THE TRANSMISSION OF CRAFT KNOWLEDGE:
FACTORS OF INFLUENCE ON THE PROCESS OF REFLECTION

by

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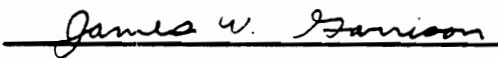Curriculum and Instruction

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(ABSTRACT)

The purpose of this case study was to explore and describe the process of reflection as it developed during a school year for one cooperating teacher engaged in the coaching process with two student teachers. My interest was driven by the need currently expressed by researchers (Munby, 1989; Russell, 1988; Schon, 1987; Shulman, 1987; Weiss & Louden, 1989) to extend our understanding of reflection to the work of individual teachers. Using Schon's (1983, 1987) account of reflection as the theoretical framework, this study describes the evolution of one teacher's reflective practice as it occurred within reflective interviews, dialogues with her student teachers, and during classroom instruction, tracing the development and changes that occurred in her perspective on her work before, during, and as a result of events of practice. Anomalies in that process--occasions typified by reversions to earlier stages of development--were

examined, and factors of influence on her reflection, perceptions, and actions were determined.

This work establishes a general structure of the developmental reflective process of a cooperating teacher and identifies emergent patterns in the way she spoke of her work, interacted with her student teachers, and transmitted knowledge. Patterns of control, patterns in the way that problems were framed, and patterns of the use of metaphors in the language manifested themselves through the teacher's own words which captured her thinking, beliefs, and knowledge of practice. Factors that appeared to influence those patterns include (1) the constraints of time and of the school environment, (2) the cooperating teacher's own personal history and educational experiences, and (3) the cooperating teacher's participation in a clinical faculty project, a program for cooperating teachers that provided the opportunity for reflective interaction and guided teachers through the process of collaborative inquiry and joint experimentation.

This description may clarify the notion of reflection, and may help develop principles of good practice and more clear-cut strategies in the coaching process of students and cooperating teachers and in the continuing professional development of experienced teachers.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

CHAPTER I

BASES FOR THE STUDY

Researcher Interest

Much of my forty-eight years has been spent in
classrooms, either as a student, a teacher, a mentor, or
an evaluator of instruction. During the past three years,
I have worked with student teachers before and during
their first forays into the classroom, and I have observed
and participated in their development over the ten-week
periods of student teaching. A vital component in this
process is the cooperating teacher; I have grown to
believe the cooperating teacher has the power and capacity
to exert incredible influence in direct and indirect ways
over the thinking and behavior of the student teacher. As
a supervisor of student teachers, I have found these
students to be acutely sensitive, susceptible, and
responsive to the paradigms of teaching to which they are
exposed. Student teachers who are paired with reflective
coaches, that is, teachers who become teacher educators,
modeling teaching strategies and thinking about teaching
in a collegial interaction, develop as reflective decision
makers and are able to assume control over the

instructional decisions and their own professional growth. Some student teachers who have less than effective models transcend the constraints and become effective teachers despite these circumstances; others conform with mediocrity and are validated into complacency.

Even though my personal experience informs me of the significant influence of the cooperating teacher on the student teacher, researchers report a real diversity of influences on the development of preservice and beginning teachers and offer conflicting opinions about the impact of the cooperating teacher.

There is a great deal of literature that calls into question the effects of university teacher education, suggesting that the effects of teacher education may be "washed out" by student teaching and inservice experience (Zeichner & Tabachnick, 1981). Examining teacher perspectives--ways in which teachers think about their work--Zeichner and Tabachnick (1983) concluded after studying 13 student teachers, "...that student teaching did not result in substantial changes in the teaching perspectives that the 13 students brought to the experience at the beginning of the semester" (p. 5).

Goodson (1988), Lortie (1975) and others support the view that teacher biography, that is, career and life experience, is the key element in the development of teacher perspectives and behaviors. They convincingly argue that the influence of teaching models over the years has greater impact than formal training or teaching experience. The suggestion here, in direct conflict with the findings of Hoy and Rees (1977), is that the actions of student teachers are mostly determined by the perspectives that they bring to the experience, and the student teaching experience itself plays but a small role in affecting students' beliefs and perceptions about teaching. On the other hand, Hoy and Rees assert that student teaching is a powerful influence on student teachers' perspectives, that this first experience with institutional constraints and bureaucratic socialization exerts an imposing influence on students' perspectives.

In reviewing this literature, it remains unclear to me what factors most determine or influence the ways in which student teachers think about their work and give meaning to these thoughts by what they do and say in their classrooms and schools. One thing, however, seems very clear: the significance of the role of the cooperating teacher has been slighted by researchers concerned with

3

teacher education. It was almost a decade ago that Zeichner and Tabachnick (1981) questioned whether the school experience "washed out" the effects of university teacher education, and the evidence suggested that a critical view of the university culture was needed if we hope to prepare progressive teachers.

Today, I believe that the role of the cooperating teacher deserves the same scrutiny. My personal exposure and participation in the preservice experience of teachers informs me of the tremendous power and impact of cooperating teachers and of their potential to "wash out" previous learning or to enable a negative shift in student teachers' beliefs and perspectives about teaching. But my personal experience is not enough. What is needed is research which focuses on the cooperating teacher as a reflective coach in the student teaching process. Much of the current literature on effective teaching focuses on the training of the student and the new/beginning teacher during the first five years (Fuller & Bown, 1975; Hoy & Rees, 1977; Lacey, 1977; Lortie, 1975; Zeichner & Tabachnick, 1983), and too little attention has been given to the knowledge and influence of the cooperating teacher. Such studies might generate description, understanding, and theory, resulting in a model of

4

mentorship or coaching with the promise of making significant contributions to the knowledge base and practice of education.

For this reason, I have conducted a "wisdom-of-practice" study advocated by Shulman (1987), that is, a study that looks closely at one cooperating teacher and gives careful attention to her "craft knowledge" (Bolster, 1983), that is, her unique knowledge of practice, as well as to her process of interaction with student teachers and to the ways that those interactions with student teachers change over time.

Purpose of the Study

The purpose of this study was to explore phenomenologically how one teacher creates and transmits to other teachers this "wisdom-of-practice" or "craft knowledge" using Schon's (1983, 1987) account of reflection as the theoretical framework. I have written an ethnographic description of this cooperating teacher, recording the reflections and actions of an able teacher, describing the way she "sees" teaching and her role in that process, the way she articulates her knowledge about teaching, the way she interacts with student teachers, and the ways those interactions changed over time. This

description may clarify the notion of reflection, leading to a better understanding of the student teaching process and amplifying the interactions between student and cooperating teacher. It may help develop principles of good practice and more clear-cut strategies in the coaching process of students and cooperating teachers and in the continuing professional development of veteran teachers. Studies such as this may bring fresh light to the notion of reflection and the analyses of the relationship between theory and practice.

Review of the Literature

In recent years there has been a great deal of research on the knowledge base of education and on the role of reflection in teaching. Both knowledge and reflection are useful concepts in my case study of a cooperating teacher who is engaged in the process of reflective coaching. The concept of teacher knowledge will be examined as it is manifested in reflective practice. This practice of teaching is guided by teachers' knowledge--what teachers know and believe about teaching. And it is important for teachers themselves to be aware of those beliefs and perceptions if they are to understand what they are doing and why they are doing it.

6

Researchers (Schon, 1983, 1987; Oberg & Field, 1986)
inform us that this awareness of beliefs and perceptions
comes about when teachers reflect on their teaching.

The concept of reflection is central to this study of
a cooperating teacher modeling teaching strategies and
thinking about teaching in a collegial interaction. Schon
(1987) contends that reflection affords teachers the
opportunity to examine their practice and their own
knowledge and beliefs about teaching and to identify
effective teaching practices that work for them. In the
process, they frame their own problems and questions and
systematically examine and answer them. Thus, teachers
become empowered as decision makers, effecting change in
their own classrooms. These reflective practitioners
become reflective coaches when they share their thinking
about teaching with other learners. Schon tells us that
both the coach and the student become learners in this
process; thus, there was more that needed to be examined
in the literature concerning knowledge and reflection
which guided my study.

During the year of the data collection phase of my
research, Joan, the subject of this study, participated in
the Clinical Faculty Project, a program that provided a
structure within which experienced teachers of teachers

7

could learn how to guide prospective teachers (Small, 1989). Therefore, an explanation of the Clinical Faculty Project and a discussion of clinical supervision is also essential to this study and will serve as the third component of the literature review, following the discussion of teacher knowledge and reflection.

Teacher Knowledge

Questions, similar to ones raised by Shulman (1987) and leading to a discussion of teacher knowledge are, "What does the coach/cooperating teacher believe, understand, and know how to do that permits her to teach as she does? Can she transmit or convey these ways of knowing to her student teacher?" The difficulty in addressing those questions comes from the confusion regarding the knowledge base of teaching. No one seems to have a clear-cut delineation of those skills, abilities, and traits of an effective, competent teacher, or the sources from which teachers may draw their understanding of practice.

Again and again many of us involved in education have asserted that teaching is a complex endeavor, but many of its complexities have been ignored. Shulman (1987) argues that critical features of teaching, that is, subject

8

matter, classroom context, physical and psychological characteristics of the students, or the accomplishment of purposes not readily assessed on standardized tests or evaluation forms are too often ignored in the quest for general principles of effective teaching. Shulman also points out that teachers themselves have difficulty in articulating what they know and how they know it. I agree when he asserts that teaching certainly requires more than basic skills, content knowledge, and general pedagogical skills: effective teaching is more than a list of desirable competencies for classroom teachers. Nevertheless, the "dominant epistemology of practice," according to Schon (1983, p. 21), is Technical Rationality, which he defines as

> the view of professional knowledge which has
> most powerfully shaped both our thinking about
> the institutional relations of research,
> education and practice--professional activity
> [which] consists of instrumental problem solving
> made rigorous by the application of scientific
> theory and technique. (p. 21)

The model of Technical Rationality holds that practice is guided by principles of the applied sciences, which are guided in turn by the basic sciences. In other words, explain Munby and Russell (1989), the highest status in the hierarchy is assigned to theory and to those who

9

conduct theory-building research; practice is assigned the lowest value.

Schon (1983) takes issue with this perspective of knowledge, arguing that practice is an expression of an important form of knowledge. He posits that Technical Rationality separates research from practice and knowing from doing. He says,

> Practice is a kind of research. . . . means and ends are framed interdependently. . . . Inquiry is a transaction with the situation in which knowing and doing are inseparable. (p. 165)

Schon (1983) asserts that society undervalues professional, practical knowledge and that our academic institutions have traditionally valued knowledge produced by the sciences and humanities. However, he argues that professionals in all walks of life have and use a very special form of knowledge which resides in practice.

Shulman (1987), although focusing specifically on education, appears to posit an argument for revering practical knowledge, much like that suggested by Schon (1983). He identified and labeled one source of knowledge "the wisdom of practice" (p. 11), which he considers the least codified of the sources of knowledge. Shulman defines wisdom of practice as "the maxims that guide (or provide reflective rationalizations for) the practices of

able teachers" (1987, p. 13). He contends that, if researchers describe and analyze excellent teaching, we can infer from our interpretations principles of good practice that will advance educational reform and provide us with a permanent record of practice for particular areas of teaching. Shulman advocates "wisdom-in-practice" studies that will record the reflections and actions of an excellent teacher and perhaps establish standards of practice for cooperating teachers.

Bolster (1983), responding to the issue of how teachers formulate and determine their knowledge about teaching, contends that the knowledge of their craft that teachers perceive as most important derives primarily from their functioning as situational decision makers. It is this knowledge of what works in the classroom that teachers have the most faith in and use most frequently. This "craft knowledge" of practice discussed by Bolster is similar to or perhaps the same type of knowledge that Shulman (1987) refers to in his discussion of wisdom of practice and that Schon (1983, 1987) refers to as professional or practical knowledge.

In their study of teacher thinking, Clark and Lampert (1986) address the question of what kinds of knowledge

11

teachers have and use. First, they suggest, is contextual

knowledge from which teachers make situation-specific

decisions. That is, teachers take into consideration the

fact that each situation is unique and differs from other

situations and from one moment to the next. Contextual

knowledge also involves taking into account what

transpired yesterday when making decisions about today or

in the future. Second, there is interactive knowledge; it

involves active participation on the part of both teacher

and students in the questioning, responding, and checking

for understanding process. The third type of knowledge

they define as speculative. There is so much teachers do

not know; thus, they are forced to speculate, to take

risks as decisions are made about what students already

know, how a discussion will go, whether or not students

have read the assignment. This speculative knowledge is

much like the shifting sands under foot--provisional,

uncertain, temporarily expedient, and ever changing.

Fourth, Clark & Lampert go on to discuss knowledge of

subject matter, decisions about what and how they will

teach. This type of knowledge includes what the teacher

thinks it means to know a particular discipline and what

is required to accomplish it competently.

In his discussion of knowledge, Schon (1987) acknowledges the standard model of professional knowledge, a body of rigorous professional knowledge that relies on a structure of theories and strategies for problem solving. Of particular interest, however, is his focus on professional artistry, a kind of knowing that he believes is "inherent in the practice of the professionals we recognize as unusually competent" (1987, p. 13), and an essential component of professional competence. He refers to professional artistry as the kinds of competence practitioners sometimes display in unique, uncertain, and conflicted situations of practice. Schon draws on Ryle's observation that this kind of knowledge is beyond "knowing that"; rather, it is "knowing how." As Ryle (1949) himself explains, "'Intelligent' cannot be defined in terms of 'intellectual' or 'knowing how' in terms of 'knowing that'" (p 32). Often tacit knowledge is difficult to describe, even though the knowing is implicit in our actions. A helpful example given by Schon of this kind of knowing, which he terms "knowing-in-action," is that of riding a bicycle. When asked to explain, in abstract terms, how to keep from falling when the bicycle begins to tilt, I may not be able to do so, although I

actually know how to keep from falling and can demonstrate
it. You can observe what I do and see that I have this
"know how," but I cannot describe it in a way that is
meaningful to you, that is, to a person who cannot ride a
bicycle. However, Schon believes that by reflecting on
our actions, we may finally be able to describe our tacit
knowledge that is implicit in those actions. Thus,
reflection is the key, enabling us to give voice to our
knowledge so that we may describe it to others. According
to Schon, this description of knowing-in-action then, when
articulated, becomes knowledge-in-action.

Reflection

During the last few years, those of us interested and
involved in teacher education have been inundated by the
literature on reflection and the suggestion that teacher
education programs promote reflection (Schon, 1987;
Wildman & Niles, 1987; Zeichner & Liston, 1987). I have
read much of this literature and participated in a
graduate student/faculty seminar that discussed reflection
and focused on reflective thinking and teaching. I have
also attempted to model reflection for my student
teachers, and I have unsuccessfully attempted to "teach"

14

it to them. I feel comfortable with the notion of
reflection, and I am a believer in the process, although I
do share some of the concerns and puzzlements voiced by
others. A number of researchers have discussed the
difficulty of defining the concept. Munby & Russell
(1989), for example, consider the word "reflection" on the
brink of becoming ambiguous and of joining the ranks of
"educational catchwords" (1989, p. 76). For me, the term
"reflection" suggests thinking about teaching and is a
more developmental approach to decision-making and problem
solving, one that connotes personal and professional
growth as teacher becomes learner. It lends itself to
what Kirby and Liner (1981) might call an "inside out"
approach in that the teacher's development proceeds from
within the teacher, rather than from experts prescribing
strategies developed to correct deficiencies they observe
in the teacher. Additionally, Moffett's (1968) focus on
writing is applicable to reflection when he informs us,

> The primary dimension of growth seems to be a
> movement from the center of the self outward.
> Or perhaps it is more accurate to say that the
> self enlarges, assimilating the world to itself
> and accommodating itself to the world, as Piaget
> puts it. The detailed forms which this movement
> takes are various and often paradoxical. In
> moving outward from himself, the child becomes
> more himself. The teacher's art is to move with
> the movement, a subtle act possible only if he
> shifts his gaze from the subject to the learner,
> for the subject is the learner. (p. 59)

15

As teachers develop as reflective decision makers, they are able to assume control over the instructional decisions and their own professional growth. As reflective coaches, these same teachers become teacher educators, modeling teaching strategies and thinking about teaching in a collegial interaction, thus enabling their student teachers to develop their own decision-making abilities (Breneau, 1988).

Zeichner and Liston (1987) differentiate between reflective action--actively questioning beliefs, knowledge, supporting evidence, and consequences of actions--and routine action guided primarily by tradition, external authority and circumstance. Going a step further, they distinguish between different forms of reflection and identify three levels of what they term "reflectivity." The first level of reflectivity is technical rationality, that is, problem solving by the application of scientific theory and technique. The second level is practical action whereby teachers link action to value commitment, that is, they make decisions based on the worth, to them, of the educational ends. The third level is critical reflection in which moral and ethical components are added to practical action (level

two). They define the reflective teacher, therefore, as "one who assesses the origins, purposes, and consequences of his or her work at all three levels" (1987, p. 3).

Zeichner and Liston (1987) seem to be discussing reflection-on-action, that is, what Shulman (1987) describes as looking back, reconstructing teaching and learning events that have occurred and, by going through this reflective process, learning retrospectively from that teaching experience. This reflection-on-action occurs after the action has taken place and often in another setting. It can happen minutes or months after the action itself has occurred. Munby and Russell (1989) draw our attention to the fact that while Zeichner and Liston and Shulman view reflection in ways similar to those of Schon (1983, 1987), they fail to capture the epistemological event "reflection-in-action." Unlike reflection-on-action which takes place after the action, reflection-in-action is a teacher thinking about what she/he is doing while in the process of doing it. The action itself is not interrupted, but it is reshaped as a result of the teacher's thinking. Thus, by reflecting-in-action, teachers take advantage of the opportunity to make a difference in what they are doing while they are doing it.

Researchers are increasingly advocating that teachers become reflective educators. Schon (1987) reasons that teachers, reflecting on their unique problems in the context of their own classrooms, understand those problems better and develop ways of solving them, rather than relying on the prescriptions of experts speaking in generalities. Zeichner and Liston (1987) suggest that, through reflective thinking, teachers may examine why they do the things that they do; and, through this awareness of their beliefs and intentions, they may better understand their decisions and actions in the classroom. Through reflection, they may grow to understand why they teach as they do. It is my personal experience and the experience of other teachers with whom I have shared that, when teachers identify their own problems and beliefs about teaching and develop their own problem-solving abilities, it is they who become responsible for their own professional growth and for what goes on in their classrooms.

Reflection: What is it?

It is critical to my study of a reflective teacher to be able to recognize reflection and to be able to record and analyze it. Unfortunately, there is very scant

documentation of reflective encounters found in the

literature. Schon (1987) offers little guidance when he

says,

> ...reflection-in-action is a process we can
> deliver without being able to say what we are
> doing. Skillful improvisers often become
> tongue-tied or give obviously inadequate
> accounts when asked to say what they do.
> Clearly, it is one thing to be able to
> reflect-in-action and quite another to be able
> to reflect on our reflection-in-action so as to
> produce a good verbal description of it; and it
> is still another thing to be able to reflect on
> the resulting description. (p. 31)

Weiss and Louden (1989) speak of reflection-on-

action as perhaps a conscious process conducted at some

distance from the stream of action; it may be a "matter of

introspection outside the classroom, of rehearsal of

events, or of deliberate inquiry" (p. 8). Often this type

of reflection is in the form of a narrative method which,

according to Connelly and Clandinin's (1988) description,

raises tacit knowledge into conscious awareness. This

process may take place in private, in discourse among

colleagues, or through a series of vehicles of reflection

such as journals, participant-observation and interviews

Because reflection-on-action may be a conscious process,

it might be recognized without an exceptional degree of

difficulty.

Russell (1988) addresses the difficulty of recognizing reflection-in-action with a series of case studies of individual beginning teachers in several different schools. He hypothesized that, if reflection-in-action involves seeing classroom events and teaching actions in new ways, then these changes should be apparent in the way teachers speak about their work. He analyzed metaphors in teachers' speech for cues that would indicate change, and he found similarities between personal accounts of professional learning and repeated words and phrases. Over a period of time, an action metaphor exemplified by such terms as "doing" and "getting things done" shifted towards a new metaphor of "providing," which was interpreted as a focus on creating an environment conducive to student learning.

Other studies attending to the nature and development of teachers' professional knowledge, with analyses based on reflection and metaphor, include those of Munby and Russell (1988) and Russell, Munby, Stafford, & Johnston (1988). Russell and Johnston (1988) conducted a metaphorical analysis of their participants' interviews by examining language patterns within teachers' talk about practice, just as I have done in this study. They concluded:

20

Shifts in the imagery that teachers use when interpreting classroom events suggest changes in their perspectives on teaching. Examination of language patterns over time lends support to our analysis of learning from the experiences of teaching based on the concept of reflection-in-action. (p. 13)

Another study that has begun to explore Schon's theory of reflection and methods of testing it is that of MacKinnon (1987), which analyzes dialogues between a student teacher and his supervising teacher. Munby and Russell (1989), among others previously cited, urge further testing of Schon's work, concluding that it lacks "empirical fortification and a methodology for developing this" (p. 78).

Reflection: Models of the Process

Although documentation of reflection-in-action is scarce (Russell, 1988), several models of reflective teaching and coaching have been proposed that serve as helpful observation guides. Oberg and Field (1986) describe the thinking process of the reflective teacher as (1) defining the problem, (2) generating hypotheses to address the problem, (3) testing the hypotheses, (4) evaluating the effect of the new implementation. Through this process of reflective thinking about their own unique problems in the context of their unique situations,

21

teachers can assume an active role in their own learning and professional development.

Of particular interest to me is the notion of collegial coaching described by Garmston (1987). Here the emphasis is not on the improvement of specific strategies or teacher behaviors, but rather a concern with guiding teachers to engage in self-initiated reflection, to develop their own thinking about their own teaching.

Schon (1987) calls this approach reflective coaching; it is a model of coaching that describes a developmental process of communicating craft knowledge that I believe I have observed occurring between the participant in my study and her student teachers. The process of reflective coaching involves the reciprocal reflection of the cooperating teacher and the student teacher, leading to learning and professional growth in both participants of the process. Schon suggests four levels of reflection which occur in reflective coaching. First is the action, followed, second, by a description of that action. Third is reflection on the description; and finally, a reflection on the reflection. Often this process begins with the coach modeling the action. According to Schon, reflection takes place recursively, with the coach and the

student moving back and forth between the four levels.
Thus, reflective coaching is collaborative interaction
which involves both participants in the learning process.

If I am to look for and analyze reflection, then it
is critical to have some conception of what reflection
itself looks like. Schon (1987) proposes three coaching
models to characterize a reflective practicum: "follow
me," "joint experimentation," and "hall of mirrors."
Although Schon delineated distinct features of each model
on a continuum of reflective communication and
interaction, he did not consider them mutually exclusive.
The "follow me" model suggests the coach's telling and the
student's listening, connoting a "imitate me, do-as-I-do"
stance. With the "joint experimentation" model the
cooperating teacher joins the student teacher in
collaborative experiment of practice, testing and
assessing the students way of framing problems and dealing
with situations of uncertainty. At this juncture, the
coach leads the student toward solutions, rather than
telling. Schon's third model is the "hall of mirrors,"
wherein the cooperating teacher's coaching is a reflection
of the practice to be learned. By having the craft they
wish to acquire modeled for them, students should be able

to recreate their interaction with the coach in their own practice.

Oberg & Field (1986) offer a model of the reflective process. They suggest four stages: the teacher describes an action and begins talking about why the action took place; the discussion of the reasons an action takes place leads to an awareness of the teacher's beliefs about teaching; this awareness leads to a developing of a personal perspective or value system about the teacher's teaching; consequently, a teacher begins to gain control over his/her own teaching when this personal perspective is considered in relation to one's own practice. This coaching process is reflective, according to Schon (1987), because it depends on reciprocally reflective dialogue of the coach and the student. In the process, both the cooperating teacher and the student teacher will, perhaps, become proficient in a kind of reflection-in-action.

Clinical Teacher Education

Today, there is, indeed, an alternative model for educating students and preservice and experienced teachers, one which departs from the model of Technical Rationality and is oriented toward reflection,

24

self-directed growth, and empowerment. Throughout schools and universities, educators are attending to the current literature and to research findings and are examining the relationship between professional knowledge and practice competence. Educators are beginning to see artistry as an essential component of professional competence, but the question of what to do about it continues to be asked. Schon (1987) suggests that we can learn much from a careful examination of artistry--"the competence by which practitioners actually handle indeterminate zones of practice" (p. 13).

Teaching programs are being designed that put into play this notion of artistry, that enable preservice and inservice teachers to learn how to teach and learn how to teach better, that encourage reflective thinking and teaching, and that validate and draw on teachers' practical knowledge through observation and feedback. Koehler (1986) defines this learning how to teach and learning how to teach better as clinical supervision. She contends that observation and feedback and teachers sharing information about instruction are important ways for teachers to improve, yet these are methods that are seldom used in inservice.

Clinical teacher education, according to Griffin (1986), takes place in the real world of classrooms and schools and is an opportunity to grow in knowledge, skill, and enthusiasm. Griffin cites seven critical features of an effective clinical teacher education program: "The program must be embedded in a school context (defining property), and be (1) context-sensitive, (2) purposeful and articulated, (3) participatory and collaborative, (4) knowledge-based, (5) ongoing, (6) developmental, and (7) analytic and reflective" (1986, P. 7). Griffin validates research that has been cited earlier in this chapter that proposes such a process will enable and empower teachers to become decision makers and problem solvers, rather than knowers of facts.

In her discussion of the Research In Teacher Education (RITE) framework of clinical teacher education, Ward (1986) specifies what clinical teacher education is not (1) a single workshop or presentation which particular grade or subject area teachers are required to attend regardless of need, (2) based on a staff development person's perception of what is needed rather than from input of the teachers involved, (3) teacher development which treats all teachers as beginners, or (4) built only upon practical knowledge.

26

Continuing the discussion of the RITE framework, Zeichner (1986) considers the role of the teacher as that of professional decision maker rather than as skilled craftsperson. But he goes on to warn against the prescriptive use of educational knowledge, that is, of using it to inform teaching practice through rules. He asserts that even teachers' craft knowledge--the experience, insights, and expertise of teachers--can be used in prescriptive ways if the program relies on the craft knowledge of other practitioners. Clinical teacher education programs should rely on the unique craft knowledge of those participating in the program, enhancing their roles as professional decision makers. Because a knowledge base, which includes craft knowledge, is needed to guide decision-making, participants in teacher development programs should determine themselves what knowledge and skills are of greatest worth.

Zeichner and Liston (1987) describe a teacher education program to prepare student teachers as reflective educators. Students are encouraged to view knowledge and situations as problematic rather than certain. Instead of perceiving the teacher as a technician attending to the dictates of others, the

teacher is viewed as a moral craftsperson, questioning judgments and implications of his/her actions. The curriculum is reflective rather than merely received and accepted, and the knowledge drawn upon is practical as well as theoretical in nature. Thus the curriculum can be negotiated in an environment which considers the teacher's and the students' needs and concerns. The teacher and the student teacher assume an active role in reflecting on and evaluating the curriculum, questioning interpretations of theoretical knowledge, and sharing their practical knowledge in a reciprocal learning environment. This type of reflection is what researchers (Schon, 1983, 1987; Zeichner & Liston, 1987; Russell, 1988) have previously referred to as reflection-on-action. In this environment, where teachers model the moral craftsperson they are speaking of, there are opportunities for independent decision-making and encouragements for students to take responsibility for decisions made concerning their educational development.

Schon (1987) cites several ways a person may learn a practice and is initiated into that practice world. These ways of learning were particularly relevant to my work because a primary focus of my study involved careful

examination of the transmission of craft knowledge from an experienced to a student teacher. Schon believes that learning may take place by the student learning the practice on his/her own. Although this method allows the student to experience the "real world" of teaching, students fail to benefit from the accumulated experience of others. Also, constraints such as time, routine evaluations, and consequences of mistakes make this a costly method.

Another method by which learning may take place, according to Schon (1987), is that of learning by doing. Although the student teachers in my study did not assume the full teaching load or complete set of the cooperating teacher's responsibilities, the context approximated a practice world that was realistic enough. Schon says that this learning by doing is accomplished by the student teacher's interactions with coaches (cooperating teachers) and fellow students and by what he calls "background learning." Schon's description of what takes place very much parallels behaviors exhibited by Joan, the cooperating teacher in my study: "From time to time, these individuals may teach in the conventional sense, communicating information, advocating theories, describing

29

examples of practice. Mainly however, they function as
coaches whose main activities are demonstrating, advising,
questioning, and criticizing" (1987, p. 38). These
practica are reflective because there is a reciprocally
reflective dialogue of coach and student; in the process,
teacher and student become proficient
reflectors-in-action which leads to learning in both
participants. Schon has proposed this model of coaching
as a way in which reflective practitioners frame problems
and develop solutions for those problems. Through this
reflective process, teachers become aware of what they do,
and they grow to understand why they make the educational
decisions that they do.

Schon (1987) continues his discussion on preparing
professionals for the demands of practice by arguing that
a student cannot be taught what he needs to know, but he
can be coached. He bolsters his argument by quoting the
following from John Dewey (1974):

> He [the student] has to see on his own behalf
> and in his own way the relations between means
> and methods employed and results achieved.
> Nobody else can see for him, and he can't see
> just by being told, although the right kind of
> telling may guide his seeing and thus help him
> see what he needs to see. (p.151)

Schon (1987) goes on to say that students learn by practicing what it is they want to learn, and they are helped by senior practitioners. He suggests the conditions under which learning all forms of professional artistry depends should include: "freedom to learn by doing in a setting relatively low in risk, with access to coaches who initiate students into the 'traditions of the calling' and help them, by 'the right kind of telling,' to see on their own behalf and in their own way what they need most to see" (p. 17). Establishing a climate of "trust and a non-defensive posture" (MacKinnon & Erickson 1988, p. 133) on the part of both student and coach are essential components of a low risk environment, without which honest and open reflection and communication about learning difficulties and problematic situations could not take place. When those conditions suggested by Schon and others do exist, mistakes can be discussed in a non-judgmental way and those mistakes can be viewed as departure points for growth.

Schon proposes that we study the experience of learning by doing and the artistry of good coaching. It was my intention through the efforts of this study, to attend to and address Schon's suggestion.

Clinical Faculty Project

Much of the research on teacher knowledge, reflection, and clinical teacher education has been applied in the development of the Clinical Faculty Project that is referred to in this study. That literature informs us that teachers are influenced by their prior school experience, their own teachers, their cooperating teachers during the student teaching practicum, and their experiences as teachers and cooperating teachers. Thus, the Project was developed by two institutions of higher education that provided a "structure within which experienced teachers of teachers at all grade levels and of all subjects--including university professors--can learn how to guide prospective teachers" (Small, 1989, p. 2). The Project involved the participation of cooperating teachers from elementary and secondary schools in the surrounding communities working with student teachers and faculty members from a large, public university and a small, private woman's college. Forty seven experienced teachers from four school divisions and seven professors from two institutions of higher education were members of the program. Faculty subject area

specialists and graduate assistant supervisors of student

teachers participated in the secondary strand sessions

from January to May, 1989, the second half of the first

year of the Project. Joan, the cooperating teacher and

subject of my study, was a participant in the Clinical

Faculty Project.

The Principles Underlying the Program

According to Small (1989), there were four principles

underlying the development of a model for carrying out a

teacher education program. The first principle guiding

the program was that professional knowledge, that is, the

craft wisdom of the program participants, served as the

underpinning of the program. There were no textbooks,

lectures, or "experts" brought from outside to "train"

teachers to be cooperating teachers. The program was

built on and grew from the personal, practical knowledge

of its members.

Another principle discussed by Small (1989) was that

there were no leaders within the group to teach

cooperating teachers or student teachers. Although the

seven faculty members had formulated the Project proposal,

served as the Clinical Faculty Steering Committee, and

initially assumed responsibility for planning and leading

the various sessions, this was a collaborative effort of reflective interaction and joint inquiry and experimentation among peers to discover what they knew about teaching and what they wanted to learn. Therefore, a third principle was that the leaders, who had initially served as catalysts, stimulating the participants' thinking about teaching teachers, would, early on, share the responsibility with all the other members for deciding what to do, how, and when to do it.

Finally, according to Small (1989), a fourth essential principle that guided the program was that "a teacher of teachers must also be a student of teaching, especially his or her own teaching" (p. 3). This principle involved participants looking at their own teaching, observing themselves, writing about their observations, and sharing their observations and ideas with the group.

These principles seem to respond to and are consistent with conditions for education prescribed by Dewey (1916) who said,

> An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of the individual to be educated. . . . By an interest, we...mean the point at which the object touches or engages [a person]; the point where it influences [the person]. . . . Interest represents the moving force of

objects--whether perceived or presented in
imagination--in any experience having a purpose.
The value of recognizing the dynamic place of
interest in an educative development is that it
leads to considering individual children
[persons] in their specific capabilities, needs
and preferences. . . . Too frequently mind is
set over the world of things and facts to be
known; it is regarded as something existing in
isolation, with mental stages and operations
that exist independently. Knowledge is then
regarded as an external application of purely
mental existences to things to be known, or
else, as a result of the impressions which this
outside subject matter makes on mind, or as a
combination of the two. Subject matter is then
regarded as something complete in itself; it is
just something to be learned or known, either by
the voluntary application of mind to it or
through the impressions it makes on mind.
   The facts of interest show that these
conceptions are mythical. Mind appears in
experience as ability to respond to present
stimuli on the basis of anticipation of future
possible consequences, and with view to
controlling the kind of consequences that are to
take place. The things, the subject matter
known, consist of whatever is recognized as
having a bearing upon the anticipated course of
events, whether assisting or retarding it.
(p. 126)

Clinical Faculty Program Membership

The 47 public school teachers from four area school

divisions who participated in the Project included

elementary (18), secondary (18), vocational-technical (5),

and physical education (6). Included in the secondary

group were teachers of English (5), foreign language (2),

math (4), music (1). science (4), and social studies (2).

The five vocational-technical teachers included teachers

of agriculture, business, home economic, marketing, and

technology.

