

Index



A

- Acceptance, 25
- Adult community, 194, 195, 197–200
- Adult development, addressing, need for, 260
- Advanced Placement English class, student perspective on, 233–234
- Adversity as ally, 141–150
- African proverbs, 121, 133
- Alaska Department of Education, enlisting support from, 250
- Alcoholics Anonymous, 270
- Allegiance, 315–316
- Ambivalence, xxxviii–xxxix, xlix
- Ambivalence stage, 59
- Ambrose, S., 219
- American Council on Education, report by, xxx
- American Federation of Teachers (AFT), salary survey by, xl
- Anger: student, 14; teacher, 72–73
- Arthur Vining Davis Foundations, 239n1
- “As Kingfishers Catch Fire” (Hopkins), 113
- Aspiration, gap between, and reality, 275
- Attending the teacher, focus on and approaches to, 154–155
- Attentive love, meaning of, 49
- Attrition, xxxix, xlix, 195
- Austen, J., 86
- Ayers, B., xxxvii
- Ayres, J., 167, 168

B

- Bad teachers, characteristics of, xxx
- Baker, J., 76n1
- Ballerina-teacher comparison, 122, 124n1
- Barzun, J., xvii, 154
- Beckett, S., 86

- Believing in students, 69–70, 130
- Bell, C., 76n1
- Bellah, R., 270
- Berger, P., 269
- Best practices, obsession with, 71
- Birthright gifts: of students, 303–304, 310–311; teachers recovering, 297–299
- Bitter teachers, xxxvi
- Blue-ribbon reports: truism from, xxx; wariness toward, xxxi, xxxii
- Boundaries: between life and classroom, 172; professional, balancing, 90, 91; and trust, 291
- Boyer, E., 209
- Brabant, L., 222, 227
- Bryn Mawr/Haverford Education Program, 231–239
- Buck, P. S., 175
- Buddy systems, 199–200
- Buechner, F., 91
- Burke, J., 12, 13–16
- Butterfly imagery, 25
- C**
- Camus, A., 274
- Canada, G., 70
- Caretaking and forgiveness, 174
- Carnegie Foundation for the Advancement of Teaching, xxxi
- Castaneda, C., 212
- Center for Courage & Renewal, 281
- Chandler-Olcott, K., 218, 219–229
- Change, making, stories of. *See* Reform, stories of
- Chaos, finding joy and harmony in, 25
- Charged space, 296
- Circle of trust, 284
- Clarke, R., xlviii–xlix
- Classroom and life, connection between, 172, 196
- Classroom practices and values, 67–68
- Classroom-based inquiry, 220
- Clearness committees, 97, 136–137, 301–302, 304
- Clinton, B., xxviii
- Cohen, R. M., 54, 55, 62
- Cold War, depths of, effect of, xxxi
- Colleagues: projections and critiques of, 132, 134–136, 313, 314; reflection with, time and space for, 198–199; seeking approval from, addressing need for, 136–137
- Common purpose and shared work, newness of, 123–124
- Community: adult, interaction with, 194, 195, 197–200; of growth, space for, 275, 276; school, involvement of, 250–251
- Community and Diversity course, 262
- Competition, 207
- Connectedness, capacity for, 288–289
- Connection: desire for, 205–206; examples of, 302–303; fostering, 273–274; importance of, xxxiii, 271, 272; between life and classroom, 129, 130, 172, 196; losing and reclaiming, 43–52; overview of, 79–82; and professional boundaries, 90, 91; stories of, 85–92, 95–98, 101–106, 109–114, 117–124, 127–130, 133–138, 141–150; struggle with, 70–71; through literature, attempt at, 86
- Connective Edge, The* (Lipman-Blumen), 273
- Contemplation, notion of, 44–45, 52n4
- Control, effort to, xxxii

