

The Pennsylvania State University

The Graduate School

College of Education

**TRANSFORMATIONS IN A MENTOR
THROUGH COTEACHING IN A PROFESSIONAL
DEVELOPMENT SCHOOL: A SELF STUDY**

A Dissertation in

Curriculum and Instruction

by

Nicole E. Titus

© 2016 Nicole E. Titus

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

August 2016

The dissertation of Nicole E. Titus was reviewed and approved* by the following:

Bernard J. Badiali
Associate Professor of Education (Curriculum and Instruction)
Dissertation Adviser
Chair of Committee

James F. Nolan
Professor Emeritus of Education (Curriculum and Instruction)

Anne Elrod Whitney
Associate Professor of Education (Curriculum and Instruction)

Stephanie L. Knight
Associate Dean for Undergraduate and Graduate Studies
Professor of Education (Educational Psychology)

William Carlsen
Professor of Education
Director of Graduate Studies, Curriculum and Instruction

*Signatures are on file in the Graduate School

ABSTRACT

I investigated my role as a mentor coteaching with an intern in a Professional Development School (PDS) context through the use of self-study. This ten-month study illustrated my coteaching experience with my intern to determine what conditions I found necessary to foster a successful partnership and whether I experienced transformations in my beliefs and practices about teaching and learning. Cogenerative dialogues through critical friendships were essential to gaining a holistic view of our coteaching experience. I shared what I learned as a mentor through my accretion of points of view, reframed conceptions of coteaching and mentoring, and epistemological transformation about instructional planning. My findings have implications for understanding the use of coteaching and self-study as potential transformative practices in clinical field experiences.

TABLE OF CONTENTS

LIST OF FIGURES	xi
LIST OF TABLES	xiii
ACKNOWLEDGMENTS	xiv
CHAPTER 1 INTRODUCTION	1
Background of the Problem	1
Teacher Preparation Programs	1
Student Teaching Experience	2
Statement of the Problem	4
Purpose of the Study	6
Theoretical Framework	8
The Study	13
Significance of the Study	15
Key Terms and Definitions	16
Professional Development Schools	17
Coteaching	17
Mentor Stances	20
The Absent Teacher	22
The "Cooperating" Teacher	22
The Factory Manager	22
The Mentor	23
The Colearner	23
Chapter Summary	24
CHAPTER 2 REVIEW OF THE RELEVANT LITERATURE	25
Professional Development Schools	25
Historical Overview	25
Nature of Partnership Work	26
Mentoring in the PDS	27
Coteaching	28
Seven Coteaching Models	29
Mentor Modeling	31
One Lead/One Guide	31
Synchronous Team Teaching	32
Affirm and Enhance	32
Alternative Teaching	32
Station Teaching	33
Parallel Teaching	33
What Coteaching is Not	33
Defining Collaboration	35
Theoretical Understanding for Coteaching	36
Mentoring and the Link to Supervision	39

Directive Control Supervision.....	39
Directive Informational Supervision.....	40
Collaborative Supervision.....	41
Nondirective Supervision.....	41
Scientific Management.....	42
Human Relations Supervision.....	42
Human Resources Management.....	43
Transformational Learning Theory.....	43
Core Elements of Transformational Learning.....	44
Individual Experience.....	44
Critical Reflection.....	44
Dialogue.....	45
Holistic Orientation.....	45
Awareness of Context.....	45
Authentic Relationships.....	46
Process for Transformational Learning.....	46
CHAPTER 3 METHODOLOGY.....	48
The Research Design: Situating the Coteaching Study.....	49
Practitioner Research.....	51
Action Research.....	51
Teacher Research.....	52
Scholarship of Teaching.....	52
Using Practice as a Site for Research.....	52
Self-Study.....	53
Historical Influences of Self-Study.....	53
Contributions to Self-Study Methodology.....	54
Teacher Inquiry.....	55
Reflective Practice.....	55
Action Research.....	56
What is Self-Study Methodology?.....	57
Developmental Portfolio.....	59
Personal History Self-Study.....	60
Living Educational Theory.....	60
Collective Self-Study Method.....	60
Arts-Based Self-Study.....	60
Context.....	61
Highland Elementary School.....	62
Room 317.....	63
Participants.....	65
Rebecca (Intern).....	66
Third-Grade Students (Student Focus Group).....	67
Critical Friends (Michael and Janine).....	68
Dianne (PDA).....	69
Nicole (Mentor).....	69
Researcher's Perspective.....	73

Data Methods	74
Artifacts	74
Reflective Journals	74
Critical Friends Portfolio (CFP)	75
Classroom Documents	75
Field Notes	75
Email Correspondence	76
Espoused Platforms	76
Use of Planning Time and Lesson Plans	77
Interviews	77
Cogenerative Dialogues	77
Interview with Rebecca	78
Critical Friends	78
Summary of Methods Collection	80
Analysis	80
Scope of the Study	86
Trustworthiness	87
 CHAPTER 4 COTEACHING IN THE PDS CONTEXT	90
Selection into the PDS Program	91
Meeting Rebecca	95
Our First Meeting	96
The Fall Semester	97
A New Approach for Classroom Management	98
Issues with Control	99
Tensions with Time	100
Opportunities to Problem Solve	101
The Spring Semester	101
Life Circumstances	102
A Period of Growth	103
Coteaching Cycles Begin	105
Cogenerative Dialogues	106
Revisiting the Idea of Lesson Planning	108
Tensions with Feedback	112
Seeking Insight: Coteacher as Mentor	114
Mentor Spring Retreat	116
The Complexities of a Triad in Coteaching	118
Evaluation in Coteaching	120
End of School Year	121
Chapter Summary	123
 CHAPTER 5 ROLE OF MENTOR AS COTEACHER	125
Conditions Fostering Coteaching Partnerships	126
Building Relationships	126
Communication	127
Problem Solve	127

Consultation	128
Clarification	130
Multiple Perspectives	132
Challenges with Communication	132
Supporting Initiatives	135
Restorative Circles	136
Use of Google Docs	138
Incentives Dimension of Learning	140
Modeling Vulnerability	142
Affirmations	143
Summary	147
Instructional Planning	148
Coteaching Cycle	148
Challenges of Planning Together	149
Time	149
Control	151
Instructional Planning Continuum	153
Incidental	156
Consultation	157
Tag Team	158
Coplanning	158
Matching Instructional Planning Models to Coteaching Models	160
Station Teaching	160
Parallel and Synchronous Teaching	162
Instructional Planning as a Form of Embedded Professional Development	163
Summary	167
Role as a Mentor	168
Positioning Myself Within the Mentoring Framework	170
Absent Mentor	170
Trust	171
Confidence Building	172
Factory Manager	173
The Mentor	174
Responsive Mentoring	175
Colearner	177
Reciprocal Learning	177
Dissonance with Colearner Stance	178
Role of Parity	178
Interchangeability Between Mentor and Colearner Roles	181
Evaluation Versus Supervision	182
Dynamics of a Triad	183
Type of Support	184
PDA Challenges with Coteaching	185
Observing Coteaching in Action	186
Questioning Independence After Graduation	187
Rebecca's Critical Friend	189

Summary	192
Cogenerative Dialogues with Students	193
Importance of Setting Expectations	195
Challenge of Time	197
Valuing the Time to Talk with Each Other	198
Chapter Summary	200
 CHAPTER 6 PRACTITIONER AS RESEARCHER THROUGH SELF-STUDY	202
Self-Study to Understand Coteaching	202
Framework for the Development of Self-Study	203
Self-Study Defines the Focus of Study	204
Commitment to Checking Data and Interpretation with Others	207
When Your Own Experience is Examined	212
Framing Experiences in Alternative Ways	214
Rebecca	215
Students	216
Janine	216
Valuable Learning Occurs When It is a Shared Task	217
Self-Confidence is Important	219
Immediate Action and Constant Change	221
Differences Between Self-Study and Reflection on Practice	224
Dilemmas, Tensions, and Disappointments	226
Audience is Critical	230
Critical Friendships	232
Michael	233
Dianne	234
Janine	235
Chapter Summary	237
 CHAPTER 7 POINTS OF VIEW, REFRAMING, TRANSFORMATIONS	239
Accretion of Points of View	239
Students' Views of Coteaching	239
Conception of Coteaching	240
Rooted in Classroom Management	240
Stimulated Recall	241
Enhancing Instruction	241
Coteaching: Benefits, Challenges, Recommendations	244
Benefits of Coteaching	245
Project-Based Learning	246
Smaller Groups	246
Physical Space	247
Reduce Student-Teacher Ratio	247
Gaining Additional Perspectives	247
Synchronous Teaching	248
Station Teaching	249
Coteaching Challenges	250

Teacher Noise.....	250
"Listening-in" Phenomenon	251
Clarifying and Mixed Messages.....	252
Coteaching Recommendations	253
Station Teaching.....	253
Parallel Teaching.....	255
Issues with Classroom Management	256
Grouping.....	257
Lack of Student Choice	257
Teacher Influence	258
Student Choice	259
Teacher Intentions for Grouping	260
Additional Insights About Self-Study	260
Reframing My Conception of Coteaching	261
Instructional Planning: From Logistics to Embedded Professional Development	262
Coplanning Science.....	262
Disorienting Dilemma	263
Recognition and Sharing of Discontent	263
Self-Examination and Critical Assessment of Assumptions	264
Exploration of Options for New Roles, Relationships, and Actions.....	265
Reframing Thoughts on Coplanning	266
Planning a Course of Action	268
Critical Assessment of Assumptions Continues Reframing	269
Acquiring Knowledge and Skills for Implementation	272
Reintegration Into One's Life on Basis of New Perspectives.....	275
Chapter Summary.....	277
 CHAPTER 8 DISCUSSION AND IMPLICATIONS	 279
A Framework for Studying Clinical Experiences in the PDS	282
Coteaching and Self-Study: Transformational Learning Practices	284
Core Elements of Transformational Learning.....	285
Individual Experience	285
Promoting Critical Reflection	286
Dialogue	286
Holistic Orientation	287
Awareness of Context	288
Authentic Relationships	288
Cogenerative Dialogues	289
Insiders' Perspectives.....	290
Outsiders' Perspectives	290
Knowledge-of-Practice about the Four Commonplaces of Learning.....	292
My Knowledge-of-Practice about Coteaching and Self-Study	292
Accretion of Points of View	293
Students' Views of Coteaching.....	293
Benefits of Self-Study	295
Benefits of Critical Friendships.....	296

Reframing Concepts	296
Realities of Coteaching	296
Role of Mentor as Coteacher	297
Epistemological Transformations	297
Instructional Planning	297
Summary	299
Contributions and Implications for Teacher Education	299
Conclusion.....	303
REFERENCES.....	304
APPENDIX A: KEY TERMS AND DEFINITIONS	317
APPENDIX B: TIMELINE FOR THE STUDY.....	320
APPENDIX C: TEACHING PLATFORM (ESPOUSED PLATFORM)	322
APPENDIX D: COTEACHING PLANNING TEMPLATE.....	325
APPENDIX E: COGENERATIVE DIALOGUE: TYPE I PROTOCOL WITH STUDENTS	326
APPENDIX F: COGENERATIVE DIALOGUE: TYPE II MENTOR/INTERN PROTOCOL.....	327
APPENDIX G: INTERVIEW QUESTIONS FOR REBECCA	328
APPENDIX H: CODEBOOK FOR DATA ANALYSIS	329
APPENDIX I: WRITING PROMPTS FOR PDS FORMAL APPLICATION	331

LIST OF FIGURES

FIGURE 1.1: Theoretical Framework for Teacher Education	12
FIGURE 1.2: The Coteaching Cycle.....	18
FIGURE 2.1: A Coteaching Framework for Teacher Education	29
FIGURE 2.2: Examples of Collaborative Teaching Models.....	35
FIGURE 3.1: Forms of Practitioner Research	51
FIGURE 3.2: Movements in Teacher Education that Influenced Self-Study	55
FIGURE 3.3: Self-Study Methods	59
FIGURE 3.4: Adaptation of Johari Window.....	79
FIGURE 3.5: Jotting that triggered deeper thinking	81
FIGURE 3.6: Jotting Illustrating Questions as Teacher Researcher	82
FIGURE 3.7: Jotting for Preliminary Coding	82
FIGURE 3.8: Coding Round 2 Conditions Fostering Coteaching Relationships	84
FIGURE 3.9: Coding Round 3 Conditions Fostering Coteaching Relationships	85
FIGURE 5.1: Processes for Learning.....	141
FIGURE 5.2: Three Dimensions for Learning.....	141
FIGURE 5.3: Time and Complexity with Planning.....	165
FIGURE 5.4: Long-Range Plans/Thoughts	166
FIGURE 6.1: Systematic Data Collection for Student Participation	209
FIGURE 6.2: Weekly “To-Do” Research List.....	224
FIGURE 7.1: Synchronous Teaching During Science Talk	242
FIGURE 7.2: Rebecca’s Read-Aloud	243

FIGURE 7.3: Affirm and Enhance During Read-Aloud	244
FIGURE 7.4: Revised Conception of Coteaching	262
FIGURE 8.1: Framework for Studying Clinical Experiences in the PDS	283
FIGURE 8.2: Cogenerative Dialogues through Critical Friendship in Coteaching	289
FIGURE 8.3: Nicole's Knowledge-of-Practice	292

LIST OF TABLES

TABLE 1.1: Coteaching Models for Instruction.....	18
TABLE 1.2: A Mentoring Framework in Teacher Education	20
TABLE 2.1: Nine Essentials Characteristics of Professional Development Schools	27
TABLE 3.1: Coteaching Research Study Overview	49
TABLE 3.2: Self-Study Characteristics	58
TABLE 3.3: Participants	65
TABLE 3.4: Primary Source Documents.....	80
TABLE 3.5: Phases of Analysis.....	80
TABLE 3.6: Ancillary Research Questions	83
TABLE 3.7: Five Criteria for Trustworthiness in Practitioner Research.....	88
TABLE 4.1: Sample Questions from Weekly Cogenerative Dialogues	107
TABLE 5.1: Assertions about Fostering Conditions for Coteaching.....	126
TABLE 5.2: Assertions about Instructional Planning.....	148
TABLE 5.3: Types of Instructional Planning	155
TABLE 5.4: Assertions about Role of the Mentor.....	168
TABLE 5.5: Assertion about Students	193
TABLE 5.6: Revised Protocol for Cogenerative Dialogues	196
TABLE 6.1: Assertion about Self-Study.....	203
TABLE 6.2: Ten Features of Self-Study Research	204
TABLE 6.3: Critical and Meta-critical Friends	233
TABLE 7.1: Assertions about Nicole's Transformations	239
TABLE 7.2: Students' Views of Benefits and Challenges of Solo vs. Coteaching.....	245

ACKNOWLEDGEMENTS

Mentor's Credo:

I believe in you.

I am here for you.

I will not let you fail.

You have the power to succeed.

(The Mentoring Institute, University of New Mexico, 2009)

There are so many people that believed in me throughout this process. Their support and encouragement helped me succeed and reach this milestone.

To my husband, Dale: Thank you for standing by my side through every step of this journey. It was through your support in every imaginable way that we both have arrived at this stage: a completed dissertation!

To Bernard: As my advisor, chair of my dissertation committee, and friend, thank you for believing in me and pushing me every step of the way. You have always been there for me and made sure that you would not let me fail.

To Rebecca: Thank you for being an amazing coteacher! I am so grateful that we got to learn and teach together. I appreciated your many insights!

To Aimee, Hayley, Lexi, Fred, Alton, and Brian: Your thoughts and voices were so profound throughout this study. Your open and honest communication with us led to changes in our classroom and will impact classrooms beyond our walls. I am immensely proud to have been one of your teachers!

To Anne: Beyond the obvious writing support, you have been an inspirational role model for me. As my aspirations towards academia continue to grow, I look to you on how to succeed and thrive as a professor.

To Jim: You are one of the principal reasons why I want to ground my future in partnership work. Thank you for showing me the importance of honoring all voices in education.

To Stephanie: I am grateful that you were on my committee. Whenever I wrote and thought about audience, you were present in my mind. I value your high expectations and demand for rigorous research. Thank you for believing in me.

To my parents: You did a fine job raising me. Thank you for instilling in me the importance of hard work and always striving to do your best.

To my in-laws: Thank you for your countless support in endless ways. I am proud to become another *Dr. Titus*.

To Centre-Teacher Writers: You were the catalyst that prompted me to have the confidence to finally apply for the PhD program. You moved me from a state of being frozen by the blank page to writing a 300+ page document.

To Janine: Thank you for embarking on this journey with me as a writing partner and critical friend. Your support, both technical and emotional, was immeasurable. I drew on your own perseverance and encouragement to push through the roller-coaster ride of research and writing. I am forever grateful, dear friend.

To the Masterminds: This process has been a team effort. Each time one of you achieved your goals it was a moment to celebrate and a motivating force to keep me moving towards my own goals. I am so proud of all of you!

To friends and family in Alaska, Florida, Colorado, Pennsylvania, Connecticut, New Jersey, and Texas: Thank you for your words of encouragement. I don't know if you

will ever truly know how much they mean to me. Often that email or phone call came at just the right moment to pull me up and push me forward.

To Noelle & Cody: It is my wish that I have given you one of the greatest gifts that I could offer each of you. Dream. Then go and achieve it. My critical friends portfolio contains the story of the process of the pursuit of my dream. It documents a long journey filled with highs and lows. While it was instrumental to my research, even more importantly, I hope that it shows you that through life's difficulties do not give up on your dream. Noelle, thank you for being so patient with me all the times I had to do my work. I can now say that I finally finished my “homework.” I love you both so much!

CHAPTER 1: INTRODUCTION

Teacher education not only has the potential to impact future teacher candidates, but also to transform those who act as classroom mentors. This chapter begins with describing how teacher education traditionally has focused on teacher candidate preparation through the university lens. Preparing from the “ivory tower” has led to tensions when teacher candidates enter the “trenches.” The chapter describes how this study can help mitigate the theory-practice gap through coteaching and the use of self-study. This study is anchored in transformational learning theory that relies heavily on the social learning theories of Vygotsky. I provide a brief overview of this self-study on coteaching and share the significance that this research will contribute to the educational community. This study is situated in a specific context of an elementary professional development school. To understand the cultural background and context, the chapter concludes with descriptions and key terms associated with professional development schools, coteaching, and mentoring.

Background of the Problem

Teacher Preparation Programs

Teacher preparation in the United States continues to draw criticism from an array of sources. A Nation at Risk report (Gardner, Larsen, & Baker, 1983) brought the issue of teaching and teachers to the forefront. The Holmes Group (1986), a group of university academics from across the United States, conducted their own study of teacher preparation programs and synthesized their findings into critiques of the current system and a shared reform agenda for teacher education. John Goodlad’s work (1994) paralleled the work of

the Holmes Group through a series of postulates for reforming the broken educational system. This section discusses common problems associated with teacher education.

The National Commission on Excellence in Education published *A Nation at Risk: The Imperative for Educational Reform* in 1983 that put the blame squarely on the educational system. Some of the specific criticisms included teachers and issues of content, expectations, time and teaching. One primary concern stated by the *Nation at Risk* report found that teacher preparation programs needed substantial improvement (Gardner et al., 1983).

The Holmes Group (1986) highlighted some of the attitudinal separations by sharing some of the norms of teacher preparation such as overly simple solutions and naïve views of teaching. They reported that preparation programs needed to focus more on subject matter and less on pedagogy. Also, instruction became a form of “one-way teaching” rather than a dynamic interactive process. One of the troubles with the idea of “one-way teaching” was that the emphasis became more of an informative type of learning (Kegan, 2000) and ignored the potential of transformational learning through a social interactive dialogue (Mezirow, 1997).

Goodlad (1994) suggested that disconnected cultures contribute to some of the perils of teacher preparation. He described the issue with teacher education as being two different disconnected cultures, the school districts and university settings. There were physical separations between the two worlds as well as organizational separations.

Student Teaching Experience

Goodlad (1994) mentions how teacher preparation programs “lack continuity and coherence.” Other literature references this as the “theory-practice” gap (Bacharach, Heck,

& Dahlberg, 2010; Roth & Tobin, 2001). These distinct cultural gaps between the university and the school district contribute to the theory-practice gap that is present in teacher education programs. This dichotomy usually manifests itself most prominently during the student teaching experience. The intention of the student teaching experience is to integrate the theory learned into the practice of teaching; however, without the collaboration between what occurs in K-12 classrooms and at the universities, what gets valued during the student teaching experience becomes polarized.

Classroom teachers and university faculty often see knowledge construction from differing viewpoints. University faculty put a lot of value in theoretical knowledge—identifying the principles and theories about learning to teach. Classroom teachers often feel that knowledge about teaching occurs hands-on through the practice of teaching in the classroom. Cochran-Smith & Lytle (1999) categorized the type of “book learning” as knowledge-for-practice. Knowledge-for-practice is commonly associated with formal university coursework. Cochran-Smith and Lytle describe the “hands-on” learning as knowledge-in-practice. Knowledge-in-practice is traditionally derived in K-12 classrooms where classroom teachers gain a greater understanding of their practices from their immediate contexts of testing what works and does not work.

What appears to occur in teacher education programs, particularly the student teaching experience, is that student teachers enter classrooms in school districts and tend to forget or dismiss what they have learned in their university classrooms in favor of the practical realities of classroom life. The complexities of the classroom and school culture shift the importance to knowledge-in-practice. The theory and practice disconnect has contributed to what Zeichner and Tabachnick (1981) called the “washing out” effect in

education. The washing out effect entails student teachers resorting to more traditional views of teaching after learning more liberal and innovative approaches from the university setting.

Statement of the Problem

Traditional student teaching is generally described as a “take-over” approach in the classroom (Bacharach et al., 2010; Badiali & Titus, 2011). Clark, Triggs, and Nielson (2014) share various conceptions of how cooperating teachers view their roles including classroom placeholders and supervisors of practica. The cooperating teacher is primarily responsible for all classroom activities with the student teacher gradually assuming more responsibilities over time. In addition, one teacher is usually actively teaching while the other teacher is a passive observer or engaged in other activities.

Darragh, Picanco, Tully, and Henning (2011) highlight three main issues with the traditional model of student teaching. First, with No Child Left Behind (NCLB) and Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), mentor teachers are becoming less willing to host student teachers and to relinquish their classrooms. Field experience directors are experiencing more resistance from school districts and mentors, especially during periods of time during state-mandated testing. Second, the traditional student teaching model emphasizes the “sink or swim” mentality and does not necessarily prepare student teachers to become collaborative practitioners. The third issue with the traditional model of student teaching places the emphasis of lead teacher onto the student teacher. In general, mentor teachers have a greater impact on K-12 student learning because of their relationships with their students and understanding of local contexts.

Political factors such as state mandated testing and revised teacher evaluation systems, along with the structure of university teacher preparation field experiences may complicate mentors' willingness to host student teachers. If mentor teachers are willing to host student teachers, these pressures can affect how they mentor the student teachers. Mentors may be reluctant to allow student teachers to "experiment" within their classrooms, especially when student performance is tied to their professional evaluations.