According to the Clinical Faculty Project Interim

Report (1989),

> An Advisory Committee, comprised of members of
> the Project Steering Committee and a
> representative from each of the school divisions
> and each of the institutions of higher education
> met twice the first year for the purposes of
> keeping all parties informed of the activities
> of the Project and of obtaining input from
> administrators of the collaborating
> institutions. . . .
> Selection for participants in the Project was
> a joint process involving representatives from
> each participating school division and
> institution of higher education. Selection
> criteria included:
>   -possess a valid [state] Collegiate
>   Professional Certificate
>   -be certified to the assigned subject and/or
>   grade levels
>   -preferably have a masters degree
>   -preferable have had experience supervising
>   an intern or student teacher
>   -have been a successful classroom teacher for
>   a minimum of three years   (p. 3)

Objectives and Implementation

The objectives of the Clinical Faculty Project as

stated in the Interim Report (1989) were:

1. To effect closer and better collaboration
    for the preparation of teachers across the
    areas of elementary, secondary,
    vocational-technical, and physical education
    and between school divisions and colleges
    and universities

2.   To develop an effective training program for
      clinical faculty that represents a shift of
      responsibility from the college or
      university to the teachers and the school
      division   (p. 1)

The first year of the project consisted of two

phases, each focusing on teaching teachers. According to

the Interim Report (1989), in Phase I (October-December,

1988), the Clinical Faculty members met for an entire

day and planned ways to look at their own teaching. After

that all-day session, they met every other week for two

hours in mixed grade level and subject area groups,

focusing first on analyzing their own teaching and then

discussing how their new insights could inform their work

with student teachers. They came back together in larger

groups, often near the end of each session to address

questions and issues related to getting started with

student teachers and getting the basics of teaching under

control. Summarizing Phase I, the Interim Report says,

    Thus, in Phase I, the focus was on elements of
    teaching common to all teachers. Having the
    opportunity to share ideas, perspectives, and
    concerns with teachers of other subjects and/or
    other grade levels was an aspect of the Project
    that was clearly very important to the
    participants. Many of them indicated their
    interest and/or surprise that they had so much
    in common. (p.4)

37

Joan, the subject of my study, validated the above

information from the interim report. Leaving the first

meeting of the Clinical Faculty Project, she said,

> The thing that was so surprising to me was that
> so many people in such a newly formed group had
> the very same concerns I had. And what I came
> away with was a feeling of encouragement that
> there are others who feel the same way as I feel
> and that the Project is focusing on the concerns
> that I have.

In Phase II (January-April, 1989), participants were

divided into four Project sections--Elementary, Secondary,

Physical Education, and Vocational Education--with each

section setting its own schedule and topics for

discussion. During Phase II, a student teacher was placed

with each Clinical Faculty member. (Joan was the

exception; she had a student teacher placed with her each

semester.) In the final session held in May, the

participants returned to their original mixed groups.

Explaining the procedure further, the Interim Report

(1989) states,

> The eighteen secondary Clinical Faculty members
> met as a larger group twice in January, and then
> they further subdivided by subject area and met
> separately with various university subject area
> specialists and Graduate Assistant supervisors
> of student teachers. The alternating small and
> larger secondary sessions came to be
> opportunities for the Clinical Faculty members
> and personnel from the college or university to
> discuss subject-specific and/or
> institutional-specific issues related to real
> student teachers, in addition to matters of more
> general concern. (p. 6)

In discussing outcomes of the Project, the Interim Report (1989) states that a great deal of progress toward fulfilling the first three original objectives of the Clinical Faculty Project was made during the first year (1989-1990). During the second year, work was to continue on all four objectives.

My intensive interviews and classroom observations of Joan and her first student teacher began prior to Joan's participation in the Clinical Faculty Program. Up to that time, she had never worked with a student teacher; she had not received any training in the supervision of student teachers or any preparation or instruction relating to the student teaching process. That is not an unusual circumstance for a cooperating teacher. Indeed, the overwhelming majority of those who work with student teachers in the classroom do so with virtually no training as cooperating teachers. In light of current literature (Zeichner & Tabachnick, 1981; Hoy & Rees, 1977) that suggests student teaching is a powerful influence on student teachers and exerts an imposing influence on students' perspectives of the teaching role and role performance, one might easily infer that the conventional cooperating teacher/student teacher approach fails to

39

promote the full professional development of either participant in the process. On the contrary, the student teaching experience can and sometimes does negatively influence what teachers know and believe about teaching and impinges upon how they function as professional decision makers.

Conclusion

Weiss and Louden (1989) acknowledge "the most bewildering array of professional literature available on reflection" (p. 2) and the need for researchers to clarify the notion of reflection. They argue that most of the discourse on and about reflection has been generated by researchers, in "others'" voices, rather than paying attention to teacher voice. An examination of the literature evidences the call of researchers (MacKinnon (1987; Munby & Russell, 1989; Russell, 1988; Schon, 1987; Shulman, 1987; Weiss & Louden, 1989) advocating studies dealing explicitly with education. A number of them propose studies of individual teachers that will bring fresh light to the notion of reflection and the analyses of the relationship between theory and practice. Such studies, contend Munby and Russell, will bridge the

"epistemological chasm between the interests of teachers and the interests of researchers" (p. 75), revealing how teachers think about their work. This study responds to that call.

CHAPTER II

PORTRAIT OF STUDY PARTICIPANT

Joan Greene is the subject of this study. Even
before the data collection phase of this research, she and
I were friends and worked together as English teachers at
Lee High School. Despite the fact that I know her well, I
believe it would be presumptuous of me to attempt to
describe her personality for the reader. So rather than
interpret information she has shared with me during our
interviews and translate behaviors which I have observed
during the past year, I have chosen to describe Joan with
illustrations, relating her story in her own words
whenever possible, juxtaposing different elements of her
personality rather than making judgments about the person
she is. I will also discuss constraints that she feels in
her environment and strategies she employed to cope with
those constraints. These factors--elements of Joan's
personality, constraints, and coping strategies are
manifested through Joan's own words. The description that
follows is based on intensive interviews with Joan, whose
words I have tried to honor and give voice to by

presenting them as I have heard and recorded them. She

speaks for herself. It was my intention that the result

be a portrait of Joan Greene based on her own perception

of self--her individual view of reality through her unique

filter of personal experience.

Personality

Goodson (1988) argues the significance of personal

biography and historical background of teachers as

research subjects. His arguments include the following

claims:

> (a) teacher's previous career and life
> experience shape his/her view of teaching
> and the way he/she sets about it;
>
> (b) that the teacher's life outside school, his/her
> latent identities and cultures, may have an
> important impact on his/her work as a teacher.
> (p. 17)

I believe Joan's previous life experiences have

shaped her perception of self, her view of teaching, and

the way she functioned in her environment. In the

following pages are portraitures of her life and work that

she has openly shared with me. Joan discussed her

childhood, her parents, her own school experiences--all

factors of influence in her life. Different elements of

Joan's personality that emerged for me through intensive interviews and through my observations of her fell into the following categories: (1) need for approval, (2) need to nurture, (3) style and attitudes, (4) commitment to teaching, (5) receptiveness to change, and (6) beliefs about teachers and teaching. Joan was often constrained by those elements of her personality--her life experiences and background--which played an important role in what she believed and did. Other constraints were externally determined and will be discussed in a subsequent section of this chapter.

Need for Approval

An emergent pattern in the data of this study is Joan's need for approval. She seemed aware that this need served as a motivator in her decision-making and her behavior, and she often identified it directly. An example of her own direct awareness of the need for approval is her story about Ms. Garmeyer which is related below. At other times she spoke of this need indirectly, discussing approval in terms of wanting to be successful, to be qualified, to be liked by her students. Examples of

this indirect acknowledgment of the need for approval are also included in this section.

I believe this need for approval influenced at an early age Joan's decision to become a teacher. One of the most moving stories Joan shared with me was in response to my asking about her decision to teach. She began by describing herself as a fifth grader. She said,

I was an extremely shy little girl. If you looked at me the wrong way, I'd cry. The 5th grade--just whenever we talk about school or teachers or anything like that--just sticks in my mind because I had the scariest teacher in the entire school. Her name was Ms. Garmeyer. And Ms. Garmeyer was just liable to explode at any time. The kids in the class were scared all the time of her. And one day she decided to ask everybody, I don't remember exactly why, but she decided to ask everybody what they wanted to be, what they were going to be when they grew up. And I hadn't really thought about it up until that time. I don't remember consciously thinking about it up until that time, and I was scared, because I was going to have to speak in front of the class. And she went around calling on people, up and down each row. My row was the furthest over so I had a lot of time for the anxiety to build. And I was the only one who said, "I want to be a teacher." Ms. Garmeyer beamed. This was the scariest teacher in the school, and Ms. Garmeyer just--her face was just breathed in smiles.
"Oh! How wonderful! Everybody! Give her a big hand!" And they all clapped. And all of a sudden I had--all of a sudden there was all this approval. You know, up until that time I was everybody's nice little girl. I didn't cause any trouble or anything, so people liked me because I was nice and quiet and shy. But at this point everyone was clapping for me, and

45

there was all this approval, and it was because
I had said I had wanted to be a teacher. And I
never changed. From that minute on.

Joan's parents and their choices about educational
opportunities were also a factor of influence on her sense
of self and need for approval. When discussing her
background and her own education, Joan said,

> I guess because of my dad's disappointment
> with not going to college, my parents felt that
> it was their responsibility to see that my
> sister and I received a college education. The
> degree's very important to me for my self-
> concept--to feel, yes, that makes certain,
> that's like, you know, the final notice that I'm
> capable or that I'm qualified to be doing what
> I'm doing. And I think that all stems from Dad
> and from his disappointment that he didn't get
> it [a college education]. . . . I've done a lot
> of things to please him. . . . I had said I
> wanted to be a teacher, and that had met with
> approval from my teachers and my parents. The
> masters degree, on the other hand, that's for
> me. My mother and father are satisfied with who
> I am and what I am. I want the masters degree
> because I want to feel more qualified than I
> feel now. I'm sure there would be techniques
> that I would pick up and ideas, and everybody is
> continually growing and changing, but I think
> the main thing is just simply my self-
> confidence--my level of self-confidence. [If] I
> have my masters I'm on a par with my colleagues.
> It's important for me to succeed.

Need to Nurture

Not all of Joan's recollections of her early school
experiences were positive. In fact, she vividly recalled

what she considered a very negative experience with Ms.
Garmeyer, the same fifth grade teacher she spoke of
earlier. This exposure to disapproval from an authority
figure and the humiliation Joan experienced in front of
her peers had, according to Joan, much affected the way
she reacted to her own students in the classroom. She
said,

> This was later on in the year, and they had
> had some trouble on the playground, and they
> told us that we weren't supposed to come back
> during lunch. What the kids were in the habit
> of doing was coming back during lunch and
> playing on the playground until time to go in
> for afternoon classes. We had about an hour,
> and it was in the city--we lived nine blocks
> away--so we would walk home and have lunch and
> walk back. And we would race through lunch and
> get back to try to have enough time to play.
> Well, somebody got hurt, or they picked on some
> little girl, or something happened. And they
> decided no coming back and playing. The
> announcement came over the PA system, but I
> forgot. And I raced home for lunch. I can
> remember just racing through and racing back and
> getting there and the whole playground was empty
> and realizing, "Oh, my. I wasn't supposed to
> come back," and being scared to death because I
> was so shy, and I was always a good girl. So I
> went over to the place where the bricks were
> built out--where the steps were outcroppings--
> and I hid in the corner. [I] squeezed by the
> corner and hid. And I heard the doors open and
> somebody come down the steps. I saw that it was
> a student from my class--a girl--her name was
> Becky. I can still remember Becky's name. And I
> said I was so glad that it was she and that I
> was so afraid it was going to be one of the
> teachers because I forgot and came back too
> early. She talked to me for a few minutes, and
> she went back in.

When the bell rang and we went into class,
Ms. Garmeyer was furious. There were three of
us who had forgotten and had come back early,
and she ranted and raved. The three of us were
all in tears. I was hunched over my desk, and
tears were dripping down on the desk, and my
nose was dripping down on the desk. And she
said, "Go and get a kleenex," and I was too
afraid to move. And she came over and yanked me
out of my seat and yanked me over to the kleenex
box and then yanked me back and yanked me down
in my seat again.
    And so, that also affected the way I reacted
with my students. Because I will never be Ms.
Garmeyer either.

This experience and other negative experiences during

Joan's school years have had an impact on the ways in

which Joan interacted with her students and her student

teachers inside and outside of the classroom. She had

made a conscious choice, which she openly discussed, to

insure that students felt comfortable and safe with her

inside and outside of her classroom. Outside of the

classroom, she often gave up her limited lunch and break

periods and time after school to talk and work with

students not only about their school work but also about

their personal concerns and difficulties. Joan invested

many extra hours to nurture these relationships.

Alice, Joan's first semester student teacher,

described her relationship with her cooperating teacher by

saying,

We've gotten together a couple times outside
of school. We've talked about school related
issues, but it was also on a social level as
well, which made me feel really good. I feel
like we have more of a friendship as well as a
mentor-student relationship. . . . Ms. Greene
has such a good rapport with the students.
That's something that I really want to achieve
myself. She's so personable, and they really
like her.

June, the second semester student teacher, speaking

of her cooperating teacher, said,

[I've changed] from the very scared,
bewildered person I was when I came in. I
didn't know this person [Joan] at all. More and
more, I've felt like we've become friends rather
than just teacher/student. Like yesterday, I
wasn't feeling well and she offered that I could
stay at her home. I've offered to baby-sit her
boys and things like that, so it's very nice
because I feel like when you're comfortable you
can be honest. And that's such an important
thing. She can be honest with me; I don't mind
criticism from her at all. There's a lot of
trust. I can tell her things. . . .
    She gets the work done in a comfortable
atmosphere so that the students seem
comfortable. They're not always worried about
what to say next. There's an openness that a
lot of teachers don't have. I was pleased with
that; I see something that I want to emulate.
    After class, she doesn't mind the students
coming to her with problems to discuss. She'll
say, "I don't really have time for this," but
she'll make time none the less. . . . The
rapport she has with her students I think is a
reflection of the involvement she has with
them--the effort she puts forth to meet them
half way. If they want to get to know her,
she'd be willing to get to know them.

Joan acknowledged her nurturing attitude toward her

students. Reflecting on her philosophy of teaching, she

commented,

> One of the things that I believe most in is that
> as a teacher if I can provide an atmosphere
> where my students are comfortable, where people
> who are shy, who have missed out on things, who
> are like me, who can feel comfortable enough to
> open up--that that's probably as important or
> probably more important than teaching classicism
> and romanticism. I realize that most of my
> students aren't going to be English teachers,
> but through English I believe they can come
> into touch with themselves and understand
> others. . . . And maybe [I can] promote just
> simply happier people.
>   That's why I will end up with a problem where
> I put up with more from a difficult student,
> where other people say, "You shouldn't have to
> take that." I don't have to take it, but I
> think it's because I remember as a shy kid
> feeling so frightened. And I won't do that [to
> students]. At least in one area in school
> they're going to feel comfortable. What they
> learn is maybe secondary, but it's going to be
> there with them longer in some form--maybe
> changed from what I actually taught on the
> subject matter, but it's going to be there with
> them longer because it's going to have made them
> feel their self worth.
>   And that's what I'm trying to do with my
> students. And, if along the way somebody comes
> along who wants to be an English teacher and
> loves the material, then that's gravy. Then I'm
> at the pinnacle. . . . If I make their lives a
> little different or a little happier, then
> that's what I'm trying to do.

Joan has a similar approach to nurturing her student

teachers. When talking about Alice, Joan said,

I have taken the tact of being very
encouraging [with the student teacher] rather
than coming across authoritarian. And that
seems to help her feel very comfortable. One of
the things was she [1st semester student
teacher] was physically small and looked very
young. And it was almost painfully obvious in
the beginning when she first took over some
classes that she was extremely nervous. And it
sort of reached something in me--and I know how
I feel when I'm nervous or on display. So, I
kind of empathized with that and thought well,
rather than add stress at this time, I can soft
pedal with this person because she is very
conscientious. And when you have a very
conscientious person you don't have to be stern
or strict with them. When you have a very
conscientious person you can take the approach
of being gentle with them and not the
authoritarian.

Joan is quick to admit that her nurturing and

caretaking attitude, her openness, and the student's

perception of her as "understanding" can be considered as

both a strength and a weakness. She explains by saying,

Now, that [being understanding] can quickly
develop into a weakness at times, too, because
there are students who use me for a while. And
when I find out I'm being used, I get rather
upset and very quickly let them know that
that's not going to be the case any longer.
Because I am so intent on providing my
students with this atmosphere where they're
comfortable, often the atmosphere can
deteriorate, and I can have trouble with
discipline. However, I sometimes think that I'm
being good to these people, and I'm being taken
advantage of. And so, sometimes personally, I
feel taken advantage of by the students. . . .
Sometimes now, whereas I couldn't before, I
can be less sympathetic. Having realized that I
have a purpose here other than just to fill the

space and throw some English at some kids, having felt that I'm doing what I want to benefit my students, I have learned that sometimes sympathy is not the way some students need to be handled. Whereas before, I would be so tenderhearted that those students who take the sympathy and use it in almost a perverted way, use it to get out of doing what they are suppose to be doing.

I think I'm stronger about not allowing that to happen. I really do.

Style and Attitudes

This nurturing attitude toward her students is very apparent in Joan's classroom. She emanates warmth as she encourages her students to participate in an atmosphere that is both an inviting place to be and a safe place to take risks. She explained how she fosters this positive climate when she said,

My greatest strength is that I like people and they know or they sense that I like them first and foremost. And I think knowing or sensing that opens up the way for all kinds of other things to happen. They know that I want them to do well. . . . I'm generally happy and I think they tend to look forward to coming in to class a little more. And I have a sense of humor, and I think they like that. I can empathize with people, and when you empathize with people you know about a common feeling. When you're talking, and you're reaching back to try to explain something--I can usually pull some kind of incident, either from my past or from something I've heard about and relate it--it's like telling them a little story. They get used to that, and they listen for those

little stories. I think that's probably
when--it's at those times that I'm probably the
best.

Joan uses those "little stories" from her past to
teach her student teachers as well as her students. For
example, she shared a school experience with Alice, her
first semester student teacher, who was having difficulty
gaining confidence and not being nervous in front of her
classes. After Alice said she was extremely nervous and
that the problem was being made worse by the students'
misbehavior, Joan launched into her story as her only way
of acknowledging Alice's dilemma. Because Joan didn't
introduce the story in any way, I believe it had quite an
impact on the student teacher. It certainly had an impact
on me. Joan related,

> We had a brand new home ec. teacher. She had
> just started taking the pill. I don't know how
> we knew that. I guess the girls in home ec.
> found out about it, and it was making her sick
> all the time. Plus, she would get upset .
> She'd put her hand up to her mouth and run out
> the door. So that was the challenge--let's see
> how long it takes to make her throw up. She had
> a study hall--it was all seniors--and somebody
> brought in a roll of toilet paper. In the study
> were these long desks; we just passed the toilet
> paper up and down and rolled it all around.
> But see, this is the thing. She sat at her
> desk. She was so scared to death of this study
> hall, she would never look up. She was afraid
> of us, and she let us know it.

So, even when I'm scared of them [the students], and my little heart may be pumping away, I am not going to let them know I'm scared.
    (Pause) You don't either.

At another time, Joan described her style of teaching and of working with her student teachers by saying,

One of the ways that I teach is by drawing analogies--by this example or that example or by telling or discussing with my student teacher what my experience has been--by being able to be open with them and say, "You know, you saw when the dean came in [to observe] and I didn't do so well. The class didn't work, and this is probably why." I think that having a model before you with all its failings and being allowed to really examine and to talk about it makes all the difference in the world--to really understand what the problem is and how to handle it.
    I think that because of all of this, I've been strong enough in my self concept to allow my student teacher to see me make a mistake--to see me falter--and then to see what I do to pull it out. And I think maybe that's one of the best things for a student teacher to see.

Joan continued to discuss her attitude toward her students and her approach to developing a good working relationship with them. She said,

I'm usually pretty flexible, and I think that helps set the tone in here that Ms. Greene is understanding. . . . I've met in college the professor who even if there was a death in the family, if the paper was due, it was due. I never really liked that either because I don't think real life is that way. I think most of the time if you're in business or whatever, if something that serious transpires, people

usually make allowances. . . . The other is
kind of an unrealistic way to be, so I usually
bend. What I say to them is, "Come to me and
we'll work it out." And they know that. My
approach is to say, "Look, we're in a
partnership. There are some things that I've
done for you that I didn't have to do. Now you
are going to have to do some things here for me
to reciprocate." That's not been stated in so
many words, but that's an understanding that we
have.

Joan has much the same attitude toward her fellow

faculty members, school administrators, and her student

teachers. She said,

I think with the faculty and other staff
members--I get along 'cause I like them. There
are things to like about even the most
harassable old English teacher or whoever. I
generally get along well with all of them, which
is good, because if there is something special
that I want to do, I usually have cooperation.

June, the second semester student teacher, discussed

with me her cooperating teacher's positive attitude and

the influence it had on her as a student teacher. She

commented,

She [Joan] has a very positive attitude
where some faculty members do not--just about
teaching in general and about students. I've
talked with other student teachers who don't
have as positive an atmosphere, and they're
generally just not as happy with teaching. So
I'm kinda happy that I'm in the atmosphere that
is upbeat and looks on the bright side of
things. . . . She makes the most of the rewards
and tries to push aside the troubles, like, I
guess, all teachers who really survive and are

happy jump over the difficult times and
concentrate on the positive aspects. And she
does that. . . . Probably my attitude is
brighter because of her.

Joan, in a discussion concerning her attitudes toward

faculty and the school administrators, said,

I am a very open person in my dealings with
my deans and things like that. I think they've
come to find that I don't play games. They know
what I'm thinking and what I'm doing and why,
and who I am. So they learn quickly that they
can accept pretty much what I say at face
value. I don t think they have to go away
wondering what I'm up to now, or whether I was
manipulating or anything like that. I don't
know. Maybe in a sense, by being open that's a
way of manipulating, but at least it's an honest
way.

Commitment to Teaching

One of Joan's student teachers admittedly learned

much from observing her cooperating teacher invest so much

extra time in the students, her school work, and school

related activities. Discussing Joan's commitment to her

work, June, the second semester student teacher said,

I recognize that she has a great commitment
for teaching. That's what she goes on. I mean
she puts in many, many hours every week. When I
tried to figure out how many hours I was putting
in--and I'm just student teaching--it was more
than anybody I know as far as other
professions. I mean nobody puts in the hours,
and I only have three classes to teach. She
[Joan] has a strong commitment, so I guess I

recognize that she kind of survives on that
commitment and what she gets from it.

Researcher (R): What do you mean, "She survives on
that commitment"?

June: Well, just that that is what she is. She is
a teacher first. We have discussed how one
good thing in a day can balance out all the
awful things. That one wonderful comment from a
student or a very thoughtful creative paper from
an "F" student can kind of help you survive
through that, through the rest of it. So in
that sense, she sort of survives on it. She
gets out what she puts in. So in that sense she
survives on it. She puts in a lot and she takes
out a lot. I think she wants a lot from it. I
don't think she'd be satisfied with herself if
she was mediocre. She doesn't want that. So,
that is her commitment which she both survives
and thrives on.
     I guess I've kind of learned not to take on
too much responsibility. I see [Joan] going
absolutely crazy with all the things she's taken
on. She's enjoying all of them, but you know
she's sacrificing something too. She takes that
extra time with the student, she takes the extra
time with her planning, she's involved with out-
side of school activities--on the prom
committee, head of prom committee, junior class
advisor-things like that. [I've learned] not to
spread myself too thin.
     It's kind of amazing to me that she hasn't
gone crazy by now, 'cause she certainly looks
like she has more than enough to handle. I
don't know that I could be someone who could do
that, so I see her [as someone] who probably has
more ability to spread herself around more so
than I do. Some people can handle a lot more,
and I think she can. I don't think it's
necessary for me to try to do all that she
does. I see everything that she does, but she's
extraordinary with getting things done. And I
know I couldn't do it all. Well, I guess I
could, but I don't think I'd be happy. She's

stressed sometimes, but she's still happy with
what she's doing.
    But even with her strength, she's being
tested. So I know not to just say, "Yea, I'll
do that and I'll do that." I'll pick and
choose.

Joan summarized her philosophy and her attitude about

her students and the priorities she sets for herself as

their teacher when she said,

    I would have to say content and tests and
achievement are important to me because I want
them to achieve, and I want them to stretch
themselves. I want them all to pass. I told
them in class that. I don't want to fail
anybody. That makes me feel bad. . . . Maybe I
bought that old line, "It's teacher failing,
too." But you see, even when I'm saying that,
I'm more interested in seeing that they develop
and realize a potential. . . . Yes, I want them
to learn some of the themes and some of the
theories, but I want them to learn skills that
will carry them into life and help them to be
successful in what they choose. . . . I want
them to be able to function well in the society
that they're going to be entering in the work
world, being able to write a letter of
application, being able to speak well enough to
impress an employer. But I hope they will come
out being a little more discriminating than the
run-of-the-mill person who watches a show or
just reads a book. . . . My hope is that
something somewhere will spark them enough that
they'll enjoy a book or they'll watch a movie
and talk about something deeper than just the
plot of the movie.
    I like kids. . . . Sometimes I get in the
car and look in the mirror, and there is this
older lady staring back at me. But when I'm
teaching--it's really funny--I'm one of them,
although I'm the teacher and it's my class and I
do try to be in control. But when I'm looking

out at them or when I'm talking with them or responding with them and interested in what they're interested in—their extracurricular things—I think it's fun and it's like being back in high school again. So, I like them. I feel on a certain level with them. There is always a little distance. I have to maintain that. . . . But I simply enjoy them. I find them interesting to talk to. . . . When I was out [away from teaching] and my children were small and I was raising them, it was as if something—it was _always_ as if something was missing. And the something that was missing was the interaction with these students.

Receptiveness to Change

Goodson (1988) asserts that teachers' previous life experiences shape their view of teaching and the way they go about it. Joan's discussion of her family and their choices about educational opportunities seem to indicate an impact on her thinking about her own choices, decisions, and the willingness to change. Speaking of her father she said,

My father has said several times—once my mother got her degree and I got mine, and my sister got several degrees—that he's the only one in the family who didn't go to college. I feel not really sorry for my dad but regret that he provided those opportunities for all of us and wouldn't create a part of the opportunity for himself. Years ago I would tell him to go back and do this, and he would say, "I'm too old." And so, I think part of me says, "I won't let that happen to me. I'll make certain to do those things, and I won't ever say that I'm too

old to do something new." And I'll say it
because my father can get bitter, and I don't
want to be that way.

This willingness "to do those things," to be open to
change and to the opportunity for professional growth, is
a characteristic of Joan. I discovered this quality of
receptiveness to change when I first met Joan five years
ago when I, too, was an English teacher at Lee High
School. She and I became teaching colleagues when she
joined our faculty and participated in the Alpha-Beta
Program, a new/beginning teacher orientation program for
teachers coming to our school for the first time. As
director of that program, I had an opportunity to work
with Joan. Despite her years of teaching experience and
the practical knowledge she had acquired over those years,
she was receptive to new ideas and suggestions, expressed
an interest in learning more effective ways of
accomplishing goals. and was an active participant in that
program.

That willingness to participate and our previous
experience of working together facilitated the research
process. A comfort zone had already been established.
From the onset, we were friends who trusted each other to
be open and honest. Because of this previous

relationship, we were able to launch quickly into the intensive interviews, classroom observations, and the shadowing that is necessary in the research process.

During the year of the data collection for this study, Joan demonstrated many examples of her receptiveness to change. Her attitude and response to her school system's staff development program is but one example. She said,

> Lots of people gripe about [staff development] elements of the lesson. I still gripe about it myself sometimes, but the main value of that has been to focus beyond what I'm teaching to what I'm doing in the classroom and why. . . . And those are the things more than anything else that are really valuable and have changed some of the things that I do. . . .
> I think [elements of an effective lesson plan] are very valuable. I like writing my objectives and looking ahead of time at what I'm going to do to meet those objectives and how those things are related. I think that's valuable, and I think that I have the city to thank, really, for improving my teaching. I think my teaching's improved because of it.
> A couple of years ago when I was brand new [to this school system], one of the ways that was most valuable for me to cope was the Alpha/Beta program and going over and seeing these other people. Sometimes that was all that was required--just seeing. This new teacher orientation program that we did--going over and truly--some days it was simply going over and seeing that there were twenty other people or thirty people--I can't remember--but seeing that whole group of new people and feeling that I wasn't the only one and I wasn't alone--they didn't have to say anything. So yes, that program, other programs in staff development,

61

yes, they help me, because sometimes I sit there
and think, "Well, 1 do that already anyway."
And I think, "What a waste of time." But then I
go home and I think, "Hey, I already do that,"
but it tells me that some of the things that I'm
doing are thought of as being effective, so it
tells me, "Yes, I'm on the right track."
[Staff development] builds self-confidence.

Beliefs About Teachers and Teaching

Reflecting on her definition of a good teacher, Joan

said,

You can say all kinds of things--a good
teacher is someone who can reach his or her
students, who can make a difference, who can
give them the basics, the information, the
knowledge that they need to know, but who can do
it in such a way that it's not such a trial for
them to go through school. A good teacher's one
who cares about his or her students, who wants
his or her students to be successful, and who
can, in some respects, structure the experiences
in the classroom to help her students achieve
success. By those criteria, I'm an okay
teacher. Sometimes I'm successful at that;
sometimes I'm not. But if you go by the
standard of someone who cares a lot, who tries
very hard for those things, who searches always
for other solutions to those kinds of things,
then I'm a good teacher. All of that's so
objective because it works some times and it
doesn't work some times. And I think you have
to be able to maybe realize that and to say,
"I'm not going to be able to make a shining
difference in every single student's life, but
those that I can reach, I will."

Joan feels that the same qualities that make a good

teacher also make a good student teacher. She continued

62

to define those qualities of a good teacher and discussed some of her observations about student teachers when they first begin their student teaching internship. She concluded by speaking of beliefs that she holds about how student teachers best learn in the school setting. In part she said,

> [A good teacher is] someone who's going to be able to realize that even in difficult situations there's value. . . . There are things to be learned. . . . Always expect that you're going to be changing and that there's never one solution to something--that you have to be flexible enough to try something different when it's not working.
> I think student teachers probably come with the expectation that students are going to be sitting there listening to them, or if they have a discipline problem they can respond to what they've read-specific knowledge about how to handle this or that--but you know, they have to be able to adjust once they're face to face with it and find out that if the things in the book don't work you try something else. . . .
> Most of the time what I like to do is to have people come to the conclusions on their own, because I feel that's the best sort of learning. I want to be able to talk to her [the student teacher] and to bring things up in such a way that it doesn't sound like a dictate. She's learning in this experience and she's learning through me as a role model, me as a counselor, me as a guide, me as a suggester, me as all those kinds of things, because it's through all those kinds of things that she learns, not just one particular way.
> I've always felt that learning through experience or learning by doing--coming to the conclusion on one's own through guided experiences, through questioning-that coming to those conclusions on one's own was more valuable

than somebody saying, "This is the way it is "
or "This is what you should do." Which is maybe
a harder way to be somebody's guide because I
have to sit back and allow them to make the
mistakes and hope that they'll understand
someday that I let them make the mistake so that
they would learn.

Summarizing her own sense of self, Joan concluded,

I think people probably recognize that I have
a nurturing sort of tendency. . . . That is my
perception. . . . I would hope that people
perceive me as someone sensitive to other
people's needs.

Constraints

Joan is constrained by her own personality--her life

experiences and background--which plays an important role

in what she believes and does. She brings her personal

orientations to her work; her sentiments are not simply

the products of organizational constraints. Yet, as Grant

and Sleeter (1985) assert, teachers are constrained by

certain "givens" inherent in their jobs; Joan is no

exception.

During the course of this study, Joan had problems

and constraints that were often externally determined.

Primarily, she had little control over her working

environment and over decisions concerning her that were

made in that setting. Also, she repeatedly expressed a sense of urgency about the lack of time that was available to her. Her daily teaching schedule, the jobs other than teaching that were given to her, and her responsibilities at home as a wife and mother restricted to an exceptional degree the amount of time that was available to her.

What follows is a discussion of the lack of control and the lack of time, two factors that Joan considered major constraints in her life and on her work.

Lack of Control

Within the first few days in the school setting, I became aware--much more objectively then than ever before-of the powerlessness that teachers have and that, when I was a teacher there, I had over my environment. I had simply forgotten what I had once been so conditioned to and, perhaps, even accepting of, simply by acquiescing, "This is the way things are." It slowly began to dawn on me that in my two years of graduate study I had changed in ways I did not realize.

Joan, too, had very little control over her life at school. In fact, she had no voice or control over her working conditions or the actual decisions that were made

65

in the school setting concerning any aspect of her work or
the working environment. Each year she has no voice in
her teaching assignment--what she will teach, where she
will teach, when she will teach, who or how many students
she will teach. She is affected by the formal and
informal authority of the school administration, who
determine such things as when and how students will be
evaluated and graded, when and how teachers will be
evaluated, and what other duties teachers are assigned in
addition to their classroom responsibilities. In such a
controlling environment, Joan never knew what to expect;
and when the unexpected happened, she seldom questioned
it. More than once she said to me or to one of her
student teachers, "I really don't have a choice."

For example, when I asked her to trace for me those
events which transpired, leading to her having a student
teacher, she related the following:

> I was _told_ on a Wednesday or a Thursday that
> the following week we would be having student
> teachers, that they would be arriving and would
> be observing for two days. We were having
> testing on Thursday and Friday. Then we had a
> weekend, and then we were back and they were
> there. Mr. [English department chairman]
> brought her [Alice, the student teacher] to me
> and introduced her to me.
>   When Mr --first talked to me about having a
> student teacher he didn't tell me who she

was. A woman who teaches German here said that she had a friend who would be student teaching here and she said, "I hope she gets you" [as a cooperating teacher]. I said, "Well, I don't know because I don't know the name of my student teacher. When she came on Monday, as it turned out, it was the same person. It was Alice.

Lack of Time

The constraint of time is an emergent pattern in the data of this study. Joan mentions time often and speaks of it in terms of a major constraint. Her student teachers also mention time as a constraint, although not as often as does their cooperating teacher. This perception of time as a constraint is significant, I believe, because time is essential for reflection and for the interaction between a cooperating and a student teacher. The lack of time would certainly impinge upon the quality, scope, and depth of Joan's reflection and the reflective encounters of Joan and her student teachers.

There was no time during the day when Joan could quietly and privately talk with any other adult. Every minute of the day was scheduled. Joan had absolutely no control over time--no voice in the decisions determining

67

priorities for any given day. Lost were important opportunities to share valuable knowledge with colleagues because of this constraint.

