

and their current understanding of their evolving constructivist practices. In retrospect, these teachers came to the realization that the study of their teaching practices would have been enhanced by the use of a guiding framework, such as the 4C virtues.

You have a unique possibility to work with an inquiry structure that promotes and sustains your personal-professional development. Remember, the 4C virtues are scaffolding to serve as a guide for the study of teaching. You may now, or somewhere further along in the cultivation of your teaching practices, identify other important professional virtues. We encourage this exploration of meaningful teaching values.

Think of your career-long personal and professional development as part of an **experiential continuum**. The continuum divides your teaching career into six time periods according to significant experiences:

1. Educational experiences prior to professional course work
2. Early preservice field work in conjunction with professional course work
3. Concluding preservice field work as a student teacher or intern
4. Teaching: the first three years
5. Teaching: from the fourth to the sixth year
6. Teaching: from the seventh to the twenty-fifth year

Let's take a look at how you could use the 4C virtues to reflect on each period on this continuum.

### Educational Experiences Prior to Professional Course Work

These experiences would include your own schooling as well as lessons you learned from parents and other adults. They may be experiences from participating in scouting, summer camp, Sunday school classes, music lessons, school plays, or team-centered activities. Can you remember a particular person in the role of teacher or leader who demonstrated any of the 4C virtues? What do you recall about the way that virtue was manifested in your experiences with this teacher? Were you aware of this quality while you were a student of this teacher, or has it become apparent to you after studying this book? Would this person serve as a model for the cultivation of one or more of the 4C virtues?

### Early Preservice Field Work in Conjunction with Professional Course Work

These experiences might include tutoring or other classroom teaching activities. Which of the 4C virtues does your field-experience teacher exemplify? How is this apparent to you? What will you do with this information in light of your own professional development? Consider this field work and your own interactions with students. Which of the 4C virtues do you exemplify? How is this virtue evident in your interactions with