University teacher field experiences are structured in a way that mentors are expected to serve as "cooperating" teachers. Clark, et al (2014) explain the origins of the term "cooperating teachers" and how it implies that many university programs wish for mentor teachers to cooperate with their own agenda. This is one of the tensions in field experiences where the ivory tower meets the trenches. Two things potentially can occur in this type of setting. One, mentor teachers do not think their voices matter in the field experience with student teachers. They cooperate and follow the university guidelines rather blindly. The other peril in this type of structure is that when the mentor teachers' voices are not solicited for meaningful input, then mentors do not necessarily see the potential for their own learning through the field experience. They cannot see fully the opportunity for embedded professional development.

Finally, to look at problems with the student teaching field experience, one must also look at the mindsets of mentors in the K-12 schools. Traditionally mentors have seen their roles as sharing practical knowledge with student teachers and as a way to give back to the profession (Sinclair, Dowson, & Thistleton-Martin, 2006). It is common for mentors to see the activity of "hosting" student teachers as a service that benefits student teachers and not necessarily realize the potential impact for the present group of students in the

classroom or for themselves. With this mindset, the opportunity to engage in transformational learning activities between mentors and interns becomes limited.

Purpose of the Study

Through a self-study method (Samaras, 2011), I investigated the extent to which my epistemology was transformed through a coteaching partnership during a year-long field experience in a professional development school. My inquiry into mentor learning partly stemmed from my own student teaching experience and my role as a mentor in our professional development school. As a traditional student teacher, I “took over” the classroom with little support from my cooperating teacher. As a mentor in our professional development school (PDS), I learned a different approach to working with an intern through coteaching. Coteaching with an intern meant that we planned together, taught together, and reflected on lessons together; we were both engaged in teaching almost all of the time. Different teachers took the lead, but the idea of “taking over” did not exist.

As I compared and contrasted my student teaching experience with my mentoring role, I wanted to further study the phenomenon of coteaching in a more systematic way. My principal research question was, “To what extent are a mentor’s beliefs about teaching, learning, and mentoring transformed through a year-long coteaching partnership in an elementary professional development school?” Ancillary questions included the following: “What conditions are important for me to foster learning with my intern in a coteaching partnership?” “How is the mentor-intern relationship situated in the PDS context?” “What does a mentor learn about herself and her teaching through coteaching with an

intern?” “How does the use of self-study methodology influence the researcher’s understanding of the experience?”

Another purpose for conducting this research was to investigate how self-study methodology might deepen understandings of the nuances of coteaching partnerships between mentors and interns in teacher education. Traditional forms of research focus on a science-oriented research approach that tends to generalize theory independent of contexts. Self-study is a personal situated inquiry (Samaras, 2011) that focuses on generating knowledge through personal, context-bound, experience (Berry, 2007). A goal of this study was to explore to what extent self-study methodology could be an effective form of research for teacher education as well as a powerful form of professional development for teacher educators.

This study was designed to contribute to the knowledge base on self-study, coteaching, and professional development schools. Present needs of self-study research are to see “how a study builds on the work of others” (Zeichner, 2007, p. 39). My work builds on the conception of coteaching in teacher education proposed by Roth and Tobin (2002). Roth, Masciotra, and Boyd (1999) focused on a student teacher coteaching with a university supervisor. They reported how the student teacher’s pedagogical development was enhanced through the coteaching experience. This study investigated the mentor’s role in a coteaching partnership and analyzed to what extent a mentor’s beliefs change through the process of coteaching.

Coteaching studies in teacher education typically focus on the intern’s perceptions of the coteaching experience (Titus, 2013) and struggle to assess the quality of coteaching programs (Nevin, Thousand, & Villa, 2009). Mentors appearing in coteaching studies seem

to take a peripheral role where results center on coteaching benefits such as learning more about science content and technology skills (Scantlebury, Gallo-Fox, & Wassell, 2008) and vague references to learning through collaboration (Goodnough, Osmond, Dibbon, Glassman, & Stevens, 2009). Presently, there are no studies that discuss transformation of a mentor's beliefs through coteaching with an intern in teacher education.

Theoretical Framework

“Transformational learning is the process of effecting change in a frame of reference” (Mezirow, 1997, p. 5). Mezirow (1997) describes frames of reference as “structures of assumptions through which we understand our experiences” (p. 5). Kegan (2000) uses the term “epistemology” to describe these frames of reference as a way of knowing. Our epistemology is not necessarily what we know but our way of knowing the world through our points of view and habits of mind.

One of the goals of structuring activities to promote transformational learning opportunities is to develop autonomous thinkers. “Autonomy refers to the understanding, skills, and disposition necessary to become critically reflective of one's own assumptions and to engage effectively in discourse to validate one's beliefs through the experiences of others who share universal values” (Mezirow, 1997, p. 9). Becoming autonomous involves the process of critical reflection of the assumptions of our interpretations, beliefs, habits of mind, and points of view. “Becoming critically reflective of one's own assumptions is the key to transforming one's taken-for-granted frame of reference, an indispensable dimension of learning for adapting to change” (Mezirow, 1997, p. 9).

To understand the transformative learning potential that coteaching and self-study can foster, it is helpful to see how people perceive the relationship between knowledge and

practice. Cochran-Smith and Lytle (1999) describe three types of knowledge construction: knowledge-for-practice, knowledge-in-practice, and knowledge-of-practice. University level instruction tends to be geared towards the acquisition of knowledge-for-practice. Cochran-Smith and Lytle (1999) define knowledge-for-practice as the belief that knowledge is generated in formal settings typically conducted by outside “experts.” This belief dominates most university teacher preparation programs by valuing coursework to prepare teacher candidates for the classroom.

Cochran-Smith and Lytle (1999) contrast knowledge-in-practice as the belief that knowledge comes from teaching experience in the local context. Many practitioners may feel it is beneficial for teacher candidates to experiment with different strategies and observe “best practices” in order to learn how to teach. In teacher education, it is these two conceptions that are often in competition with each other and widen the theory-practice gap.

Another flaw between the competing mindsets of knowledge construction is that both knowledge-for-practice and knowledge-in-practice primarily rely on informational learning activities. The purpose of informational activities “is literally *in-form*-ative because it seeks to bring valuable new contents into the existing form of our way of knowing” (Kegan, 2000, p. 49). Informational learning works within the pre-existing frame of mind and provides changes in what we know (Kegan, 2000). Informational learning experiences are important parts of teacher preparation programs; however, relying solely on knowledge acquisition strategies without transformational learning activities incorporated into programs could lead to what Zeichner & Tabachnick (1981) call the “washing out” effect of teacher education. If teacher education programs are to have

transformational effects on future teachers, then activities need to be included that challenge teachers' assumptions and how teachers come to know beliefs. It involves reconstructing the very frame of their epistemology.

Informational and transformational learning can occur through the three dimensions of learning (Illeris, 2004). Illeris describes three approaches to learning: cognitive, incentive, and social. The cognitive process of learning has been traditionally studied in psychology focusing primarily on acquiring knowledge through the central nervous system. The incentive process includes learning from emotions, attitudes, and motivations. The social process takes place in the interactions between the self and the environment around the self.

Coteaching and self-study are seen as structures for knowledge-of-practice. Knowledge-of-practice is not a combination of the previous two types of knowledge construction; rather, "knowledge making is understood as a pedagogic act-constructed in the context of use, intimately connected to the knower, and, although relevant to immediate situations, also involves the process of theorizing" (Cochran-Smith & Lytle, 1999, p. 273). Roth and Tobin (2005) share that when two or more teachers plan, teach, and reflect on lessons, there is "automatically a greater range of action possibilities" (p. 207). These shared actions create the potential to construct knowledge-of-practice and transform learning for interns and mentors. This conception of knowledge goes beyond applying what teachers learn in their immediate situation and challenges their existing frameworks about theory and practice and how it relates to the larger educational community.

Knowledge-of-practice in a coteaching model of student teaching aligns well with social learning theories by Vygotsky (1978) and is critical for the quality of self-study methodology (Samaras, 2011). Roth and Tobin (2001) related the idea of knowledge-of-practice with their term “praxeology” meaning praxis (action) and logos (talk). “We term this alternative understanding praxeology (rather than theory) of teaching to emphasize its fundamental grounding in praxis and lived experience and to make salient the dialogic nature of formal knowledge” (p. 207). Roth and Tobin later shifted their term, “praxeology,” to “cogenerative dialogues.” Cogenerative dialogues are components of coteaching that allow both teachers to have reflective conversations about their teaching and how it relates to their students’ learning.

Cogenerative dialogues are a form of communicative learning opportunities (Mezirow, 1997) that can promote transformative learning. Murphy and Carlisle (2008) add that through shared expertise there are “expanded opportunities to learn from the interactions between coteachers, between coteachers and their students, coteachers and the classroom, and between coteachers, their students, and the classroom” (p. 495). Through self-study methodology, cogenerative dialogues can be any intentional meeting between critical friends for the purpose of furthering understanding of a phenomenon. Critical friends engaging in cogenerative dialogues include students, coteachers, supervisors, outside faculty members, and peers. “Reflection in the absence of the other stakeholders in the classroom can serve to reinforce structures that truncate the agency of particular individuals, create borders between stakeholders and lead to the kind of cultural reproduction that does not permit effective teaching and learning to take place,” (Beers, 2009, p. 444). Connecting these theories to types of knowledge construction is the

movement from stakeholders (university faculty, mentors, teacher candidates, and K-12 students) as participants in teacher preparation programs to shared contributors of knowledge.

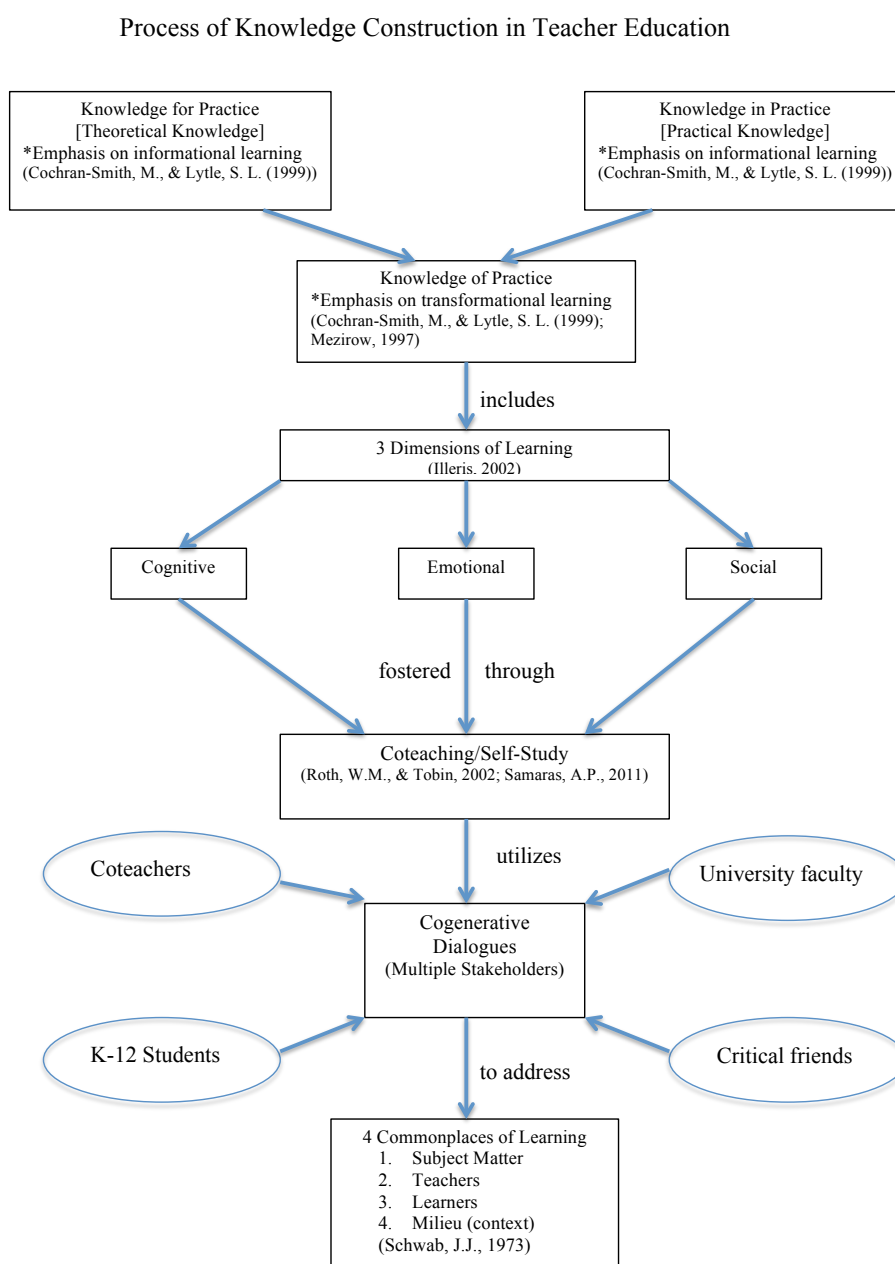


Figure 1.1. Theoretical Framework for Teacher Education

The use of cogenerative dialogues with multiple stakeholders provides various perspectives on the four commonplaces of education (Schwab, 1973). The four commonplaces include teachers, learners, subject matter, and the milieu. Looking at learners involves understanding children's development, their needs, how they respond to curriculum and other factors. Investigating teachers involves looking closely at pedagogy, their biases, their content knowledge on subject matter, how personalities and teaching approaches impact students. Cogenerative dialogues can assist with a deeper understanding of subject matter. Subject matter involves looking at accuracy of content, materials utilized, and depth of the discipline. Finally, the milieu involves the classroom and school context where teaching and learning takes place. Cogenerative dialogues with multiple stakeholders can provide great insight into the milieu of school culture such as school attitudes, cultural backgrounds, and school leadership. Highlighting the four commonplaces of education through coteaching, self-study, and the use of cogenerative dialogues provides a greater understanding of the complexities of education.

The Study

This self-study on coteaching in a professional development school (PDS) took place during the 2013-2014 school year. Most of the data centered on the partnership between my intern and me during the spring semester. The research question was one of the most difficult things to establish in the development of this study; yet it was one of the most crucial aspects. The question guides the researcher in her methodology and data collection methods. Creswell (1998) states, "the research question often starts with a how or a what so that initial forays into the topic describe what is going on" (p. 17).

My principal question for the study was: To what extent are a mentor's beliefs about teaching, learning, and mentoring transformed through a year long coteaching partnership in an elementary professional development school? Other questions explored in this study included: What conditions are important for me to foster learning with my intern in a coteaching partnership? How is the mentor-intern relationship situated in the PDS context? What does a mentor learn about herself and her teaching through coteaching with an intern? How does the use of self-study methodology influence the researcher's understanding of the experience?

I utilized three primary methods to capture the complexities of our partnership during the ten-month study in order to fully explore each of these questions. Various forms of interviews were used during the spring semester. A faculty member from Greater Allegheny University (GAU) facilitated weekly meetings with a student focus group, my intern, and myself to reflect on the week's cotaught lessons. My intern and I engaged in cogenerative dialogues during critical moments during the partnership. One semi-structured interview was conducted with my intern at the conclusion of the internship in June.

Observations and artifacts were collected throughout the fall and spring semesters. Reflective journals, course assignments, and a critical friends portfolio (researcher's logbook) contained individual thoughts my intern and me. Email and lesson plans were additional methods of written correspondence to each other.

Analysis initially consisted of thorough readings and jottings (Miles, Huberman, & Saldana, 2014). Data were compiled into a timeline of events to create a plot for the story line. Data finally went through a series of coding to look for patterns and themes.

Significance of the Study

Cochran-Smith and Lytle (1993) discussed the importance of classroom teachers sharing their voices because it contributes to our public understanding of teacher education. Studies generally have a greater impact when readers resonate and relate with the results. Cooperating teachers and mentors have many questions related to coteaching with a student teacher or intern. Questions may include: What do the coteaching models look like? How do you coplan together? How do you resolve conflicts that arise in the classroom? How do you meet your students' and own needs? Geertz (1983) talks about the difficulties involved in representing emic knowledge and meaningful perspectives. Anthropologists cannot really represent "local knowledge" as outsiders of a community. Many of these questions are not adequately answered through outsiders' observations or interviews. Engaging in a prolonged study of continued reflection about all the complexities of the classroom and subtleties of teaching in a specific local context provides a wealth of data for analysis from an insider's perspective.

This study was also significant because it shows a way to mitigate the theory-practice gap. Whereas university programs tend to focus on the knowledge-for-practice (theory) and mentors tend to focus on the knowledge-in-practice (practical), this study showed how using coteaching and self-study were ways to construct knowledge together. It changed the roles of the mentor and intern. The mentor remained involved throughout the field experience and actively sought ways to learn. The intern was empowered to take more ownership in the classroom and help design her own path of learning.

Finally, practitioners conducting self-study contribute to our understanding of classroom practice and help teacher educators realize how theory is enacted in the

classroom. Practitioners conducting their own research generally have been seen as a way for teachers to study and improve their own practice while traditional forms of research conducted at universities are seen as ways to build theoretical knowledge. “This dualism of research should be rejected and seen as how self-study can work towards both of these goals simultaneously” (Zeichner, 2007, p. 36).

It is possible to imagine a different knowledge base for teaching—one that is not drawn exclusively from university-based research but is also drawn from research conducted by teachers, one that is not designed so that teachers function simply as objects of study and recipients of knowledge but also function as architects of study and generators of knowledge. (Cochran-Smith & Lytle, 1993, p. 2)

This study captures four ways that Cochran-Smith and Lytle (1993) share that the academic community could learn from teachers conducting research. First, teachers’ journals provide rich data that can be used in theory construction. Second, the academic community gains insight on seminal issues based on teachers’ inquiries. Third, teacher research provides rich classroom cases. Finally, teachers are given the voice to contribute to the critique of theories.

Key Terms and Definitions

This self-study is a rich description of a very specific context of an elementary professional development school classroom. Various terms used throughout this study pertain to this specific context. This section divides key terms into three general areas: professional development schools, coteaching, and mentoring stances. A summary table of key terms and definitions is found in Appendix A.

Professional Development Schools

Professional Development Schools (PDS) are sites that incorporate a year long clinical experience for interns, collaboration between school districts and universities, and adopt an inquiry and reflective stance (Abdal-Haqq, 1998). Professional development for all stakeholders is an important feature of PDS sites. Key terms such as mentor, intern, and Professional Development Associate (PDA) are deliberately used in our PDS context to convey key roles each triad member contributes to the field experience. Mentor is a commonly used term to describe a cooperating teacher working with an intern. The role of the mentor is considered a much more collaborative relationship than the role of a traditional cooperating teacher. An intern is another term for a student teacher. Interns in this PDS context are senior undergraduate students completing a year-long student teaching assignment. The Professional Development Associate (PDA) replaces the term “supervisor” to shift the emphasis from evaluation to a collaborative learning structure designed to improve learning for all stakeholders.

Coteaching

Coteaching is the cyclical process of shared decision-making and reflection that can lead to greater learning opportunities for all stakeholders in teacher education (see Figure 1.2). Coteaching involves two or more educators (for the purposes of teacher preparation programs, educators could be identified as intern/mentor, mentor/mentor, intern/intern, mentor/supervisor, supervisor/intern) involved in the planning, instruction, and assessment of students in a classroom environment that reduces the student/teacher ratio, ideally occurring in a single physical space.

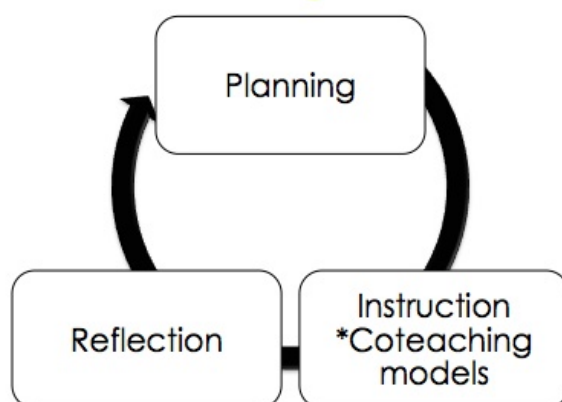


Figure 1.2. The Coteaching Cycle

The coteaching cycle mirrors principles of clinical supervision. The planning phase is similar to the preconference. During the coplanning phase, coteachers identify goals for themselves and for their students. The act of teaching also includes data collection such as the observation in clinical supervision. Engaging in reflection is similar to the post conference of clinical supervision. The dialogue that occurs between coteachers before, during, and after instruction provides the potential for embedded learning opportunities within the classroom.

Various coteaching models are used during instruction to help guide students' needs as well as teachers' needs. My intern and I utilized the following coteaching models throughout this study (see table 1.1). These models were adapted from (Badiali & Titus, 2011).

COTEACHING MODEL	DEFINITION
Mentor Modeling	Mentor modeling consists of one teacher being the lead teacher while the other teacher does a systematic observation on an agreed upon objective.
One Lead/ One Guide	One teacher takes the lead for teaching while the other teacher (the "guide") circulates through the room providing unobtrusive

	assistance to students as needed.
Synchronous Team Teaching	Both teachers are delivering the same instruction at the same time.
Affirm and Enhance	Affirm and enhance is when one teacher takes the lead with a lesson and the other teacher may jump into the lesson with a reinforcing or clarifying comment about the content of the lesson.
Alternative Teaching	One teacher takes the lead with a large group of students while the other teacher works with a small group of students in the classroom.
Station Teaching	Station teaching encompasses two teachers working with small groups of students while the rest of the class is involved with independent activities throughout the classroom.
Parallel Teaching	Two teachers teach the same content simultaneously in two smaller groups in the classroom.

Table 1.1. Coteaching Models for Instruction

Whereas the coteaching cycle mirrors the clinical supervision cycle, making the commitment to a coteaching partnership is far more complex. Coteaching partnerships utilize the coteaching cycle, but the essence of the partnership is that two teachers adopt a mindset and commitment to shared responsibility and shared decision-making. Coteaching partnerships are more intricate and organic in nature. It goes beyond just the coteaching cycle to include shared decisions about grading, classroom management, room design, accommodations, subject matter, students, etc.

A critical component to a coteaching partnership is the cogenerative dialogue between the two teachers. There were two principle types of cogenerative dialogues used in this study. Type I cogenerative dialogue was a reflective conference that occurred

among the mentor, intern, students, and a critical friend after a cotaught lesson. The purpose of the conference was to gain multiple perspectives on what participants learned from the coteaching experience and what changes should be made for the future. Type II cogenerative dialogue was a reflective conference that occurred between the mentor and intern after a coteaching lesson and Type I cogenerative dialogue. The purpose of the conference was to gain multiple perspectives on what participants learned from the coteaching experience and Type I cogenerative dialogue and what changes should be made for the future.

