an answer that somebody else can play off of,

come back kid, come back student, and raise your hand and go, 'Well, wait a minute. He just said that, how is that different from mine?' Now you're thinking, now is when the fun begins. Then's when I can say, 'well, what do you mean, what do you think?' And then's when you can hold the mirror back up. If the most important things about our lessons is, the ones who will be successful are the ones who are resilient and I guess, to a certain extent, I'm trying to teach them to be resilient. You didn't get the right answer, come back. Don't give up. I'm not going to tell you what's the right answer because I need you to trust me when I tell you it wasn't the right answer. So I don't need you to blow smoke up your skirt (Laughs) so to speak. But by the same token, come back.

I asked her what kind of guide she wanted to be. She said, "Oh, I'm down in the dirt with them. I'm in the trenches. (Laughter) I try to show them who I am as a person, rather than saying this is me as a teacher but rather, this is me as a person." I asked her what it was like to be down in the dirt. She replied, "Oh, it's wonderful. It's fulfilling. My day goes by, there is not a class that I don't look forward to." She described how she has worked with one of her classes that used to be very quiet and is now "one of [her] best classes." She said,

Today even, one of the boys said, you know, he's been all alone, he doesn't talk to anybody and he looked across the room and said 'John, yo! Do you think you'll help me out here? I'm the only guy in this sea of girls. Would you help me out?' And John said, 'Sure.' And the kids all looked around, and they burst into clapping. And, that's important. See,

that, to me, is a life lesson. They're in the context of working on scenes that actually happened in *To Kill a Mockingbird*, but they're going beyond what the dialogue is in the book. And, to see that, to my way of thinking, they realized that he is a Boo, this kid, the big tall kid. He's out of 504 [special education], he has um, he's very shy, he doesn't talk to anybody, doesn't have any friends. And I, see, this is where I'm thinking, that they recognized that he might be a Boo. He might be one of those people that everybody talks about and nobody eats lunch with. He doesn't have any friends. Ooo, could he be that? Let's bring him in.

She further described how the content of her lesson is related to the lives of her students.

Because, if you care about Boo Radley, if you care about that character, how can you NOT look right here next to you and go, 'Oh.' Because it's not isolated learning. It's about life. I guess that's what I am trying to say. So, to me, oh, that's rewarding. That's so rewarding, to hear the kid at the end of the day today say, make a connection about a symbol. That tells me that he's thinking when he's not in my classroom. That's what I want him to do! That's what's exciting about it, that you can say, he'll walk out of here, great! He's got a skill. He can do something. He'll be successful, at whatever he decides to do, as long as he keeps that kind of thing up. That's what you want for them. That's what you truly want for them, not to walk out of here with an A, saying, 'Aced it. Piece of cake.' You want them to struggle, you want them to

get frustrated. I don't know how you grow in life without being frustrated. Steel doesn't get... made stronger by not being dipped, constantly in the heat and fire and being hammered. That's what makes it strong are those kinds of experiences. And they have to experience them here in the classroom, in their writing, in their reading, in their dealings with one another, how they deal with me, 'cause that's where growth comes. If I don't do that, realistically, then they walk away and they say, 'that's who I am, but that was that class. The learning didn't touch me.' Learning should leave—whatever you do in a classroom, I think, should leave an imprint on you. Every book you read forms a little part of us, and it should and that makes us who we are. Otherwise, how do you grow? How do you function? I don't know. At least, that's my view.

Andrea Rasteen

Andrea Rasteen was a friendly and accomplished sixth grade English teacher who had been teaching for 22 years. Rasteen focused on engaging her students, asking questions about the subject matter and often making jokes, seeming to amuse herself and the students. She had a very matter-of-fact style of presentation, as though she were speaking at her students' level.

For Rasteen, teaching seemed very proceduralized. She had it in her "back pocket" so to speak. For example, when she talked about a cause of her teaching, it was given in terms of what worked in the classroom, not in terms of what she had learned outside of teaching. A few of her responses to my first question demonstrated this. I asked her how she became able to use games in the lesson. She said,

That would have to do with engaging middle school students, because the more they are actively participating in what they are doing, the better it works for me. There's also the physical aspect of movement, of standing up and over the years, I've learned that in order to engage kids, you want them to be participants, rather than just recipients of information and so, if they have a part in their learning, it seems it's of a higher interest to them.

Again, when I asked her how she became able to value games because they were engaging, she said,

...it's the buy-in on the parts of the kids and trying to put things on a level that's understandable to them, trying to make the characters people that they can relate to, in literature, at whatever level. I think sometimes it becomes apparent to me when I see it through their eyes, when I see a character through their eyes, and I realize that they may connect, or the kids may direct me that way. They may say, well, that person, or that particular character is like such and such or, that reminds me of, and so I try to go with the leads that they give me.

Rasteen frequently used games or humor in her classroom and when I asked her how she became able to do these things, she responded in terms of the effectiveness of these techniques, not that it was fun for *her* to do. An example from an interaction with a student illustrates this well. Rasteen was preparing an audiotape for the class to listen to and it was taking longer than she expected. She called out to a boy on the other side of the room and said he would have to do a sound check to see if the tape was loud enough.

A little later, when the tape still wasn't playing, she said, "How're we doing?" as if to say, "Can you hear it okay?" The boy said he could hear it fine and everyone laughed. She told him he had given a good answer. Of this interaction she said,

Again, it's engaging the kids, using humor. Obviously, the sound should have come on, and it didn't quickly enough and you don't want to lose a teachable moment. So what are we going to do? Gotta check it. We have to go back, because you don't want to lose them because it doesn't take much time at all to lose kids. So you have to add lib while you're waiting for this to happen or, going back at it and redoing it, but I dare not let my guard down and say, 'well, you chat amongst yourselves while I figure out what is going on.' Rather, I would engage them, what's going on? Whoops, we got a problem here and again, just keeping them engaged is really, really important to me.

In this example, humor was not for the sake of itself. It was used because it got the job done.

When Rasteen did refer to herself as a cause for her actions, she was often very general, saying that she did things because that's just who she is or it's just her style. Other times Rasteen said that this is the way she was "taught to teach" or has learned through practice. One time she did talk about her feelings, she named a natural interest in children as part of her motivation for working with them. In responding to why she used humor, she laughed and said, "That, too—it is my nature. I want to be able to enjoy what I'm doing, and I think that we can very easily enjoy what we are doing if we are natural

with them and my natural inclination is maybe to joke with them a little bit.” When I asked her if it has always been natural, she replied,

I think it’s always been that way. I’ve always found kids to be very honest and if you are very honest with them, they will be very honest back and it’s usually quite charming and entertaining on their parts. And I think that that allows a certain bantering at times, when it’s appropriate.

Rasteen did intrinsically enjoy kids, but described this enjoyment as part of the most basic give and take between teacher and student.

Rasteen fit well with the understanding of the teacher as expert practitioner. Everything was done because it served a purpose of moving the class along in the most effective way. Her affective role was made smaller in terms of making choices that served her, but in the big picture, she exerted control over this classroom so that it ran in the way she saw best.

Several of her statements told her view of the students and toward what goals she would like each person to be developing. For one, Rasteen wanted each student to develop control or responsibility over him or herself. She said,

I think that it’s really important to me, I *know* that it’s really important to me for kids not to see me as in control of them. It’s important to me that they know that they are in control of themselves and so when I am given the opportunity to show them that it’s okay for them to be in control, I like to jump on that whenever I can because I think sometimes we can be control freaks and I would really not like that to be their perception.

Furthermore, she said,

I think that they need to be responsible for their own selves, and I think that it helps them mature and make decisions, even if we do it about the smallest things with them. And it makes them accountable for their own behavior if we don't act as though we're puppet masters. If we act as though we're guiding them towards [sic] decisions that they make, then I think we've raised the bar and they'll make those decisions.

In one case, a boy suggested that his dad was “the owner” of him, implying that he was not that responsible for himself. Rasteen rejected that idea in class and further explained in the interview,

I think that in some cases, kids might think that kids can slough off their own self-responsibility to somebody else.... I really think that at middle school, it's very important to put the onus on to the student. You are responsible for you. As many opportunities as I have to get that point across, I will use.

Rasteen further described that in parent meetings and conferences, she and her fellow teachers try to describe how parents can help their children while maintaining that the students are responsible for their work.

Besides an interest in students being responsible, it is important to Rasteen that her students operate as part of a community. She has determined that boys must call on girls and girls must call on boys to answer class questions because otherwise the class would become segregated. She said,

...we're a community and we need to engage everyone. I think that it also teaches kids real life skills that to be a more rounded—without

saying it, subliminally, to be a more rounded person, you need to hear a different person's point of view. And I think that's an important life skill that we can begin to foster at this age.

The emphasis on community is important because,

Kids can be really mean....I think that kids need to realize that when they walk in the door, they are safe, and that they are going to be cared for and that everyone is treated as fairly as possible and as kindly as possible, and it's not okay to make anyone feel less than anyone else.

When I asked her the first generalizing question, "Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?", she said she didn't think "a whole lot" had changed. She thought she may have gotten better at being "proactive" in different circumstances. Though she tried to pay attention to the different students she had, she didn't "think that the basics ha[d] changed."

In response to how the question regarding how her understanding of the relationship between life and learning has changed the way she manages her class, she replied,

I think that as I have been learning, I realize the kind of learner that I am. And I have been aware of other people that I know who are different kinds of learners. I know that I am a visual learner. I am very well aware of the fact that not everyone is. And so I try to reach different kinds of learners. It—sometimes I am slower to process when I am learning so I

am aware of the fact that kids could be slower to process. Likewise, there are kids who learn way faster than I would ever learn and I try to be aware of their learning style. So I think that the way I learn has allowed me to see and has continued to reinforce the fact that there are many, many learning styles and it's really important to be aware of them.

Rasteen said that the understanding of the relationship between life and learning has helped her become more open to her students in that that she “[could] learn from them every single day.” She thought she needed to have a “dialogue” with her students “and be open to the fact that they know tons...” Further, “...it's really, really important to me to learn from them, as well as to teach them.”

When I asked her how her understanding of the relationship between life and learning has helped her become more faithful to her subject matter, she said,

Well, I think you have to look at what you teach through the eyes of your students and make it work for them. And again, just being open to it and reaching them where they are rather than making them go where you want them to start is really important to me. And I think you've got to know them to be able to do that so, it's a constant listening and figuring out, well, where can we go with this and where don't we want to go with this, particularly in literature.

Finally, when I asked Rasteen what it means to her to be a good teacher, she said it is really important to her to be open to her students in class.

Again, I think that being open to what kids bring to the table is really, really important, not thinking that we have all the answers. And

learning from them, and teaching kids how to think. That's really important to me to teach kids how to think and let them be risk takers, and realize that it's okay to do that. To me, that's really important and that helps me be a better teacher, their interaction with me helps me help them. This attitude helped students become able to express their own opinions in class.

...they need to feel safe enough to express their opinions, and see if they can get a conversation going with somebody else, or if they need to, let's see, whether they—to feel comfortable enough to chance and realize that they have the ability to make as good a call on something as someone else. Literature is pretty wide open and that their opinions are as valuable as anyone else's. And they might send the conversation a different way, and that's a good thing.

Since Rasteen had mentioned Howard Gardner's multiple intelligences during the interview, I followed up on this at the end. Rasteen replied,

I think it's really important to figure out the best way that kids learn and I think it's really important to be open to the fact that kids learn differently and I think it's our job as teachers to give kids multiple opportunities to tap into it and to talk about the kinds of learners that there are and for kids to know that there is not one way to learn.

She also mentioned that people can “develop intelligences” and come to rely on different ones than they currently use. She ended her comments by saying, “...people have different intelligences, and it doesn't make anyone smarter than anyone else, it doesn't make anyone better than anyone else.” I asked her how she became able to see that no

one is smarter than anyone else. She replied, “By looking around the room and realizing that they all have different things to bring to it and that their styles are very, very different.”

Nancy Nuñez

Nancy Nuñez was an eighth grade English teacher in her early 40s who has been teaching for six years. She had a bright attitude; she seemed happy and present. She asserted her control of her classroom whenever necessary, yet had a caring, peaceful attitude toward her students.

First, Nuñez asked students to reflect on things they were already interested in. In one case, she asked students to write a paragraph about whether or not children should be spanked. Nuñez said she selected assignments like these so that students would elicit good arguments and write a good persuasive piece. She also wanted students to be able to express themselves. Talking about issues that were important to students helped create a bond between teacher and students and led to better student work. Talking about these things in class also made her students feel good. Nuñez said that she wanted her students to feel good because she wanted her students to produce good work for her. “I want my students to like me, I want them to produce work for me. I want them to get good grades, so I’ll do what I can to make them feel good.”

Nuñez also wanted to be open to talk to others because of the way she grew up. She liked deep thinking, so she brought these kinds of opportunities to her students.

I observed a situation in which Nuñez followed the system for disciplining students that was established by the school but did it in a very respectful manner. Nuñez was helped to develop this ability by a teacher she spoke with when she first started

teaching. He told her to “never embarrass a student” and this has become part of her own philosophy and practice. Her student teacher supervisor also stressed to her the importance of having a “procedure for everything.” He recommended this so that her class would run smoothly when she is not there and she has incorporated this into her teaching practice.

At another point, when Nuñez handed out a reading about alcohol abuse, Nuñez talked about her father, who was an alcoholic and an uncle who was in prison for killing someone while drunk driving. When I asked her how she became able to talk about sensitive personal issues with her students, she replied that her students’ families had experienced many of these kinds of things and she hoped her students would take her advice when they hear that she has experienced the same thing. For her, “the point is not to get sympathy.” Her point was to tell her students that she is a real person, and if she can overcome this, they can, too.

Nuñez has talked with her students about how certain people in their lives can be “anchors” that hold them down. She had described to her class how her father pulled her down emotionally by telling her she would not succeed in school and college. She noted that her mother would say at these times, “Why can’t you say things that are encouraging?” In spite of her father, she had made “choices to succeed” and told her students that they can, too. She said she “t[old] them all the time,” especially those who frequently have these kinds of problems in their lives,

...if you’re not going to take care of yourself, who’s going to take care of you? You know? If it’s your mom or your dad that is your anchor holding you down, doing things, doin’ drugs or leaving you alone so long,

they're not taking care of you, so you need to take care of yourself—
someone needs to care for you, so it might as well be yourself.

Nuñez used her own story to empower her students.

A basic choice that her students had to make was whether to see things positively or negatively. She strove to “push out” this idea that people can make positive choices. This viewpoint was clarified by some of her religious beliefs. Though she said that trials are there to “prove our love to the Lord,” she said they are also there to help us learn something. “We can choose to learn something from the experience or you can choose to be resentful, to be angry, and at the end of this particular trial, nothing will have been gained.” The choice is up to each individual person. She gave two more, very dramatic, examples of people who focused on looking for the positive to get through very difficult situations.

During another class period, Nuñez demonstrated her ability to maintain her authority when her students attempted to reject it. An excerpt from my field notes best describes this situation.

Students had been reading an assignment about an encyclopedia for a while, and Nuñez stopped looking at the book and said, “Do as I do.” She spread her arms wide and says this very dramatically. She says, “copy my facial expressions” and is very dramatic. She says “hug yourself. Give yourself some love.” She tells a boy to do this. She tells people to roll their shoulders. A boy rolls, and she says, “very nice” and then she sniffs. And then everybody sniffs. And she says “alright.” And then everybody says “alright.” She says to look at page.... Everybody

repeats her. She says repeat after me and the students say “repeat after me.” And she tries to talk about the definition and people just keep repeating her. And then she just kind of looks at the ceiling and says “now I need to be strategic” and some students repeated that. But she says that they will finish early if they stop repeating her and then, if they repeat her, they won’t finish early. And so she asks someone to read the definition of pizza and then she’s kind of going a long, and then a student says, “If you make us do this, we are going to start copying you.” And then she says, “Don’t copy me anymore,” and the students stopped.

I asked Nuñez how she became able to do this and she said, “It has everything to do with organizing yourself the first days of school.” She explained to her students during this time, through setting up procedures and through her own words, that she is “in charge at all times.” She was inspired to do this during her first year of teaching, when a student told her that she was not consistent in giving the discipline she said she would give. Nuñez “took this to heart” and became sure that if she said something, she would follow through with it. The students know that “[she’s] the boss and [she] means business. Period.” This is part of an affirming environment because her students can always trust that she is in charge.