Daily Teaching Schedule

Joan's daily work schedule included teaching classes first through fifth periods and a duty sixth period. During the twenty-five minutes allotted for lunch, Joan remained in her classroom to give students make-up work. She had no planning period during the day. Officially, her planning period was twenty-five minutes before school began and twenty-five minutes after sixth, the last teaching period of the day.

The first month I was in the school with Joan, I asked her if she had an opportunity to reflect on the morning's lessons before she taught it again during the day. She spoke of reading an article about an elementary teacher who sat down after each lesson and at the end of the day and wrote in her lesson plan book what had worked and did not work in each lesson. The teacher would then look back and have a grasp of what she needed to do differently next time. Joan went on to say,

> I'd like to do that, but, unfortunately, we have during the day a five minute change of classes. Usually, there are students who want

to know when to make up work, when to turn in
late assignments, and so on. And it's very
difficult to try and sit down and write notes.
I often have trouble writing notes just to say,
"This is where we stopped on this lecture."
    There are many times when I do something I
think, "If I could have just done this along
with that, this could have been terrific." If I
could sit down and make myself somehow or other
keep a list of those things, and keep that in
mind for the next time when I'm preparing, I
could be a little bit more ahead and do whatever
it was I thought of to improve it.

Several weeks later Joan told me that there was

little time during the school day to work with Alice, her

student teacher. Each day at lunch, when they sometimes

had an opportunity to catch their breath and talk, they

had been busy instead with students who needed help or who

had work to make up. She said,

    [The last few days] the lunch periods were
    filled. There were about 30 people at any given
    time taking make-up tests or doing things.
    [The student teacher and I] had no time to
    discuss anything with one another other than to
    say, "I'm going to hear a book report from
    so-and-so." And I would say, "Okay, fine. You
    do that while I do --

Researcher: So, it was virtually impossible for you
    to meet with Alice [student teacher] at all.
    How do you feel about a week going by that you
    basically have had no time to reflect with her
    on the work she is doing?

Joan: Oh, I feel awful. I mean, I feel, obviously I
    feel like, "Poor student teacher is almost cast
    adrift," and if she has concerns or whatever,
    she feels constraint. She can't just interrupt

69

me when I'm busy doing something. I know she feels that way and so it's difficult for her to tell me if she has some special concerns. And it's difficult for me to know what's going on with her so that I can answer for her those things. So, yes. I feel terrible about that.

Jobs At School

Not only did Joan have a full teaching schedule, she also had several time consuming jobs at school other than her teaching responsibilities. She was the faculty sponsor of the junior class, in charge of the junior-senior prom, on the committee for the school's Five-Year Study, and more. She had made other commitments as well. She was a cooperating teacher working with two student teachers--one each semester--a participant in the Clinical Faculty Project, working with issues dealing with being a cooperating teacher. And she was also the subject of the case study I was writing as my dissertation for a doctoral degree in education. This last commitment alone was a tremendous responsibility in that it required many hours of intensive interviewing, having another person follow her around one day a week for a school year, and tolerating the stress of being observed and recorded in the classroom and during intensive interviews and cooperating/student teacher conferences.

Often, especially early on in the school year, Joan
felt the need to explain to me why she had not spent time
with her student teacher or why she had not been able to
do various things we had previously talked about her
doing. One day in November when she was feeling
especially frustrated and pressured, she said,

> The thing I think is important to talk about
> right at this moment is, along with all this
> other that I've been doing--working with the
> Clinical Faculty Project and working with you--I
> am junior class sponsor, and last week was
> extremely hectic because the products the
> students had sold came in and as we were sitting
> down, Alice and I to talk, I got a phone call
> saying there was a truck for me with lots of
> things, and what did I want done with them. And
> so I ran off doing that and spent 6th period of
> the next day talking with Dr.--[the building
> principal], figuring out how we were going to
> distribute the product to each of the
> students. So there wasn't a lot of time, and I
> apologize for that. There wasn't a lot of time
> to sit down and make some recordings with my
> student teacher. In fact, there wasn't a lot of
> time to sit and talk with [Alice] about what
> had been going on. . . .
> Something always comes up. . . . I've had
> very little opportunity to reflect with my
> student teacher about things that are going on,
> mainly because of junior class products coming
> back that weren't sold. And so we spent a lot
> of time--Alice did help me--we did work
> together, but we were working on counting money
> and getting that ready for deposit.

Responsibilities At Home

Joan Greene is married, and she and her husband have two teenaged sons. Her husband lives and works out of town five days a week and returns home each weekend. Thus, during the week Joan is solely responsible for the day-to-day management of the household and the care of her two children. These familial responsibilities serve as further constraints on Joan's time and the amount of control she is able to exercise over how that time is spent.

One afternoon during the first semester of school, Joan and I spent a great deal of time reflecting together on the constraints, mostly externally imposed, on her as a teacher and as a working wife and mother. In part, she summarized them as follows:

> There are all kinds of problems with teaching. There are all the outside expectations and constraints. There are parents who don't understand, and there are students who don't do their work. There are administrators who don't understand what we're doing. There's a certain formal style that the city asks us to use as our teaching guideline, and [I] worry constantly about whether or not it really fits. Somebody else might look at it and say, "Well, I don't think that really fits, that that really counts as a 'focus activity' or a 'student summary.'" So I worry about all that when I make out the lesson plans and when I put the objective on the board, but about five seconds later when I'm teaching I've forgotten all that 'cause then I'm just teaching.

72

There are some personal problems with
teaching. My husband works in a job that is
situated four hours away and because we have
agreed we don't want to move, that we don't want
our children to be raised in Washington and
because he knows how much teaching means to me,
he won't ask me to give up my position when I've
worked so hard to get back into it. All those
things enter into it.

I've got two little boys at home. One of
them told the pediatrician one time when he was
three or four--when the pediatrician asked if he
was worried or anything bothered him--and he
came up with, "Yes, it bothers me when Mom talks
about her kids, because we're her kids." So I
have to watch the way I refer to them
[students]. I try to refer to them in front of
my own children as my students. That was like a
personal sorrow or something, that my child was
jealous of my time here [at school]. The other
problems--never having enough time and having to
do so many things that are outside of really
teaching. Sometimes feeling that teaching is
secondary to everything else. At this point I'm
junior class advisor, and when there are
problems and things need to be organized, it's
me who has to do that. And I don't know. I
don't know. I get various little paperwork
things that I have to do. I get to the point
somedays when it's so frustrating I wonder where
teaching is supposed to come into this, where
working with my students is supposed to come
into this.

Coping Strategies

From our very first interview in October, 1988, Joan

discussed at various times and in various ways her lack of

time and control over her environment. At times I

73

perceived an attitude that seemed to carry her through despite her circumstances. At other times, she shared with me specific ways in which she coped with these constraints on her time and on her decision-making. For example, when she and I were talking about her schedule, noting that there was no opportunity during the school day to be alone or to talk with another teacher, Joan explained how she found time for herself. She said,

> [When activity period is not scheduled for me] I go down and sit in the lounge. . . . I just "veg" out in the lounge. I don't say anything; people just kind of sit and talk and murmur around me. I don't say anything. I don't hear anything. I just kind of sit. Sometimes when there were deadlines I would be in the lounge. Somebody would find me, and so I went to another hall and sat for ten minutes. It's so hectic with so many people coming at me and wanting things. That's when I get that feeling that I'm being pulled in a thousand directions. . . . When I get that feeling I find some quiet place to sit and I say, "Just do nothing. . . ."
> So one of the things I've done recently is find half an hour for myself, and then I go to Hardee's and have French fries and a coke and don't think between school and home. I don't think about anything--Hardee's--they love me. I'm supporting them quite well.

Joan often spoke of feeling that she wasn't able to spend enough time with her student teacher, even though the two of them did much to work around their daily schedules. For example, I once overheard Joan say to

Alice, "I have to have a permanent tomorrow. If you want to follow me over, we'll talk while I'm having my hair done."

Joan seemed to develop an attitude of acceptance about all that was asked of her. She seemed to accept the fact that this was something beyond her control--outside her realm of choice. After saying that she felt terrible about not being able to sit down and talk with her student teacher for several days at a time Joan remarked,

> There isn't a choice. I simply did what had to be done at the time. I would look at her [student teacher] at times and say, "Is everything going okay?" and she'd say, "Not to worry." And we would go on. I made myself accept the fact that her telling me not to worry--that things were going all right--was, indeed, the case. I was able, at times, to go past the door at the beginning of a class that she was teaching and get a sense that yes, things were going all right. Students were working; she was working.

Once, when Joan and her student teacher were discussing all that needed to be done, Joan expressed this same "bite-the-bullet" attitude with Alice. The student teacher said that she was overwhelmed by all that was being asked of the two of them; after listening to what her cooperating teacher had just said, she looked at Joan in utter disbelief. Joan responded sternly,

Don't look at me like that. We'll see. We'll
just do it. You know, it will be all right. I
will take the grade book and you call me on the
phone, and I'll record the grades and you can
call me on the phone or you can come over, and
you can call out the grades, and I'll punch them
into the computer. We'll do it. We'll work
together, and it will be okay. I haven't seen
the sun rise since Friday, so it will be a good
idea. We can see the sun rise together. It'll
be fun. You know--continual experience.

Joan did get very tired, and she often spoke of being

frustrated. But again and again over the months she was

consistently positive and continued to value above all

else the work she was doing. Constraining factors, which

often dispossessed her of any meaningful empowerment in

her environment, were overshadowed by her perspective of

the situation which seemed to say, "This is the way things

are, but it's worth it." An example of this attitude is

seen when she said,

It's so frustrating. I wonder where
teaching is supposed to come in to all this
[other work]--where working with your students
is supposed to come into this. Usually what I
do is run the risk of being in trouble for not
turning something in on time. And I put it
aside and teach, because I truly believe that's
what I was hired for in the first place. There
are problems of teaching. They all pale though
when I talk about the feeling I have when I'm up
there and when I'm teaching and when it's going
well. Then, nothing else matters.

Summary

By sharing her life and work experiences with me, the subject of this study has revealed in her own words her perception of self, her view of teaching, and the way she goes about it. Goodson (1988) argues the significance of personal biography and historical background of teachers as research subjects, claiming that previous career and life experiences as well as a teacher's life outside school shape the teacher's views and perceptions of teaching and may have an important impact on that work.

After intensive interviews, observations, and study of data, emerging patterns seem to indicate that Joan's biography and life experiences are connected with her thoughts, feelings and actions as a teacher. Indeed, her very words seem to validate Goodson's (1988) claims and suggest that Joan's perceptions and views as a teacher have indeed been shaped and somewhat determined by her life experiences and the organizational structure of the environment in which she works. Joan's need for approval and the need to nurture those around her, as well as her positive approach and commitment to teaching and her receptiveness to change, can often be traced to factors of influence found in her personal biography.

77

CHAPTER III

METHODOLOGY

I have written an ethnographic description of a cooperating teacher. I did so to explore phenomenologically how one experienced teacher creates and transmits to other teachers what Shulman (1987) describes as the "wisdom of practice" and what Bolster (1983) refers to as "craft knowledge." I have conducted a wisdom-in-practice study advocated by Shulman, recording the reflections and actions of an able teacher. Perhaps this study will help clarify the notion of reflection and establish standards of practice and more clear-cut strategies in the coaching process of the student teaching practicum and in the continuing professional development of experienced teachers.

What follows is a narration about this study. It is a description of and reflection on an in-action process, that is, it is an account of what I did and why I did it as I went through the research process. And it is a story of mistakes and successes along the way.

Kirby and Liner (1981) point out that it is difficult to differentiate the writer from his writing: the two are bound together inseparably. Similarly, it is difficult to discuss the methodology of an ethnographic study on solely a logical-intellectual basis without considering, as did Whyte (1943) in his Cornersville study, "that the researcher, like his informants, is a social animal. He has a role to play, and he has his own personality needs that must be met in some degree if he is to function successfully" (p. 279). I was not living in a foreign culture as I carried out this study--indeed, the culture of the classroom was intimately familiar to me. However, a personal account of how this work was being carried out will help to explain my degree of immersion in the data and the ideas that are continuing to emerge and grow in my thinking. The process of analysis then, embodying human limitations and values, involves what MacLeod (1987) defines as "a sifting and resifting of the evidence until a pattern makes itself known (p. 165). Once a pattern emerges, data are reexamined and new data are gathered as a way of determining whether the hypothesis fits the facts in this case. If the hypothesis does not fit the facts, then sifting and resifting of the evidence are required.

At this point, phenomena are redefined and hypotheses are reformulated until patterns adequately represent the life we are observing (Hammersley & Atkinson, 1986).

Researcher's Background

Since 1962, I have been in and out of teaching. I have reared five children and completed my masters degree. Now I am working to earn a doctorate in education. During those teaching periods in public secondary schools, I grew from an insecure, "Don't smile until Christmas" teacher who shared the "one right answer" with silent students to an educator who values students' exploration and discovery. I left teaching three years ago, not because my efforts to guide this exploration were being stifled; if not encouraged, I was at least trusted to my own devices. I left because, although I believed my teaching techniques and strategies differed from the traditional yet were effective, I had little opportunity or encouragement to share with other teachers those methods, that is, methods such as involving students' active participation in their own learning in an environment that encouraged joint inquiry, doubting,

questioning, and decision-making. I had a deep sense of
what works and how it works, even if I did not know the
why of it. What troubled and frustrated me as a classroom
teacher was the lack of continuity; too often I perceived
that my students were unaccustomed to opportunities for
reflection and inquiry before they entered and after they
left my classroom. I wanted to change that but had little
power to do so.

During my last two years before going back to
graduate school, I had a taste of what it was like to be
empowered to bring about change. My major responsibility
as the school's Team Leader was to develop and carry out
an on-going orientation program for new and beginning
teachers in our school. My position was one that enabled
me to bring about change. Each of those two years I
worked with more than twenty teachers on a weekly basis.
Together we problem solved our way through the year,
sharing concerns and experiences, drawing conclusions, and
modeling teaching behaviors and thinking about teaching
for each other. It was a rare opportunity for teachers to
collaborate as a community of learners, and we grew
together in many ways. It was wonderful. One hour a week
of this type of stimulation was not enough, however; so I

left at the end of that school year to work on my doctorate at a nearby university with the goal of working with teachers on a full-time basis.

Choice of Research Design

I like to talk; I am a good listener. I love to write. And most topics of interest to me lend themselves to a descriptive approach. Additionally, although I am a very structured person, I have an appreciation for a research method that does not strictly adhere to inflexible procedures. I have discovered that an ethnographer is really doing what all of us do every day--watching and listening to what is going on, asking questions, being sensitive to and appreciating the setting, trying to interpret the world in the same way as his or her subject does. Although it is a method less structured and selective than others, it does involve systematic inquiry, selection, and interpretation of data to develop and test theory. It is a process of deriving hypotheses to describe and explain the emerging patterns and of going back to the data or collecting more information to test those assumptions (Hammersley & Atkinson, 1986). I came to enjoy the flexibility afforded

by this process. There was value in knowing that I was

not committed to one theory or one source of data. It was

liberating not to be constrained by some initial ultimate

commitment, but rather to have the license to change

strategy and direction in the development and testing of

theory and to be able to do so without relying on a single

kind of data.

The question of limitations of the case study

approach was problematic for me, and I was concerned

whether or not studying one cooperating teacher--even if

studying her for a long period of time--was enough. I

have since come to believe that, although my subject is a

unique individual with specific differences, there are

many basic similarities between her and other teachers.

Hammersley (1986) defines case study as "the examination

of an instance in action," and he addresses the concern of

studying only one instance by saying,

> When only one instance is studied it does not
> really matter which instance is studied. The
> sampling problem is not really a problem at all;
> one instance is likely to be as typical and as
> atypical as another. The problem of
> generalising ceases to become a problem for the
> author. It is the reader who has to ask, what
> is there in this study that I can apply to my
> own situation, and what clearly does not apply?
> (p. 191)

Therefore, I concluded, it is not necessary to study every teacher to make meaningful statements about cooperating teachers in general, and I am inclined to hope that my focus on this cooperating teacher will lead researchers to focus on other cooperating teachers in similar studies.

Another concern of mine has been observer effect, but Bogdan (1988) suggests research methods for minimizing this problem. He speaks of "blending into the woodwork" (p. 43) and building trust with the subject, although he admits that one can never eliminate all of one's effect on subjects. The participant observer also may have influence on the setting. Because of this influence, conclude Hammersley and Atkinson (1986), findings produced by participant observation in one setting may not be true for other settings of the same kind. It is important, therefore, to recognize that we are part of the world we study and to work with that limitation through systematic inquiry.

Of course I agree with Bogdan (1988) that the researcher's goal is not to pass judgment on a setting, but the truth of the matter is that we are all human beings with unique value systems. Thus, I have found Powdermaker's (1967) discussion of critical skills for

84

interviewing quite helpful. She speaks of developing

"psychological mobility" and "emotional intelligence."

She defines psychological mobility as the ability of the

researcher to step in and out of the role of another

person with a different value system. Powdermaker

explains that emotional intelligence extends this

conscious involvement--this awareness that your own values

are entering the situation--of the interviewer to the

point where he or she has empathy with the interviewee.

"You need to enter the world of the other," instructs

Hammersley (1986, p. 215). To explain the interview

further, Hammersley quotes a poem by Sybille Bedford

(p. 215), which I found insightful as I struggled to

clarify my role in the research process. Bedford (1968)

writes,

It takes two to tell the truth

It takes two to tell the truth.
One for one side, one for the other?
That's not what I mean. I mean one to tell, one to
hear. A speaker and receiver. To tell the truth
about any complex situation requires a certain
attitude in the receiver.
What is required in the receiver?
I would say first of all a level of emotional
    intelligence.
Imagination,
Discipline.
Sympathy, Attention
And patience.
                    (Bedford, 1968, p. 18)

The problem of researcher biases and their effect on the data can also be alleviated by research methods. For example, researchers are in the field collecting data a considerable amount of time, and that data must bear the weight of any interpretation. Those various interpretations force researchers to confront their own opinions and prejudices with the data. Bogdan (1988) points out that researchers' primary goal is to add to knowledge, not to pass judgment on a setting. "The worth of the study," he says, "is the degree to which it generates theory, description, or understanding" (p. 42).

The question of reliability is approached by qualitative researchers as "a fit between what they record as data and what actually occurs in the setting under study" (Bogdan, 1988, p. 42). The concern is with the accuracy and comprehensiveness of their data, rather than the expectation of consistency in results of observations made by different researchers or the same researcher over time. Validity is also approached differently by qualitative researchers. Merriam (1988) contends that "One of the assumptions underlying qualitative research is that reality is holistic, multidimensional, and ever changing; it is not a single, fixed, objective phenomenon

waiting to be discovered, observed, and measured"
(p. 167). She asserts, "If understanding is the primary
rationale for the investigation, the criteria for trusting
the study are going to be different than if discovery of a
law or testing a hypothesis is the study's objective"
(p. 166). She quotes Kemmis (1983) who states, "What
makes the case study work 'scientific' is the observer's
critical presence in the context of occurrence of
phenomena, observation, hypothesis-testing (by
confrontation and disconfirmation), triangulation of
participants' perceptions, interpretations and so on"
(p. 103).

Thus, I believe the decision to choose a qualitative
approach for my study is an appropriate one. Research
problems and concerns can be confronted, minimized, or
alleviated through careful and precise methods of
systematic inquiry. According to Merriam (1988), it is an
approach whose strengths outweigh its weaknesses, playing
an important role in advancing a field's knowledge base.
Because of its strengths, Merriam considers case study "a
particularly appealing design for an applied field of
study such as education" (p. 32).

Search for a Study

Because I am an experienced teacher who has worked in
this area and has supervised student aides and teachers as
part of my doctoral program, cooperating teachers and
students willing to participate in studies are known and
available to me. Additionally, they are engaged in work
with which I am intimately familiar, involved, and
concerned. Therefore, it was logical and convenient that
last fall I decided to study an experienced teacher, Joan
Greene, who was about to assume the role of cooperating
teacher for the first time.

Planning the Study

The case study that I had in mind--the study of a
cooperating teacher during student teacher practica--was
especially appealing to me because I believed it had the
potentiality of uniqueness for more than one reason.
First, it was distinguished from most studies because I,
the researcher, had known and worked with Joan, the study
participant, in the very setting that the study took
place. Additionally, having reframed my own view of
teaching and my role in that process, returning to that

setting as a participant observer was a unique opportunity. I was able, for the first time, to view events from an entirely different perspective, that is, to step back, observe, and describe events as Powdermaker (1967) puts it, as both stranger and friend. Indeed, as an educator/field worker in the classroom and the school, I was a part of the community yet separate. I was making what Blythe (1969) describes as "a strange journey in a familiar land" (p. 88). Third, the research experience was more than an esoteric intellectual pursuit; it was an exceptional opportunity for me to reflect on action as well as to observe and document the same process in another. This insider/outsider approach forced me to reflect and to identify further my own sense of self in relation to the person (teacher) I had been in that school setting several years before. Finally, I was and am hopeful that my research will be a contribution to a new wave of literature on reflection, resounding from earlier offerings that established a broader language for the discussion of reflection and contributed through unanswered questions, grist for researchers' intellectual mills. Thus, I began planning my study with enthusiasm.

I felt it was very important in my selection of a study participant that she or he be a member of the Clinical Faculty Project because I was anxious to document what impact, if any, such a program might have on the reflective coaching process of my subject. Fortunately, Joan had recently accepted an invitation to join that group. She was a teacher with whom I had worked several years ago when I was an English Teacher at Lee High School and she was a new, although not beginning, English teacher coming to our school. We had worked well together, and we had become friends outside of the classroom. Also, when I left to return to graduate school, she assumed the advanced placement English classes that I had previously taught. We had much in common.

When I called her, she readily agreed to participate in my study. I was delighted, not only to have a participant that I knew, but also to be in a school where I had taught and had many friends. At that point, I was oblivious to any drawbacks of a familiar setting. Consequently, I approached the school somewhat complacent with the familiar and with past perceptions and assumptions that were no longer appropriate to the time and purpose. I have since become more insightful; I have learned that because things are seldom what they seem, a

researcher is on precarious footing when anything is taken for granted.

A major problem for me at this time was focus: I honestly did not know exactly what it was that I was looking for or expected to find. I did know that I wanted to observe a cooperating teacher work with several student teachers over time and to formulate a hypothetical explanation of that phenomenon. Studying my subject in light of the hypothesis, I could determine whether the hypothesis fit the facts in the case, reformulating the hypothesis as I went along.

Research Questions

Focusing more narrowly, I began asking myself questions about my participant and determining what sources of data and methods of data collection would best address those questions. During this first stage of development of my study, there was much I did not know but wanted to learn. Many of those original questions were answered during initial interviews or during the early months of the study. Others emerged much later in prominence as germane and salient. All reflected my thinking and my need to know as I began and proceeded with

the study last fall (see Appendix A). Basically, I wanted

to know more about teacher reflection, what the process of

reflection looked like for one able teacher, how it

changed over time, and what were those factors that tended

to influence her reflective practice.

The Setting

Lee High School serves a heterogeneous mix of

students from all sectors of a city which is located in

the center of a wide valley between the Allegheny and the

Blue Ridge Mountains at the southern end of the greater

Shenandoah Valley. There are four political entities in

the valley with a metropolitan population of over

200,000. The school, built in 1961 and housing

approximately 1,700 students, is situated on thirty-eight

acres within a stable, middle to upper middle class

residential community. The campus itself has four two-

story, academic units; a vocational technical school; a

gym, auxiliary gym, field house, a track, a soccer field,

a baseball diamond, a football and band practice field, a

library, an auditorium, an administrative office complex,

and two student parking areas and two faculty parking

areas. On or near the campus are the Governor's School

for Science and Technology, a branch library and an elementary school.

The school day begins for students at 8:25 A.M. and ends at 2:40 P.M., but teachers are required to be there by 8:15 and to remain until 3:15. There are six teaching periods during the day. The subject of this study, Joan, taught classes first, second, third, fourth, and fifth periods, with a twenty-five minute break for lunch and a "staff involvement" duty assigned during sixth period. To work with a student teacher, Joan met with her before or after the school day, during the five-minute breaks between classes, during lunch, or received special permission to be excused from her sixth period duty. Otherwise, they talked on the telephone or met outside of school.

Working with Joan

Joan is an attractive, bright woman of spirit who has been teaching English at Lee High School for five years. Both of her parents are high school graduates. Her mother was a practical nurse for twenty years, and her father owned a small windshield glass business. Today they are both retired and living on an eastern shore. Joan

graduated from a mid-western university in 1970 with a Bachelor of Science degree in Education. She married, and today she and her husband have two teenaged sons. Joan taught school before and after her children were born, and she has taken a few graduate courses since the early '70's.

As I have noted, Joan readily responded to my request that she be the subject of my study. In fact, she was obviously flattered. With no difficulty, we mapped out that last week of October, 1988, for daily observations and then set up a once-a-week visitation schedule for the remainder of the semester that the student would be student teaching (see Appendix C. for summary of critical incidents during the course of this study).

Joan was, however, to have second thoughts. My advisor let me know that Joan called her in a mild state of panic; but, after being assured by my advisor that I would not greatly add to her many responsibilities, Joan once again was comfortable with the arrangement. Thus, throughout the next weeks and months, I came to the school and observed and audio-taped Joan teaching and Joan observing her student teacher. I also observed and audio-taped their interactions with each other between and

94

after classes. Also during this time Joan and I attended Clinical Faculty meetings together, occasionally met for breakfast, went for coffee after school, had dinner together, chatted on the telephone, and exchanged gifts at Christmas.

I have come to believe that much of the time spent away from school with Joan was invaluable. Often during those times she left "front stage," lowered her guard, and I discovered a tired vulnerable, eager-to-please teacher whose sense of self--who she is--is tightly interwoven with what she is--a teacher.

As the subject of a research study, Joan worked very hard to please that first semester, but occasionally her need to please proved to be a drawback and led me to change my interviewing strategy. Originally, I came with a typed list of questions to guide the intensive interviews with Joan and with questions centered on her biography to develop a personal and educational history (see Appendix B). This line of inquiry follows the argument of Goodson (1988) of the significance of personal biography and historical background of teachers as research subjects. After intensive interviews, observations, and study of data, emerging patterns clearly

95

indicate that Joan's biography and life experiences are strongly connected with her thoughts, feelings, and actions as a teacher. However, Joan, observing the questions, seemed to feel the need to satisfy the requirements by first answering one, then saying, "Is that what you want? Am I giving you what you need?" Hammersley (1986) discusses situations such as this, that is, when the interviewee will "react to or against what is perceived to be the interviewer's frame of reference and definition of the situation. He [she] will attempt either to tell the interviewer what he [she] wants to know or to take issue with what he [she] perceives as the interviewer's point of view" (p. 214). What is required, warns Hammersley, is for the interviewer to be aware of his/her involvement; it is the unconscious involvements, he asserts, that are dangerous. I was aware, however, of Joan's wish to please me, and I took steps to alleviate the problem. I soon found it more effective to jot down a few key words to guide my questioning, giving the impression that this was a totally spontaneous conversation. In this way, I was able to elicit from Joan much more of a rich detailed description of her experiences. It was not long before she became oblivious

to the ubiquitous tape recorder. She began to respond freely, openly sharing her innermost thoughts and feelings, sensitivities and vulnerabilities. She told wonderful and sometimes poignant and affecting stories about her childhood, her parents, school experiences, and her own student teaching. Perhaps one of the most moving stories she shared with me was in response to my asking about her decision to teach. She began her story by describing herself as a fifth grader. Forgetting my role as researcher, I became so involved in what she was saying and so touched by her openness and vulnerability that tears welled up and ran down my face. I was embarrassed until she, too, started to cry.

I took for granted my good fortune of having such a willing and accommodating subject. Although the constraints on her time were many and often impinged on our scheduled observations and interviews, once we began a session, she was generous with her time and worked very hard to think through and respond with candor to my often very difficult questioning. There were times when our conversations became very intimate, when she shared very personal things with me about her family and herself. Occasionally she would ask, "You won't write about this

will you?" and I assured her that I would not. Her rigorous honesty coupled with extraordinary trust nurtured in me an incredible sense of obligation and responsibility not to betray her confidence. But I did record and transcribe those sessions, and from them I have learned a great deal about Joan's background, her perceptions, and her beliefs.

During the second semester in the spring of 1989, the logistics of working with Joan became problematic at times. She was straddled with many responsibilities in addition to her teaching, including the sponsorship of the junior class, the organization of the junior-senior prom, and participation in the school's self study, as well as a major transition and personal adjustment in her home life. On more than one occasion I arrived at the high school to discover that she could not meet with me, either because something had come up unexpectedly or because she had forgotten to tell me about another commitment. I found the changing of plans frustrating and began to worry that she was losing interest in participating in the study. When we would meet again, however, things generally went very well, and she was always apologetic for the problems. Late in the spring, she did seem much more

tired and distracted, and, several times at the end of the
school day when we had planned an interview, she simply
said that it was not a good day for us to get together. I
had a keen sense of her being very much overloaded and I
did not want to add to that. I felt that my only option
was cheerful accommodation, and we planned our final
end-of-the-school-year conference after the prom and other
commitments were satisfied.

Going "Home"

I returned to the public high school where I had
recently taught with a feeling of self-confidence and a
sense of belonging. I never considered that so much would
have changed in my two-year absence. How wrong I was! My
old parking place was occupied. I couldn't find a place
to park. And I was intimidated by the "Reserved Only"
signs. Few students greeted me in the halls, and many of
the faculty members were unfamiliar to me. The bell
schedule was new and confusing, and I often had to ask
which period of the day we were in. And much that was the
same I had forgotten. I did not remember the interrupting
intercom as being quite so loud or as frequent; and one
day after school in November when I was really cold

sitting in Joan's classroom, I got up to turn up the
heat. I had forgotten the metal cage bolted over the
thermostat which prevented any adjustment of the dial.
For the first time in a good while, I remembered and
experienced my anger at not being able to make this simple
change in conditions.

As I reflect on this anger right now, I realize that
it is not so much that I cannot adjust the heat when I am
cold. Rather, it is the awareness--much more objective
today than before--of the complete powerlessness that
teachers have--and that, when I was a teacher there, I had
over my environment. Thus, I can easily relate to Joan
having no time during the day when she can quietly and
privately talk with any other adult. Every minute of the
day is scheduled. Joan has absolutely no control over her
environment. Much of my anger comes from the loss of the
important opportunities to share valuable knowledge with
colleagues because of this constraint. I had simply
forgotten what I had once been so conditioned to and,
perhaps, even accepting of, simply by acquiescing, "This
is the way things are." It slowly began to dawn on me
that in my two years of graduate study, not only had the

school and the people in it changed, but also that I had changed.

Getting Started

From Thursday, October 20, through Friday, October 28, 1988, I spent the school days with Joan, my subject, attending classes that she was teaching, observing classes with her that were taught by her student teacher, having lunch in the teacher's lounge, sharing duty on the smoking block, sitting in on cooperating teacher/student teacher conferences, and conducting intensive interviews with the student teacher during school and with Joan after school, audio-taping conversations and taking notes whenever feasible. On October 26, 1988, Joan began her participation in the Clinical Program, and I attended all meetings with her, assuming the role of participant observer that I maintained throughout the thirteen-month study. This role is what Lofland and Lofland (1984) define as "the process in which an investigator establishes and sustains a many-sided and relatively long-term relationship with a human association in its natural setting for the purpose of developing a scientific understanding of that association" (p. 12).

It is important to note that classroom observations and intensive interviews began with Joan and Alice, her first semester student teacher, before the Clinical Faculty Project was under way. She was having a student teacher for the first time and, heretofore, had no training in clinical supervision.

Once the Clinical Faculty Project began, I collected other sources of data: project sessions were audio-taped and transcribed, agendas and minutes of meetings were compiled, and any written assignments completed by the subject as a project participant were collected.

Data Collection

Second semester followed much the same order of data collection with Joan and her second student teacher, June. My focus continued to narrow, driven by previously collected data. I became increasingly aware of patterns emerging from the data, and I formulated hypotheses based on those patterns. I returned to Lee High School for an entire school day each week during the course of this one-year study to test these tentative theories. I interviewed Joan and subsequently her student teacher, often asking the same questions of each of them and then

102

comparing their perceptions. I then attempted to verify

those perceptions as I observed their classroom

instruction and their interactions with each other. Often

I felt that something significant was being said, and I

was convinced that something important was happening, even

if I did not know precisely what or why. I longed for

this second data collection period to end. Even though

data collection and analysis was an on-going process, I

was anxious for the time when I could devote my efforts

solely to the data analysis process. I was overwhelmed by

the volume of data I was collecting, and I needed time

away from the study setting to reflect on my research.

Whyte (1943) described much the same posture when he

wrote,

> My problem now was to find where I was and where
> I was going. This was a period of stocktaking.
> In describing my Cornerville study, I have often
> said I was eighteen months in the field before I
> knew where my research was going. . . . I was
> immersed in it, but I could as yet make little
> sense of it. I had a feeling that I was doing
> something important, but I had yet to explain to
> myself what it was. (p. 321)

There was also another source of data collected this

second semester, a reflective log written by Joan as she

observed the student teacher teaching. These written

comments Joan shared with the student teacher, and they

often formed a basis of discussion during cooperating teacher/student teacher reflective encounters. This log served as a record of Joan's thinking in action and afforded me yet another opportunity to compare thoughts and actions.

Another second semester change in data collection was that I removed myself from participation in the Clinical Faculty Project Steering Committee meetings before second semester began. I did this because I felt that taking an active role in the planning phase of the Project was affecting my role as participant observer in the Project. I did not want any insights or patterns I felt emerging from my project data to influence in any way the direction of the program, yet I found it difficult not to share these insights during the planning sessions. Once I no longer was attending these meetings, I felt less conflict and more comfortable in my role as participant observer, closer to a colleague of my subject's with no more information about what was to transpire at these sessions than she.