Mentor Stances

Based on how classroom teachers define mentoring, see their roles and responsibilities in the mentoring partnerships, and motivations for mentoring, five general types of mentors can be identified in a mentoring framework (see table 1.2): The Absent Teacher, The “Cooperating” Teacher, The Factory Manager, The Mentor, and Colearner. It is important to note that this is a general framework for mentoring stances. They are not hard-fast characteristics exclusive to each mentoring stance. For example, there may be instances when coteaching occurs in multiple mentoring stances. In addition, there may be times when mentors and colearners employ more directed feedback with a protégé. In addition, I have discussed many of the complexities that influence a mentor’s style. It is possible that one mentor could exhibit more than one mentoring stance during the course of a year.

	The “Absent” Teacher	The “Cooperating” Teacher	The Factory Manager	The Mentor	The Colearner
Primary Stance	Hands-off mentor; disengaged	Follower; “cooperates” with university guidelines, limited voice	Classroom manager	Expert	Colearner
Connections to	*Laaissez-faire	*Directive	*Directive	*Directive	*Collaborative

Supervision Models	Supervision (Sergiovanni, 2007)	Control Supervision (Glickman, Gordon, Ross-Gordon, 2004) *Directive informational supervision (Glickman, Gordon, Ross-Gordon, 2004) *Human Relations Supervision (Sergiovanni, 2007)	Control Supervision (Glickman, Gordon, Ross-Gordon, 2004) *Scientific management supervision (Sergiovanni, 2007)	informational supervision (Glickman, Gordon, Ross-Gordon, 2004) *Collaborative Supervision (Glickman, Gordon, Ross-Gordon, 2004) *Human Resources Supervision (Sergiovanni, 2007)	Supervision (Glickman, Gordon, Ross-Gordon, 2004) *Human Resources Supervision (Sergiovanni, 2007) *Coteaching (Roth & Tobin, 2001)
Views of teaching and learning	*trial and error *learning occurs through direct experience *sink or swim *acts of dissonance *individual, without collaboration	*knowledge comes from outside sources with the opportunity to practice in the field (knowledge “for” practice; Cochran-Smith & Lytle, 1999) *learning is developmental, sequential process *stresses dependence on others *involves extrinsic motivators *transfer of knowledge *feedback entails positive & constructive comments	*“apprenticeship of observation” (Lortie, 1975) *reproduce what is already being done *knowledge comes from within the classroom (knowledge “in” practice; Cochran-Smith, 1999) *emphasis on transfer of knowledge *learning dependent on others *involves extrinsic motivators *feedback entails positive & constructive comments	*“apprenticeship of observation” (Lortie, 1975) (But with much less emphasis) *knowledge comes from within the classroom (knowledge “in” practice; Cochran-Smith, 1999) *learning is developmental, sequential process or as transformative *learners treated individually/ differentiated instruction *fosters intrinsic motivation/ independence *low-inference feedback (more systematic)	*strives for parity *knowledge is constructed together inside/outside classroom (knowledge “of” practice; Cochran-Smith & Lytle, 1999) *learners treated individually/ differentiated instruction (includes mentor as a colearner) * learning is a transformative social act *fosters intrinsic motivation/ independence *low-inference feedback (more systematic)

Motivators for mentoring	*stipend *free labor *reward	*enable student teachers to put university learning into practice	*share knowledge of teaching *help students learn about the “real world” of teaching	*share knowledge of teaching *help students learn about the “real world” of teaching *ensure better quality beginning teachers	*share knowledge of teaching *ensure better quality beginning teachers *own professional development (on teaching)
--------------------------	------------------------------------	---	---	--	--

Table 1.2. Mentoring Framework in Teacher Education

The absent teacher. The “absent” teacher reflects a less relational aspect of working together with a protégé. This could be the result of intentional dispositions of the mentor or factors that are beyond a mentor’s control. In either case, teaching and learning rests with the individual without much collaboration. It is through direct experience and acts of dissonance (trial and error) that a student teacher learns how to teach in the classroom. Trust can be low in these types of partnerships.

The “cooperating” teacher. The “cooperating” teacher does just that—cooperates with university guidelines and expectations. The “cooperating” teacher seems to have a limited voice in what or how things get done in the classroom. Because these partnerships are typically shorter in duration there tends to be a less relational aspect of working together. The “cooperating” teachers see their classrooms as a place to host teacher candidates in order for them to apply what they have learned during their university coursework. “Cooperating” teachers typically see knowledge “for” practice coming from the university with the opportunity to practice this learning in the classroom.

The factory manager. The “factory manager” acts as a conductor of an orchestra. This mentor is in control of all events in the classroom, and primarily uses directive control supervision. The mentor sees knowledge generation coming from within the classroom

through the protégé reproducing the activities and beliefs the mentor feels are important to master. Transfer of knowledge is valued. Trust and autonomy can be low in classrooms with this mentoring stance. Relationships are typically more formal with the power differential being very apparent. Feedback for protégés is generally extrinsic, involving a series of “rewards” for reinforced behaviors and criticisms for areas of growth.

The mentor. The “mentor” typifies most literature on mentoring. The mentor sees the protégé as a “whole” person being more attentive to the differentiated needs of individual student teachers. This type of mentoring is much more nurturing and relational in nature. The mentor understands that when a protégé’s basic needs are met, she can be willing to take more risks in order to learn. Trust is paramount in these types of partnerships. While the mentor sees herself as an expert, she knows how to scaffold learning so that the protégé can follow her own inquiries and discoveries. Mentor’s feedback is structured so that the protégé takes the lead in reflecting on teaching and learning experiences.

The colearner. Whitehead and Fitzgerald (2006) term this type of mentoring “generative mentoring.” It is integrating coplanning, co-instruction, and shared analysis and feedback on lessons between mentors and student teachers. This mentoring stance is fostered by the “nature of the relationships between mentors, trainees and pupils such that they became more inclusive than those in the restricted approach” (p. 47). A goal the colearner seeks is to use coplanning, coteaching, and shared reflection as a way to learn together in the classroom. Trust and respect are key elements for this type of mentoring stance. The relationship between the university and K-12 school also influence this type of mentoring stance because the university values K-12 teachers’ voices and sees them as

contributors of knowledge. This mentoring stance adopts more of a community of practice, “a place of exploration where it is safe to speak the truth and ask hard questions” in a climate of openness and trust (Wenger, E., McDermott, R., & Snyder, W., 2002, p. 37).

Chapter Summary

In chapter one, I shared that historically there has been a cultural divide between the university and K-12 settings. The cultural differences have contributed to a disconnect during the capstone student teaching experience furthering the “theory-practice” gap. This inquiry investigated how a mentor’s role through coteaching with an intern could influence the student teaching experience in a professional development school context. This inquiry was unique because it looked at how a mentor was impacted through participation in teacher preparation programs. In addition, self-study methodology was utilized to elevate practitioners’ voices in the field of academia. This inquiry captured a detailed description of a coteaching experience to enhance our understanding of the complexities of coteaching in teacher education and the potential to construct knowledge together for the potential of transformative learning.

CHAPTER 2: REVIEW OF THE RELEVANT LITERATURE

Chiseri-Strater, E., Sunstein, B.S. (2006) discuss the various steps teacher researchers go through when conducting their own inquiries. One of the critical stages is what they call “bridgework” which is researching the topics that a teacher proposes to study. “Very few studies in teacher education are situated as part of programs of research on particular issues or problems where researchers consciously build on the work of others and establish chains of inquiry” (Schulman, 2004, p. 37). This study is situated in the Professional Development School context where I will investigate how coteaching can potentially lead to transformations for me. This study will build on the work of professional development schools as well as the research conducted by Roth and Tobin on the potential for learning through coteaching. Particular attention is given to the opportunities that arise for each of us to reflect individually and together on our teaching and development. These three big areas: professional development schools, coteaching in teacher education, mentoring, and transformational learning theory are briefly discussed in the overview sections that follow. Each of these sections will be expanded throughout the dissertation process.

Professional Development Schools

Historical Overview

The creation of professional development schools partially stemmed as a response to A Nation at Risk report (Teitel, 1998). The Nation at Risk report found several flaws in the preparation of future teachers. As a result of this report, four key efforts emerged that laid the groundwork for professional development schools (Rutter, 2011). The first key

effort was made by the Ford Foundation's Academy for Education Development. They published a report titled, "Teacher Development in Schools" that in part focused on teachers' preparation in schools and the need for ongoing professional development throughout teachers' careers. Second, the Carnegie Forum on Education and the Economy and the Task Force on Teaching as a Profession sponsored a blue ribbon panel that published "A Nation Prepared: Teachers for the 21st Century." Some of the proposals in their report included giving teachers more autonomy and professional decision-making. The third key effort, which Rutter (2011) shared was the catalyst for much of the change we see today with the influence of professional development schools is attributed to the Holmes Group. The Holmes Group advocated the need for learning communities and leadership opportunities among university and school districts. Finally, Goodlad (1990) proposed 19 postulates for improving teacher education and founded the National Network for Education Renewal. This network of educators stressed the importance of shared knowledge through collaborative inquiry in order to advance what is known about teaching and learning.

Nature of Partnership Work

Teitel (1998) stated that professional development schools are "strongly rooted in the movement to professionalize teaching" (p. 37). This movement involved deep changes such as a shared mission, shared resources, shared decision-making, a community of mind, clinically centered course work, and innovative pedagogical practices among the universities and school districts (Burns, Yendel-Hoppey, Jacobs, 2015). These changes support six main goals for teacher education programs proposed by the Holmes Group (1990). These six goals include (a) teaching and learning for understanding, (b) creating

learning communities, (c) teaching and learning for everybody's children, (d) continued learning by teachers, teacher educators, and administrators, (e) through long-term inquiry into teaching and learning, and (f) inventing a new institution (p. 7).

While definitions of professional development school work tend to vary, Abdal-Haqq (1998) mentions that there are key principles to partnership work. They include teaching for understanding, learner-centered schools, learning communities, child-centered practices, and ambitious teaching. In 2008, the National Association for Professional Development Schools created nine essential characteristics that professional development schools should exhibit (see Table 2.1).

<i>Nine Essential Characteristics of Professional Development Schools</i>
<ul style="list-style-type: none"> • Comprehensive mission and a shared focus of renewal • Commitment to preparing high-quality teachers • Focus on supporting the professional learning for all participating parties • Participation in self-reflection and innovation • Development of an inquiry stance • An articulated agreement of partnership • An ongoing governance structure • Creation of boundary-spanning roles • Shared resources and celebrations <p><i>Source: National Association for Professional Development Schools</i></p>

Table 2.1. Nine Essentials Characteristics of Professional Development Schools

Mentoring in the PDS

Ellsworth and Albers (1995) share that there traditionally have been tensions between supervisors and classroom teachers. This history has led to rethinking the roles of teacher leaders (Collinson, 1994). “As teachers become mentors and teacher educators, they assume greater responsibility for the collective profession. They also become more comfortable with the notion that seeking and leading collective improvements in practice are aspects of a professional role” (Darling-Hammond, Cobb, & Bullmaster, 1995, p. 19).

Kimball, Swap, LaRosa, and Howisck (1995) explain various approaches partnerships use to enhance learning for all stakeholders. One of these approaches is classroom teaching teams where interns and classroom teachers collaboratively teach. Collaborative teaching can improve the teaching of both by "utilizing their own teaching to support other teachers' learning, enhancing their ability to obtain knowledge-in-practice and knowledge-of-practice" (Margolis & Huggins, 2012, p. 957). Lieberman and Miller (1992) explain that professionalism in teacher education should apply to both the induction of new teachers as well as experienced teachers.

Coteaching

General education has adapted the definitions of coteaching from special education to align better with the broader purposes of teacher preparation. Bacharach, Heck, and Dahlberg (2010) define coteaching in teacher education as “two teachers (cooperating teacher and student teacher) working together with groups of students, sharing planning, organization, delivery of instruction and assessment, as well as the physical space”(p. 4). Roth and Tobin (2001) describe coteaching as a “viable context for teacher education that better addresses the gap between explaining (theorizing) and understanding (living) teaching” (p. 742). Roth and Tobin add the dimension of learning to teach as an aspect of the coteaching definition. One stark difference between defining coteaching in special education and teacher education is the coteaching partnerships. In special education the literature suggests that student teachers and classroom teachers cannot be coteaching partners; however, this is the primary partnership in teacher education. Other partnerships in teacher education include two student teachers (Siry & Lara, 2011), two student teachers and a cooperating teacher (Scantlebury, Gallo-Fox, Wassell, 2008), two cooperating

teachers, a cooperating teacher and a supervisor, or a student teacher and a supervisor (Roth & Tobin, 2001).

Another contrast between the special education and teacher education literature is who benefits from coteaching. In the special education literature the primary focus of coteaching is for meeting students' needs. In teacher education the scope of stakeholders that benefit from coteaching broadens to include K-12 students, interns, mentors, and supervisors. In addition to meeting individual students' needs, coteaching is seen as a better approach for preparing student teachers and as a form of embedded professional development for mentor teachers and supervisors (see Figure 2.1).

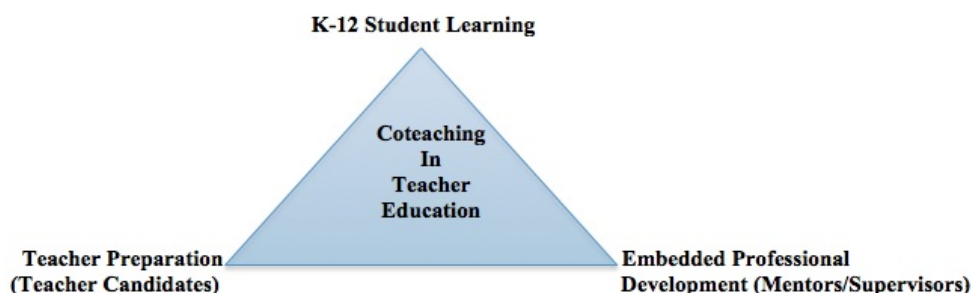


Figure 2.1. Coteaching Framework for Teacher Education

Seven Coteaching Models

One of the most important things to realize about coteaching in teacher education is the mindset that coteaching provides greater learning opportunities for all stakeholders. Sometimes people will look only as far as the models of coteaching to assess if they are coteaching in their classrooms. While the models of coteaching are important to be aware of to facilitate classroom instruction, the models are not the heart of the coteaching experience. As one mentor in our CAU-NMASD PDS mentioned, “coteaching is a mindset.” Badiali and Hammond (2005) add that “conceptualizing the teaching act as an

implementation effort instead of a problem-solving endeavor is reductive and misleading. It misses the dynamics of praxis. It gives students of teaching a misleading image of the work of teachers” (p. 268). What the coteaching models provide is a structure to think more critically about the needs of students and teachers within the classroom. There are numerous descriptions of coteaching models in special education and teacher education. Table 1 lists two coteaching structures within special education and two from teacher education. Rather than expanding on all of these four structures I provide an expanded discussion on the coteaching models used within the PSU-SCASD PDS program (adapted from Badiali and Titus, 2010) because of the intentional use of language for teacher education programs. Since the time of our article, our PDS program has engaged in a couple of study groups to look critically at each of the coteaching models. From those discussions our PDS community has renamed “one teach/one guide” to “one lead/one guide” and decided that affirm and enhance is a legitimate coteaching model for teacher education programs.

Coteaching models can be divided into large group and small group models depending on the needs of the students and teachers within the classroom. Large group models include mentor modeling, one lead/one guide, synchronous team teaching, and affirm and enhance. These models are designed primarily for instruction to take place with the entire group of students in the classroom. Small group models include alternative teaching, station teaching, and parallel teaching. These models are primarily used for targeting specific student and teacher needs. These small group models are designed to elicit greater student response and to provide frameworks for greater differentiated instructional possibilities. In addition the small group models provide valuable

opportunities for student teachers to vary their teaching practices with different groups of students.

Mentor modeling. Other researchers term this model of coteaching one teach/one observe. The CAU-NMASD PDS was deliberate in changing the title of this model to “mentor modeling”. The previous term had undertones of one teacher not teaching or learning and alluded to limited learning opportunities. Mentor modeling consists of one teacher being the lead teacher while the other teacher does a systematic observation on an agreed upon objective. Rather than having a student teacher sit on the sidelines with a wide-open lens, this coteaching model begins to help establish an inquiry mindset into looking at specific aspects of teaching. This model works in two ways. First, when an intern watches a mentor work, she can begin to understand how to interact with children while delivering the curriculum. Second, when the mentor watches the intern, she can get a sense for what teaching behaviors are effective and what strategies need further development.

One lead/one guide. This is another deliberate change in terminology. In the literature, the most often term for this model is “one teach/one assist.” During one of the PDS coteaching study groups, mentors mentioned by keeping the term “one teach/one assist” highlighted the power differential and hinted that one teacher was not teaching which is not true. The guide in the lesson is still very much an active part of the teaching and learning occurring in the classroom. One teacher takes the lead for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. The “guide” teacher may also be collecting evidence of student learning as she

moves around the classroom. Mentors and interns should take turns being the lead teacher and guide.

Synchronous team teaching. The literature will sometimes call this team teaching. There is a whole other set of literature on the idea of team teaching, and therefore wanted to make a distinction of this model being separate from the idea of team teaching. In synchronous team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to coteach, but the approach that is most dependent on teachers’ styles.

Affirm and enhance. This coteaching model is referred to as speak and add according to some researchers. This model emerged after one of our PDS coteaching study groups. Mentors felt that this was an important coteaching model to include in teacher education programs. Affirm and enhance is when one teacher is taking the lead with a lesson and the other teacher may jump into the lesson with a reinforcing or clarifying comment about the content of the lesson. This model is *not* used to undermine the partner teacher’s authority with classroom management issues. This model of coteaching often occurs “in-the-moment” of classroom instruction. It can be used with both large group and small groups of students. This is one of the models that helps address parity in the classroom by students seeing the mentor affirming what the intern says or by asking a clarifying question in a non-demeaning way.

Alternative teaching. One teacher takes the lead with a large group of students while the other teacher works with a small group of students in the classroom. The small group of students may be receiving enrichment on the concept that the lead teacher is

instructing with the large group of students, or the teacher may be providing additional instruction on concepts that were difficult for students. An important point to make is that the composition of the small group should change throughout the year and not remain stagnant.

Station teaching. Station teaching encompasses two teachers working with small groups of students while the rest of the class is involved with independent activities throughout the classroom. This model of coteaching allows an intern repeated practice of a lesson with small groups of students. Station teaching can also be a way to take a lesson and adapt it to the various needs of small groups of students.

Parallel teaching. Two teachers teach the same content simultaneously in two smaller groups in the classroom. The mentor and intern may present the lesson the same way to students, or they may adjust their teaching style in each group to accommodate students' learning styles. One of the greatest benefits of parallel teaching is that it increases student participation.

What Coteaching is Not

It is important to again cast a gaze to the special education literature to hear what they are saying coteaching is not. Then we can compare their discussions within teacher preparation programs. It is important to do a comparison between special education and teacher education because if mentors or university programs wish to implement coteaching models into teacher education and focus on the special education literature they will begin to see some mixed messages about what coteaching is and is not. This section attempts to clarify coteaching within the teacher education context.

Villa, Thousand, Nevin (2008) say the following things are not coteaching: 1.

When one person teaches one subject while another teacher teaches another subject. 2. One person teaching one subject while another person prepares instructional materials at the photocopier in the teachers' workroom or corrects papers in the teachers' lounge. 3.

Coteaching does not occur when one teacher conducts a lesson and others stand or sit by and watch. 4. When the ideas of one person prevail for what is to be taught or how it will be taught. 5. Coteaching is not simply the assignment of someone to act as a tutor.

Murawski (2010) developed a list as well of what coteaching is not. This list includes the following:

What coteaching is not:

- A teacher along with an assistant, aide, or paraprofessional
- When a group of students are pulled out of the classroom
- Pulling a group of students with disabilities to the back of the classroom
- When one teacher plans all of the lessons
- When one teacher walks around the room all period or just sits and takes notes while the other teacher teaches the content
- When grading becomes a “her kids” and “my kids” way of conducting grading
- When teachers tag team teach so one teacher can get caught up on managerial tasks
- When students remain in the large-group setting in lecture-format as teachers rotate who gets to “talk at them”
- When coteachers talk about each other behind their back or when one teacher simply tells the other teacher what to do and how to do it (p. 41)

Defining Collaboration

One final topic to discuss with regards to clarifying coteaching is the use of the term collaboration. The term collaboration is sometimes interchanged with terms such as teaming, consultation, and coteaching. Friend and Cook (2010) define collaboration as a “style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal” (p. 7). Friend and Cook emphasize the word “style” in their definition to indicate that people have preferences and choices in how to collaborate with each other. It is more appropriate to understand the use of the term “collaboration” as an umbrella term with coteaching being one specific form of collaborative teaching (see Figure 2.2).

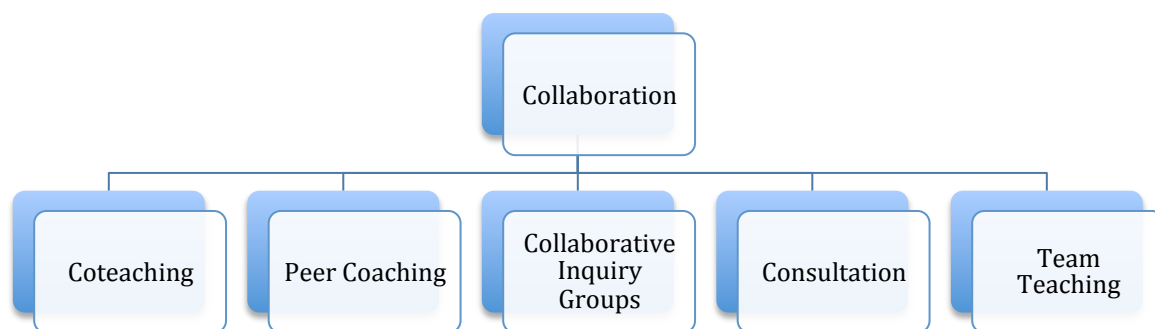


Figure 2.2. Examples of Collaborative Teaching Models

Whereas there is value in all of the forms of collaborative teaching, coteaching is different from other forms of collaboration in that it involves two teachers being active together throughout the process of educating a group of children together. It involves coplanning, coteaching, coassessing, and reflecting together on the shared experience. The

cogenerative dialogues involved with coplanning, coassessing, and reflecting together allows coteachers to identify student and teacher goals for learning providing potential opportunities for embedded professional development within the classroom.

Theoretical Understanding for Coteaching

To understand the potential of coteaching as an approach for teacher preparation and professional development it is helpful to see how people perceive the relationship between knowledge and practice. Cochran-Smith and Lytle (1999) describe three types of knowledge construction: knowledge-for-practice, knowledge-in-practice, and knowledge-of-practice. Knowledge-for-practice is the belief that knowledge is generated in formal settings typically conducted by outside “experts.” This belief dominates most university teacher preparation programs by valuing coursework to prepare teacher candidates for the classroom. Knowledge-in-practice, on the other hand, is the belief that knowledge comes from teaching experience in the local context. Many practitioners may feel it is beneficial for teacher candidates to experiment with different strategies and observe “best practices” in order to learn how to teach. In teacher education, it is these two conceptions that are often in competition with each other and widen the theory-practice gap. Roth and Tobin (2001) comment that “if teachers continue to experience such a difference between the theories and the practice of teaching as they experience it every day, we might begin to question the theories of teaching and the epistemology that underlie teacher education.” They go on to say that “perhaps it is the conception of teacher knowledge enacted daily in teacher education programs that is at the core of the problem. Once we pose the problems in these terms, we might ask whether there are other ways of conceiving of teacher knowledge, and with it, of learning to teach.”

