The Story of Rick Kleine

Chapter 6

Rick is White, married to a former teacher, the father of two daughters, and a teacher. He has taught in the same classroom in the same working-class neighborhood school in Vallejo, California, since 1987. He teaches fourth and fifth graders in a combination class and has been "looping" with half his class for the past several years. Rick is particularly interested in the social, emotional, and ethical lives of his ethnically and linguitically diverse students.

The case study of Rick Kleine presented in this chapter is a synthesis of this teacher's thinking about pedagogy across his 13-year teaching career (1987–2000). In this chapter, I describe how his thinking about teaching and learning developed over time, and how a theoretically cohesive teacher preparation program, such as the DTE program at UC–Berkeley, may have contributed to the development of his thoughts and actions regarding pedagogy. I begin by describing his teaching context and current pedagogical thinking. I also provide a description of his current classroom practices. I discuss influences from his personal life on his thinking as a professional educator because they impact his thoughts and actions as a teacher. I also analyze the nature, sources, and evolution of Rick's praxis and pedagogical beliefs over time, including changes in his personal metaphors for teaching. Finally, I highlight changes in Rick's pedagogical thoughts and actions since he started in the DTE program at UC–Berkeley in 1985.

This case study is structured differently that the three previous cases because I have written about Rick's earlier development in other places

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(Levin & Ammon, 1992, 1996). This chapter compares Rick's development between 1997 (Time 5) and 1999 (Time 6), which corresponds to his 10th through 13th years of full-time teaching. However, like the previous case studies, this one also ends with Rick's own reflections written during the summer of 2000 toward the end of this 13th year in the classroom.

DESCRIPTION OF RICK'S SCHOOL AND CLASSROOM: MAY 1999

Vallejo, California, is about 30 miles north of San Francisco. It is a fast-growing, blue-collar town where a downturn in the local economy and rising unemployment during the 1970s and 1980s led to boarded-up buildings, out-of-business signs, and out-of-work adults. Driving across the bridge over the Carquinez Straits on Interstate 580, you catch your first glimpse of Vallejo to the west. Looking down to the water below, you can see docks that belong to the California Maritime Institute where generations of Merchant Marines were trained. Vallejo was also home to Mare Island Naval Shipyard where many cruisers, battleships, and submarines were built and maintained between 1854 and 1996 when the shipyard was decommissioned.

As you drive through Vallejo, turn west toward now defunct Mare Island, and turn in the direction of Federal Terrace Elementary School, you can see the impact of losing so many jobs on this once viable and vibrant community. Federal housing that surrounds the school, which used to be bustling with military families, is now a ghost town with leaves blowing in the wind off the Bay, but no voices—only echoes of more prosperous times.

Federal Terrace, however, is still the neighborhood school for over 500 students in Grades K to 5. It is 1 of 13 elementary schools in the Vallejo Unified School District. The students who attend Federal Terrace come from mostly blue-collar and low-income *working poor* families. The 31 fourth- and fifth-grade students in Rick Kleine's class represent the ethnic diversity of Vallejo. They are mainly Black, Hispanic, Filipino, Pacific Islander, White, and Asian (Chinese), or a mix of two or more of these ethnic groups. For the most part, both of their parents work outside the home and have a high school education.

Like many California schools, Federal Terrace has several temporary trailers that serve as classrooms plus some space for both paved and grassy playfields. The main building and several wings of the school are all on one level with few interior hallways. Children enter and leave Mr. Kleine's classroom from a single door that opens onto the playground. His room is located at the end of one wing next to the boys' and girls' bathrooms. It is a long walk to the cafeteria and the main office, but Rick does not mind. He is a pretty independent teacher; his focus is on his students, not on school gossip or politics that he might hear if he were more focused on the adults in the school.

Rick came to Federal Terrace in the fall of 1987, having completed one of his student teaching placements in Vallejo at what is fondly known as the *Farm School.* Knowing that he would have support from the principal who first hired him, Elona Meyers, he chose to make the daily 45-minute commute from his home in Berkeley. He never left Federal Terrace, although he has thought about it from time to time. In fact, Rick is in the same classroom in which he started teaching well over a decade ago. Over 350 students have come and gone, but Rick's classroom looks pretty much the same from year to year. The students, however, are not the same when they leave Rick's classroom as when they enter it—but more about that a little later.

The floors of Rick's classroom are wooden, once finished but now scuffed, and the walls are painted a light institutional green. A large bank of windows faces the street on one side, where the empty doors and windows of an abandoned military housing project can be seen across that street. Chairs for 31 students and six large tables are clustered in the main part of the room. Groups of six to eight students sit around each table sharing one basket of school supplies. Their backpacks hang off their chairs, and their notebooks and other materials are scattered on top of and underneath the tables. There is a small alcove for storing coats and school materials near the door to the classroom. Sometimes two or three children will cram themselves into this small space to work on a project or read together. Chalkboards cover two walls and, in turn, are covered with posters with lists on them.

A rather large alcove at one end of the room provides space for three computers and a sink with storage cabinets underneath a paint-stained countertop. Science supplies, art materials, children's half-finished art projects, shoebox-size terrariums, and stacks of textbooks cover these countertops. One large table, piled with student notebooks and journals, sets this alcove apart from the rest of the room. Large posters of all types hang in front of the windows, on the walls, and from the ceiling. They are not commercially made posters with cute pictures and catchy sayings. Everything displayed around the room represents examples of recent student projects: Native-American masks, Venn diagram comparing two pieces of literature, lists of words (nouns, verbs, adjectives, adverbs), lists of mathematics vocabulary from a geometry unit, class procedures and lists of things to do when assignments are completed, student-generated lists of where and when you can see fractions and decimals used outside the classroom, famous people and what they are known for from a social justice book report and research project, a rubric for proofreading student writing, lists of favorite activities during the last 9 weeks, and lots of photos of the students at Vallejo's *Farm School,* which all students in the district visit several times a year. All of these posters are

products of student discussions and problem-solving sessions. All are done in Rick's handwriting, and all relate in some way to the academic, social, and ethical life of the students in this classroom.

The room feels vibrant and looks messy, but all the students know what they are supposed to be doing. At each table, students have specific jobs that rotate every month. Over each table, there is a poster made by the students of a state in the United States that they have chosen: North Carolina, Texas, California, Oregon, New York, and Connecticut. One person at each table is the governor in charge of the rest of the citizens at the table. Another student is the treasurer for the state, and there is also an environmental protection officer, a secretary, a technology engineer, and a supply clerk at each table. The treasurer's job is to collect lunch money, money for fieldtrips, or book orders from the citizens of the state. The treasurers take that money to Mr. Kleine so that only 6 or 7 students are at his desk each morning instead of over 30. The governor's job is to maintain order at his or her table, whereas the supply clerk gathers needed materials for any projects, and the secretary collects papers to be turned in among other tasks. Each environmental protection officer is in charge of monitoring the cleanup of the area around his or her table several times a day, and the technology engineer is in charge of the computer schedule and the disks for the group members.

Rick is definitely the CEO of the class, but each student has responsibilities to carry out every day. These table teams are very important groups. Rick arranges them randomly at the beginning of the school year. However, after the first 9 weeks, the students have to decide on their own tablemates according to parameters they decide on, such as equal numbers of boys and girls and a balance of fourth and fifth graders. The task of deciding on new tablemates every 9 weeks is just one of the many problem-solving and decision-making experiences that the students have throughout the year in this room.