Part of the control Nuñez maintained in this situation was control of her own emotions. She called this “acting skills.” She said, “You have to pretend like you know what you’re doing, even if you don’t.” She laughed.

Finally, I observed Nuñez tell her students, for a particular writing assignment, to “trust themselves” and write “whatever came into [their] heads” as a means of helping

them generate ideas for their writing. When I asked her how she became able to do this, she described the difficulty she had had completing math courses in high school. This was so difficult that she had to go to a community college—apart from all her friends—instead of moving on to the regular university. She has been sensitive to the difficulty students have with different subjects.

She has liked to focus on the positive with her students because negativity leads students to “feel bad[ly] about themselves [or] doubt themselves.” Her difficulties with math also helped her learn to think positively so she could get through the course. She has had to learn to do this despite the fact that her father has tried to take credit for some of her successes because he gave her such a hard time. She said this is completely false; though she loves her father, “he made some really poor choices.”

At this point, I turned to the generalizing questions I asked each teacher, “Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?” Nuñez said that it made her think of Glasser’s choice theory, and that a person has to have all needs met to be in balance. From this I asked her how her understanding of boundaries has changed, or how she’s gotten to a place of balance. She said that she has a love for God and would like to share this with her students, but she can’t because it’s against the law. She says that she finds a way to share what she loves with her students without crossing inappropriate boundaries.

I next asked her how her understanding of the relationship between life and learning affected her ability to manage her class and gave her examples of two extreme

points of view. In one viewpoint, a teacher might say that learning doesn't need to have anything to do with student's lives. In another, a student might say that his or her life has nothing to do with school. She said she was the opposite of both points of view. She explained,

...your life has everything to do with your learning. Give me a break, you know? Unless you're a robot, you turn off your, you know, emotions, you turn off everything that's goin' on at home the second you enter the door. And I think that's a ridiculous concept. And it just makes sense, students are going to come into the classroom with things on their mind already, things that have nothing to do with school. And so, as a teacher, I feel it's still my responsibility to be sensitive towards that. I need to be sensitive, I need to be aware that if a student is not listening in my classroom, it's not because he hates me! That's not going to be my immediate response, oh, he hates me, he doesn't want to listen, he doesn't, no, my immediate response is, something's going on at home, some need's not being met, and if it's not a home, maybe it's at school. I mean, that's one of the first things I'll do.

She then described how, for the first time, a girl swore in her class. Nuñez asked the girl to go outside with her and asked her what was wrong. "I tried, intentionally, again, using these acting skills, trying to relate to her, on a different level and show her that 'I care about you.' After a while, this student told her something that had occurred at her home. Nuñez says, "...I naturally know [unclear] the student I have in class [that] is giving me the worst hassle, I know this is a student who's had probably the worst life."

Nuñez referred again to Glasser's theory. "A person acts out when they're unhappy, when a particular need is not being fulfilled. I know in my class, I try to make my class a need-fulfilling classroom. So, the problem cannot be my classroom. It cannot be me." When she has had a problem in her class, she has tried to determine what need is not being met.

When I asked Nuñez how these ideas have helped her become more faithful to the subject matter she teaches, she said that "hav[ing] discipline under control in [her] classroom" is the most difficult part. If the discipline is taken care of, she can focus on what she needs to teach. She affirmed that discipline makes way for real teaching. She has wanted to enjoy teaching. "...if...discipline or management is even a tidbit of an issue, you know, then teaching is not going to be enjoyable. I want to enjoy it. So I make sure, I mean that's huge, discipline's not going to be an issue."

Finally, I asked Nuñez what it means to her to be a good teacher. She said that to be a good teacher, she's got to be sensitive to the needs of her students. Sometimes, this meant realizing that they "are not going to feel like learning and that's okay." If they have been having a "bad day", they need to come and talk to her beforehand and she will not expect them to work. She said, "Let me know, because I know you're not a bad kid. I know you want to learn and you're going to try your best." Nuñez has believed that "knowing that there is flexibility" between teacher demands and student capability is part of what makes a good teacher.

Patricia Jensen

Patricia Jensen is a seventh and eighth grade English teacher in her 50s who has been teaching for 23 years. She is a vivacious woman. She demonstrated her control of

the classroom by constantly engaging her students, usually with humor, sometimes directed toward herself, the lesson or the students themselves. She is Black and uses a light Black dialect and seemed to use this, at times, in humorous ways. Her mood changed quickly and sincerely to confront or sympathize with problems that arose in class. She was in control of her class and seemed to heartily enjoy teaching.

First, Jensen has assumed that what students learn will be connected to what they already know. When Jensen was teaching her students some vocabulary, Jensen used sentences that described things that were going on in the classroom at that time. She said that if they use the word several times, it can “become their own”. She told me this works because the students “can relate to the situation” she has been talking about. She said “...it’s just easier to learn and to remember if you can connect to it.” She asked me if it isn’t easier for adults to learn this way.

...If it’s just cold and I don’t see how it plays a part in my life, then I don’t really learn it. But if I can connect it to something that I already know, it just makes it easier to become a part of my life because, basically, I’m just saying, I already know this. It’s just that you’re helping me to make that bridge, make that connection to what I already know.

And that’s just a good way for the kids to grow.

Jensen can tell whether or not her students understand by the expressions on their faces and she adjusts her delivery accordingly. She said, “I’m a people watcher and I’ve always been able to do that.... People just tell you more through body language, through nonverbal language. I can just understand what they’re trying to get across to me.” Her mother was a people watcher and she is like her mom in this way. “...I’ve always been

able to kind of feel people and their needs.” She described going to the mall, or looking at a car and asking herself, “...I wonder what that story is.” She has really enjoyed doing this. She said,

Oh, I love it. People watching is just, I love it. I really enjoy it.

Yeah, uh huh, to see what’s beyond the façade, yeah. I really enjoy it. So, I’ll sit at the mall. (laughs) And I have to watch myself, be careful because I don’t want to make people uncomfortable by my looking, but I do, I enjoy it very much.

Connecting to people, even if it is simply through observation, has been something Jensen has really enjoyed.

Jensen next demonstrated her ease in social relationships when she expected her students to respect her. In this particular instance, Jensen called a girl on showing her affections to Jensen when she was really trying to get attention from other boys. She talked about her reaction:

Oh my goodness. We start in August and we build a rapport. You know. Anybody who says that they don’t want the kids to know me is not going to be very helpful. Kids need to know that teachers are people. And so, um, when that happened, I do remember this little person coming into my classroom with all the boys and her interest was the boys. So she comes in and gives me this hug and she’s not even looking at me, as if I’m going to think that’s really special what she did when all it was a ploy to get the boys’ attention. ‘Look at me. Look at me. I’m hugging Miss Jensen.’ And I was really hurt by that because I didn’t think that she

would treat me that way, so I had to bring it to her attention. ‘Oh, I’m sorry miss.’ Well, you need to consider what your actions do to other people! And see, that’s what I’ve always taught my kids. You need to think about what you’re doing to other people. Now, grant you, these are 13 and 14 year olds and, they’re totally led by hormones. But still, I just feel the need to help them understand what their actions, how deep their actions can go. Cause they were only thinking about getting the boys’ attention, but yet, you hurt me in doing that and that wasn’t a very nice thing to do. I wouldn’t have done that to you.

She hoped that since she has said this, the girls will not do this to other teachers. She said, “I want them to think. I want them to be kind. I want them to consider others.”

Jensen has come to expect this respect for herself when she was respected by teachers as a child. She said, “I felt that some teachers were people (laughs) and then there were those who were not. They were just like robots or anamatoms, or whatever, they did not seem to connect...” It was one of these teachers who could connect who talked with Jensen in high school during the time period in which John Kennedy, Robert Kennedy and Martin Luther King Jr. were assassinated. This teacher’s actions humanized Jensen’s understanding of teachers in general. Students should give respect to teachers because they are people, just like students would respect themselves. Jensen explained,

...I think kids sometimes think that we are just here to serve them and there’s no two way street in that. Cause, they can make me feel good. And I mean that in the most innocent way. They can spread that kindness,

that goodness and make a teacher feel good, who's a person, who might be down, you can say a kind word and make them feel better. Just like I can do that with you when I can see that you might feel down and need an encouraging thought. Yeah, it goes both ways. So, I just want them to know that. We're just people. I think that 13-14 years olds have such a small little world that they don't realize, sometimes, how hurtful they can be to each other, to their peers—that is each other—and then to adults, to their parents. I just want to make things a little better. Make them think outside of their own little worlds.

Through her respect for herself as a person, Jensen has also encouraged her students' humanity.

When I questioned her further on this subject, she said it is not so much a desire to be known by others, "as [a] need [for teachers] to be thought of as ordinary people with feelings."

Jensen also described how she had learned from teachers who were bad examples. She talked about a teacher who did not listen to her when she had an unconventional answer, although it was actually true. She said that this experience helped her "to listen and see how much kids know..."

Third, Jensen showed an ability to be emotionally present to a student's problems. I asked Jensen about an experience in which she appeared to experience the pain of another student who talked about an alienating experience with her mother. As I recounted that the student said that her parent was upset by her person, herself, Jensen replied, "...that would hurt me....That I would be worried about, so I would want to

make that child feel good...” Yet as Jensen thought about how to respond, she had to think through other factors. She wanted to be an advocate of the child, but didn’t want to put the child’s mother down, and she also realized the possibility of being used by the student. She knew that her students knew her as being an emotional person and might say something just for the response. She also knew that the girl and her mom may have just had a “tiff” this morning and the anger may soon pass. Still, her own father never seemed to be very happy with her as a child, and she knows how much this hurts. In the end, it seemed to be these strong feelings of empathy of pain that were the test of legitimacy for this situation. She needed to respond with care.

Fourth, Jensen demonstrated an ability to talk openly about a difficult subject—sexuality—in her class. Jensen had had a detailed discussion about not being superficial in the way they choose their boyfriends and not having sex too soon. I asked her how she became able to do that and she said,

Oh, it’s a necessity. They need to hear that. They don’t hear it at home, they don’t hear it on TV, they don’t hear it in the movies. All they hear is sex, sex, sex, sex, sex, sex, sex. ‘I need a man, and he’s got to be good looking.’ They don’t look beyond the exterior, so I just thought,

‘Okay, life lesson. Everybody listen.’ They need to hear it. They need it.

Jensen also said that the parents of these students had these children when they were 14, 15 and 16 years old. She said, “I just don’t think they hear these things from their own homes, so it’s my responsibility.” Jensen explained that her responsibility goes beyond the classroom situation. “I’ve got to teach to the whole child. Not just the academics.” She explained, “I don’t see just the reading, writing person, or student, so, that’s just a

strong belief. They're more than just students. They're students in life. They need to be taught the way to go." She wanted to give balance to the viewpoints they've heard.

...they've only heard this one way—you need to find boy, you need to find man. That's all they've heard. I just want to give them the other side of the coin, that's all, give them another way of thinking because as I look in their little faces, I can actually see that this is a novel thought. You mean I can actually take care of myself. Uh-huh! You know? It's the whole child. I need to address the needs of the whole child.

She has been influenced in believing these ideas by her religion, but she thinks the source of this action is just "...a love of kids. I want to see them get an education. I want to see them grow and not have all this baggage connected to them." Jensen further didn't think that sexuality is

...anything that needs to be hidden. These kids are very sexual at this age, so if they think I'm in any way uncomfortable with the subject, then they've got a one up on me, and it doesn't bother me to talk about it. I've gone to mommy school. I know that this, too, is something that kids need.

Jensen explained that sexuality is not hidden in real life. She cited the commercials and movies her students watch. I told Jensen it is surprising to me whenever someone does bring a realistic viewpoint about sexuality into the picture. She said,

...whatever it is that they want to talk about, I don't care what it is, I'm willing to step up and talk about it." She doesn't know how far back

she became able to do this. “I just think I’ve always felt that way.

Whatever it is you wanted to know. That’s just part of the education experience. I’m a teacher and these are 13-14 year olds and they’re not going to only want just the academics. Sometimes they need help with other things. Okay, I’m willing to do that.

She wished she would have had help with these issues when she grew up, but everything was so “hush-hush” then. She has enjoyed being able to talk about whatever her students want to talk about. “I just think that is a good teaching technique. I really do.”

When I asked her the first generalizing question, she said that her ability to see her life in her learning and her learning in her life has not so much changed as become “fine tuned.” When she sees new needs with her students, with each class, she “tunes” her teaching with these needs. With the all-boys or all-girls classes she has initiated, she has learned more about the specific needs of boys and girls and she can tune her teaching more with these needs. The need to discuss some topics, like sexuality, has arisen more in recent years and so she has come to address that.

In response to the question of how the appropriateness of her understanding of the relationship between life and learning has helped her manage her class she explained that learning is a reciprocal process she experiences with her students. She said, “Learning is important, so in my class, I want my students to know that I’m learning from them just like they are learning from me.” She has been learning from them how to be a better teacher.

I learn what their needs are. I learn that this one is ahead of these issues because of this, so I’m always learning from them. I’m learning

how better to adjust whatever it is that I am going to be teaching them, according to their needs....I'm always adjusting, monitoring and adjusting and learning from them, just like I want them to learn from me, but I do.

When I asked how she considered the importance of faithfulness to what her students were learning, Jensen stressed the importance of the subject matter. She said, "Reading is important, writing is important. Will they need it in their futures? You betcha." She has read with them during silent reading so that she can "set the example". She said, "I want them to see, [to] model the behavior, the reasons why reading is so beneficial." Then she told them how their lives would be affected:

Kids, if you can't read, how are you going to go to the doctor and get the prescription and give the baby the right medication or get a contract and know what it says, or get a bill and know when it's due or if they're going to have a balloon payment coming down the pike for you and you don't know what a balloon payment is. How are you going to know these things if you're not good readers, writers?

She said, "I try to make it as practical as I possibly can."

In response to the question about how her understanding of the relationship between life and learning has affected her openness to her students she explained that her openness is a part of who she is.

I'm open to my students because that's the kind of teacher I am.

Today, I noticed that one of them seemed a little sad, more so than usual, and so I just had to tell her, honey, if there's anything I can do, let me know...I can just tell when one is sad and maybe she won't come to me

today, but she might come to me tomorrow, or down the road because I've let her know that anytime you need me, honey, I'm here for you.

She has also tried to encourage her students to be open to each other by discouraging racism. She said, "They feel that this race is not so good, but this one is, [so I] try to help them to appreciate, I just want them to be a part of society and understand, you're going to find good and bad wherever you go." She has told her students to start out thinking that everyone likes them and later "figure out who [their] real friends are."

When describing her understanding of what it means to be a good teacher, Jensen talked about her openness to change. She said, "I don't ever want to get stuck in a rut, with, 'This has always worked.' I want to be fresh and new for my students." She refers to the cultural change in emphasis on what is important to teachers.

So, when...the pendulum has swung, and now it's over here, now, and now it's over here. All I want to do is pick and choose, from whatever's being offered, oh, 'This could work, they could use this, oh, I like that,' so that I can really get them on the road to being successful people. Because we have to keep in mind, why are we here? We're not here for that paycheck, we're here to get these people from this point to the next point and beyond. We want them to really be good people, good citizens. And that's what I always wanted with my own kids, so that's why, yeah, I'm influenced by anybody and everybody who comes near me because I'm trying to figure out how can I use this to better myself so I can be the best teacher I possibly can be. And I'm not trying to pat myself on the back, but I'm willing to be fresh, so if you're saying that this is

what is now working for him, Okay! Show me the way! Because I do want to be the best teacher that I possibly can be. So, yeah, I'm always learning new things, taking in new stuff and tweaking the old stuff, so that I don't become stale and stagnant, because I've had plenty of those. The teachers that were just there for the paycheck, and I don't want that. That doesn't make kids advance. They're just in there, 'til, 'Okay, I'm in Mr. Smith's class. I've got 55 minutes, I think I can endure.' I don't want that. I really want them learning something, taking away, not just the reading and writing part of it, which I do, but in addition to that, Mrs. Jensen was ready and willing to have an impact beyond the reading and writing. So, I want to be fresh, because that's what's going to help them be the good people that we're trying to get in the future.