The Participant Observer

I went into this study with the mistaken idea that the role of participant observer would be an easy one. I reasoned that participating with a teacher in a school setting, especially one so familiar, would be second nature to me. I was wrong. Almost immediately I became confused about the various roles I could, at any given moment, assume. I perceived myself as a veteran teacher returning to my school, but I soon realized that my ex-colleagues no longer had that perception of me. I was a teacher, yes, but different. I had left the classroom and now was a doctoral student and had returned for reasons that they did not understand. It soon became clear that some were merely curious, others were really interested, and there were a few whose questions carried an edge of resentment. In light of this awareness, that is, that circumstances were not the same as when I taught at Lee High School, I tried to be as unintrusive as possible. Any explanation of what I was doing involved only the most basic accounting. I did not venture into the other buildings to visit friends as I had originally planned; I deliberately kept a low profile as the

"returning teacher" and concentrated on establishing a low-keyed professional identity. I stuck close to Joan and concentrated on nurturing the good rapport and the trust in our relationship, and, at the same time, attempted to learn how to conduct myself as a researcher. Although I maintained a low profile throughout the school, I stayed close to Joan and her student teacher when I was there, often volunteering to help them with chores and occasionally bringing them lunch or snacks to school when I came. Those priorities of focus were validated for me by Hammersley (1986) who said,

> Normally, in case study research the case study field worker is heavily dependent on personal trust. Instead of relying entirely on personal trust, we feel that in the contexts we work in it may be possible to maintain trust through holding strongly to a carefully formulated ethic. The trust we seek depends on generating a style of educational research in which methods and procedures are explicit and visible. We are interested in attempting to play down the personal expertise of the researcher in order to enhance his professionalism. The cost may be the loss of personal freedom now allowed to the researcher, but the gain could be that case study research will gain in credibility and begin to be used more effectively by educational practitioners. (pp. 209-210)

During one of my last school visits in May, 1989, Joan shared with me that she never had the impression that I returned as an ex-teacher, now doctoral student with a

know-it-all attitude. Rather, she said her sense of it was that I had returned genuinely to participate with her in the student teaching process, to study and to learn with her what was happening during that process. She said that she felt my coming was all "in an effort to make things better." Her saying that caused me to feel that I had the support of the most important person in my study.

But I constantly felt what Whyte (1943) called the difficulty of remaining a passive observer. I frequently gave in to the urge "to help" by expressing my opinion or by offering advice. For example, one afternoon a very exhausted Joan shared with me that she felt too much was asked and expected of her by everyone at school. I told her that I had experienced the very same feelings, especially during my last year of teaching at this same school. I suggested that the only solution was to look in the mirror and practice the word NO. I know I lost any semblance of objectivity at that point, because even now I so easily recall my own feelings of anger and resentment at the school administration which rewarded excellent performance with additional demands and responsibilities.

Just as returning to the school where I had previously taught and being a passive observer were

difficult adjustments for me, it was also difficult to avoid my now familiar role as supervisor of student teachers. I found myself making mental judgments about the teaching I was observing; although I was tempted, I resisted the urge to step in and offer suggestions to the student teacher or to question her rationale for a particular behavior. Unfortunately, however, on more than one occasion, I violated the cardinal rule of participant observation--I sought, inadvertently, to influence events taking place around me. For example, there were times when Joan's student teacher would ask for my help and I would put on my supervisor's hat and guide her through the decision-making process. On a few occasions when I had asked Joan about the rationale of an interaction she had with her student teacher, I would interject a suggestion for next time or offer a possible solution. Also, the university supervisor of Joan's second student teacher began asking me about my observations. She also asked my opinion about how to handle a specific problem that she saw developing there with her student teacher and Joan. I validated some of her negative concerns about the student teacher and also about the cooperating teacher's role in the problem. Unfortunately, I found myself enmeshed in

the entire student teaching process, and I was confused

about an appropriate degree of immersion in the events

taking place and precisely to what degree I should

participate. Wythe (1983) experienced this same dilemma

and resolved it in part by reasoning,

> While the researcher may consciously and
> explicitly engage in influencing action with the
> full knowledge of the people with whom he is
> participating, it is certainly a highly
> questionable procedure for the researcher to
> establish his social position on the assumption
> that he is not seeking to lead anyone anywhere
> and then suddenly throw his weight to one side
> in a conflict situation. (pp. 336-337)

I began to realize my mistakes and to differentiate

between being helpful as a veteran teacher, friend, and

researcher and influencing events because I am somewhat

knowledgeable about the context and happen to be there as

a participant observer. I grew to avoid making

judgments. My goals as a participant observer, then, were

to have acceptance in the setting, the support of key

individuals, and the trust of my subject. I feel that I

accomplished those ends, that I went beyond the basic

mechanics of fieldwork, and that I learned much about and

with my subject in the school setting. MacLeod (1987)

addresses this point in his discussion of methodology when

109

he says that the researcher's role is to understand the subjects, not to change them.

Data Analysis

It was not possible for me to treat data collection and data analysis as two separate entities: they are integral parts of qualitative research that occur simultaneously. In the data collection section of this chapter, clearly I could not discuss the collection of data without including emerging patterns, formulated hypotheses, and tentative theories. Merriam (1988) asserts that analysis begins with the first interview or observation and that data collection and analysis are an interactive process throughout a study. I have found that observation to be true and am grateful for the insights I have gleaned from this on-going analysis. But the time came to approach this enormous corpus of data more systemically if I were going to make sense out of it and present what I discovered to others.

Although the analysis of my data had been an on-going process, I spent July and August grappling with the several thousand pages of interview and cooperating teacher/student teacher reflective encounter transcripts,

field notes, analysis memos, and other paraphernalia that
I had collected since September, 1988. (Interviews alone
numbered 311 pages first semester and 374 pages second
semester.) I began in earnest the process of data
analysis with a more circumscribed focus, narrowing the
study further. This was a period of concentrated
inductive analysis and reflection. Hammersley and
Atkinson (1986) characterize ethnographic research at this
point as a time when the data will be progressively
focused, the research problem will be developed or
transformed, and eventually the scope will be clarified
and delimited. They contend that "one discovers what the
research is really about, and it is not uncommon for it to
turn out to be about something quite remote from the
initial foreshadowed problems" (p. 175). They outline
the steps in analytic induction as follows:

    (1)   a rough definition is formulated of the
          phenomenon to be explained;

    (2)   a hypothetical explanation of that
          phenomenon is formulated;

    (3)   one case is studied in the light of the
          hypothesis with the object of determining
          whether the hypothesis fits the facts in
          that case;

    (4)   if the hypothesis does not fit the facts,
          either the hypothesis is reformulated or
          the phenomenon to be explained is
          redefined, so that the case is excluded
                                            (p. 201)

111

I finished the on-going process of transcribing all audio-tapes of interviews, student teacher/ cooperating teacher conferences, and Clinical Faculty meetings. To develop a case record, I sorted this data and organized it according to its source. For example, all interviews with my participant and with her student teachers and all of their reflective encounters with each other were arranged in chronological order from October, 1988, to May, 1989. In separate notebooks, classroom observations of Joan and her student teachers' instruction and of Clinical Faculty meetings were also organized according to their occurrence. Audio-tapes were arranged in the same order and were available to verify the accuracy of transcriptions and to lend further insight into interpretations. Field notes, analysis memos, Joan's reflective log written for June, her second semester student teacher, a study of the school setting, and Clinical Faculty Project materials and participant in-session written assignments were some of the data that were sorted into folders.

I listened to the audio-tapes and read through the data twice from beginning to end. As I constantly asked myself, "What is this specific thing an instance of?"

(Bogdan and Bilken, 1982) I added to the notes I had already written in the margins of the transcripts and to the lists I had previously begun of behaviors, ways of thinking, and events that were repeated in the data. I then began mechanically sorting the data, as Bogdan and Bilken suggest, developing a list of coding categories of typologies, themes, and recurring regularities that converged on a single theme as well as divergent thinking and actions. Certain words and phrases served as cues such as "time," "Clinical Faculty," and "click." In the process, my initial research questions became refined and generated several categories.

Merriam (1988) says that developing categories involves looking for recurring regularities in the data; all categories should have clear differences among them, and all items within a category ought to be similar. In other words, as Miles and Huberman (1984) instruct, the research must make certain all codes fit into a structure, that they relate to or are distinct from other codes in meaningful ways. Bogdan and Bilkin (1982) suggest assigning those preliminary coding categories numbers, making sure that the codes encompass topics that have the most substantiation as well as topics to be explored.

They also suggest limiting the number of codes to between thirty and fifty.

Actually, the framework for codes that I developed was quite simple. I began by looking for key issues, that is, by repeatedly asking myself questions, especially, "What do I need to tell the reader?" First, although I knew Joan fairly well, I realized that I would have to introduce the reader to this person. Implicit in my reasoning was the belief that Joan's biography, that is, her life history and educational experiences, played an important role in the person that she is. I am in agreement with Goodson (1988) who argues that teachers' previous career and life experiences, as well as their lives outside school, are significant in shaping their view of teaching and the way they go about it. Therefore, I perused interview data, especially direct quotes from Joan, for an autobiographical account of her life history and school experiences. Anything that might have shaped her view of teaching and her perception of her role in that process was marked in green and subsequently filed in green folders organized by the month--from September, 1988, to May, 1989.

Reflection was important, so I systematically traced Joan's reflection in different settings and contexts, and I looked for growth in her reflective process. I wanted to describe her reflection, changes in the way she set about it, and explore different explanations for those changes (e.g., the function of time and the natural history of the cooperating teacher/student teacher relationship). Data falling into the "reflection" category were color-coded blue, and explanations were subsumed accordingly.

At the same time in my reading of the data, I searched for factors of influence in the setting. I was beginning to establish a general structure of Joan's developmental process of reflection, yet at the same time, I was seeing anomalies in that process--occasions typified by reversions to earlier stages of development in her reflective process. It became important, therefore, to determine factors of influence associated with the reversions in her thinking, reflection, and actions. Thus, I watched for significant aspects of Joan's experience, such as her participation in my case study as well as in the Clinical Faculty Project, her students and student teachers, and the school organization and its

members. Data that helped describe the environment were put in the "factors of influence" category and were color coded yellow.

From reflection and factors of influence, I began to consider the impact of what went on in the setting and studied the data to validate my interpretations of changes. It was here that I relied heavily on interviews with Joan and her student teachers, Alice and June, and their student teacher/cooperating teacher reflective encounters. This category I called "transmission of knowledge," and I color coded it red.

After coding my data, I used color-coded folders to differentiate categories. I cut up copies of the transcripts and other data so that the units of data could be put in the appropriate folders labeled by code. Within each folder of data, further divisions or subcategories were boldly labeled and often these subcategories, as Bogdan and Bilkin (1982) had suggested, became major or minor headings for different sections of my dissertation.

Despite what researchers (Bogdan & Bilken, 1982; Merriam 1988; Miles & Huberman 1984) instruct, I sometimes had difficulty having clear boundaries between categories. Although all categories fit into a particular

structure, they sometimes seemed indistinct from one other, overlapping or spilling over and relating very much to another category. For example, when I found an instance of Joan's reflection with her student teacher, I also might have found that to be an instance of the transmission of knowledge or an indication of a factor of influence. When this occurred, to avoided missing something pertinent in later analyses, I made copies of the data and coded the copies, each with its appropriate color.

Basically, this was the process that was on-going during the entire course of my research. I began by asking how or why certain things were happening, formulated beliefs and assumptions about those happenings, and tested my beliefs and assumptions about emerging patterns against what I was observing in the setting.

And each time I returned to the data, it was from a stronger vantage point. I returned a more knowledgeable and experienced researcher, having fit together the findings to date and after having discovered the methods that best led me to those findings.

CHAPTER IV

FINDINGS OF THE STUDY:
PATTERNS OF THE REFLECTIVE PROCESS

This chapter will focus on the way Joan, the participant of this study, views teaching and her role in that process. My aim is to explore and describe the process of reflection as it developed over time, during, and as a result of events of practice for one able teacher. Using Schon's (1983, 1987) account of reflection as the theoretical framework, I will begin this analysis by establishing a general structure of Joan's developmental reflective process. Next, I will trace the development and changes in her thinking and reflection as she engaged in the coaching process with two student teachers. I will then look at emergent patterns in the way she interacted with her student teachers, spoke of her work, and transferred knowledge to other learners. Next, I will describe (1) patterns of control, (2) patterns in the way problems were framed, and (3) patterns in the use of metaphors in the language. These patterns will be described, often in Joan's own words that captured her thinking, beliefs, and knowledge of practice.

Additionally, I will examine factors that tended to influence her patterns of reflective thought and the transmission of craft knowledge as part of the discussion of each pattern (see Figure 1.). Those factors of influence include (1) constraints of time and the school environment, (2) the cooperating teacher's personal history and educational experiences, and (3) the cooperating teacher's participation in the Clinical Faculty Program.

Patterns of Control

During the course of this one-year study, I observed changes in the ways the cooperating teacher and her student teachers interacted with each other and spoke about their interactions and the work they were doing together. Their personal accounts over time indicated a developmental process in communication that I have identified and will discuss in this chapter. They include patterns of (1) maintaining control, (2) relinquishing control, and (3) shifting recursively among models of control. These patterns complement the three coaching models proposed by Schon (1987) to characterize a reflective practicum: "follow me," "joint

The Process of Reflection

Schon Model of Reflective Coaching: (1) follow me (2) joint experimentation (3) hall of mirrors

Constraining   *Promoting*

Factors of Influence

Constraining	Factor	Promoting
reasserted control when little time to reflect with student	**Time**	relinquished control when more time to reflect with student
no advance notice/preparation for role of cooperating teacher; better teachers given additional duties; day's activities structured for teacher; no autonomy; model of Technical Rationality reinforced; teacher-directed activities "tolerated"; practice externally directed; teaching in isolation	**School Organization**	subject's reflection led to increased reflection by student teacher and in turn by the students in the classroom
need for approval; demonstrated caretaking/enabling behaviors; teacher taught as she had been taught; "teaching is telling"	**Personal Biography & Educational Experiences**	patient, supportive; capable and willng to change; CT/ST reached stage of "communicative grace"
extra school responsibilities and duties took precedence over CFP; outsider usually perceived as "expert"	**Clinical Faculty Project**	opportunities for reflective interaction, collaborative inquiry, and joint experimentation; reframed perception of knowledge; subject learned to value own expertise; began to create and transmit own knowledge based on experience

<u>Figure 1.</u> Factors of Influence that constrain and/or promote the process of reflection for one cooperating teacher.

120

experimentation," and "hall of mirrors." Although Schon delineated distinct features of each model on a continuum of reflective communication and interaction, he did not consider them mutually exclusive. Indeed, data from this study indicated that, in practice, boundaries among those models were often blurred and indistinct or blended together. The cooperating teacher and her student teachers often shifted or moved recursively among models or combined several approaches during reflective encounters.

Patterns of Maintaining Control

The developmental process of communication began with Joan as the cooperating teacher, telling, teaching, explaining, or dispensing knowledge to the student teachers (referred to as "Alice" during the first semester and "June" during the second semester), who accepted that information unquestioningly. For example, when Alice first came to the school for two days of observations and conferences with Joan before student teaching began, it was Joan who decided when and what content Alice would begin teaching. Rather than collaborating with Alice in the decision-making process, Joan made the decision and

told Alice that she was to complete the unit that Joan had

started and would do so using Joan's lesson plans.

During the first days of student teaching, Joan did

not relinquish any control to her student teacher.

Although Schon's (1987) "follow me" model of coaching

suggested the coach's telling and demonstrating and the

student's listening and imitating, he also advocated

collaborative inquiry. Schon explains by saying,

> The coach works at creating and sustaining a
> process of collaborative inquiry.
> Paradoxically, the more he knows about the
> problem, the harder it is for him to do this.
> He must resist the temptation to tell a student
> how to solve the problem or solve it for her,
> but he must not pretend to know less than he
> does, for by deceiving her, he risks undermining
> her commitment to their collaborative venture.
> One way of resolving this dilemma is for the
> coach to put his superior knowledge to work by
> generating a variety of solutions to the
> problem, leaving the student free to choose and
> produce new possibilities for action. (p. 296)

At this initial point, Joan did not have the ability or the

willingness to shift her perspective of her role as

cooperating teacher. Evidently, it was hard for her to

create and sustain the process of collaborative inquiry to

which Schon (1987) referred. It was she who made the

pedagogical decisions and assumed the responsibility of

identifying problems, of telling, explaining, and

prescribing solutions for her student teacher. For

122

example, during an interview with Joan the first month of student teaching in the fall, 1988, she related her conversations with Alice in the following terms: "I have told her. . . . If I can get her through that. . . . I try and explain everything to her. . . . There may be some very valuable things that I'll miss and won't tell her. . . . So I sat down and talked with Alice, and I said, 'This is what I see happening'. . . . I gave her a couple of solutions."

Beginning in the first week that Alice was teaching, Joan participated with her in what Schon (1987) and others (Shulman, 1987; Zeichner & Liston, 1987) refer to as reflection-on-action, a way of reflecting that involves introspection away from and after the action has taken place. Joan and/or Alice would look back and reconstruct teaching and learning events that had occurred and, by going through this reflective process, learn retrospectively from the teaching experience. Joan directed the course of these reflective encounters with her student teacher, often telling her what to reflect upon before they were to sit down together and talk. For example, one day at school Joan said the following to me:

I talked with her [Alice] just before lunch and
she looked at me and said, "They [4th period
students] were terrible." And I said, "Think

about which ones were terrible. Think about
what kinds of behavior were going on and let me
know. We'll concentrate on that when we can sit
down and talk 6th period. . . . We'll sit down
when you've had some distance and look at it,
and objectively try and figure out what's wrong
and what some of the possible solutions are."

During this period of time, Joan and Alice would talk

after school, and Alice would reflect on actions,

discussing problems which had occurred during the day and

ask directly for solutions to those problems. In

response, Joan would reflect on the problem herself, make

a judgment, and tell her student teacher what to do. For

example, one afternoon, Alice related an incident in which

a student had taken another student's paper and would not

give it back. Alice told Joan:

She would not give it back, and I tried to get
it, and she would not let me have it. And
that's why I ask you--what do I do?

Joan replied matter-of-factly:

I would have said, "Give the paper back " and
then I would have stood and waited until she
gave the paper back. And if she didn't, then I
would have said, "If you do not give the paper
back, you will have to stay after school or I
will have to write you up for insubordination."

Joan did much teaching, telling, and dispensing

knowledge during those early weeks. Even when the student

teacher seemed to begin to grapple with the problems
herself, that is, to look for her own solutions to
problems, Joan's perception of her role in the coaching
process remained unchanged; she responded in this same
controlling mode.

Patterns of Relinquishing Control

As the weeks passed, there was an obvious shift in
Joan's responses to Alice. There was a move away from the
"follow me" model to patterns that resembled the "joint
experimentation" and the "hall of mirrors" models
described by Schon (1987), wherein the coach and the
student continually shift perspective. In these kinds of
interactions that Schon describes, there is generally a
reenactment of some aspect of the student's practice, a
dialogue about it, and a modeling of its redesign. It is
here that the cooperating teacher joins the student in
collaboration and experiment in practice, testing and
assessing actions as the coach leads the student toward
solutions, in a shared rather than in a controlling mode.
During these reflective encounters, the coach "mirrors"
the very craft the student wishes to learn and, in turn,

the student will be able to recreate the coach/student
interaction with his or her students in the classroom.

As Joan and her student teachers participated in the
coaching process, the changes in cooperating teacher
responses demonstrated a relinquishing of controlling
behaviors. Yet this process, by the very nature of
change, involved recursive shifts to earlier developmental
stages of the process. Change in thinking and behavior
seldom involves moving steadily along a continuum,
consistently advancing in a straight line. There are
generally reversionary shifts to earlier levels in the
developmental process. Yet these reversions were
temporary; in general, Joan and her student teachers
demonstrated patterns of control in the reflection process
that ultimately manifested themselves in Joan's ability
and willingness to guide her students to assume
responsibility for their own teaching and learning
decisions.

I will examine these on-going yet recursive patterns
of relinquishing control which includes the discussion of
(1) following Schon's reflective coaching model, (2)
achieving "communicative grace" (Schon, 1987, p. 100),
and (3) shifting recursively among models.

Following Schon's Coaching Models

As Joan began to relinquish control for teaching and learning decisions to her student teachers, she moved away from the "follow me—do-as-I-do stance that heretofore had characterized her teaching. Thus, rather than giving detailed answers to questions or lengthy explanations as she did in the controlling "follow me" model, Joan began to respond to her first semester student teacher with questions, challenging Alice to think more about her own lessons and those of Joan's that she had been modeling. Joan allowed and encouraged Alice to assume responsibility for reflecting on these reflections, for making observations and judgments about the teaching and learning events that had taken place, and for learning retrospectively from those experiences.

Joan also began to "mirror" the craft that the student was attempting to acquire. Schon (1987) explains this concept in the following way:

> In this process there is a premium on the
> coach's ability to surface his own confusions.
> To the extent that he can do so authentically,
> he models for his student a new way of seeing
> error and 'failure' as opportunities for
> learning. (p. 297)

127

By the second month of student teaching, Joan was beginning to consciously employ such mirroring strategies. She often viewed teaching situations as problematic and mistakes as departure points for growth. She explained in an interview by saying,

> I think by drawing analogies or by telling a
> story or showing or telling or discussing with
> my student teachers what my experience has been,
> by being able to say, "You saw when the dean
> came in, and I didn't do so well," or "The class
> didn't work, but we saw some things, and maybe
> this is why"--these are the ways that I teach.
> I think that having a model before [the student
> teacher]--and not just the perfect model before
> her but one with all the failings--and being
> allowed to really examine and really talk about
> it, makes all the difference in the world in
> really understanding what a problem is and
> how to handle it. And I'm strong enough even
> though I have worries and doubts, I'm strong
> enough in my concept of self to allow my student
> teacher to see me make a mistake--to see me
> falter--and then to see what I do to pull it
> out. And I think maybe that's one of the best
> things for a student teacher to see.

Starting anew the spring semester with June, the second student teacher, Joan began the student teaching practicum by once again assuming the "follow me" mode of coaching, although she seemed to make a conscious effort to practice the principles of reflective coaching that she had learned and used effectively during the first semester. There were, indeed, some obvious changes

between first and second semester in Joan's perception of
her role as cooperating teacher and the ways she went
about the decision-making process. By comparing the ways
decisions were made over the school year, I found
indications that Joan relinquished more and more
responsibility for absolute decisions and participated
with her student teacher in collaborative decision-making
much earlier on in the second semester. In fact, I
noticed, from the very first day with the second semester
student teacher, some dramatic changes. For example and
as I have previously reported, it was Joan who decided
what classes and when Alice would teach in the fall.
There was little discussion between them about it.
Joan simply told Alice which classes she would assume.
Second semester, however, was a different matter. Joan
described how she and June made that teaching decision by
saying,

> We sat down and after she had had a chance to
> observe, we talked about the nature of the
> classes. I made suggestions as far as the types
> of classes I wanted to make certain that she
> got, you know, the spectrum, and the way that I
> presented that to her was that I wanted her to
> experience the lower level class that I had, the
> intermediate class, and an honors class so that
> she had a well rounded experience. I told her
> which classes fit those categories, and after
> she observed, we came to an agreement. I don't
> know if there was any guidance on my part. I

was simply saying anyone of the classes are fine
with me. I asked her what classes did she feel
she would be happy with. We came to an
agreement together.

Last semester, so far as which classes she
[Alice] would take, I made the initial
decision. It was sort of an arbitrary thing,
and I gave her an honors class as well as two
academic classes. But this [second semester]
was much more a joint process.

Later, in an interview with June, she described much

the same process by saying,

She recommended that I observe each class, think
about it, and consider the pros and cons. _We_
talked and it was very much a mutual decision on
which periods I would teach. . . . We decided.
I had ideas of pros and cons in my own mind, and
she added to the pros and cons for each
[class]. And we just sorta added together the
pros and cons.

Although some changes in Joan's approach with the

second semester student teacher were obvious to me, the

primary differences between the first and second semester

coaching process were actually in the degree and duration

of controlling behaviors. In other words, Joan did less

teaching, telling, and explaining to June than she had

previously done with Alice, and she moved more quickly

along in the process of relinquishing control. Joan

reached the point of joint experimentation and reciprocal

learning more quickly with June than she had with Alice.

Nevertheless, during the first few weeks of her student
teaching, June reported Joan's identifying problems for
her and telling her to try or to do certain things. Joan
gave her explicit teaching instructions, such as "Don't
use the board so much," and "Keep moving when you're
teaching."

Joan did tell and explain many things, and June
accommodated that "follow me" stance by becoming a
follower, intent on teaching, initially, as her
cooperating teacher taught. For example during March, a
few weeks into the student teaching practicum, June said,

> I am modeling techniques in her teaching, how
> to organize, how she responds to students. I
> think I would have approached that differently
> had I had a [cooperating] teacher who was a lot
> more formal with her students. I probably would
> have developed differently, at least until next
> year. So I've patterned myself, to an extent,
> on how she relates to the students, how she
> presents materials, how she prepares them to
> receive materials, how she gets across
> information, how she explains things, how she
> relates it to them.

June continued discussing with me other ways she
received information and learned from Joan, ways other
than observing Joan or being told by her. She spoke of
Joan observing her teaching and letting June know if what
she was doing was acceptable. She said,

> One way that she teaches me is simply by an
> approving look. When things are working, I'll

> see a smile on her face and I can tell, or I'll
> see her looking around at students, and she
> might be just kind of nodding her head like,
> "It's working." . . . Or maybe a concerned look
> that things aren't going the way they should--
> you know--either to encourage me or to warn me
> that I'm on the wrong track.

Although Joan did control by telling, explaining,

defining the problems and dispensing approval or

disapproval, her interactions were softened by phrases

such as, "This is just a suggestion," or "Here's a hint,"

or "You might try this." However, the initial message

seemed clear: "follow me." Yet it was less direct and it

changed more quickly than it had first semester. In only

a few weeks Joan was consistently responding more as a

collaborator in joint experimentation with her, and June

began to speak differently of her reactions to Joan's

teaching. As a result, rather than June's strictly

adhering to and following the model of teaching presented

by Joan in the classroom, she said,

> I looked at [Joan's teaching behavior] and try
> to do it my own way. [Joan's] telling is less
> apparent than [her asking] questions for
> thought. She lets me make my own decisions.

At this point in our discussion, I asked June to complete

a sentence for me by filling in the blank. I said,

"Concerning communication with my cooperating teacher, it

would be accurate to say that rather than "telling," Joan

is " (blank) ." June responded by saying,

>"...guiding or facilitating my own learning.
>She raises questions for me to think about. In
>the beginning [of student teaching], there was a
>flood of telling. I was really keyed in to
>everything. I kind of went crazy trying to pay
>attention to everything, and she tried to tell a
>lot--why she did things--there was a lot of
>telling. There has become a lot less telling.
>I think the word "sharing" is more applicable
>now. She would do more telling [before], but
>usually in response to my questioning. Now when
>I question, she usually tries to let me arrive
>at the answer myself--through other
>questions--"Well, why do you think that was a
>problem?" "What do you think was going through
>the student's mind?" Just sort of a round about
>way of getting me to arrive at an answer--not
>the silly "the" answer, but an answer that can
>be applicable and hopefully successful. So,
>it's more of a sharing.

In March, almost midway into the student teaching

practicum, Joan was discussing her observations of June's

teaching. She had observed a strategy that she thought

effective. She said, "That's one for me to mark down in

my book to remember. Maybe I'll try that tomorrow."

Later, June proudly said to me, "Joan's mentioned to me,

off and on, that there are some things she thinks I did

well and that she'd like to adopt." A few weeks later in

April during a reflective encounter, June and Joan

discussed a discipline problem June was having. Joan

133

asked, "What will you do about that? I'm asking for my own sake as well as yours."

These interactions seem to evidence Joan's having moved from the "follow me--do-as-I-do" stance and June's having responded by assuming the relinquished control and by being responsible for her own learning. Together they seemed to be participating in collaborative experimentation and collaborative teaching and learning described in the reflective coaching process by Schon (1987).

There was also another source of data collected the second semester, a reflective log written by Joan as she observed June teaching, that appeared to validate this process of reflective growth. Joan's written comments were shared with her student teacher, and they often formed a basis of discussion during their reflective encounters. The log served as an excellent record of Joan's thinking in action and afforded me yet another opportunity to compare Joan's thoughts and actions. From the log entries, I was able to discern the same pattern of reflective growth that I identified during interactions between Joan and her student teachers. Joan's first entries began with Joan identifying problems for June and

telling her what she could do to improve. For example, she wrote,

> Read the paper aloud [to students] to find
> awkward sentences. . . . You need to work on
> keeping class on task and not discussing with
> each other. . . . Maybe move seats to regular
> rows. . . . Can you up your volume so you can
> demonstrate you mean what you say? . . . . Need
> to have focus activity on board/transparency to
> get them started. . . . It's important to hit
> them with all gears going...make the class pull
> out similarities between the poems. . . . They
> need to look at the poems and pull out
> inferences. . . . Maybe the focus activity
> could be (1) list 10 things you like, then (2)
> read the poem, then (3) continue with steps of
> creating poem.

There is much telling here, but over time, Joan came to write observations rather than judgments and questions to guide her student teacher to reflect on her own teaching. For example, after a little more than a week she wrote questions such as,

> What's the class's response? Did they mean it?
> Trouble coming up with topic? Think of images
> you generated with "Swift Things Are Beautiful."
> What is the message here?. . . . I wonder if
> they understand the purpose of the exercise?
> Should they know at this point?

These comments from Joan's log appear to coincide satisfactorily with the relinquishing of control that I recognized during the reflective encounters between Joan and her student teachers and had reported to me in

135

interviews, yet the process seemed to progress more slowly in written form than it did in their verbal interactions. Although she ultimately resisted writing judgments, she occasionally could not resist identifying problems and prescribing solutions as she recorded her observations in the log.

The pattern of control with June, however, seemed to follow much the same course as the coaching process described by Schon (1987) and experienced by Alice during the first semester, that is, a process beginning with "follow me" and growing into a reciprocal sharing of knowledge and modeling of the craft the student teachers wish to acquire.

In the cooperating teacher/student teacher dialogues themselves, there are indications that Joan seemed to "see" teaching differently. As she began to assume a less controlling mode, she adopted the role of guide, leading the student teachers with questions to reflect on their actions. This willingness and ability to collaborate reflectively became possible in the climate of trust and non-defensiveness that Joan and Alice (and later, June) were able to develop over time. Consistent with the conditions for a reflective practicum described by

MacKinnon and Erickson (1988), Joan was able to develop a
disposition and a capacity to enable her student teachers
to reflect and experiment in as risk-free an environment
as possible. Thus, Joan was able and willing to reflect
on her own practice as well as that of her student
teachers, drawing on her previous knowledge and experience
to do so, revealing in a non-defensive way her own
"mistakes." In a climate of trust and willingness to
reflect on problematic situations, those mistakes were
discussed in a non-judgmental way and viewed as departure
points for growth.

An example of Joan's relinquishing control to her
first semester student teacher--guiding her toward
solutions rather than telling her what to do--emerges from
the following dialogue that took place after Alice had
been teaching about five weeks:

    Alice: 4th period came in really keyed up. I
              got frustrated because I couldn't say
              what I needed to say to get them
              started because they wouldn't be
              quiet. I stopped for a while and
              didn't say anything, and some of
              them told the others to be quiet...

    Joan: When you stopped and you were quiet,
              did--

    Alice: (interrupting) Some other people
              told them to shut up.

    Joan: And did they?

Alice: Yes.

Joan: How else do you think you could have
           handled that? I think what you did
           was fine, but just think of some other
           options--how else might you have been
           able to handle it? What else could
           you have done?

Toward the end of the second month of Alice's student

teaching, Joan began to talk and act in ways that sounded

and looked like the kinds of things that Schon (1987) and

Garmston (1987) recommend as part of their reflective

coaching philosophies. Unaware of these authors'

theories, Joan recounted a process much like that

described by Schon, that is, a process that involves the

reciprocal reflection of the cooperating teacher and the

student teacher, leading to learning and professional

growth in both participants. Her own description of

cooperating teacher/student teacher interactions closely

followed the model of collegial coaching detailed by

Garmston. This model focuses on helping teachers to

engage in self-initiated reflection to develop their own

thinking about their own teaching. Discussing her role as

a cooperating teacher during reflective encounters, Joan

said,

     To some extent I see my role as a person who has
     observed successful and less successful
     behaviors, who provides the reflective time for
     the student teacher to be able to sit down and

think about this. . . . For me to say, "Okay, think of this behavior. Why might this have occurred?" And let the student teacher then think about all the things that might have led to any problems or anything that was less successful. And at this point to say, "Okay, what might you have done?" or "What, if you were faced with this situation again, what are some ways that you might redirect this?"

You allow the time. You are a guide. You have observed things. In providing or sharing some of the things that maybe have occurred in like circumstances, in saying you might have tried this or, what I generally do is say, "Something like this happened to me, and this is what I did, and later on I thought about it. I thought I might have done this or that." And in that sense, guide the student teacher to look again on what she has done and what other possibilities are open

And, in a sense, that's learning for me, too, because that's forcing me to consider the other options I would have in that situation.

Joan's discussions with her student teachers and passages such as this interview demonstrate shifts in the way Joan perceived her role in the teaching process, in the way she communicated with her student teachers, and in her way of talking and thinking about reflective encounters. Indeed, during the ten weeks of each student teaching practicum, Joan gradually relinquished the control of her students and teaching and learning decisions about them to her student teachers. Interviews with Joan's student teachers midway through the student

teaching practicum each semester seem to validate the perception that these reflective encounters were changing over time and that, indeed, Joan was allowing her student teachers to assume more and more of the responsibility for reflecting on problems and actions. There are also indications that, over time, this reflective process became reciprocal. For example, at the end of the first month of teaching, Alice said:

> I think they [our interactions] have been great so far, and I'm very pleased with the way they have gone. I'm hoping to keep gaining confidence.
> In the beginning, I relied on [Joan] almost completely to tell me what I did right and what I did wrong, and now, I can reflect more on what I've done. . . . I'm hoping by the time I'm through that I'm confident enough that I can realize my own mistakes and say, "This is what I think, and how or what are some other ways I can improve on it?" as opposed to having her [Joan] telling me, point by point, what I did wrong.
> In the beginning I was very tentative. I wanted lots and lots of guidance, but I got so much positive reinforcement that I'm starting to feel much more confident. But I'm using my own ideas, and I feel good about them. And so now our plans are to have some variation, and we can look at what the other does.

Weeks later, nearing the conclusion of her student teaching practicum, Alice spoke of the changes she had experienced. She displayed more confidence in her participatory role during the cooperating teacher/student teacher interactions when she said,

In the beginning I needed so much guidance.
Now, I'm using a lot of my own ideas, and I'm
reflecting more on what I need to work on. And
I'm using [Joan] more as a sounding board than
as a guide. I'm still modeling her a great
deal, but I'm not looking to her for guidance
every time I teach a class, because I feel more
confident in what I'm doing.