In May 1999, I arrive at Rick's classroom about 8:30 a.m. with plans to spend the day observing. I have been in this classroom many times over the past 12 years as both a researcher and to supervise student teachers placed in Rick's classroom through the Developmental Teacher Education (DTE) program at UC–Berkeley. As I look around the room, I make notes—mental ones and extensive notes on paper—about what has changed and what is familiar.

When I arrive, the students are already engaged in playing a card game in pairs. The object of the game is to practice multiplication facts. Students choose two cards from the top of their own deck and multiply to get the total value. As I observe from near Rick's cluttered desk in one corner in the back of the room, one student draws a 9 and a King (9×13) and computes his answer (117) on scratch paper while his partner draws an Ace and a Jack

(1×11) and computes the total value (11) in his head. The winner, the student with the highest number for each turn, takes all four cards. The game goes on until one of the partners has all the cards from both decks. Rick is playing with one student and also observing the others.

About 20 minutes later, Rick blows the whistle hanging around his neck. He waits for complete quiet before asking the students to sort out their cards, have one person bring up both decks, get out their homework, and wait for the next direction. At Rick's command, "*Carry on,*" the students get busy sorting their cards and gathering up their homework. Less than 2 minutes later, Rick asks the students to pair up and discuss the strategies they used to do last night's homework. For the 14 fourth graders in the room this year, this means discussing how they sequenced information found on a time schedule and how they tallied the total time. For the 17 fifth graders, it means discussing how they lined up the decimal points and did some estimating to check their answers on a practice sheet about adding and subtracting decimals.

After about 7 or 8 minutes, Rick asks the students to find another partner and read each other their drafts of editorials that they also completed for homework. He also asks them to look at one of the charts on the wall in the front of the room that contains a list of criteria for this writing assignment. Rick goes over the items in the list, which the class generated earlier in the week, and he reminds them to rate each other from 1 to 5 on each of these criteria:

___ Neatly written	___ Written so audience can understand it
___ Paragraphs (3)	___ Uses descriptive writing
___ Pro paragraph	___ On the subject—NO BIRDWALKS
___ Con paragraph	___ Opinion paragraph has reasons for opinions
___ Written in student words	___ Factual information, not made up
___ Complete information from article	___ Title, date, name, spelling, punctuation

After 10 minutes, the students appear to be finished with sharing their editorials and doing their peer evaluations, but Rick is still reading some students' editorials. The class gets loud, and Rick asks the secretaries to collect the math homework, the supply clerks to collect the editorials, and the governors to collect the permission slips for their upcoming fieldtrip to the symphony. The treasurers are also asked to collect permission slips and pledge cards for next week's "Jump Rope for Heart" event. This transition takes a long time, but Rick waits quietly without saying a word. One child fi-

nally calls out, "*This is not talking time.*" Rick responds with a brusque, "*Thank you,*" and waits for their complete attention before proceeding.

When the students finally settle down, Rick talks with them about a schoolwide earthquake drill scheduled for later in the morning. After letting the children complain vociferously for a minute, Rick validates their feelings and emotions about earthquakes and earthquake drills and then asks them to practice how they will act during this drill. In between practice sessions, as they try to squeeze their bodies under their tables and stay quiet for at least a minute, Rick asks them to share solutions to conflicts that arise about the lack of space when six to eight children have to crowd together under a table that is no more than 3 × 4 feet. Several times he asks them to "*Give me your best*" and makes them practice four or five times until they get it right—or at least almost right.

All of this takes about 15 minutes, and then it is time to start math. Rick gives the fourth graders directions about their assignment and a new tool to use on the time schedule problem from the night before—a stopwatch. He emphasizes that they are to find a different way to solve the problems and discuss strategies they use with the partner with whom they will share a stopwatch. Later they write down their new strategies in their math journals, which Rick collects and reads after each assignment.

As the fourth graders move to various parts of the room to work with their partners, Rick calls the fifth graders to gather around the overhead projector at the front of the room. He asks them to summarize the data they recorded yesterday during a probability activity involving flipping coins. As Rick asks for ways that they recorded the results of their first 10 trials, he recognizes and praises a student who uses a good strategy to organize his data. On the overhead, Rick develops a chart based on this student's strategy of organizing the data by the number of times he flipped heads in every 10 trials. Rick then models how they might all pool their data and translate them into fractions and decimals. He does the first two examples with them and then asks them to work with their partner to complete the rest of the chart.

# of heads	# of trials out of 10	Fraction N/10	Equivalent fraction N/100	%
0	5	5/10	50/100	50%
1	6	6/10	60/100	60%
2				
3				
4				
5				

At 9:40 a.m., another teacher sticks her head in the door and reminds the class that the earthquake drill is imminent. When the siren goes off, the students are pretty noisy and a few shriek as they dive under the closest table. Rick makes them wait until they are quiet for a full minute before giving them instructions about going outside. A few minutes later, as we walk outside into the bright sunshine, he reminds a small group about showing respect to other people in the school when he finds them talking loudly near one of the portable classrooms that border the playground.

After a 20-minute recess and bathroom break, the students return to the classroom and go back to work on their math assignments. Later at PE time, Rick will ask everyone to run three laps around the grassy playground area near the ball diamond. He will remind them to pace themselves and not cut corners. Rick will walk the same path with several of them and talk with individual children while encouraging others to keep going. Rick later tells me that this break is intended to get them ready to concentrate for the rest of the morning and to shake off the emotions generated by the earthquake drill.

Later that morning during science, Rick gives directions about what needs to be accomplished with regard to the plant experiments they are in the midst of doing with their terrariums. Before dismissing them to make observations and record them in their science notebooks, Rick asks students to repeat his instructions one at a time. He also asks them to discuss how they might solve the problem of having limited space and only one sink. The students have several ideas, but there is no agreement. Instead of dismissing them, Rick takes the time to process this problem and encourage them to see patterns in this discussion compared to previous discussions when they have tried to solve other problems. Some of the students mention that they have been working on listening to each other's ideas without finding immediate fault in them. After a 10-minute discussion, he tells the students to "*Carry on,*" and they begin their assigned tasks: observing any changes in their terrariums, measuring their plants with handmade paper measuring tapes they made earlier, and recording their observations and measurements in their notebooks. As students finish their journal entries, they take them to Rick. After he reads their entries and asks them about their observations, most of the students get out a weaving project they have been working on for about a week.

Sometime during the half hour devoted to science, Rick talks privately with Antonio, tells him that he will need to go home today if he is going to hurt someone, validates his feelings as Antonio shares what Desmond said to him, and rubs his back. Rick then listens to Desmond's side of the conflict and asks the boys to talk together until they can decide what they are going to do about their conflict. Rick then talks to Tyler about not bothering other children, even if he is not interested in working on his weaving. He also talks with Tyler about quitting too easily when things get hard. He then moves on to talk to three other children who appear to not be using their time productively.

At 11:30, he asks everyone to clean up and get ready for PE. After their three laps, he calls them together to work on the same challenge game I observed him lead several years earlier with a different group of students. This challenge requires the students to organize themselves in such a way that the entire class can get through a turning rope in a sequence that starts off with one student, then two, then three students, then a group for four, and then five students, and so on until all of the class has made it through with no hesitation and no gaps. This class has been working on this challenge for about 3 days. Before they begin, Rick talks with them about what a class that is working together and being fair to each other would look like, sound like, and act like as they solved this challenge. He lets them know that this is a difficult challenge and asks them to experiment for 10 minutes with solving this problem. He also invites those who are not willing to try to stand aside. One boy takes the lead and suggests an idea, which they try. They almost make it, but then things fall apart and there is a lot of squabbling among the students. Some wander off. Rick says nothing and just keeps turning the rope as they try another student's idea. After nearly 40 minutes outside and no luck in meeting this rope challenge, Rick sends them inside for silent reading time before lunch.

