

Learning to Read the Classroom: The Stages Leading to Teacher Self-Actualization

Thinking of teacher education, supervision, and staff development programs and activities as "training" rather than as an ongoing process leading to self-actualization may actually prevent teachers from growing and becoming better at what they do. Many current programs are ineffective because they do not take into account the individual

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needs of teachers who are at very different stages in their development. If educational leaders want schools to become "learning organizations" as Argyris, Schön and Senge (1990) advocate, then it will be necessary for them to create multiple opportunities for helping individual teachers learn and grow. Although the framework for teacher development presented here suggests a linear progression, it is important to remember that human development is often a circuitous process. Furthermore, this framework, which focuses on the differing ways teachers conceptualize theory and its relationship to practice at various stages in their development, is not intended as a comprehensive guide, but it can provide another perspective for considering differences among teachers and the design of school structures which are likely to foster their continued growth.

Argyris and Schön (1974) argue that theory and practice must be integrated, not separated. Yet many teachers continue to characterize theory as useless knowledge, something academics—who, they say, have no understanding of the realities of teaching—debate and write about but which has little or no relevance for what they do in their classrooms every day. Self-actualized teachers, however, have come to view themselves as teacher researchers, and, as they study and learn from their own students, they have begun to develop their own theories. In between these two extreme positions are teachers who do see connections between theory and practice, but they look to the theories of others for understanding and guidance; they do not view themselves as capable of theory building.

Differences among individual teachers' conceptions of theory and the relationship between theory and practice may reflect a developmental progression. The developmental process for individual teachers, however, is complex, personal, and very idiosyncratic. Because learning about teaching appears to be a hermeneutic process which circles back on itself, it is perhaps better visualized as a spiral or a series of overlapping concentric circles rather than a straight line sloping upward. For self-actualized teachers the classroom becomes a text which they seek to interpret. They attempt to "read" the classroom and their students in a manner similar to Crusius's (1991) description of the search for meaning in a written text, by engaging in an ongoing process of dialogue. The classroom "speaks." Teachers listen and ask, "What does it say?" By engaging in what Schön (1983) calls "reflective practice," self-actualized teachers create and continually refine their own personal theories of learning and teaching. For them theory and practice are interdependent.

Self-Actualized Teaching

Because individual teachers are unique and the teaching situation constantly changes, there is no one best way either to teach or to prepare to teach. Perrone (1991) suggests that multiple reform efforts are necessary because as "a human activity overflowing with idiosyncratic qualities, teaching will always have a host of rough edges" (112). Teachers do have common needs, but the most effective teachers have honed their unique qualities and skills to the highest potential in a given setting. While their teaching styles may be very different, the best teachers are alike in that they constantly try to "read" the classroom, reflect on what they do, and look for ways to improve their practice. Maslow's (1962) conception of the process of self-actualization seems to parallel the stages teachers pass through on their way to becoming reflective teachers, gradually moving from concern for survival and dependence on others to dependence on self, interdependence with others, and a desire for continued growth.

To be a reflective teacher means being growth-motivated. To grow is to learn, as Dewey defines it, through interacting with one's environment. Reflective, or self-actualized teachers learn from their students. They choose "becoming" over "being" because they understand that they can never know all there is to know about the "rough-edged idiosyncratic" activity to which they willingly give their time and energy. Teachers, however, do not begin as reflective teachers—as anyone who looks back on his or her first year of teaching can attest. Both theoretical and experiential knowledge are necessary for meaningful reflection, and it is the attempt to resolve the ongoing contradictions between the two which may propel teachers to new stages in their development. An understanding of the role of theory and its differing relationship to practice at each of these stages may lead to discovering ways more teachers can be helped to grow.

The First Stage: Confusion, Chaos, and Survival—Theory Discounted

I was filled with constant frustration and exhaustion. I found myself faced unmercifully with my own limitations. I yelled often, for I didn't know how else to relieve the stress caused by the incredible energy of the youngsters. Sometimes I wasn't even aware I was yelling. However, sometimes there were wonderful moments. . . . At other times I could only wonder whether anything at all was happening in my classroom besides a lot of noise and confusion. My only consolation was that there was no time to worry about it.