During our final interview in May, June expressed

similar independence, self-confidence, and a sense of

gaining control over the problem-solving and

decision-making in her classroom. As she reflected on her

practice she said,

I've seen things [in Joan's teaching] and think,
"Well, I don't want to copy that. I'm not
comfortable with that." We are different
people, and not everything is going to be
transferrable.
     [Joan] helps me reflect on my own teaching,
but in doing this, she probably learned a little
bit herself. Now we're more equal. . . .
Before, I was really concentrating on what she
had to teach me. Now, I'm more comfortable
saying, "Well, that might be a nice idea, but I
don't agree with it, and this is why."
     I'm probably more confident in what I'm
doing. We're more peers, rather than teacher/
student. . . . I don't need to be told
something. . . . We are like two women working
together--two professionals. I've been very
thankful that we were put together. Dr.----
[university professor] definitely made a good
decision putting us together. . . .
     From a very scared, bewildered person when I
came in, I've more and more felt like [Joan and
I have] become friends rather than teacher/
student. . . . It's very, very comfortable, and
that's nice because I feel like when you're

comfortable you can be <u>honest</u>. And that's such
an important thing. She can be <u>honest</u> with me,
and I don't mind criticism from her at all.

Achieving "Communicative Grace"

Establishing a risk-free environment and
relinquishing controlling behaviors have allowed Joan and
her student teachers to experience a unique type of
communication that Schon calls "communicative grace," that
is, a type of interacting that appears at times to be
intuitive rather than articulated. However, in order for
this unique form of communication to occur, the
relationship between the two participants must be trusting
and non-defensive. Words such as "confident,"
"comfortable," and "honest" used by Joan's student
teachers indicate changes in cooperating teacher/student
teacher communication and the development of a climate of
trust and non-defensiveness. Trust and non-defensiveness
are two conditions necessary, according to MacKinnon and
Erickson (1988), to enhance development of the ability to
reflect. In such a climate, Joan and her student teachers
were able honestly and openly to communicate and to
reflect together on problematic situations. They were
able to share successes and failures on problematic

142

situations, discussing those successes and mistakes in a
non-judgmental way, and viewing their mistakes as
departure points for growth.

Schon (1987) discusses communication that goes on
between students and coaches, and he describes almost the
identical changes that I have observed as part of the
developmental process between Joan and her student
teachers. Schon reports,

> ...in a matter of years or even months, students
> and coaches begin to talk with each other
> elliptically, using shorthand in words and
> gesture to convey ideas that to an outsider seem
> complex or obscure. They communicate easily,
> finishing each other's sentences or leaving
> sentences unfinished, confident that the
> listener has grasped their essential meaning.
> (p. 100)

Joan and her student teachers discussed the fact that this
kind of knowing existed between them. (Actually, Joan
used the exact words, "finishing each other's sentences"
in a passage that I cite later in this chapter.) As early
as the third week of the first semester practicum, Joan
related the following incident to me. It occurred on a
day when classes were shorter than usual because there was
a homeroom period and also because students were having
their pictures taken. She reported,

    Joan: ...my 4th period class then, was the
                first one that had some extra time,
                had more than ten minutes, because
                then by afternoon, then the schedule

143

is not any longer or shorter because
of homeroom. And so, I kind of looked
at [Alice] as I finished the clerical
things and still had half an hour
before we went to have pictures
taken. And I kind of looked at her,
you know; there's some non-verbal
communication that goes on, and she
knew that I was going to do something
else, and it was really funny. She
knew what I was going to do was pick
up the books, these extra books that
we have, and have them read a
selection about an earlier time in
Natty Bumpo's life and talk about the
things. It was funny. I mean, she
knew without my really saying too much
about it.

   (R):   Is this something recent, that you
                seem to have signals for each
                other...?

  Joan: She's intuitively picking up on those
                kinds of things.

   (R):   But is this intuition that she's
                exhibiting something recent?

  Joan: I think, yes, maybe it is.

Many months later, Joan again mentioned the type of

intuitive communication that Schon (1987) discusses. She

was referring to June, her second semester student

teacher, as she reflected on the cooperating

teacher/student teacher relationship. She commented,

144

When you work together you begin to develop a
relationship. She [June] said one day that we
were almost finishing each other's sentences.
[These are the exact words used by Schon to
describe the state of "communicative grace."]
So you become that close, or at least I do, with
your student teacher. And I don't know whether
it's--it's sort of osmosis that in working with
someone, even on a subconscious level, you're
continually observing and picking up the kinds
of things that they do. And I think maybe we
all do that. We all see how other people react
in certain situations, and we all on some level
or another admire one way one person does. And
I think that there's, when you work this
closely, and you have this kind of relationship
which begins with a very dependent sort of thing
on the student teacher's part, and with their
recognition that you've been out there and
you've been teaching for a while that you know
they begin, even on a subconscious level, to
pick those things up. They may not even talk
about them, but eventually some situation will
arise and there'll be a sort of deeper memory
that may surface of having seen the cooperating
teacher deal with a particular situation in a
particular way. And either they won't want to
do it that way or they'll want to do it that
way. I think it's a nebulous sort of thing.
It's very difficult to pin down and state in
exact words, but it's an outgrowth of the
relationship that you develop. Obviously, if
you have a good relationship--and I think we do!
I think there's going to be more of that kind of
thing absorbed from the student teacher.

Schon (1987) speaks of this kind of knowing, of

communication between coach and student as achieving a

"state of communicative grace" (p. 100). Not all coaches

and students achieve this state, but Schon

contends that those who have a capacity for this

145

particular kind of dialogue experience three essential features: (1) it occurs in the context of the student's attempts to accomplish whatever the work is--in this case, to teach, (2) there is action as well as words, and (3) it depends on reciprocal reflection-in-action. The process involves the coach (or the cooperating teacher) trying to discern what the student teacher understands or is having a problem with. In response, the teacher can act as a model and demonstrate some part of the process she thinks the student needs to learn, or she can tell, in an indirect way, with question, instructions, advice, or criticism. This process of reflection-in-action, according to Schon, becomes reciprocal when the student interprets these demonstrations and descriptions and the coach responds to these interpretations with further showing and telling. The process is continuous, on-going, and one that I believe Joan and her student teachers were demonstrating in their work together and describing to me.

Shifting Recursively Among Models

Patterns of control in the interactions between Joan and her student teachers coincided nicely with Schon's

(1987) model of reflective coaching, resulting in a consistent progression from the cooperating teacher's maintaining control to her relinquishment of control. But relinquishing control in reflective coaching was not a linear process for Joan. Her changes were on-going, yet gradual and recursive. There were times when Joan would relinquish control and would then take it back. There were times when she would automatically fall into the controlling pattern from the very beginning of the student teacher/cooperating teacher reflective encounter, catch herself in this controlling mode, and then once again relinquish control to her student teacher, empowering her to think through and make decisions for herself. At other times, there was a melange of control taking and giving and taking back. There would be evidence of what Oberg and Field (1986) describe as the thinking process of the reflective teacher: (1) defining the problem, (2) generating hypotheses to address the problem, (3) testing the hypotheses, (4) evaluating the effect of the new implementation. Often Joan would guide her student teachers through this process; at other times, however, she would intervene and take control of the process,

switching from guiding to telling her student teachers
what to do.

Recursive shifts in the patterns of control, however,
did not negate the growth Joan and her student teachers
were experiencing as participants in the reflective
coaching process. Those shifts between maintaining and
relinquishing control seemed to be a characteristic of
Joan's reflective process that ultimately evolved into an
interaction between coach and student that Schon (1987)
refers to as "reciprocal reflection-in-action." Joan
often tried to discern what Alice and June understood or
were having problems with, encouraging them to define the
problems themselves. In response, Joan acted as a model
and demonstrated some part of the process she thought the
student teachers needed to learn, or she would tell her
those things, in an indirect way, with questions,
instructions, advice, or stories from her own experience.
This process of reflection-in-action, just as Schon
related, became reciprocal when the student teachers
interpreted these demonstrations, descriptions and/or
stories, and, therefore, Joan responded to these
interpretations with further showing and telling.

I have recorded an interaction between Joan and Alice
that took place approximately midway through the student
teaching practicum and is representative of other
interactions during this same period of time. This
encounter is unlike most of the initial interactions
between these two participants that involved Joan's
dominating the conversation and exercising the decisive
role in influencing the actions of the student teacher.
Quite to the contrary, this dialogue evinces reflective
thinking and reflection-on-action on the part of both the
coach and the student teacher, as well as reciprocal
reflection-in-action.

Yet there is also a give-and-take-back in the control
of the encounter that appears to indicate the difficulty
for the cooperating teacher to step back and allow (or
require) the student teacher to think and work through
this reflective process herself. Invariably, when Joan
started or resumed a controlling mode in this and other
encounters during this midpoint in the student teaching
practicum, Alice would relinquish, almost automatically,
any input or influence over the decision making.

At this stage in the dialogue, which heretofore might
have been a 50/50 interaction between them, there would

often be almost a cooperating teacher's monologue with the student teacher responding in one or two words. It was as if the student teacher collapsed in response to Joan's recapturing such firm control.

In the beginning of their interaction, the dialogue much resembled a model of the reflective process offered by Oberg and Field (1986) that suggested four stages: the teacher describes an action and begins talking about why the action took place; the discussion of the reasons an action takes place leads to an awareness of the teacher's beliefs about teaching; this awareness leads to a developing of a personal perspective about the teacher's teaching; consequently, a teacher begins to gain control over her/his own teaching when this personal perspective is considered in relation to her/his own practice.

After school Joan and Alice reflected on the day's events. Joan began by asking Alice to reflect on first period, and Alice related the events of her first class, defined a problem, and told Joan what she had done thus far and what she planned to do the next day. She spoke confidently about her decision-making, and she was immediately supported by Joan's response, "That was good." The interaction continued, with the student

150

teacher defining problems, generating hypotheses to
address them, closely following the thinking process of a
reflective teacher described by Oberg and Field (1986).
During this time, Joan asked questions, leading Alice to
reflect on her actions. Alice responded by describing
other actions and gave reasons why these actions took
place. During this reflective process, the student
teacher became aware of beliefs about her own teaching
(Oberg and Field, 1986).

Alice continued discussing the day's events,
identifying a discipline problem in fourth period. (What
follows includes my interpretation of the discussion.)

Alice: I feel like Diedra would cooperate if she was away from these other people. Tammy will do her work. . . . But she feeds off these other four people. They get her going.

Alice discusses the reasons the action took place, leading to awareness of beliefs about teaching, leading to a developing of personal perspective about her own teaching; she begins to gain control.

Joan: Do you think there was anything that you could have done differently with the class when you first started out that might have avoided this?

Joan is guiding Alice to reflect on her reflection and to generate hypotheses to address the problem.

Alice: If I could have gotten them arranged quicker into their seats--I think what I need to do is check the seating chart again and make sure everyone has a seat.

This is reflection-on-action. Alice comes up with a possible solution.

Joan: Yes, you're going to have to adjust the seating chart.

Joan supports Alice's decision.

Alice: I'll have that ready and be ready to direct everyone to his seat right away. I tried to get them going on the focus activity, and some of them had trouble grasping the concept-- the personification of evil.

In control, Alice makes a decision. She continues to reflect and defines another problem. She does not overtly ask for help.

Joan: Hmm-m-m-m.

Listening, Joan does not take control away from Alice.

Alice: I think having tried that myself and then listening to you 4th period, I can see what you did was much better. It's much easier for them to catch on to and get interested in.

Alice is reflecting on the cooperating teacher's action, using her as a model. This goes beyond the "follow me" mode of coaching; this is collaborative "experiment in practice" and "hall of mirrors."

Joan: I think what you did was great, but I think the difference is that the academic class has to have

Joan supports Alice, then shares her own practical knowledge by telling/identifying.

more of a lead in [than the honors class].

She directs the way for Alice to identify another problem.

Alice: That's the problem I'm having--learning how to determine what is honors level and what is academic level.

Alice feels understood. She reflects on Joan's reflection and defines another problem.

Joan: I still have that problem, if it makes you feel any better. I'm wondering if there's a way--I don't know--

This begins to be a reciprocal process. Joan is reflecting, sharing a common problem with Alice-- a "we're-in-the-same-boat" stance of joint experimentation.

Alice: Maybe a focus activity--a writing activity--have it printed at the top of the page on a piece of paper, and then have them write on that piece of paper and turn it in--

Alice generates an hypothesis for this mutual problem. The process becomes reciprocal. No one person is in control; there is a sharing of practical knowledge.

Joan: ...and turn it in so that they get the feeling that this is going to be graded. . . . That's a possibility, and the other possibility is making out your little reading quizzes.

("finishing her sentences") Joan does not take control away from Alice; they share the control. Joan elaborates on Alice's hypothesis, supports it, and offers an alternative for joint consideration. She leaves Alice free to choose.

Alice: That's a good idea.

Alice considers Joan's alternative and supports it. They are in the process of collaborative inquiry, reflecting-in-action as they reflect-on-action.

Joan: Something like that where they are spending time, actually looking for it, to give you time to get that class collected and get the attendance out of the way. So that's a possibility. These are the only four who are really giving you much trouble. What else--what do you think? Do you have any more ideas? I'm sort of leading...

Joan supports Alice's suggestion, and then she seems to catch herself beginning to identify/ clarify the problem, beginning to take over. With questions, she tries to resist actually "thinking" in the controlling mode. She invites Alice to share her thinking and express her own ideas.

Alice: Yea, those are the main ones that really get it out of hand. . . . I had to constantly ask Joe to turn around to be quiet, to leave other people alone--over and over and over again. Diedra, too. (Her voice is trembling, as if she is about to cry.)

Alice is shifting from reflecting-on-actions for possible solutions to merely relating events. Although she did not overtly ask for help, she seems to be inviting it by her helpless posture and by ignoring Joan's invitation to continue sharing, that is, ignoring Joan's questions that ask her what she thought and if she had any more ideas.

Joan: Okay, I think we have to call Joe's mother. That's a typical problem for Joe.

When Alice appears about to cry and does not respond with "any more ideas," Joan reacts to her ostensible helplessness and her lack

154

of action by taking
control, identifying the
problem, and deciding what
"we" should do.

Alice: The dean talked
to him out in the hall
about something, right in
the beginning of class
when I was trying to get
them to sit in their
chairs. I turned around
and he was out in the hall
talking to the deal. But
when he came back in, it
didn't seem to phase him,
and William didn't seem to
care either. . . .   I
gave them a quiz and they
gave silly answers.

She continues to recollect
the events, rather than to
reflect on them as an
approach to decision-making
and problem-solving. She
either ignores or silently
acquiesces to Joan's
decision to call Joe's
mother. Alice has stopped
contributing in dialogue.
In events of uncertainty,
she seems willing to
relinquish control.

Joan: [They did that]
Just to get your goat. Do
you have any ideas on what
you would like to start
with tomorrow?

Joan seems to be making a
conscious effort not to
take over for Alice. She
defines context, then moves
on to another issue--
tomorrow's lesson--again
giving Alice the
opportunity to reflect.
She does not assume control
at this point, even though
Alice's participation is
limited to relating
classroom events.

Alice: (speaking
forlornly) I'm really at a
loss at this point. When
they hadn't read anything,
I felt like we couldn't
discuss it because maybe
four people at the most
had read it. I didn't see
any point, so I fell back
to having them read aloud
in class. And they just

Alice gives up control
at this point. She no
longer reflects-on-action
or participates actively
with Joan to solve this
teaching dilemma. Her
focus is on the problem
rather than the solution.
She becomes passive and
indifferent to the
reflection process,

155

thought that was great   implicitly giving control
(speaking sarcastically,   of the problem-solving to
with anger).   her cooperating teacher.

Discouraged by her students' lack of motivation to
prepare for and to participate in the class, Alice seemed
to lose her own motivation to teach those students. Even
her willingness to participate with and to be taught by
her own teacher (Joan) appeared diminished. It was almost
as if she were modeling her students' non-participatory
behavior. Her reflections with Joan ceased, and her part
in the dialogue between them was limited to recalling and
explaining the events. She was not participating as a
"reflective teacher" (Dewey, 1933) in what Zeichner and
Liston (1987) describe as "reflective teaching," that is,
teaching that involves developing orientations toward
open-mindedness, responsibility, and skills of keen
observation and reasoned analysis. Although she discussed
events that had occurred, she failed, at that point in the
discourse, to reflect on the possibility of future
actions.

By not participating in reciprocal reflection with
Joan, Alice appeared implicitly to invite Joan to assume
control and responsibility for the solutions to those

problems. At the same time that Alice was trying to give

back control of the problem solving, Joan seemed to be

experiencing conflict. Her changing perception of

"teaching is telling," a pattern that was so familiar and

comfortable for Joan, is conflicting with her newly

evolving, still somewhat ill-fitting, model of joint

experimentation. Joan's dilemma was exacerbated by

Alice's posture of helplessness which tended to draw out

Joan's normal inclination to nurture and protect.

Nevertheless, Joan resisted taking over, and this

resistance, I believe, demonstrated changes in the way

Joan was coming to perceive her role in the teaching

process. Indeed, her interactions with Alice at that time

were very different from their initial encounters: there

was a shift in the way she communicated her craft

knowledge to Alice. She demonstrated her progression from

the "follow me" coaching model described by Schon (1987)

and was, through her continued questioning of Alice,

inviting her to participate in "joint experimentation" and

the "hall of mirrors" models.

As the interaction between Joan and Alice went on,

Joan continued to resist reverting to her past controlling

pattern despite Alice's discouraged and helpless mode and

157

her tacit relinquishing of control to her cooperating
teacher. Joan again invited Alice to participate by
asking,

> Joan: Okay, how could you change that? What
>   could you do that would--
>
> Alice: (interrupting) At first, I thought
>   about having them read it silently to
>   themselves, but then there were so many
>   people without books.
>
> Joan: That's a big problem.

Although Joan was supportive of Alice, she refused to
do the reflecting for her. As the dialogue played out,
Alice related events. Joan continued to make supporting
remarks and to ask her questions, trying to give direction
and to show her the way through the reflective process.
Attempting to guide Alice to reflect on her own actions,
Joan persisted in offering suggestions and asking
questions. When Alice did not change her orientation of
retelling events and failed to draw any conclusions from
her recollections, Joan took over. After she suggested
that Alice send Joe to the dean, and after Alice said she
had tried that and it had not worked, Joan reverted to her
previous pattern of "teaching is telling." This reversion
appeared to be a reaction to her student teacher's
under-functioning behavior in the reflective process.

When Alice seemed to be unable or unwilling to problem

solve in collaboration with her cooperating teacher, and

when Joan's suggestions and questions failed to evoke

reflection and the sharing of alternative solutions, Joan

responded to her student's behavior by assuming the

responsibility for solving the problem by telling Alice

what to do. Alice's frustration appeared to be

interpreted by Joan as a relinquishing of control of the

decision-making--an invitation for the cooperating teacher

to seize it. After more discussion Joan finally responded

to her student teacher by declaring emphatically,

> Then fine. Send him. Okay? 'Cause that's a
> bluff. That's his way of looking big in front
> of the students. And before I'd let them
> disturb another class, I would tell them--I
> would talk to them very quietly, and I would
> say, "Listen, I don't want to have to, but this
> is what I'm going to do--if you disrupt my class
> today or any other day, I'm going to send you to
> the dean."
>   You need to adjust the seating chart. Get
> them to their seats immediately. Get them
> started on a task right away. Go ahead and have
> the referral slips filled out--"insubordination"
> and "disruption of class"--then I would whip
> those out if somebody does not respond. Then I
> would send them out. Okay? You saw me. One
> day I sent half of them to ISS [in-school
> suspension] because they were tardy.

Thus, in this case, the student's apparent

underfunctioning led to the coach's overfunctioning. Joan

159

stepped in and took charge, assuming the responsibility
for the problem-solving when her student teacher appeared
neither willing nor able to do so. In the process, Joan
reverted to the old behaviors prescribed by her earlier
view of teaching and her role in that process, that is,
"teaching is telling--I talk/tell--you listen." And
although this behavior demonstrated a reversion to a
previous pattern of interaction, I discovered through my
year's observations that such reversions were
characteristically part of the growth process of Joan's
reflection and were not indicative of a lack of change.
Indeed, Joan was changing, looking within for solutions to
dilemmas and modeling that reflective behavior for her
students. And during the course of the student teaching
practicum, June, just as Joan, was experiencing growth as
a reflective practitioner and becoming somewhat accustomed
to assuming control over her own teaching decisions.
Therefore, it was not totally surprising that, although
she appeared to relinquish her new found autonomy during
her interaction with Joan, she was not comfortable with
the decisions Joan was in the process of making and that
she said so. In response to the notion of referral slips
for insubordination, Alice responded, "I don't want to be

like that." Nevertheless, she offered no alternatives of

her own. In response to Alice's protests Joan said,

> But you don't want them to get to the point
> where they think they have the upper hand, which
> these four are obviously working towards right
> now. So you've got to take the upper hand back
> from them, and you have to show to the rest of
> the class, too, that you're not going to allow
> people to disrupt your class every day. We may
> have to end up having to call parents and ask
> them to come in for conferences.
>   You've tried to be understanding, and you've
> given them their second and third and fourth and
> fifth chances, and they're just like little
> kids, throwing temper tantrums. They're just
> testing those boundaries. They're going to see
> how far they can push you. Okay? Then, all
> right (very emphatically). The referral slips,
> then you're going to talk with each one before
> class, right? Does that sound okay?

Joan took control of the decision-making. It was as

if, once she reverted to an earlier level of development

in the coaching process, her controlling behaviors gained

momentum. It appeared that, once she seized control,

there was no stopping her. This was familiar and

comfortable behavior for her, and she was doing what she

had done for years--teaching as she had been taught--that

is, "teaching is telling." She identified what was going

on in the context, and she told Alice exactly what to do.

She seemed to invite Alice to take an active role by

asking, "Does that sound okay?" But the student teacher

seemed to have collapsed. The interchange from this point on consisted of Joan talking for long periods at a time--telling, explaining, convincing, and drawing on her own experience as justification for action. Alice, on the other hand, responded with one or two words of acknowledgment.

The tone of the entire dialogue at this juncture was completely different from what it was in the beginning of this encounter. The deliberate process of inquiry, of reflecting on and in action, had been replaced by routine action, by Joan almost unthinkingly reverting to routinized strategies that had worked for her in the past. Gone was the reflective discourse described by Weiss and Louden (1989) between colleagues (or between coach and student) that "make sense of surprising classroom events, draw provisional generalizations which may inform their future practice, make plans for action, and affirm their values" (p. 9). For example, Joan continued, more emphatically than ever, saying,

        Joan: All right. What you're going to tell
                 them is, "This is your last chance.
                 This is it." If anything happens then
                 your final step is to send them to the
                 dean. We'll call the parents. . . .
                 If that doesn't work. . . . Get the
                 phone numbers and call tonight. I'm
                 sorry. I would make the calls for you,
                 but I think probably it needs to be

you. And you need to say. . . . Tell
them. . . . That's just what you're
going to have to do. All right? Can
you handle that?

Alice: (very softly, with resignation) Yes.

The student teacher, relinquishing all her power in

the decision-making process, had completely shut down.

With Joan in control, Alice was no longer reflecting or

assuming any responsibility for decisions about her own

teaching. And as if unaware of or indifferent to this

shut down on the part of the student teacher, Joan

continued, in a monologue-like mode, to justify and to

reinforce her knowing "The Answers." She told Alice of

similar (and successful) actions she has taken in the past

when like situations had occurred. Joan perfunctorily

asked Alice questions such as, "What do you think?" but

continued talking, not waiting for an answer.

This dialogue continued for quite a while. Alice

responded by saying, "Yes. . . . It's fine. . . .

Yes. . . . I can't think of anything. . . . Yes, I think

so. . . . No, I don't think so. . . . Yes. . . . That's

okay. . . . Yes." The cooperating teacher talked

approximately fourteen lines for every one line response

made by Alice. (During another interaction at this same

period of time, Joan took control, began telling Alice what to do, and Alice responded with twenty-nine "yes's" and/or "Okay's." There was a complete shut down of the reflective process when Joan assumed relinquished control or seized control away from the student teacher.)

Often, when the student teacher was worried about a problem or wanted to be bailed out, Joan would respond by controlling the situation. She would enable the student by taking from her the responsibility to reflect, to think through the problem, and to make her own decisions about teaching and learning events. Joan would do the thinking and deciding for her.

But over time Joan did, indeed, change in the way she "sees" teaching and her role in that process. She took control less often, and the student teacher responded by not inviting Joan to assume it. One afternoon near the end of the first semester Joan reflected on the changes she had made as a cooperating teacher. She said,

> It was very difficult at times not to take
> control again; but I feel, at this point, that
> it would be damaging. You know, I took over and
> I didn't allow Alice the opportunity to find her
> own way of controlling things. [Now] I want her
> to find her way to deal with different classes.
> I want her to grope for ways, to try them out
> to talk with me about this, to discover for

herself what works for her. Because what works for me isn't always going to work for somebody else.

Joan was very aware of the changes she was in the process of making and of the difficulty not to revert to old patterns of control, that is, not to think and decide for her students. And as Alice (and subsequently June) was forced to reflect, she became more confident in her own thinking, generating her own ideas and carrying through with them. During the last week of her student teaching Alice said,

> I'm doing everything much more independently now. I'm not relying on her as much. In the beginning I asked her everything. Now, I do everything pretty much on my own. . . . We kind of eased into it. As I became more confident, I took on more responsibility by myself. She didn't need to help me along as much. . . . I observed what she did in the beginning of the year, and having her guidance at the beginning of my student teaching, I've developed my own system and have adapted with my own ideas. . . . I think about my lessons. They're on my mind and I need to verbalize--I need to know how I can teach better...

> [Reflecting and sharing that reflection is] an emotional release, too. . . . With this kind of reflection I've become more independent, too. [Joan and I] are not so much student and mentor now--it's more like two teachers talking now. I don't have to keep asking her all the time, "How did I do?" I have more to say about how I think I taught, and I have my own ideas about how I could have taught it better. She is a sounding board now. . . . I'M A REFLECTIVE PERSON. I REFLECT ON EVERYTHING I DO.

These sentiments were much the same as those expressed by June, the second semester student teacher, toward the end of her student teaching practicum. She and Joan went through much the same process of Joan's relinquishing control and June's assuming it, allowing June to be more of a reflective practitioner and to grow as a reflective person. The significant difference between the two semesters, however, was that Joan turned over the control to her student teacher more readily the second semester; nonetheless, the reflective process for each semester can be traced along much the same continuum, only at a more rapid pace second semester. Both students traveled comparable paths of maintaining, relinquishing, and shifting recursively among the developmental levels of the reflective coaching process. Ultimately over time, each student teacher arrived at much the same place as a result of their reflective growth. For example, June's words as the end of her student teaching practicum validated those expressed by Alice the semester before. June said,

> Early on, I was really concentrating on what she had to teach me. I feel more comfortable now. I'm probably more confident in what I'm doing. We're more peers rather than teacher/student.

The quality of our talking is better. It's more specific. It's where I am--I don't need to be told something. . . . I've gotten a lot more tuned in now.

June concluded by describing and explaining, in her own words, the growth of her reflection and the role of her cooperating teacher in that process. She detailed a developmental process in which she and her cooperating teacher assumed active and reciprocal participation, both changing, learning, and developing as reflective practitioners, creating and transmitting to each other their craft knowledge. She explained by saying,

Joan has changed me mostly by example. I can see a progression in each of her lessons--how she starts [students] thinking, where she's leading them--and I try to adopt that. They feel like a resolution has been reached at the end of the class...something taken away at the end of each class. . . . something in the students' minds. I think, over the years, most of this would have come along. I think as far as getting knowledge from other people-- eventually talking in the teachers' lounge over a couple years of teaching I might have gotten some of those ideas trickled down. But it happened more quickly and probably more completely here than it would have over a span of time.
   No one taught me how to reflect. My cooperating teacher is the same as my teaching my students. I don't tell them how to think. You show them how to think. You put them on the right track and nudge them a little bit. I don't think you can learn how to do something just by being told how to do it. You have to be given guidelines, but then it's hit or miss. Sometimes I haven't learned from my mistakes;

167

I'll do the same things the next day. I'll have thought, "Now that didn't work. "I'll try this." But it wasn't enough. The change wasn't enough, so obviously I didn't do my reflection quite enough.

So I try again. I reflect and I recognize that I fell short somewhere--I didn't evaluate well enough, or I jumped to a conclusion that seems the most obvious reason. But it doesn't work, and then I realize that maybe the most obvious answer isn't the best answer. And talking with my cooperating teacher helps me consider other possibilities. Sometimes if I vocalize why I think something went wrong, and she thinks I might not be on the right track because she knows more about the classes and why things go wrong more often, she might say, "There might be other reasons as well."

Reflection works most of the time if it's complete. You can't go from mediocre to perfection, but the point of reflection is to get a little bit better, not from square one to the end.

Now when we reflect, Joan draws on some experience she's had, and we bounce off each other. There's not obviously a right answer. She gives me options, not answers, guiding me to reflect further.

She reflects. I hear it. Times I've been in her classroom when she's teaching. I can tell where she adjusts the lesson, and that's on-the-spot reflection. She gets the sense that this isn't working or that isn't as effective as it could be, and she'll change her tone. I hear her do it just in teacher conversation, reflecting on why teaching isn't effective for a particular student.

I reflect on her teaching. If there's something I see her do that works for her, then I'll try to figure out why it is working for her and not for me. She reflects on my teaching. She keeps a journal when she observes me. She'll write simple observations, excluding as much of the judgment as possible. She'll write, "Why do you think he asked that question?" And that's helping me to reflect.

168

But behind that are her reflections. She's
thought it through. To ask me those guiding
questions she must have put some thought into
it. And she's indicated to me, off and on, that
there are some things that she thinks I did well
that she'd like to adopt or change in her own
teaching.
Her first aim is to reflect on my teaching so
that she can help me reflect in turn--
reflect on my teaching--so that she can help me
see something from a different angle. But in
doing so, she probably learned a little bit
herself. But her first concern is guiding me
along.

June gave a narrative description of the evolution,

not only of her reflection, but of Joan's as well. Her

words detail how teaching is learned, that is, how the

wisdom of practice is created and transmitted through

interactions between a coach and her students as they

share their experiences.

In order for this evolution to occur, it seems

apparent that the cooperating teacher--in a climate of

trust and non-defensiveness--must relinquish controlling

and enabling behaviors which impede the reflective process

of both participants. Joan did, indeed, over time, give

over her controlling and enabling behaviors, resisting the

impulse to rescue--allowing and guiding her student

teachers to assume their learning and teaching

responsibilities.

This relinquishing of control was a developmentally consistent process by which the cooperating teacher modeled and ultimately guided the student teacher to reflect on those things which had and had not worked in her classroom, perhaps to understand those problems better, and to develop ways of solving them. Joan took control less and less; and her student teachers, over time, assumed the responsibility of reflecting on their own experiences and generating hypotheses to address those problems. More and more as the cooperating teacher relinquished controlling behaviors, the student teachers demonstrated reflective thinking by taking control of their own teaching decisions. Consequently, all participants were forced to reflect on their own practice and to guide each other, through reciprocal interactions, to think and perceive their teaching in different ways. Despite the recursive nature of the process, both coach and student maintained a concern with guiding themselves and each other to engage in self-initiated reflection to develop their own thinking about their own teaching.

Patterns of Control: Factors of Influence

The data of this study indicate a developmental process of communication of craft knowledge during the student teaching practica between Joan, the cooperating teacher, and her student teachers. Patterns of control emerged in their interactions that coincide respectably with the three coaching models proposed by Schon (1987): "follow me," "joint experimentation," and "hall of mirrors." Joan and her student teachers often shifted or moved recursively among these models, but in general, the discernible pattern on a continuum of reflective communication and interaction over a period of time began with Joan telling, teaching, explaining, or dispensing knowledge to the student teachers. This developmental process advanced to "joint experimentation" and the "hall of mirrors" models wherein the coach and the student continually shifted perspective. In these kinds of interactions there was generally a reenactment of some aspect of the student's practice, a dialogue about it, and a modeling of its redesign. It was here that Joan joined Alice (and June the second semester) in experimenting in practice, testing and assessing actions together, in a

shared rather than in a controlling mode, with Joan leading them toward solutions. It was at this locus on the continuum of communication and interaction that the quality, scope and depth of reflection reached its highest level, sometimes achieving what Schon (1987) refers to as a state of communicative grace.

There were times, however, in this on-going, gradual process, when Joan would intervene and take control during a reflective encounter, shifting from guiding to telling her student teachers what to do. Consequently, this reversion in the patterns of control had a definite impact on their reflection and on the creation and the transmission of personal, practical knowledge between Joan and her student teachers.

No one topic of conversation or particular set of circumstances brought about a return to the "follow me" mode of interaction between Joan and her student teachers. As a result of this one-year study, however, I have been able to identify factors that tended to influence the patterns of control which affected reflective thought and the transmission of craft knowledge. They include the constraints of time and of the school environment and the cooperating teacher's personal history and educational experiences.

Yet the recursive, strategic shifts in control often emerged as a function of the interaction itself. For whatever reason, the participants seemed at times to sense each other's needs and react accordingly. Those responses apparently were not triggered by particular problematic situations, that is, by the puzzles and surprises of teaching events. No one topic--a discussion of parental involvement, discipline, planning, curriculum--typically brought about a return to the controlling mode of the "follow me" model. Control tended to be shared when the student teacher actively participated in the reflective process with her cooperating teacher. This sharing generally happened when Joan would guide her with questions, challenging her to ponder past events, to identify the problems, and to develop alternatives for future action. Joan, drawing from her own wisdom of practice, would offer alternatives which she believed would be effective, and the student teacher remained active in the process by assuming control over the choices and decisions available to her.

There were times, however, when the student teacher seemed "overwhelmed" (as Alice phrased it) and lacked the energy or the willingness to tackle the unknown, that is,

173

to reflect on the puzzles and surprises of a teaching event. It was as if she wanted to revert to their original, safer place of interaction wherein she received the "right answers" to the dilemmas facing her. Joan responded by moving strategically from one coaching style to another. Sometimes she spoke of "feeling sorry for" her student teacher, and she would enable Alice's (and later, June's) helpless stance by taking control of the decision making, by giving her the "right answer," that is, by telling her what to do and how to do it. It was as if they made a mutual decision about sharing, giving up, receiving, or taking control.