The last time I observed this activity, which Rick uses to help prepare the class to work together during their end-of-year camping trip, the students were a bit more successful at listening to each other's ideas and trying them out. When I talk with Rick about this later in the day, he tells me that this class has only just begun to try to solve this challenge and the other group had worked on it longer. He also tells me that he does not interfere as much or direct them about how to solve the challenge. He also does not settle their conflicts because he has done this often enough that he knows they will eventually find a solution and learn to work together. Instead he says he has learned to trust the process and understands that it takes more than a few days.

Later on after lunch, Rick gets out his guitar and sings with the students. By this time of year, they have a whole repertoire of songs, and every student is enthusiastically involved. After playing and singing five or six requests, Rick talks with the class about which songs they want to sing for a school assembly next week. They discuss what criteria they should use to select songs appropriate for children of all ages who will attend the assembly. Nothing is decided before it is time for Reader's and Writer's Workshop, which goes on for the next hour and concludes the academics for the day.

RICK'S TEACHING CONTEXT

Rick continues to teach about 30 to 32 fourth- and fifth-grade students each year in the same classroom at the same school he began teaching in after his graduation from the DTE program in 1987. The school has been on a year-round teaching schedule (14 weeks on, 5 weeks off) for about 8 years. Rick has never particularly liked this schedule because he feels that he has to start school four times a year and thinks that he and the students lose their momentum at the breaks. They then have to spend time getting back into the routines that were flowing so well before the break (Clinical interview, Time 4, May 1993).

Recently, Rick has been able to *loop* with his fourth-grade students so that he has half his class for 2 years. For Rick, this opportunity to work with students over a longer period of time is one of several factors that keeps him from changing schools or school districts. He says it helps him feel like he can make a difference in his students' lives. He feels that looping gives him more freedom to help his students develop into the kind of people he wants them to become, and it also gives them time to get used to him and the expectations he has for them:

> *I have a good situation right now with the looping. I'd like to see that out. I need more practice at that. I want to see what they can—I want to push that and see what it can do. . . . The reason I want 4-5 now is because of this looping thing. It's what I've wanted all along. And I finally got it and I'm happy with it . . . and in the looping situation where half the class is already comfortable here and knows me real well, I can work on how to integrate them quickly and make them empowered to speak and to take leadership. . . . The wonderful thing about the looping thing is that I get two years with them, so I don't feel any pressure. If we spend more time on something that feels real important or they're real invested in, I've got a whole year to make up the time. I'll figure out some way to get all that other stuff done. You know, if we don't study the Gold Rush we'll do it next year. Who cares? I love it. It's so free. It's incredibly freeing. So we've spend more time on certain projects because I don't feel like I have to finish it by the end of the year.* (Clinical interview, Time 6, May 1999)

In his teaching context, Rick also continues to value his colleagues and especially the ongoing support of his principal, Elona Meyers, who he considers to be exemplary (Levin & Ammon, 1996). Rick's principal continues to engage him in discussions of educational methods and theories, and she challenges him to grow as a teacher:

> *I have a principal who understands what I do and values what I do. I'm not sure I could do what I do just anywhere. . . . Not everyone at this school teaches the way I would like them to, but I believe that everybody, every teacher at this school truly cares about kids and is trying to do the right thing for kids. . . . I need to be around people like that.* (Open-ended interview, Time 6, May 1999)
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> *My principal's great about bringing in whatever's new—it used to be new to me but now I know it about the same time she does, so it's—she's become less of a resource in terms of bringing something new to me, but still the same kind of resource in terms of being up on it. So, when I talk about it with her we're on the same page. I'm not teaching it*

to her, we're learning it together . . . and that's important. (Clinical interview, Time 6, May 1999)

Another important aspect of Rick's teaching context is that he feels part of a community at his school. For example, each Monday at lunchtime, Rick regularly joins several of the teachers at his school to share and talk about their triumphs and tribulations. For Rick, this is an opportunity to talk about teaching, share perspectives, and problem solve with his peers. This is similar to the kinds of experiences he tries to establish for his fourth- and fifth-grade students. He believes strongly that his students should also work in groups, learn from their peers, and be engaged in activities that allow them to understand each other's perspectives and see how others might solve a problem.

I want to be in this really dynamic environment where people are thinking about the same kind of things that I am and they are working with their kids and when I get them they have already had a few years of it and I can take them someplace new with that, they have some background in them. I have a lot of energy for that. What we are doing on these Mondays is a part of that. It is satisfying something for me. I didn't think it would but it really surprised me. (Clinical interview, Time 5, May 1997)

In recent years, Rick has also engaged in several professional development opportunities with other teachers at his school. He feels these are helping him stay fresh and open to sharing and exploring ideas to see how they fit with his philosophy. For example, since 1997, his school's affiliation with the Developmental Study Center (DSC) has been a good match for Rick's goals for his students:

I guess the biggest thing that's changed is that our school got a grant to work with the Developmental Study Center, so they came out here. And I've been incorporating a lot of what happens in Developmental Study Center and a lot of the reading, that along with the cooperative adventures stuff that I've always done . . . and that's probably the biggest change. (Open-ended interview, Time 6, May 1999)

This is the other thing that the DSC helped me do. It helped me to frame what I do. I'm trying to create academically and socially and ethically responsible kids. And it makes—what I do is I look at everything I teach and I think about "Does it meet all three of those criteria?" If it doesn't then I have to stop doing it and I have to do something else. (Clinical Interview, Time 6, May 1999)

In summary, Rick's teaching context remains very stable in that he has taught in the same school for many years. Although he does not relish the year-round schedule at this school, he feels that he has an ideal situation because he is able to loop with his students as they move from fourth to fifth grade, which allows him to work with his students for 2 years. Furthermore, he continues to have the support of a principal whom he admires, as well as teaching colleagues with whom he feels comfortable sharing and problem solving on a weekly basis. He also continues to engage in schoolwide professional development opportunities that engage and challenge him. These professional influences on Rick's thinking, along with the personal and family influences in his life described next, influence Rick's current pedagogical thinking about children's behavior, development, learning, and teaching.

RICK'S PERSONAL LIFE: FAMILY LIFE AND OTHER INFLUENCES

Although Rick does not like the choppiness of the year-round schedule at his school site, he does like having time during the year to volunteer in schools that his daughters attend in another district. In fact, comparing his daughters' classroom curriculum and activities and their achievement with his own classroom practices and his students' achievement has provided him with insights about his own students' needs.

My own kids . . . when you look at your own kids going through and you see what is missing from their school. . . . It has made me look really hard at what I am doing. How would a parent look at what's going on in here? Am I communicating well with the parents? Do they understand? Do they care? I think they are just happy that their kids are happy. (Open-ended interview, Time 6, May 1999)

Besides enjoying the opportunity to talk with his colleagues and educators from the Developmental Study Center about teaching, Rick especially loves being able to discuss teaching and educational ideas with his wife, Julie, who returned to the Graduate School of Education at UC–Berkeley for a Ph.D. in 1998. Julie was also a classroom teacher for many years, and Rick values her opinion.