Anita S. Charles, reflecting on her first year of teaching (Kane 1991, 80)

Beginning teachers who have completed a teacher education program enter the classroom, steeped in theory but with a very incomplete understanding of how theories intersect with reality. And the more idealistic they are, the harsher their rude awakening to reality is. Because they have limited experience, they naturally lack self-confidence—a fact which is nearly impossible for them to hide from students. When they are assigned the most difficult classes to teach, as they too often are, this lack of self-confidence quickly becomes an Achilles heel.

In their naiveté beginning teachers start out trusting the theory they learned in college, but they lack the skill to translate this knowledge into practice. The

well-planned lesson falls apart. Students refuse to participate or cooperate. As the classroom crises increase, the theory they learned is forgotten or discounted. They resort to a trial-and-error approach—often with more errors than trials—just to survive. Many benefit from and come to depend on the advice of veteran teachers from whom they want tips, not theory. If they do not give up and concede defeat, they gradually learn to manage the students and they discover some classroom activities that engage them. Beginning teachers work to satisfy basic survival needs, which are as necessary for them as teachers as the physiological needs—food, clothing, and shelter—Maslow puts at the lowest level on his hierarchy of human needs. Pearl Rock Kane (1991) has collected a number of essays in which teachers recall these painful struggles for survival during their first year of teaching. The craving beginning teachers have for knowledge of effective classroom management strategies seems different only in degree from that of a starving person for food.

Beginning teachers develop minimal skills, primarily in the area of classroom management, but they are usually not interested in finding out *why* something works or does not work. At this point the contradictions between their understanding of the theory they learned in college and the confusion and chaos that ensue when they attempt to practice what they have been taught effectively extinguish their interest in theory.

The Second Stage: Coping and Recipe Collecting— Theory Ignored or Denigrated

She stood beside my desk, ignoring my offer of a seat. . . . "How would you feel if someone asked you to write about something you cared deeply about . . . and then they write 'cliché, cliché, cliché' in the margin of every other sentence?"

I didn't have an answer. Or rather, Laurie knew and I knew the answer was obvious. But I had never asked myself the question she was asking. I had assumed my job was to judge and her job was to be judged (and to be at least respectfully chagrined to know that I knew her every sin of writing). I had so little imagination that I hadn't connected how I feel when my own writing is not well received with how my students might feel. . . . I didn't have an answer for Laurie. I hadn't known my job at all.

Patrick McWilliams, teacher (Kane, 66-67)

Stage II teachers have gained control of their classrooms. Students generally behave appropriately and participate in planned activities, i.e. there are few disruptions and most students invest at least a minimal amount of effort to complete assignments. The time required to reach Stage II, Coping and Recipe Collecting, varies considerably, but few teachers who do not reach this stage remain in teaching. Discouraged and disheartened by their inability to survive in Stage I, they either leave on their own or are not re-hired by the school district.

These [Stage II] teachers are sometimes described not as having taught for 20 years but rather as having taught one year 20 times.

Some who stay get accustomed to routine and relative calm, but for those who will become the most effective teachers, this stage is only temporary. Teachers, of course, are never without problems to solve, and, as they attempt to better cope with the demands of the job, classroom difficulties, and student conflicts, they look for more efficient and effective ways to make assignments more interesting, to resolve problems with students, or to make handling the paper load easier. These ideas can come from many sources: reading books and journals, attending workshops and conferences, but, probably most often, conversations with colleagues. They welcome any opportunity to learn new tricks of the trade. They have little or no interest in theory.

Second-stage teachers are recognizable at conferences because they hurry from one session to another, intent on gathering more tips for what to do on Monday morning. Following a session which turned out to be long on theory and short on practical tips, they are apt to complain. They speak disdainfully of college professors and consultants who live in ivory towers and have no understanding of the real world.