- Cook-Sather, A., 230, 231–240
- Courage: acting with, 82; of good teachers, 315–316; meaning of, 175–176; need for, 285–286
- Courage to Teach: A Guide for Reflection and Renewal* (Palmer), 103
- Courage to Teach, The: Exploring the Inner Landscape of a Teacher's Life* (Palmer), xxxiii, 30, 45, 203, 210, 280, 287–288
- Courage to Teach (CTT) program, 178, 179; adapting principles and practices of, 302–304; clearness committee in, 97, 136–137, 301–302, 304; description of, 287–302; lasting effects of, 304–305, 306–307; opening circle in, 283–284; overview of, li, 280; renewal from, reasons for needing, 285–287
- Creation, newness of, 121
- Creativity, 275
- Crises in education, xxxi–xxxii
- Curriculum: improving, focus on, 286; spelling, changing, group effort toward, 226
- Curriculum and Pedagogy Seminar, 232. *See also* Teaching and Learning Together project
- D**
- Daly, C., 76n1
- Deep listening, 301
- Demand for teachers, xlix
- Denali Elementary School, improving, 246, 247–252
- Derbyshire, J., 46
- Despair: defining, 46; moving from, to love, 43–52
- Despair work, defining, 47–48
- Destiny, 109–114
- Detachment stage, 59
- Dewey, J., 315
- Dialogue processes, 264
- Dickinson, E., 300
- Discovery School project, 251
- Discovery-based curricula, 194
- Disillusionment, defining, 45–46
- Distorted views, xlvii
- Drost, Mrs., 133–134
- Dumbing Us Down* (Gatto), 174
- Dutro, Miss, 52
- E**
- Eastern Michigan University (EMU), center for faculty improvement at, 204–205. *See also* Scholarship of Teaching and Learning
- Economy, listing, effect of, xxxi
- Education: American metaphor for, 195; crises in, xxxi–xxxii; less influence and value of, 264–265; liberal, function of, 313; schisms in, 238
- Education and the Inner Teacher* (Lacey), 112
- Educational justice, 67, 71–75
- Educational reform. *See* Reform
- Educational researchers, view of, 261
- Educational system: resentment toward, 20; surviving within, way to, 158, 159–177
- Ego, moving beyond, 50
- Ellison, R., 86
- Emotional sterility, isolation and, 204–205, 216
- Engaging Families* (Shockley, Michalove, and Allen), 220–221
- Enlarged love, meaning of, 49–51
- Entertainment industries, 264

- Equity, issues of, grappling with, 256.
See also Educational justice
- Erikson, E., 58
- Etheredge, S., 116, 117–125
- Evocative questions, 293–294, 303
- Exams. *See* High-stakes tests; Standardized testing
- External needs, attending to, principle of, 155
- F**
- Facilities, subpar, xli
- Factory model, domination of, 292
- Faculty Center for Instructional Excellence (FCIE), 205
- Faculty meetings, approach to, 198
- Failure. *See* Success and failure
- Farmer model, usefulness of, 292–293
- Fears: defying, 82; safe place for, 211, 276; sharing, 300–301
- Feeling, thinking, and acting, as interconnected, 129, 130
- Feldman, S., xl
- Felix, S., 76n1
- Festival of Play, 168
- Fetzer Institute, 280
- Financial security, effect of, 60
- Fine, M., 255
- Fist Stick Knife Gun* (Canada), 70
- Fleenor, Mr., 51–52
- Flores, E. K., 100, 101–106
- Ford Foundation, 239n1
- Forgetting ourselves, fulfillment from, 39, 40
- Forgiveness, 22, 25; and caretaking, 174; of oneself, 172
- Formation process: boundaries in, 291–292; elements of, 293–302; as foundation for reform, 302–307; meaning of, 280, 284
- Formation space and paradox, 295–297
- Formation work, 289–291
- Fox, M., xxxiv
- Frauds, feeling like, 210
- Freire, P., 69, 71
- Fritzmeier, Mr., 244–245
- Fuller, F., 58–59
- Fulton, L., 132, 133–139
- Fundamental happiness: defined, 154; lack of, consequences of, 153
- G**
- Gandhi, M. K., 259, 265
- Gatto, J. T., 174
- Gelzinis, K., 76n1
- Getting real, 13–15
- Gibran, K., 29
- Gibson, G., 227
- Good teachers, characteristics of, xxx, xxxiii, xxxv, 285, 309–314, 315–316. *See also* Teaching excellence
- Gordon, S., 64, 65–75, 76n1, 77
- Goth culture, 311
- Great Place to Work, A* (Levering), 272
- Greene, M., 154
- Grinnell College, admission to, gift of, 245
- Growth, community of, space for, 275, 276
- “Guest House, The” (Rumi), 147
- H**
- Hagstrom, D., 242, 243–253
- Hall, D. T., 58
- Hallie, P., 128–129
- Hartssock, J., 246–247
- Haverford College, education program at. *See* Bryn Mawr/Haverford Education Program

