

2017

Goodbye to That!: Student Suite: Performance for the Refereed Symposium "Goodbye to All That! A Living Inquiry," for the Interdisciplinary Symposium on Qualitative Methodologies, University of South Florida, April 15, 2017, Tampa, Florida.

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Goodbye to All That!

**Live Performance for the Refereed Symposium
Goodbye to All That! A Living Inquiry**

Saturday April 15th 1:35 to 3:00 pm
University of South Florida, Room 3705 Marshal Student Center
Interdisciplinary Symposium on Qualitative Methodologies

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Goodbye to All That! Student Suite

The Time	The Summer of 2004
The Place	Addison Ashland's 6 th /7 th grade split classroom in the Chicago Public Schools
The Occasion	Four narrative interviews shared by Addison Ashland to discuss her teaching and her students
The Script	All words spoken by the actors who play Addison Ashland and her students come from verbatim transcriptions of four narrative interviews shared by an accomplished classroom teacher in the Chicago Public Schools. Thousands of words have been cut from this material, but no words have been added. Every word in the script is uttered in the original order it was voiced during the interviews.

Cast

Tara Nkrumah	Addison Ashland: A National Board of Professional Teaching Standards certified teacher who worked at New Acapulco Elementary School in Chicago.
Selene Willis	Charlotte: One of Ms. Ashland's students in the 6 th /7 th grade split classroom Addison was assigned in the 2003–2004 school year.
Omar J. Salaam	Anthony's brother: The older brother of one of the students in Ms. Ashland's class. A gangster and a hell raiser.
Selene Willis	The Yoga Teacher: Leads the yoga routine that concludes the show.
Bethany Austin	Audio: Ms. Austin records the performance and discussion
Dr. Andrew Babson	The DJ: Dr. Babson wrote and performs the score.
Dr. Cynthia Lubin Langtiw	Discussant
Dr. Vonzell Agosto	Discussant
Dr. Charles Vanover	Writer and Director: Dr. Vanover conducted the interviews, built the script, and produced the performance.

Description of the Research to Be Conducted at ISQM

This performance at UCEA of "Goodbye to All That!" is a public forum, and recordings will be taken of all major events along with still-photos, notes, and observations. These records are public documents and these data will be used to understand performers' and audience members' response to the show.

Participation in this public event implies consent to participate in data collection to inquire into the reception of the work. Data collected will be analyzed, coded, and interpreted by members of the research-team and their students over an extended time period. Findings will be disseminated in reports, articles, and through arts-based methods. Photos of performers, research-team members, and audience members may be published and these photos may be shared on web pages managed by the research-team and other parties. Performers will be identified by name. Audience members will not be identified by name in these products without their explicit consent.

During the second half of a performance, all members of the audience will be asked to participate in focus groups to discuss the show, and some members will be recruited for groups lead by members of the research-team. Discussion in the recruited groups will be recorded. Discussion in the other groups will not be recorded. Audience members may leave the performance or the focus groups at anytime.

If you have any questions about this study, you can contact the principal investigator, Dr. Charles Vanover at vanover@mail.usf.edu.

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Excerpt from "Goodbye to All That!"

In this excerpt, Addison Ashland responds to a question from the interview guide that asks her what she has learned about her teaching that is new. Words have been deleted from the text but none have been added or re-arranged.

ADDISON: But, as far as teaching, I don't think that I've (5 SECOND PAUSE) grown. I don't think that I have really learned anything new.

For a moment, ADDISON looks down at her notes;

When I read that question I'm like,

'What have I learned?'

'Holy shit! I haven't learned anything.'

I was like embarrassed. I'm like,

'Oh God, I'm not doing anything differently. I'm not doing anything differently. I haven't changed this. I haven't changed that. On their exit cards they told me they like this, or they didn't like this, and so, then, we did this.'

But, that's not really learning something new about me as a teacher or me in teaching.

5 Second pause;

I don't know how many days, almost every day, there's always a point where I'm

'Why do I even bother? You guys don't care. Why do I even bother? Why do I care? I feel like sitting down and filing my nails. You guys can talk among yourselves. Good luck to you.'

That's the wrong attitude to have.

Especially with the group that I am working now, in the neighborhood I am working with now, the parents know that education is important. They really do. [The parents] think that is. That's one of the reasons they are here. But the kids, for the most part... they are not going to take it as seriously, and they'll say,

"You know what? This isn't on the top of my list. "

That's why I need a grade that I like. That I feel good about. That I am so excited every day and clapping. And I read a letter the other day [from] one of my kids [from Mathews Elementary]... She wanted me to win this award. I didn't even know that she knew about it. And she overheard me saying to someone else, asking a parent, asking if they would write a letter of recommendation for me. And so she came in with a letter of recommendation for me, the student. And you know, it was like

"Ms. Ashland, She really loves us. She really loves to see what we've learned. Like when we do division. She claps her hands and smiles."

But I don't do that for my 7th graders.

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