Derek Hansel

Derek Hansel was a sixth grade social studies teacher who seemed to enjoy teaching and had been teaching for eight years. He seemed eager to engage in thinking about new things. When I first met him to talk about my study, he said, "So you're going to psychoanalyze me?" He also said he would like to be interviewed. I also found he had a warm manner toward his students.

Derek Hansel used his social skills to enhance the learning environment. On one of the days I observed him, I saw him attentively listening and asking questions of students about their school break. I asked him how he became able to do this. He replied,

I find that middle schoolers need some kind of connection with their teacher, um, they desire it, they want it, and what I found is the better rapport I have with them, this seems like a no-brainer, but the better rapport I have with them, by showing some interest in their life and knowing a little bit about them and talking with them and allowing them to see a little bit about my life, the better they do with me in my class, you know, I have less discipline issues, I have better products that come out, the students are more enthusiastic. I think it's important for them to know that their teachers care about them and want to know about them, and it makes them a little bit more willing to do the more academic things as well. Um, and, you know, I kind of enjoy it! (laughs)

Hansel said he also did this to counteract the higher expectations he had. "...I could (laughs) kill the kids, basically, with just the sheer amount of what I want to do..." He has hoped that having "rapport" with his students will counteract this. When I asked him how he became able to enjoy kids, he laughed and said, "Well, I couldn't be a teacher unless I enjoy kids....I am a teacher because I enjoy kids."

He further explained that he, in Glasser's terms, has had strong needs for "power and achievement and love and belonging." But "fun and freedom are not as strong." So, he purposefully has compensated by adding some elements of "freedom and choice" for his students. Talking to his students about their spring break was a part of that practice.

In another observation, Hansel showed his ability to strongly engage his students with real life examples. His and a neighboring teacher's students were getting ready to go on a field trip. While the other teacher was speaking, Hansel made distracting

gestures, for the purpose of showing students how not to behave. After he had made his point, everyone discussed why these were not good to do. Hansel explained, "...I've always found that examples are so much better...when they see it in action, when they have a real-life hook, basically, it makes more sense to them." His ability to create this new reality enables him to raise his students' awareness of what is possible by altering their own stance.

Hansel also demonstrated that he could acknowledge and have respect for different learning styles. He even went so far as to say that some styles of learning are advocated by "the game of schools" and that not everyone is able to adapt her or himself to the preferred approach.

Next, I asked about a situation in which students tried to argue with Hansel about changing an assignment. Hansel is assuming that the students were capable of influencing the order in the class and this is humanizing. The students were very passionate in their approach. Hansel said he became able to allow this interchange due to good relationships with these students and "a lot of mutual trust." This was an empowering exercise for his students because Hansel recognizes their thinking ability. He said,

...I was pretty much thinking, here's an opportunity to come up with arguments, to defend their arguments, to do some higher level thinking because, quite honestly, they're right in that, you know, memorizing the states and abbreviations and how to spell it is pretty low level thinking.

Hansel realized the power he had in communicating what good arguments are by the way he reacted to his students.

I asked Hansel how he became able to have this kind of mutual trust with his students. He replied, "I think the mutual trust and stuff comes from them knowing that I care about them and knowing that I like them and I listen to them, so they give me their best." To some extent, he didn't know what he did that made it work. He believed it also had to do with the personalities of students in this class who are more cooperative than other classes.

It's hard. I don't know how to answer that exactly....a lot of it is a combination of the kids personalities, that's a huge part. Within that class, there are some incredible kids. Very motivated, but not motivated so much, they're not the cut-throat competitive type....They're much more cooperative, and willing to cooperate and help each other. And they've built up a lot of trust within themselves, with each other.

Next I asked Hansel about a personal disclosure he was able to make in class. In preparation for seeing the aforementioned play that dealt with racial issues, Hansel said that in the 2000 census he had marked the option "don't want to be identified." (Hansel's race is mixed.) Hansel explained,

I find the whole issue of race very intriguing and sad and complex and confusing and difficult one (sic) for myself and for students. I'm perfectly fine with what I am which is ambiguous, I mean, it is very hard to tell. I find it sad when students come to class and they have preconceptions of what White is, what Black is, you know, or they have

these prejudices and such, and I think it's my responsibility to help them deal with it, to open up the eyes of the bigots (Ha ha) and there are some kids who are ashamed or they have been bullied or whatever about their race or the way they look and to give them some support, and be a model, essentially, of, 'look, I've been there, done that', you know.

For Hansel, the pain of prejudice was real. What he learned through his life experiences was available to help others. When I asked him how he came to see this as his responsibility, he replied, "Well, I think, it's the responsibility of the teacher to help the students grow and improve themselves." Furthermore, the teacher's responsibility is

...not just academics, it's how to be a better person. Like with the issue of race, I very much believe that it's kind of my duty help them at least understand [where] their beliefs come from, if they are, you know, prejudiced, that's their prerogative, but they need to understand that they're prejudiced and why they're prejudiced, if they are. Hopefully, I mean, since a lot of them haven't thought about it, you know, given the opportunity to think about it, they'll deal with it and become less prejudiced. But especially in our community ..., there's a lot of latent prejudice and racism that exists that they don't even realize because they've never see anything else.

In a glimpse at how he formed these ideas, Hansel described a situation in which his mom, whose race is also ambiguous, was treated in a condescending way by a man who had been called to change her flat tire. His mother started using her intelligent vocabulary, and the man started to change the way he was treating her. Hansel

remembered this as a way of reacting with dignity, even when one is being treated in an undignified way.

I asked Hansel how he became able to act according to the idea that teaching is not just about academics, but about how to become a better person. He responded,

That should be the goal of everyone's life, no matter what they're doing. I mean, why are we here, unless it is to become a better person? I mean, this might get into more, I don't know, personal philosophy of life, that sort of thing, but I believe strongly I'm here to become a better person and to help others do the same. Not by my definition of what's better, but to let them continue their journeys.

Hansel said he got this idea from his parents.

...my parents instilled in me at a very young age to—it's hard to say exactly what the lessons were, but basically, how to treat others, you know that we're all on this journey together, that we need to try to improve ourselves and be the best that we can, spiritually, and in every way, that we're here to serve, and through service, we also benefit and our journey is served as well.

Next, I asked Hansel the first generalizing question concerning how his life had changed with respect to understanding the relationship between life and learning. Perhaps because of the fluidity with which he experiences relationships, Hansel was not aware of the issues I presented. While he attempted to pass on his excitement for learning to his students, he didn't see the push and pull of the subject matter and the life of the person, like I suggested. He said,

I don't see much of a push and pull. I don't like to look at the boundaries. Learning for learning's sake is okay, that's my standards and benchmarks (ha ha) I follow the standards and benchmarks, but, I think it's more exciting to, by no means am I a constructivist, to where it's just, go out and learn and build your own, I mean, there's guidance and stuff, but when you presented it as the content of what has to be learned and your own life...I don't know.

When I asked what he would do in a situation in which his students didn't find the subject relevant, he began to speak in terms of faithfulness to the subject matter and talk about how he finds relevance.

Well, that has happened, obviously, that happens all the time in classrooms. You find relevancy. And normally, I agree with them, okay, if there is no relevancy in your life, you shouldn't be learning it, but what could be the connections to your life. And normally, what happens is we start through discussing it, finding out, oh yeah, there are some connections here. It's a pat, old cliché, history repeats itself, and so, we make a conscious effort to trying to take the content and apply it to what is going around them right now.

He used an example from class to help explain. His class covered the

...war in Iraq, [and the] war in Iran, we spend quite a bit of time on all of that, 9/11, when we talk about the content they have to get about the 1920s and the Red Scare, okay, yeah, a kid could look at it, if you're memorizing facts and dates and names and stuff like that, of it being

totally irrelevant to their life. But when you put it in the context of look at the world now, and what we're afraid of now, terrorism and these kinds of things, that's exactly the sort of feelings they were having then, it's just a different name, a different situation. Once they make that connection, that emotional connection almost, then it becomes relevant and they want to know more about it because they quickly understand that once they understand the past, it helps them with the present as well.

When I pointed out he was speaking in the terms of my dialectic, he acknowledged this but said, “[he had] never thought of that in those terms before.”

When I suggested there is a relationship between life and learning for kids and sometimes teachers lose the relevance or don't push kids far enough and asked how this might influence classroom management, he replied, “...that makes a little more sense, when you first started explaining it, I don't see it as antagonistic as it first came across. Um, I see it much more as a partnership between the students and I.” Hansel talked about how he emphasizes the concept of equity over equality at the beginning of the year. His one rule has been that his students “treat each other with dignity, kindness and respect.” He explained how these rules are the same for both teacher and student. “And so, I don't see, when you first started talking about that, it sounded more that it's the students and the teacher and its totally separate.”

I responded, “Well, I don't really think it's the students and the teacher. I think it's the students and the subject matter, and the teacher is negotiating it.” Hansel replied,

... Okay, I can definitely see that point because most of them, when they come to class most of them are like, eww social studies, or eww

history, it's a bunch of dead people, you know, and honestly, I think a lot of it comes down to their relationship with me and if I have decent rapport with them and if I have good relationships with them, it kind of solves itself.

Hansel described how two boys with learning difficulties applied themselves because of their relationship to him, and found their own connections to the material. Hansel's attention to these students motivated other students to work on their own projects.

Next I asked Hansel in what ways my understanding of the relationship between life and learning helped him become more open to his students and more faithful to his subject matter. He replied, "Well, I think the openness to the students came first and that drives me more than—you know the content," although he's "obviously in love with social studies..." Even though he loves the content of what he teaches, "...I'm not as driven by it as I am by my relationships with the kids and the learning process....I feel very strongly that the kids get the content, and they do get what they need, in terms of the standards and benchmarks and all that stuff, but I don't think of that first."

I asked him what it means to him to be a good teacher. He replied, "...a good teacher is there to facilitate the students learning, ...to deepen their awareness for what's going on in their world. I mean, social studies is life, that's what I tell the students often. Every thing fits into the realm of social studies. And so, maybe that's another reason why I'm less concerned with specific content is because anything we discuss in class is part of social studies, and you can hook it into American history and that....You know, when my content is life, you know, everything applies.

So, you know, yeah, I'm teaching them American history from Reconstruction to the present, but I think my viewpoint is more, through your life and through your experiences and that, you become a more sophisticated thinker, you have better, you know, skills, as far as thinking skills go which sets them up to be successful in life.

For Derek Hansel, faithfulness to the subject matter was not seen as what he does. He saw himself as faithful to the student. But in his faithfulness to the student, the subject matter became robust. It was involvement with all of life. Nothing was outside its bounds. Engagement led to skills that pervade life.

Hansel expressed concern and curiosity a few times whether or not other teachers had related to the relationship between life and learning that I had expressed the way he did. Also, he was reluctant to tell me his outlook that students are on a journey and teachers are to help them on their journey. He said this was very "personal" and seemed self-conscious when he said it.

Carolyn Jacobs

Carolyn Jacobs is a seventh grade math teacher in her 50s who has taught for 30 years. She showed a tremendous commitment to her students' learning although she was at times unaware of the attention she gives. Carolyn Jacobs had a great sense of humor and would say funny things to me between classes. With her students, she was very much on task. After the last observation, Jacobs told me that she tells her students at the beginning of the year that she doesn't give many referrals. She says that some students would probably like to go to in-school suspension because they wouldn't have to work so

hard. But Jacobs said, “I want their butts in here.” She does give “mean looks” sometimes, though.

Jacobs first demonstrated her faithfulness to her students’ learning through her approach to student-led conferencing. While I observed a class, Jacobs asked her students to use a self-evaluation to critique different parts of the work they had done in her class. When I asked how she became able to value this activity, she said,

I saw that it put the responsibility where it largely is. The students need to take responsibility at this level. And, so if they were going to take responsibility, I wanted them to know exactly what was right and what was wrong with what they were doing in my class, because that’s largely the only part of their day, that I can, you know, be very directive about.

She has come to value putting the responsibility on the students because at home sometimes it’s “externally rewarded.” She has experienced parents who are a support to their child taking on responsibility and parents who undermine it.

Referring to another example, I asked Jacobs how she had become able to be so directive in her class. Jacobs said that she started out teaching special education, and surmised that many of her students had “no clue what they were supposed to do.” She saw it as her job to be sure that her students knew what was expected of them. She wanted them “to be absolutely sure what they needed to do in order to succeed in my classroom. If nowhere else, then absolutely in my classroom, I took that on ’cause I figured that’s what I’m hired for.” When she moved to a regular classroom, she found it to be more like special education than not and adopted the same focus. Jacobs’ emphasis

on clear expectations allows students to realize that they are making choices in their education. She has conveyed to them,

You do this, you do this now, and when that's done, you do this, when that's done you do this, you know, and so, if you're not doing it, I call you on it, because it's—and I say to my students, too, I say, you know, in my classroom, if you don't, if you don't do well in my class, it's because you've made that choice...

She further explained the support they have along the way in carrying this out.

...there are options all along the way, there are interventions all along the way; I'll help you in home base, I'll help you at lunch, I'll help you after school, there's tutoring after school if I can't stay, another teacher can stay and they can help you, you know, there's all these ways, so if you choose not to get the help that's available, then you've chosen not to do well in my class. It's not that you haven't had the opportunity to do well in my class...

She said, "...it's that responsibility thing. You know what you're supposed to do. You're not doing it. I'm noticing you're not doing it. And you know it's your responsibility..." Again, Jacobs was extremely committed that her students learn.

I asked her about another instance in which she seemed to emphasize time urgency in class. She said this is "just kind of my flavor, that's just kind of who I am..." but it is also a result of the "86 objectives" she is required by the state to cover. She said this is a "monstrous task" because the state assumes that all the students have

accomplished all the objectives from the previous year. But not all of these students have. She said,

So, you know, there is a time-urgency and I let them know that, probably from day one. We have 86 objectives and one of those objectives is to do the four basic operations with integers. That's one of them. And that takes (laughs) a long time! To really be in it and understand it and I teach it using a coding system, and that's one! And I spend, oh, at least two or three weeks on it and that's one objective. I've got 85 left.

She also has had a sense of urgency because she has wanted students to start their homework in class so that they learn it and aren't relying on their parents to do it for them when they get home. She also didn't like to "waste time." She said, "I don't feel like I have time to waste, given the task that I'm given." She wanted her students to practice and be engaged in class so they will practice at home on their own and really learn it. She wanted them to get that, "Oh yeah, oh yeah, uh huh, uh huh' effect."

Jacobs has had various motivations for teaching and being very focused in her class, but regarding her motivation for teaching the 86 objectives, she said, "I've been told that is what I do. That is my job, to teach those objectives. That is what I am to do. And when I signed my contract, that's what I say I will do. And so I do my best to do it."

At another observation, Jacobs told students that they can be proud of themselves for taking a college placement test, regardless of the results. She explained as if asking a question, "I see a middle school student as tough on the outside, but mushy on the inside, kind of person." She tries to "live inside their little heads" to understand what it must be

like for them to take a risk in such a high pressured situation. She has asked herself, “‘What are they thinking?’ and ‘How do they approach it?’” She talked about a student who was invited to the class and didn’t want to go, though her parents wanted her to. She talked with other students who talked to her about the test after they took it and had concerns about their own performance. She said that “telling her students whether or not they will make the class is the hardest thing [she does] all year.” She talked about a student who didn’t make the first cut or the second class they were about to offer.

I asked her how she became able to “live inside” her students’ heads, or want to become able to do this. She said, “I think I want to do that sometimes because they are so surprising...” and because “I think it helps me understand them better.” She has tried to understand their viewpoint on things and she thinks, if she does, “I can hopefully impact them in a positive way.” She said,

I say to them all the time, “I’m on your side.... ‘Cause some kids learn somehow, or they think, that, you know, it’s kind of like a competition and I’m on one side and they’re on the other? [again, asking as if it were a question] And, you know, I say to them all the time, I’m on your team. We’re on the same team. I’m not the enemy, how else do I say it? So, I don’t know, I think I can be more effective if I can understand their perspective, or at least try to understand it, and of course, every student doesn’t have the same one, but the more I can try and get inside their heads, I hope the more I can understand them and the more I can be therefore understood.