- Heart: defined, xxxiii; speaking with, 7–11; teaching with, meaning of, xxxiii; vocational calling of the, xxxvii–xxxviii, 285
- Heart of the teacher. *See* Teachers' hearts
- Hierarchies and isolation, 238
- Hierarchy of need, 271–272
- High-stakes tests, xlii, xliii
- Hip-hop music and poetry, 69
- Hippocratic injunction, 274
- Hochschild, A., xxxii
- Honoring people, 251–252
- hooks, b., 67
- Hopkins, G. M., 113
- Hospitable space, 296
- How to Meditate* (LeShan), 146
- Human soul, nature of the, guided by image of, 289–291
- Humility, 259
- I**
- Idealism, xxxvi–xxxvii
- Identity: lesbian reclaiming, 95–98; literary themes of, exploring, 86; questions involving, 294; of students, affirming, 68–69; of teachers, influence of, on vocational calling, 68
- Immigration, mass, xxxi
- Intimations of Immortality* (Wordsworth), 112
- Immune systems, compromised, 203–204
- Incremental change, 212, 213–214
- Individualistic culture, xlvi
- Industrial Revolution, effect of, xxxi
- Information and technological revolution, effect of, xxxi
- Inner lives, focusing on, 288
- Inner needs, attending to, principle of, 155–156
- Inner teacher: disconnected from, 30; deep listening to, 301–302
- Inner work. *See* Reflection
- Inquiry, classroom-based, 220
- Inquiry group, 66–75, 76n1
- Inspired teaching, preconditions for, 271–272
- Integrity: questions involving, 294; threats against, 314–315; undermined, xli–xliv
- International Reading Association, 75
- Interruptions, dealing with, 6, 7–11
- Intimations of Immortality* (Wordsworth), 112
- Intrator, S. M., personal account of, xxv–xxix, xxxiv–xxxvii, xlv–xlvi
- Invisible Man* (Ellison), 86
- Inward Teacher, 112
- IQ test, 315
- Isolation: avoiding, 271; and emotional sterility, 204–205, 216; feeling of, xlv–xlvii, 80–81, 202, 203, 272; and hierarchies, 238; recognition and, xlvi
- J**
- Jackson, M., 280, 282, 283–308
- Jackson, P., xlvi
- Jackson, R., 280, 282, 283–307, 308
- Jasmine* (Mukherjee), 110
- Justice, educational, 67, 71–75
- K**
- Kahn, G., 8, 9
- Keener, Mr., 51
- Kennedy, K., 178, 179–191
- Kenney, J., 220
- Kessler, R., 140, 141–151

King Lear (Shakespeare), 24, 25, 86
Knowledge building, 123
Kraft, R. G., 202, 203–217
Kunzman, R., 84, 85–93

L

Lacey, P., 112
Language Arts, 223
LaPointe, M., 223, 227
Leadership, 273–276
Learning, romantic love of, meaning of, 49
Lee, H., xxx
Leisure industries, 264
Lesbian identity, addressing, 95–98
Lest Innocent Blood Be Shed (Hallie), 129
Letters: from an angry student, 14; to a new teacher, 72–75
Levering, R., 272
Levinson, B., 58
Lewis, C. S., 111
Libby, M., 225
Liberal education, function of, 313
Life and classroom, boundary between, 172
Lima, A., 68, 76n1
Lipman-Blumen, J., 273
Listening: deep, to inner teacher, 301–302; to students, need for, 311–312
Listening circles: among staff, 199; students' reaction to, 180–191; teacher's role in, 179–180
Liston, D. P., I, 42, 43–53
Literature circles, student perspective on, 235–236
Livsey, R. C., 326
Lopez, B., 225
Lortie, D., xlviii

Love: moving from despair to, 43–52; types and meaning of, 49–51
“Low Road, The” (Piercy), 270
Luke, H., 25