Teachers at this stage deserve much more study because too many of them never get beyond it. They are the teachers Farber (1991) cites as prone to stress and burnout because they no longer find their jobs challenging or interesting. Once these "satisfied-with-the-status-quo" teachers who get stuck at Stage II perfect their routine, they institutionalize it. Perhaps the term *fossilization* would more appropriately describe the classroom practice of some veteran teachers which seems to be set in stone. These teachers are sometimes described not as having taught for 20 years but rather as having taught one year 20 times. They are the least likely to try a new strategy, and they usually won't try anything that cannot be fitted into their existing classroom practices. They appear to lack an

overall conceptual understanding of their work so the criteria by which they evaluate a new idea are limited to their assessment of how practical or easy it will be to incorporate it into their established classroom routine. One junior high school teacher, for example, became extremely distressed when the district adopted new textbooks. She did not welcome the task of writing all new lesson plans, quizzes, and tests and feared the problems she might encounter as she tried to teach the new material to her students. New textbooks were a threat, not a challenge.

For a smaller number of teachers, however, the second stage is only a stopping point on the way to self-actualized teaching. As soon as they become comfortable with the routine, they begin to look more closely at what is happening, perhaps as Lyons suggests because they find themselves faced with resolving an ethical dilemma. As a result of feedback from students or others, they may begin to question what they have been doing, as the history teacher in Lyons' study cited earlier or Patrick McWilliams, the teacher quoted at the beginning of this section, were forced to do. Or maybe they notice that some activities or strategies work better than others, or they work in some situations but not in others. They begin to ask questions. Why? What was different? Is there a way to explain the differences? Once they pose the questions, they are irresistibly drawn to finding some answers. They are becoming researchers of their practice by engaging in what Schön calls "reflection-in-action."

The Third Stage: Trusting the Experts— Theory Borrowing

I didn't make satisfying changes in my teaching style quickly. Student writing groups weren't as easy as they sounded. When the room got noisy or "out of control," my first instinct was to say, 'Okay, nobody can talk'

I began to seek information from others who I imagined were struggling to change as I was. I joined NCTE [National Council Teachers of English] and read new issues of Language Arts cover to cover I traveled the weary predawn hours of Saturday to hear Nancie Atwell and others explain the 'how-to's' of managing a writing-process classroom I bought my own copy of Understanding Writing, a book edited by Atwell and Thomas Newkirk

Marni Schwartz (Chew 1987, 35)

As teachers begin to question their practice, asking *why* some methods or activities work and others

do not, they become less interested in randomly collecting classroom recipes. They begin to suspect that there may be a way to explain the commonalities that individual strategies or series of strategies seem to share, or, as Lyons suggests, they are forced to reconsider their current practice because of something students say or do. Third-stage teachers like Marni Schwartz (quoted above) often look to the experts to provide them with a meaningful framework into which successful practices can fit. They read books or articles which might help them find answers to classroom puzzles or make sense of all the bits and pieces. Stage III teachers turn once again to theory.

As they look to the experts for answers, they welcome conference sessions which offer a theoretical way of looking at teaching and learning because they realize that random recipe collecting is inefficient and ineffective. At this point, teachers sometimes discover "intellectual heroes," scholars whose work most

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closely fits their classroom reality. English teachers, for example, might become disciples of someone whose theory of teaching writing makes sense in terms of the recipes they have already discovered work well with their students. They make changes in their teaching to fit the model their "guru" describes.

It is important to note that Stage III requires what might be called "theory readiness." Many Stage II teachers who might otherwise continue to grow fail to do so if they attempt to adopt the model of an intellectual hero as a recipe rather than as a theory, i.e. they try to run before they have learned to walk. Many middle school teachers inspired by Nancie Atwell's *In the Middle*, for example, rushed to copy her student-centered approach for teaching reading and writing. They implemented the practices, but they continued to operate from a teacher-centered view of the classroom. Because they did not understand that Atwell's approach had a different philosophical base, things did not work out for them as they did for Atwell. They were not able to figure out what went wrong so many went back to their old ways of teaching. Unfortunately the negative feelings resulting from their failed attempts to try something new may also prevent them from taking a risk to make changes in the future.

Recipes work only when they mesh with the theory which underlies existing classroom practice. Stage III teachers do not forego recipe collecting, but

they no longer hurry to adopt every idea that sounds good. Once they begin to use a theory to guide their teaching, they evaluate recipes and adopt or adapt only those which fit into the theoretical framework they have borrowed from one of the experts. Teaching and learning now make sense in a new way.