She said that wanting to impact them in a positive way is “why I do this, period.”

Jacobs continued in this positive student orientation when she told her students that “they are the same wonderful students before they take the test” as they are after it. I asked how she became able to say this. She said, “An event doesn’t change who you are unless you allow it to.” She has used this line of reasoning with her students, both male and female when they have come to talk to her about breaking up with someone. She said this is what she believes.

In another classroom teaching example, I asked how she became able to exercise such focus and intensity in her teaching. She said she has to because of the 86 objectives. She said,

I want you to understand that I embrace them because I have to, but they don’t really, they don’t really work well with my belief system, because I think the 86 objectives are an inch deep and a mile long. And I would rather do 50 objectives, deeper than what I’m forced to do. And still, I don’t go to work blindly, I don’t, but I know that I’d better keep on going.

She said this contributes to the “focus and intensity.”

This focus and intensity were also due to the fact that all the teachers in the seventh grade math department schedule their assignments together. “Okay, and so I’m not just driving my classroom, I’m driving with four other people....So we have a yearly plan, we know objectives we have to cover. So it’s, I think we’re really focused.” Jacobs said her core beliefs affect the way she approaches her class and this does effect her intensity and focus. I asked Jacobs how her core beliefs connect with the 86 objectives. She said,

They don't connect. I—I you know, it's kind of like, to be honest with you, ok, if you're going to tell me you want me to cover these 86 objectives, my core belief system is, I signed a contract saying that I'm going to do it, I'm going to do my best to do it. And I'm not going to teach those 86 things with blinders on because then you just need a tape recorder, you don't need me at all if you want me to do that, you know? But, um, I'm going to do my best to cover all of them responsibly. That's what I feel like I signed my contract to do, and that's what I expect, I sort of think you expect of me.

Another pressure Jacobs experiences comes from parents. Jacobs does not like to remove students from her classes and does not, in fact, have many discipline problems. But Jacobs knows that parents will remove their children from a class where there is an unruly child. Jacobs has removed students for this reason, but she doesn't kick students out of her classes a lot. She explained her class policy. “Number one, I don't want them out of my class. You're not learning if you don't get the instruction and I don't like to take the time to do it....But you know, you see how I am, (claps hands) ‘open your book,’ ehh, you know I'm pretty direct (laughs).” She described the interactions in which her students come to do as she asks.

...we were reviewing stuff, we were showing the work, I was having somebody go up and do it, and if you didn't know how to do it, you copied it. ‘Cause I never did this right before, but I'm going to do it right now. And we talk about it and you copy it or you do it yourself, and you check it. I had kids who were just not writing. This is not an optional

activity. You can do it now, or, oh golly, class is going to end in eight minutes. Here they are, again, on a piece of paper, you can write them down, and if you don't get them done by the end of the hour, well then we'll go into next hour, 'cause it wasn't optional. And they look at me like (whoo-oo) but they do it. I don't send them anywhere, I want you to do it, so do it! And they do it. And they're not happy with me, but they do it. I don't know why. (laughs) I don't know why, but, you know, I just, I don't know.

Surprisingly, Jacobs said she does not know why they do what she asks them to do.

This last comment reminded me of two other comments Jacobs made that were also surprising. After one observation, Jacobs asked me if I wondered why the principal had recommended her. During the interview, she told me she did not talk to her students about their lives on the days I was there because she did not think that is what I wanted to see.

I asked her the first question, "Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?" She responded that schooling was something she always knew she would do in her life.

When I think about my own schooling, I don't ever remember someone saying to me, schooling is your job, it's what you do in the family unit, and you'd better do it well. I don't ever remember hearing those words. But I—if you asked me to put it into words, I would have

said that or something like that, you know? Even in kindergarten. I mean, I'm sure it was communicated somehow. I don't ever remember hearing those words at any level. And I, you know, not surprisingly, I did well in school. It was what I did. It was the thing I had to do.

She talked similarly about going to college.

I don't ever remember my parents saying, "Well, of course you're going to college." I don't ever remember that conversation. But if you had asked me at five if I was going to college, I would have told you yes. I never thought that I wasn't. And um, maybe I was always reaching for that, you know, that kind of elusive, I mean I don't ever remember not thinking that I was going to college.

She further elaborated that she can identify with the values for education that the parents of some of her students have, but not others. Some parents seem not to have any commitment to education. With regard to the understanding of the relationship between life and learning I presented, she said, "...I think about the 86 things I have to deal with. But aside from these 86 things, I have these real people that I have to deal with. And I totally see that."

When I asked how this influences her classroom management, she talked about how the father of a student in one of her classes was dying. She has encouraged teachers to allow this student to take home economics as a study hall because she doesn't have much reason to study at home. She also described some students who went on a school sponsored trip to the Grand Canyon and asked if they could have more time to do their homework when they returned. She said yes because "You cared enough to ask me."

She said that, “Life happens between math classes” and has tried to take situations individually. Jacobs explained that she has tried to find “some common ground” with her students, in enjoying a common sporting event or knowing the same person outside of school. She said they “see her totally differently then”. Sometimes she has felt like she has made a connection, sometimes she hasn’t.

Jacobs finds math interesting and has wanted her students to do the same. “...I’ve had students come to me before and say, ‘I didn’t used to like math, but I like it now.’ And that really rings my chimes.” She has also believed that what she is teaching is “incredibly foundational.” She has told her students about a high school student who failed tenth grade geometry. She tutored him in basically seventh grade concepts. He went back to take the tenth grade course and he passed.

I asked how her understanding of the relationship between life and learning influenced her understanding of what it means to be a good teacher. She said, “Well, I think it’s kind of about balance, and I know some people say balance smacks of perfectionism but, I just think that you have to do both and it’s a judgment call every day of the week.” She thought experience helps a person determine how to judge each situation. She described a girl whom she met in a summer program and really connected with. She had known this girl for over a year when she saw, unmistakably, that this girl was copying another person’s work in class. They both looked at each other and both started to cry. Jacobs said that she loved this girl. She couldn’t even speak. She was so disappointed. The girl came by and asked to talk to Jacobs outside. She cried and apologized and hugged Jacobs. Jacobs told her that she was allowed to be human, but

she could not tolerate dishonesty. Jacobs said that she didn't know what to say in this case, but she didn't have to say anything.

Alice Baines

Alice Baines is a vital, gregarious woman in her late 40s to early 50s. She has taught Spanish to seventh and eighth graders for 17 years. Baines exemplifies a teacher with an open, friendly and positive attitude who has great awareness of the necessity of discipline. She easily expressed herself through a broad range of emotions while I was there. Here are some examples of the positive things I saw her do.

In the first observation, Baines paid attention to the emotional lives of students and provided an easier way for them to participate in a class lesson. In a writing assignment in which students were asked to write descriptions of their family members, Baines said that students could choose to write about cartoon characters instead. She had observed that writing about family members can be antagonizing for students. "I've had kids really not want to do it and really complain out loud, that they just do not want to do it. It's boring, they hate, you know, they want nothing, they don't want to talk about their family, they don't want to do anything with their family." So she has allowed her students to write about fictional characters if they want to. She has hoped that this would be "easier" and "a little bit of fun." Baines linked "fun" with "interesting" and hoped that by working together with a friend, and class being less directed, her students could "learn a little bit more vocabulary." The point was for students to be relaxed so they can do the most learning.

Similarly, rules that promote sound classroom policy could be pleasant for both teacher and student once they were established. Baines had found that many times

students wanted to borrow a pencil in class. She realized that sometimes this just happened, but she also found that when she lent them out, she lost all her pencils. She also realized that she could call the teacher of the class of the student who has borrowed a pencil, but that “seems like a time waster” or she could “scold the kid the next day” but that seems “so crazy.” She knew that other teachers had asked for collateral for the pencils students borrow, so she started doing this herself. She seemed to have had fun asking students to give her collateral so I asked her about it. She said that she was “actually enjoying it.” She said,

And I have one kid in my sixth period who will give me his shoe, and we have a special spot on my desk and we put the shoe there and for the next couple days, even if he had a pencil, he would let, he would borrow a pencil so he could put his shoe on the desk, it was so funny! And he was just, I don't know, you know junior high kids are just funny, so he would put his shoe on the desk, and he'd be like, 'My shoe is right there, on your desk!' He got the biggest kick out of that. So, as long as they're not really disruptive, I mean, it is fun. It is actually, it is interesting to see what the kids will give you, you know, their Chapstick, their shoe, a baseball cap, I get a lot of cellular phones....The Ipods, the MP3 players, so I get so see all sorts of little, neat gadgets, you know, so that's good. It ended up being fun for me, too, to see what I get.

Her students have joined in, too. In one of her periods, when someone asked to borrow a pencil, the other students said, “‘Oh, so what's your collateral?’” The students have

asked for her. She said, "...so they all kind of play along. It's a nice, it's kind of a nice easy tone to start the period off with, it's kind of fun."

I asked Baines how she became able to have such an attitude of confidence with her students to call them across the room, "Give me something good!" when they went to get their collateral. She said, "I don't know, I guess it's just, probably just lots of experience. I've been doing this for a long time. Um, so probably just the experience of working with it, with the age group, and you know, not being afraid of them, it's like, 'hey, what have you got?'"

I asked her how she became able to be unafraid. She replied, "...you can't be afraid, you just can't be afraid of the kids. If you are afraid, and you can read books, and you can read sociology books, whatever, I'm trying to think of, that's probably not the right word but, just the idea that when you show fear, that's when you begin having a problem. And that goes with anything, if you're in a street, late at night, which you shouldn't be, you know, at least walk direct, straight up, don't show fear, and chances of being a victim are less, and I think that just knowing that, and I'm pretty self-confident anyway, I'm a, I'm not bothered by humans, I'm not bothered by people, I ah, I'm okay. If I'm out on the street and I see a group of kids, I'm not going to be shy with them. I'm going to know, ah, they're kids and I'm not going to be afraid of anybody.

Her own self-confidence has been bolstered by supportive people in her life.

She said she had “good parents” and a “pretty strong family”. She was also the youngest child of a large family and got more attention from her parents than her brothers and sisters. She was very close to her mother; “...we were able to talk; she always was very open about all sorts of things...she was always very willing to talk to me about whatever questions or concerns that I had.” She also has had “good friends...who boosted [her].” She, herself, has noticed herself “when [she has] done well on certain things and felt good about it, rather than worry so much about bad things.” Her partner has supported her with any self-confidence issues she has had. She said, “He’s also been very good at just telling me, ‘look in the mirror, buck up, move on,’ rather than always being worried about, ‘this is not right, I didn’t do that right, I don’t do this well.’ And helping me work on those things rather than just feel sorry for myself.”

Baines thought her well-being had to do with loved ones who have supported her, but she also thought she helped herself. “I’ve always been pretty independent. (Pause) Kind of brave, in a sense, not too brave, but within a scholastic sense, I would take some risks.” Baines believed that taking these scholastic risks was helped by the fact that she went to a small school.

I think I grew up in a very small town. And, in a small town, you are really able to do whatever you want to do. You can be, I was a cheerleader, I was the star of the drama productions, I , the teachers knew me, I liked them, they liked me. I think that was a big part of it, just that, about the age of 11, sixth grade, I moved into a small town, and there were so many more opportunities....I can’t sing that well, but here I am in a musical, the star, you know, where if I was at this school, I don’t know,

there are 1,000 kids, over 1000 kids in this— That's a lot of kids. My graduating class in high school was 49. So, yeah, we had a 100 kids or so in all four grades, ...but, yeah, so I think that might be a big, big part, so that way, when I went to college, I was like, oh, now it's time to buck up, and I'm in a big school, and I'm ready, I'm ready to take the challenge. Go ahead and lay it on me and I'll work hard.

At least three times during my observations, I witnessed Baines holler down the hall to kids who were going to be late for class. I asked her how she became able to do that. Baines said that this is something she has been doing more this year. Previously, she was very concerned about getting everything in order in her classroom, but “this year,” she said, “I just kind of let up on that and decided I really should be helping in the halls, the halls can be a real disaster.” She was inspired by the teacher next door.

...the next door teacher is really good at getting in the halls, and so I think I just took a little bit—she's a little crazier than I am. She gets up, she sings to them and, you know, makes up little songs, (sings) it's time to go, it's time to—she'll make up all sorts of songs or, you know, ‘If you're not in your classes, ISS’, you know, so she's a little bit more gregarious than I am, and I think I kind of looked at her and went, you know, she's out there every day, wrangling the kids to get in, and it does help.

So Baines tried to help wrangle kids into class herself. “When I see the kids at the door and I can look at my clock, at my watch and know, the kids really only have a minute, you know, I can say, ‘hey you have forty seconds, let's go’ and you, some kids won't, but some kids really will hurry up.” She explained that, “They don't have a concept of time.

They don't know that—what four minutes really means to get from one class to another. Especially seventh graders...” who come from a separate wing. I asked Baines if it was just her kids or any kids that she was talking to. She said “any kids.”

Finally, I asked Baines how she became able to genuinely laugh with students in her class. She sighed and said, “Yeah. Well, one, you do have to kind of like them. You know, there might be those days, but you do have to like them. You do have to like the age group and you do have to realize what you're getting into when you're working with junior high kids.” From her experience, she has known what to expect.

You know, you know what kind of sense of humor they have and I think, just that, the idea that they are kind of funny, you do have to laugh at what they do. You know, if you don't laugh, you're just going to get frustrated and angry all the time and that's not good, so you try to work on laughing with the kids. And sometimes even if you don't really think it's funny but you know it's not disruptive, and they mean it as joking themselves, you know, then you've got to laugh anyway because you feel like, this is the age group, you know.

She said there were times when she has been “laughing hysterically” at some situation when her students were not laughing, and then her students started laughing at her. She has liked the “idea of trying to be...funny rather than just always be negative.” She said this is “[b]ecause you're going to have kids, [who have] given up, they don't care any more, you know, they don't want to do anything but sit and talk and chew gum and so it's just, rather than get frustrated, you kind of have to roll with it, or joke with 'em and laugh

about it..." Laughter reflected the enjoyment she had, as well as helped her cope with difficulty.

Baines said she became able to value things that are lighter through her experiences in teaching. She said, "If you laugh more about it, its just a lot better life." She said it was harder to go home when she didn't laugh at things. Adjusting one's mindset so that things are not as serious made it easier to deal with life.

Baines talked about her partner, who was also the person who worked in ISS and how he had to deal with situations that made him really angry. At the same time, he would pick up the phone with one of his secretaries and answer it in a really pleasant way. She understood him to believe that it wasn't his secretary's fault that he was angry and he tried not to pass on this anger. He worked with people who were mentally retarded who would say things like, "I can see your underwear!" as well as non-mentally retarded people who would do things that made him really mad. He didn't pass this anger on to other people and Baines has tried to do the same thing with her kids.

Baines conveyed a really negative feeling about passing on anger to other people. She has known some teachers who stay angry, and they are not very happy people. She has tried not to spread anger that comes from working with her students. When she has answered the phone, she said she always does it in a really happy voice. For Baines, controlling her attitude and focusing on positivism were part of her discipline toward creating a better life.

How does a person who makes such an effort to be positive look at the relationship between life and learning? Discipline was, in fact, the focus of Baines' understanding of this relationship. In response to the first question, concerning changes

in her understanding of the relationship between life and learning, Baines talked about her own self-discipline. She said that she rode her bike several miles to school with her partner every day even in bad weather. She said that it is really hard, but it basically makes her feel much better. She talked about taking a course at Pima College, as a way of maintaining her fluency in Spanish and that this is a discipline for her, even if it is not new subject matter. She has believed that working really hard at something can give a person a comprehension of it that that person is never going to have otherwise. There was a part of life that became available to a person when that person worked hard at something. She remarked, “The more you learn, the more you want to learn, the more you want to keep pushing yourself, even though sometimes it seems a little bit better to do something different or easier or whatever.” She hoped that this makes her a better teacher for her students.