M

Macy, J., 44, 47–48
Making change, stories of. *See* Reform, stories of
Mapleton Teacher-Research Group, 219–228
Masks worn by students, seeing beyond, 310–311
McWilliams, J., 239n2
Meaning of Life Assignment, 84, 85–92
Meditation, benefit of, 145–146, 147. *See also* Reflection
Meetings: adult community, 197–198; faculty, 198
Mentors: influence of, 126, 128–130; seeking guidance from, 168–169, 170–171
Merit bonuses, xliii
Mid-life transformation, 58–59
Miller, A., 216
Miyazawa, K., 141
Mother Teresa, 35, 40
Mukherjee, B., 110, 114
Murdoch, I., 44, 45
Music: joint creation of, 225; rap and hip-hop, and poetry, 69

N

Name tags, use of, 199
National Council of Teachers of English, 75
Necessities, lack of, xli
Negative angels, 140, 148

- New York City Board of Education, strike against, xxix
- New York Times*, xliii
- Newness, spirit of, 120–124
- Nieto, S., 64, 65–71, 75–77
- Nietzsche, F., 31
- Nodell, R. S., 269n
- Nonviolence, 264
- Nouwen, H., 251
- “Now I Become Myself” (Sarton), 300
- Nozick, R., xxxv
- Nye, N. S., 224
- O**
- “Ode” (Wordsworth), 112
- Oliver, M., 224
- Opening circle, 284
- O’Reilly, M. R., 108, 109–115
- Out of the Silent Planet* (Lewis), 111
- Overwhelmed feeling, xlv–xlv
- P**
- Palmer, P. J., xvii, xxxiii–xxxiv, l, li, 3, 30, 31, 45, 51, 101, 102, 103, 137, 188–189, 203, 210, 272, 280, 287–288, 309
- Pangburn, L., 225, 227
- Paradox: concept of, teaching, 303; flowering of, 292; and formation space, 295–297; lens of, viewing through, 24–25, 45, 49; making use of, 238
- Parallel process, 258
- Paraprofessionals, inclusion of, in staff development programs, 199
- Peace, leadership of, 274–276
- Peer coaching, 199
- Personal and professional development, addressing, 74–75, 219–228, 282–307
- Personal safety, student concern for, 257–258
- Phonics, teaching, xxxiv
- Piercy, M., 270, 271, 293
- Plague, The* (Camus), 274
- Poetry Through Music, 69
- Poets, comparison to, contrast in, 1, 2–3
- Political blaming, effect of, 195–196
- Poor communities, situation in, 196
- Powell, L. C., 254, 255–267
- Pragmatism, 60
- Prayer, school, 265
- Presence. *See* Teaching presence
- Pride and Prejudice* (Austen), 86
- Principals: admonishment from, 169, 170, 193–194; reform effort by, 246; 247–252; repercussion of test scores on, xliii
- Principles of Learning initiative, 162
- Problem storytelling, 214–215
- Process bound up with product, 275
- Professional boundaries, balancing, with making connections, 90, 91
- Professional and personal development, addressing, 74–75, 219–228, 282–307
- Projective processes, 258–259, 260, 263
- Public Agenda survey, xxxvii
- Public confidence, erosion of, xxxi–xxxii
- Public Enemy, 69
- Public support, lack of, for urban schools, 66, 67
- Q**
- Quakerism, 112, 297, 301
- R**
- Racial intolerance, addressing, 101–106
- Racism, experiencing, 127–128