If coteaching is to impact all stakeholders in teacher education then both university programs and mentors need to shift their current paradigm to knowledge-of-practice. Knowledge-of-practice is not a combination of the previous two types of knowledge construction; rather, “knowledge making is understood as a pedagogic act-constructed in the context of use, intimately connected to the knower, and, although relevant to immediate situations, also involves the process of theorizing” (p.273). This conception of knowledge goes beyond applying what teachers learn in their immediate situation and challenges their existing frameworks about theory and practice and how it relates to the larger educational community.

When coteaching is seen as a structure for knowledge-of-practice it has the potential to foster deeper learning for K-12 students, teacher candidates, mentors, and supervisors. The coteaching structure creates opportunities for teachers to co-construct knowledge in the classroom. Roth and Tobin (2001) related the idea of knowledge of practice with their term “praxeology”, meaning praxis (action) and logos (talk). “We term this alternative understanding praxeology (rather than theory) of teaching to emphasize its fundamental grounding in praxis and lived experience and to make salient the dialogic nature of formal knowledge.” They make this understanding of learning grounded in phenomenological roots because of understanding the lived experiences and everyday praxis. Roth, Masciotra, and Boyd (1999) discuss the use of *spielraum* and cogenerative dialogues to promote shared learning opportunities for critical reflection. During the hurriedness of the school day, time and space rarely exists to reflect in action (Schon, 1984). Coteaching creates “*spielraum*” (room to maneuver) where coteachers can pause to reflect on the actions in the classroom while not disturbing the flow of student instruction.

Cogenerative dialogues are components of coteaching that allow both coteachers to have reflective conversations about their teaching and how it relates to their students' learning. It is through these conversations that allows for the interplay between local knowledge and research knowledge. Cogenerative dialogues can either occur as brief interludes within the action of teaching or more formal discussions after a lesson. In either case, they are seen as one of the most critical components of coteaching in teacher education (Beers, 2009) and should be seen as a key element for knowledge-of-practice.

Knowledge-of-practice in a coteaching model of student teaching does not occur in isolation. The collaborative nature of learning and development situate coteaching with sociocultural concepts that Murphy and Carlisle (2008) discuss as relational ontology and transformative activist stance. They connect relational ontology with coteaching by saying that through shared expertise there are “expanded opportunities to learn from the interactions between coteachers, between coteachers and their students, coteachers and the classroom, and between coteachers, their students, and the classroom” (p. 495). The transformative activist stance is an expansion on Vygotsky’s cultural historical activity theory (CHAT) where learning is seen as a social act. The transformative activist stance as it relates to coteaching is that “coteachers act together in the classroom in new ways to transform the learning opportunities for themselves and the students by creating new cultural tools” (Murphy & Carlisle, 2008, p. 495). The difference between the two conceptions is that relational ontology assumes that by participating in the act of coteaching you are creating opportunities to learn; however, through the transformative activist stance it is the contributions of each coteacher that changes (transforms) the structures for learning. To connect these theories to types of knowledge construction, it is

the movement from stakeholders (university faculty, mentors, teacher candidates, and K-12 students) as participants in teacher preparation programs to shared contributors of knowledge construction.

Mentoring and the Link to Supervision

To understand the range of mentoring styles in teacher education, it is helpful to look at the literature in teacher supervision. Various supervision models exist that parallel stances mentors believe in working with protégés. This section describes supervision models proposed by Glickman, Gordon, and Ross-Gordon (2004) and Sergiovanni and Starratt (2007) and how they relate to mentors' beliefs in teacher education.

Glickman, Gordon, and Ross-Gordon (2004) describe behaviors that supervisors possess: directive control behaviors, directive informational behaviors, collaborative behaviors, and nondirective behaviors. These behaviors and beliefs impact how mentors supervise student teachers.

Directive Control Supervision

Directive control supervision imparts a hierarchy stance where the supervisor's expectations over the teacher supersede teacher input. In this mode of supervision, the student teacher is expected to follow the supervisor's guidelines and wishes. In mentoring, the student teacher may be expected to follow the mentor's approaches to teaching. In this mode of mentoring student teachers may not have much freedom to explore their own inquiries in the classroom.

This is generally not a preferred style of supervising or mentoring unless one of the following situations occurs: (Glickman et al., 2004, p. 162-163) when student teachers are functioning at very low developmental levels; when teachers do not have awareness,

knowledge, or inclination to act on an issue that a supervisor thinks to be of critical importance; when the supervisor is committed to resolving the issue and the teachers are not; and in an emergency when the supervisor does not have time to meet with student teachers. The authors mention one more area: when the supervisor will be held totally accountable and the teachers will not, then “directive control approach should probably be used” (Glickman et al., 2004, p. 162). This is becoming more of a common occurrence within teacher preparation programs and the revised teacher evaluation system. Rather than trying to justify using a directive control form of supervision, universities are trying to encourage more collaborative partnerships through coteaching as a way to help mitigate these new mandates.

Directive Informational Supervision

Directive informational supervision helps direct student teachers to select alternative choices and actions. In this form of supervision, the supervisor is still seen as the holder of expertise and knowledge, goal construction, and suggested practices. Mentors that adhere to the principles of directive informational supervision see themselves as experts. They feel that helping people involves sharing their “bag of tricks” and more directed feedback.

It may be useful to use this type of supervision and mentoring when the teacher does not possess the knowledge about an issue that the supervisor or mentor clearly possesses, when the teacher feels confused, inexperienced, or is at a loss for what to do, and the supervisor or mentor knows of successful practices, when time is short, the constraints are clear, and quick concrete action needs to be taken.

Collaborative Supervision

Collaborative supervision entails the supervisor having a disposition that he and the teacher are equal. This requires the supervisor to have a genuine set of collaborative behaviors that involves shared decision-making and mutual plans of action. This form of supervision is useful when teachers and supervisors have “similar levels of expertise, involvement, and concern with a problem” (Glickman et al., 2004, p. 185). This mode of supervision should be used when both the student teacher and supervisor are both committed in the problem solving and carrying out decisions. The authors mention that both the teacher and supervisor should have approximately the same degree of expertise on the issue and that the teachers are functioning at moderate or mixed developmental levels. The difference in expertise is apparent between a student teacher and a mentor; however a mentor can still utilize this form of supervision with a student teacher.

Nondirective Supervision

Nondirective supervision focuses on extending the teacher’s thinking about classroom practices. The teacher takes the lead by reflecting and interpreting observations and problem solving for future growth. The supervisor acts as a facilitator to help the teacher think through various action plans. The teacher leads the conversation and creates possible solutions. The supervisor does not impose her ideas onto teachers.

Some critics may try to associate this type of supervision with laissez-faire supervision; however, there are distinctions between the two. Laissez-faire indicates very minimal supervision in regards to instructional improvement. Nondirective supervision doesn’t involve supervisors making suggestions for teaching and learning; however,

supervisors are an integral part of guiding teachers through clarifying, posing questions, and encouraging teachers through their decision making in instructional improvement.

Sergiovanni and Starratt (2007) describe three types of supervision that I can connect to mentoring stances. These are scientific management, human relations supervision, and human resources supervision.

Scientific Management

Scientific management has been around since the early 1900s where Frederick Taylor observed practices in America's steel industries. He noted that work was more efficient when workers carefully observed and adhered to specific methods. Scientific management carries into supervision when "teachers are viewed as implementers of highly refined curriculum and teaching systems and where close supervision is practiced to ensure that they are teaching the way they are supposed to and that they are carefully following approved guidelines and teaching protocols" (Sergiovanni & Starratt, 2007, p. 15).

Political and school pressures that emphasize the fidelity of research-based programs could lead mentors to this type of supervision. Other mentors that have been teachers for a while may prefer protégés copy "what works" rather than wasting time experimenting on their kids. "Control, accountability, and efficiency are emphasized in scientific management within an atmosphere of clear-cut manager-subordinate relationships" (Sergiovanni & Starratt, 2007, p. 15).

Human Relations Supervision

Human relations supervision was more attuned to making sure that people felt good. This mode of supervision emerged in the 1930s. "Personal feelings" and comfortable relationships" were watchwords in human relations supervision (Sergiovanni & Starratt,

2007, p. 16). This mode of supervision focused on “meeting teachers’ social needs at work, providing them with opportunities to interact with each other, treating them decently, and involving them in the decision-making process” (Sergiovanni & Starratt, 2007, p. 16). The goal was that if teachers feel job satisfaction and feel good, then they would be more pliable with management issues.

Human Resources Management

Sergiovanni and Starratt (2007) state that human resource management “represents a higher regard for human need, potential, and satisfaction” (p. 18). This model of supervision was neither patronizing like the human relations model or directive like the scientific management model. This model of supervision empowered teachers to be a part of the decision making process. Through a greater commitment on teachers’ part, change was likely to last in schools increasing school success and teacher satisfaction. Mentors adopting this form of supervision value the opportunity to work with another teacher in their classrooms and to learn from one another.

Transformational Learning Theory

In Taylor's (2007) review of transformative learning theory literature, several studies are focusing on how to foster transformational learning activities. There are several views of transformational learning theory as originally posed by Mezirow. These views of transformational learning theory tend to fall into two theoretical frameworks (Taylor, 2009). One framework tends to “emphasize personal transformation and growth, where the unit of analysis is primarily the individual” (Taylor, 2009, p. 5). In this framework, critical reflection is the emphasis in order to challenge deeply held assumptions with the goal of “greater personal awareness in relationship to others” (p. 5). In this framework,

little attention is given to the context of the learner and social change. The second theoretical framework sees “fostering transformative learning as being as much about social change as personal transformation. In this second framework, the idea is that individual and social transformation are linked. Learners in this framework “develop an awareness of power and greater agency to transform society and their own reality” (p. 5). This literature review of transformational learning theory centers on the first theoretical framework that focuses on personal transformation and growth.

Core Elements of Transformational Learning

Six core elements are present in transformational learning practices (Taylor, 2009): individual experience, promoting critical reflection, dialogue, holistic orientation, awareness of context, and authentic relationships. They are interdependent upon each other.

Individual experience. The individual is the “primary medium of transformational learning” (Taylor, 2009, p. 5). A person’s life history can influence the potential of transformational learning. The more experience a person has tends to provide a greater depth to draw on when engaging in dialogue and reflection.

Critical reflection. The second core element, critical reflection, is important for adult learning in order to challenge existing assumptions and beliefs based on past experiences. Three forms of reflection influence transformations of meaning perspectives: content, process, and premise (Taylor, 2009). Content reflection refers to thinking critically about what we think, feel, and perceive. Process reflection deals with thinking about how we perceive things. Premise reflection focuses on why we perceive different things. Some researchers believe that critical reflection requires “mature cognitive

development” (Merriam, 2004, p. 65). Recent research shares how the use of writing can further opportunities for critical reflection (Boyer, Maher, & Kirkman, 2006; Chimera, 2006).

Dialogue. Dialogue is the intersection of experience and critical reflection where opportunities for transformation are promoted and developed. Ideal conditions for engaging in dialogue include, freedom from coercion, encouraging alternative points of view, showing empathy and concern for other’s thoughts and feelings, equal opportunities for participation, and seeking a willingness for deeper understanding (Mezirow & Associates, 2000). Engaging in dialogue through transdisciplinary lenses helps foster alternative points of view (Samaras et al., 2014).

Holistic orientation. Holistic orientation refers to the affective and relational ways of knowing. Brown (2006) states that learners are more inclined to change in a “see-feel-change sequence” (p. 732). As Illeris (2004) describes there is an interdependence between the cognitive, incentive, and social domains of learning. Emotions tend to act as triggers to the reflective process. Educators should become more aware of their own holistic awareness and create a classroom climate that focuses on the whole person and by creating cohesive classroom communities.

Awareness of context. Awareness of context involves understanding a variety of factors that can influence opportunities for transformational learning. These factors can include personal and professional situations at the time of activities. It also includes societal influences on situations. Understanding people’s prior experiences can also provide insights into their predispositions for change. When considering context it is also important to think about why people may be resistant to change. One of the “most

significant contextual issues of transformative learning is temporal constraints” (Taylor, 2009, p. 12). Transformative learning often involves engaging in intense personal experiences through dialogue with others that often cannot be adequately addressed within the limited structure of the school day.

Authentic relationships. Fostering transformational learning involves building genuine relationships with students and is a key to authenticity in the classroom (Cranton, 2006). Authentic relationships allow for critical dialogue among all participants. Cranton and Carusetta (2004) share five points authenticity in the teaching context possess: strong sense of self-awareness, deep awareness of the needs and interests of learners and how they are similar or different than the teachers, fostering the ability to be genuine with each other, being aware of how context shapes practice, engaging in critical reflection and critical self-reflection.

Process for Transformational Learning

Mezirow describes that when people encounter transformations in their thinking it involves some form of a process involving ten different phases. In order to make a strong claim that transformations occurred in my learning, I provide Mezirow’s framework for transformational learning against my data to illustrate the process I went through in each of four main themes from my study: lesson planning, mentoring, students, and the research process. In each of these themes, I illustrate the phases of Mezirow’s process on how I struggled in my thinking in each of these four broad areas.

Mezirow’s ten phases begin with a disorienting dilemma. This encounter occurs when something occurs in a person’s life that does not fit within the existing frames of reference. This is something that can occur all of a sudden or it can be a gradual shift of

points of view over a period of time. The disorienting dilemma is wrestled with in the next two phases of the transformational process through self-examination of feelings and a critical assessment of assumptions. When a person does a critical self-examination, it is common for that person to have feelings of guilt, shame, and frustration. The person finds herself looking back on her current assumptions to see where and why they existed. This is common with looking at epistemologies.

With many sociocultural learning theories, the disorienting dilemma and feelings associated with that are explored in the next phase through recognition that one's discontent is shared with others. Through shared discussion, it triggers new thoughts through exploration of options for new roles, relationships, and actions. Roles and actions are put into place through planning a course of action. As the plan is implemented, the person experiencing the process of transformation continues to acquire knowledge and skills and provisionally try out these new roles. As confidence and competence are built, a reintegration into one's life on the basis of conditions by one's perspective are implemented. The last four phases become instrumental in understanding and reshaping a paradigmatic shift in thinking.

CHAPTER 3: METHODOLOGY

This chapter is divided into three primary sections. The first main section addresses the research methodology. I explain the unique characteristics of this study and take readers through the process of finding the most appropriate research approach—self-study. In this section, I explain the rationale for using self-study and provide an expanded description of the historical influences of the methodology. I differentiate what self-study methodology is and is not in qualitative research.

The second main section of this chapter welcomes readers into the context of the study. This study is situated within a PDS partnership between a large research university and partner school district. This section provides an overview of the PDS program and my elementary school. It invites the reader into Room 317 where this study took place. We meet the participants of this study. In self-study, it is important to include other members of the research process other than the self. This study includes Rebecca (intern), six third-grade students, two critical friends, the PDA (supervisor), and myself. This section concludes with my educated life history that provides the backdrop of the researcher's lens I bring to this study.

The final section of this chapter discusses the data collection methods and analysis processes used during the study. Data includes various artifacts and interviews. Primary artifacts include reflective journals, lesson plans, and email correspondence. Interviews consisted of a [comprehensive](#) semi-structured interview with Rebecca and fifteen thirty-minute cogenerative dialogues with a student focus group. Student focus group dialogues occurred on a weekly basis throughout the spring semester. Additional cogenerative

dialogues among various participants were also collected. The analysis section is described in detail to show its transparency. It included collecting and synthesizing data into a chronological sequence and a process for coding data to find patterns. This chapter concludes with a special section devoted to discussing the importance of trustworthiness in qualitative research and how it was sought through the rigor of this study.

The Research Design: Situating the Coteaching Study

Qualitative research through an interpretivist paradigm views the world as “socially constructed, complex, and ever changing” (Glesne, 2011, p. 8). Whereas many qualitative methodologies have aspects of overlap and blurred lines (Geertz, 1983), there are still nuances and intricate differences between the various methodologies (Moustakas, 1994). Being knowledgeable about the particularities of various qualitative methodologies was a key factor in designing a rigorous study that captured the unique characteristics of this research. This section of the chapter explains the process of taking my study through each of the major methodologies to find a best fit.

<p>Study: Assessing the transformative potential of a coteaching partnership as it evolves during the course of a school year in an elementary professional development school setting</p>
<p><u>Research question:</u> To what extent are a mentor’s beliefs about teaching, learning, and mentoring transformed through a year-long coteaching partnership in an elementary professional development school?</p> <p><u>Ancillary questions:</u> What conditions are important for me to foster learning with my intern in a coteaching partnership? How is the mentor-intern relationship situated in the PDS context? What does a mentor learn about herself and her teaching through coteaching with an intern? How does the use of self-study methodology influence the researcher’s understanding of the experience?</p>
<p><u>Characteristics of the study:</u> Situating in the elementary PDS context where teacher inquiry is valued and the classroom teacher is the principal investigator of the research, *Studying the interactions between two coteachers and how they could lead to potential epistemological transformations *Studying the impact on (self) using the phenomenon of coteaching *Documenting how the coteaching partnership evolves during the school year. *Analyzing the unique dynamic between mentor as researcher and intern</p>

Table 3.1. Coteaching Research Study Overview

While some ethnographic methods and aspects of phenomenology were used, these two methodologies were ruled out as the exclusive means early in the selection process. I sought to describe unique experiences through the phenomenon of coteaching; however, these methodologies did not fully consider the important characteristics of the research relationship or uniqueness of the context of this study.

Case study definitely captures the defined boundaries of studying a coteaching partnership within the context of an elementary professional development school classroom. Narrative inquiry addresses the complex nature of the research relationships and emphasizes telling the story in a sequential progression. Case study and narrative inquiry are common when it is important to collect data on the complexities of classroom life, but both methodologies do not fully address one key aspect of this study---the researcher as full participant and object of study. Autobiographical writing is considered one form of narrative inquiry, but it does not go into depth about the complexities and political implications when the researcher is a classroom practitioner conducting a study in her own classroom for the purpose of generating knowledge in academia.

Practitioner research addresses all of the characteristics of this study including emphasizing teacher's voice in research. Certainly practitioner research investigates teachers' inquiries in a specific context; however, practitioner research is still considered a broad methodology that is used to look at a multitude of classroom issues. Practitioner inquiry is a conceptual umbrella term to describe many forms of "practitioner-based study of teaching and teacher education" (Cochran-Smith & Lytle, 2004, p. 604).

Practitioner Research

Cochran-Smith and Lytle (2009) describe five main types of practitioner research: action research, teacher research, self-study, scholarship of teaching, and using practice as a site for research (see Figure 3.1). While there are common threads among these various forms of practitioner research, there are also differences. Below is a brief overview of each of these five types along with an explanation as to why I chose self-study as the best fit for this study.



Figure 3.1. Forms of Practitioner Research

Action research. Action research is commonly used to describe collaborations among K-12 teachers and other educators, university faculty, parents, and/or community activists. The purposes of action research are to focus on altering curriculum, challenging common school practices, and working for social change by engaging in a continuous process of problem posing, data gathering, analysis, and action (Cochran-Smith & Lytle, 2009).

Teacher research. Teacher research refers to the inquiries of K-12 teachers and teacher candidates, often in collaboration with university-based colleagues and other educators. Teachers work in inquiry communities to examine their own assumptions, develop local knowledge by posing questions and gathering data, and work for social justice by using inquiry to ensure educational opportunity, access, and equity for all students.

Scholarship of teaching. In this mode of inquiry, university faculty and other teaching professionals engage in sustained inquiry across disciplines into their teaching practices and students' learning. The thinking in this mode of inquiry is that the scholarship of teaching and learning should be public, accessible to critique by others, and exchangeable in the professional community.

Using practice as a site for research. This mode of inquiry is conducted by university faculty who take on the role of teacher in K-12 settings for a specified period of time in order to conduct research on the intricate complexities involved in theorizing and working out problems of practice.

Considering the previous four forms of practitioner research, arguments could be made that the present study could be loosely categorized into any of those genres. A critical look at self-study shows parallel characteristics of practitioner research; however, the complexities involved with this research approach make it stand alone as its own unique qualitative tradition. The next section introduces the idea of self-study and provides a historical backdrop to how self-study methodology emerged in qualitative research. The section concludes with an expanded description of self-study.

Self-study. This dissertation inquiry matched closest to the five characteristics present in self-study: self-initiated and focused, interactive, multiple qualitative methods, improvement aimed, and defining validity based on trustworthiness (LaBoskey, 2004). This form of inquiry draws on biographical, autobiographical, and narrative forms of data collection and analysis. This approach to inquiry works on the postmodernist assumption that it is never possible to divorce the “self” either from the research process or from educational practice. Self-study is an outgrowth of practitioner research where principal investigators continue to “turn back on the self” by engaging with critical friends throughout the research process. The next section discusses the history of self-study methodology and what is and is not considered self-study methodology.

Historical Influences of Self-Study

Qualitative research has gone through various paradigm shifts throughout the course of history. Glesne (2011) defines a paradigm as a “framework or philosophy of science that makes assumptions about the nature of reality and truth, the kinds of questions to explore, and how to go about doing so” (p. 5). Kuhn (1996) argued that one paradigm does not dominate over another paradigm.

Self-study emerged in the 1980s during the “crisis of representation” (Denzin & Lincoln, 2005). The “crisis of representation” was one of the critical moments in qualitative research where researchers were becoming unsure with how to position their roles alongside subjects in reflexive texts. Self-study resulted in a paradigm shift created from several influences in the 1980’s. There was a growing international movement to call teachers to become researchers of their own practice. Stenhouse (1985) in Great Britain and Elliott in America (1991) were some of the first scholars to write about teachers as

researchers. In the early 1990's, Connelly and Clandinin (1990) stressed the importance of teachers sharing their stories to make teacher knowledge explicit through narrative inquiry. This section provides an overview of the historical influences of self-study so that we can better understand the methodology itself.

The formalized notion of self-study began at a 1992 AERA Division K symposium titled, "Holding up the Mirror: Teacher Educators Reflect on their own Teaching" (Loughran, 2004). The Arizona Group presented papers critiqued by Fred Korthagen where discussions pushed boundaries surrounding the relationship of their nature of work and the university culture of tenure. The value of the type of research being conducted was not disputed, yet it seemed to be inhibiting opportunities of gaining tenure. A pivotal point in the solidification of self-study methodology occurred in 1994 when the AERA SIG and self-study appeared for the first time in the conference index. This occurrence made self-study research accessible to larger audiences.

Contributions to Self-Study Methodology

At the same time self-study was becoming recognized in AERA, other movements in teacher education were also influencing the methodology. While self-study is unique in its own right, practitioner inquiry, reflective practice, and action research contributed to its methodological development (Samaras, 2011).