My wife—she's a resource just because she understands all the stuff and we can talk things over. She's a teacher, she knows about this stuff. We can collaborate that way and talk through things that we're in flux about. But she's also a resource for me because she reads so much educational material that I can't get to. (Open-ended interview, Time 6, May 1999)

From Rick's point of view, his wife's experiences are a big influence on his development as a teacher because her own learning impacts his learning, especially as he tries to apply what he is reading and discussing with her to his own classroom praxis:

I guess the other big influence that's happening is Julie going back to school. She's teaching me all kinds of things, keeping me up on all the literature. . . . There's just too much to read. I can't read that fast. She's good at it, but I pick up snippets and stuff and I let her give me the Cliff Notes version of stuff so I'm learning and relearning a lot of what I know and applying it to what I do. It's nice. It's nice to hear those theorists' names again and hear what they're talking about and thinking about how that fits with what I'm doing and whether I'm really putting that into practice or whether it's just ideals. And then trying, I guess, the big, the struggle is always to think about those things and how do you put that into practice with kids. . . . So that's it's a challenge; it's fun. (Open-ended interview, Time 6, May 1999)

From Rick's perspective, his interactions with his wife greatly influence his thinking because he reads or rereads and discusses educational theory and research with her. This appears to influence his thinking in two ways: First, Rick sees these conversations as opportunities to think more about things that he is in flux about. Second, Rick always tries to use his readings and discussions with his wife as opportunities to think about and solve problems in his classroom, and especially to help him understand individual students in his class.

And then, just books. Books, books, always books. I'll get one author and then that author will lead me to some other author. Just some new take always on how to present this, how to think about it, how to frame it, make it easier for kids, or make it easier for me to understand and make it part of a life. (Clinical interview, Time 6, May 1999)

With regard to the influence of the books he reads, Rick talked about reading William Glasser's work on control theory at Time 5 in 1997 (during his 10th year of teaching) and how this had an influence on his thinking about children's need for fun and freedom. At that time, he said that Glasser's theories helped him shift away from feeling that it was his job to control his students. Reading and discussing Glasser at that time appeared to be a catalyst for helping him enact his understanding that students need to develop internal mechanisms for controlling and accepting responsibility for their own behaviors. In the same way, reading Howard Gardner's theories about multiple intelligences and learning more about learning styles also provided Rick with the impetus to change his curriculum so that every student could find ways to be successful in their learning. Other authors such as Alfie Kohn (specifically his 1993 book, *Punished by Rewards*) and James Comer (writing about involving parents and the community in schools) also influenced Rick's thinking about his students and his teaching context.

I think the biggest change for me, about 2 years ago I read Punished by Rewards, and that radically changed what I do. Not because I was using a really strict behavioral rewards system like that, but there were remnants, large remnants, of do this—do this and you'll get something—structure about what went on in here. Which is not to say that there aren't remnants of it still. But I'd say that's the biggest change. I've tried to work really hard to eliminate those things and to have negotiation and thinking about those basic needs without control theory, and thinking about freedom and fun and there are needs for those things. (Open-ended interview, Time 5, May 1997)

In summary, from Rick's perspective, the things that changed personally for him between the Time 4 interviews and observations in 1993 and the Time 6 interview in 1999 included his wife going to graduate school, having ongoing opportunities to share and discuss educational issues with her, and also discussing the books he reads with her and other professionals.

CONTEMPLATING CHANGES

Nevertheless, as many teachers do around their sixth or seventh year of their careers, Rick began thinking about whether he wanted to remain in teaching and stay at his present school. At Time 5 in 1997, during his 10th year of teaching, Rick reflected back on his thoughts about this issue.

I think the biggest change personally has been what I was talking to you before about feeling that everything was passing me by and that there was all that information out there that I'm not accessing or privy to. People are learning things I don't know, which drives me insane. I'm a hunter-gatherer and Julie is just learning all these new things and trying out all these new things. She was filling out her resume this weekend—it has a million things on there—so I've been dealing with that and trying to think through—Do I really want to go off and do a bunch of things? And the answer is NO. I really like teaching, I'm really happy teaching. Do I need to push myself to try some different things? YES, probably, and I think for me that is the answer. It's not so much that I need to remap my whole life. I need to branch out a little, and so I'm putting myself on some committees. When I first started, I was on every committee possible and then about midway, my 6th year, I said I need to concentrate on my classroom. And now I have been hibernating too long and so I'm trying to get myself out again and get back on the committees and when people offer me things I'm going to say yes instead of no. (Open-ended interview, Time 5, May 1997)

When I interviewed Rick at Time 6 in 1999, toward the end of his 12th year of teaching, he had considered and dismissed the idea of leaving his school and district for another teaching position closer to home. Although he often felt that his daily commute interfered with having more time for his family, Rick decided to stay where he was for several reasons: his principal, having established a reputation at his school, and because he was able to do the things he wanted and needed to do in his teaching, such as looping with his students so that he could work with them for 2 years.

I started thinking about what I have here and . . . I thought about it and I guess what turned me around was that—you know. I have a certain amount of reputation here that's nice. I don't have to explain myself here. I have a principal who understands what I do and values what I do. I'm not sure I could do what I do just anywhere. And I feel like I'm at a school . . . not everyone at this school teaches the way I would like them to, but I believe that everybody, every teacher at this school truly cares about kids and is trying to do the right thing for kids. . . .

I'm not here for life, I don't think. I don't know. But I realize that—you know my father always used to say, "Never make a change for the worse." I started thinking that this might be one of those times. I might be changing just for change's sake and I don't know if I need to do that. I have a good situation right now with the looping too, I'd like to see that out. . . . (Open-ended interview, Time 6, May 1999)

EXAMPLE OF RICK'S CURRENT PRAXIS

Based on observations of Rick's teaching at Time 5 and Time 6, during his 10th and 12th years of teaching, it became clear that his thoughts and actions are highly coordinated. That is, what he talks about in his interviews and what he does in the classroom are very congruent. His stated goal is to help his students develop into academically, socially, and ethically responsible people. Toward this end, Rick designs learning activities to meet this goal. For example, he uses Literature Circles and Writer's Workshop as structures for teaching reading and writing to his fourth and fifth graders.

When I observed in May 1999, Rick's students had already selected chapter books they wanted to read from about eight class sets available to them. Earlier, Rick previewed each of these books for the students and allowed them to make their own choices. They were already well into reading their self-selected novels during this particular observation. After lunch, the students spread out around the room to read either alone or in pairs and then regrouped to discuss their reading in their small Literature Circles. The discussion leader for the day posed a question from a series of generic questions Rick had brainstormed with them earlier. After talking with those who were reading the same novel, Rick asked them to meet with a student from a different group to talk about their respective books.

Following this, the students each wrote in their literature journal about today's reading and small-group discussion. When they finished recording their most recent responses to the novel and the discussion with their peers, they began to work on their writing. The afternoon routine of Reader's Workshop flowing into Writer's Workshop lasted for over an hour. During this time, Rick met with each literature group briefly to talk with them about their book. He made sure that each student told him something about their reading or the group's discussion today. A parent volunteer arrived in time to work with several of the Literature Circle groups and stayed to help conference with the students about their writing.

For over an hour, these fourth and fifth graders worked with their Literature Circle groups, met with Rick to talk about their book, and then worked independently or sometimes with a peer on their writing. The shift from reading to writing was very subtle because the students were working at different paces in both areas. They were also self-directed and clearly knew what they were supposed to be doing.

Of course, Rick monitored the whole group, but his focus was on talking with small groups of students about their reading and then talking with individuals about their writing. Rick did not solve any problems that arose for the students or tell them how to do something. Instead I observed him asking questions of the literature groups and individual students. However, he did remind both individuals and the whole class at times of his expectations and their current responsibilities.