I think that it, it, you become a more interesting person, and hopefully, that can also translate to the students. Hopefully, even though they don't know me that well, at least I have some interests that make me a little bit—maybe it helps me be a little less strict, or whatever, cause I do have other things that I do, that there are other things, there are other things that I want to learn, so maybe that does help that I'm not always so angry with a bad student or negative, maybe it does help me also have a better attitude about life in general cause I do have other interests, and I do like lots of different things, and I do want to do well in the particular things that I'm either studying or participating in.

Her understanding of discipline and how it worked for her helped and guided her expectations of her students and her classroom management. She believed she had the right to expect these things because she was their teacher. “I do believe that you are in your chair and you are listening to the teacher. I am the one that knows what’s happening. And I would also do the same as a student.” She expected her students to do what was required in their classes, even when it was hard. She thought that “students nowadays...they have a lot of freedoms, and I don’t think it’s healthy. They have a lot of free time, and they don’t know how to handle it.” She thought students need structure.

This is what you do. It’s the same thing every day in my class.

We come in and we do bell work then we go over verbal questions and then we do some kind of an assignment. And that’s it. It’s every day.... I expect that they have some kind of routine and some kind of directness and I think that’s how I would expect a teacher to be with me and that’s how I am also in my life, just that idea of being real disciplined, try to be disciplined.

Baines said that her self-discipline and engagement in interests outside of school helps her be more open with students. She said, “I’m not shy, I am self-confident, I don’t have a problem if students are different than I am and they want to talk to me about how I am stupid or something. I am not going to take that personally, because they are junior high kids...” Her confidence in herself protected her from occasional negative responses from others. Discipline toward the subject she taught helped her learn it herself.

It is a discipline to learn a foreign language, just like it is a discipline to learn to play the violin. You really have to work, you really have to do all

those little nitty gritty verb conjugations, practicing this, rewriting this, writing this again, talking, listening, I think that's why.

Her commitment to her own learning had a positive effect on what she was able to expect from her students and her ability to be a good teacher.

...I think if you expect yourself to do well, then it's not like the teacher saying, do as I say, not as I do. You become a role model, and not even that the kids are looking up to me and saying, 'Oh, she's so cool.' They're not—that's not it at all. But I think that most of the kids maybe self-consciously, unconsciously know that in my life, I don't fart around. (Laughs) I think they know that in my life, I have things that I'm not going to go home and sit around and play video games, and eat crap and just hang out and watch scary movies that are rated R and just filling my mind with garbage, I think, and I think a lot of it is unconscious. I think they realize, and I think some of them might look and say, 'gosh, her life is really boring' cause they don't get that I don't do the movies and all that other stuff, but I think that they, unconsciously, that I can expect that from them, that they're in their chair because that is what I would be doing.

Sallie Anders

Sallie Anders is a bright, happy eighth grade English teacher who has been teaching for 26 years. Anders seemed to enjoy teaching, allowing her students a lot of freedom to direct themselves in class. Her resiliency, I found, was related to her own journey of healing.

Anders' journey began when she was 29 or 30. She called the drier repair person to fix her drier because it wouldn't work, and the repair man showed her that the lint basket was full of lint. Anders realized that she was "existing." Because of the negativity and low self image she had, she could not take care of even this simple task. She decided to get some help at a rape crisis center for a molestation/rape experience she had some time earlier. Through the help she received in counseling, Al Anon and women's support groups over the next 7 to 10 years, she learned to change the way she thought about herself and become a much happier person.

I asked her how she became able to associate these experiences with learning. She said, "...I think life is learning. Everything that we do affects, you know, the outcome of what we learn." She also stated,

...I have learned that the way I think directly affects the way I feel.

And since we all want to feel good about ourselves, then, I believe that you can't learn unless we feel good about yourself. I don't think you do learn. You only learn negative things, things that tend to support your negative picture of yourself. I'm helpless, I can't do this, I might as well not even try, so I work really hard to teach them the academics, but at the same time, I try to teach them to think about what they're thinking, to think about what they're saying to themselves, to always be aware of that, cause, if you don't realize that—sometimes they look at me when I say, if you don't believe that you can do this, then you're never going to do it.

She described how a person must actively divert her or his own thinking. "You have to stop immediately and don't even let that in your head and just say, I can do this,

I'm capable of doing this. I wouldn't be in here if I wasn't capable and so, and just take it from there. If we don't believe that we can do something, I don't think we can." She has extended this thinking to her students.

They need to know that there's a way that they don't need to count on anybody else. It's strictly internal that they can give themselves the message and they can learn anything. I'm not saying they can all be physicist. But I'm saying, what I'm teaching, and their four years of high school beyond this, they're certainly capable of doing and doing well.

They're all gifted. They wouldn't be in here if they couldn't do that.

Anders said she came to believe that life is learning through her dad, who took her and her sisters out into their garden and taught them "...how to grow things and how it is all connected, and everything in life is learning." She became able to believe that thinking affects the way she feels through "therapy" and "lots of books." She mentioned that she and her brother, who is a psychiatrist,

...spent a long time talking about things and the power of thought and the messages that we give ourselves. And then I realized, I changed completely the way I thought about myself, I always was happy about the world, but I was never happy about myself. I changed those messages and suddenly, I lost 85 pounds and everything seemed easier. I was always smart, but you can be smart and miserable. And I don't want my kids to be that. I know that I don't have that much power, but they do. And if I can just open the door a little bit, that they have the power to affect the way they feel, then that's what I want to do.

I asked her about another situation in which she gently told a student that she would not do as he asks. She replied,

I cannot ever forget how it felt to be an eighth grader. That never leaves me. And so, no matter what they say, no matter how much they want to get me off task, or whatever, sometimes I have to let them feel like they have input. I know we live in a system where I am supposed to be the dispenser of knowledge but, I—they sometimes, I think, they have to feel like they have something to say and they have to know that I listen to them, and that I value what they say. I just can never take away their dignity. I just cannot do that.

Anders attributed this attitude to going to an all-girls Catholic school. She said that these nuns, "...just took such good care of our dignity. And our belief that we could do anything." Anders said that they communicated this in the way in which they took good care of themselves and the encouragement they gave their students.

They were the most open-minded nuns....And, they, I guess, they modeled for us, they had a garden at their place, and they would eat, and make all these organic vegetables and do all this recycling. They walked the talk and they talked the walk, you know, they said it and they lived it. And they were all just the best of friends, too. They had this great female bonding kind of thing that meant a lot to me because I realized sisters need to stick together. We're all sisters. Very powerful.

I asked how this translated to "never tak[ing] away [her students'] dignity." She said, "I think I've experienced firsthand,...with the rape that I had, I think I've

experienced what it is to be stripped of all your dignity and so I must have internalized that and I just never wanted kids to feel that way.” She said she has never experienced indignation in her own schooling.

Anders talked to me about how her students learned from each other, how she has valued their listening to each other and how she has encouraged them to trust their instincts. After a long pause she said, seeming to realize this connection for the first time,

Um, that again, I’m amazed at this. That again goes back to my rape crisis experience. I learned that we all have amazing instincts. And, personally, I had learned to shut those off. I didn’t listen to my instincts because I am so trusting. And even though the experience that I went through told me ‘stay away from this person’, you shouldn’t allow this person in, I didn’t listen to my instincts, and therefore, I opened myself to danger. I so believe that, that our instincts are there, for learning, for life, for experiences and it just seems like it’s, um, I don’t know how to explain this. But, it seems to me even babies have it. There’s that feeling that you know what it takes to take care of yourself, and that, of course, includes learning. We all have that, but we have to learn to listen to it. It’s like a sense that we don’t even realize we have. Like a sixth sense, or maybe seventh sense. It’s in us, and we ruin it, accidentally, probably because we live in this consumer, consumerism, addictive kind of society. But it’s still there. That little voice that tells you, open yourself up to this and you can learn, or stay away from this, this isn’t good. And I think—kids have

come back and told me this, matter of fact, one of the high school kids just invited me to his dinner, and he said—it was unusual because he was a boy and they don't usually remember their junior high teachers—but he said to me, 'You always told me'—about that very thing—he says, 'You always told me, taught me to listen to myself.' And he said, 'And I never even heard myself because there were so many other noises.' You know, of course, I got choked up at that, and he said, 'and now I've learned to listen to myself, and everything seems easier.' And I guess, that's my belief. And it's wonderful to hear somebody say it because I think, we have what we need in here (gesturing towards herself) and I believe that. But, we just have to be allowed to express that and be allowed to tap into that, and to be told that it's there if you don't have the good fortune to have lived in the life that tells you it's there. You know, you need people like mentors or guides or somebody to tell you.

I asked her how she became able to say that she was not trusting herself because she was so trusting of other people. She replied,

Yes, I was raised, because of the Catholic way, everybody's good. You know, I was raised to believe that everybody's good. I still think that. I mean, it was so inculcated in us. Everybody's a good person. Sometimes we make bad choices, you know, you forgive people, you turn the other cheek, that was so much the way I was raised. So when I had the experience where I was actually molested, I turned off my instinct, the natural instinct that we have to say, 'Danger. Not a good thing.' And I

believe it tells us there's a snake, I believe it tells us this is a wonderful opportunity to learn something, I believe it tells us this is a person you should stay away from, but we can have our minds so full of things that we take away that natural instinct, in us. And I believe that that ramifies into every section of our lives, including learning, the way we view ourselves, the way we view the world. So I think that that instinct is there, but I learned, mentally, to ignore the instinct—he's probably a good person, don't worry that you're feeling a little creeped out by him, probably wonderful, probably nothing to worry about, he's a good person, it's you. So, I kind of turned it back to myself and it wasn't until I got into therapy, years later, when I was 29, I think. I was 29, or almost 30, that I realized, no, the instincts that I had were good. And kids have those same instincts. Teach them that they're there, and listen to them. Especially my girls, I really, really work with my girls, because I hear them saying things, and I watch them interact with the boys. The boys are almost forced into a position of abuse, sometimes, because the girls almost invite it. They almost say, 'I'm less than' because I think our society teaches them that. And so I work really hard with boys and girls to make them understand that you are the master of your ship, you know, and that the instincts are there. I guess, my own experiences, more than anything, make me like this, made me believe that. I had no idea, really, until I'm talking to you, how much that affects the way I teach.

Anders said that the learning she gained from this experience of being molested had something to do with her learning. She said,

...I guess I think everything is connected. I believe that everything is connected. What we eat, what we drink, what we, the exercise that we do, is all connected and, one part is suffering with addiction, or with whatever, with too much television and too much talking on the phone with too much of anything, then other things suffer. So, my experience tells me that. And I've had to really walk the line, having gained 85 pounds and lost it, you know. I understand how delicate that little, how fragile that balance is.

In the next instance, Anders talked to a boy about calling another teacher retarded. Anders said that there is a responsibility that comes with being gifted. She said it is frustrating for this boy because he is really quick, but she wanted to tell him to "...accept that, but, but, but don't let it make you miserable, and don't make other people miserable." She also retold her own experience:

I can remember being very impatient, probably fifth or sixth grade. I wasn't in gifted school then, I was in just regular Catholic school and I can remember being extremely impatient with kids who were slow. And the teachers talked to me, and my dad talked to me, and I would say, I would be funny, I would make it always a joke and talk about, you know, how I did this and they said this and I would turn it into a little comedy. But my dad would call me on it. He wasn't a big talker—actually very few words—but I do remember him saying something to me that I have

never forgotten. And he said something about the responsibility of your gifts and talents carry huge weight. And it took me years of hearing that in my mind, again and again, before I realized what, I think I realized what he actually meant. Um, it's not a weapon. You don't get to use something—if you're faster than other people, you don't get to use that to abuse other people and say, 'I can beat you.' You have to accept other people for where they are. I guess it's probably pretty religious, too. Pretty spiritual.

She then recounted some of her experiences in her own religion that helped her develop her own perspective.

...well, we were raised with this huge belief in the Blessed Virgin Mary. Everything comes from Mary. And I know that a lot of Protestants say that Catholics worship Mary, but she was such a strong female role model for all my sisters and me growing up. And her role, to me, has always been very accepting, wise, but very accepting of people for the way they are and understanding that she's going to have this huge responsibility and get no credit. I guess that's where I, I guess that's where I see women's role, you know, is you're going to have to do it, and you're not going to get any credit for it, and when you're the one who actually pulled it together, and, and, some, kind of on a—not secret—but an undertone to everything growing up, even with my mom was, accept your cross to bear, but be the best you can be and don't ever give that up. Don't ever give up, you know, if you're smarter than other people, you

don't have to brag about it, but don't act like you're not smart. Don't degrade yourself, you know. And you know, I was always thinking about Mary. We used to do novenas to her, and I would look at her and I would look at her face, and I'd think, boy she really gets it, in the statues, she really gets it. She gets the idea of sisterhood and it doesn't matter what the world thinks, that men run it and it's patriarchal and everybody thinks this is about the Catholic Church. We know. We know the way it really is, you know. Women are the ones who get things done, I guess. And even though, I hope it doesn't translate into me favoring girls over boys. I don't think it does. I have four brothers and, well, I don't think it does. I have two sons, but who knows? I hope—I work really hard to be fair, too, but...so, probably, that had a lot to do with it.

Anders described how, at an interview for Teacher of the Year in Arizona, she named as her hero either Joan of Arc or the Blessed Virgin Mary.

And they're all looking at me like, yeah, ok—but, you know, she was my hero. Especially Joan of Arc, but Mary, too. Yeah. Powerful women, and we have the statues of them, we look at them, we've heard their stories and they did not give up. They had this relentless belief in their own power to change things for the better, you know, to make things good. And I know a lot of my Protestant friends say, "Oh, yeah, but you guys worship Mary." I think, do you not think women need that? I mean, look what we have had! We need something to hold onto to believe that, you know, we effect change and very powerfully.

In response to the first generalizing question, “Looking back over your life, how has your ability to see the place of your life in your own learning and your ability to see the place of learning in your own changed through the experiences you have mentioned (or experiences like those)?”, Anders said,

...I give kids a lot more power now. A lot more power. At the beginning, I was way—I was afraid to. I was afraid if I gave them power, they, you know, they would run all over me and I wouldn't know what I was doing. But they'd take charge and I would be a complete failure. Um, and I don't think they would ever have guessed that I thought that, because I think I might have always seemed kind of powerful, but, um, I've given up a lot of that because as I've accepted myself, it's a lot more fun letting them be who they are. It's fun for all of us. And if they have fun, they're going to remember what I'm teaching them, you know, even if it's something like subordinate clauses, they're going to get it if the experience is attached to something that's fun. So that's really changed—I've become a lot more relaxed. I was always, I always liked to, you know, have fun, but I'm a lot more relaxed, I'd say.

She said that her understanding of the relationship between life and learning has helped her class preparation. She has been willing to do more work ahead of time to prepare for the possible directions kids might take in class.

She said that she still enrolls in classes and sometimes teaches adults. She has taught teachers in this state. She understood how sometimes teachers are tired of learning but she thinks “we really have to be open to learning.”

I asked her how this understanding of the relationship between life and learning has helped her become open to her students. She replied,

Well, humility, I guess. It opens me up to humility, um and that's, that keeps me keyed in to what it is for them, how it is for them. I like to take classes in the summertime just so I have to sit in the chair and do what they do and then it's just, I am just so much more open when they, when school starts I think, what was it like to sit there, you know how it feels. Let them get up, let them move, let them joke around, let them talk because without that, they're miserable. I'm miserable. And it's so funny because if I—probably, probably if I didn't keep taking those classes and doing those things, I might not remember. It's easy to disconnect from things and then think 'Oh, I was never like that'. But, I never do. I never forget what it was like to be like that, and probably part of that experience is taking classes all the time. And then starting to teach the classes. And turn around, like the ASU classes I was teaching about copper. I was very much against anything to do with mining. I just was, and I read everything. And then I started working for this ASU professor, and the Arizona Mining Association and I realized that every house has 439 pounds of copper in it and I sat there for two weeks of classes and I realized, you know, we have to get together. We have to somehow work together to make, because obviously something has to be mined, either that, or we have to give up some of the life style we have, which wouldn't

be a bad idea either, in my mind. But, um, so, that experience of being on the receiving end of learning is really important for me.

