

students? with teachers? within the school community? How do you intend to sustain further development of this particular virtue in your teaching? Would you try to establish a network of preservice teachers who aspire to cultivate the 4C virtues? How could you do this while you are also working on the pragmatic aspects of your teaching?

### **Concluding Preservice Field Work as a Student Teacher or Intern**

According to research on student teaching (Britzman, 1991) and on adult development (Chickering, 1969), this is a time to be practical, to engage in intensive experiential learning. This may also be a time when you feel dissonance between your image of teaching and that of your cooperating teacher. How do you respond to perceptions of teaching that are different from your own? Do you consider different perceptions worthy of consideration in light of your understanding of teaching? Could this become an opportunity to broaden your understanding of diverse perspectives in the teaching profession? In what ways might you develop the willingness to accept the views of co-workers and colleagues as part of your personal-professional growth?

What 4C virtues do you want to cultivate during student teaching? Can you share your intentions with your cooperating teacher? Can this person help you cultivate these virtues?

### **Teaching: The First Three Years**

It is common practice for a *mentor*, or experienced teacher, to work with first-year teachers (Reiman, Head, & Thies-Sprinthall, 1992, pp. 87–90). Consider that this assignment may be the ideal position in which your mentor encourages your empowerment as a teaching professional. You may find this mentoring arrangement to be less than ideal. However, it may be politically wise to cooperate while seeking out other, more sustaining relationships.

As you gain teaching experience, which of the 4C virtues have been the most difficult to cultivate? Cite some examples. Why are you experiencing difficulties? Can you do anything about the discrepancies between your teaching reality and the 4C ideal?

As you survey the landscape of professional opportunities, what avenues have you chosen to cultivate your “best self” as a teacher? What journals do you read regularly? What professional groups have you affiliated with to support your individual growth? Can you develop collaborative relationships that will enable you to openly and honestly explore your sense of teaching virtues?

### **Teaching: From the Fourth to the Sixth Year**

Which of the 4C virtues is now well-defined in your reflective practice? Cite examples. Can you engage in discussion around your teaching virtues with other