Observing how Rick set up and facilitated reading and writing in his classroom matched what he talked about in his interview at the end of the day:

What I wanted the afternoon to be is really Language Workshop. We call it Writer's Workshop rather than Language Workshop just for them because it's too confusing. They need the separation in language, but basically what I want them doing all afternoon is reading and writing, making choices about that, and learning how to do what adults do, which is book "talk" and write "talk." And so that's what the whole process is. The idea is that they choose a book . . . they choose a group—they have to choose a mixed group. For them mixed means 4th and 5th grade mixed and boy and girl mixed. They decided on that. That is what mixed was going to mean. They first choose a group. They then together choose a book that they all agree to read. They find good places to read. They sit down and they read. They figure out how to take turns. They figure out how much each person's going to read before the next person reads.

And then when they're finished, I stop them at a set time . . . and their job is to pick somebody to summarize each day. Somebody different every day. . . . And everybody else's job is to add on anything that they missed-anything important. . . . We've talked a lot about what minor details are and what major details are. And then after they've finished the summary, then they're supposed to choose a discussion question—something a little more meaty to discuss. What are the characters like in this story? How are these characters similar to stories they've read—the characters in other stories they've read? How is this book similar to another book that they might have read? If you were a character facing the decision that the character is in the book, how would you have handled it? There's a list [of discussion questions] and we've gone through them all earlier. First I just let them go through every single one of them in order. Then I started giving them 4 or 5 to choose from each day and doing a different 4 or 5. Now they probably need to do that again. They've forgotten since we've gone on break. They've forgotten all the options they have, but anyway, they have the list someplace, too.

Then, they come and tell me when their group is finished with that and they go on with their writing project. They have a notebook and they are working on some kind of

project. Some of them are taking off on something that they're reading and they're writing response is extending the story or they're rewriting the story from a different point of view. Others of them are working on different kinds of projects from comic book writing to . . . a bunch of kids now are really into horror stories, which is really great. I hope they keep it up because writing a horror story is a great way to talk about suspense and dialogue and drama in writing—you have to be descriptive to write horror or it's not horrifying. There's nothing horrifying with "the guy walked in and stabbed him with a knife three times." So I'm hoping they stick with that. . . . (Clinical interview, Time 6, May 1999)

In asking Rick to elaborate on what has been going on with his teaching of reading and writing in the time since my last observation, Rick described changes in his praxis in this way:

I think the big difference that's changed in the last few years for me is that I've really started to—I really wanted to know more about what each kid could do and where their thought processes were going and why they were writing the kinds of things they were writing. And how to get them from one place to the next—to move them further along and to be more individualized about that. So I've really made an effort to conference with them individually much more often both in reading and writing, and when they come to me I'm asking them about what they decided to discuss. I don't really want to hear the summary. The summary is kind of inconsequential to me. . . . So I'm looking for what kind of things they're discussing. I want to hear from each person about what their discussion was, what they thought about it, what was their idea. I want to impress upon them that I'm expecting each person to be involved, be part of that group. That's the part that's really much better now. When they have discussions, 90% of them are really involved in that discussion. They know they are supposed to and they get into it and they do it so I'm happy about that. So it's just I want to make sure that I have—the thing for me now is that I want to make sure that I touch base with every single kid in reading and writing every day. (Clinical interview, Time 6, May 1999)

From this example of Rick's classroom practice, it is clear that his pedagogical actions in the classroom are congruent with his expressed goal that everything he does should have academic, social, and ethical value for his students or it is not worth doing. It is also clear that he has shifted the responsibility of learning to his students by establishing situations where they are responsible for making choices, working together with their peers, solving problems in their groups, and learning in a social context.

RICK'S CURRENT PEDAGOGICAL BELIEFS

Every time I observe and interview Rick, I ask him what goals he has as a teacher and what he most wants to accomplish, which is one of the clinical interview questions. Most recently, in May 1999, Rick responds clearly and succinctly: "*Academically, socially and ethically responsible kids. Kids who know how to win in any contest*" (Clinical interview, Time 6, May 1999).

In response to my question about how he sees his students as being different after being with him, Rick states:

I guess the general kind of lens that I'm looking for is a sense of self-evaluation. The ability to value giving your personal best is very important to me. It's one I'd like to pass on to them. So we spend a lot of time talking about that. What your best looks like. . . . They self assess a lot. I ask them—I cause them to do it a lot. Through portfolios and through individual assignments and through—and not just on content, but everything—you know we did it outside, too. You know we talked about getting them to visualize. That skill of being able to visualize and see the possibility of something different in order to get beyond the concrete, the factual—and see how it could be different. (Clinical interview, Time 6, May 1999)

He also describes the teacher's role in the learning process in the following way:

I would describe my role as the . . . definitely that facilitator model. I see myself not so much as teaching content, but teaching them how to learn, how to access things. And so I spend a lot of time working with them, thinking about how to prepare themselves, how to have the right tools available, how to—kind of clueing them in on the social customs, and the educational customs, and academic customs, and ethical customs of a society. And then how to research—how do people who are good at math go about the business of problem solving? . . . My role also is to give them space. Let them struggle. Make them feel comfortable struggling. Create an environment where struggling is valued, where effort—pain staking effort is valued. And an understanding of the value of practice and the value of mistakes as information . . . in a place where they're supported and have people collaborate with them. (Clinical interview, Time 6, May 1999)

CHANGES IN RICK'S PEDAGOGICAL BELIEFS OVER TIME

Although these responses appear similar to the answers Rick has given to these same questions over time, especially seeing himself as a facilitator and guide of student learning, there are qualitative changes evident in his thinking. For example, at Time 2 in 1987, when Rick was about to graduate from the DTE program at UC–Berkeley, he stated that he wanted to be a facilitator and set up a learning environment and experiences for his students and then guide them through their interactions. At that time, Rick's overall pedagogical understanding was coded as Level 3 in the Ammon and Hutcheson Model of Pedagogical Thinking because he was not quite able to think about the importance of teachers knowing what they want their students to get out of particular learning experiences, just that they want to

provide such an environment (see Appendix A). At that time, setting up learning opportunities seemed to be enough for Rick.

By Time 3 in 1990, after 3 years of teaching, Rick had a much better sense of not only what he wanted his students to learn from his lessons, but also how he was going to begin to help them think like a mathematician or a social scientist. He still expected to be a facilitator and guide who would be there to ask questions at the right time, and he believed in promoting disequilibrium, challenging students' thinking, and encouraging risk-taking (Levin & Ammon, 1992). Hence, although Rick still believed in the value of earlier thinking about providing a hands-on, active learning environment, and he continued to believe that his role as the teacher was to guide and facilitate learning, his pedagogical understandings were becoming less global and more differentiated. However, as developmental stage models predict (Kohlberg & Armon, 1984), Rick did not completely abandon earlier ways of thinking. Rather, he included them in his more advanced schema of pedagogy as it developed. In fact, his idea that his role should be one of a facilitator and guide became a logical necessity. However, what continued to develop over time—with more experience and thoughtful reflection on his role as a teacher—was Rick's understanding of how he could facilitate learning and a more purposeful approach to setting up the learning environment for his students.