- Rap music: as means of getting attention, 311; and poetry, 69
- Reaching out, stories of. *See* Connection, stories of
- Reality, gap between aspiration and, 275
- Recognition and isolation, xlvii
- Reflection: with colleagues, time for, 198–199; overview of, 1–4; and silence, 294–295; stories of, 7–11, 13–15, 19–25, 29–32, 35–40, 43–52, 55–61, 65–75. *See also* Meditation, benefit of; Self-discovery, space for
- Reflective teacher education, 43–44
- Reflective writing, 222
- Reform: attending approach to, overview of, 154–156; calls for, crises leading to, xxxi–xxxii; failures of, reason for, 305–306; foundation for, 302–307; stories of, 159–177, 179–191, 193–200, 203–216, 219–228, 231–239, 247–252, 255–266, 269–276; systemic, 256, 260; theology of, 256, 262–264, 265; typical premise and focus of, xxxii, 286
- Reisinger, O., 239n2
- Relationship, newness of, 121–123
- Relationships, forging, stories of. *See* Connection, stories of
- Religious freedom, 265
- Remuneration, importance of, xxix. *See also* Salaries
- Renewal, reasons for needing, 285–287. *See also* Courage to Teach (CTT) program
- Reorganization, focus on, 286
- Research group, 219–228
- Research values, 216
- Research versus teaching, 208
- Resentment, 20, 22
- Resistance, 261
- Resources, 317–320
- Responsibility of students, letter addressing, 73–74
- Responsive Classroom approach, 197
- Results, rush for, consequence of, 196
- Retreat, wilderness, 219–228
- Rewards and sanctions, xliii–xliv
- Rios, C., 126, 127–131
- Risks: in change, 212; in teaching and learning differently, 179–191
- Rockne, J., 18, 19–26
- Romantic love of learning, meaning of, 49
- Rosenholtz, S., xlvii
- Rumi, 147, 150
- Rural poor, educational environment of, 196
- Russell, B., 154
- S**
- Safe places, 211, 212, 276
- Salaries: comparison of, xl–xli; effect of, 60–61; as remuneration, xxix
- Sanctions and rewards, xliii–xliv
- Sapon-Shevin, M., 225
- Sarton, M., 2–3, 300
- Scheer, S., 54, 55–61
- Schisms in education, 238
- Scholarship of Teaching and Learning, 206, 207, 212–216
- Scholarship Reconsidered* (Boyer), 209
- School community, involvement of, 250–251
- School culture, xlv
- School prayer, 265
- School reform. *See* Reform

- Schutz, A., 154
- Scientific management, notion of, xxxii
- Scott, M. A., 34, 35–40
- Seasonal metaphors, 291–292, 293, 303
- Seeing Calvin Coolidge in a Dream* (Derbyshire), 46–47
- Self Knowledge Symposium, 40
- Self-disclosure, vulnerability from, 90–91, 92
- Self-discovery, space for, 275, 276. *See also* Reflection
- Selfhood: expression of, xxxvi; knowing and trusting one's, xxxiii; questions involving, 294; rediscovering, story of, 29–32
- September 11, 2001, tragedy, aftermath of, li
- Servant Leadership School (SLS), 263
- “Seven of Pentacles, The” (Piercy), 293
- Shakespeare at Winedale program, 167–168, 176
- Shakespeare, W., 24, 69, 86
- Shared work and common purpose, newness of, 123–124
- Shulman, L., xxxi
- Silence, 263–264, 294–295
- Small things, significance in doing, 35–40, 114
- Social environment, 269–271
- Social typecasting, avoiding, 309–310
- Sovereignty of Good* (Murdoch), 44
- Soviet Union space program, xxxi
- Spelling curriculum, change in, group effort toward, 226
- Spencer Foundation Practitioner Research and Communication Mentoring Grant, 219–220
- Spiritual realm, 51
- Spiritual starvation, 259, 265
- Splitting processes, 258, 260
- Staff development programs, inclusion of paraprofessionals in, 199
- Stafford, W., 15, 224
- Standardized methods, prescribing, advent of, xxxii
- Standardized testing: preoccupation with, effect of, xli–xliv, 284, 310, 314–315; resisting, 161, 163, 164; understanding, and making useful, 194–195
- Standards of Learning (SOL), xliii
- Status quo, guarding, 274
- Strassberger, J., 315
- Stretch, versions of, 155
- Strikes, xxix
- Stromberger, C., 158, 159–177
- Student perspectives: devaluing, 238; importance of, 230, 232–233, 237; on listening circles, 180–191; on literature circles, 235–236; obtaining, 233–238
- Students: anger of, 14; attentive love toward, 49; believing in, 69–70, 130; birthright gifts of, 303–304, 310–311; concern of, over personal safety, 257–258; identity of, affirming, 68–69; listening to, need for, 311–312; masks worn by, seeing beyond, 310–311; responsibility of, letter addressing, 73–74
- Substitute teachers, approach to, 198
- Success and failure: discerning, uncertainty in, xlix; measure of, questioning, 14
- Suffering, inevitability of, 312–313
- Sufis, encounter with, 109–110
- Super, D. C., 58
- Supplies, spending on, xli
- Swaim, M. S., xlv–xlv