Stage III teachers are ready for theory, and many have already adopted and can articulate the particular theory which guides their classroom practice.

This process is not as linear as seems to be suggested here. Changing one's teaching practices requires changing one's beliefs, and progress can be very slow. It often means taking one step forward and two back as can be seen in many of the narratives by teachers in the monograph, *Reflections by Teachers Who Write* (Chew). Sometimes a new insight comes from reading an article. At other times it comes from doing something differently in the classroom, such as the teacher herself writing on the topic she has assigned students. The stories teachers tell here suggest that as they develop, teachers stop thinking of teaching as the transmission of knowledge and begin to view it as a transactional or transformational process. Interestingly, a similar kind of philosophical shift is also implied in the developmental theories of Loevinger, Kegan, Perry, and Belenky et al., among others.

Stage III teachers enjoy teaching because they have confidence in what they are doing, their students for the most part are motivated and cooperative, and for a while these teachers rest easy, naively thinking that they have found "the" answer. It is possible for some teachers to get stuck at Stage III, and this level is not a bad place to be stuck since these teachers are generally successful in terms of handling classroom problems and engaging students in interesting and challenging learning activities. Other teachers, though, eventually find that their model theory has a few holes.

For self-actualized teachers the classroom becomes a text which they seek to interpret.

Situations develop for which the theory does not provide an explanation, or a strategy which worked well with several previous groups of students inexplicably fails to work as expected with a current class. Once again, teachers have questions with no answers, or new ethical dilemmas to resolve. As more contradictions between the model theory and reality appear, Stage III teachers begin to question their trusted experts and search for new models to explain the discrepancies they observe.

The Fourth Stage: Questioning the Experts— Theory Building

I have been to "burnout" and back. Before writing process, I had the infamous symptoms: It begins with a fear of losing control of your classroom and your time. Not of the discipline . . . but of the way time is spent, the activities you are engaged in. After writing process, I regained my authority in the classroom. I did not want to waste student time in grammar exercises, but, more important, I knew why I wasn't doing that, and I could explain to parents and Board members the rationale for my decision

I learned to think of myself as a researcher in my classroom. I noticed the way students picked up ideas from each other. I turned a tape recorder on in my writing group to find out what the interactions were. I interviewed students to find out why they made some of the writing choices they did. I learned to watch myself and the teaching act to discover what I did that contributed to good writing Some of these findings I write up, and others simply inform me.

Doris M. Quick (Chew, 57-58, 60)

Stage IV teachers, no longer comfortable or convinced that they have "the" answer, begin once again to look for theorists who can explain the contradictions their fallen heroes could not explain. The search widens because what teachers often discover at this point is that a classroom focus is too narrow. A high school English teacher, for example, found that, contrary to what she had thought, she could not motivate general students and inspire them to higher levels of achievement simply by using interactive strategies and teaching them together with college bound students in an untracked class. She discovered that overcoming their lack of confidence and getting them interested in learning was not just a classroom or school problem but had deep roots in the society. Because the teaching and learning process was much more complex than she previously imagined, she expanded her search for explanations and looked to new experts to provide answers. Her search proved very frustrating. Ultimately she realized that no one could provide a comprehensive theoretical framework to guide her.

Stage IV teachers finally face the fact that they must build their own theory. While they can find partial answers in the theories of others, they must put all the bits and pieces together with their understanding of their own students and develop a personally

meaningful framework to inform their teaching. They now trust themselves to develop a personal theory which is grounded in their own practice. They become what Belenky et al. call "connected" knowers and teachers. Stage IV teachers may still believe "the" answer exists, but, rather than being able to find it ready-made by others, they must seek to discover it for themselves.

The Final Stage: Self-Actualization— Theory Refined and Integrated with Reflective Practice

Suddenly I realized that teaching often has nothing to do with learning, for learning starts within the child, not within the classroom Thus began my long journey in search of an understanding of teaching. Having finally understood that learning is natural and that teaching is not, my question became: "How should we teach to insure that the child learns?"

