

TABLE OF CONTENTS

| | Page |
|---|-------------|
| TITLE PAGE | |
| ABSTRACT | |
| TABLE OF CONTENTS..... | iii |
| LIST OF FIGURES | viii |
| PART I: THE NEED TO SEE..... | 1 |
| Chapter 1. Introduction..... | 2 |
| Beginnings..... | 2 |
| The Emergence of Critical Pedagogy..... | 6 |
| The Quincy Schools: The Beginning of "Progressive Education" | 7 |
| John Dewey and the Social Reconstructionists: Progressive | |
| Beliefs about Education within a Democracy | 9 |
| Reproduction and Production Theories: Building Blocks of | |
| Critical Pedagogy | 13 |
| Critical Pedagogy: Seeking Empowerment Toward Individual | |
| Agency and Social Transformation | 16 |
| My Need to See | 23 |
| Connecting Theory with Instructional Practices at the | |
| College Level | 24 |
| Connecting Theory with Instructional Practices in an | |
| Elementary Classroom | 31 |
| PART II SEEING..... | 38 |
| Chapter 2. Method..... | 39 |
| A Research Stance..... | 39 |
| First Steps..... | 43 |
| Establishing My Presence as a Researcher..... | 47 |
| Data Collection Techniques | 59 |
| Interviews with Sarah | 59 |
| Informal Conversations | 62 |
| Classroom Observations and Fieldnote Construction | 63 |
| Collection of Documents, Artifacts and Photographs | 69 |
| Interviews with Others | 71 |
| Analysis and Writing..... | 74 |
| Ongoing Analysis | 74 |
| Rereading and Open Coding | 76 |

| | |
|--|-----------|
| Constructing Analytic Indexes and Focused Coding | 77 |
| Representing My Work through Writing | 80 |
| Writing Conventions | 82 |
| Validity..... | 83 |
| Chapter 3. A Story of a School Year..... | 87 |
| August 1996: Directions..... | 87 |
| Diversity within a Classroom | 91 |
| Student Direction within a Classroom | 94 |
| Feeling Safe within a Classroom..... | 96 |
| Getting There..... | 99 |
| September - October 1996: Unfamiliar Trust..... | 101 |
| September 4, 1996..... | 102 |
| September 5, 1996..... | 103 |
| September 9, 1996..... | 105 |
| Mid September | 106 |
| Late September..... | 110 |
| Early October | 111 |
| Mid October | 113 |
| Late October..... | 113 |
| November - December 1996: The Crucible | 115 |
| November 4, 1996 | 116 |
| November 6, 1996 | 118 |
| November 13, 1996 | 119 |
| November 15, 1996 | 124 |
| November 18, 1996 | 127 |
| November 20, 1996 | 130 |
| November 22, 1996 | 131 |
| December 2, 1996 | 133 |
| December 9, 1996 | 135 |
| December 11, 1996 | 137 |
| December 18, 1996 | 139 |
| December 20, 1996 | 140 |
| January - February 1996: Roots of Connection..... | 142 |
| January 5, 1997..... | 143 |
| January 7, 1997..... | 144 |
| January 15, 1997..... | 146 |
| January 17, 1997..... | 147 |
| January 22, 1997..... | 148 |
| January 23, 1997..... | 150 |
| January 24, 1997..... | 153 |
| January 27, 1997..... | 154 |
| January 29, 1997..... | 157 |
| February 5, 1997..... | 159 |
| February 7, 1997..... | 162 |

| | |
|--|-----|
| February 13, 1997..... | 164 |
| February 17, 1997..... | 164 |
| February 19, 1997..... | 167 |
| February 21, 1997..... | 169 |
| February 24, 1997..... | 171 |
| February 28, 1997..... | 173 |
| March - April 1997: Expectation, Guidance and Support..... | 174 |
| March 3, 1997 | 175 |
| March 4, 1997 | 176 |
| March 5, 1997 | 180 |
| March 6, 1997 | 183 |
| March 7, 1997 | 184 |
| March 12, 1997 | 186 |
| March 21, 1997 | 187 |
| March 26, 1997 | 189 |
| April 4, 1997 | 190 |
| April 11, 1997 | 192 |
| April 16, 1997 | 195 |
| April 25, 1997 | 199 |
| April 29, 1997 | 201 |
| May - June 1997: Refuting the Negative..... | 203 |
| May 5, 1997..... | 204 |
| May 14, 1997..... | 205 |
| May 16, 1997..... | 206 |
| May 21, 1997..... | 208 |
| May 27, 1997..... | 210 |
| June 10, 1997 | 213 |
| June 11, 1997 | 215 |
| June 16, 1997 | 216 |