I asked how her understanding of the relationship between life and learning had helped her become more faithful to the subject matter she taught. She replied,

I'm not sure if that does make me more faithful to the subject matter I teach. Um, you know, probably the variety of things that I do. I wrote, I'm a writer, and I wrote a lot about A+ application and a lot about Blue ribbon application, and we won both of those things. And I got to go to Washington D.C. And I think that that probably keeps me more in touch with being faithful to my learning because I realize that all of these standards and all of these things that kids are supposed to know, I'm constantly connected with the fact that everything we do...I guess, my belief is that kids don't want to sit there and do nothing. So, if my job is to teach them how to think, although that is not what the standards says, [sic] of course, but if my job is to teach how to think about what to do to set up a persuasive essay and that's what they want to do anyway, they want to learn. Then why not put it together. But my being out there in so many fields, I served for three years on the curriculum management team, and even though I think some of this stuff is mundane and redundant and all those things, it keeps me in touch with, that is what we are expected to, therefore, that's what our kids are expected to do. So, I have to be faithful to that. I have to remember that just having fun is not enough. They have

to be able to do and know what they're supposed to do and know when they're finished with me. So, being very diversified, I think.

Anders talked about how she liked to encourage her students' voices by giving them lots of encouragement in their writing.

When they turn things in I do one on one (bell)—I like to give one on one interviews and we go through and I'll say, so what did you mean here [unclear]? And sometimes, a lot of times actually they'll say, 'Oh yeah. I think maybe I meant this or maybe I actually meant that.' And also, I write tons of things on the paper, lots of questions: What does that mean? Who is this person? How important that person seems to be in your life or whatever—lots of comments. And then they are allowed—because I have them keep everything in notebooks—to write comments back to me. And then I collect those and then I leave more comments. We kind of write notes back and forth.

When I asked in what ways her understanding of the relationship between life and learning had influenced her understanding of what it means to be a good teacher, she said,

Hmm. I have some real definite ideas about this good teacher business and I didn't realize until the last few years because suddenly I started getting these awards which I really still don't think I deserve and I still don't know why. I spent a lot of time thinking, why is it all of the sudden this is happening? And I'm getting this, why is it? I'm doing the same thing I've always done. And that really made me start thinking and I

started looking around more 'cause I'm a mentor teacher for so many other teachers and I really started looking around and I realized that everything that I've learned because of all the wonderful people who supported me, from rape crisis and my women's groups and all the way up. Everything about that has affected who I am in the classroom. And in Twelve Steps, we call it being in recovery. And I realized that that is so important in my mind, to good teaching. Self-awareness. The awareness of who you are and what your beliefs are, because, if you're not careful, you're hammering kids with those beliefs. And that's so abusive, really. That's just so, I mean, I never tell kids what religion I am, I never, ever talk about those things. And you can still tell them about yourself without getting in to your beliefs and without getting—so I think, I think a teacher is first, self-aware, and willing to admit her mistakes. Willing to look at herself and think, 'not a good way, shouldn't have done that, whoa! Wish I wouldn't have said that', all the time, thinking about what I should have done, what I could have done, what I need to do next time, to make it better. And I understand now, that I think that everybody does that, but not everybody does. (Answers phone) Being a good teacher is also being a good person. You have to be a good person. You have to be willing to see people where they are, accept them the way they are and be willing to help anybody. Step up. It's never okay, in my mind, to say, no that's not my job this week. I'm not supposed to be on duty this week, so I'm not going to do it. And if I hear people talking—'cause a lot of times we do

that—say, ‘oh, well, she shouldn’t have made her do this,’ I just get up and walk away. Because, I am not—not going to open myself to that kind of negativity. It’s not the energy I want to live in, and it’s not the kind of energy I want in my classroom. And I’m realistic enough to know that I’m an imperfect person, but I guess that I think that being a good teacher is being a good person. First. And the rest of the stuff you are going to get if you stick with it, you know, the ways to do it, and the ways to work with kids. But when I see a lot of people who are in recovery, I’ve noticed that they don’t seem to have classroom management skills and they don’t seem to have the rapport with their kids. And I always thought that everybody did. I do now realize that it is knowing yourself before you can know kids, before you can teach them. That doesn’t sound very fair, I guess, but I think it’s true. I believe that.

CHAPTER FIVE

CONCLUSION

The main purpose of my study was to determine emotional qualities that typify teachers who are able to care for others based on their own authority. After selecting some of these teachers through principal recommendations and personal observation, I interviewed eight of these teachers according to the Hilda Taba Interpretation of Data interview strategy (see Maker and Schiever 2005) My interviews were compiled into profiles and these were analyzed using the model of relationships put forward by the Stone Center Works in Progress (Jordan et al. 1991). I found the following qualities:

Orientation Toward Student Control

Orientation toward student control is the disposition that students should be in control of themselves as much as possible in a classroom. This disposition includes emphasizing seeing students as their own people and that their own will and initiative need to be recognized.

Jacobs

Jacobs likes student conferencing because “it put[s] the responsibility where it largely is.” She also mentioned how she wants her students to know that they fail or succeed “because they have made that choice.” She offers as much support as possible so her students know this. That her students have to repeatedly write down their assignments ensures that they know they are responsible for what they are doing.

Rasteen

Rasteen not only wants her students to be in control, but has an aversion to her students seeing her as in control. When she forgot to take attendance one day, she asked

who was responsible for her—playacting a situation in which she was not in charge. She says,

...it's really important to me for kids not to see me as in control of them. It's important to me that they know that they are in control of themselves and so when I am given the opportunity to show them that it's okay for them to be in control, I like to jump on that whenever I can because I think sometimes we can be control freaks and I would really not like that to be their perception.

At another point, a boy tried to suggest that his dad is the owner of him. She summarily rejected this idea in the class. She says it is important to her to make clear, especially to middle school students, that they are responsible for themselves. "As many opportunities as I have to get that point across, I will use."

Malloway

Jenny Malloway also demonstrates that it is important to her that her students see themselves as responsible for themselves. At one point, Malloway talks about the importance of each student being able to say what he or she thinks. She says that this may be the only power they have at this age. "I try to tell them, don't give away the power to say something so clearly and put the picture in somebody's mind."

She also demonstrates her interest in the power of her students when she talks about how students are constantly evaluated. She knows they can stop speaking out and is motivated to help them keep trying.

Nuñez

Nancy Nuñez advocates for her students' power when she tells them that they need to take care of themselves. "...if you're not going to take care of yourself, who's going to take care of you?" She talks to them about how parents can hold a child back from doing what that child needs to do. She says, "...someone needs to care for you, so it might as well be yourself."

Advocating Self-Empowerment

Nuñez and Sallie Anders both specifically talk to their students about talking to themselves, a very special kind of self care. Nuñez tells her students to "Trust themselves" when doing a writing assignment. Anders also talks to her students about the messages they give themselves after they turn in a test. Some messages are helpful and some are not. At another point, she talks about how she tells her students to trust their instincts.

Ability to Take a Student's Perspective

A person who is able to take another person's perspective attempts to understand the worldview of the other person. The independence of the other is acknowledged but more, a person who takes another's perspective tries to see what it is subjectively like to be from that other perspective. Each of these teachers interviewed demonstrated this ability. Here are some examples:

Rasteen

Rasteen described,

Well, I think you have to look at what you teach through the eyes of your students and make it work for them. And again, just being open to

it and reaching them where they are rather than making them go where you want them to start is really important to me.

Rasteen also wanted to be aware that her students think differently and finds it important to learn from them.

Jacobs

Carolyn Jacobs said she tries to “live inside their little heads” to understand what it must be like for her students to take such a difficult test. She asks herself, “‘What are they thinking?’ and ‘How do they approach it?’” She likes to do this because “they are so suprising” and because she thinks this helps her understand them better.

Anders

Sallie Anders takes classes so that she can remember what it’s like to be a student. She says that this “opens [her] up to humility...[and]...that keeps [her] keyed in to what it is for them.” She says, “I like to take classes in the summertime just so I have to sit in the chair and do what they do and then it’s just, I am just so much more open when they, when school starts I think, what was it like to sit there, you know how it feels.” When she knows, she changes her classes accordingly.

Other Examples of Perspective Taking

In other examples, teachers do not use such clear words about perspective-taking, but demonstrate with their actions that they are taking their students’ perspectives. Patricia Jensen demonstrated this when she talked about how to respond to a girl’s comment that her mother would be vexed by her. Derek Hansel demonstrates his ability to take the perspectives of others by accommodating his classroom to have more “freedom and fun” activities. Alice Baines also tries to make assignments more fun when

she finds out that her students don't like to talk about their families. Nancy Nuñez shows a very strong ability to take the perspective of her students in her insistence on making her class a need-fulfilling classroom. She has pledged to meet these needs so that she will not have discipline problems with her students.

Desire for Connection or Relationship with Students

A desire for connection or relationship with students is one of the most clear demonstrations that one is in relationship. Intrinsic motivation comes from the inside. It cannot be manufactured. These teachers also demonstrated a desire for connection with their students. Here are some examples:

Jensen

Patricia Jensen demonstrated a very strong desire for relationship with her students when she called a student on using Jensen to get a boy's attention. She said,

...I think kids sometimes think that we are just here to serve them and there's no two way street in that. Cause, they can make me feel good. And I mean that in the most innocent way. They can spread that kindness, that goodness and make a teacher feel good, whose a person, who might be down, you can say a kind word and make them feel better. Just like I can to do that with you when I can see that you might feel down and need an encouraging thought. Yeah, it goes both ways.

She said that she would like her students to see teachers as "ordinary people with feelings." This is a strong expectation of relationship.

Hansel

Derek Hansel also demonstrated a desire for connection with his kids. He said,

I find that middle schoolers need some kind of connection with their teacher, um, they desire it, they want it, and what I found is the better rapport I have with them, the better they do with me in my class....Um, and, you know, I kind of enjoy it!

When I inquired further, he said he could not be a “teacher unless [he] enjoy[ed] kids.”

At another point, when he talked about students challenging him to change a class assignment, he said he “love[d] that class” and that there was “mutual trust” between him and the students. He said that this trust came from “them knowing that I care about them and knowing that I like them and I listen to them...”

Jacobs

Carolyn Jacobs demonstrated her desire for relationship with her students at the end of her interview when she talked about a girl that she really connected with.

Baines

Baines seemed to enjoy being with her students—she laughed with them during class and freely expressed herself when hollering down the hall or collecting collateral. (“Give me something good!”) She also said that to be a junior high school teacher, a person had to enjoy that age group.

Rasteen

Of her enjoyment in being with students, Rasteen said, “I’ve always found kids to be very honest and if you are very honest with them, they will be very honest back and

it's usually quite charming and entertaining on their parts. And I think that that allows a certain bantering at times, when it's appropriate." She also said that she and other teachers "keep [the students] on their toes" and that these students "keep [the teachers] on their toes." She said this in a way that there seemed to be some fun about it.

Malloway

Jenny Malloway described the visceral enjoyment that she experienced from teaching students. When I asked her what kind of guide she wanted to be she said, "Oh, I'm down in the dirt with them. I'm in the trenches. (Laughter) I try to show them who I am as a person, rather than saying this is me as a teacher but rather, this is me as a person." I asked her what it was like to be down in the dirt. She replied, "Oh, it's wonderful. It's fulfilling. My day goes by, there is not a class that I don't look forward to."

Positive Attitude

A positive attitude is an attitude that a teacher brings to every situation. All of the teachers I studied had positive attitudes. Here are some examples:

Baines

Alice Baines thought it was very important not to spread negativity to other people. When she answered the phone, no matter how she felt, she would do it in a positive voice. Baines finds her job more enjoyable when she does this. Baines was also determined to make the best out of each situation by being disciplined about what she did. Her focus kept her expecting the most out of life. Baines also felt that she was an example to her students because she worked hard in her life outside of school. She was self-confident about her differences from her students and proud of her life. She also said

that she was “not afraid of people...not afraid of humans.” She seemed confident and relaxed about her place in the world.

Anders

Sallie Anders has been through some very difficult experiences in her life but still is able to be thankful for all the “wonderful people” who have helped her. All that she has learned has helped her in her teaching—her recovery process has made her the teacher she is today. She is self-aware and willing to admit her mistakes. Furthermore, she is willing to constantly look at herself to acknowledge other mistakes. She is committed to being a good person and helping others whenever they need it. Whenever she hears other teachers saying they do not need to help others, she “get[s] up and walk[s] away.” She says she is “not going to open [her]self up to that kind of negativity. It’s not the kind of energy [she] wants to live in and it’s not the kind of energy [she] wants in [her] classroom.” She knows that she’s not perfect, but she believes that “being a good teacher is being a good person.”

Nuñez

Nancy Nuñez also talks about having a positive attitude. In difficult circumstances, “We can choose to learn something from the experience or you can choose to be resentful, to be angry, and at the end of this particular trial, nothing will have been gained.” Difficult times can not only be beneficial, but can also be borne with grace and peace, as she tells of two examples of people who gained strength from their religious beliefs.

Malloway

Jenny Malloway refuses to get sucked into any negativity that comes from perfectionism. She says,

...you know who Martha Stewart is, right?.... There are some teachers who are like Martha Stewart. And I wish I could be that way. They are so composed and their delivery is so purposeful, there's never a misstep, it's so professional. I'm kind of like Paula Dean's home cookin' I guess, I don't know. I just seem to not have that particular flair for being so precise. I don't, I—do you know what I mean like that?....I've had some teachers who were never flappable, that teach you the subject and they do it perfectly but I'm not that way. And that's okay for me. That's okay. I don't know anything that is perfect.

She uses this philosophy as a basis for telling her students to keep trying. They don't need to be perfect, but if they keep trying, they are eventually going to learn.

Hansel

Derek Hansel demonstrates his positive attitude through his personal philosophy of teaching. He says that becoming a better person

...should be the goal of everyone's life, no matter what they're doing. I mean, why are we here, unless it is to become a better person? I mean, this might get into more, I don't know, personal philosophy of life, that sort of thing, but I believe strongly I'm here to become a better person and to help others do the same. Not by my definition of what's better, but to let them continue their journeys.

Being a better person involves helping a person find that person's own path.

Jacobs

Carolyn Jacobs demonstrated her positive attitude in her commitment to everyone she was with. She did not want to send her unruly students to in-school suspension where she would not have to deal with them, but she wanted them in class where she could teach them and they could learn. She worked with her teachers to keep on track and maintained her commitment to teach the 86 objectives, even when it was not what she wanted and was very difficult to do.

Rasteen

Rasteen demonstrated her positive attitude when she showed her willingness to consider her students' different ways of learning as equally valid to her own. She also demonstrated her positivism in her ability to see that no one in the class is any "better than anyone else." She says that her students "all have different things to bring and that their styles are very, very different."

Jensen

Jensen demonstrates her positive attitude in her openness to different methods of instruction and her willingness to teach in whatever way is best for her students. She believes that by talking to her students about reality, such as sexuality, she will help them make better decisions. She also took the positive step of initiating an all-boys' and an all-girls' class when nothing like that had existed at her school.

Enjoyed a Sense of Humor

Having a sense of humor implies an ability to be in the moment, see things from more than one perspective, and look on the bright side.

Rasteen

Rasteen frequently used games or jokes to enliven her class period. Besides the incident in which she asked who was in charge of her and told the girl who responded that she was fired, Rasteen asked a boy on the other side of the room how the sound on a tape recorder was when it wasn't actually on. Rasteen says she uses humor because it is the most effective way to keep people engaged. She also says she uses it because it is her "style."

Baines

Baines talks about being able to laugh with students just because it is that age group and easier just to go along with it, but also says that she laughs "hysterically" when she thinks something is funny and her students don't even know there was a joke. She laughs with her students when they both find things funny and rooted her students on when they played a game in class.

Malloway

Malloway periodically made jokes in her class, such as when she asked a student to look forward because she was "wearing make-up for this very occasion." At another point, she was drawing the symbol for a heart beat and suddenly noticed she was doing very well. She gave a big smile and kept going as though she would not stop.

Hansel

Hansel demonstrated his sense of humor when he said he was "sitting on the fence" about being persuaded by his students and then asked what kind of fence it was. He didn't want to be sitting on a picket fence! Hansel also seemed to enjoy faking

talking on a cell phone and whispering to the other teacher when demonstrating how not to behave in a theater.