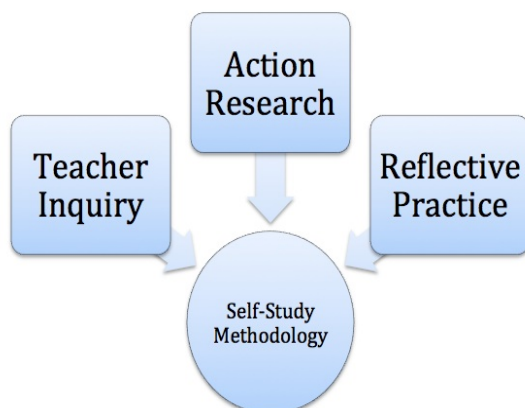


Figure 2.2. Movements in Teacher Education that Influenced Self-Study

Teacher inquiry. Teacher inquiry really began to emerge in the late 1970s as research began to focus more on teachers’ thought processes. At that time, however, outsiders conducted the research. Cochran-Smith and Lytle (2004, p. 603) reported during the 1980’s that “teacher research gained new standing because of its potential to lessen the divide between theory and practice, on the one hand, and contribute needed insider perspectives to the knowledge base about teaching and learning.” It was becoming more common for qualitative research to include rich thick descriptions of context and culture of educational dilemmas. Researchers engaging in teacher inquiry were largely drawing on Dewey’s (1938) work where he discussed how people are more likely to create practical solutions to problems that they are passionate about.

Reflective practice. Reflective practice, which can be traced back to Socrates’ famous quote, “the unexamined life isn’t worth living,” is not new. The prevalence of reflective practice and reflective teaching emerged in the late 1970’s with Van Manen’s (1977) three levels of reflection: technical, practical, and critical. Schon’s early work (1983) propelled teacher reflection through the acts of reflecting-in-practice and reflecting-on-practice. Being able to think critically in what Schon described as the “swamp” (the

daily teaching context) contributed to the “swamp knowledge” compared with the high hard ground knowledge of researchers.

In reflective practices, the process of thinking critically relies within the individual. Zeichner and Liston (1987) talk about the potential pitfalls of self-reflection without outsider perspectives. Zeichner and Liston (1987) challenged the notion that reflective practices would not necessarily improve teacher education because reflection could possibly reinforce current beliefs and practices. However, self-study addresses the idea of reinforcing current beliefs by “pushing the virtues of reflection further” (Loughran, 2004, p. 25). “Self-study takes (the processes of reflection) and makes them public, thus leading to another series of processes that need to reside outside the individual” (Loughran & Northfield, 1998, p. 15). A major component of the methodology involves taking those thoughts and discussing them with colleagues to gain additional perspectives.

Action research. Action research is typically viewed as a systematic, cyclical approach to investigating a problem (Kemmis, 1982). Four main steps encompass the action research cycle. First a problem is identified. Second, researchers develop a plan of action. Third, data is collected and analyzed through the action of an intervention. Finally, researchers reflect on findings, propose changes, and repeat the action cycle.

Whereas both action research and self-study inquire into questions and problems connected to the researcher’s practice (Feldman, Paugh, & Mills, 2004), there are key differences between the two research approaches. A basic goal of action research is to create changes in the classroom while self-study extends impacting students' learning through understanding the researcher's role in the classroom (Feldman et al., 2004). One other key difference is how these two approaches are conducted. Action research entails a

cyclical approach to investigating a problem while self-study utilizes multiple ways of researching questions. The next section defines self-study and the five prominent approaches for conducting research through this methodology.

What is Self-Study Methodology?

Self-study is the study of one's self, one's actions, one's ideas, as well as the 'not self.' It is autobiographical, historical, cultural, and political and it draws on one's life, but it is more than that. Self-study also involves a thoughtful look at texts read, experiences had, people known, and ideas considered (Hamilton & Pinnegar, 1998, p. 235).

Samaras (2011) describes self-study methodology as having the following characteristics: personal situated inquiry, critical collaborative inquiry, improved learning, transparent and systematic process, and knowledge generation and presentation (see table 3.2). Self-study derives from a personally situated inquiry about your personal experience and context. Sometimes questions that might be investigated arise out of tensions from your teaching (Berry, 2007). A key characteristic of self-study is that you are the researcher and teacher providing a rich insider's perspective; therefore, conducting research on other people's inquiries would not fall into self-study methodology. It is an oxymoron to think that self-study only involves the self in the research process. Self-study is not a narcissistic approach to research. The ultimate purpose of self-study is critical self-discovery in order to reframe ways to improve student learning and to publicly share knowledge.

In order to do provide legitimate claims, self-study methodology requires critical collaborative inquiry. Involving multiple stakeholders and critical friends provides

thoughtful questioning and various perspectives to the study. While self-study certainly includes reflection as part of the process, there is more involvement than mere reflection. Self-study is a systematic and transparent process that improves learning in teacher education. The methodology calls for research to be grounded in the literature in order to ensure that the study does not become solely personal reflection. Through a very transparent process of questioning, data collection and analysis, the research becomes open to outside views and critique resulting in improved learning for both the self and others. A final characteristic to mention is that self-study goes beyond personal knowledge. Self-study is a powerful form of professional development, but the research design in this methodology is rigorous and stands with other qualitative methods. Researchers using self-study do so with the aim of generating knowledge to contribute to the knowledge base of teacher education.

Self-Study IS	Self-Study IS NOT
<ul style="list-style-type: none"> • Personal situated inquiry • Critical collaborative inquiry • Improved learning • Transparent and systematic process • Knowledge generation and presentation 	<ul style="list-style-type: none"> • Studying others' personal inquiries • Research about you and only you • Conducted alone • Merely reflection • Only about personal knowledge

Table 3.2. Self-study Characteristics
Source: Samaras, 2011

Practitioner research is an umbrella term to describe various forms of teacher inquiry. Self-study also has five veins of research under its own umbrella. Self-study is typically conducted through one or more of the following methods: developmental

portfolio, personal history, collective, arts-based, and living educational theory (Samaras, 2011). For this self-study, I utilized aspects of the developmental portfolio, personal history, and living educational theory to conduct my research.



Figure 3.3. Self-Study Methods

Developmental Portfolio

This method of self-study helps researchers structure and organize research in a manner that makes it public and invites peer feedback. This is a preferred method of self-study if a researcher is looking at documenting changes and growth over a period of time. One research technique that developmental portfolio incorporates is the use of a critical friends portfolio (CFP). The CFP is similar to a researcher's journal, capturing the research process throughout a study. Through sharing the researcher's journal (CFP) with a critical friend, it "enables you to uncover new and not always apparent dimensions of our teaching" (Samaras & Freese, 2006, p. 69).

Personal History Self-Study

Teachers bring a variety of life experiences to their professions. Sometimes researchers want to investigate how these life experiences have influenced their practices in the classroom. The personal history self-study method allows researchers to investigate how learning experiences, cultural experiences, and personal history inform approaches to one's teaching (Samaras, Hicks, & Garvey Berger, 2004). Another term often used with this approach to self-study is educated life history (Bullough, 1994; Bullough, Knowles, & Crow, 1991). This becomes one way to gain insight into how a teacher's espoused platform was informed from development over time.

Living Educational Theory

If a teacher researcher wanted to investigate if her espoused platform was congruent with her actual platform in action, then she might consider the living educational theory self-study method. Living educational theory (Whitehead, 1993) is the process of looking at alignment between beliefs and practices and then generating personal theories of teaching practices.

Collective Self-Study Method

When a group of teacher researchers collaborate on a shared inquiry, they are using the collective self-study method (Samaras & Freese, 2006). This team-based approach to self-study advocates the importance of collective wisdom to understand a specific inquiry.

Arts-Based Self-Study

For some teacher researchers, the use of the arts helps them represent, construct, and deconstruct meaning of their research. The arts-based self-study method (Samaras & Freese, 2006) helps researchers with reflection and critical analysis through the arts.

Forms of art-based self-studies could include videotaping, drawing, performance, photography, computer-assisted technology, and various other forms of multimedia.

Context

This study was situated in a mature elementary professional development school (PDS) partnership between a large research university (Central Allegheny University) in the northeastern United States and the school district adjacent to its campus. The PDS partnership between the two institutions began 22 years ago. Initially, in 1988 the PDS partnership included two elementary schools and the university. The program has continued to grow and evolve throughout the history of the partnership. At the time of this study, nine elementary schools, two middle schools, and a secondary English department were a part of the PDS collaborative.

A hallmark of the PDS partnership is the collaborative nature of the program. Robinson and Hammond (1994) shared that “collaboration (is necessary) for their very existence...with each partner bringing a critical element to the relationship” (p. 203). Our PDS program embodies this collaborative effort through focusing goals for students, induction of new teachers, classroom teachers, and teacher educators.

These goals are accomplished through various structures and activities through the program. Each fall semester, interns arrive on campus two weeks before the semester begins. Interns, faculty members, and district personnel engage in activities that promote community building and dialogue across roles. Coursework in the fall includes four methods courses that are held on school district grounds and cotaught by university faculty and school district employees. Courses in the fall are taught on Tuesdays during the day and after school on Wednesdays and Thursdays. This allows interns to be in their mentor

teachers' classrooms four full days a week in the fall.

During the spring semester, interns attend two seminars after school and are in the mentor teachers' classrooms five days a week. In addition, interns conduct a teacher inquiry project as one of the hallmark assignments of the PDS program. Teacher inquiry is a foundational hallmark of the program.

In this PDS setting, leadership roles assume different terms. Student teachers are interns. Cooperating teachers become mentors, and student teaching supervisors are referred as professional development associates (PDAs).

The school district has a current enrollment of approximately 7,000 students. The PDS partnership consists of the two middle schools, nine elementary schools, secondary English department, and the university. This study focuses on one PDS classroom in one of the nine elementary schools. A pseudonym has been used for the elementary school.

Highland Elementary School

Highland Elementary is one of nine elementary schools in the Northern Mountain Area School District. The district is set in a university town in a rural part of central Pennsylvania. Highland Elementary is a Title 1 school with a population of 382 K-5 students and 36 teachers.

Highland Elementary has a rich history with the Central Allegheny University-Northern Mountain Area School District Professional Development School (CAU-NMASD PDS) program. Each year approximately 4-8 interns teach alongside classroom teachers at the school. Other classroom teachers host interns once a week as part of the partner classroom component of the PDS. Classroom teachers are encouraged to apply for fixed-term Professional Development Associate (PDA) (student teaching supervisor)

positions within the PDS setting. These positions are seen as a form of professional development for teachers and their home schools. Highland Elementary has been fortunate to have three of its classroom teachers be PDAs within the last few years of the program.

One of the tenets of PDS partnerships is teacher inquiry. Teachers value opportunities to learn and to lead at Highland Elementary. Both the former principal and current principal have empowered their teachers by supporting them in their own research interests. The former elementary principal incorporated this philosophy into the school culture by encouraging teachers at Highland to conduct their own teacher inquiry projects each year as part of their yearly supervision and evaluation procedures.

Room 317

In any given month, Room 317 may have had different room arrangements; however, there were certain common elements that gave this space a comfortable relaxed natural feeling—an extension of home perhaps. Thinking about the importance of the physical classroom environment, much of our classroom space was influenced by the principles of Montessori classrooms—use of natural materials, muted colors, and materials accessible to children. Towards the end of the school year, you walked into the classroom greeted by a large blue-gray carpet square hosting two lime-green and red wicker chairs with a white wooden box serving as a side table that also doubled as storage space. A white orchid on the box and a dark brown three-by-three cubicle bookshelf displaying Japanese crafts for the current social studies unit rounded out this large greeting space. This cornerstone of the room welcomed students, teachers, and paraprofessionals each morning after the announcements. It was a space for our ritual morning meeting to prepare ourselves for the day, greet each other, and share shout-outs and concerns. There was one

additional smaller carpet space towards the front of the room that teachers used for small group discussions of different subjects.

To stress the importance of collaboration and teamwork, students' desks were clustered into small groups throughout the school year. Each month teachers would move desk sets so that students would get to know all of their classmates. For most of the year, student desk sets had their own "office supplies" stash on an adjacent desk. Pens, pencils, erasers, glue sticks, and scissors were in convenient locations in small wicker baskets for easy access.

Communal supplies were an essential component to our classroom community. Everything in the classroom was "ours" to use. Art supplies were not tucked away in out-of-reach cabinets. They were displayed in various baskets in a designated art area near the classroom sink. Paper and office supplies such as staplers, tape, paper clips, rubber bands, etc. were housed in community drawers near the teacher area with the understanding that both teachers and students were free to utilize the supplies when needed.

There was a teacher area; however, the amount of classroom space it took up was minimal. The back corner of the classroom had enough counter space to house two reading lamps, a couple of basic desk organizers, a couple of wicker baskets to contain miscellaneous papers and books, and two office chairs.

Literature and literacy instruction were valued in this classroom space. Wooden bookcases were located throughout the classroom to extend the classroom library. Various reading anchor charts hung above the library and on the front chalkboard. Students had individual book baskets on shelves near their coat cubbies to house their reading material.

To help create a calming sense in the classroom muted colors such as black and tan provided backdrops for the bulletin boards in order for student work to take center stage. Artificial greenery provided the additional touch of bringing nature indoors. This “home” welcomed the participants of this study each day.

Participants

My intern (Rebecca) and I were full participants in this study. Rebecca was selected to work with me prior to the start of the 2013-2014 school year through a matching process. In the spring of 2013, the CAU-NMASD-PDS conducted a meeting to match mentors with interns. During this meeting, mentors and interns got the opportunity to interact with each other for a few brief moments. From those initial interactions, mentors created a list of names of interns that they would be willing to teach with for the school year. Two professional development associates (PDAs) privately matched each mentor and intern based on the mentors’ requests. A more detailed description of this process appears in chapter four of this dissertation.

(Pseudonyms are used for the intern, students, critical friends, and PDA participating in this study—see table 3.3.)

Participants	Descriptors
Mentor (Author)	<p>*14 years experience, grades 1-8</p> <p>*Mentored preservice teachers through short-term, semester, and year-long field experiences</p> <p>*PhD Candidate in Curriculum and Instruction</p>
Intern (Rebecca)	<p>*Applied, interviewed, selected for year-long internship in the Professional Development School (PDS)</p>

	*3 rd grade setting 4 days a week (fall); 5 days (spring)
Alton (3 rd grade student)	*African-American male, average-high achiever
Aimee (3 rd grade student)	*White female; high achiever
Brian (3 rd grade student)	*White male; struggling learner
Lexi (3 rd grade student)	*African-American female; struggling learner
Fred (3 rd grade student)	*African-American male; struggling learner; behavioral concerns
Hayley (3 rd grade student)	*White female; high achiever
Michael Bechtman	*University faculty advisor
	*Critical friend
Janine	*Retired school district administrator; PDA
	*Critical friend
Dianne	*Rebecca's PDA

Table 3.3. Participants

Rebecca (intern)

Rebecca was in her last year of undergraduate work at Central Allegheny University (CAU) as an elementary education major. She applied, interviewed, and was selected to be an intern in the CAU-NMASD PDS. In her pre-application to the PDS program, she stated that one of her greatest desires to be a part of the program included having the opportunity to participate in a one-year program rather than the traditional semester student teaching experience. She was part of a year-long internship that followed the school district calendar. She began working with me before the school year started and concluded the last day of the school district calendar. In the fall, Rebecca was in our third-grade classroom all day, four days a week and attended seminars one day a week and after school. In the spring, Rebecca was present five days a week in the third-grade setting all day.

Rebecca brought a variety of experiences of working with children to the PDS program. As a high school student, she worked at her local YMCA as a Play Place employee. Her responsibilities included providing care for children from infants through ten years old. She supervised play time, reading time, and assisted with homework. Rebecca also served as a Playground Director for AmeriCorps. In this role, she planned and scheduled daily activities including organized sports, arts and crafts, and drug, alcohol, and bully prevention. Rebecca's volunteerism included working at Camp Creation, a week-long day camp geared towards multicultural education. Through that experience, Rebecca gained insights about students from different backgrounds and students with varied learning styles. All of these opportunities contributed to the educated life history that Rebecca brought to the PDS program as an intern.

Third-Grade Students (Student Focus Group)

Purposive sampling was used for this study for the third-grade participating students. Students in this study were selected to represent the diversity of the classroom. There were three boys and three girls. There were three African-American children, two Caucasian children, and one student of a mixed background. Students participating in this study included a range of academic abilities. Some students attended enrichment programs and other students received Title 1 support in either reading or math. One student in the focus group benefitted from a behavior management plan to help monitor classroom behavior. One reason to include this student in this study was to provide an opportunity for him to participate in a positive peer group. One unifying characteristic of all students in this focus group was that there were strong enough relationships among students and the teachers that they continuously demonstrated in class that they were comfortable enough to

engage in open and honest discussions.

Critical Friends (Michael and Janine)

“Critical friends are trusted colleagues who seek support and validation of their research to gain new perspectives in understanding and reframing of their interpretations” (Samaras, 2011, p. 5). I utilized critical friends throughout the duration of the writing phase of the PhD process. Janine was a retired school teacher/curriculum director from Northern Mountain Area School District. She recently retired from her position from the school district to pursue her PhD in Curriculum and Instruction. She also currently serves as a Professional Development Associate (PDA) within our PDS. Janine and I were on parallel journeys with our research process. We conducted our dissertation research during the 2013-2014 school year and have engaged in the data analysis and writing during the last several months. She and I established a protocol with each other where we wrote in critical friends portfolios (CFPs) about our research process and emailed our entries to each other. She emailed her entries to me on almost a daily basis. During the K-12 school calendar, I emailed my entries to her every time I was able to chisel time to work on the dissertation. Once the school year ended, I submitted my entries to her on almost a daily basis. When either of us had “critical moments” during our research process we would schedule time to meet with each other and talk through and seek feedback on our issues.

Dr. Michael Bechtman also helped guide me through the research process. He is a senior tenured faculty member at CAU in the College of Education. He has held key roles in the CAU-NMASD PDS program including the coordinator of the program. Dr. Bechtman is a professor that understands the realities of K-12 public education and the need for close partnerships between universities and schools. In addition to academic

advisement, Dr. Bechtman also served another key role as a critical friend. Every Friday afternoon, Rebecca and I met with a focus group of students from our third-grade classroom during lunch. Dr. Bechtman attended each of these meetings to lend an “outsider’s” perspective to group discussions. Students readily welcomed him into the group, and he affectionately became known as “Dr. B.” The protocol for our focus group meetings and Dr. B’s role are discussed further in the data methods.

Dianne (PDA)

Dianne was Rebecca’s PDA during the 2013-2014 school year. Her primary role was to advise Rebecca throughout the school year. Dianne’s minimum requirement to be in the classroom with Rebecca was two hours per week; however, she often spent more time than that in our classroom. Dianne is also a PhD candidate in Curriculum and Instruction, and we developed a friendship during the course of our graduate work. Because of our established relationship with each other, Rebecca, Dianne, and I were able to engage in open candid conversations.

Nicole (Mentor)

As part of my self-study, I felt it was important to take a critical look at how I evolved into my current beliefs as a mentor to interns. My educated life history below documents my entry into the teaching profession and how my experiences as a mentor to interns changed through the years and across school district settings.

Soon after I began my career as a K-12 elementary teacher, I knew I wanted to work with college students in my classroom. I saw mentoring student teachers and field experience students as a way to give back to the profession and as a way to help prepare

future teachers. In addition, I saw mentoring as a way to have a greater influence on students beyond the boundaries of my own classroom.

In the early stages of my career, I taught in a suburban-urban area surrounded by many school districts, colleges, and universities. I worked with three different college teacher preparation programs in the area. Each of these programs had similar characteristics for working with cooperating teachers. I signed paperwork at some point during the school year accepting a student teacher for either the fall or spring semester. Then I attended an orientation designed for cooperating teachers at each of the college campuses and received my handbook of guidelines and expectations. Finally, I was introduced to the student teacher for the first time on the first day of his or her assignment in my classroom.

I welcomed student teachers into my classroom and dutifully followed the suggestions from the university. The supervisor and I designed teaching schedules so that student teachers would “take over” the classroom by the end of the semester. Our planning and teaching methods primarily entailed a “divide and conquer” approach in the classroom. I encouraged my student teachers to be creative in their lesson planning. I wanted to see how student teachers would take resources and make them their own. If they were really perplexed and asked for help, I would help by providing resources.

I felt that my primary responsibility in working with college students was to help these protégés. I didn’t see them as potential peers. As far as observations and feedback, I modeled the practices that were employed by the supervisors that entered my classroom. I sat as a distant observer and noted checks, plusses, and minuses. When we debriefed the

student teachers' lessons, I was usually the first person to speak by sharing compliments of what went well and areas to work on for further growth.

After several years of teaching in eastern Pennsylvania (and a brief stint in Alaska) I came to the school district where I currently teach. It didn't take long to notice teachers talking about the PDS program in our school district. Several teachers in my elementary school were former interns themselves through this program. There seemed to be this energy and excitement about the program. After my first year of teaching in this district, I decided that I wanted to work with college students again.

Right away I was struck by some of the differences between the PDS program and my previous experience as a cooperating teacher. Not long after I signed my form to accept an intern, I had prospective interns visiting my classroom. A mentor matching session that resembled a "speed dating" scenario followed the visitations. Mentors were able to have a voice in selecting whom they would be working with for the following school year. This was the first time in my mentoring experiences that I knew who my intern would be before the school year started.

Once the school year began, other differences became apparent. The typical teacher preparation orientation was called "Opening Ceremonies" and was held at one of the local elementary schools rather than the university. An overview of the program was discussed, but there was no disbursement of handbooks or guidebooks. (Later I discovered that there was a handbook published on the program's website, but that it was hardly accessed by mentors.) Opportunities to learn more about the PDS program were offered through formal coursework (i.e. Mentoring in the PDS Context), Coffee Talks, and Mentor Retreats. Interns were placed in school buildings with other interns in the same cohorts.

What I was learning was that mentoring did not have to be the solitary process I had experienced previously. I was becoming part of a community that collectively prepared future teachers.

The mentoring process looked different in the classroom as well. We were collaborating more on lesson plans and shared a common planning period. We cotaught lessons together and reflected on the process more. We were both involved with parent-teacher conferences, and my intern attended other meetings with me as well.

While these changes in my mentoring style felt comfortable, other changes challenged me to face my evolving mentoring stance more critically. Prior to this mentoring partnership, I had a more formal relationship with student teachers. I saw student teachers as students, not necessarily as future peers. I was deliberate about keeping school and my private life separate from student teachers. We did not interact much outside of school. In this PDS partnership with my intern, I found myself meeting her parents at her family's football tailgate. We would occasionally meet outside of school for dinner, and we called each other by our first names. By the end of the school year, I attended her graduation and celebrated right alongside her family.

I could see where my mentoring stance that first year in the PDS shifted to more of the "mentor." I liked the changes I had made and wanted to receive feedback from my intern on how I could further improve my mentoring skills with future interns.

My first intern taught me a lot about mentoring. The next year I found additional ways to transform my mentoring style. I included my second intern in classroom decisions before the school year started, and I found ways to use her strengths in areas I needed help. For instance, she loved to organize and clean; I had inherited a classroom from two retired

teachers. I was having a hard time parting with many classroom materials, but she helped create a more functional and organized classroom. Those early activities also gave us the time to get to know each other better before the school year began and strengthened our relationship.