Yet over time, Joan responded differently. She grew to encourage and provoke her teachers to reflect on their own practice. She became relatively consistent in establishing a pattern of inviting, leading, and even forcing her student teachers to assume the responsibility for their thinking, decisions, and actions. Joan's changed response meant not always being there with the "right answer" for them. Schon (1988) explains how the coach passes from an outer to an inner relationship with her students. He clarifies by saying,

> Surprise and puzzlement are at the heart of
> reflective teaching. But this means not having
> a "right answer," at least for a time. It may

174

> even mean foregoing the possibility of a
> "right answer." And, in the prevailing sense
> of "control," being out of control. . . .
> Reflective teaching opens a person to
> confusion, to <u>not</u>-knowing--therefore, to a
> rejection of belief in externally given "right
> answers." (p. 22-23)

Joan would shift back and forth between coaching models,
encouraging students' participation and building their
confidence and autonomy as competent teachers who could
systematically analyze their teaching performance. Such
autonomy, MacKinnon and Erickson (1988) argue, is
inextricably bound to the way in which the student
teachers responded to their coach's reflections.

More often than not, Alice and June responded by
accepting Joan's relinquished control. There were times,
however, when they were reticent and reluctant to do so.
At those times, Joan might refuse to take back control, or
she might seize it unflinchingly.

What follows is a discussion of certain factors which
tended to influence ways that knowledge was shared between
coach and student. Those influences help explain the
strategic shifts from one style of interaction to another
that manifested themselves in patterns of control.

Constraints of Time and the School Environment

There is an intellectual tradition grounded in
Tolstoy, Dewey, Piaget, and many other thinkers that
research should be based on and oriented to practice.
Schon (1988) asserts that both the reflective teacher and
the reflective coach are researchers in and on practice
whose work depends on their collaboration with each
other. Kilbourn (1988) informs us that teachers
frequently report that in the process of observing,
discussing, and reflecting on another teacher's practice,
they learn as much about their own teaching as they do
about that of the person observed. However, in the
typical school settings, he explains, teachers seldom have
the luxury of observing their colleagues at work.

The student teaching practicum does, however, offer
unique opportunities for teachers to observe each other in
the context of classroom work and to engage in reflective
encounters about that work--opportunities that are seldom
available to inservice teachers or encouraged by the
school organization. My experience as a classroom
teacher, a university supervisor of student teachers, a
participant in the Clinical Faculty Project, and as a

researcher interested in sustained reflection and inquiry between and among teachers informs me that schools are not currently structured to promote or to foster either individual or collaborative group reflection. Both Lortie (1975) and Goodlad (1983) confirm that school contexts do very little to guide learning or assist with problem solving. I found this to be true in the context of my study; in fact, very early in the year there was considerable evidence that the school structure did much to impede reflective practice. For example, Joan's teaching schedule allowed no opportunity for her and her student teachers to be alone or to reflect on their work together. Throughout each day, Joan taught five classes with only a twenty-five minute break for lunch (during which she met with students who needed extra help or to make up work). The sixth period each day she was assigned office duty in her building, during which time she called the parents of absent students. In order for her to have time with her student teachers, Joan would often meet with them before school, stay hours after school, and meet or talk long distance on the telephone with them in the evenings.

During the course of this study, Joan mentioned time often and spoke of it in terms of a major constraint. Her student teachers also mentioned time as a constraint, although not as often as Joan. I believe their perception of time is significant because time is essential for reflection and for the interaction between a coach and her students. I discovered that the lack of time impinged upon the quality of their reflection and impacted upon the developmental process of creating and transmitting craft knowledge.

In October, Joan voiced concerns about all of the school duties required of her and other time-consuming responsibilities over which she had little control. She explained,

> There's a worry about if I'm getting too many
> irons in the fire and if I am going to be able
> to handle all of this, particularly with home
> and having family responsibilities. And I have
> the responsibility for the prom and the fund-
> raiser coming up, and trying to feel my way
> through responses and things with a student
> teacher, and all the things that crop up. . . .
> I get that feeling that I'm being pulled in a
> thousand directions. . . . Just never having
> enough time and having to do so many things that
> are outside of really teaching--sometimes
> feeling [the school organization believes] that
> teaching is secondary to everything else. . . .
> I don't know. I don't know. I get to the point
> somedays when it's so frustrating, I wonder
> where teaching is supposed to come into all
> this. I guess I need to think a little more
> about it.

In November, Joan told me that an entire week had gone by without her meeting with her student teacher to discuss problems and successes and to reflect on their work. When I asked her how she felt about this lack of time to work with Alice she responded,

> Oh, I feel awful. I feel like the poor student teacher is almost cast adrift, and if she has concerns or whatever, she feels constraint. She can't just interrupt me when I'm busy doing something. I know she feels that way, and so it's difficult for her to tell me if she has some special concerns. And it's difficult for me to know what's going on with her so that I can answer those things. So, yea, I feel terrible about that.

Later on during this interview, Joan expressed the belief that she did not have a choice when it came to her work and her time at school, a belief that she expressed to me more than a few times. I never knew her to say no to additional duties, even those heaped on her because her load was viewed by the system as lightened because she had student teachers to teacher for her. During those times when Joan felt the most rushed or when she was overwhelmed with her school responsibilities other than teaching, she often reverted to the "follow me" model described by Schon (1987), almost as a time saving device. Evidently, this was a choice she made simply because it was hers to make,

179

and she seemed to have decided it was easier and quicker
to explain and tell her student teachers what to do than
to share and guide them through the reflective process.
Indeed, she could maintain control over the thinking and
decision-making in the context of her classroom. Inside
those walls she had some power; outside she had none.

Joan's Personal History and Educational Experiences

I believe Joan's previous experiences shaped and
somewhat determined her perception of self, her view of
teaching, and the way she functioned as a cooperating
teacher (Goodson, 1988). Different elements of her
personality that emerged through intensive interviews and
through my observations of her included her (a) need for
approval, (b) need to nurture, (c) beliefs about teachers
and teaching, and (d) receptiveness to change. These
factors influenced the patterns of control that were
apparent in her interactions with her student teachers.

Joan discussed her need for approval in terms of
wanting to be successful with and to be liked by her
students, including her student teachers. Because not all
of her recollections of early school experiences were
positive, she readily admitted the need to nurture, that

is, to insure that her students felt comfortable and safe
with her inside and outside of her classroom. Often and
especially early on in the student teaching practica,
those needs emerged as rescuing or enabling behaviors, in
that Joan assumed control of the problem-solving and
decision-making for her student teachers at a time when
they, perhaps, were inviting rescue, but were, indeed,
able to begin grappling themselves with the puzzles and
surprises of learning events. According to Beattie
(1987), this behavior depresses [students'] motivation to
begin to solve their own problems, and in that sense, they
are dependent on and controlled by those who solve
problems for them. The rescuer generally thinks of "help"
as a kindness; nevertheless, instructs Beattie, it is not
in the other's best interest because the [student] is
robbed of the opportunity to learn to problem solve for
him or herself. Similarly, Joan often spoke of being
"gentle" with her student teachers, of not being "stern or
strict" with them, of "protecting" them and being able to
"soft pedal" them through problems. For example, during
the first month of student teaching in the fall, Alice had
some problems with her fourth period class, and she wanted
to talk with Joan about them. Joan seemed to "protect"

her from reflecting: she took control of the situation, making the decision that they would not talk about it then because it would be "too painful." She explained that if they talked right then, Alice might break down and not be able to continue teaching. Joan repeatedly spoke of not "damaging her" or "destroying her." She once said, "I will soft pedal her through this. . . . Don't worry. It will be okay." Consequently, Joan would often shelter Alice during those early days. As a result, Alice was not forced to reflect and make decisions about her own teaching dilemmas. For the time being, she continued to depend on Joan to identify problems in the classroom and to offer solutions to those problems.

Joan's caretaking tendencies were apparent during the second semester student teaching practicum as well. Most often during both semesters, the more passive, confused, or helpless her student teachers appeared, the more controlling and enabling Joan became. As a result, the student teachers were more dependent and constrained than they might have been without Joan' caretaking and rescuing tendencies. For example, during the second semester Joan's students were scheduled to study a particular novel, one that June, her student teacher, had not read.

Rather than have her student teacher tackle something

unfamiliar, Joan decided to "protect" June from this

additional work. As a result, she switched classes with

June so that Joan taught the novel to June's students.

June explained how this decision was made by saying,

> It was probably primarily her [Joan's] decision.
> She mentioned the difficulty [of teaching
> something new], and I felt difficulty enough, so
> that it would be better for her to do it.
> 'Cause I've never even read [the novel]. . . .
> She's taught it numerous times, so it would be
> more to the students benefit if she would teach
> it. . . . I'm very aware of the responsibility
> I have because I'm learning so much that I feel
> like I don't want to waste any of their
> [students'] time with my learning. I feel
> responsibility to make sure things are right on
> my end. And if I taught the novel, I don't know
> if they'd get as much out of it, and that's
> really the purpose of why we're here. . . . And
> teaching it would be heavy, and I thought I'd
> want to do a good job if I did it at all, so I'd
> either kill myself to do it or, you know, let go
> and let her do it. I'm happy with the decision.
>   She's sort of protecting me from extreme
> difficulty. Though she does let me flounder
> every now and then--something that she thinks is
> within my reach at the time--then she goes ahead
> and lets me do it. But I think she'll keep me
> from disaster.

Another factor that seemed to influence Joan's

reversion to the "follow me" mode of coaching was her

belief that able teachers are in control. From time to

time she spoke of the importance of controlling her

students and, when watching Alice teach, of it "becoming

very difficult not to stand up and take control again."
Yet over time she shifted her perspective and began to
realize that Alice (and later June) needed to share
control of learning events, and ultimately accept it.
Later, reflecting on Alice's need to grapple with
discipline problems and the consequences of her solving
problems for Alice, Joan said, "That just takes the
control and power away from Alice again, which is what the
problem is in the first place." As a result of that
awareness, Joan's enabling behaviors diminished, and her
student teachers were forced to accept the responsibility
for addressing their own dilemmas of practice. Joan's
receptiveness to change, that is, her willingness to
reflect on her own teaching, to rethink her own
perceptions, and to consider other options, did much to
facilitate her movement away from the "follow me" model of
reflective coaching. Because of her receptive and open
attitude toward change, she was able to move beyond her
comfortable controlling mode, to reject the belief in
externally given "right answers," and to trust in the
reflective coaching process enough to relinquish her power
to her student teachers. Thus freed of the responsibility
to reflect on and make decisions about her students'

184

teaching, Joan was afforded the freedom to reflect more on her own practice world. What evolved was a developmental process in the communication of craft knowledge that ultimately resulted in Joan's joining her student teachers in collaborative experiment in practice, testing and assessing actions together as she led her students toward solutions, in a shared rather than in a controlling mode. Because of her ability and willingness to change her own thinking and actions about teaching, Joan was able to model the very craft that her students were attempting to acquire.

At the end of the school year in May, 1989, Joan reflected on her coaching experience with her two student teachers during the school year. She and I discussed her changed perspectives of her role as a cooperating teacher and the learning that had taken place for her. As our interview was about to end, she succinctly gave an overview of her cooperating teacher experience and of her growth and development in the reflective coaching process. She concluded by saying,

> I started out. And then I realized that I was
> being very structured and really answering all
> the questions myself.
> And I changed.

To understand how a teacher "sees" teaching and her
role in that process, I was particularly concerned with
changes in the ways the participant of my study thought
about classroom and other learning events, that is,
changes in her ways of thinking or "reframing" those
events. Examining the changes has guided my understanding
of one teacher's professional knowledge and of how it
develops in response to events of practice. Also, I have
been able to identify factors which tend to influence
Joan's reframing learning events. They are (1) Joan's
personal history and educational experiences, (2)
constraints of time and the school setting, and (3) her
participation in the Clinical Faculty Project.

Using Schon's (1983, 1987) account of reflection as
the theoretical framework, the following discussion
centers on one cooperating teacher's learning to see
events in new ways--to see the same events or data
differently--not unlike the reversible pictures that
psychologists refer to as gestalt shifts (Hanson 1958).
Observing this process, I was able to identify Joan's
initial ways of framing problems and to follow this

orientation as it changed over time. As she moved away
from her initial perceptions of the puzzles and surprises
of teaching events and engaged in the process of reframing
these events, so, indeed did her student teachers model
this new perspective and grow to deal differently with
problems of practice.

Initial Way of Framing Problems

One afternoon during the first weeks of the student
teaching practicum, Joan engaged in reflection-on-action,
reporting a conversation which had taken place earlier
with Alice, her first semester student teacher, thinking
and talking about those events that had just occurred, and
making plans for action she would take when she and her
student teacher would meet later in the afternoon.
Reflecting on Alice's problem with discipline during
fourth period Joan said,

> How am I going to help her? I need to know more
> about what has gone on so that I can talk with
> her about how to handle it. . . . I do wish I
> had more experience with a student teacher
> coming in handling a difficult class. We all
> have difficult classes that discourage us. I
> sense that she is quite discouraged; I don't
> want that to happen. I guess one of the things
> that I'll probably do is try and explain that
> very thing to her--that we all have those kinds
> of classes and that sometimes it takes more than
> just two days to fix a problem. And sometimes

not every aspect of the problem gets fixed.

Joan drew on her own personal practical knowledge
with difficult classes as she planned what to say to her
student teacher, yet she lacked confidence in this
affective way of knowing this particular educational
situation. She seemed to value and seek direction from
authoritative sources, such as the Clinical Faculty
Project, that was to commence the next day. Speaking of
the Project she said,

> It gives you something out there--some idea that
> there may be some techniques that I'm missing
> that I wish I had now. It's almost a sense that
> if a person has hope, things are sometimes more
> desolate or bleak than if a person has no hope
> and has given up. Expecting that maybe there'll
> be help, but I don't have it now, and I'm not
> going to get it until later. And I need it
> now. . . . Just the idea [that this program is
> coming], and maybe I'll be better equipped to
> help a student teacher who faces a difficult
> class. I guess in a sense I feel a sort of
> inadequacy. I know I can tell her what some of
> my strategies have been; however, I feel that
> maybe there's going to be sharing in this
> program; there may be some very valuable things
> that I'll miss now and won't tell her.

Joan approached this classroom problem much like
Nancy, a participant in a study reported by Mundy and
Russell (1989); Nancy seemed to seek direction from
authoritative sources for solutions to her immediate

classroom concerns. Mundy and Russell concluded that this perspective--problems are solved by those who dispense technical rationality--was Nancy's initial way of framing problems. Joan also seemed disposed to look outside of her own classroom and personal practical knowledge for direction and solutions to professional puzzles. Looking forward to help she felt she would receive from Clinical Faculty, she said,

> I may not handle it as well now [supervising a student teacher], but the time is coming where I will have some backing, some help. I won't destroy her if I make a mistake now. I'll have that chance or that opportunity provided by the seminar [Clinical Faculty] to hopefully correct any big mistakes I've made. . . . I'm hoping that there will be certain specific topics where everyone will talk and where we will receive some instruction...some type of guidelines for typical problems. . . . I'm hoping that along the way that [Clinical Faculty] is going to open me up to other solutions as well, so that improves my teaching. That gives me more tools to work with to be an effective teacher. That's why I was excited about this project in the first place. . . . Looking at my methods--taking a really close look--is something I don't think I do unless maybe something comes along to force me to do that, because I'm too caught up in the day to day living and teaching of it that sometimes I don't sit down and look at it in as great a depth as maybe I'll be doing. And so I thought [Clinical Faculty] is a way of knowing, knowing the kinds of things I do and things that are good that I ought to keep, and things that maybe could stand some work.

189

Joan's perspective indicated her initial way of framing problems, which was to seek direction from authoritative sources--in this case the Clinical Faculty Project--where she would "receive instruction. . . . Some type of guidelines for typical problems." She considers those seminars as "a way of knowing," wherein she would not only find solutions to the problems inherent in the student teaching practicum, but also solutions to the problems she faced in her own teaching. She seemed to believe that, because she did not structure time to reflect, that is, to examine her own teaching and learn from that experience, the Project would "force" her to do that, giving her an awareness of those things she did and did not do well.

Reframing Problems

Over time, however, Joan came to believe in and value her own practical knowledge, rather than to view it as inferior to the scientific knowledge passed down by experts. Through reflection, she constructed her own professional knowledge; she engaged in reflection-on-action (thinking before or after practice) and reflection-in-action (thinking during practice). In the process, she

drew on past experiences to deal with problematic

situations, attempting to create meaning and to deal with

situations which were unique and uncertain. By reflecting

on the actions which were in progress (reflection-in-

action) and letting the situation "talk back" to her, Joan

invented solutions to be implemented before the action was

complete. Thus, she "reframed" problems. Schon (1983)

explains it by saying,

> The unique and uncertain situation comes to be
> understood through the attempt to change it, and
> changed through the attempt to understand it. .
> . . When a practitioner sees a new situation as
> some element of his repertoire, he gets a new
> way of seeing it and a new possibility for
> action in it, but the adequacy and utility of
> this new view must still be discovered in
> action. (p. 132,141)

Grappling with puzzles stemming from unique and

uncertain situations draws out reflection, transforming a

situation of "doubt and disturbance" into a situation

which Dewey (1933, p. 100) describes as "clear, coherent,

settled, harmonious." Practitioners discover what needs

to be learned by reflecting-in-action and reframing

teaching events, and in the process, they create what

Shulman (1987) refers to as the "wisdom of practice."

If, indeed, professional knowledge is developed

within action as Schon (1983, 1987) asserts, it then

follows that special attention should be given to the
reflective coaching process, wherein teachers create and
transmit to other teachers that practical knowledge.
Therefore, what follows is the documentation of specific
experiences of reflection-in-action which led to changes
in the ways Joan thought about classroom and other
learning events--that is, changes in her ways of thinking
or "reframing" those events. I have explored what it
means to learn by experience and what factors tend to
influence that learning, using as a framework Schon's
concept of reflection-in-action and his view of how
experience teaches us.

From the data collected during teaching observations,
interviews with Joan and her student teachers, and
observations of their reflective encounters together, I
have been able to document the event that Schon (1987)
refers to as the "reframing" of events, precipitated by
Joan's reflection-in-action. I have observed and
documented those changes in the ways she reframes problems
as she works with her student teachers in the reflective
coaching process and as she interacts with her students in
the classroom. There were times when Joan recognized
patterns in her own teaching or interactions, drew upon a

repertoire of past experiences and ways of apprehending those experiences, leading to a reframing of the event. I have referred to this recognition as a "click" which she experienced as she came to understand the unique and uncertain situations and then took actions to change them.

The "Click"

While reflection-on-action is bringing new thinking to old data, reflection-in-action is seeing this same data differently (Munby, 1989). There were times when Joan viewed puzzling and surprising situations differently, and new avenues for resolving those puzzles became available to her by reframing, that is, by seeing them as something else. As she became more proficient in that process of reflective practice, I was able to observe the development of her professional knowledge. These changes became apparent, not only in Joan's work with her student teachers, but as she interacted with her students in the classroom. And over time, as she modeled reframed perspectives for her student teachers, those same changed perspectives became apparent in their teaching and learning experiences as well.

For example, there were times when Joan seemed to catch herself in a tutorial-like mode with her student teacher. As she did so, it was as if something would click: She would then begin asking questions rather than teaching, telling, and explaining. She would start to probe and guide rather than dispense knowledge. This "click" occurred when she was having the final evaluation conference with her student teacher, June, on May 1, 1989. During an interview immediately following their conference, I questioned her about this change--this "click" as I called it. She explained by saying,

> Joan: [I have] this awareness that I want <u>her</u> to reflect on <u>her</u> teaching.

>   R: Have you had this experience before, that there was this click: "Oh, gosh, I'm doing this?

> Joan: Hm-mmmm. Even in my classroom. Even in my classroom where I'm up there in front of the class and I'm just really pounding away. Uh, today I was pounding away at Frost, and I'm telling them all this stuff, and all of a sudden I thought, "Wait a minute. The whole point here is to let them discover, to let them understand and talk about it."
>   And I clicked over.

>   R: So. Is this new for you? This clicking over?

Joan: I think--it's difficult to explain. I
          think that, you know, that prior to
          this experience that there would have
          been a point at which it became
          unsatisfactory for me to simply stand
          up there. I'm pretty sure because I
          generally try to include [the
          students] in my questioning and waiting
          for a response and asking them and
          guiding them through those things, but
          I don't think I've done it
          consistently.

R: Prior to what experience?

Joan: Prior to Clinical Faculty and working
          with and understanding my student
          teacher and the kinds of things that
          I'm looking for from my student teacher
          and how I'm going to teach my student
          teacher or guide my student teacher or
          help my student teacher experience
          those things that've had a relationship
          on the consistency with which I apply
          similar techniques in my classroom. I
          really feel that it has. I am, and I
          hope that it will stay this way once
          this two-year study is gone--I think it
          will--but I am aware of the techniques
          that I'm using and the goals through
          applying those techniques which best
          benefit learning.

R: So. You've had clicks with your
          student teacher. Now you're having
          clicks with your students. Did you
          have these clicks last semester?

Joan: To some extent, but not as greatly as
          this semester. There were times when
          the occasion just shouted out that this
          is it. And you know, times when I felt
          proud of myself because I recognized
          this, and I did guide her through. But
          now, they come more often, and even

though I'm thinking--I don't know how to explain it--but even though I'm aware that I'm doing it, they come more naturally.

R: Okay. So there are times now, and more often, there are times when--tell me if this is right--when you say, "Hey, I see that I'm doing it," or CLICK, "I'm not doing it and now I'm going to do it."

Joan: Yes. Both of them. Uh-huh. Both of those. Times when I say, "That was great. I did it." I know. I know that was great. I know that I caused her to think about that. And times when I think, "Whoops! Wait a minute. We dropped back. We drifted back. Let's not do that. We're going to do it this way."

R: You now seem to be aware that you're doing this with your students. So, you're saying this is a change? This is changing your teaching?

Joan: Yes. I think it's making it more effective because it makes me more aware of what I'm doing when I'm doing it. Whether it's drifting back or whether it's making that connection.

R: Drifting back to what?

Joan: Drifting back to--what do I want to say? I don't know why, but the word "traditional," you know, the more traditional approach. Or maybe I'm only looking at the way I was before, which was okay, but--

R: But, which was what?

Joan: Which was sort of unguided. Which was
          more relying perhaps on inspiration,
          which served its purpose, but not as
          effectively. I guess I'm more aware of
          my teaching as not so much subject
          material that I'm conveying to them,
          but as a whole thing. It's not just
          the subject matter. It's the
          technique. It's the means by which I
          convey the subject matter.

   R: So, conveying before meant what?

Joan: Conveying before meant getting the
          subject matter out.

   R: How?

Joan: Usually by talking and then eliciting
          what I call discussion.

   R: Discussion after you got it out?

Joan: After I got it out. And then we'd
          discuss it.

   R: Would you say, "Telling"?

Joan: Yes. I suppose it was.

   R: And now?

Joan: And now it's more asking.

   R: Do you get to the same place?

Joan: Yes, and probably quicker. My
          students--okay, this is an
          example--and I don't know if it will
          clearly explain it or not. I have an
          honors class, and they tend to be
          silly and to be a little bit slower
          than one would expect from an honors
          class. We were studying "The Love
          Song of J. Alfred Prufrock." I told
          them--I realized I was telling them--
          all about Eliot and his use of wit

metaphysical and so on--and then I clicked. And I said, "This means nothing. This is one of those dull, dry old lectures that I used to listen to and try not to fall asleep in and never understood the importance of-- what J. Alfred was going through." So, when I clicked I said, "All right. I'll ask some questions." So I asked them questions. I said, "Have you ever been getting ready for a party, and have you ever imagined what people were saying about you behind your back at the party?" And I didn't get a verbal response, but to a person they nodded. And suddenly they were no longer concerned with Eliot and his metaphysical wit, and they were no longer concerned with his salvation. Those things were there; and there was, I suppose, an appropriateness to it. But I clicked in, "I'll get them interested in J. Alfred and what he's experiencing first. And then I'll show them the other." And so we talked about how it felt to worry about it, to have to go and ask somebody something important and worry that they would say no.

R: How did you talk about that?

Joan: I asked them how they felt. And I let them tell me how they felt.

R: And did they?

Joan: And they did.

R: And then what happened?

Joan: And to a person they knew. And to a
          person they understood "The Love Song
          of J. Alfred Prufrock." The students
          who came in to me at the beginning,
          after they had been assigned to read
          this poem, and the people who had come
          to me and said, "I don't understand. I
          don't get it. I just don't," walked
          out saying, "I understand that. I know
          how it felt." And the next day they
          came in, and I said, "All right, I want
          you to respond to this." And I gave
          them a question which I considered to
          be almost an AP level. . . . and they
          got it. To the person.

R: Why?

Joan: Because they understood "The Love Song
          of J.Alfred Prufrock." Because it
          meant something to them. They
          understood the feelings because they
          had had those feelings, and we talked
          about them. And they knew what Eliot
          was saying about himself, as well as
          what Prufrock was saying about himself.

The interview continued with my asking Joan if she

had observed her student teachers experiencing this same

"CLICK" we had both been speaking of. She not only said

that she had, but she also gave me specific examples from

her observations of the student teachers. Interestingly

enough, during interviews with both Alice and June, each

reported having seen Joan experience the "click" as she

was teaching, and each acknowledged that she, too, had

this teaching experience. As an example of one such

report, Joan described observing the "click" event during June's teaching approximately midway into the spring practicum. She reported,

> I could watch the steps she [June] took. You could almost see her thinking that over in her mind. . . . You could "see" the gears click. And that's a tribute to June because she's very quick on the uptake. She picks up that a lesson isn't going well, and she shifts gears and pulls in something different or approaches it from a different angle. . . . which is nice to watch.

The above observation seems to indicate that some of those things that Joan had been learning were being transmitted, perhaps from her actively modeling teaching strategies and thinking about teaching, from Joan to her student teacher. These interviews/observations seems to mirror what Schon (1987) refers to as reflection-in-action and the reframing of problems. Indeed, Joan recognized patterns in her own teaching as she taught the lesson on Eliot, drew upon a repertoire of past experiences as a student, which led to a reframing of particular teaching situations. I have referred to this recognition as a click that Joan experienced when she recognized that she was telling her student teacher about her evaluation rather than guiding her to reflect on her own teaching. The click also occurred when she was telling her students

about T. S. Eliot, just as she remembered being told in "one of those dull, dry old lectures that I used to listen to and try not to fall asleep in." She spoke of becoming aware of what she was doing and of making changes while she was in the process of teaching the lesson. This is the type of reflection which coincides with the findings of Russell (1988), who conducted a series of case studies of individual teachers. He recorded personal accounts of professional learning from those teachers, that is, some of the teachers reported awareness of changes in the way they framed their teaching. I agree when Russell concludes that "the point of these illustrations [of changed perspectives] may add substance to the issue of how we may attempt to document reflection-in-action in the teaching context" (p. 5).

The reflective coaching process has several positive outcomes (Elbaz, 1983) that have become apparent in this study. Joan and her student teachers were afforded the unique opportunity to share their experiences and to articulate what they actually knew. In the process, they came to see teaching events in new ways, that is, to "reframe" those puzzles and unique situations which confronted them; through reflection-on-action and

reflection-in-action, they changed their initial ways of framing problems. As a result, they came to value their own practical knowledge instead of viewing it as inferior to the scientific knowledge produced by experts.

Reframing: Factors of Influence

Munby (1989) and others admit that we do not understand how reflection-in-action comes about, nor do we know the origins of new frames, but it is reasonable to suppose that new frames are connected to personal biography, the school setting, and other factors which tend to influence ways of seeing teaching and learning events. Factors of influence which I have identified and will discuss include: (1) Joan's personal history and educational experiences she brings with her, (2) constraints of time and the school environment in which she works, and (3) Joan's participation in the Clinical Faculty Project. These factors appear to be major influences on her reflection-in-action and the reframing of teaching dilemmas that she encounters.

Joan's Personal History and Educational Experiences

During interviews conducted within this study and reflective encounters with her student teachers, Joan often drew on her experiences as a student and as a beginning teacher. Although Schon's (1987) work removes the personal biography of an actor from an analysis of the action, I believe his work is flawed by this omission. I believe that Joan's recollections of and reflections on her experiences impacted on her view of teaching and the ways she perceived problems in her work. My beliefs are reinforced by the arguments of Goodson (1988) which include:

(1) teacher's previous career and life experiences shape his/her view of teaching and the way he/she sets about it;

(2) that the teacher's life outside school, his/her latent identities and cultures, may have an important impact on his/her work

At times, for example, Joan seemed to have flashbacks, and she would make a connection between her students sitting before her now listening to her teach and years ago, when she was sitting before a teacher in a classroom listening to him or her teach. This connection with her own

experience appeared to cause her to see her teaching from
a different perspective. It was here that she would
experience a "click," realizing that she was teaching as
she had been taught and she did not want that to happen.
"Seeing" her own teaching in a new light, she would then
take action to change.

An example of this change was seen in the previously
cited interview with Joan in the spring of 1988 when she
recalled stopping in the middle of a lecture and saying to
herself, "This means nothing. This is one of those dull,
dry old lectures that I used to listen to and try not to
fall asleep in and never understood the importance of."
As a result of this reflection-in-action--as a result of
seeing this teaching event differently--she changed.
Perhaps this changing describes what teachers and others
mean when they say that they learn by experience. And
just as Munby (1989) asserts, while we do not know the
origins of new frames, it is reasonable to suppose that
new frames are connected with personal experiences.

Constraints of Time and the School Environment

Schon (1988) suggests that the essence of a
reflective practicum lies in providing opportunities and

support for reflection. Yet Munby (1989) raises the important question of whether the school environment encourages teachers to explore new frames, or to ignore them. If, indeed, the reflective practicum is an occasion for trying out new frames, one might assume that school administrators and the organization itself would encourage and foster this process. In the school where Joan taught, I did not find this encouragement to be the case. To the contrary, from the very first day I began my research at Lee High School, I realized that the system which functioned there ostensibly fostered conditions that enhanced teachers' reflective practice and validated their professional knowledge, but in actuality, it placed undue emphasis upon technical rationality--"professional activity [that] consists of instrumental problem-solving made rigorous by the application of scientific theory and technique" (Schon, 1983, p. 21). The administration seemed to consider frivolous or suspect any deviation from "what was working," and the verbal and non-verbal messages were clear: The important work of the school comes first; other lines of professional inquiry must be done on your own time.

This administrative philosophy became apparent to me the first day at Lee High School when the hall dean and I were chatting about the years that I had taught at this school and the work he and I had done together. When we began discussing my reasons for being there and the work I would be doing with Joan, he started talking about her preliminary teaching evaluation. He remarked that I obviously had chosen her as the participant for my study based on the assumption that she was a good teacher--which, he added, according to her tentative evaluation, might be an erroneous assumption. He concluded by saying, "New and different is not always better." Evidently, (based on this conversation, which I considered inappropriate), this administrator was not supportive of Joan's professional growth when it involved critical reflection (Zeichner and Liston (1987), that is, questioning taken-for-granted conceptions of teachers' work and taking action to bring about change. This lack of support seemed particularly evident if that action involved commitments outside of the system's parameters, such as the Clinical Faculty Project.

Thus, it is not surprising that the structure of time and the tasks assigned Joan allowed no opportunity for her

to work with a student teacher. In fact, Joan was told
more than once that her extra school assignments and
duties took precedent over the work she was doing with her
student teacher and the Clinical Faculty Project. The
setting in which she worked provided no opportunity for
her to reflect and share her experiences with other
teachers. Coinciding with the findings of other
researchers (Munby & Russell, 1989), the findings of this
study indicate that the very environment in which Joan
taught masked the significance of teachers' practical
knowledge and the importance of their thinking about
problems of practice. Through staff development and
teacher evaluation procedures, Joan's initial way of
framing problems was validated and reinforced: problems
are solved by those who dispense technical rationality;
therefore, seek direction from authoritative sources for
solutions to immediate classroom concerns.

The current practices of the school organization did
not serve the interests of Joan or her student teachers.
In fact, they served as constraints on their opportunities
and ability to reflect together, to perceive puzzles and
surprises of teaching events differently, to engage in the
process of reframing those events, and to grow to deal

207

differently with problems of practice. Russell (1988) seems to agree with this view when he argues that many schools seem to discourage reflection-in-action.

Joan's Participation in the Clinical Faculty Program

Joan's participation in the Clinical Faculty Project, however, was a very positive influence on her reflection-in-action and the reframing of problems which she experienced. Initially, she expected the project to be a "training" program wherein she would receive instructions and prescriptions for working with student teachers, where she would learn to "plan experiences" for them, receiving this knowledge from "experts." As it turned out, there were no lectures, workshops, or textbooks. Problems were grappled with as the participants shared their thinking and practical knowledge with other teachers. Consequently, Joan moved away from her original orientation and came to believe that answers to professional dilemmas need not come from authoritative sources. Rather, she came to understand that answers to the difficult and perplexing problems of practice could be generated from teachers sharing their thinking and experiences of action in the school setting.

208

The Clinical Faculty afforded Joan the opportunity to share in the thinking and experiences of other cooperating teachers. Together they reflected-on-action and reflected-in-action. Munby (1989) explains by telling us that one can experience reflection-in-action while reflecting-on-action, so long as new frames put the data in a new light, thus offering paths towards solving puzzles of professional practice. These teachers came together willing to acknowledge their teaching problems and able to verbalize them, two necessary conditions, Munby says, for reflection-in-action. In the process, Joan came to value her practical knowledge instead of viewing it as inferior to the knowledge of "experts"; she came to view her teaching predicaments differently and to engage in the process of reframing those events.

Over time, Joan came to see in new ways her role as a classroom teacher and as a coach to student teachers in the school setting. She began to interpret events differently and respond in different ways as her professional knowledge developed. In classroom observations, interactions with her student teachers, and during intensive interviews with Joan, I found that changes in her teaching approaches and views about her

personal role in the teaching process were apparent in what she said and did. These findings are very similar to those of Russell and Johnston (1988) who concluded that evidence of reframing of the events of practice were apparent both in actions and in the awareness of changed perspectives.

Indeed, Joan changed her perspectives of her role as a teacher and reported a keen awareness of those new perspectives. Before her participation in the Clinical Faculty Project, she entered her classroom as the nurturing authority who would deliver prescribed portions of knowledge to her students; she taught them what they "needed" to know. This view determined her expectations of the Clinical Faculty Project in that she believed she would receive training to become a proficient cooperating teacher, that is, she would learn what she "needed" to know. When this didactic approach was not forthcoming, the Project experience became unique and puzzling for her. As a consequence, she was forced to reflect and reframe the event. She began to think differently about the Project and her participation in it.