Nuñez

Nuñez demonstrated her sense of humor first when she told her students to hug themselves and give themselves “some love” and also when she maintained her composure when the class started repeating all her words. She also indicated a sense of irony when she said that she used her “acting skills” with a student who was having a bad day. The compassion she needed to demonstrate was not how she felt, so she would do a little acting.

Jacobs

Jacobs had a wonderful sense of humor with me, though she was quite focused when I saw her working with her students. Her statement that she thought I only wanted to see instruction probably explains this behavior.

Jensen

Jensen demonstrated a sense of humor when she would act out her vocabulary words when she talked to her students. She would also use the words in amusing ways as she referred to things that were going on in the classroom, such as, “Please refrain from vexing me” or “Watch my gesticulation.”

Present in the Moment

Nuñez

Nancy Nuñez was very open and engaged when she answered my questions. She spoke in a full voice and had a huge laugh. She did not seem to be afraid of me or any of my questions. When she didn’t understand my generalizing question, she said that she

didn't understand it without any sense of embarrassment. After she had responded to a question she would say, "That's that."

Baines

Alice Baines was not as forward in answering questions, but her approach to the class seemed to be very alert to everything, and positive no matter what was going on. She also had a huge laugh and demonstrated full emotional expression (a loud voice) when I was there. She mentioned that she was not afraid of her students or people in general.

Jensen

Jensen was impressive in the way she was able to incorporate her students' feelings at any moment. She was constantly integrating herself into what the students were doing or she believed they were thinking. She had a strong presence in the classroom that I couldn't ignore. I thought she was compelling because she was so engaging.

Rasteen

Rasteen was also obviously present, often making jokes or witty remarks on the spot, based on what was going on in the class.

Hansel

Hansel was receptive to his students' need for a change in the direction of the class. He also seemed to be very interested in whatever was going on at any point in time. He seemed curious and seemed to have a desire that questions be explored.

Jacobs

Jacobs was very present to what needed to be done at that time and very able to deliver what was needed. She demonstrates the force of her concern for the present in this example.

...we were reviewing stuff, we were showing the work, I was having somebody go up and do it, and if you didn't know how to do it, you copied it. 'Cause I never did this right before, but I'm going to do it right now. And we talk about it and you copy it or you do it yourself, and you check it. I [unclear] kids who were just not writing. This is not an optional activity. You can do it now, or, oh golly, class is going to end in eight minutes. Here they are, again, on a piece of paper, you can write them down, and if you don't get them done by the end of the hour, well then we'll go into next hour, 'cause it wasn't optional. And they look at me like (whuu) but they do it. I don't send them anywhere, I want you to do it, so do it! And they do it. And they're not happy with me, but they do it.

Malloway

Malloway has a commanding presence in her classroom because she is so focused and so able and willing to engage her students about whatever they are doing. Her comprehension of the task in which she is involved is tremendous—her students are involved in shaping their lives, specifically their ability to relate to other people and to represent themselves while they are in class. Everything is connected. English is completely relevant to life and students should expect relevance. When she is teaching,

she is at one with her craft. She is completely available to her students and loves every minute of it.

Summary of Results

That self-accepting teachers who are student-focused have positive attitudes is a major finding in this study. While orientation toward others in a manner befitting mutual connection could have been predicted by an expectation of attention to other, the fact that teachers are happy about it could not. My theory emphasizes feelings that are responses to action. A positive attitude shows that people are actively creating those feelings. These feelings of positivism are not received, they are created. A positive attitude is the ultimate in personal responsibility. A person predetermines the attitude that she or he will be happy with herself or himself. These teachers illuminate the last part of my theory. They have become responsible even for the way (they receive) their experience.

Support for My Theory

Besides the main finding that teachers become able to predetermine their general feelings, or how they receive their experiences, one teacher in this study articulated the development of her subjective awareness in terms similar to those that I described in my model. Sallie Anders discovered in her late 20s that she was “existing” and could not even take care of simple functions in her life. This is similar to the beginning of my model in which a person realizes he or she must make a change. Anders describes how she at first was not able to give her students very much control because she was afraid they would overwhelm her. This represents the beginning of my model in which a person can only really act on behalf of him or herself. Eventually, with time, Anders began to give her students more freedoms because she “relaxed.” Her orientation toward herself

had changed and she was able to give more to her students. By the end, she is a woman who is fully committed to her teaching and sees her teaching as an outpouring of her life. She describes that “good teachers are good people” and has articulated the process of becoming a good person, which she calls being in recovery. Her enormous self-generosity demonstrates the end of my model in which a person is able to give of him or herself. Anders’ statement that she and her students must trust their instincts is something that a person would likely learn from going through so many stages of subjectivity.

Relationship to Subject Matter

Finally, I learned something about the way in which these teachers described their relationship to knowledge. I had assumed that it would be self-consistent with a student-centered approach if all teachers considered the subject matter in direct relationship to students’ lives. I found teachers considered the appropriateness of a direct relationship differently but according to what was appropriate for the subject they teach.

Hansel

Derek Hansel clearly identified with the concept of connecting his students’ lives with what was being learned. He talked about how he has discussed issues such as the Red Scare of the 1920s in terms of the fear of terrorism today. He said that once students make this “emotional connection” they want to understand the subject because it is relevant to them. He says that “Everything fits into the realm of social studies” and “when my content is life, everything applies.” His objective is that through “[their lives] and through [their] experiences” they become “more sophisticated thinker[s].”

Rasteen

Andrea Rasteen, an English teacher, also sees how learning is about connecting to the lives of students. She says that she tries to see through her students' eyes to understand what they want to know. She emphasizes "being open" to them and reaching them where they are rather than making them go where you want them to start". Clearly, Rasteen sees her exploration of the subject matter as directed, in part, by her students.

Jensen

Patricia Jensen also emphasizes the importance of the relevance of classroom material to students' lives. She said,

...if you can't read, how are you going to go to the doctor and get the prescription and give the baby the right medication or get a contract and know what it says, or get a bill and know when it's due or if they're going to have a balloon payment coming down the pike for you and you don't know what a balloon payment is. How are you going to know these things if you're not good readers, writers?

This application is not so much about making an interpretation, but helping her students survive.

Anders

Sallie Anders, another English teacher, mentions how she asks her students how important particular characters are for their lives. She also mentions giving her students "a lot more power now", although she does not specifically mention what kind of power that is. She also says that it is important to her for her students to have fun.

Nuñez

Nuñez, a fourth English teacher, brings life into learning when she asks her students to write about relevant topics, such as drinking and driving and whether or not children should be spanked.

Malloway

Finally, Jenny Malloway is also an English teacher who favors openness of interpretation of the subject matter to the needs of her students. Malloway believed that life and learning, at least in the subject of English, were inextricably intertwined. She believed that the empathy gained in class for a character in a book was something a person could use to relate to others in life. She talked about looking for “Boo”, an alienated character from a book they were reading, in other people in the class. She asks, Who are the other people here who could be alienated? The characters in books serve as metaphors that help people understand how to relate to others. In another session of the class, she interprets the welcoming of an alienated student as a response to the book they read. To not be able to transfer this empathy is to not have real learning.

Baines

Alice Baines, a Spanish teacher, does not talk about how life is related to Spanish, except to give her students the opportunity to write about some of their own interests in Spanish. Spanish cannot be related to in quite the same way. One has to apply oneself to it rather than make an interpretation. She says,

It is a discipline to learn a foreign language, just like it is a discipline to learn to play the violin. You really have to work, you really

have to do all those little nitty gritty verb conjugations, practicing this, rewriting this, writing this again, talking, listening, I think that's why.

There is a certain faithfulness to something objective that is not apparent in the previous teachers.

Jacobs

Carolyn Jacobs also seems to have a greater concern with conforming to the needs of her subject matter. She demonstrates this by continually telling her students to follow instructions. Her attitude toward her own schooling mirrors her stance toward math.

When I think about my own schooling, I don't ever remember someone saying to me, schooling is your job, it's what you do in the family unit, and you'd better do it well. I don't ever remember hearing those words. But I—if you asked me to put it into words, I would have said that or something like that, you know? Even in kindergarten. I mean, I'm sure it was communicated somehow. I don't ever remember hearing those words at any level. And I, you know, not surprisingly, I did well in school. It was what I did. It was the thing I had to do.

This sense of discipline and responsibility is carried into the way she teaches math.

When Jacobs does talk about accommodating to the needs of students, she talks about dealing with them on an individual basis, such as whether or not they should be excused from class.

Summary of Results

Not all teachers are equally motivated to include themselves and their students in the content of their subject matter. But in this group of teachers, different approaches to

knowledge seem to fit the subject matter being taught. Social Studies is a subject that, as Hansel describes, concerns all of life. Making applications to students' lives will facilitate this study. Similarly, if Malloway is right, the study of English is about metaphor, and understanding how these metaphors apply to people and considering a story's applications to life will facilitate the study of English.

But a foreign language, or math, are much more about the study of discrete elements and determining how these elements relate to each other, not so much to other people. Verb conjugations follow certain rules and these rules must be followed or a person won't make sense. Applying oneself to learning and practicing these rules is a much more helpful approach to this kind of knowledge than trying to figure out how it relates to one's life.

Conclusion

A main finding of this study is that development of a positive attitude is a part of being a good teacher. If this is the case, it is hard to understand why learning itself is not more enjoyable. If focusing on the positive is important for teachers, it must be important for students, too. It is upsetting that in the practice of education, the emotional experiences of students are not more important. But if educators do not focus on the emotional experiences of children and adults, how are these people to develop the positive attitudes necessary for being in charge of their own lives?

One of the factors important to the development of a positive attitude is the ability to determine how one sees one's work. It is difficult if not impossible for students to become self-authorized learners when they have no control over their evaluation. Students must, from kindergarten to graduate school, have considerable responsibility for

evaluating themselves, which contributes to the final documentation. Without this ability, it is hard to see how students can develop the attitude that they are responsible for all parts of themselves, even the way they look at the world.

APPENDIX A

CLASSROOM INSTANCES USED IN INTERVIEWS

Jenny Malloway

First Instance

She is moving from student to student, first in the library, then in the classroom, talking to them about their work. This is an example of how she talked to people from the time in classroom:

“You are supposed to argue, just like you did here.” She is talking to another student about an argument against fingerprinting all people who come into the country. The argument is that there are more threats to the US coming from inside the country than from foreigners. Malloway interrupts talking to this student to say to another student “I’m sorry, Michael! Uh,uh. Malloway continues talking to this boy. She says how it doesn’t make sense to finger print these people because the real threat is where? He says, inside. She asks another student “What is your argument?” “That’s your thesis, what’s your reason?” “What’s your thesis? You can’t do anything if you don’t have a thesis.”

Second Instance

A boy is talking to another boy. You ask him to look up here, please. You say to him, of the boy he is talking to, “I’m glad you like him. I do, too. Most everybody does, but I want you facing forward. I am wearing make up today for this very occasion.”

Third Instance

The second class came in. You said good morning and then a girl went up to your desk and uses the stapler. You say, “You do not get to use my stapler. Get that staple out, girl.” The girl talks to you about why she needs to use it. You say that’s okay. To the rest of the class, you say, “You know you many not use it...Be prepared before you come to class.”

Fourth Instance

The class is working in the library, Malloway is going around to different students, helping students find a book. A boy asks if he can change his question because he can’t find enough on dolphins. Maybe he could include sea lions. You ask him what you like about this. You say he is taking responsibility for himself by determining whether his question is too broad or too narrow. You suggest that he research the question of the military’s use of animals.

Alice Baines

First Instance

Students are going to give presentations about families. Baines is talking to two boys. She tells them they can pick a cartoon instead of writing about their family. They can pick Bugs Bunny if they want to. She is talking with them about the terms of the assignment in terms of Bugs Bunny. She mentions different problems Bugs Bunny might have and what to do about those problems.

Second Instance

A girl goes up to her desk and says something to Baines. Baines says, "What kind of collateral do you have?" The girl turns around and walks back to her seat, looking annoyed. Baines says to bring her something good. Does she have the bracelet like last time? The girl is looking at her desk. She says she doesn't have anything. She decides she'll bring the cloth-lined basket. Baines says that is very nice and asks where she got it. The girl comes back to her desk with a pencil. (The girl had wanted to borrow a pencil.)

Third Instance

Between class periods, she would stand at the door, facing the hall, cup her hands and holler, "Alright, let's go! Thirty seconds!" Another time she said, "Don't be late muchachos!" She did this several times.

Fourth Instance

Baines was talking to a student about their project which was to write character descriptions. She was talking to a student and started to laugh in the middle of the conversation. She said, "Get out of the way, man" and laughed. Similarly, another time, while students were playing Jeopardy, she was talking to a boy. The two of them talked a little and then she said something about the Falcons, and that was pretty good. She said you'd give his name to the track coach and maybe he'd ask him to join track. Both of them laughed.

Derek Hansel

First Instance

Hansel asks different people to talk about what they did for spring break. A student says that he went to Mexico. Hansel asks what he did in Mexico. The student talks about going through the border patrol and having to leave his laptop with them for a week. Hansel repeats this and says, wow! Hansel often makes little comments about what students did and laughs a little bit. “Anyone else want to tell me what you did on break?” Another student talks about their break and says something about a computer. Hansel says, “Ok!” He has an attitude of interest, and seems to want to hear from a number of people. He asks more students about their breaks. “What were you going to say, Sophia?” A girl talks about quadding. (?) Apparently this is a dangerous kind of sport where you go down the side of a hill. Another student talks about an injury a friend had when he was quadding.

Another student went to Hawaii and went camping. It was so cold they didn't get any sleep. Someone else got stung. Hansel says this is pretty nasty. Another student says that her parents picked her up from school on Thursday, went to San Diego, and didn't come back until Sunday night. “Angela, did you have something you wanted to say?” Another boy starts talking about going to Kaybee toys with another boy and getting some sort of plastic squirt gun that squirts stuff that stinks. He and his friend walked around the neighborhood, squirting different people

in the face. Hansel says, “Oh, this is a good way to get on the good side of your neighbors!”

Second Instance

Hansel says, “Mr. X, we need to do etiquette.” Mr. X puts up a transparency and starts to review points. Hansel starts illustrating, without saying that he is doing this, what it is like to have these rules ignored. While X is talking, Hansel starts whispering to another student. Then Hansel draws attention to the fact that he just did this and asks how annoying it was to anyone else. Students say that they were distracted, and X was distracted to. Hansel and X point out how talking can be distracting to other observers of the play and to the actors themselves. X continues. Hansel starts playing with his cell phone, and I think he causes it to ring. “How many of you noticed me playing with my cell and it ringing (He laughs at this.)” Everyone noticed. He says that body language is also important. He slouches in a desk. “What is the message I’m sending?”

Third Instance

You are in the back, and three students come up to him and talk about the necessity of doing this assignment. A boy asks if this is necessary. You say it is very necessary. The same or another boy asks if they will ever have to draw a map. You say, “very possibly.” A boy says that he is going to be a professional baseball player and isn’t going to need to draw maps. Seven or more students have swarmed around you and are

making similar statements. You call some statements more convincing. He says it is more convincing if it helps students with their quizzes. A boy says that his drawings (of the maps?) look like blobs. Another student says that if they don't do this work, they will have more time for class. You say that this is more convincing, "work it". To another response, he says "it has logic in it."

He says he will talk to people. You bring the issue of whether or not they should have to do this assignment to the whole class. One girl says that there is a plethora of things to do. She says that if they didn't have to do this assignment, they would have 10 extra minutes to talk about the Holocaust. You say this is very convincing, but he is sort of sitting on the fence. He's not actually on the fence, but has one leg up. The students have not yet convinced him of this. Another girl says that if it takes them three minutes to learn the abbreviations, they could learn more about Hitler if they had more time. You say this is true, but one of the standards of social studies is that they learn about maps and postal abbreviations. He says, "Amy, convince me of something." The girl says something and you says that that is excellent reason to give the quiz on Friday. A boy asks when someone is going to ask for a map of "just the Midwest" (which is the region on the transparency). Another student says they are behind another teacher's class. You say this is another reason to draw the map. Another student says they will learn more interesting facts about Hitler than this. You are still not sitting on the fence. He is not sure what kind

of fence it is. A student says barbed wire. You say “ooo” and make a look of pain. He says they need to be able to identify, spell and write the postal abbreviations of these states. Another girl says that they did this in fifth grade so this is a review. Students say “no”, like she is giving them away. You say she has got a point. Someone says it’s easy to draw the whole US. You say he is going to focus on one point, review. If this is a review, this has implications for how to study for it. You say that these are good ideas, but they need to get moving. He says that one student this morning gave a brilliant answer that writing a map works on muscle memory. You say that he coaches shot-put and discus. The point there is to do something so much that you don’t even have to think about doing it.