Relationships, I discovered, were really at the heart of all partnerships. By now I had far removed myself from the notion of teacher-student partnership in teacher education. I saw us, as much as possible, as peers. We coplanned, cotaught, and reflected together more on lessons. I sought my intern's advice about many classroom activities and jointly made decisions. Her inquiry project reminded me and taught me about the importance of honoring diversity in our classroom. She was teaching me. That year I became a "colearner."

People say that hindsight is 20/20. Looking back over the last fourteen years, it is easier for me to see factors that influenced my mentoring styles. I learned mentoring from Lortie's (1975) "apprenticeship of observation" through my own student teaching experience and early work with traditional student teaching programs. I was copying the practices that were done to me and what I was observing from supervisors. I felt that feedback should be direct, a compilation of plusses and minuses. At that time, I didn't know what I didn't know about supervision. Having an awareness of my educated life history as a mentor has provided insight into the researcher's lens I bring to this study.

Researcher's Perspective

My inquiry into mentor and intern learning partly derives from my own student teaching experience and my role as a mentor in our professional development school. As a traditional student teacher, I "took over" the classroom with little support from my

cooperating teacher. As a mentor in the CAU-NMASD PDS, I learned a different approach to working with an intern by coteaching together. Coteaching with an intern meant that we planned together, taught together, and reflected on lessons together; we were both engaged in teaching almost all of the time. Different teachers took the lead, but the idea of “taking over” did not exist. Comparing and contrasting my student teaching experience with my mentoring role, I want to further study the phenomenon of two teachers coteaching together in a more systematic way.

I have worked with interns in this professional development school in past years. I was familiar with the context of the partnership. The PDS partnership encourages an inquiry approach towards learning in a community environment. These conditions are ideal for this study.

As a PhD candidate researching coteaching, I brought the bias of being an advocate for using coteaching in the classroom as a preferred method for teacher preparation programs. It was critical for me to use multiple methods of validating the research process including the use of a critical friend in order to conduct a credible study.

Data Methods

A timeline for collecting data can be found in Appendix B.

Artifacts

Reflective journals. My intern and I kept weekly individual reflective journals throughout the course of the internship. Interns’ journals are not typically shared with their mentors. I did not want my intern to have any different expectations than any other intern in the program; therefore, I did not request the intern’s journal as a data source until she graduated from the program at the conclusion of the school year. Another reason to

postpone reading my intern's journal during the school year was that it could influence what she shares in her writing. Halquist and Novinger (2009) discuss that there are instances when interns resist critical reflection. "Many students avoid the tensions and contradictions that are a part of critical reflection and develop resistance and coping strategies in order to fulfill assignments" (p. 203). They discuss how these resistances may look through their writing. They conclude by wondering if interns engage in reflective writing to "please" the people reading it or by finding safe ways to share their thoughts. In either case, it could hinder the potential of what the intern could write about and share. By not asking to read Rebecca's journal until the conclusion of the school year, it provided a data source that was entirely her perspective. Having the personal space to write freely allowed for opportunities for deeper reflection and a more credible study.

Critical friends portfolio (CFP). It was important for me to keep two separate reflective journals. The journal mentioned in the previous section documented my reflections about my classroom experiences with all participants. The CFP logbook was a different journal that captured the research process throughout my study. Samaras and Freese (2006) share how a CFP "enables you to uncover new and not always apparent dimensions of our teaching" (p. 69). Each time I recorded an entry in my CFP, I shared it with my critical friend, Janine. This became another method for me to gain an outsider's perspective of my study and my research process.

Classroom documents. Classroom documents included lesson plans that Rebecca and I co-created, instructional materials, student work, and newsletters.

Field notes. Field notes were collected during our student focus group meetings. As I was listening to students' responses to questions during our weekly meetings I would

record notes during the process. These notes were matched up with audio transcripts of the meetings to check for reliability.

Email correspondence. My intern's schedule (especially during the fall semester) entailed more time out of the classroom. In order to stay connected, mentors and interns frequently email each other back and forth as an additional form of collaboration. Email correspondence between Rebecca and me provided an additional layer of insight into our relationship and development. As email became an increasingly important form of communication between us, it emerged as a primary source for data collection.

Espoused platforms. Espoused platforms can be defined as a process of stating your beliefs about teaching and learning—what you value as an educator (Nolan & Hoover, 2011). The espoused platform (see Appendix C) was a data collection method for this study as a way to collect baseline data about Rebecca's beliefs about teaching and learning. When trying to analyze the transformative potential a coteaching partnership may have on our practices, the espoused platform provided that initial measure of our current beliefs at the beginning of the study. The espoused platform was also a critical activity for coteachers to engage in at the beginning of the partnership. It helps the coteaching relationship by sharing each other's beliefs about teaching and learning. It gives each coteacher an equal voice to share what they believe. It also helps mitigate some potential conflict early in the partnership by knowing where each teacher stands in certain areas. Espoused platforms were conducted four times throughout the year-long internship. I collected my intern's first two espoused platforms in mid-December and then collected the last two espoused platforms in mid-April. These espoused platforms contained Rebecca's beliefs about classroom management, math, science, social studies, and literacy

instruction.

Use of planning time and lesson plans. Coplanning was an essential component to coteaching partnerships. Planning time was another primary data source. My vision for weekly planning sessions between my intern and me were to be audio recorded that focused on the coteaching lessons being taught that week. To be systematic about the coteaching planning process, Rebecca and I would use a coteaching planning template (see Appendix D) to help guide the process. During this time we would share our assumptions about the lesson, our students, and ourselves. In reality, our planning time ended up taking several forms that are described in chapters four and five.

Interviews

Cogenerative dialogues. Roth and Tobin (2001) introduced the term “cogenerative dialogues” to describe reflective conferences between participants in order to gain additional perspectives on teaching and learning. Murphy and Carlisle (2008) added that through shared expertise there are “expanded opportunities to learn from the interactions between coteachers, between coteachers and their students, coteachers and the classroom, and between coteachers, their students, and the classroom” (p. 495). Cogenerative dialogues are at the heart of the coteaching partnership and self-study. They are opportunities for coteachers to reflect either in-the-action of teaching or after the lesson has been cotaught. It is through the shared decision making, shared responsibility, and shared teaching that provides opportunities for more reflective conversations between two teachers. Equally important is the opportunity to engage in cogenerative dialogues with critical friends beyond the coteaching partnership. In this study, I expanded Roth and Tobin's (2001) conception of cogenerative dialogues to include any intentional meeting

with a critical friend (intern, PDA, graduate student, students, and university faculty member) for the purpose of generating a greater understanding of a phenomenon in the classroom. Cogenerative dialogues in this study were either informal conversations with critical friends or systematic regular meetings that followed protocols described in the following paragraph.

Adding the ideas of collaborative inquiry to cogenerative dialogues provided a systematic process for collecting data on the information shared by stakeholders in the classroom. There were two types of cogenerative dialogues that were employed in this study: Cogenerative dialogue: Type I and Cogenerative dialogue: Type II. Both types of cogenerative dialogues focused on coteaching episodes between the mentor and intern in the classroom. Cogenerative dialogue Type I involved the mentor teacher, intern, outside moderator, and a focus group of six third-grade students. Type II dialogues occurred between the mentor and intern. Protocols for each type of cogenerative dialogue are found in Appendix E and Appendix F. These meetings were audio-recorded and transcribed.

Interview with Rebecca. At the end of the internship in June, Dr. Bechtman conducted a semi-structured interview with Rebecca. This interview was conducted at Highland Elementary School during the school day in the school's conference room. The interview lasted approximately 45 minutes. The list of interview questions is found in Appendix G. The interview was audio-recorded and transcribed.

Critical friends. One of the criticisms of self-study is the doubt as to whether the researcher sees and reports what others see. Joseph Luft and Harry Ingham originally investigated the degree of consciousness of a person's actions. They created a matrix called the Johari Window, which identified what people know and do not know about

themselves. Glickman, Gordon, and Ross-Gordon (2004) adapted their matrix to apply to teachers and supervision (see Figure 3).

	Known to Supervisor	Not Known to Supervisor
Known to Teachers	1. Public Self	2. Blind Self
Not Known to Teachers	3. Private Self	4. Unknown Self

Figure 3.4. Adaptation of Johari Window

Public self is when the supervisor and the teachers know both behaviors and actions. The Blind self are actions that a supervisor does that are known to the teacher but the supervisor is unaware. The Private self is known to the supervisor but the teacher does not know it. The Unknown self are actions that are unknown to both the supervisor and teacher. Involving a critical friend during cogenerative dialogues served as a method for assisting to make learning explicit.

The intern also had a built in critical friend. The intern, with her PDA, debriefed regularly about her learning that took place. This was another layer to attend to the power differential in the coteaching partnership. I felt that it was important that the intern had a safe space to speak in confidence with another member of the PDS community to express her feelings about the internship experience. It was up to the intern if she wished to share those conversations with me.

Finally, a crucial role of critical friends in self-study research was to provide alternative perspectives to what was unfolding through the research process. It was essential to have two critical friends (Janine and Michael) to engage in dialogue throughout the research study. I shared my critical friends portfolio with Janine and had regular face-to-face meetings with Janine and Michael.

Summary of Methods Collection

Table 3.4 shows a compilation of the primary source documents used for the analysis of this study:

<i>Primary Source Documents:</i>	
<i>Data:</i>	<i># of Single-spaced pages:</i>
Email	67
Nicole's Journal	72
Rebecca's Journal	69
Nicole's CFP logbook	184
Interviews/Cogenerative Dialogues:	
*Student Focus Group (fifteen 30 minute meetings)	206
*Rebecca/Nicole (5/1/14)	11
*Rebecca/Dianne/Nicole (3/5/14)	5
*Rebecca/Dianne/Nicole (3/26/14)	9
*Michael/Rebecca (semi-structured interview (6/1/14))	10

Table 3.4. Primary Source Documents

Analysis

Analysis of the data went through a series of phases. Table 3.5 provides an overview of the various phases of analysis followed by a thorough description of the analysis process.

<i>Phases of Analysis:</i>
<i>Phase 1:</i> <ul style="list-style-type: none"> • Thorough readings (Connelly & Clandinin, 1990) • Jottings (Miles, Huberman, & Saldana, 2014); emic notes <ul style="list-style-type: none"> -triggered a memory and wrote more about the situation/context -reactions as a researcher; questions -preliminary coding; critical incidents, themes
<i>Phase 2:</i> <ul style="list-style-type: none"> • Created a chronological timeline of events across data (Connelly & Clandinin, 1990)
<i>Phase 3:</i> <ul style="list-style-type: none"> • Revisited the research questions and began initial coding (Miles, Huberman, & Saldana, 2014)
<i>Phase 4:</i> <ul style="list-style-type: none"> • 4 main themes emerged (instructional planning, mentoring, students, research

process)—each of these main themes went through additional layers of coding
Phase 5:
<ul style="list-style-type: none"> • Triangulation of data

Table 3.5. Phases of Analysis

Analysis began with a thorough reading of all the data sets. “A narrative inquirer spends many hours reading and rereading field texts in order to construct a chronicled or summarized account of what is contained within different sets of field texts” (Clandinin & Connelly, 2000, p. 131). Jottings (Miles, Huberman, & Saldana, 2014) were recorded across all data sets. There were three purposes for writing jottings across the data sets. First, a piece of data triggered deeper thinking about my learning through this study. For instance, one of my goals was to implement restorative circles into our classroom community. Rebecca found herself inquiring into the ideas about restorative circles. She often wrote about classroom community in her reflective journal. Having the opportunity to read her journal entries allowed me to see a connection between our relationship and the relationships we were fostering in the classroom.

Data	Source	Jotting
“Students came up to me after and said they feel so much better or just relieved to be able to say those things. I think this also shows how strong our community is, that we can own our mistakes and talk about them with everyone.”	Rebecca’s Journal: 4.11.14	<i>I’m finding that Rebecca and my relationship mirror the goals we set out for our students through restorative circles. 7.11.14</i>

Figure 3.5. Jotting that Triggered Deeper Thinking

Second, some data prompted questions for me as a teacher researcher. These questions were important for looking for additional perspectives for what was happening in the study. One example of this came at the beginning of the school year when I was introducing systematic observation. Rebecca and I were discussing possible areas to focus our observations.

Data	Source	Jotting
"I think I'd like to focus on who I am calling on for what types of questions so I have an idea of that."	Rebecca's email: 9.15.13	<i>Thinking about a focus for observation—was she copying me or was it a genuine inquiry? 3.11.14</i>

Figure 3.6. Jotting Illustrating Questions as Teacher Researcher

Finally, the jottings prompted preliminary coding. I would note critical incidents or write phrases about the key idea/theme of the situation.

Data	Source	Jotting (Key ideas)
"I also inquired if there is something else going on that maybe we don't know about."	Nicole's email: 1.10.14	<i>Looking for root causes 3.11.14</i>
"I said it's two teachers working together to create a classroom environment and it's not just two teachers teaching it's two teachers planning, implementing, reflecting, it's the whole package because how she saw it as you guys teach together—I said no it's so much more than that I was like we plan together and we have to go through all that which is good too the planning together to think about the lessons and how detailed they were and how in depth they went was so much easier to teach them."	Rebecca's Interview 6.6.14	<i>Rebecca defining coteaching 8.15.14</i>
"Something I learned is that from this incidental planning you were not getting the opportunity to learn as deeply about what you were teaching as if we would have planned it in a different way" "Yeah because I did it on the spot" "You were just like I'm just going to copy what she is doing" "right"	Triad meeting between Dianne, Rebecca, and Nicole 3.5.14	<i>incidental planning (the pitfalls of it) (6.17.14)</i>
"This fall, I didn't feel as though my intern and I were doing a lot of planning prior to coteaching. That made me begin to wonder if we were actually coteaching if the planning component wasn't there. But I also realized that we were not passing ships in our classroom either. We	Nicole's Journal: 3.31.14	<i>tension-lesson planning; critical incident; why couldn't we commit to a common planning time? (6.19.14)</i>

knew what each other was doing, we had an awareness of our students' needs."		
--	--	--

Figure 3.7. Jotting for Preliminary Coding

(This process of first round thorough reading began with reading emails and making jottings in March. The process continued once school concluded in mid-June.)

A second thorough reading of the data included synthesizing data sets with jottings into a table to construct a plot timeline (Connelly & Clandinin, 1990) of the coteaching experience. This table included the following columns: date of event, data, data source, jottings, and connection to literature. This comprehensive table of data sets served as the springboard for additional layers of analysis and coding.

Once the timeline table of data sets was completed, I revisited the research questions to begin the process of coding. These research questions focused on mentor learning and conditions of a coteaching partnership.

Mentor Learning	Conditions
What does a mentor learn about herself and her teaching through coteaching with an intern?	What conditions are important to foster learning between an intern and mentor in a coteaching partnership?
How does the use of self-study methodology influence the researcher's understanding of the experience?	

Table 3.6. Ancillary Research Questions

I created two new tables reflecting the main focus of the research: mentor learning and conditions of a coteaching partnership. I went into the comprehensive table of synthesized data and found data that related to each of the two research areas. I copied and pasted data from the master document into each of the two broad categories: mentor learning and conditions that influence coteaching partnerships. I made sure to date any data entries to track my train of thought as a researcher.

	A	B	C	D
35	1/31/2014	"Ahhh we forgot to talk to Dianne about the lesson plans for morning meetings for next week. Maybe we should just email her and see what she says?"	R email (3/11/14)	worried about assignments (3/11/14); looking at this now it makes me aware of how a mentor and interns' decisions need to be considered with the PDA as well-tricky (6/23/14)
36	1/31/2014	"I had no idea how much the students would love it. They were reading with such fluency and expression! It really let everyone shine."	R Journal (1/31/14)	students reaction to Readers Theater (6/24/14)
37	1/31/2014	"This is a tool that I think we should keep fairly consistent throughout the year." "...benefits of readers theater for academic purposes, but I also see it as community building as well."	R Journal (1/31/14)	thoughts on continuing the practice of Readers Theater; multiple facets to readers theater (6/24/14)
38	1/31/2014	"I like how Olivia mentioned to go around in a circle (she definitely incorporated morning meeting structure into the lunch bunch" "Fred needs to participate more"	NT Journal (1/31/14)	noticing students (6/19/14)
39	1/31/2014	"It was clear that they felt a little more relaxed this week. Even Brian mentioned that he was nervous at the beginning of the group last week, but then he calmed down."	NT Journal (1/31/14)	nervous feelings (6/16/14)

Figure 3.8. Coding Round 2 Conditions Fostering Coteaching Relationships

Once data were connected to the research areas, the process of coding began for each of the two main areas. For the “Conditions fostering coteaching relationship” table, I began to look at each individual piece of data and assign it a code. These codes were compiled into a codebook and can be viewed in Appendix H. Once a code was assigned to each piece of data I copied the table and renamed it to “Round 3 Conditions fostering coteaching relationship.”

	A	B	C	D	E
7	1/25/2014	"I think the initial "coming together" to build the relationships with emard and to be able to talk freely with their two teachers was started."	NT Journal (1/25	building relationships with students (6/16/14)	BR; CR, V
8	3/7/2014	"No awkward silence, just thinking time, not awkward silence"	Lunch Bunch (3/	reassuring value of think time (6/17/14)	BR; V; BC
9	9/3/2013	"I'm going to partially use this classroom blog as a mini-mini version of the research blog."	NT email (9/3/14	embedding here a form of communication an extra way for the intern to "get inside my head" and for us to learn together (3/11/14)	C
10	1/25/2014	[go back to this journal entry...talks about importance of cogen dialogues as part of coteaching process]	NT Journal (1/25	importance of dialogue for TL; lived experience (6/16/14); expanding notion of what coteaching actually is (6/16/14)	C
11	1/25/2014	"The whole group seemed to agree with was their dislike about sitting on the floor."	NT Journal (1/25	students bring up this point a lot throughout the spring semester (6/16/14)	C
12	1/25/2014	"When I was reading through the morning meeting plans, I realized that they must be difficult for you to write."	NT email (1/25/1	trying to be responsive to Rebecca's situation (3/11/14)	C

Figure 3.9. Coding Round 3 Conditions Fostering Coteaching Relationships

By creating a new table, I was able to sort the table by codes while the previous table retained the chronological sequence of data showing the layers of analysis. This process was repeated for mentor learning.

Since the data set for mentor learning was large, four main categories under mentor learning emerged: thoughts about instructional planning, role as a mentor, understanding our students, and the influence of self-study. These four main categories came from a result of analyzing multiple data sources including my journal, my CFP logbook, Rebecca's journal, email correspondence, cogenerative dialogues with students, cogenerative dialogues between Rebecca and me, and Rebecca's interview. Two of the main themes, instructional planning and roles as a mentor, surfaced as "tension" themes. Berry (2007) discusses the "emergence of tensions as a conceptual frame and analytic tool" (p. 27). Berry connects tensions to "problematic situations that caused doubt, perplexity or surprise and that led me to question otherwise taken-for-granted aspects of my approach"

(p. 27). Instructional planning and my role as a mentor arose as themes from looking at critical incidents and investigating my assumptions. Each of these four categories went through additional layers of coding and analysis. The critical events that occurred throughout the “story” resulted from the process of pattern coding (Miles et al., 2014) and selective coding (Corbin & Strauss, 1990). Each of these four broad areas were coded for patterns and themes as well as looking at how these areas developed in a chronological sequence of events.

The chronological sequence of events for each of the four broad areas (lesson planning, role as a mentor, understanding students, and the process of self-study) were laid against Mezirow’s stages in transformative learning to see if there were any fundamental shifts in mentor beliefs.

Scope of the Study

This study took place between one mentor and one intern in a very specific context. While that provided the opportunity to gain rich detail on one specific case, it did not make this study generalizable.

This study generated a wealth of data on the nuances of a partnership between a mentor and an intern; yet, in the action of teaching, it was still difficult to capture all coteaching instances. Data for this study focused primarily on the spring semester even though the partnership began during the fall. Data such as email, course assignments, and my CFP logbook were collected in the fall while systematic data collection of my reflective journal and weekly student focus group meetings did not occur until the spring semester. I was able to see how a dedicated weekly time for student focus meetings aided significantly in data collection; however, the same dedication of time was not given to

cogenerative dialogues between my intern and me. While we did have a few formal sit-down meetings, most of our cogenerative dialogues occurred during the action of teaching, in the moment. These conversations were insightful to us at the time, but because there was not deliberateness to them, they were difficult to remember and made it difficult to capture for the study.

I adhered to the rigor demanded by quality self-study research; however, there will be a set of researchers that still discredit the research and equate it to teacher professional development. Labaree (2003) advocates that teacher researchers should “abandon their teacher cultures in favor of a new academic culture” (p. 14). Labaree also contends that practitioners are “too close” to the research which could compromise the credibility and validity of practitioner studies. Through the multiple sources of data for triangulation and the transparency in the analysis process, this study aims to refute the critics.

Trustworthiness

To design a rigorous self-study, it is important to understand how trustworthiness is addressed in research. Knowing the characteristics of trustworthiness in self-study allowed me to incorporate methods that attend to these questions of rigor. One way to address the trustworthiness of self-study is to attend to various forms of validity. Some researchers in qualitative research have contested the term “validity.” The term validity has historically been situated in the positivist paradigm where studies focused on experimental designs. Several researchers (Lincoln & Guba, 1985; Lather, 1993; Wolcott, 1994) have proposed alternative descriptions for defining credible and valid qualitative studies. Lincoln and Guba (1985) feel that the word validity should be abandoned altogether and replaced with the term “trustworthiness.” They define trustworthiness as follows:

The basic issue in relation to trustworthiness is simple: How can an inquirer persuade his or her audiences (including self) that the finding of an inquiry are worth paying attention to worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue? (p. 290)

The terms trustworthiness and forms of validity are used throughout qualitative research to address the credibility of studies. Anderson, Herr, and Nihlen (2007) identify five criteria for “validity” or “trustworthiness” in practitioner research: outcome validity, process validity, democratic validity, catalytic validity, and dialogic validity (p. 40). Table 3.7 provides brief definitions of each type of validity.

Outcome validity	Extent to which actions occur that lead to a resolution of the problem or a deeper understanding of the problem and how to go about resolving it in the future
Process validity	Extent that problems are framed and solved in a manner that permits ongoing learning of the individual or system
Democratic validity	Extent to which research is done in collaboration with all parties who have a stake in the problem under investigation
Catalytic validity	(Lather, 1986, p. 272) degree to which the research process reorients, focuses, and energizes participants toward knowing reality in order to transform it
Dialogic validity	Incorporates the use of critical friends to address bias in the research

Table 3.7. Five Criteria for Trustworthiness in Practitioner Research

Outcome validity refers more towards the action research form of practitioner research. Process validity is not limited strictly to methods, but it does address the importance of triangulating data through multiple sources to guard against simplistic or self-serving interpretations. Democratic validity addresses ethical and social justice issues through the importance of researchers considering that all stakeholders’ perspectives are taken into account in the study. Catalytic validity is taken directly from Lather’s work (1986) on various forms of validity in qualitative research. Catalytic validity heightens the

awareness of the researcher's realities of the research process, their practitioner's role, and the transformative potential from the research. Dialogic validity includes the use of peer review and the use of a critical friend to question the researcher's biases and potential subjectivity. In a sense, engaging in dialogic validity is engaging in a critical friend being the "devil's advocate."