Cecilia M. Kingston (Chew, 10)

Any reluctance I felt to begin active research into the writing process disappeared when I attended NCTE's Hartford Conference There, Donald Graves and Lucy Calkins spoke with such excitement and joy about their research that I could hardly contain my own eagerness to begin. That fall, I taught my first inservice writing course with a handful of volunteers from my district. The course . . . has been offered eight times since then—each time providing a starting point for other teachers and myself to explore writing with children We read and talked about writing and teaching writing; we wrote and shared our writing with one another; and I worked alongside the teachers as they began writing workshops in their own classrooms.

As I began to spend more and more time in classrooms listening to children, my feelings about the schools and the people in them were transformed.

Linda Welles (Chew, 106)

Like Stage IV teachers, teachers who reach the final stage of development continue to look to others, both experts and colleagues, as they work to build and constantly refine their own personal theories of teaching and learning. They realize that the key to real

understanding lies in reflective practice. As they become informal (or formal) teacher-researchers, they come to understand finally that there is no one theory which can explain the complexities they encounter in their daily practice.

Not satisfied with "being a good teacher," self-actualized teachers have in fact found "the" answer: students learn best when their teachers are always engaged in the process of "becoming better teachers."

Teacher self-actualization means being a lifelong student of teaching—a lifelong learner, if you will. Self-actualized teachers enjoy the constant challenge of looking for "the" answer even though they know they will never find it. What works one time with one student or one group of students will not work the same way another time with other students. Using one lens to look at a given situation provides some insight, and trying another lens shows them something they did not see before. Either lens alone cannot reveal as much as the two lenses taken together. Stage V teachers find that using many different lenses to attempt to make sense of contradictions and complexities is intrinsically stimulating and satisfying. It is not necessary to gather all the loose ends and tie them neatly together in one package. Or, as Anita Pisano explains:

Maybe sometime someone somewhere will understand all there is to know, but self-actualized teachers do not concern themselves with what might be but rather with what is. They are comfortable dealing with "loose ends": a reality of contradictions, questions, tentative answers, further contradictions, more questions, and more tentative answers. And, as they engage in reflective practice, they do gain further understanding of and skill in creating a classroom environment which encourages and supports a higher degree of student learning and joy in learning. They model in their approach to teaching a process for living in a world where change is the only constant. They derive pleasure from learning and sharing what they discover with others—their students and their colleagues.

Stage V teachers find meaning and fulfillment in teaching because they accept the fact that although they will never know all there is to know about teaching and learning, the search is energizing and rewarding. They believe they can make a difference. Not satisfied with "being a good teacher," self-actualized

teachers have in fact found "the" answer: students learn best when their teachers are always engaged in the process of "becoming better teachers."

Questions Raised by the Five Stages

This model of the five stages leading to self-actualized teaching is, of course, just one more imperfect theory, but it provides another perspective for looking at teacher preparation, supervision, and staff development, and it raises some questions for educators who want to transform schools into learning organizations.

If the confusion and chaos of the classroom reality cause beginning teachers to discount the theory they have been taught, should they be explicitly warned that this will happen? Would they be better served if college professors presented theories as tentative and explained that eventually students will have to become involved in building their own? Should there be a greater focus on helping preservice teachers discover and confront contradictions between theory and reality? Should they perhaps be given limited opportunities to begin questioning the experts and providing their own personally developed (though tentative and imperfect) explanations? The best preparation for teaching may be to help preservice teachers realize that they are only being *introduced to the process of learning how to teach* rather than to leave them with the mistaken impression many have that their preservice experience actually teaches them how to teach. Kutz (1992), for example, describes a process for helping preservice teachers develop practice and create theory in English classrooms by engaging in teacher research.

If individual teachers can be classified as being in one of five very different stages of teaching, does a supervision or staff development policy which provides the same program for all teachers make sense? Of what use, for example, is a workshop on writing across the curriculum for first-year teachers if it does not deal directly and concretely with their need to learn classroom management survival strategies?