Swaim, S. C., xlv, xlv
Symons, A., 6, 7–11
Systemic reform, 256, 260

T

Taylor, F., xxxii
Teachable moments and risk, 185
Teacher concern, mature stage of, 58–59
Teacher education: approach to, 231–239; reflective, 43–44
Teacher influence, xxviii, xxx–xxxii, 286
“Teacher Time (or Rather, the Lack of It)” (Swaim and Swaim), xlv
Teachers’ hearts: caring about, reasons for, xxx–xxxviii; depleting, factors in, xxxviii–l, 279–280, 283–284; lack of honoring, xxvi; meaning of, xxxiii–xxxiv; reclaiming and sustaining, overview of, l–lii; resources for, 317–320; and significance of remuneration, xxix; supporting, need for, 286–287; sustaining, difficulty in, xxvi–xxvii; well-spring of, xxxvi–xxxviii. *See also* Connection; Courage to Teach (CTT) program; Reflection; Reform
Teaching and Learning Together project, 232–238, 239n1
Teaching excellence: emergence of, 210–211; implicit values in, 216. *See also* Good teachers, characteristics of
Teaching methods: attempt to standardize, xxxii; individuality of, 212
Teaching presence, xxxiii, 144, 148, 263

Teaching profession, exodus from. *See* Attrition
Teaching versus research, 208
Technological and information revolution, effect of, xxxi
Tension, accepting, 275
Teresa, Mother, 35, 40
Terrorist attacks, aftermath of, li
Testimonials, xxxv
Tests. *See* High-stakes tests; Standardized testing
Texas Assessment of Academic Skills (TAAS), 161, 163, 164, 166, 169
Texas Assessment of Knowledge and Skills (TAKS), 161, 170
Texas Essential Knowledge and Skills, 170
Theology of reform, 256, 262–264, 265
Third things, using, to facilitate dialogue, 299–301
Thoreau, H. D., 225
“To Touch the Future” report, xxx
Tolerance, practicing, 101–106
Tompkins, J., 273
Tonningsen, K., 94, 95–99
Trungpa, C., 147
Trust: and boundaries, 291; circle of, 284
Truth, experiment with, 29–32
Turning inward, stories of. *See* Reflection, stories of

U
Ubbelohde, R., 44
Uchiyama, K., 174
Ulysses, 270
“Uncertainties of Teaching, The” (Jackson), xlviii
Undaunted Courage (Ambrose), 219

- Underappreciation, xxxix–xli
 Undermined integrity, xli–xliv
 Undivided self, meaning of, 30
 Unexplored feelings, 260–261
 University departments, inhospitable, 207–210
 University of Alaska, enlisting aid from, 250
 Urban poor, educational environment of, 196
 Urban schools: challenges of, 65–66; and educational justice, 71–75; effort to reform, 255–266; public support for, lack of, 66, 67
- V**
 Valueless education, 265
 Values: and classroom practices, 67–68; research, 216; in teaching excellence, 216
 “Vocation” (Stafford), 15
 Vocational calling: of the heart, xxxvii–xxxviii, 285; influence of identity on, 68; letter addressing, 72; questioning, 161–162; reawakening, 19–26; resisting and accepting, 117–119; through a gift, 243–245
 Vulnerability, xlvii–xlix, 140, 147, 154, 202; from self-disclosure, 90–91, 92
- W**
Waiting for Godot (Beckett), 86
 Walsh, D. C., 268, 269–278
Washington Post, xliii
 Wells, L., Jr., 255
 What Keeps Teachers Going in Spite of Everything? inquiry group, 66–75, 76n1
 “What Matters Most: Teaching for America’s Future” report, xxx
 Whole language, teaching, xxxiv
 Wholeness, seeking, 172
 Wide-awake, defined, 154
 Wilde, S., 226
 Wilderness retreat, 219–228
 Windsor High School, complexity of, 55
 Wizard of Oz imagery, 22
 Wolcott, H., 120
 Wood, C., 192, 193–201
 Wordsworth, W., 112, 225
 Work habits, characterization of, 1–2
 Workload, problem of, xlv–xlv
 Wright, K., 223
- Y**
 Yearwood, J., 76n1
 Young, L., 28, 29–33