I addressed process validity and dialogic validity right up front in the study through the use of multiple methods of data collection for triangulation and the inclusion of a critical friend to provide the constant check for bias and subjectivity. I used democratic validity as one way to help address the power differential between my intern and me. (Other strategies for addressing the power differential are explained throughout the methods and analysis sections). One way to avoid the possibility of coercion, my intern and I discussed the various methods for data collection and came to a consensus for which methods would be included in the study. In addition, we negotiated a system for letting each other know when things were "off record."

CHAPTER 4: COTEACHING IN THE PDS CONTEXT

This chapter introduces the coteaching partnership between Rebecca and me. It shares how we were introduced and how our partnership began. This chapter captures one example of the rich detail of everyday life as coteachers in the elementary professional development school. Too often, “the current educational literature has been replete with anecdotal experiences as well as suggestions for implementation and guidelines for setting up coteaching situations,” (Murawski, W., Swanson, H.L., 2001, p. 258). Additionally, “understanding the context is important so that the issues raised and conclusions drawn might be viewed in ways that help readers to relate the learning to their situations” (Loughran & Northfield, 1998, p.11). Schuck and Russell (2005) state that context in self-study “is central to understanding of the practice, and discussion of context should precede and support observations and discussion of teaching” (p. 119). This chapter addresses one of my ancillary questions: How is a mentor-intern relationship situated in the PDS context? Again, “(the study) needs a good discussion of context and then where your research question connects to your context and goal of improved learning” (Samaras, personal communication, October 18, 2014). This chapter adds to the literature by providing an example of the complexities and dynamics of a year-long coteaching partnership between a veteran mentor teacher and an undergraduate intern that may help readers resonate with their own mentoring and coteaching experiences.

Several teacher education programs incorporate coteaching as an activity to be completed during a semester field experience (Titus, 2013). Some of these assignments include coteaching once a week for a number of weeks or coteaching a specific subject. Our coteaching partnership was unique in the sense that there were no mandates that we

had to coteach together. Coteaching was not an assignment within our PDS; rather it was part of a mindset on how to teach students and prepare teachers. Because of this, it was difficult to quantify the amount of coteaching that we did together. It is fair to say that most of the lessons taught in our classroom were cotaught, but certainly not every single lesson. Rebecca and I never experienced a “take-over” (Badiali & Hammond, 2004) or “pass the baton” approach (Hamel & Jaasko-Fisher, 2011) often used in traditional programs. Throughout the school year, there tended to be a lead planner. For the fall semester, I assumed that role while Rebecca assisted with planning, preparation, and teaching. As the spring semester progressed, Rebecca became the lead planner in various subjects while I facilitated with planning, preparation, and teaching. At no time did one have sole responsibility for planning and teaching without collaborating with the other.

Selection into the PDS Program

The decision for a mentor and intern to coteach for the school year begins long before the intern steps into the mentor’s classroom. Elementary education majors reaching the final stages of their program have several options for student teaching in the College of Education. They may choose what is commonly referred to as the “traditional program.” This is where students take a pre-student teaching experience in their 7th semester that includes spending two days each week in schools and then a full semester in a particular school. They may also choose to student teach for 12 weeks in a Pennsylvania placement and 6 weeks abroad. Central Allegheny University has an arrangement to accommodate students in about a dozen other countries. The other choice for students is to apply for the professional development school (PDS), which is a full-year experience in the local school district.

Placement in the PDS requires students to submit a pre-application that serves to officially express their interest in the program. The pre-application consists of their contact information and current academic standing. The pre-application does not obligate them to participate in the PDS; it merely insures that they will be invited to a meeting where they are fully informed about the expectations for PDS interns. Students who do not pre-apply are not eligible to make formal application to PDS program.

Once the pre-application deadline has passed, PDS coordinators send out invitations to an information session. The purpose of this meeting, which usually occurs in November of their junior year, is to fully inform potential interns about the expectations that come with entering the PDS. For the most part, interns currently participating in the PDS community conduct the information session. PDS supervisors are on hand to answer questions about the program if necessary, but the meeting is largely student run. Current interns are encouraged to “tell it like it is.” The overall message has been that if you are not prepared to sacrifice (social life), work hard (transition from student to professional) and remain committed to becoming a great teacher, then PDS is not for you. A second strong theme that usually emerges during this meeting is what it means to become a part of a very special community of mentors, supervisors and fellow interns. Intern presenters use words like support, friendship, dedication and pride to describe their feelings about the PDS experience.

As a result of the meeting, some, but very few, pre-applicants change their mind about going forward. They apply for PDS and for the traditional program at the same time with the understanding that selection into the PDS is subject to approval by the interview teams. The next step in the process is the formal application that includes a writing sample

in response to a series of prompts. These writing prompts can be found in Appendix I.

Applicants are advised that their written responses will be sent out electronically to a team of mentors and supervisors for rating. Answers should be one or two paragraphs in length and should be error free samples of their best writing.

Mentor teachers volunteer to rate applications. They are encouraged to rate for quality of expression, form and substance of the responses. Raters are looking for two things simultaneously, the respondents “fit” to the ideals of the PDS and any warning signs that, in their opinion, would make the applicant’s potential for success uncertain. Teams of four or five rate each application using holistic scoring. On a scale from one to four where four is the highest, they send their ratings into the PDS web master who records the scores on a spreadsheet. In cases where the writing scores are unacceptably low (extremely unusual due to the fact that all applicants have a 3.00 GPA or higher) a student may be eliminated from the pool. More typical is that applicants are invited to interview with a PDS team that consists of a different group of volunteers, a mixed group of mentors and university faculty.

Each applicant undergoes a 30-minute interview with a team. To spread out the responsibilities there are usually six or seven different teams who interview six to eight applicants during an evening. Each intern is discussed and rated by consensus. The charge to the team is to try to determine whether or not the applicant is a good match for the PDS experience. The same interview protocol is used for each interview. Teams understand that they are accepting or rejecting an intern on behalf of the entire PDS community.

The number of applicants accepted depends on the capacity of the program in any given year. In most years the number of interns accepted is governed by the number of mentors who volunteer to host an intern for the year. In years where there are more applicants than mentors, some applicants have to be redirected to other student teaching options. In other years there are more mentors than there are PDS applicants so some mentors are asked to wait until the following year to get an intern.

Once the pool of applicants and mentors has been determined, interns are assigned to a school or school cluster in the PDS. They are advised of their acceptance by email and instructed to begin visiting classrooms in those schools. Mentors place signs on their doors that say – A PDS Mentor Lives Here – so interns know which classrooms to visit. After a few weeks, interns are invited to attend a meeting in the schools to which they were assigned. The community tends to call these meetings “socials,” mainly because snacks are served after school and interns and mentors gather together in a library or large meeting room. It is a time for mentors and interns to mix and mingle to get better acquainted. Most mentors like to conduct “snapshot” interviews where they get to talk with every intern for at least five minutes. This ritual is also referred to by interns as “speed dating.” After about an hour of informal and more formal socializing, the interns are asked to leave.

A PDS supervisor leads the process for matching mentors with interns. The mentors are asked to make a list of interns they prefer to work with by writing one name on a sticky note. They are asked to list the names of one more than half of the interns available. When the mentors have completed their preferences, the supervisor collects all of the sticky notes and takes them into a private space for matching. When all matches are

complete, mentor and interns are informed by email. No mentor is assigned an intern they have not preferenced.

Meeting Rebecca

The coteaching partnership between Rebecca and me began at the “speed-dating” social during the spring of 2013. Normally I would have been in the classroom teaching during the spring of 2013 where I would have had the opportunity to meet Rebecca and have her visit the classroom; however, I was still on a child-rearing leave during the 2012-2013 school year.

I had mixed feelings about having the opportunity to list potential interns to work with during the school year. On one hand, interns are students and we do not choose students we teach. My commitment to teaching includes guiding and instructing all children regardless of backgrounds. Being a professional means that we learn to work with people with a range of abilities and different personalities. As a cooperating teacher in the past, I never had any say about potential student teachers. The student teacher simply showed up on the first day of school. On the other hand, the mentor-intern meeting does give mentors the opportunity to get to meet and greet potential teaching partners for the year. If there was a strong feeling of incompatibility, a mentor does not have to write a name as a potential partner. Our pool of interns included one male. Several years ago, I had a very challenging experience with a male student teacher. I know that it is not fair to generalize, but it has made me hesitant to partner with other male interns.

My advisor suggested that I should try to pick someone who was not like me. I wonder if part of his suggestion was to select someone who might challenge my beliefs and provide different perspectives within our classroom. With such brief encounters, it

was hard to get to know anyone well enough to really know if they are or are not like you, but I tried. To describe me I would have to say that I am a rule-follower. I tend to worry a lot about things. I try to go above and beyond with whatever tasks I am doing. In that sense, I guess I could say that I was looking for someone that tended to be a little bit more laid back—someone that would go with the flow. I listed some names that tended to fit that description (based on first impressions only). The PDAs collected our “wish lists” of potential interns and went into a separate room to begin the process of matching mentors and interns. During this same time, interns had left the social to return home. At the conclusion of the social, the PDAs returned to announce our matches. Interns were emailed later that evening. That began my journey with Rebecca.

Our First Meeting

Soon after Rebecca and I found out that we were matched, we arranged to meet at a local restaurant for dinner to get to know each other better. I was heading back to Colorado for the summer and would not be around to get acquainted. I remember sitting at the table listening to her share a story about how she did a mission trip in Texas one summer to help build homes. In that moment, I am not sure if it was the sense that we had some shared values or something else, but I left having a good feeling that we were going to be a good match for each other.

The rest of the summer I was busy in Colorado with my family and completing my comprehensive exams. She was at Central Allegheny University working a summer on-campus job. In August, I contacted her with questions for the new school year and opportunities to get together with our third and fourth grade team. Between Rebecca’s work schedule and my transition across the country, it did not work to connect over the

summer. Our first opportunity to be together was during an in-service day with the teachers.

The Fall Semester

An advantage of the match-up in the PDS program is that interns begin the school year on the first teacher day of school. It was great to have those first couple of days together in the classroom before the students came. We were able to look at schedules together and prepare the classroom together. This time together gave us many informal opportunities to get to know each other better.

I worried at the beginning of the year about how much time I would have to be able to work with an intern. There were many personal commitments that limited my available time. I had just finished my comprehensive exams, and my committee was waiting for my dissertation proposal. We moved back to Pennsylvania two weeks before the school year started; however, my husband was in Colorado until the end of October. Family obligations limited the time that I was able to be at school. It was also my first year at a new grade level in this school district. While I had taught third grade in the past, many aspects of this district curriculum were different. Lesson planning took much longer because everything was new to me. Time was such a factor in being able to try to be an effective mentor while also juggling all the responsibilities of life during the fall. One way I tried to increase communication between the two of us was through developing a classroom blog. I wanted to expand the ways I communicated with parents during the school year. At the same time, I saw the blog as a way for my intern to “get inside my head,” especially during the times when we could not meet to talk.

One of the biggest things that I had learned about becoming a mentor in this PDS program was the potential power of systematic observation. While we did not do a great deal of it throughout the school year, we did begin implementing it in September through coteaching using mentor modeling. Rebecca had observed me a couple of times, tracking the types of questions I was asking students and who I was calling on during lessons. When she began asking for focused observations, she began with similar goals of focusing on whom she was calling on for certain types of questions.

A New Approach for Classroom Management

Students were really at the heart of what Rebecca and I were doing during the school year. I was embracing a philosophy about classroom management that focused on student empowerment and student voice. Rebecca mentioned in her interview that she did not understand why I did not have a list of rules posted in the classroom. A “class list of rules” may not have been posted but expectations were discussed regularly and anchor charts (posters that students refer to) helped remind students of various things. Throughout the school year, Rebecca and I found ourselves talking and thinking about this classroom management program—the use of restorative circles (Costello, B., Wachtel, J., & Wachtel, T., 2010). For me, it was a new approach and I was finding it helpful to have another person to ask question about the effectiveness of it. So many times I asked Rebecca what she thought about a particular student or the outcome of a class meeting. As another teacher in the classroom experiencing this with me, she provided another perspective and affirmations that what we were trying was working with students.

The work that we were doing with restorative practices during the fall also impacted Rebecca’s thinking. One of the hallmark assignments of the internship was for

interns to conduct an inquiry project. Throughout the fall, Rebecca wrote in her journal about several different topics; however, she kept coming back to the idea of community building and service learning as potential avenues to explore for her inquiry. She wrote:

I've been thinking about inquiry throughout the year and some of the topics that have stood out to me are service learning and community building. They (the students) really care about each other. Students are very honest at this time and they genuinely seem interested in their peers. It warms my heart to see how nice they are to each other and I think it is because of what we do in the classroom.

Restorative practices focus on taking away the negative talk and focus that into a learning experience. (Rebecca's Journal 12.13.13)

Our groundwork on classroom management during the fall became a catalyst for Rebecca's inquiry work during the spring.

Issues with Control

During the fall semester I focused intensely on learning the curriculum and building a relationship with Rebecca. One of the things I was discovering about myself was that it was difficult for me to relinquish control with lesson planning. I remember the first week of school when Rebecca and I sat side-by-side as I tried to read through one of the Units of Study writing manuals. I was reading it for the first time, with Rebecca looking over my shoulder. I found that very difficult to do in order to really concentrate and think about what I should be doing with the lesson. I was realizing about myself that I needed time to get acquainted with materials before I could really talk about them with another person. For me, planning meant taking my materials home over the weekend to

concentrate on my work. I was realizing that as long as I was doing the planning, I was the one in control of what was happening in the classroom. With so many new things occurring in my life and with a new grade, having control of what was going on was important to me. Sitting at a specific spot at a particular time with another person was difficult for me.

Tensions with Time

In addition to gaining an awareness of my issues with control, I was also acutely aware of the difficulties in finding opportunities to plan together. Lesson planning was to become one of those furrowed brow moments throughout the year-long internship with Rebecca. I wanted it to be meaningful for both of us, yet, I was struggling with how we could get the most out of it and be conscious about time. Much of our planning time in the fall consisted of touching base with each other in the mornings, after school, and through email. “Can you email your thoughts, questions you plan to use tomorrow? Then we can briefly touch base in the morning.” (Nicole’s Email, 9/26/13) “It seems like you have everything set up for it to be successful. I’ll call you later to touch base.” (Nicole’s Email 11/10/13)

Between my commitments and Rebecca’s course schedule, it was difficult to do much collaborative planning for coteaching during the fall semester. Rebecca’s schedule consisted of being in the classroom with me four days a week. She attended classes on Tuesdays and after school on Wednesdays and Thursdays. Whereas Rebecca was involved in classroom activities with me during the fall semester, she was also busy with coursework. I was predominately taking the lead with what we were doing during those first few months of school.

Opportunities to Problem Solve

We found opportunities to solve problems together during the internship. Early in the year we were working on reading conferences with students. We were not exactly thrilled with how they were going. We tended to be spending a fair amount of the conference “fishing” for what students were doing as readers. Students were not sure about what they were actually doing as readers. They would look up at our reading charts and seem to be arbitrarily selecting something off of the wall. Or what they would do is say the same thing again and again each time we met with them. We had to think of a different approach to reading conferences. I ended up redoing my reading anchor charts to show how strategies are more connected with each other through concept webs. I also showed students how they could create codes to track their reading strategies on a reading bookmark. For instance, if students were working on text-to-text connections the code could be (TT). Making inferences could be (MI). As students read, they would mark down their thinking of what they were doing as readers. Rebecca and I were able to have more efficient reading conferences with students because now we were able to see what students were doing instead of “fishing” as we were previously doing. We had a couple of those moments where we experienced successes in the classroom where we celebrated together.

The Spring Semester

Rebecca’s classes were completed. She was in the classroom five days a week; however, she still had a seminar after school that met two days a week through March. In April, interns and PDAs met for seminar once a week for the remainder of the semester.

For me, the winter break provided a time to regroup from a hectic fall. I entered the spring semester feeling more settled and confident in the classroom. I felt optimistic that Rebecca and I would find our routine to coplan and coteach on a regular basis. Unfortunately, that feeling did not last long.

Life Circumstances

The first week back at school returning from our winter break, I had gotten a call that my father was ill. I needed to be away for a couple of days in order to help my mother. I am a person that can sometimes struggle with the balance between work and home, but I was finding that I had to let go of the work environment and focus on my family at that time. “I hate not being there, but I absolutely know this is the place I need to be right now,” (Nicole’s Email, 1/9/14). Giving up that classroom control was difficult, but it proved to be a critical point in Rebecca’s development and classroom presence. Rebecca and I formed a relationship where we looked out for each other and she genuinely wanted to help me. My absence gave her the freedom to rise to the occasion. She was taking charge and making suggestions while I was away. She shared:

Some of the students were still struggling with making change. I want to try to help out so you don’t have to worry about this right now! I have included some stuff that we could use tomorrow and it’s great if it helps you, but if not, no big deal. ☺ I think the kids would benefit from doing a review station of making change. Don’t worry about us. (Rebecca’s Email, 1/9/14)

The events of that first week of January really gave Rebecca the opportunity to build her confidence and my confidence in her. She was great at keeping in contact with me and taking a great deal of initiative. It was a time where we really bonded, showing me

the importance of relationships. When my father passed away in mid-February, it was a time where I was truly grateful to have another coteacher in the classroom who knew our students, our routines, and our progression of instruction so well. The district did provide guest teachers during my absence; however, the system was flawed in that there was no consistency in who was coming to our classroom each day. Rebecca provided that consistency for the students, and while parents shared their condolences, they were also sharing that things were running smoothly in the classroom with Rebecca. It was a period where I could really let go and focus on my family.

“I feel fine about just rearranging some stuff for tomorrow. Here is what I was thinking” (Rebecca’s Email, 2/13/14).

“Wow! It looks great! I think your plan for the afternoon is smart...just play things by ear. I feel really calm about everything. I have a lot of confidence in you. ☺”
(Nicole’s Email, 2/13/14)

“I hope that you are hanging in there!” (Rebecca’s Email, 2/16/14)

A Period of Growth

The first two months of the spring semester turned out to be a pretty critical period of time in our partnership. I was learning to let go of having complete control in the classroom. Rebecca was learning to take the lead with planning and developing a strong classroom presence. For as much as I advocate a mentor and intern to spend as much time as they can to coteach, I was also beginning to see the benefits of having interns have opportunities to fly solo with support. I was an “absent mentor” for periods of time, but it was different from being a neglectful mentor. I was supporting her in ways that I could,

but I was not physically present to micromanage every aspect of the classroom. It was a good experience for her as well. Rebecca wrote about her experience after the fact.

I really felt like the students see me as their teacher and they abide by the same expectations when Nicole is gone. I have felt this way for a while, but it was very clear these past few days when I took the lead. Not only did I notice the student behavior, but I also noticed my own. I've noticed myself feeling much more comfortable in the teacher role and I felt so confident the whole time. I think this really shows my growth as a teacher as well. (Rebecca's Journal, 2/21/14)

This period of time also had Rebecca reflecting on how she would be able to meet her own students' needs when she would be teaching on her own the following year.

It also made me think how difficult it is going to be in the future if I am by myself in the classroom. Classrooms in Northern Mountain Area School District have interns, paraprofessionals, volunteers, and so on, but in many school districts that is not the case. Throughout the day, I was constantly having the guest teacher do individualized instruction for certain students. It worries me somewhat that my students in the future may not get the amount of attention they need simply because there is only one teacher in the room. I wonder how to create a classroom where I could still differentiate without other students missing out? (Rebecca's Journal, 2/21/14)

To me, Rebecca's thoughts told me that she appreciated the opportunities to take the lead, but she also understood the value of two teachers being actively involved with students in order to meet their needs.

Coteaching Cycles Begin

Even with my absences during January and February, we were able to begin our coteaching cycles in January. The plan was to systematically collect data on one cotaught lesson per week, although in reality we were coteaching multiple subjects each day. We felt if we could coplan, coteach, and debrief one lesson per week that would give us a good sense of what we were learning through the act of coteaching together.

We decided to begin with science because neither one of us felt very comfortable with the science content. We sat together on a Tuesday after school in late January to coplan our first lesson. We planned a science experiment where students had to identify forms of energy in a lighted candle. As we were filling out the long-form lesson plan we were also both on the Internet finding information for each other so that we would be confident to lead a science talk with each of our groups. It took us more than one and one half hours to plan that one lesson from start to finish. I remembered feeling anxious about how much time that had taken and how many other things that Rebecca and I still needed to do that evening. That first coplanning session left an impression on me about the impact coplanning could have for mentors and interns.

That took a lot of time! Rebecca was really instrumental in researching science content on the Internet while we were planning this lesson on types of energy.

Neither one of us feel very comfortable with inquiry science. We don't feel we are the science teacher types. Our planning process did actually help us think ahead to some other lessons. We wanted to have smaller groups of students in order for them to get closer to the materials in order to make closer more detailed observations. We also wanted to be able to monitor their technical drawings more

manageably and be able to engage students in more discussion. (Nicole's Journal, 1/21/14)

Even with the amount of time it took to coplan that lesson, I saw the enormous benefit of taking time to coplan together. It had me questioning the way that I had planned with previous interns.

With all of my student teachers/interns in the past, we would sit down after school or during a special and sketch out our plans for the week in our planning books.

But this morning, I realized that is not honestly showing them all that goes into lesson planning. (Nicole's Journal, 1/22/14)

I did not have any answers at that time, but I was beginning to develop even more questions about lesson planning. How do mentors and interns find time to coplan? Do mentors and interns coplan? What does their planning time entail? If we are not sitting side-by-side, books opened, constructing a lesson plan, then are we really engaging in the coteaching cycle?

Cogenerative Dialogues

While the systematic process of planning together was started, albeit with many questions, the use of cogenerative dialogues with a student focus group was also beginning at the end of January. Part of the coteaching cycle entails conducting a debriefing meeting about the coteaching experience. At the start of this study, I felt that students should be a part of this experience. They would provide a unique perspective to teaching and learning. I wanted the student focus group to be representative of our classroom community. The group of students needed to represent the classroom diversity in terms of gender, academic ability, ethnicity, socioeconomic status, and behavior. I solicited the families of six

students based on these criteria. All six families agreed to have their child participate in the study. Our student focus group consisted of three girls and three boys. Three students were considered to have a strong academic background while three students were struggling with reading and mathematics. Three students were African-American, two students were Caucasian, and one student was Asian-American. One student was on a behavior management plan to help with issues of self-control in the classroom.

All six students were excited for the opportunity to eat in our classroom rather than the lunchroom each Friday. Students understood that each week we would be talking about the teachers' cotaught lessons. Some of the questions we discussed each week are included in table 4.1.