Consequently, this new perspective influenced her approach with her students and with her student teachers.

She began to relinquish control; in the process, she allowed, challenged, even forced them to assume the responsibility for grappling with the difficult and perplexing problems of learning events, rather than telling her student teachers the "right answers." As she modeled this reflective process, so then did her students begin to think differently about their own learning events.

Joan spoke often of the influence of the Clinical Faculty Project on her changed perspective. She noted that she had defined differently her role of teacher and coach. She no longer saw her role as caretaker and enabler. For example, in the spring of 1988, she spoke of being more direct with her student teacher, of addressing concerns assertively rather than protecting her and solving the problems for her. She said,

> I'm trying to get June to recognize what she
> needs to recognize. . . . I recognize that she
> feels stress about all this [work], and it's a
> little hard to talk to her and say, "What should
> you have done? You've got to do this. It's
> hard to deal with, but I would have found it
> much more difficult to do if I hadn't had a
> clinical faculty focusing me in on what this
> student teacher needs from me. Recognizing that
> this is a need that this person has and that I'm
> not answering that need if I'm not going to be
> strong enough to point it out, regardless of the
> stress. I have been talking with other people.
> I have recognized more and more the importance

of being caring and building confidence, but
then more so recognized my role as a model--
recognized the sorts of things to look for, to
determine what one student teacher does need.
And I've gained enough confidence not to shy
away from saying hard things if they're what my
student teacher needs to hear. That's through
sharing in Clinical Faculty.

Last semester I would have felt very
uncomfortable and would have gone all the way
around the barn rather than be as direct as I am
now. I did approach it a little bit sideways; I
tried to approach it gently, but I couldn't be
direct or as pointed in my questions last time
with Alice.

It's time. It's a matter of growth. It's a
matter of personal growth and of seeing, seeing
myself grow. And recognizing my profession--yes,
as an art and as a profession--but as a craft
with certain things that can be learned and
recognizing the kinds of things you can do to
help somebody else recognize those things: The
questioning techniques that they have shown us
at Clinical Faculty, questioning the person,
making observations rather than judgments--
things like that--It's working. . . . ways of
knowing. . . . and I'm transmitting this to my
student teacher through all combinations of
things, through role modeling, discussion and
critique of lessons, through reflection--a lot
through reflection and shared memories--just
through daily working together in all aspects of
it. It's how I look at things [now]. I like
script taping a lot, and I write down what has
happened [when I observe her teaching], and I
give her the book [of my comments]. I'm letting
her look at what happened and letting her draw
her conclusions, and then we talk about it. And
in talking about it, perhaps in some ways
guiding her, because I'm trying to let her
discover...

Russell and Johnston (1988) confirm that new actions go hand in hand with new frames for the context of practice. Over the course of this study, I was able to observe directly the experience of reflection-in-action and the subsequent reframing of learning events. Joan, too, became aware of her changed perspectives, as did her student teachers. And over time, as she became more reflective in her own endeavors, Joan transmitted her message to her students through significant new teaching actions.

Near the end of the spring semester, June and I were talking about changes in their reflective encounters and how she and Joan were interacting at that point. She said,

> It's very obvious to me [when Joan is trying to get me to reflect]. I'll mention something that didn't go well in my class and attach a reason to it. And sometimes I can see that she stops—— [click] and she thinks that she's jumping to conclusions in her mind. At least that's how I interpret her thoughts. And she'll say, "Do you think there might be another reason?" I can tell that she has an idea in her head that she thinks I should at least consider. She might just nudge me a little bit, just to get me on that track so that my reflection can be more complete.

Apparently June is aware that Joan stops herself and rethinks events during their interactions, avoiding the more comfortable mode of telling and explaining. Later on

during this same discussion with June, I asked her how she
knew that Joan reflected, and she responded,

>I hear it. There are times I've been in her
>classroom when she's teaching. I can tell where
>she adjusts the lesson, and that's "on-the-spot"
>reflection, [when she] gets the sense that this
>isn't working or this isn't as effective as it
>could be. And she'll change her tone, or just.
>. . . It's reflecting on why teaching isn't
>effective. There's a lot of that. . . . and I
>do it. I'll just try [for example] to come up
>with ideas of what else do I know about that
>student that would get me in his shoes more.
> Things just click more.

June came to change her perceptions of reflective
interactions with her cooperating teacher in response to
Joan's reframing and changing actions. She seemed to
sense that Joan was relinquishing more and more control,
allowing her to assume more of the responsibility for her
own learning. This call for change and for ownership of
the decision-making process apparently posed some
difficulty for June because she was familiar with Joan's
teaching and telling. Yet when Joan's perceptions of her
role in the coaching process changed, her behavior
changed. June, in response, began to model this behavior
for her own students. What was transmitted to her from
Joan was then transmitted from June to her students.
Discussing this awareness and her feelings about it midway
through the student teaching practicum, June said,

She doesn't throw it [information] at me. It's
more conversational information. I'm having a
hard time with that. I'm sure she probably has
in mind some things that I might need to learn,
but if she's seeing me progress on my own, she
may or may not be telling me. [In turn] I think
to myself the students I have--if they look like
they're on the right direction I won't tell them
where they're supposed to end up. I'll just
encourage them to continue on and it might be
the same with Joan. As if there is something
that she thinks I'm going to eventually need to
know she might, if she sees me progressing, she
might just wait for me to get there on my own.
If I'm not moving fast enough she might nudge me
with a concern or put a question to me or
something like that.

Joan spoke of seeing both of her student teachers

reframe events in the classroom. During the last month of

student teaching, she spoke of June's "on-the-spot"

reflection and of June's seeing the teaching situation

differently. She said,

I saw her click when she recognized that she was
teaching a poem that was way over the students'
heads. And it clicked. She knew she wasn't
reaching them.

Joan went on to explain that June stopped what she was

doing and started doing something else. She began having

the students share their writing about the poem and to

talk about their writing. When some students were

reluctant to read, June asked their permission to read for

them. And as they shared their feelings, Joan said, the

students understood, "first, what those feelings were, and

then they read [the poem] and were better able to understand what was being said."

Apparently, the reflective coach and the student teachers participated in reflection-on-action, reflection-in-action, and the reframing of events. Toward the end of the first semester, Joan reflected on the Clinical Faculty experience and the changes she was experiencing. She said,

> [At first] the primary focus was on what I do as a teacher...seeing the implication of observing yourself teaching and knowing what you're about and knowing how you react and how you'd respond to these observations or judgments or to any number of things that you might write about your own teaching. You then begin to understand better the position of the student teacher. And I think what's happening is [Clinical Faculty members] are beginning to link those things. And I feel that the seminar is getting us to look at ourselves, and in looking at what we do, to help us to respond to our student teachers. And the same thing applies to our students. . . . Something that isn't going to destroy them. Something that's going to help them just think about what they've done and come to their own solutions and own conclusions.
>   It's a funny process. It's a matter of--if someone is talking with me, I find myself sitting back and watching and listening more carefully. Thinking to myself, "What is it you're really saying to me? What are you really saying? What are you really telling me?" [And now] I tend to sit back and listen to what they're really saying. It's a learned behavior.

Joan indicated quite clearly that she was aware of changes in the way she framed her teaching and the

influence of the Clinical Faculty on that process. Russell (1988), inferring reflection-in-action from accounts of changes in teaching practices, found that teachers were able to step back and observe what was happening to students. They began to attend to student "backtalk," listening to and building on what students said and did, shifting focus from teacher to student understanding of ideas. Apparently Joan experienced this same shift when she asked, "What is it you are really saying to me?" Perhaps a reframed view of teaching drove June as well when she asked, "What else do I know about that student that would get me in his shoes more?"

Despite the constraints of the setting in which she worked, Joan was able to reflect on her practice and to see teaching and learning events differently. She drew on her own experiences from the past and from her work in the Clinical Faculty Project which provided opportunities and support for reflection. In turn, she modeled changed behaviors for her student teachers and her students in the classroom, encouraging them to explore new frames. From the Clinical Faculty experience, Joan moved away from her original orientation toward technical rationality. She came to value her own professional knowledge and to draw

217

on it for the solutions to difficult and perplexing
problems of practice.

Joan's new way of viewing her own knowledge was
apparent in the thinking of her student teachers. They,
too, changed their perspective of teacher's knowledge and
came to value experience and learning-in-action. A few
weeks into the student teaching practicum, June said,

> [Joan has] the experience of years behind her
> She's learned things that I haven't, that only
> through experience I might learn them. By
> experience she has a lot to tell me and a lot
> for me to learn. Probably most of what I've
> learned so far, I could not have learned from a
> textbook. . . . How to swim? I can read a book,
> but that won't teach me until I'm in the water.
> So there are things that experience will teach
> me, but she's [Joan] letting me know they are
> coming. . . . I watch and see what works for
> her and see if it applies to me. Sometimes she
> doesn't even realize she's doing something, and
> I'll ask her, "Why did you do this?" or "What's
> the purpose of this?" And she, perhaps, doesn't
> even realize some of the approaches she does
> take. When she puts them into words, sometimes
> that will help me understand the "why" behind
> the "what."

Here June is describing what Schon (1983, 1987) refers to
as "knowing-in-action" and "knowledge-in-action."
Knowing-in-action is tacit knowledge which June describes
when she says Joan "doesn't even realize she's doing
something." But when she is able, through reflection, to
articulate that tacit knowledge that is implicit in her

actions, it becomes, according to Schon, knowledge-in-action. And June has come to value this craft wisdom, this knowledge of practice.

I believe this change in the way Joan and her student teachers viewed their knowledge is a significant finding of this study. As Joan engaged in reflective practice, she came to view her knowledge differently, that is, to value it as a source of solutions to professional dilemmas. She had the opportunity to reflect (especially through the Clinical Faculty Project), to draw upon her own unique knowledge of practice--her craft wisdom--and to analyze, reframe, and change her teaching behaviors in ways that were self-initiated rather than externally directed. Thus, she was able to assume control over her instructional decisions and her own professional growth. As a cooperating teacher, she modeled these changes in her teaching behaviors. In turn, her student teachers began the reframing process so that they, too, were able to assume control over their instructional decisions and their own professional growth.

Of significance here is the promise of a change in patterns. If, indeed, the coach comes to view her knowledge in different ways, transmits that perception to

her student teachers, who in turn reframe their own perceptions, then those new members will enter the profession as beginning teachers with a heightened sense of worth about their knowledge. As an alternative to seeking direction from "experts," they perhaps will have a heightened sense of power of what is possible in their work and will come to view themselves as professional educators.

Patterns of the Use of Metaphors

Schon (1983) states that "practice is a kind of research...inquiry is a transaction with the situation in which knowing and doing are inseparable" (p. 165), yet the notion that teachers learn to teach by teaching is deceptively complex. Researchers (Munby, 1989; Russell, 1988; Nespor, 1987) continue to examine how teaching is learned through the interactions between teachers and their experiences. We have come to accept the idea that the practice of teaching is guided by teachers' knowledge--what teachers know and believe about teaching. And it is important for teachers themselves to be aware of these beliefs and perceptions if they are to understand what they are doing and why they are doing it.

Current studies (Oberg & Field, 1986; Schon, 1983,

1987; Weiss & Louden, 1989) inform us that this awareness

of beliefs and perceptions about teaching comes about when

teachers reflect on their work. Schon contends that

reflection affords teachers the opportunity to examine

their practice and their own knowledge and beliefs about

teaching and to identify effective teaching practices that

work for them. In the process, they frame their own

problems and questions and systematically examine and

answer them. Thus, teachers become empowered as decision

makers, effecting change in their own classrooms.

In their study of how teachers learn from experience

to teach, Russell and Johnston (1988) delineate the levels

of teachers' awareness of the events of their practice.

Those steps follow closely the process that I observed in

my study of Joan and her students grappling with classroom

dilemmas and coming to see classroom problems and their

roles in them in new ways. Speaking of the developmental

pattern in teachers' awareness of the events of their

practice Russell and Johnston say,

> Initially, awareness is at the level of
> becoming familiar with strategies with which one
> is comfortable and capable. Another level
> involved "fine tuning" one's strategies. At
> both levels, teachers are seeing their practice
> within a constant frame, and are unlikely to be
> attentive to the "back talk" from their
> classrooms. At another level, teachers are able

to listen to students and to their practices, to
reflect on puzzling situations, and begin to see
their teaching in a new frame. This seeing
practice differently is played out in the
actions of teaching and is not necessarily
thought out. Thus teachers are not always aware
of a reframed view of practice. (p. 16)

During the course of my study, which relies on

Schon's (1983, 1987) concepts of reframing and reflection-

in-action and focuses on the changes that occurred in

Joan's perspectives on her work over time, during, and as

a result of events of practice, I listened carefully as

Joan, the cooperating teacher, gave accounts of her

practical knowledge. As I struggled to understand her

thinking in terms of the language she used, I began to

analyze metaphors in her speech since, according to Munby

(1989), "metaphorical language is employed to give tacit

knowledge voice, [thus] the analysis of teachers'

metaphors presents an attractive heuristic" (p. 198).

Also, according to Munby and Russell (1989), this approach

promises to reveal changes in how the participants

construct parts of their professional experience.

As I studied the data, I discovered that Joan was

beginning to view the coaching process in new ways. New

understandings became apparent in changes in the ways she

spoke about the kinds of learning that she wanted to foster in her student teachers. By analyzing metaphors in her speech, I was able to perceive a developmental process of awareness, reframing, and transmitting practical knowledge to her student teachers and her students. I found cues in her personal accounts over time that indicated a change in the way she perceived teaching and learning events and her role in those events.

What follows is an analysis of metaphors, particularly action metaphors, which characterize the thinking of this cooperating teacher during the student teaching practicum and a tracing of changes of those metaphors over time. Also, I will discuss Joan's shift in focus from herself to her student teachers, a shift which I believe demonstrates her conscious awareness of changed perspectives. Additionally, I will look at those factors, primarily Joan's participation in the Clinical Faculty Project, that seemed to have influenced changes in the ways Joan spoke about her practice.

Shift in Action Metaphors

The developmental pattern in Joan's awareness of events of her practice appeared to begin with Joan

teaching, telling, explaining, or dispensing knowledge in very direct ways, and the student teachers receiving that information unquestioningly. Joan had definite ideas about how she viewed teaching and learning, much like those of Carol, a participant in the study conducted by Russell, Munby, Stafford, & Johnston (1988). My observations of Joan coincided nicely with the findings of that study, which identified the metaphor of "learning is an action activity" (p. 73) in the data. In her discussions of her work with her student teachers, Joan constantly used words and phrases such as "telling" and "getting her to see." The following extracts, presented in chronological order during October and November, 1988, reveal the developmental process of her view of reflective coaching and her personal role in that process. Over time Joan said,

> One of the ways that I teach is by telling her. . . . I gave her a couple of solutions. . . . I try and explain everything to her. . . . If I can get her through that. . . . I offer her several solutions and allow her to choose things that were more comfortable for her. . . . I'm walking a sort of balance between being a role model and a participant in a team teaching exercise as a colleague, sharing ideas and my experiences with her [Alice], letting her draw from that what she wants and for her to discard what she wants. . . . It's probably my function to direct the reflection...to guide the direction by suggesting. . . . I provide the reflective time. . . . I'm having her come to conclusions on her own because I feel that's the best sort of learning.

224

There was a definite shift from "telling" and "explaining" towards a new action metaphor of "sharing" and "providing." These changes in the way Joan speaks about her work seem to indicate her "seeing" learning events in new ways. Her personal accounts over time indicate a developmental process in ways of transmitting information one to the other. These findings are in agreement with those of Russell (1988), who speculates "...if reflection-in-action involves seeing classroom events and teaching actions in new ways, then these should be apparent in changes in the way a teacher speaks about his or her work" (1988, p. 3). Much like Roger, one of the subjects of Russell's study, Joan speaks in ways that indicate an awareness of changing perspectives and that her views of her role as cooperating teacher are still developing.

Shift in Teacher Focus

As Joan reframed her view of her role in the reflective coaching process, she shifted her focus from herself to her student teachers. She began each student teaching practicum with discussions about what she wanted her student to do or accomplish and what she thought she

225

needed to learn. Over time, Joan began to listen to and
build on student "backtalk" (Schon, 1987) and came to
focus on the needs of her student teachers based on what
they said and did. For example, in the spring of 1989,
she said of June,

> I want her to be further along than that. I
> want her, when she's planning, to be aware of. .
> . . I want her to recognize those things ahead
> of time. . . .

Later, but this time focusing on a problem from the
perspective of the student teacher, Joan said,

> She, herself will recognize that something isn't
> working. If I happen to be observing, she might
> walk back and say, "This isn't going well," and I
> can see her change it from one period to the next.

Over time, Joan's changed perspective of her role in
the reflective process was transmitted to and reflected in
the perspective of her student teachers. Consciously or
unconsciously, her student teachers began a shift toward a
new action metaphor of "guiding" and "sharing," and began
focusing on themselves, rather than their cooperating
teacher, when speaking of teaching decisions. Indeed,
interviews recorded over a period of months indicated a
change in their perspective of Joan's participation in
their professional development. They began assuming more
control over their own learning, speaking in terms of, "I

226

want" and "I don't want," and in turn, they spoke of

"guiding" and "providing" for their own students in the

classroom. For example, several weeks before the

conclusion of the spring student teaching practicum, June

spoke of changes she was experiencing in Joan's approach

in the coaching process and consequently, changes in her

own perspective she held of teaching and her role in that

process. Citing a recent reflective encounter she had

with her cooperating teacher, June explained,

> She didn't do a whole lot of telling. When we
> talked on Monday, I mentioned to her that I
> wouldn't have minded a little bit more tell!
> But mostly she's been more facilitator--which to
> me has always been the wrong word for
> "teacher." Facilitators or guiders or something
> like that is a lot more on target. And she
> really hasn't told a whole lot. She's usually,
> like I said, pointed in the right direction, or
> nudged, or something like that. . . . And
> watching her work with her students...
> questioning techniques that have worked better--
> just throwing it [a question] out, rather than
> more pointed questions. I get so frustrated
> [when] I put out pointed questions. I get a
> half dozen "I don't know's." It's so
> frustrating not for me just to--so I'll do a
> little bit of that [what Joan does].

This passage seems to demonstrate a shift in the

perspective of a student teacher. June's view of

"teacher" is no longer "telling," but rather "facilitator

or guider." June's report of her observation of Joan

tends to support the notion that Joan's changed perspective had, indeed, filtered down and influenced June's thoughts as well as her actions in the classroom. Evidently, no longer did Joan look outside of her classroom for solutions to puzzling learning events, and this reframed view of knowledge was reflected in her language. For example, she began describing her Clinical Faculty experience as one that "guided" and "provided" and as a time of "sharing" ideas with colleagues. She began applying her own knowledge in action, that is, in the context of her practice, and in turn, transmitted that reframed perspective to her student teachers. They in turn, reflected a changed perspective about their own thinking and learning, demonstrated by the shift toward new action metaphors. They used words such as "providing" and "guiding" as they spoke of their work in the coaching process and in their own classrooms.

The Use of Metaphors: Factors of Influence

The shift in the ways Joan and her student teachers spoke of their work was an on-going but recursive process. Factors which tended to influence new ways of seeing and speaking of learning events seem to be (1)

228

Joan's personal history and educational experiences, (2) the constraint of time on her work, and (3) the Clinical Faculty Project.

Joan's view of teaching as the transmission of knowledge from authoritative sources appeared to dictate her initial orientation to the coaching process. Because she did not consider her own experiences as valid sources of professional knowledge, she did not expect them to teach her. She had learned to obtain knowledge from external sources. And just as information had been transmitted to her over the years from authoritative sources, she transmitted information to her student teachers and her students in the classroom. She taught her students as she had been taught.

Yet despite her initial frame of teaching based on her past experiences, Joan's perception of her role did change, and this change was reflected in her language. Through her participation in the Clinical Faculty Project, she began to explore, rethink, and modify her beliefs about teaching and came to value her own professional knowledge.

This reflective process required time and thought, and Joan's lack of time interfered with her opportunities

229

to reflect alone or with her student teachers.
Linguistically, she treated time as a commodity, much like
the participants in Munby's (1986) study of metaphor in
the thinking of teachers. She spoke of "spending time,"
"losing time," "not having enough time " "needing more
time," administrative tasks "taking time." There seems to
be a powerful link between the metaphor she used when
speaking of time and the way she constructed reality. Her
words tend to indicate the value she placed on time and
her powerlessness over the way it was spent.

The Clinical Faculty Project, however, did afford her
the opportunity and allow her the time to reflect, to
listen to other teachers and herself. She spoke of
becoming a better listener. Shared methods of teaching
blended with her own ideals and beliefs about practice,
which led to a reframing of her personal view of
practice. She displayed a developmental pattern of
learning from experience. Her movement from one level of
awareness to another (Russell and Johnston, 1988) was
apparent as she shifted from reliance on others to
actively experimenting in practice. She began to develop
her own practical knowledge and to rely on her own
construction of that knowledge. Often she would return

from Clinical Faculty meetings with new awareness about

her teaching. And over the next days and weeks, I was

able to observe her experimenting with her practice and

rethinking her ideals. For example, in March, 1989, she

referred to the difference between observations and

judgments, an awareness she gleaned from a Clinical

Faculty seminar early in the fall. She spoke of how this

new way of seeing her reactions to students and other

teachers in a new light had changed her perceptions and

her ability to learn from experience. She said,

> In meeting school objectives [teachers] had to
> observe our peers. And my observations were
> very thorough and much different than they have
> been ordinarily because I have been keyed in
> through the Clinical Faculty. . . . I was able
> to make the observation and reflect on it, and I
> think, write a much better estimation of what I
> had observed. And that was due to Clinical
> Faculty.
>   And it has applied to other aspects of my
> job, tons of things in relating to my student
> teacher and to my own students. I've learned
> ways to relate to students by saying, "I
> observed thus and such," rather than immediately
> forming a judgment and coming down on them with,
> "Boom! Here's my judgment of what you were
> doing." After you've taught for a while you
> tend to forget about those things and suddenly
> fall back into the pattern of making a judgment
> about what students are going to say before
> they've even said it at all. So I think I'm a
> more careful listener.
>   [Clinical Faculty] has caused me to examine
> my teaching carefully, and it's caused me to
> examine my teaching practices. Looking at my
> student teachers and seeing things that hey do

strengthens those things that I perceive to be successful, good practices. I think I'm more aware of those things and I try to incorporate them more into my own teaching. And I'm more aware of those things that aren't successful and I try, as I'm planning lessons, as I'm thinking about what I've done, I try to note those kinds of things too--to back off from those things or to do away with them or to change them in some way. And there's certainly a base of knowledge about that, that has been built in through the sharing of other [Clinical Faculty members'] techniques and practices that I have to draw on now.

Toward the end of the second month of Alice's student teaching and as Joan became an active participant in the Clinical Faculty program, she described her changed perspective of the role of the cooperating teacher in a reflective practicum. She commented,

To some extent I see my role as a person who has observed successful and less successful behaviors, who provides the reflective time for the student teacher to be able to sit down and think about this. Also, It's probably my function to guide reflection; and by suggesting that the student teacher think about the class, that she maybe try to determine what were the difficulties about the particular class and why it was good, and what things does the student teacher feel contributed to the success of that lesson. And then, on the other hand to say, "Okay, think of this behavior. Why might this have occurred?" And let the student teacher then think about all the things that might have led to any problems or anything that was less successful. And at this point to say, "Okay, what might you have done?" or What if you were faced with this situation again, what are some ways that you might redirect this?"

232

You <u>allow</u> the time. You are a <u>guide</u>. You
have observed things. In <u>providing</u> or sharing
some of the things that maybe have occurred in
like circumstances, in saying, "<u>You</u> might have
tried this," or what I generally do is say,
"Something like this happened to me, and this
is what I did. And later on I thought about
it; I thought I might have done this or that."
And in that sense, <u>guide</u> the student teacher to
look again on what she has done and what other
possibilities are open.
And in a sense, that's learning for me, too,
because that's forcing me to consider the other
options I would have in that situation.

This passage clearly demonstrates a shift in the

approach that Joan used with her student teacher and

changes in her thinking and talking about the reflective

coaching process and her role in it. Joan's use of words

such as "guiding," "providing," and "sharing" are in sharp

contrast to her previous teaching, telling, explaining,

and dispensing of knowledge when she spoke of "explaining

everything to my student teacher," "giving her a couple of

solutions," and "telling her the best approach." Indeed,

changes in her thinking came to be represented in the

words Joan employed in her discussions of practice. And

because new actions go hand in hand with new frames for

the context of practice (Russell and Johnston, 1988), Joan

and her student teachers were able to observe changes in

Joan's teaching behavior. Subsequently, I observed
through Joan's changed actions that her student teachers
modeled these changed perspectives as they came to reframe
their own learning events. Those observations led me to
conclude that while words do, indeed, reflect the thinking
of the speaker, those words are also powerful tools in
influencing the thinking of the listener/students. As
Joan reflected-in-action, reframed her perceptions, and
spoke of practice in different ways, her student teachers
began using similar metaphors, reflecting their changed
perspectives.

These observations indicate that some of those
changes that Joan had been sharing and learning during the
Clinical Faculty Program were been transmitted to her
student teachers. Joan was given the opportunity to
reflect with other teachers on their work, to examine
their practice and their own knowledge and beliefs about
teaching, and to identify effective teaching practices
that worked for them. This collaborative interaction led
to changes in the ways Joan viewed her own teaching and
coaching and manifested themselves in the way she spoke of
her work. In turn, Joan became a reflective coach,
actively modeling teaching strategies in the classroom and

thinking about teaching during reflective encounters with her student teachers.

Summary

Using Schon's (1983, 1987) account of reflection as the theoretical framework, I have described the evolution of Joan's reflective practice as it occurred within intensive interviews, reflective dialogues with her student teachers, and during classroom instruction over the course of one school year. Patterns in the way that she interacted with her student teachers, perceived and spoke of her work, and transmitted knowledge emerged. Patterns of control, patterns in the way that problems were framed, and patterns of the use of metaphors in the language manifested themselves through Joan's own words which captured her thinking, beliefs, and knowledge of practice. Factors that appeared to influence Joan's perceptions of teaching and learning events, her patterns of reflective thought, and the ways she went about her work and transmitted knowledge to her student teachers include: (1) the constraints of time and the controlling organizational structure of the school environment in which she works, (2) the cooperating teacher's personal

history and educational experiences she brings with her, and (3) her participation in a clinical faculty program. (I have identified Joan's participation in the Clinical Faculty Project as a major positive influence on her growth in the reflective coaching process.) As a consequence of those factors of influence, Joan's development as a reflective practitioner was either discouraged and/or fostered.

Joan's reflective practice and ways of interacting with her student teachers coincided nicely with the three coaching models proposed by Schon (1987): "follow me," "joint experimentation," and "hall of mirrors." Joan began by telling, teaching, explaining, or dispensing knowledge to the student teachers in a very controlling mode. Her perspective of her role as cooperating teacher was that of an "expert" who assumed the responsibility for identifying problems and prescribing solutions for her student teachers. She taught as she had been taught.

It was not until she began to "see" teaching and her role in that process differently, that is, to change her ways of thinking and "reframing" those teaching and learning events, that she began to relinquish control of problem-solving and decision-making and to join her

236

student teachers in collaborative experiment in practice, testing and assessing actions as she led the students toward solutions in a shared rather than in a controlling mode. Her focus became centered on a concern with guiding her student teachers to engage in self-initiated reflection to develop their own thinking about their own teaching.

The changes that occurred in Joan's perspectives on her work over time, during, and as a result of events of practice became apparent in changes in the ways she spoke about the kinds of learning that she wanted to foster in her student teachers. By analyzing metaphors in her speech, I was able to perceive a developmental process of awareness, reframing, and transmitting craft knowledge to her student teachers and her students in the practice world. This process was characterized by recursive shifts to and from earlier stages of development, which tended to be promoted or constrained by factors of influence that were, at times, both externally and internally directed. Her personal history and life experiences impacted on her perceptions of teaching and decisions she made about her work. At the same time, she reported feeling constrained by the lack of time and

control in her work environment. She was, however, supported and encouraged in her professional growth through her participation in the Clinical Faculty Project.

As a consequence of Joan's changed perspectives about teaching and her role in that process, she came to model reflective practice for her student teachers. Subsequently, I observed changes in the ways her student teachers went about their work as they became aware of their own professional knowledge through reflection and collaborative inquiry. By having the craft they wished to acquire modeled for them, student teachers were able to recreate their interactions with their cooperating teacher in their own practice world.

CHAPTER V

REFLECTIONS ON THE STUDY

The purpose of this study was to explore and describe
the process of reflection as it developed over time for
one able teacher, giving voice to that teacher and
bridging the gap between theory and practice. My interest
was in learning more about the knowledge and influence of
this cooperating teacher, that is, how a cooperating
teacher creates and goes about sharing her personal
practical knowledge about teaching--her craft wisdom--with
a student teacher. I also wanted to know what impact, if
any, this collaborative experience had on the cooperating
teacher and her work. My interest was driven by the
belief that, if we better understand what goes on during
the reflective coaching process, we will be able to
develop clearer strategies for the student teaching
practicum and contribute to the continuing development of
experienced teachers.

Using Schon's (1983, 1987) account of reflection as
the theoretical framework, I began the analysis of this
study by establishing a general structure of the
developmental reflective process of Joan, the cooperating

239

teacher, tracing the development and changes in her thinking and reflection over the course of one school year as she engaged in the coaching process with two student teachers. I then looked at anomalies in that process--occasions typified by reversions to earlier stages or levels of development in her reflective process. Ultimately, I was able to determine factors of influence associated with the reversions in her thinking, reflection, and actions.

This final chapter of my study will be presented as reflection-on-action and reflection-in-action. What follows is my looking back to another time and place, reflecting on and learning retrospectively from those things that I observed and experienced during the course of this research. Also, it is appropriate to conclude with Schon's (1987) fourth and final level of reflection-in-action, that is, reflection on reflection. First, there was the action, followed by a description of that action. Third, there was reflection on the description, resulting in the findings of this study. Finally, in this concluding chapter, I will reflect on that reflection.

Reflections on the Findings

In the fall of 1988, Joan assumed the role of
cooperating teacher for the first time in her professional
career. She expressed concern that she would have the
"right answers" for her student teachers, but she believed
she would find solutions to those new teaching and
learning dilemmas presented by student teaching practica,
outside of her own teaching experience. She believed that
her participation in the Clinical Faculty Project would
provide the answers and solutions to the puzzles and
surprises encountered in this new experience. In the
meantime, she assumed a controlling mode with a "follow
me" stance described by Schon (1987), wherein she presumed
the responsibility for decision-making and problem-solving
in her interactions with her student teachers. Given her
own personal history, educational experiences, and the
context in which she worked, why would she respond
differently?

As a child, and later as a student and then a school
teacher, Joan was taught by those in authority to look
outside of her own frame of reference for the "right
answers" to problems. As a child and a student, she was
fed information that others decided she needed to know.

As a teacher, Joan was encouraged through staff development, teacher evaluation, and other facets of the school organization, to value and seek direction from authoritative sources, that is, to look outside of her own classroom and personal practical knowledge for direction and solutions to professional puzzles and dilemmas. Also, as a woman, wife, mother, and school teacher, Joan had been conditioned to the role of caretaker, accepting the responsibility for nurturing and caring for those in her charge. She learned her role from others. This nurturing behavior had been modeled for her in her family and in the world in which she lived and worked. Old tapes from her past, as well as present messages, clearly decreed a model of behavior for her to follow.

Given this initial way of framing problems as she assumed her role of cooperating teacher, it seems logical that Joan would initially model the "follow me" stance of coaching described by Schon (1987), teaching her students (and student teachers) as she herself had been taught, directly transmitting knowledge to those in her charge, taking care of them as she had been taken care of. "Others" in authority had assumed the responsibility for her decision-making and learning; she, as mother and teacher, assumed the responsibility for the

decision-making and learning of those in her trust.

Yet over time, Joan came to "see" teaching and her role in that process differently. She began to relinquish control and to adopt the role of guide, leading her student teachers to reflect on their own actions and to assume responsibility for teaching and learning decisions. Reflecting on the developmental process that I observed with Joan over the course of a school year with two student teachers, I feel kindled to ask, "Why did her perceptions change?"

I believe the changes that occurred in Joan's perspectives on her work and in her interactions with her student teachers took place, in part, as a natural circumstance of the student teaching practicum itself. Because of the on-going evaluation procedures from the student teachers' schools of education, it was necessary for the cooperating teacher to relinquish control and for the student teachers to assume more responsibility over time. In other words, the prescription, from "outside," was that the cooperating teacher, over time, would relinquish control.

Also, working together six to eight hours daily, five days each week for ten weeks, provided Joan and her student teachers the opportunity to get to know each other

and to develop a trusting relationship. The strength of
the relationship between Joan and her student teachers,
that is, the trust that developed as a consequence of that
relationship, seemed to be directly proportional to Joan's
willingness to relinquish the control of the decision-
making and the problem-solving on a daily basis. Over
time, Joan became more comfortable with the notion of
turning over, to a novice teacher, the responsibility for
her own students and their learning in her classroom.

This willingness to relinquish control became
apparent from interviews with Joan and from interviews
with her student teachers, as well as from observations of
their interactions with each other during student
teacher/cooperative teacher reflective encounters each
semester. Initially, Joan failed to demonstrate the
ability or the willingness to create and sustain the
process of collaborative inquiry with Alice or June, (her
first and second semester student teachers). It was hard
for her to perceive teaching as other than telling,
explaining, and prescribing solutions for her student
teachers. Additionally, she did not know these women,
their philosophies of teaching, or even their abilities to
teach. Yet as the weeks passed and as they got to know
each other and to develop a trusting relationship, there

was an obvious shift in Joan's responses to each of them.
There was a move away from the "follow me" model to
patterns that resembled the "joint experimentation" and
the "hall of mirrors" models of Schon's (1987) reflective
coaching. With each student teacher, Joan began to join
the student in experiment in practice, testing and
assessing actions collaboratively as she lead them toward
solutions in a shared rather than in a controlling mode.

This shift in Joan's perspective of her role as
cooperating teacher took place over time; it did not
happen on one particular day. And once this changed way
of seeing teaching manifested itself, the "follow me" mode
did not disappear. There were times when Joan would
relinquish control and would then take it back. There
were times when she would automatically fall into the
controlling pattern from the very beginning of the
reflective encounter, catch herself in this controlling
mode, and then once again relinquish control to her
student teacher, empowering the student to think through
and make decisions for herself. Therefore, relinquishing
control was an on-going, gradual, and recursive process
that Joan went through with each of her student teachers.