This discussion has lasted about 10 minutes.

Fourth Instance

At one point, students had gone through an activity of placing themselves in groups according to certain differences (prep for the play), looked at pictures of people whose race was hard to determine. Hansel begins talking about the census. He says that in the past, people had two choices, they could say they were Black or White. Then it became Black, White and Asian. These choices increased until in 2000 there were 20 different choices, including “don’t want to be identified.” This is what Hansel put.

Sallie Anders

First Instance

There is a test on synonyms and antonyms for the SAT? After the test is over and has been collected, Anders says that some students made some really good whispered comments (to themselves) at the end of the test, and she would like to talk about those. She thinks it is important to think about how we do these things. One student says that she's stupid. Anders says vehemently, "No," that's a harmful way to think about things. Another student says they studied well. Another person says they need to study. Anders says, "How? What does that look like?" This student says that she used to study, and that she still does study, but not as much as she should. She looks at her flash cards and then reads them back. Another student made a comment to himself that it wasn't bad. Anders says that that is a good comment. Another student says, "I should have studied." Anders says that should is a hard word. She had a friend (stumbled to find the word?) who would say, "don't should on me". She says that another thing to say would be, "next time I am going to do better." Anders says that students give themselves a little message, and they should think about what they're doing when they say these things to themselves.

Second Instance

As students were taking their *Call of the Wild* tests, Anders made similar kinds of statements to students taking the tests: A student says

(he?) doesn't know something you say, "You do know. You just have to think about what you know." To another student, you say, "You do know. You know more than you think you do. You just have to trust yourself." In another instance, you say, "I knew you knew. I just knew you did." In response to another student's question you say, "I'm not saying I wouldn't agree with that. I'm just not sure. Go with your instinct on that." "Bingo. You know that." "Bingo. You do so know that answer."

Third Instance

Students had finished taking their test and there was a lot of talking. You are trying to get the students to do their work. A student says something to you and you say, "I wish I could say yes." The boy says, "You have the power to say yes." And you say, "I do, but I'm not going to."

Fourth Instance

After Call of the Wild test, a boy starts talking about an incident in another class. He says a situation is so retarded. He says retarded several times. Anders says, "Let's not say retarded." The boy telling the story was interrupted. She tells him to finish the thought. The boy didn't like the way a teacher (?) responded in class. He thought it or she was slow. Anders says, "There is a time when you are gifted, and you don't get to use your giftedness as a punishment for others. It's hard sometimes, but..." "You cannot abuse power" eventually, it will make a person like the people who are abused." She seems to be really opposed to what he

has said. She says she is not saying he is wrong. She says he has a right to his feelings. She says he is very quick. He likes to process things right now. She asks, of whoever is listening to this, “What does retarded mean?” She says it is Latin for slow. She asks him to take this under advisement (?). She says, “Hey, [people are] still working on the test.”

Andrea Rasteen

First Instance

Rasteen use many games in her lessons. For example: Rasteen tells students to stand up for their favorite character when she reads the name aloud. She also says that students need to be prepared to say why they like this character. With the second character, she tells them to sit down, creating a joke as they already are. Everybody laughs, and Rasteen says they will play Simon says. She reads another character and says “Simon says stand up or sit down.”

Second Instance

A student at the front of the room asks her a question. She says “So sorry! You were wandering, reading the board, da, da, da, da. She turns away from this student and goes back to the rest of the class.

Third Instance

The class has done character descriptions and have been reading in the book together. Ten to twenty minutes before the end of class, Rasteen says that she forgot to take attendance. “Who was in charge of me

today?” One student says she was. Rasteen says to her, “You are going to be fired.”

Fourth Instance

Someone talks from a character’s perspective by referring to his owner. Rasteen or students comment on who could that be (duh) there’s only one animal in the list of characters. One boy says the protagonist’s owner could be his dad. Rasteen asks if the student’s dad is his owner. The student tries to say yes. Rasteen says “Guess what, he’s not. I don’t want to go down that path.”

Fifth Instance

Preparing to play audio tape of Gary Paulsen; Rasteen goes to the small table to turn on the stereo. She says to the person sitting farthest from the boom box that she will need to do a sound check. There is no sound yet, but she says, “How are we doing, Eric?” He says, “Good.” People laugh. Rasteen says this is a good answer.

Sixth Instance

Rasteen again brings attention to the fact that boys are not calling on girls and girls are not calling on boys. “What part of this am I not making clear? Rasteen says that in the 6th grade, boys always choose boys and girls always choose girls. This policy is necessary for equity. Rasteen instructs students to call on members of the opposite sex when calling another student to talk from a character’s perspective.

Patricia Jensen

First Instance

Students are learning vocabulary words. Current word was refrain, previous word was vex. Jensen says, "Please refrain from talking in the class. Please refrain from vexing the class. Please refrain from vexing me." In another class, learning the word vex, she says she feels vexed when people don't listen, and then looks at a girl who actually wasn't listening. "Don't vex me by not doing your homework. Don't vex your parents by not making your bed." Another word is gesticulate, and at one point she says, "Watch my gesticulation." Jensen talks about audacity in terms of whether certain people in the class are audacious.

Second Instance

It is the end of period. Jensen says that tomorrow there will be a test on vocabulary. A student asks for help in thinking of a sentence for the word vehemently. Jensen says to the class, "Can somebody help [this girl] with a sentence for vehemently?" She calls on a student who starts to suggest something, and then she says, "It doesn't matter. She's not listening." This seems really wrong to Jensen. There is a sense of shame. Jensen indicates that this girl asked for help and then had turned away when the time had come for an answer. Jensen talked about how sometimes a person will ask a teacher for a favor and that teacher is perfectly willing to help, but when the help is offered, a student is not there to receive it. She says this is very disrespectful. She says that

sometimes a person may think a teacher is mean, but they are actually only reacting to something disrespectful someone has done. She talks about how one person has come into her all boys class and say hi and not even look at her. She says others have done this as well and that she feels hurt by it. A girl admits to doing this but says, “I don’t care. They were cute.” Jensen says that she felt hurt by it. Another girl (the same?) says, “I love you.” Jensen says that this girl must “just be careful about what her actions show.”

Third Instance

The class is reviewing vocabulary, when Jensen says, “Don’t vex your parents by not making your bed.” One girl says that her mom doesn’t like it when she makes her bed. Jensen says that there must be some things that she does that vex her mom. The girl says, “me.” Jensen says, with feeling, “Oh, ho, me,” indicating her torso with her hands. Jensen says, “My whole body, my life.”

Fourth Instance

Jensen and students start talking about motivation as this is addressed in the story. I’m not sure how it comes to this, but a girl says, “What if your boyfriend is ugly? Are you superficial?” Jensen says this is a life lesson. She says, “Clap twice if you can hear me” twice. “Girls, I’ve made this observation” and she has to share. Some of the smartest girls, the most successful will for what reasons (I know the reason—“He’s so fine” (she says this with a sneer)—will gravitate to lowlifes, because

“He’s so fine”. These people don’t ask, “Does he have a good heart? Does he love his parents?” The one requirement is that he has to look good. She says that she has an EP class with smart girls. She has an all girls class made of bright, independent, charming women. Who do you go out with? Low life individuals. All they want to do is get into your pants. From their perspective, they should say, “I am proud of me. I have a plan for me.” I don’t need a man for that. If I want one, it’s not going to be some low life gang hater.

She says that Bill Gates was not very fine in middle school. Now he’s the wealthiest person in the world. “I’m not saying that money is going to make it” but they should look at smart boys. They should not be running off, thinking that he is going to take care of me. Think girls! “You are more than just a body. You are a brain.” Don’t be superficial. What is his heart like? What are his motivations? Do you think he’s going to [take care of you]? You get someone who will run from responsibility. He will split when you are pregnant.

The girl who originally said something says that she never said he had to be fine. Of course, she wants someone who is sweet and beautiful. The girl asks Jensen if she sees her doing that. Jensen says, “Yes, I do. You asked.” The girl says, “You didn’t have to answer.” Jensen says, “You guys are only 13-14 years old. You don’t want to be mommies.” “Fourteen years old is not ready for sex.”

Nancy Nuñez

First Instance

Nuñez gave students an assignment to choose and support a perspective that “Parents should or should not be allowed to spank children.” They were to subsequently write a paragraph about it.

Second Instance

A student made a comment. Nuñez looked at him with a quizzical and somewhat amused expression and said, “Jake, what are you doing?” She says he is trying to be funny by putting someone else down. She goes through the system established by her school.

Third Instance

Nuñez had given students an article to read about alcohol abuse. She said that she knew that she has told students that her dad was an alcoholic and that she has an uncle in prison for drinking and driving. This uncle, unfortunately, killed someone.

Fourth Instance

Nuñez is reading an assignment about an encyclopedia. Nuñez stops looking at the book and says, “Do what I do.” She spreads her arms wide. She does this very affectedly. She says to copy her facial expressions. She is quite dramatic. She says to “hug yourself. Give yourself some love.” She tells a boy to do this. She tells people to roll their shoulders. “Pablo, roll, roll.” She says that was very nice. She sniffs. Everybody sniffs. She says alright. Everybody says alright. She

says to look at page.... Everybody repeats her. She says repeat after me. Students say repeat after me. She tries to talk about the definition or the language or country of origin, and people repeat exactly what she says. Nuñez looks to the ceiling and rubs her chin and says, “now I have to be strategic.” The students say, “Now I have to be strategic.” Nuñez says that “We’ll finish early” if they stop repeating her. Some students repeat this. Nuñez says that if they repeat her, they wont finish early. She asks someone to “read to us the definition of pizza.” Everybody saw the definition? “Where in this definition does it show us how to pronounce?” “N stands for?” Nuñez says that the dictionary is too easy. Let’s move on to the thesaurus.” A student says, “If you make us do this, we are going to start copying you. A student says something else. Nuñez says, “Don’t copy me anymore,” and moves quickly to start talking about the next subject.

Fifth Instance

With regard to the paragraph about parents spanking children: To the class, “As I was walking around” she sees that students have lots of ideas written on one side of the chart and not the other. She suggests that if students cannot think of what to write on the other side, they should try to adopt the perspective of someone else who has those beliefs. She says, ...“whatever comes to you head, write it down, don’t second guess yourselves. You guys are smart.” Whatever comes to your head, write it

down. “Usually, your first impression is [right] so don’t think too hard. Don’t doubt yourself. You’re all really, really smart.”

Carolyn Jacobs

First Instance

Jacobs says students should “Close books, put paper away, and clear [your] desks.” Student agendas need to be filled out. “Alright. [you] have to get this out of the way. Get everything off your desks.” Jacobs is handing out a paper for students to use in critiquing their performance in class. Jacobs asks if this paper looks familiar. She says that they will handle this the same way as they handled the progress report last semester. She says that the grad that is printed on it will be sent home. She draws a chart on the board which lists a class work average and a homework average for each student. She asks, “Who can tell me why test grades are not listed?” The answer is that they haven’t taken any tests yet. Jacobs says that “You are going to present this to your parents.” On this paper are also written “sentence starters” which students are to finish. The first is, “I am happy with....” The second is, “I am going to improve....” Students are to say what they are happy about their work and their scores and are to say what they want to improve. If there isn’t anything they want to improve, they can say that they don’t feel like they need to improve anything, but they want to continue working hard.

Second Instance

Jacobs says, “Hey guys, once your packets are done, I want your books open and I want you working on that assignment. Albert, are you done yet?” Albert says yes. Jacobs goes over to his desk, “I don’t think so.” She looks at his work. A student says, “What homework are we working on?” Jacobs to the class, “Folks, it would be one think if I saw all books open and all people working but that’s not what I see.” Jacobs moves one boy to a table by himself. Jacobs talks to this student. He doesn’t have all his work done. She says to a student, “These are the three assignments I have from when you were out of class.” She asks to see if he has an assignment. “I need to see you working. If I see you working, we can call it at [inaud.] If I don’t see you working, I’ll see you at lunch.” “Edward and Jose, I need to see you over here.” Over at her desk, to another student, “Why are you out of your seat?”

Third Instance

Jacobs says the agendas need to be out to be checked. She also says to get out a piece of lined paper. Jacobs mentions that there will be conferences. “Let’s go, let’s get agendas checked and get lined paper out.” Jacobs offers me some coffee which I refuse. She asks students to get their books open to 386. “Thanks, Jeffery, you are on it. Thanks, Eric.” On the lined paper, Jacobs says students should know what’s on a regular heading. She tells students to write the heading on their paper. “If

you don't do it now, I won't be happy. You won't be happy with my unhappiness."

Fourth Instance

She says to the rest of the class, going back to the front, that she was telling people in home base and all of the other classes that "if you took the CP algebra test...and many of you took it...I want to commend you for that." They can be proud of themselves, regardless of the results. Another class: even if they didn't do well, they put their heart into it and that mattered the most.

Fifth Instance

Jacobs says, "Who can answer #10 and tell me what you were thinking?" She wants someone to read the question. A student reads. Jacobs says, "When they have the input and output, how do you know what you want to replace it with? A student answers. "How do you know that? I don't see that." "When you evaluate it, [it] will give you a hint." "How did you go about doing this?" A student responds. "I appreciate your honesty, Houston. Who can give me a strategy?" A student responds. "That's the result, right? Or the output." A student responds. Jacobs says something and the student responds again. To the class, Jacobs says, "I need your attention." "Can we stop now and say the answer is a?"

APPENDIX B
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> let me know if this is possible within the next two weeks.

>> Thank you,

> Susan Calhoun

>--

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APPENDIX C

LETTER OF APPROVAL FROM HUMAN SUBJECTS COMMITTEE

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11 April 2005

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RE: BSC B05.72 LEARNING AS PART OF LIFE: HOW TEACHER BELIEFS TRANSLATE TO TEACHER ACTIONS

Dear Ms. Calhoun:

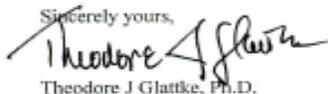
We received your research proposal as cited above. The procedures to be followed in this study pose no more than minimal risk to participating subjects and have been reviewed by the Institutional Review Board (IRB) through an Expedited Review procedure as cited in the regulations issued by the U.S. Department of Health and Human Services [45 CFR Part 46.110(b)(1)] based on their inclusion under research category 6 and 7. As this is not a treatment intervention study, the IRB has waived the statement of Alternative Treatments in the consent form as allowed by 45 CFR 46.116(d)(2). Although full Committee review is not required, a brief summary of the project procedures is submitted to the Committee for their endorsement and/or comment, if any, after administrative approval is granted. This project is approved with an **expiration date of 11 April 2006**. Please make copies of the attached IRB stamped consent form for consenting your subjects. *Note: Please provide this office with site authorizations from school districts and individual schools where you will be conducting your research prior to initiating any research activities at those schools.*

The Human Subjects Committee (Institutional Review Board) of the University of Arizona has a current Federal Wide Assurance of compliance, number FWA00004218, which is on file with the Department of Health and Human Services and covers this activity.

Approval is granted with the understanding that no further changes or additions will be made either to the procedures followed or to the consent form(s) used (copies of which we have on file) without the knowledge and approval of the Human Subjects Committee and your College or Departmental Review Committee. Any research related physical or psychological harm to any subject must also be reported to each committee.

A university policy requires that all signed subject consent forms be kept in a permanent file in an area designated for that purpose by the Department Head or comparable authority. This will assure their accessibility in the event that university officials require the information and the principal investigator is unavailable for some reason.

Sincerely yours,



Theodore J. Glattke, Ph.D.
 Chair,
 Social and Behavioral Sciences Human Subjects Committee

TJG:pm

cc: Departmental/College Review Committee

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