What kinds of activities are most likely to help the "satisfied-with-the-status-quo" teachers stuck at Stage II get "unstuck"? If teachers have found ways to successfully cope with the demands of teaching and are satisfied with things as they are, should anyone be surprised at their unwillingness to try a radically different approach, such as cooperative learning? Is there a way to encourage them to risk upsetting the classroom balance they have established to try an

See correction at the end of the article.

unfamiliar strategy which requires them to redefine the roles they and their students have grown comfortable with?

Because they are actively searching for new recipes to try and are often willing to take risks, teachers for whom Stage II is only temporary are probably the most enthusiastic about workshops on almost any topic with clear connections to classroom practice. But what kind of support do they need when the new practice requires a different theoretical base from the one which underlies their current practice? Who or what will help them deal with the problems they may encounter as they implement a new approach? And because these teachers want classroom tips, how will they respond to a workshop which is heavily oriented towards theory for which they are not yet ready?

Stage III teachers are ready for theory, and many have already adopted and can articulate the particular theory which guides their classroom practice. How will they respond to a workshop which presents a classroom approach which conflicts with their own? When Madeline Hunter's mastery teaching workshops spread like flu across school districts everywhere a few years ago, for example, many English teachers who believed in a process-based, student-centered approach to teaching reading and writing were disturbed by the formulaic nature and teacher-directed aspects of mastery teaching and resisted adopting the techniques. While Stage II teachers are unlikely to adopt new practices which will upset their established routines, Stage III teachers are not likely to adopt those which conflict with their established theories of learning and teaching.

If Stage IV teachers, who are in the process of questioning the experts they have depended upon, need expanded theoretical horizons, what can they learn from a workshop which has a narrow focus on classroom practices—particularly one which features a practice they have already tried and discarded or adopted and made part of their teaching? If the classroom practice is truly new, can it be meaningful to them if they are not also given an opportunity to consider the theoretical context in which it is grounded? And if the theory is new to them, what kind of ongoing support might they need as they attempt to integrate this new theory with what they already believe?

Finally, if self-actualized teachers at Stage V are engaged in reflective practice and classroom research, will any workshop be useful if it fails to take into account the fact that they are building and refining their own personal theories grounded in their own practice and enhanced by considering the theories and practice of others, especially colleagues? Would ongoing involvement in a small teaching-learning group

which meets regularly to explore and share ideas be more valuable for these self-actualized teachers than any whole-school (or school district) programs?

Creating a School Environment To Support Teacher Growth

Conceptualizing teaching as a series of stages leading to self-actualization may enable us to consider better ways to use limited resources to meet the varying needs of individual teachers at very different stages in their development. If there is no one best way to teach, then the blueprint model—whether for teacher education, supervision, or staff development—which assumes that everyone can or should be trained to use a specific approach no longer makes sense. We need instead to develop a self-actualizing model which recognizes that teachers need different kinds of support at different stages in their process of developing their unique teaching styles and personal theories of teaching and learning.

There are some theorists to whom we can look help in developing new approaches. Glatthorn's differential supervision model (1984), Glickman's developmental supervision model (1985), and Sergiovanni and Starrett's human relations approach (1983), for example, describe ways that traditional supervision can be changed to serve the institution at the same time it enhances the growth of teachers with a variety of different needs.

Levine (1989) suggests a process for promoting adult growth in schools, which includes a number of specific ways we can provide individual support, ranging from independent learning to coaching and support groups, as well as organizational supports, such as leadership academies and teachers' networks. Levine highlights the importance of dialogue and shows how writing can be used to foster development: reflecting on practice and articulating practice will lead to better understanding practice and, finally, to improving practice. Others (Lyons; Senge; Argyris and Schon; Covey 1989) would argue that "getting feedback" would be a necessary addition to the process that Levine outlines. Lyons' work indicates that feedback from students may be an effective catalyst for change. Certainly feedback from students or colleagues will help teachers to better interpret or "read" their classrooms and their students.