By Time 4 in 1993, when Rick had been teaching the same age students in the same school for 6 years, his understanding of pedagogy continued to advance (Levin & Ammon, 1996). At this time, he still felt the teacher should guide and facilitate learning, but he saw that this should happen in both social and academic domains. He was also beginning to encourage his students to think about their own thinking and learning (metacognitive thinking) in much the same way he was thinking metacognitively about his praxis. At Time 4, Rick saw that his role as a teacher still included asking challenging questions, offering choices to students, and encouraging independence, but he now saw that these things had to be done in both the social and academic worlds of his students. After 6 years of teaching, he understood that learning is interconnected with everything social and academic as well as the child's development, which is a Level 5 way of thinking about pedagogy according to the Ammon and Hutcheson model. At this time, he also understood that it is the students who have to resolve their disequilibrium, not the teacher, and that when students experience disequilibrium they often have to reorganize everything they know into a new way of thinking about things. This kind of thinking represents many aspects of Level 5 thinking in Ammon and Hutcheson's model, and Rick's thinking about pedagogy was becoming more integrated within and across domains—also a Level 5 way of thinking.

By Time 5 in 1997 and Time 6 in 1999, when Rick had been teaching fourth and fifth graders for 10 and 12 years, respectively, he continued to

see the teacher's role as that of facilitator and guide. However, by his 10th year of teaching (1997), Rick also believed that his job included setting parameters or boundaries for the learning activities and then guiding students choices within those purposeful boundaries. He could no longer imagine just setting out materials to explore or designing learning activities without specific academic and social purposes in mind. For example, he routinely and explicitly integrated academic lessons (such as language arts) with developing students' skills (such as listening) while also encouraging the social needs of students this age (such as developing empathy and perspective-taking while learning to listen to others as they worked in groups). By his 10th year, he also began to embrace and use the concepts of learning styles and multiple intelligences as means to provide various access points to learning opportunities for his diverse students and as ways to meet their individual needs.

At Time 5, after 10 years of teaching, Rick's actions and classroom practices were in sync with his level of pedagogical understanding of teaching, learning, behavior, and development. In fact, the examples he provided in his interviews to explain his thinking and the lessons I observed were very tightly coupled. Everything about his praxis was integrated with his pedagogical understanding, which is an excellent example of Level 5 understanding in the Ammon and Hutcheson model. However, at Time 5 in 1997, Rick still felt that he should be in charge of making this all happen for his students. He was not content to provide catalysts for helping his students learn. Rather, he felt he had to control this and make it happen. He felt that he was not only the facilitator and guide for learning, but also the director.

ADVANCES IN RICK'S PEDAGOGICAL THINKING: IS THERE A LEVEL 6?

After observing Rick for the sixth time in 1999, which was near the end of his 12th year of teaching in the same context, I began to wonder if there was an even more advanced or sophisticated way to think about pedagogy than described as Level 5 in the Ammon and Hutcheson model. I wondered if there could be a sixth level and what a Level 6 way of thinking about pedagogy would look like. However, I was doubtful that I could describe it given limitations in my own development as a teacher, teacher educator, and researcher. However, after reanalyzing his interviews over time from 1985 to 1999, charting and comparing his responses side by side in tables, and connecting them to my observations in his classroom, I believe (based on Rick's thoughts and actions) that there may be a Level 6 way to understand pedagogy that is qualitatively different from Level 5.

Based on Rick's interview and observation data, I suggest that the following features may be hallmarks of Level 6 understanding of pedagogy:

- The goal of instruction is for students to attain the attitudes, skills, and self-awareness to be responsible for their own learning, although understanding that if students do not have a passion or a need for learning they may not be ready for this.
- To obtain these learning objectives, students must learn to be responsible for their own learning and behavior both individually and within their groups; they must be allowed to select their own groups, make their own rules within their groups, and resolve their own conflicts; they must become aware of their own learning styles; and they must also begin to think metacognitively about their learning.
- Teachers teach by having academic, social, and ethical purposes for all learning activities. They must know each student's thought processes well enough to differentiate instruction for every child when needed. They must touch base with every child every day about their learning, and they must regularly and consciously use problems and conflicts to model, discuss, and think metacognitively with the students about possible resolutions.

If these are hallmarks of Level 6 thinking, then the teacher is still a facilitator and guide, but no longer feels the need to control the outcomes of instruction or determine the outcome of any problem solving. Rather, the teacher's role is to set up a learning environment that allows students to learn how to make good choices, understand the consequences of their actions and decisions, resolve conflicts, and take risks. Furthermore, the teacher must do all this in a thoughtful and conscious way that includes consideration of the social, academic, and ethical dimensions of the problems to be solved or material to be learned.

CHANGES IN RICK'S METAPHORS

In addition, comparing Rick's metaphors for teaching across time is telling and represents another way to show how his thinking about pedagogy has changed and developed over time. His current image for his teaching may also provide a good metaphor for Level 6 thinking.

In the beginning, Rick told me that his metaphor for teaching and learning had to do with growing: "*It used to be the plant metaphor. That's always a good one for me. . . . I used the plant one for a long time.*" When I asked Rick about a metaphor for his teaching in 1997, at the end of 10 years of teaching, his response was the same as it had been in 1993 after 6 years of teaching. His metaphor was still the *Monkey's fist,* which represents a complex

knot of rope that Rick wears daily around his neck. The three strands of the rope are symbols for trust, risk, and cooperation. One of the concepts behind the Monkey's fist is that you cannot achieve or learn without making mistakes and taking challenges, and that you cannot really do these things without trust, risk, and collaboration.

Rick's students have the opportunity to earn the Monkey's fist necklace during or after their annual year-end camping trip, although not everyone earns it their first year with him, and some never earn it. For Rick and his students, the Monkey's fist represents that they have (a) pushed themselves to try something that is difficult for them personally; (b) made a good, conscious decision to take risks; and (c) learned something about themselves as a result. Rick explains the Monkey's fist this way:

> *When I talk to them about the Monkey's fist, I talk to them about the marble that is inside. For me it symbolizes the challenge that I work on for myself and that I choose for myself every year. And I talk about what it is and how my wearing it doesn't say that I conquered it. It's not a trophy but it is something that reminds me. It's there and it tells me that this is the thing that you said you were going to try to do, and that I screw up all the time, but it reminds me that I need to keep putting effort into that problem and it's not something I'm going to overcome—it's just always going to be there.* (Clinical interview probe, Time 5, May 1997)

In 1999, toward the end of his 12th year of teaching, Rick's metaphor had changed. This surprised me at the time, but in thinking about Rick's newest metaphor for his teaching—that of a *flowing river*—I believe it is appropriate and captures a new quality to his thinking about pedagogy, especially about teaching and learning.

> *There's something about water now that's been grabbing me lately. Something about being on a river. And how rivers deal with obstacles . . . sometimes they're powerful enough to push through them and sometimes they don't need to be that powerful; they can just go around or under and I guess—that's important for me now because of the flexibility that that allows for. There are some times that I have to just be determined and plow through something and other times, that's just beating your head against the wall and there's other ways to be creative about it.* (Clinical interview probe, Time 6, May 1999)

According to Csikszentmihalyi (1975), flow is, "the holistic sensation that people feel with total involvement" (p. 36). The person in a state of flow "experiences a unified flowing from one moment to the next, in which he is in control of his actions, and in which there is little distinction between self and environment, between stimulus and responses, or between past, present, and future" (p. 36). In Rick's case, I believe this captures the essence of his total immersion in his teaching, his attunement to his students' individ-

ual needs, and his conscious striving to meet those needs at every moment of the day. It also matches his goals for his students as they work to become a cohesive unit able to solve their own problems and understanding of the needs of others in the group and not just their own. Being in a state of flow means that you are working in harmony with others and looking after the good of the whole and not just the parts, which is certainly a stated goal that Rick has for his students. Perhaps a Level 6 understanding of pedagogy represents flow as well.