Although the reflective coaching process followed
much the same course each semester, involving recursive,

strategic shifts in control to earlier levels of development, there were some differences between the two semesters. For example, during the second semester, Joan and her student teacher moved more quickly away from the controlling mode and more readily into collaborative interactions. I believe this movement occurred more rapidly as Joan developed more confidence in her changing perspective of her role in the student teacher practicum. She had experienced success with Alice during the first semester and had observed marked improvement in Alice's teaching. Thus, Joan was more comfortable and trusting the second time around. Also, because of this first semester "practice," Joan was more resistant to the inclination to take over, even when June invited her to assume control. She had become more reflective herself and had experienced reciprocal reflection with colleagues and with her first semester student teacher, and that successful rehersal reinforced her changing behavior. Indeed, Joan took control less and less each semester, forcing her student teachers to reflect, to be confident in their own thinking, and to generate their own ideas, and to carry through with them.

Although Joan's interactions with her student
teachers sometimes demonstrated a reversion to previous
and earlier stages of development in reflective coaching,
those recursive shifts by no means negated the progress
she or her student teachers were making. I discovered,
through observations and interviews and from identifying
recurring patterns of interaction, that those strategic
shifts of control were a natural outcome of the struggle
for change. Change is difficult; I believe that the time
of learning is seldom free from pain and questioning. And
indeed, to make a conscious decision to alter the ways of
interacting with anyone, particularly with people who
slide easily into dependent roles (and student teachers
are definitely in this category), was a difficult
commitment for Joan to make. Nevertheless, she was
encouraged to examine and reevaluate her ways of doing
things, many of which had worked well for her over the
years. But now, years of being told and shown and more
years of telling and showing were being called into
question. Because teaching is so much a part of who and
what Joan is and because much of her sense of self is
derived from teaching, it was painful for her to reflect
on her life's work and to question values and beliefs

about that work. She once said to me, "I thought what I was doing was good enough."

And, indeed, what Joan had been doing was "good enough," but now, for the first time, she had the opportunity to explore her own personal understandings that she already possessed and to reexamine the meanings she gave things. She had the capacity and the willingness to be guided through a reflective process that directed her to interpret, in new and different ways, her teaching world. This process slowly evolved and played out over time. As it continued steadily, Joan came to "see" differently, and she changed.

Joan did not change her perceptions in isolation. Through her participation in the Clinical Faculty Project, she grew to "see" teaching differently and her role in that process. Her traditional view, which she modeled, initially, for her students (and her student teachers), was based on the assumption that the "teacher" had certain information and ideas to teach and, consequently, the student had certain information and ideas to master. In Joan's hierarchal structure of "teaching," she received what was shown and told. As the student, she learned by receiving that which was shown and told. Subsequently, student became teacher, and she dispensed her knowledge to

her own students. She heard, "Follow me"; she followed.
She said, "Follow me"; she led.

The first day of her participation in the Clinical
Faculty Project, Joan was very much the student, anxiously
awaiting the "training," fully expecting to be shown and
told, to receive information and ideas that would teach
her to become a cooperating teacher. As a fledgling,
grappling with the difficulties and the complexities of
student teacher preparation for the first time, she was
fearful of being left to her own devices. She was in need
of the "right answers" to solve the difficulties of this
unique dilemma. Not once did she express the
consideration of looking within for solutions, that is, of
reflecting on her years of teaching experience and her
thinking about teaching for solutions to her problems. It
was an option in which she had no confidence.

Yet, despite her preconceptions, the Clinical Faculty
Project did not "train" Joan to become a cooperating
teacher. Instead, participation in the program guided her
to think about teaching in ways that increased her
explicit knowledge base about teaching and led her to
value her own knowledge and ways of knowing. Joan was
able to develop a disposition and a capacity to reflect on
her own practice and to share her reflections with other

249

teachers in as risk-free an environment as possible. As I participated with her in the Project, I observed her becoming comfortable with the reflective process, able and willing to reflect on her own practice as well as that of her student teachers. Sharing this knowledge with other participants in the Project served as practice for new ways of interacting with learners. She grew to discover and interpret her student teachers' need for knowledge and to develop skills in conveying that knowledge to them.

As the growth of Joan's reflective process continued and as she began to reframe her perceptions of teaching, she changed. I believe this came about, not because she was taught a unique truth, but because she was encouraged by her colleagues in the Clinical Faculty Program to direct her attention within. That encouragement drew from within her powerful ideas and understandings about herself and the events in her life. No longer was her sense of self determined solely by or limited to external factors. She grew, in this reflective process, to recognize and value her own personal understandings which derived from her experience in the world. She came to see and believe that this knowledge which she possessed was worthy of being passed on to others. At the end of the school year I asked Joan had she changed since she had been a

cooperating teacher and participated in the Project. She
answered,

> It's a matter of growth. It's a matter of
> personal growth and seeing myself grow. And
> recognizing my profession as an art...as a craft
> with certain things that can be learned,
> recognizing what those things are and
> recognizing the kinds of things I can do to help
> somebody else recognize those things.

I believe that Joan's experiences in the Clinical Faculty
Program had and will continue to have a profound effect on
her personally and professionally. She and I talked of it
many times, and I observed positive changes in her
teaching and interactions with student teachers. It would
be less than honest, therefore, for me not to admit that I
began this study more than a little skeptical about the
effects of this project on participants and specifically
about any positive and lasting changes in the ways that
Joan models teaching strategies and thinking about
teaching. As a participant observer, I carefully noted
her interactions with her student teachers and Project
participants during the year, and all I can say is that I
was very wrong. The observable changes are powerful. I
will not attribute Joan's growth as a reflective.
practitioner solely to this program. I do believe,
however, that her participation in the Clinical Faculty

Project directed and encouraged her growth as a reflective person.

Now, as I think back over those Clinical Faculty sessions, what I continue to find most remarkable is the way the members revealed their mistakes, drawing on their own previous knowledge and experience to do so. I believe this open sharing occurred because of the climate of trust and non-defensiveness, two conditions necessary, according to MacKinnon and Erickson (1988), to enhance development of the ability to reflect. In such a climate as these researchers describe, Clinical Faculty participants (who are used to being the authorities with the "right answers" in their own classrooms), honestly and openly reflected together upon problematic situations, discussing those mistakes in a non-judgmental way, viewing their mistakes as departure points for growth.

Because of this experience that was founded on the intrinsic activities and needs of the individual teachers, Joan came to value her own craft wisdom and the personal practical knowledge of other teachers. She grew to see teaching and her role in that process differently and began to share her new conception of teaching and learning with respected colleagues. As a consequence of this on-going experience, her willingness and ability to

reflect and to engage in collaborative inquiry became
possible for Joan and her student teachers in a climate of
trust that developed over time. Consistent with the
conditions for a reflective practicum described by
MacKinnon and Erickson (1988), Joan was able to model
reflective practice, thus enabling her student teachers to
reflect and experiment in as safe an environment as
possible. And as Joan modeled this changed perception, as
she thought about her work and gave meaning to those
thoughts by what she did and said, unfamiliar patterns
became familiar and integrated, and she resisted falling
back on the notion that teaching is telling.

The necessary conditions of a reflective practicum
encouraged by MacKinnon and Erickson (1988) direct us to
the significance of a trusting student teacher/cooperating
teacher relationship and suggests the importance of
placement of students with cooperating teachers who are
capable and reflective practitioners. I feel that only
the most able teachers, that is, those able to model
effective teaching practices and a willingness and ability
to reflect and participate in a process involving
collaborative inquiry should be selected as cooperating
teachers. My beliefs are grounded in my personal exposure

253

and participation in the preservice experience of
teachers, and I am validated in my beliefs of the
importance of cooperating teacher selection by literature
suggesting that the effects of student teaching and
inservice experience may "wash out" university teacher
education (Zeichner & Tabachnich, 1981). "Able teachers"
does mean teachers with the capacity and the willingness
to guide and direct student teachers--to guide and direct
their focus, but not to tell them what to find--drawing
out their understandings as a basis for making sense of
their practice world. This does not mean
enabler/caretaker/rescuer, teachers who may fail to
differentiate between solving problems for students and
being supportive as students learn to solve new problems
themselves. Teachers who wish to make things better, solve
problems, and attend to the tougher tasks for student
teachers are practicing a destructive form of helping.
They are depriving learners of the freedom to begin
grappling with their own problems and responsibilities and
are preventing their professional growth and learning. My
personal experience as a supervisor of student teachers
has taught me that, when well-meaning cooperating teachers
assume this caretaking role with their student teachers,

the self-directed growth of those students is inhibited
and their full professional development fails to be
realized. Consequently, they remain dependent, insecure,
and experience a sense of powerlessness over their
environment. In turn, they go on to teach as they were
taught.

Unfortunately, my experience as a classroom teacher
and as a university supervisor of student teachers informs
me that students are often placed with any teacher who
will have them. Able teachers are sometimes unwilling to
take on the time-consuming and taxing responsibilities of
the task because of their heavy work loads and the meager,
if existent, compensation. Teachers who are inclined to
accept the responsibility of a student teacher are
sometimes perceived as having a lightened load when, in
actuality, the role of the cooperating teacher is a
time-consuming and difficult endeavor. And lamentably,
there are times when veteran teachers are given no choice
in the matter. For example, Joan, the cooperating teacher
in this study, was "told" three days before the event.
that she would have a student teacher. The school
administration made no allowances in her already
over-loaded schedule to afford her the opportunity to

reflect on her own practice and to share teaching and learning experiences with colleagues, much less to have the opportunity to do so with her student teachers. In fact, because she had student teachers teaching three of her classes, school authorities appeared to view Joan's load as lightened, and more was expected of her outside of the classroom. I observed, on more than one occasion, Joan being summoned to the office or elsewhere (to take up money or to answer the telephone) as she was in the process of observing her student teacher teach.

Consequently, I came to suspect, as I observed the administration's response to Joan's being a cooperating teacher and a participant in the Clinical Faculty Program, that they considered these interests an inconvenience, usurping Joan's time and energy that might be more appropriately used by the school organization for other than classroom-related work. At best, her student teaching activities were tolerated; at worst, those activities were thwarted, if not sabotaged. I believe my suspicions of the school's lack of support were well founded, considering that Joan was directly informed that her assigned duties after school (e.g., meetings to help plan the junior-senior prom) took precedence over Clinical

256

Faculty meetings or evaluative conferences with the student teachers' university supervisors. Also, Joan almost declined attending a full-day Clinical Faculty workshop when she was informed by school personnel that her newly arrived student teacher would be left alone and expected to teach all five of Joan's classes, despite the fact that the Project had reimbursed the school system for the non-existent substitute.

Although Joan found little strength or support from her school environment, I believe she was sustained and reinforced in her efforts to grow professionally during her year of participation in the Clinical Faculty Program. It was in that setting--unlike her teaching environment--in a climate of reciprocal sharing and trust, that she became aware of her beliefs and perceptions about teaching as she reflected on her practice. And from that awareness and the validation of her own ways of knowing, her self-esteem was greatly enhanced.

I believe, however, that the same environment which was established among the participants of the Clinical Faculty Project could be fostered in the teaching setting. The formality of a special program for teachers is not a prerequisite to the growth and development of

257

reflective practice in teachers. The reflective process could be cultivated and nurtured in the context of teachers' work. Indeed, Joan had the capacity and the willingness to develop as a reflective practitioner. And even though she had the reflective process well in hand, the environment in which she worked failed to foster her development.

What is needed, I believe, is a work place conducive to and supportive of reflective practice. Teachers need to work in a setting wherein they are encouraged to assume the responsibility of reflecting on their own experiences and generating hypotheses to address those problems. As a consequence, teachers would reflect on their own practice and learn to guide each other, through reciprocal interactions, to think and perceive their teaching in different ways, creating and sharing their personal practical knowledge about teaching--their craft wisdom. They would be able to assume control over their instructional decisions and their own professional growth, addressing teaching puzzles and dilemmas of their choice that were relevant to them in their own unique set of circumstances.

258

However, for teachers to exercise such control, they must be in an environment that fosters reflection. An environment conducive to reflective practice is one that would value and attend to what teachers know. It is important, however, to be aware that even teachers' craft knowledge can be used in prescriptive ways if a school or system relies on craft knowledge of other practitioners (Zeichner, 1986). What is needed is a setting that would not only allow but also encourage teachers to reflect on and share the understandings they possess about their own work--understandings resulting from their own personal experiences in the world. Perhaps this could be the starting point.

But for Joan and teachers like her, there seems to be no value placed on their understandings. Despite the gains she made developmentally, she has little or no opportunity to share what she has learned. What is needed are opportunities within the school setting for teachers to teach teachers. Teacher and learner are one, and a school's staff development plan could respond to the unique needs of its teachers, drawing on the craft knowledge of those teachers within the school willing to share with their colleagues what they know and what works

259

for them. (I once had a physics teacher conduct a staff development session, demonstrating her use of puppets in advanced physic classes. Within a week, teachers of health, mathematics, and Spanish--and perhaps more--were using puppets!)

I also believe that teachers must share in the responsibility for our their learning. Given the realities of the workplace that exist for many, teachers could, nevertheless, share craft wisdom from their own perspectives in their own voices, rather than relying on the voices of researchers. By so doing, they may bridge the gap between theory and practice and promote a higher regard for their ways of knowing.

Regardless of programs and settings that foster reflection or the will exerted and steps taken by teachers to make their voices heard, the constraint of time is often the overlaying factor of influence on the reflective thought and actions of teachers. Joan and her student teachers reported and I observed how the lack of time could impede reflective growth. Often, the constraint of time appeared to be responsible for a reversion in the patterns of control during the interactions between Joan and her student teachers. The stress resulting from too

much work to do in too little time had a negative impact on the quality, scope, and depth of reflection and on the creation and the transmission of personal, practical knowledge between Joan and her student teachers. Because she felt the pressure of external constraints, Joan would regain control from her student teachers. At the time, she seemed to reason, it was quicker and easier to seize control, make decisions herself, and solve the problems encountered by her student teachers, rather than guide them through the problem-solving process. As a result of losing their newly acquired autonomy, the student teachers whom I observed simply collapsed, that is, they acquiesced to the role assumed by the cooperating teacher. There was a complete shut down of collaborative reflection and reciprocal interaction. Consequently, the messages those students received were conflicting ones. On the one hand, students were encouraged to assume the responsibility for their decisions and their actions about teaching and learning events; on the other hand, that assumption of an autonomous role was applicable only when circumstances and time permitted.

Thus, it seems critical in student teaching practica for the school organization to address the constraint of

time as it impinges on teachers and their work. The restructuring of priorities to permit and encourage teachers to explore individual needs and interests, outside as well as inside the work place, is needed. The system should provide the time and the opportunity for teachers to learn, outside of the classroom, and to exercise and to share that learning freely and abundantly. Schools must restructure activities of cooperating teachers, allowing them more opportunity to take steps necessary for nurturing and strengthening the reflective process. Allowing time for collegial interaction, releasing teachers from clerical and other duties outside the classroom, and supporting and encouraging their commitment to teaching teachers to teach would be a quantum leap in a positive direction.

Reflections On Relating To Joan

I was extremely empathetic toward Joan as I shared one full day each week with her for an entire school year and observed Joan interact with her student teachers. I had no difficulty relating to her circumstances in that particular school setting, for I had, several years before, experienced many of the same feelings and thoughts

that she shared with me during the course of my research.
We had taught together in that same high school; we were
colleagues. And when I left my position to return to
graduate school, Joan took my place as the advanced
placement and honors English teacher, the courses that I
had taught before leaving. But it was more than that.
The connection I felt with her went beyond our having been
in the same setting or having taught the same courses.
Had she taught other courses in another school but under
the same circumstances (and I do not believe this school
was particularly unique), the connection would have been
the same.

What happened for me during the course of this study
is that I sometimes "became" Joan, that is, I would watch
and listen to her and I saw and heard myself of a few
years ago. This was a powerful connection. I, too, was
an able teacher who sought approval and validation from
the system in which I worked. And the more I worked and
the more accomplished I became with the tasks assigned me,
the more I was asked to do. In one school year alone, I
planned and led a faculty weekend problem-solving retreat
for the school's faculty and administration. I developed
and guided the Alpha-Beta Program, an on-going

new/beginning teacher orientation program for twenty-two
new faculty members and their twenty-two veteran teacher
counterparts that started before school began in the fall
and then met weekly throughout the school year. I was
also responsible for our in-school staff development
program for the faculty of over one hundred members, sat
on the Arbitration Committee which addressed disputes
between teachers, students, parents, and/or the
administration, helped write the school's Self Study,
served as school Team Leader, and as such, attended all
administrators' meetings each week at the request of my
principal. Because I was even asked to plan social events
for the faculty, I made arrangements for the Christmas
dinner dance and held the end-of-the year faculty party in
my own home. Along with these duties, I taught a full
load, including advanced placement and honors English. I
made calls to parents from the office sixth period, and I
served cafeteria duty during lunch for one week twice a
month. My first class met at "zero" period at seven
o'clock each morning, and I rarely left the school before
dark. Just as Joan lamented to me one afternoon last
year, I came to question, several years earlier, "Where
does my teaching fit into all of this? Is it secondary to

everything else?" Time was a powerfully constraining force; there was little time for reflection, and I became distanced from an understanding of what I was doing and why I was doing it. Thus, I could easily relate to Joan's constant concern about time and work. Much was asked and required of her, and because she longed for approval and validation, she rarely (if ever) declined anything when asked.

Working in an environment that is not conducive to reflective practice, an environment that takes more than it gives its teachers, is as costly for the teachers as it is the system. On the one hand, Joan paid the price by being exhausted, overworked, and from time to time, by feeling frustrated and used. The system, on the other hand, risked losing an able teacher. Interestingly enough, several months after I completed my school visits with Joan, I saw a department chairperson from Lee High School, and I asked about Joan. He said she was teaching one hundred and sixty-five students this year, which included two advanced placement sections of English, and she had no planning period. He told me that she was really getting burned out by her overloaded schedule. The last thing he said to me was, "I'm afraid she will quit

teaching." This was not surprising news to me. How could

she keep on at that pace? I certainly could not. Also,

it was not surprising to me that Joan's second semester

student teacher, June, chose not to apply for a teaching

position. Instead, she accepted a position in business.

I asked her if observing and working with Joan had

affected her decision. She said that she thought the

amount of work Joan did was "scary." She went on to say

that "Self Preservation" was knocking on her door saying,

"You're better off without this."

My Growth as a Reflective Person

Since taking a philosophy of education course several

years ago, I have often enjoyed debates about whether or

not we can teach anyone anything. I have certainly been

involved over the years in the process of attempting to

teach secondary school folks, student teachers, and even

the people in my life many things which I deemed necessary

for them to learn! Initially, my teaching was guided

primarily by tradition and external authority, and I

exercised little personal judgment about the content and

the processes of my work. For the most part, I applied

research-based knowledge I had learned to the problems of

everyday practice. I taught as I had been taught. Students were quiet and listened passively as I imparted knowledge--the true interpretation--the one right answer. I lectured; they wrote. I tested; they wrote my lecture. I liked what I was doing. The administration said they liked what I was doing. And the students survived it, just as I had survived it before them. It saddens me to think of it now.

That is how I taught in the early 1960's, but fortunately, as Schon (1987) points out, we have come to understand over the last twenty years that the problems of real-world practice do not present themselves to practitioners as well-formed structures. He asserts, "It is not by technical problem solving that we convert problematic situations to well-formed problems; rather, it is through naming and framing that technical problem-solving becomes possible (1987, p. 5). Schon speaks of the practitioner choosing and naming the things he will notice, guided by an appreciation of the situation. Each case is unique; practitioners who hold conflicting frames pay attention to different facts and make different sense of the facts they notice. Teachers improvise, invent, and test strategies in unique ways based on unique situations.

267

To meet the demands of practice in my first years of teaching, I drew on knowledge "from the book." As I reflect on it now, I realize I probably taught in spite of my students, drawing on theories and techniques derived from my professional knowledge. But somewhere along the line I became aware of what Schon calls "indeterminate zones of practice--uncertainty, uniqueness, and value conflict--[which] escape the canons of technical rationality" (1987, p. 6). I soon learned that there were no standard procedures or "definite right answers" in my real-world practice. My professional knowledge left me wanting when I needed to make decisions under conditions of uncertainty. My professional training did not include nor had I acquired the actual competencies required to function competently in clinical situations.

Fortunately, over time, those gaps in my professional preparation were attended to, for the most part, by my simply learning by doing and with the ongoing mentoring of the veteran teacher next door who shared her accumulated experience with me throughout those first two years. Today, I know there is an alternative model for educating students and preservice and experienced teachers that is orientated toward reflection, self-directed inquiry and

growth, and empowerment. No longer need the search be
directed outside for solutions to teaching and learning
dilemmas. Much is changed for me today. I look at old
problems and puzzles differently. No longer am I a vessel
to be filled. No longer am I a dispenser of pre-defined
knowledge. My life and my work are centered by my
reflections and by my understandings of what I am doing
and why I am doing it. No one has "taught" me to reflect,
but, just as Alice, the first semester student teacher in
this study said, "I AM A REFLECTIVE PERSON."

We are all learners and we are all teachers.
Unfortunately, we continue to go about the process of
learning and teaching in the same ways, expecting
different results. In her discussion of assumptions about
learning, Haroutunian-Gordon (in press) contends that we
consistently fall back on the conception of teaching as
telling, and of learners as empty vessels. Repeatedly,
she says, we limit ourselves to ineffective programs of
education that pass students by--especially those who are
not ready or willing to be "stuffed." She goes on to say,

> Recently, some have become so distressed about
> the "facts" that students do not know, (e.g.,
> What do our 17-year-Olds Know? A report on the
> National Assessment of History and Literature,
> D. Ravitch and C. Finn) that we find attempts to

catalogue the knowledge essential for every
educated American (e.g., <u>Cultural Literacy: What</u>
<u>Every Educated American Needs to Know</u>, E. D. H
Hirsch, Jr.).   (Haroutunian-Gordon, in press)

I believe it is critical that we come to "see"

teaching differently, just as Joan, the subject of this

study, came to reframe her perceptions of teaching and her

role in that process. I would hope that we could come to

view teaching as Plato says--turning the soul, which

Haroutunian-Gordon (in press) takes to mean, "directing

the students toward objects that draw out the vision or

understanding they already possess, thanks to their

experience in the world" (p. 8). I believe that school

systems need to foster reflective practice, the practice

that involves looking inward, rather than outside one's

self, drawing on teachers' own unique knowledge of

practice, reframing and changing their teaching behaviors

in ways that are self-initiated rather than externally

directed. In a setting that affords validation of

teachers' wisdom of practice, they can develop

professionally from within as reflective decision makers,

responding to a more difficult and demanding course, but

it is responding to an alternative model for educating students and preservice and experienced teachers that departs from the model of Technical Rationality and is oriented toward reflection, self-directed growth, and empowerment. Therefore, although a more difficult and demanding course, it is a more reflective and rewarding one.

And as teachers come to view their knowledge in different ways, they may be able to assume control over their own instructional decisions and their own professional growth. Then, they can go about transmitting their new perceptions to student teachers. These new members may then, perhaps, enter the profession as beginning teachers with a heightened sense of worth about their knowledge and a sense of power of what is possible in their work. In turn, they would come to view themselves as professional educators in a process of "turning the soul."

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Appendix A

Research Questions As I Began My Study

I wanted to know more about teacher reflection and the purposes of reflective encounters:

1. What does the participant think of as reflection?
   a. What factors influence her conception of reflection?
   b. How does she describe her type of reflection?

2. What does her type of reflection look like?
   b. When and how often does she reflect?
   c. Does her reflection change with different people?
   d. Does her reflection change over time?

3. Why does the participant have reflective encounters?
   a. What is her rationale for reflection?
   b. Does the subject think that reflection works?

I wanted to know how Joan, the specific teacher in this study, reflects on her teaching and on the teaching of her student teachers:

1. In what ways does the participant reflect on her own practice?
   a. Does she reflect alone or with colleagues?
   b. Does she write or audio-tape her reflections?
   c. Does she have other ways of reflecting on her teaching?

2. As a cooperating teacher, in what ways does Joan reflect on the teaching of her student teachers?
   a. Does her reflection of her own teaching differ from her reflection of her student teachers'?
   b. If so, how and why does it differ?
   c. Are reflections about her own teaching shared with her student teachers? Is so, for what purpose?
   d. Do her reflections of her own teaching affect her reflections of her student teachers' teaching? If so, how?

Also, I wanted to know about the kind of knowledge base Joan draws on in her own teaching:

1. Why does she teach the way she does?

    a. What is Joan's preservice experience (biography
        and schooling)?

    b. What are her student teaching experience?

2. What general theories or assumptions guide the Joan
    in dealing with specific kinds of problems?

    I believe it is important to discover how the
participant interprets the student teachers' need for
knowledge:

1. What goals does Joan have for her student teachers?

2. What does she believe that the student teachers need
    to know from her?

3. What factors influence Joan's opinion concerning the
    student teachers' need to know?

4. How does the participant discover these needs?

    a. What is the pattern of student/cooperating
    teacher interactions during the day and in
    conference?

    b. Who sets the agenda?

    c. To what kind of student teacher cues does Joan
    respond?

Once the student teachers' need for knowledge is determined, the question then becomes, "How does the cooperating teacher convey her 'craft knowledge' to the student teachers?

1. How does Joan demonstrate and talk about her practice with student teachers?
    a. Does the subject teach, tell, explain, or dispense knowledge to her student teachers?
    b. Does she use examples from her past experience when talking with her student teachers?
    c. Does Joan try to lead the student teachers to the knowledge through questions, forcing them to reflect?

2. Do they observe and reflect on each other's teaching?
    a. How does Joan describe problems?
    b. How does the subject respond to problems of the student teachers?

3. Does the way Joan conveys her craft knowledge to the the student teacher change over time?

And primarily, I wanted to know if having a student teacher affects the reflection and practice of a cooperating teacher:

1. Does having a student teacher help the cooperating teacher in being a reflective practitioner?
2. Does it force her to be aware of what she is doing in her practice?
3. Does her teaching change as a result of these awareness?
4. Are these awareness influenced by Joan's participation in the Clinical Faculty Project?

Appendix B

Interview Questions For Joan

Study Participant:

1. When and why did you decide to become a teacher?

2. Did you like school?

3. What was school like for you as a student?

4. How do you spend your time outside of school?

5. What are you most interested in outside of school?

6. Where would you say your center of gravity is--
   outside of school or inside these walls here at
   school?

7. Do you consider teaching your career?

8. What are some of the things you believe about
   teaching?

9. What are some things people should know about
   teaching?

10. If you were talking to someone who was considering
    teaching as a profession, what are some things that
    you feel he/she should know?

11. What are some problems with teaching? Some concerns
    you have with teaching?

12. How do you cope with these problems?

13. What are your professional goals?

14. What do you expect to get from being a teacher? What are the rewards of teaching?

15. What are some of the things you believe about students?

16. What are your beliefs about the administration? What should someone know? What are your problems/ concerns?

17. Do you feel differently this semester that you did last semester--or at any other time--about:

    (a) teaching

    (b) students

    (c) administration

Clinical Faculty Project:

18. Can you reflect on the Project? What is happening?

    a) What are your impressions of what's been happening up to this point?

    b) What, if any, impact has it had on you? As a teacher? As a cooperating teacher? As a person?

    c) Do you feel or think differently about things you are doing? Do you look at things any differently?

19. What have you learned in the Project, and are you using any of those things? How are you using those things? --what specific things have you put into practice?

20. What has been the most useful thing?

Student Teacher:

21. Tell me about your student teacher. What are your impressions of her?

22. How do you feel about her as a student teacher? Do you think she's capable/prepared to take over and assume the responsibility of your classes?

23. Do you feel comfortable turning over the responsibilities to her?

24. What have you done with her so far?

25. What have you and she talked about?

26. How have you been working together up to this point?

27. How did you feel about having a student teacher?

28. Do you think those feelings will change as the semester goes by?

29. If so, how might they change, and why?

30. What specific things are you doing or do you plan to do with her? Do you have a plan for working with her?

31. How was the decision made about what she would teach? Who decided?

32. Do you have specific goals for her--objectives to be accomplished with her? Specific things you want her to learn?

Reflection:

33. What does reflection mean to you?

34. What are the purposes of reflection?

35. Do you reflect on your teaching? When? How?

36. Do you reflect on your student teacher's teaching? When? How?

37. Do you have a plan to deal with reflection with your student teacher? If so, what is it? How will it work? Why would you do it? What is the purpose? What do you expect to accomplish?

Craft Knowledge:

38. Craft knowledge--where did yours come from?

39. Where do you find answers to your questions? Solutions for your problems?

40. How do you go about sharing that with your student teacher? How do you decide what is most important?

41. How do you figure out what the student teacher needs to know?

42. When you figure out what she needs, how do you convey that knowledge to her?

Appendix C

Critical Incident Time Line

1988/July

Aug

Sept

Oct

Nov

Dec

1989/Jan

July-Sept

review literature
  -reflection
  -teacher knowledge
  -clinical supervision

consent of study participant

"social visit"

10/17
meeting with "Joan", study
participant/cooperating teacher

10/20-10/24
all days visiting Lee H.S.;
7 days of initial interviews with Joan
(CT), with Alice (ST), observations
of CT teaching; shadowing CT

10/24
1st Clinical Faculty Project (CFP)
meeting, 2-4pm

10/26
all day CFP meeting

10/31
began weekly school visits,
observation of CT & ST teaching,
observation of CT & ST conferences,
CT & ST interviews; shadowing CT

Nov

con't weekly visits to school;
observing CT & ST teaching;
recording and note-taking
CT/ST reflective encounters (RE);
interviewing CT & ST

CT attending CFP, researcher (R)
attending as participant observer

transcribing field data and sorting;
writing analysis memos; defining
strategies and questions for
next visits

Dec-Jan

con't transcribing data;
reducing data; sorting
data into categories

out-of-school social
contact with Joan

289

VITA

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> Virginia Polytechnic Institute and State
> University, Blacksburg, VA
> Enrolled in post-masters work, 1983-86;
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> 1987-90; Doctor of Education, Curriculum
> and Instruction, 1990.

> Hollins College, Hollins, VA
> Masters of Arts in Liberal Studies,
> Literature and Writing, 1982

> Longwood College, Farmville, VA
> B.S., Secondary Education, English, History,
> and Social Studies, 1962

> Jefferson Senior High School, Roanoke, VA
> Graduated 1959

PROFESSIONAL EXPERIENCE:

1987 - 1990   Virginia Polytechnic Institute and
               State University, Blacksburg, VA;
               graduate teaching assistant supervising
               social studies student aides
               and student teachers and teaching
               methodology

1989 -   Virginia Polytechnic Institute and
               State University, Blacksburg, VA;
               instructor of social studies education;
               teaching undergraduate methods
               (social studies)

1983 - 1987   Patrick Henry High School, Roanoke City
               Schools, Roanoke, Virginia; English
               teacher, grades 10 and 12; advanced
               placement teacher; Team Leader

290

1982 - 1983   Franklin County High School, Franklin
               County Schools, Rocky Mt., Virginia;
               English teacher, grades 9 and 10

1962 - 1964   Huguenot High School, Chesterfield
               County Schools, Bon Air, Virginia;
               English teacher, grades 11 and
               12

PROFESSIONAL WORK:

     1990 -   presented a paper to the Conference of
               English Educators at the National
               Council of Teachers of English
               convention in Colorado Springs,
               Colorado on the role of reflection in
               the coaching process of the cooperating
               teacher working with a student teacher,
               "Factors of Influence on the Reflective
               Process"

     1989 -   served as chair for speaker session at
               National Council of Teachers of English
               Convention in Charleston, South
               Carolina on writing in the elementary
               grades, "Writing-To-Learn From
               Kindergarten to Second Grade: Providing
               a Purpose for Emergent Literacy

     1989 -   presented a paper at the Virginia
               Association of Teachers of English in
               Richmond, Virginia on classroom
               teachers becoming teacher educators,
               "Teachers Becoming Clinical Faculty
               Members"

     1988 -   workshop conducted for Liberty High
               School, Bedford County, Virginia on
               writing across the curriculum

1985 - 1987   served as Team Leader for Patrick Henry High School, a position in addition to full-time teaching, serving as a liaison between faculty and administration, a facilitator in achieving instructional and organizational goals of the faculty and the school, Roanoke City Schools, Roanoke, Virginia

1985 - 1987   developed and implemented the Alpha-Beta New and Beginning Teacher Program to assist approximately 20 new and beginning teachers each year in an on-going, year-round assistance program at Patrick Henry High School, Roanoke Virginia. This program consisted of a pre-school orientation, social functions, weekly guest speaker meetings, seminars conducted by the Team Leader dealing with professional concerns and problem solving, Roanoke City Schools, Roanoke, Virginia

1985 - 1987   designed and wrote materials for the New/Beginning Teacher Packet distributed to new members of Patrick Henry High School at the beginning of each school year, Roanoke City Schools, Roanoke, Virginia

1985 - 1987   developed and implemented yearly staff development plan for faculty and administration at Patrick Henry High School, Roanoke City Schools, Roanoke, Virginia

1987 -   participated as leader in an international foreign exchange program, accompanying Roanoke City School students to England and Scotland

1987 –   served as arbiter on committee to resolve policy disputes between students/parents and the school, Patrick Henry High School, Roanoke City Schools, Roanoke, Virginia

1986 –   served on the committee of the Virginia State Department of Education to revise the Standards of Learning for English and Language Arts K-12

1986 –   developed, organized, and led a faculty/administrators' two-day "Communication Retreat" at Natural Bridge, Virginia, addressing school goals and objectives, professional concerns, and future planning for Patrick Henry High School, Roanoke City Schools, Roanoke, Virginia

1985 – 1986 developed and conducted evening seminars for parents and students on study skills and test taking at Patrick Henry High School, strengthening the parent/school/student triad of commitment, Roanoke City Schools, Roanoke, Virginia

1985 –   Lawson, Judy. Book Review of Writing About Literature, Virginia English Bulletin, Winter, 1985.

1985 –   selected Teacher of the Month, Patrick Henry High School, Roanoke City Schools, Roanoke, Virginia

1985 –   participated as a Fellow in the Southwest Virginia Writing Project held at Hollins College, Hollins, Virginia

1984 - participated as leader in an
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