PART III CONSIDERING 217

| | | |
|---|---|------------|
| Chapter 4. | Foundations: Belief, Relationship and Expectations | 220 |
| Belief | 220 | |
| Relationship..... | 225 | |
| Seeking to Understand | 227 | |
| Finding Ways to Enjoy | 228 | |
| Building Trust through Consistency..... | 230 | |
| Respecting Students and Valuing their Contributions | 232 | |
| Encouraging Collaboration with Parents..... | 235 | |
| Expectations | 237 | |
| Maintaining Learning Expectations | 237 | |
| Maintaining Behavior Expectations | 239 | |
| Chapter 5. | Developing a Framework to Support the Growth of Community. | 241 |

| | |
|---|------------|
| Purpose: Moral Intelligence | 242 |
| Struggle and Structure | 244 |
| Hopeful Invitations: Alarming Responses | 245 |
| Purposeful Restructuring | 249 |
| Distinctive Directions..... | 254 |
| Looking Beyond the Surface | 255 |
| Strategic Supports | 259 |
| Timely Discussions | 260 |
| Growth..... | 264 |
| Living Within the Unpredictable..... | 265 |
| Learning to Respect, to Assume Responsibility and to Care | 268 |
| Chapter 6. Extending Opportunities for Children to Contribute as Community Members | 272 |
| Dimensions of Authority..... | 273 |
| Multiple Pathways of Authority | 277 |
| Sharing Personal Knowledge | 278 |
| Decision Making | 279 |
| Inquiry | 282 |
| Teaching | 285 |
| Jobs and Responsibilities | 287 |
| Collaborative Learning..... | 289 |
| Continual Active Participation | 292 |
| Shifting Roles..... | 293 |
| Students as Agents | 293 |
| Sarah's Role: Bridging Students Toward Academic and Personal Growth..... | 295 |
| Chapter 7. Sources and Processes of Support for Sarah's Evolving Praxis | 302 |
| The Impact of Sarah's Students Upon Her Praxis | 303 |
| The Impact of Cultural Expectations Upon Sarah's Praxis | 306 |
| The Impact of the Eastside Community Upon Sarah's Praxis..... | 309 |
| Mixed Receptivity | 309 |
| Shared Values..... | 311 |
| Collaborative Relationship..... | 314 |
| Consistent Support | 316 |
| The Impact of Connections Beyond Eastside Upon Sarah's Praxis | 319 |
| Support from University Connections..... | 319 |
| Support from Family and Friends | 322 |
| Praxis as an Evolution..... | 325 |

| | | |
|-------------------|---|------------|
| PART IV | REFLECTING | 327 |
| Chapter 8. | Learning From Sarah: Evolving Praxis - Unwavering Commitment | 328 |
| | Evolving Praxis | 328 |
| | Unwavering Commitment | 330 |
| | Seeing Students and Inviting Them to See Themselves..... | 330 |
| | Nurturing the Growth of Community..... | 333 |
| | Growth . . . Over Time | 335 |
| | Considering My Own Beliefs and Practices | 338 |
| | External Applications | 339 |
| | Internal Understandings | 341 |
| | Considering the Future | 344 |
| REFERENCES | | 347 |
| APPENDICES | | |
| A. | Letter Verifying Research Approval | 361 |
| B. | Informed Consent Documents..... | 362 |
| C. | Listing of Data Collection Dates and Times | 368 |
| D. | Schedule of Audiotaped Interviews | 370 |
| E. | Confidentiality Agreement | 371 |
| F. | Context Web..... | 372 |
| VITA | | 374 |

LIST OF FIGURES

| Figure | Page |
|--|------|
| 1. The front wall within Sarah's classroom | 50 |
| 2. The writing center was positioned parallel to the right wall of the classroom..... | 51 |
| 3. A diagram of the spaces and furniture within Sarah's classroom..... | 52 |
| 4. The puzzle table which became my "home base" for taking fieldnotes | 53 |
| 5. The "rug area" in the back corner of Sarah's classroom | 88 |
| 6. Class expectations and a point chart were posted on the chalkboard..... | 108 |
| 7. The "Wednesday" acrostic that Sarah and her students constructed together | 120 |
| 8. The message board frequently held announcements that the children had constructed, including this "Dallas Wun" sign..... | 134 |
| 9. The Tewa village display and project cards constructed by Sarah's children..... | 141 |
| 10. As the children provided Sarah with information about China, she displayed their statements on a class chart | 145 |
| 11. Sarah's students contributed to this list of possible ideas for inquiry projects | 168 |
| 12. The "short i" spelling words that Sarah's students found in their African American reports | 171 |
| 13. Sarah's morning message for March 4, 1997 | 176 |
| 14. Sarah's note to the "Site-Based" Committee | 183 |
| 15. The children listed characteristics of "oobleck" that were classified as solid and liquid..... | 193 |
| 16. The "Things We've Done in Second Grade" acrostic compiled by Sarah and her students..... | 213 |