The concept of flow can be traced back to the eastern philosophy of Tao, which urges harmony and the natural order of things. Taoists believe that there is a natural order of things in life and that change, like a flowing river, is perpetual. Taoists also believe that we can best facilitate flow by unblocking it and removing obstacles from its way, which aptly captures Rick's current efforts as a facilitator and guide in his classroom as discussed earlier.

SUMMARY OF CHANGES IN RICK'S PEDAGOGICAL BELIEFS AND PRAXIS

Influences on the nature, sources, and evolution of Rick's praxis and his pedagogical beliefs appear to be both professional and personal. Personally, the development of Rick's thinking about pedagogy over the past several years has been influenced by seeing his own children develop and learn, especially as he compares their experiences after observing and volunteering in their classrooms with his own students' experiences and development. Rick's personal life also overlaps with his professional life. This is partly because he is married to another educator with whom he shares professional interests, but also because he has opportunities for ongoing dialogue with her about issues and theories of teaching and learning. Reading and discussing books about education, which Rick does regularly, is also a place where Rick's personal and professional lives overlap because he often discusses ideas he is reading and thinking about with his wife, his principal, friends, and sometimes his colleagues.

Professionally, Rick's thinking about pedagogy continues to develop in a school climate where he has colleagues he values, ongoing professional development opportunities that he can connect to, and a principal who supports and challenges him to continue thinking about pedagogical issues. At Time 5 in 1997, Rick described some of these influences this way:

> *I'm at the point where these Monday meetings are good for me because I'm trying to explain what I'm doing to somebody else and I'm really having to process it so much more deeply and catching myself in ways that I wouldn't if I was just doing it. The process of talking about it has really helped me. I am hoping this Developmental Studies Center project goes through and that will be a great source of change for me for sure. Some of the people in that group are also readers of educational literature and we've been tossing around titles to read.* (Clinical interview, Time 5, May 1997)

Two years later, at Time 6 in 1999, Rick described what happened in his class as a result of his professional development experiences with the Developmental Study Center:

> *I've been incorporating a lot of what happens in Developmental Study Center and a lot of the reading, along with the cooperative adventures stuff that I've always done. . . . It was only a year but, you know, it was enough for me. I went on and I read a bunch of stuff and found all these really good books about it and I got what I needed from it . . . it wasn't so much an eye-opening thing. It wasn't something I didn't know, but it put . . . into terms these ideas about "fairness" and "kindness" and "caring" and "responsibility." Being able to put it into those kinds terms for kids is really important. I was always talking about those kinds of things. I was always talking about these kinds of values all the time. But labeling them for kids and having that be a consistent part of what we talk about has made a huge difference. It's just so much, it's just being taught better. You know, it's the difference between teaching something for the first time and then going back to it and fixing all the problems, working out the kinks. It just feels smooth, it feels easy.* (Open-ended interview, Time 6, May 1999)

For Rick, opportunities to read and discuss books at both home and school, followed by his own efforts to test out his thoughts in his classroom, have influenced the development of his praxis and impacted his thoughts and actions. "*I sit at home and I think, 'OK, is this going to meet their needs academically, socially, ethically?' If it doesn't, then I change it*" (Open-ended interview, Time 6, May 1999).

IS RICK'S PEDAGOGICAL DEVELOPMENT UNIQUE?

Many of the factors—personal or professional—that might impact a teacher's development, especially a teacher's understanding of pedagogy, may not be the same as those that have influenced Rick's thoughts and actions. Other educators, even career teachers like Rick with many years of experience working with the same age group of students in a stable and supportive context, might not continue to develop their pedagogical understanding. For example, not all teachers continue to read and think about educational theory and research beyond their formal training. Not all teachers have personal relationships with other educators beyond their colleagues at school or have the opportunity to visit other schools and classrooms to observe and work with children in different contexts. Not all teachers even identify their sense of self as a teacher (Nias, 1989a). Not all

teachers work in supportive places, experience effective professional development, or have quality principals who nurture their growth. Furthermore, there seem to be personal, internal factors that are necessary for continued growth as a teacher.

For Rick, a combination of many factors, personal and professional, have influenced his development as a teacher and pedagogue. Rick is a consummate professional who sees teaching as a career and profession, not just a job. He continues to develop and work toward enacting the vision he has for his students. Not every educator has a vision, much less the same highly sophisticated understanding of what children can be and do that Rick has as part of his vision. Many teachers espouse the belief that "all children can learn," but few people work hard at making this come true. Furthermore, the belief that all children can learn is a rather global, generalized view, which Rick has actualized in a more complex and sophisticated way, as he states his goal that: "*I'm trying to create academically and socially and ethically responsible kids. And it makes—what I do is I look at everything I teach and I think about, 'Does it meet all three of those criteria?' If it doesn't, then I have to stop doing it and I have to do something else*" (Clinical Interview, Time 6, May 1999).

LOOKING AHEAD

When I asked Rick at Time 6 in 1999 about his goals and future plans, he articulated a desire to continue working on areas he feels he has not yet addressed. He talked about two things: parents and racism. We had the following interchange, which captures a lot about how Rick thinks about and deals with his own challenges as a teacher:

I guess I just want to refine all these things. I guess lately—this is very recently—just before our break in April we had a district-wide workshop and we had this guy come in and talk to us about racism. It affected me pretty heavily. I started thinking about who the kids are in my class who get in trouble a lot. He talked a lot about how it feels for him as an African-American man, feeling that wherever he goes he's always in the minority and how rarely he's in a situation where he sees people who look like him, who have the same kind of cultural background as him, and where he feels comfortable immediately upon entering the room. And I started thinking a lot about how it must be for a lot of these kids who come in here.

I have this style of running the classroom. For the kids who also share that style, it's great. It's no problem. For any kid who comes in this classroom who doesn't share that style, it's a different way of doing of things. They're always walking in here having to shift gears in order to be successful. So I think that's the other thing that I'm really going to start giving some thought to is how to . . . I can't change my style but I can—I think what I can do is I can get enough—make things so—how can I say this—I think I can give enough power away, enough control away to change what the room looks like, to change how kids perceive what's happening in the room—to make it more accessible to different styles. It's still in the thinking stage. But I know I have to do something about that.

He sort of challenged everybody in the room, that if you weren't willing to do something about it, then you might as well not listen to the rest of what he was going to say, because it wasn't going to matter. It wouldn't matter how disturbing any of the statistics he gave were going to be. It wasn't going to matter that 75% of people of color—kids of color—are going to fail. None of that stuff's going to matter. You've got to first be willing, you know. So I sat there and I though well, am I—I've got to be willing. So now, I have to do something about it. . . . So that struck a chord with me. He spoke to me like I would speak to my kids, so that worked.