The developmental stages suggest that as individuals grow, they also undergo a philosophical shift. Teachers begin with the idea that because knowledge is transmitted, others are the authorities who can cre-

ate theory. Self-actualized teachers, however, believe that knowledge is constructed and, thus, they are authorities who can create their own theories. More research is needed to determine what conditions or events cause teachers to change their beliefs and practices. Teachers' stories about their own growth seem to indicate at least three ways that happens: 1) New information or knowledge which comes from reading a book or article, talking to a colleague, or hearing a speaker at a conference causes them to change the ways they perceive their students or their classrooms. 2) They encounter what Lyons calls an ethical dilemma: something a student says or does or a classroom event causes them to begin to question what they have been doing. 3) As a result of a personal experience, such as participating in a writing group where they write and share their writing with others, they reflect on their own feelings and begin to think about their students' feelings, leading them to consider their students' classroom experience in a different way. However the growth process starts, it is important that we find ways to nurture and support it.

Just as self-actualized teachers are growth-motivated and challenged rather than discouraged by questions they can't answer about teaching and learning, educators who have the responsibility for planning teacher education, supervision, or staff development must become growth-motivated, stop thinking that "one size or one style fits all," and start figuring out multiple ways of creating the conditions which will motivate all teachers to move toward self-actualization. Given enough time and practice and the right kind of support as they learn to teach, more teachers can become better at what they do. We probably cannot now envision the organizational structure and culture of a school which is staffed entirely by self-actualized teachers, but we can trust that such a school might emerge over time as people in the school are given multiple ways to engage in the process of becoming the best they can be.

Self-actualized teachers and the learning organizations Argyris, Schön and Senge envision, like skipping stones across a lake, create many different, complex, and beautiful patterns of expanding circles. The more we learn, the more our students learn. And what should a school be if not a diverse community of lifelong learners?

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is more complex and suited for modern audiences. For example, the use of Willy's mind to portray past events is a reflection of the current fascination with psychology. It is clear that despite these modern additions to the depiction of the tragic heroes' psyche, the fundamental ingredients of the dynamic change in heroes are constant in *Macbeth* and *Death of a Salesman*.

Willy Loman is a modern tragic hero. His similarities to *Macbeth* make him tragic and his differences are the element that makes him modern. The creation of a hero out of a "common" man would have been inconceivable in Shakespeare's time. However, Arthur Miller achieves poignant tragedy in his man from "the masses,"

Willy Loman. Miller stated in his "Tragedy of the Common Man" that "I believe that the common man is as apt a subject for tragedy in its highest sense as kings were." This assertion has certainly proved true. Miller was able to create a character in Willy Loman that is comparable to *Macbeth*, the King of Scotland, in a setting much less suited for tragedy. Miller has also been successful in his creation of Willy Loman as a trapped man and the effect that Willy has on readers, in proving his theory that "Tragedy enlightens—and it must, in that it points the heroic finger at the enemy of man's freedom."

together in one package. Or, as Anita Pisano explains:

Peter Elbow has said one of the most difficult moments in writing comes when we discover an idea that is better than an old perception we have held. He calls this idea a "loose end." Elbow has said we can choose to sweep these new ideas under a rug or we can choose to take them in and allow ourselves to grow as a result. . . . For me, working with teachers is far more challenging than anything I ever expected. It is not easy to get people to look at loose ends, but I enjoy trying. (Chew, 101)

Maybe sometime someone somewhere will understand all there is to know, but self-actualized teachers do not concern themselves with what might be but rather with what is. They are comfortable dealing with "loose ends": a reality of contradictions, questions, tentative answers, further contradictions, more questions, and more tentative answers. And, as they engage in reflective practice, they do gain further understanding of and skill in creating a classroom environment which encourages and supports a higher degree of student learning and joy in learning. They model in their approach to teaching a process for living in a world where change is the only constant. They derive pleasure from learning and sharing what they discover with others—their students and their colleagues.

Stage V teachers find meaning and fulfillment in teaching because they accept the fact that although they will never know all there is to know about teaching and learning, the search is energizing and rewarding. They believe they can make a difference. Not satisfied with "being a good teacher," self-actualized

Correction

We apologize for an error made in the last issue of *Statement*. On page 46 of Volume 32, Number 1, a quotation was inadvertently omitted and the author's text was incorrectly set as the quotation. The correct version appears to the left. You can replace the text with this one-column correction.