But it's—the other thing he said—it was good 'cause he got up there and he didn't try to give everybody answers. He didn't have any answers. What he said was, "If you're serious about this you gotta go find answers," and I started thinking about that. For me, that means I need to go read about this. I need to go find somebody who's done something about this and find out how they do it and whether they do it well. Whether it's going to work, I have to try it. And then I have to see if it works for me. And then I have to go talk with some more people. And then I have to get in touch with these people's parents. I have to find out where they do come from and I have to find out what does work for them at home. And then I have to try and make what happens in here look something like that and all while still doing right for the kids that it works for now. And so I don't know when that's going to happen, but I know about it. It has to sit with me for awhile. I have to think it through. Starting next year, I'll do something about it. It'll not be the right thing but it'll be something and then we'll go from there. (Clinical interview probe, Time 6, May 1999)

RICK'S STORY . . . IN HIS OWN WORDS . . . SUMMER 2000

Throughout this longitudinal study, I interviewed and observed Rick regularly every few years. I tried to describe his development as a teacher, particularly his understanding of pedagogy, teaching and learning, and behavior and development across time (Levin & Ammon, 1992, 1996). Recently, I asked Rick to respond to some questions in writing as another way to try to capture his story. Here are Rick's words, written during the summer of 2000 toward the end of his 13th year of teaching fourth and fifth graders in Vallejo, California:

I am currently teaching a looping 4th/5th-grade clustered GATE class of 32 students in Vallejo, California. The population of the school is multiethnic, with about a third African American, a third European American, and the rest a mix of Asian Americans. I've been teaching at Federal Terrace Elementary for 13 years with the same principal, Elona Meyer. As for my students, each year is so different. This last year I had a preponderance of GATE (Gifted and Talented) students, with about a third of the kids slightly below or below grade level. Every kid in my class could read, which is unusual for our school and my class. I usually have a solid third of the class that is Chapter 1, including two or

three kids who qualify for resource. I don't usually let them go with the parent's permission because what they do in resource is a lot of drills with math or reading that seem counterproductive to what I'm trying to give them in class. I therefore work out an intervention plan that happens as part of the normal day. The other unusual thing about this past year was the diversity of the class, which was not very. The fourth-grade group I got is almost entirely White, and these will comprise my fifth grade this coming year. I normally have a much more diverse class, although it does not fully reflect the diversity of our school.

Currently, my thinking about my teaching practices centers around the idea of meeting the social, ethical, and academic needs of children within the context of the variety of the developmental range of the class and the differing learning styles and cultures of individuals and groups within the class community. As a teacher, I believe it is my job to empower students to learn how to learn, how to build and engage in effective social relationships, how to question and process information, how to create connections between what they know and what they wish to know, and how to make productive decisions regarding all of the above. I believe strongly in constructivist theory, which in practice allows me to facilitate the integration of learning through varying levels of questioning and challenges that cause the disequilibrium necessary for growth. We value mistakes as information, build a community of learning and support through consistent interaction in different sized groups, explicit teaching of conflict-resolution strategies and the art of negotiation, and dedicated time to sharing all of our personal lives and reflecting on our strengths and weaknesses as whole people (as opposed to simply students and a teacher). The curriculum must meet all of these needs to have a place in my classroom and is frequently altered so that it can be done cooperatively, actively, and with a spirit of "our success is my success" and vice versa. All subjects are taught within the context of personally challenging each learner, and lesson objectives are broad enough to allow access to everyone and an appropriate level of difficulty for each access point so as to promote optimal development for each student. Furthermore, there is an effort made to be sensitive to the different learning styles within the classroom so that concepts and projects can be approached from visual, auditory, tactile, or other modalities.

I came to this style of teaching from a meandering road of personal and professional influences. I began in education working at a school for autistic children in San Diego while studying behavioral psychology at UCSD. The school's teaching philosophy was heavily entrenched in Skinnerian operant learning. With that practical background coupled with classes stressing this method in college, I began my teaching credential program at Cal as a staunch behaviorist. Almost immediately, the tenets of the Developmental Teacher Education (DTE) program began to reverse my ideas of both teaching and classroom management. While I had read a great deal of Piaget during my undergraduate years, it was outside of my practice and so was submerged in my subconscious mind waiting to be awakened by the excitement of this way of thinking about children that was presented in DTE. I struggled greatly as a student teacher trying hard to make the change in practice while often relying on simplistic behavioral tricks to manage students rather than teach them. Throughout the 2 years of the program, my gift as a teacher was the ability to form relationships with the children (i.e., know them personally, which I realized was the key to teaching them). However, I knew very little about curriculum (how to deliver it effectively, how to integrate it into the classroom culture, etc.). This is what I've been working on for the past 13 years.

My first influence postcollege was my principal, Elona Meyer, who encouraged me to go to every workshop possible, which thankfully I did. One of the most important was getting to see and listen to Donald Graves while reading his definitive book on Writers' Workshop. This became the basis for all my teaching. When I saw students working on different projects, learning daily about the beauty of language and the excitement of expressing themselves, making decisions about their own learning, and learning how to work together and support each other's growth as writers within the context of an actual writing community, I knew that everything else I taught had to somehow be like that.

Next came Dave Nettell, a former teacher/park ranger who operated a company called Cooperative Adventures. He began doing workshops for teachers that helped them build classroom communities where students felt safe to take physical and emotional risks while learning how to work together cooperatively. He also led camping trips wherein students would engage in group challenges that tested them individually and cooperatively while helping them to emotionally and intellectually metacognate through their difficulties and accomplishments. I have taken my class camping with Dave now for 9 years, each time learning more about how to support my students' efforts to build deeply satisfying relationships that result in better learning opportunities. He has also turned me on to many different authors who have influenced me as well—most notably, Alfie Kohn.

Alfie Kohn's books on the evils of competition and behavioral teaching have led me to refine my classroom into what I described earlier. Both his writings and those out of the Developmental Studies Center here in Oakland, California, which stress the social and ethical development of children as well as the academic, have provided me with an essential frame within which to judge the merits of my teaching. Will this lesson promote their ethical development or will it cause them to compete with each other? What happens to those who finish first or last? How do we treat each other in a group project? How do we divide up the work fairly? How do we make decisions about procedures in the classroom? Any question that arises can be answered through the lens of this frame.

Finally, but not chronologically, has been the influence of my wife and children. Julie, my wife, is also an educator, first with elementary children, then adults in a teacher education context, and now a Ph.D. student at Cal studying teacher education. She has been my sounding board, my avenue into new opportunities for learning, my link to recent research findings, and my defender against the pressures of the back to basics militia. My children have been the humbling and perspective-taking influence I needed to help me better understand the rigors of the parents of my classroom and their need to be involved in productive ways in their children's school lives. They have helped me open up the doors of my classroom to parents and bring them more into the community.

While I believe the foregoing is constantly in need of refining and my relationship with Dave and the DTE program, which supplies me with student teachers who cause me to reflect on what to do continuously, there is a more pressing issue on my mind now that is leading me away from further teaching development and into the political arena. The current climate of high-stakes testing, performance incentives in education, voucher initiatives, and public school bashing that exists in California weighs heavily on my mind. The intense pressure is being felt at every level in our district, and I see the results. Teachers who used to teach the love of literature now spend countless hours drilling phonics and sight words. Daily oral language lessons consume an hour of the day, and the

gains we have made as a school to commit to schoolwide community-building efforts are fading away as more and more teachers feel compelled to start practice testing months in advance or are busily scoring individual assessment data and recording it in complicated matrices. Student morale is eroding, excitement for learning is dying, and the message of "learn this now or you're stupid" is loudly heard throughout the school. As a result, I am very focused now on fighting this trend in my community, Vallejo, and the state, and I can see that that is the direction my teaching is heading.

The only thing I can think of that I have not covered is that I have been fortunate to know older teachers who were still dynamic in their later years. I have known plenty who regard the job as just a job and complain constantly about anything, but some still love teaching, still love children, still crave learning more about their craft, still view what they do as all important. That is who I want to be, and it is a vision of this constantly developing and growing teacher that I keep as my model.

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AFTERWORD

To update the reader: Rick continues to teach fourth and fifth graders at the same school in Vallejo, California. He also continues to work toward helping his students develop into academically, socially, and ethically responsible people.