<i>Sample questions from weekly cogenerative dialogues:</i>

- | |
|--|
| <ul style="list-style-type: none"> • Describe the cotaught lesson. • What was the purpose of the lesson? • What did you think of the teaching approach that the teacher and intern used in class? • What were the advantages and disadvantages of using that approach? • What is the role (purpose) of a teacher? • How would you change this lesson? • Why do you think the teacher did (x) during a lesson? |
|--|

Table 4.1. Sample Questions from Weekly Cogenerative Dialogues

Michael, "Dr. B", a faculty member from CAU, would attend each meeting to help serve as a facilitator to our conversations. We had a protocol in place where each student had an equal voice. Everyone in the group agreed that it would be acceptable to have different opinions to share with each other. The students became very eager to "report in" with Dr. B over the course of the semester.

The "lunch bunch," as it became commonly known as, was unique. It was a dedicated time when teachers and their students could come together to talk about teaching

and learning. In order to maximize the most of that experience, Rebecca, Dr. B, and I needed to build relationships early on and assure the students that they were safe to share their thoughts openly. Students were initially nervous about this experience. “Some of the students (I know Brian for sure) confided in Rebecca that he was nervous doing it, but after the first few minutes he was very comfortable” (Nicole’s Journal, 1/25/14). As our time together continued over the semester, students became comfortable with sharing their thoughts and suggestions. In one instance, a student shared with us a rationale for moving book group discussions from the floor to student desks. “Normally during book groups we were writing, and it was uncomfortable. And in the mornings, we’re still tired. That is why we really like sitting at our desks because then you don’t have to tell us to sit up” (Alton, Student Meeting, 3/7/14). Rebecca and I both realized the potential of the lunch bunch to improve the classroom environment and our teaching.

This is another area in our classroom where students have a voice and they get to see us put their ideas into action. They are honest and give us new insight into our coteaching lessons, which we take very seriously. (Rebecca’s Journal, 2/27/14)

Granted, some of the things that students were saying were documented in the literature; however, these were insights for me because I didn’t know *this* group of students’ thoughts about coteaching. (Nicole’s Classroom Blog, 9/19/14).

Revisiting the Idea of Lesson Planning

As the semester progressed, Rebecca began taking an increased role with being the lead planner. We were both negotiating which subjects we would be taking lead responsibility with planning and how the other teacher would be supporting those lessons. This took an increased amount of collaboration. The tension of planning time again was

resurfacing. We were utilizing email more as a means of communication to help with lesson planning. It was interesting to look at how the frequency and length of our email communication increased over the course of the internship. For me, it highlighted how not to underestimate the power of email as a form of collaboration. I thought that the best way to communicate was through face-to-face communication; however, when time was a real factor, technology was a powerful way to help foster the dialogue.

We had finally found a common planning time Friday mornings for forty minutes. The look and feel of that planning time still troubled me. I was trying to rattle off a weekly schedule in a block format grid. There was no time for discussion about each lesson plan. There was no time to talk in-depth about students. That block of time was not capturing the realities of lesson planning. A couple of things happened in March that changed how Rebecca and I addressed this issue. Rebecca offered the suggestion earlier in the year that maybe we could try using Google Docs as a form of planning together. She had it mapped out in her head of how it could look. We could create a new document for each week of planning. We could have two different colors to show which teacher was taking the lead with each subject. Rebecca shared how this could be a way for each of us to have a better sense of what is happening in the classroom while having the flexibility of planning at different times and in different locations. I am not sure why I was hesitant for so long. Some of my hesitation, I wondered, could be connected back to my reluctance to relinquish some control. It was obvious, however, that Rebecca was patient with me to get on board with this idea.

It was very obvious that this was something she was very anxious to try. I could also tell that she was very patient with me waiting until I seemed ready to give it a

go. ...But seeing her SO HAPPY made me feel good that we have proceeded with this avenue of planning. It's something new for me...I haven't done this approach with other student teachers and interns. From talking with other mentors, I think that this will end up being a more collaborative approach than other things done in classrooms. (Nicole's Journal, 3/31/14)

We ended up using this system for lesson planning for the remainder of the internship. We both commented on how helpful it was to be able to both access lesson plans and see long-range goals as well.

Another aspect of lesson planning I was struggling with was how coplanning should actually look. We were using Google Docs, but we were not necessarily co-constructing lessons. Some of our planning shifted to an online environment; we were not necessarily sitting side-by-side in the same physical location. Did that mean we were actually coteaching if that was not happening? I remember having a meeting with Janine, one of my critical friends, in early March. She was sharing with me some of the findings from her own dissertation study. One of the things that struck me was that she was talking about findings that did not directly connect with her main research question. That was the first time that I actually allowed myself to open up and view all of the data I was collecting with more of a wide-angle lens rather than solely honing in on my principal research question. I began to share with her how I was struggling with how instructional planning should look in a coteaching partnership. She was questioning me on how I defined coplanning. It made me realize that I was looking at lesson planning with too narrow of a focus. Coplanning was actually one specific type of instructional planning. I needed to

change the term “coplanning” to “planning together” in order to paint a more accurate and broad picture of the planning process.

“Planning together” allows both teachers to understand where students were in their understanding, where they are presently in their understanding, and where the teachers need to take them in their understanding. Planning together also allows teachers to address their own needs in what they hope to cover in content and their own professional growth. (Nicole’s Journal, 3/1/14)

With this definition in mind, I was able to see many of the opportunities of planning that we were already doing. “Planning together” became an umbrella phrase to create a language for a lesson planning continuum that made sense for Rebecca and me. I categorized our types of planning into incidental, consultation, tag-team, and coplanning that are described in chapter 5 of this dissertation. Having this common language for Rebecca and me, gave each of us a deeper understanding of how lesson planning affected our practices in the classroom.

Nicole: Something I (Nicole) learned is that from this incidental planning you were not getting the opportunity to learn as deeply about what you were teaching as if we would have planned it in a different way. Yeah, because I (Rebecca) did it on the spot. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

Michael interviewed Rebecca towards the end of the internship and asked about planning. Rebecca shared,

We talked about this a little bit. The kind of coteaching we did affected our planning. When we were doing station teaching we felt that it wasn’t as effective to sit together and to kind of figure out what we were going to do. I had to do

research on mine (aspect of the lesson). Nicole needed to do research on hers (aspect of the lesson). So then come together to talk about it. But with parallel teaching you had to plan that together and go through every detail so that your students are getting the same content, the same information on both sides.

(Rebecca's Interview, 6/6/14)

Tensions with Feedback

Google Docs and a common language for lesson planning were steps forward in our struggles with lesson planning. What began to emerge in the second half of the spring semester was an issue with providing feedback on Rebecca's lesson plans. Back in January, Rebecca seemed to be receptive to my feedback on her lesson plans. "I read your comments for the read aloud and they were helpful. I am going to look for the original Three Little Pigs book in the library tomorrow. I will also be thinking about a possible visual" (Rebecca's Email, 1/26/14). As the semester progressed, Rebecca's feelings about feedback began to change.

Even though I have shared with her numerous times about how wonderful she is in other areas and all the great things she does, she comes back repeatedly with, "I have to do so much more than the other interns. It's not fair. When I get feedback I don't feel like it's mine anymore. When there is all this stuff written in my lesson plans, I feel like I am doing a terrible job." She was crying. (Nicole's Journal, 4/24/14)

Part of my role as a mentor, I felt, was to provide feedback on lessons that Rebecca submits to Taskstream, a computer-based program for lesson planning. With every intern I have ever had, I read and commented on every single lesson plan that they submitted to

Taskstream. The expectation is that interns turn in their lesson plans 48 hours in advance because that gives mentors and PDAs time to read and respond (or discuss) the lessons with interns. I thought that reading every lesson plan was the expectation of all mentors.

I really do not know what to do at this point in our partnership.

I am at a loss now at what to do with her. She feels I give her too much feedback in her lesson plans and that is overwhelming to her. She says one thing but does another. For instance, in her espoused platform she mentions how she values reflection through writing and discussion—yet, I have seen minimal evidence of this. Granted, I don't have access to her journal but she also doesn't talk with me about things. (Nicole's Journal, 4/25/14)

The issue with feedback became a growing issue and was putting a strain on our relationship. I suggested that we schedule a meeting and think about what our stars and wishes were for each other at this point in the internship. Stars and wishes is an activity that is commonly done in our PDS program to share things that we think are going well (stars) with both the intern and the mentor and goals or expectations (wishes) that we would like to see in the intern and mentor. Rebecca and I had done this activity twice earlier in the year; however, it was time to revisit it again.

We met at the end of April and had a great conversation. I shared with Rebecca that I thought she had great rapport and relationships with students. She was responsive to students' needs in the classroom, and she had a strong classroom presence. My wish for her was increased communication. I asked her what she needed from me as a mentor. Rebecca began opening up to me her rationale for me providing too much feedback. “(Rebecca wanted to) be able to fail and be able to reflect on it—not as much feedback so

that I (Rebecca) can see how a lesson plays out when it's totally on my own" (Nicole's Field Notes, 4/24/14). I shared with her how I could not let her fail. I explained that if I allowed that to happen, then I would be failing our students too. We compromised that day that I would scale back my feedback so that I would only comment on differentiation in the lesson plan for a certain period of time.

That meeting between Rebecca and me did open the doors to better communication. A couple of days later she sent me the following email:

I hope I didn't scare you off with the whole "let me fail" thing. I expressed pretty clearly to Dianne, but I'm not sure I did with you. I don't mean that I don't want your opinion. I am still a student so of course I am still learning. I just meant that I learn by doing, so actually going through the lesson has more of an impact for me. I know that you want me to figure stuff out on my own, that is why you always let me talk first. Sometimes I just need a little scaffolding since I don't have as much experience, that is why I am sending you this email with questions! (Rebecca's Email, 4/27/14)

Seeking Insight: Coteacher as Mentor

The following week Rebecca and I had another great conversation about lesson planning and teacher talk. It really helped me understand that she was looking for more modeling from me on lesson construction and clearer guidelines for my expectations. Here is an excerpt from our conversation that day.

Nicole: What would you want from your mentor in terms of support with lesson planning or knowing how to do lesson planning?

Rebecca: Ok, that's a good question. I think towards the beginning of the year, I had a lot of help with lesson planning from my instructors and my methods classes. But if it would be my lesson and I'm writing it still having affirmations and having you do the "What if I did this?" "Does that sound ok?" If I'm just starting writing lesson plans. I know we haven't had a ton of experience with lesson plans in the years before. We hadn't started writing in this depth yet so maybe just having modeling. I saw your lesson plans like writing it in the schedule and even having the kind like I have to do and modeling it like that.

Nicole: Yes, I was thinking I should have done that.

Rebecca: Right

Nicole: Shoot

Rebecca: Well then because all of ours (interns) are so different too so just seeing how the expectations are from our mentor having that model from our mentor that would be helpful. (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Having this conversation really allowed me to see that I had let Rebecca down in terms of lesson planning and mentoring. She was looking for examples from me to show her what my expectations were for planning. I realized that we had not planned much together (at least in a long form format) and she was looking for opportunities to do that.

Around this same time, I also met with Michael to talk through some of the recent issues between Rebecca and me. I shared my frustrations about feedback and planning. He asked me why I thought that the planning periods were not happening. He said that I had control of how her time looks in the classroom and during our prep periods. I felt, on the other hand, that there should be some negotiation with how Rebecca's time and my

time should look during the day. Rebecca should have some input on how she wants to utilize prep periods. At any rate, the cogenerative dialogue with Michael made me think about the heart of the issue.

He asked further as to why the planning time isn't happening. I do think that it falls on me. He shared with me that I have control of how her time looks in the classroom and during prep periods. I really need to take the responsibility of planning. I explained that there has been so much to learn this year, that at least with the initial read-throughs of materials, that I do prefer to read those on my own. It's just plain awkward to sit down at the same table looking over each other's shoulders reading from the same manual. I am sure that I have failed my intern in not honoring the devoted time that we have for lesson planning. I need to really get back to that in these last few weeks. No wonder she is struggling with lesson planning when I haven't sat with her to construct lessons together as frequently as I had wished. (Nicole's Journal, 4/26/14)

I was feeling depressed in my role as a mentor. I felt like I was letting Rebecca down and that I was not as supportive as I should have been. I was questioning my mentoring approaches. The end of April brought an opportunity to hear from other mentors and PDAs about their year-long experience in the PDS program.

Mentor Spring Retreat

Each spring, our PDS program has a mentor retreat to discuss a variety of topics that had surfaced during the school year. We meet at one of the elementary schools after school. It is a chance for mentors across our school district to get together to share their experiences from the school year, and to provide feedback for the PDS program for the

following year. Some of the topics that we discuss include creating a calendar for the program, input for each of the methods courses, and advice for PDAs. Each of these topics is assigned a facilitator at a specific table. Mentors have the opportunity to select issues they want to discuss with the facilitator and other mentors. For me, the idea of lesson planning—and now feedback, was a source of tension. I figured that the best place to ask my question about “how much feedback should mentors (or PDAs) be giving interns on their lesson plans” was at the “Advice for PDAs” table.

I was bopping around from one table to the next, and at one point landed at the “advice for PDAs” table. As the conversation was going on, I jumped in by asking a question about lesson planning. This was an area that I was struggling with my intern, and I was curious to hear from other PDAs how many lessons they look at from week to week in addition to how many lesson plans mentors look at each week. This was the first time as a mentor that I realized that not everyone looks at weekly lesson plans with the frequency that I look at them. (Nicole’s Journal, 4/24/14)

To complicate the issue even more about feedback, Dianne, Rebecca’s PDA, pulled me aside that evening at the mentor retreat and was upset with me because I had gone to that table. She shared, “How does that make me look? Two of my mentors at that table, and you are suppose to be my friend.” I was caught off guard. I did not know how to respond. I tried to explain to her that this had nothing to do with her as a PDA. This was my issue with feedback, and I was trying to figure out what other PDAs and mentors do.

The Complexities of a Triad in Coteaching

I met with Michael a couple days after the mentor retreat, and we talked about this encounter. I shared with him that maybe it was a good thing to happen because it made me think more about a supervisor's influence on a coteaching partnership.

I also brought up the idea of how the supervisor's role can influence a coteaching partnership. I shared the story of what happened at the mentor retreat between Dianne and myself and how that became an a-ha moment for me. If my intern isn't receptive to feedback, could it be because she is seeing how her supervisor is not receptive to feedback? And when I thought about it more, I know that there have been several occasions when Dianne has said to me, "Am I doing a good job? Tell me I'm doing a good job." Or, "It's ok, right?" There have been several instances when she has looked for reassurance. (Nicole's Journal, 4/26/14)

It really was not until that point in the coteaching partnership that I had thought much about the role of a supervisor in the coteaching dynamics between an intern and mentor. Another time when Dianne and I were seeing things from different perspectives was two weeks later when we were discussing Rebecca's final evaluation and grade for the internship.

I was sitting with the PDA to go over her evaluation. I was sharing how my perspective of things is very different from her perspective of things. Largely I think because they talk more than my intern and I do. (Nicole's Journal, 4/30/14)

During Rebecca's interview with Michael, I discovered that it was not the fact that Rebecca talked more with Dianne, but that she would talk with Dianne and me about different things.

Rebecca: I think sometimes what would happen is like it (a question) would come to me and I would ask Dianne because she was right beside me instead of Nicole. And sometimes and I think so Nicole didn't think I was asking anything but I was asking it (questions) to other interns too.

Michael: Would you say that your relationship with Dianne is the same or different from your relationship with Nicole?

Rebecca: ummm

Michael: What are the differences and similarities?

Rebecca: I would say the differences—I don't plan with Dianne. I've asked her a couple of times for inspiration when I got stuck. So a lot of the school stuff um like with the classroom happens most of the time with Nicole, and PDS stuff a lot happens with Dianne. When I was struggling with inquiry I usually went to Dianne to figure that out too. So I know I remember Nicole saying, "I know you think I'm busy but I can answer those questions too." But I remember that because I remember thinking that I cannot ask her about all this right now. But um so I would say those are the differences. I feel close to both of them so I wouldn't say that that would be a difference that I would be closer to one of them. I feel equally close to each of them. I think um just that just the planning and questions that I have. (Rebecca's Interview, 6/6/14)

The idea of Rebecca talking with Dianne and other interns about classroom or PDS issues was important for me to think about as a mentor and coteacher. One of the benefits I hope that interns realize from coteaching is the importance of reaching out and collaborating with other colleagues about teaching and learning.

Evaluation in Coteaching

The meeting between Dianne and me about Rebecca's end of year evaluation triggered so many unexpected feelings for me. Coteaching literature discusses the importance of keeping evaluation out of the coteaching partnership (cite sources). Now I found myself in a position where I needed to contribute to my coteacher's grade.

In a coteaching partnership between two classroom teachers, you would not be looking at each other's lesson plans and evaluating them. You may ask questions or may offer some feedback, but you certainly wouldn't be giving the other teacher a grade. This is where the coteaching partnership gets so tricky in teacher education. And it's a realization that this has become a new challenge with the coteaching partnership...having to navigate the evaluation aspect. Throughout most of the year, I have really tried hard not to focus on the grade, but the process of learning. That's the same philosophy that I have for the students in my classroom. But with graduation nearing, I am looking more closely at all the domains that my intern should be doing, and I am thinking more about the "grade" aspect. (Nicole's Journal, 4/16/14)

I think that I had become so conscious of trying to strive for parity in our coteaching relationship that I had lost some sight as to the role of mentor.

But here is where I do have to pull back from the whole coteaching thing a little bit and realize that I am also her teacher... ..so now I am wondering, Can a co-learner also be a teacher...and evaluator? ...or do you have to slip back into "mentor" stance as an expert? ...or is this something different altogether? (Nicole's Journal, 4/16/14)

End of School Year

I initially struggled with how our end-of-year experience looked and felt.

I think one of the things I realize about coteaching is that if you truly adopt the mindset of coteaching, then that means the end of year experience is going to be different from most field experiences. In most field experiences, there is the “take-over.” Even in our PDS, we try to shift most of the responsibility to the intern towards the end of the experience. In our partnership, we haven’t had that...I think for a couple of reasons. One, I have been out of the classroom so much this school year, I do not feel right being out of the classroom when I am actually in the building...that just seems like a disservice to the students. Two, having Rebecca do everything on her own kind of goes against what I have been preaching all year long...the coteaching model. So, even now that we are at the end of the experience, I need to be ok with the fact that she is planning certain subjects and I am planning others. We are still finding a balance of who is taking the lead with different areas. (Nicole’s Journal, 5/1/14)

There are so many reasons to work with an intern over the course of a year. It is a huge time commitment that I am willing and glad to do. There are so many rewards to the experience of working with interns, and while certainly not the main reason for working with interns, but one of the reasons is that at the end of the school year, an intern could take the lead with more in the classroom opening up time for mentors to do other end-of-year paperwork and activities that need to be completed. In our own elementary building the end of May meant that one mentor was cleaning her room while the intern taught the students. Another mentor had her intern do everything all day every day for a week.

Another mentor pulled back in the afternoons to let the intern take the lead. Part of me wanted to be doing that too. I reflected,

Hmmmm...part of me wants to be doing that too. But another part of me sees where I have truly changed. I would feel guilty leaving the kids all day, even for half the day. I suggested that social studies might become the time that I “check out” for a bit to get some of the other classroom things done. But I also shared with her that I don’t really feel comfortable doing things in the classroom such as cleaning while she is teaching for two reasons: 1. I think it could be distracting for the students for one teacher to be cleaning while the other teacher is trying to teach; 2. In my opinion, it is a little disrespectful. It doesn’t show good modeling for the students to see me not paying attention when they are expected too. It’s all part of the mutual respect that we created with the environment of our classroom.

(Nicole’s Journal, 5/27/14)

Rebecca and I spent a lot of time towards the end of our coteaching partnership discussing what we thought about coteaching this year. One of our insightful moments came through a discussion that Rebecca and I had that we shared in an email with Michael.

One of the biggest revelations from today is the importance of sharing the context in coteaching studies. Someone at the NSTSC conference brought that up as well. There is a fundamental difference in the literature from the study that we are doing. In the coteaching studies presently out there, one of two things is happening: 1. Either studies are so vague that it is difficult to really understand what people meant by coteaching, or the frequency they were doing, how it looked, etc.or 2. The coteaching has been an assignment...happening only a handful of times

throughout the semester (i.e. for a science field methods course an undergraduate student shows up one afternoon a week in a classroom to coteach...then goes back to campus to debrief). In our case, coteaching is a mindset, way of being in our classroom, which makes things less neat and packaged....things become fuzzier because of the frequency that we do them. Too much to explain in an email, but if you have the time to stop by earlier before lunch, Rebecca and I would love to share some of our insights with you. (She had several good points that she brought up.) (Nicole's email to Michael, 5/1/14)

Here's something that just popped into my head. At one point...maybe it was the mentor retreat? ...one of the mentors talked about if you are the kind of person that has to be involved with every aspect of the classroom...being almost like a micromanager...I wonder if people are going to look at me (or if they already do) and see me as that type of a person. Am I a micromanager? I don't think so.

Ummm...to be fair, I guess at the beginning of the year, I didn't want to relinquish much planning because I was still learning everything myself. I feel like my heavy involvement at this point in the year has nothing to do with my intern and her capabilities. It has everything to do with providing the most meaningful experiences for our kids. (Nicole's Journal, 5/27/14)

Chapter Summary

In this chapter, I tried to present the nature of a coteaching partnership between a mentor and intern during the course of a year that is told from the mentor's perspective.

What this chapter includes are some of the nuances of a coteaching relationship. It features some of the tensions such as finding time and providing feedback that can occur in some

coteaching relationships. It illustrates the importance of communication and working together for the benefit of the children in the classroom. This chapter references various models of coteaching that Rebecca and I used throughout the internship, but it does not quantify the amount of time that we actually spent coteaching. Rather, this chapter hopes to show readers how coteaching was part of our mindsets rather than an activity to try for an assignment.

CHAPTER 5: ANALYSIS OF MENTOR'S LEARNING

This chapter addresses the major findings of this study regarding my role as a mentor coteaching with my intern. In this chapter, I will discuss the conditions that I found necessary in order to work with my intern, Rebecca. In addition, I discuss three main themes that emerged from the data: instructional planning, mentoring stances in a coteaching partnership, and the benefits of utilizing cogenerative dialogues to understand third grade students. These three main categories came from a result of analyzing multiple data sources including my journal, Rebecca's journal, email correspondence, cogenerative dialogues with students, cogenerative dialogues between Rebecca and myself, and Rebecca's interview. The claims explained in this chapter are an accumulation of findings from the coding process.

This chapter is divided into three main sections. Each main section presents a research question and series of assertions followed immediately with supportive evidence for each of the assertions. While chapter four elaborates the context of this study, the first section of this chapter reiterates a brief synopsis of the context and describes the important conditions of the coteaching partnership that emerged from collaborative work of the mentor and intern. This section discusses how communication and supporting initiatives were key themes to building relationships. In addition, I provide an overview of Illeris' (2004) three dimensions of learning and how I attended to the incentive dimension as a part of building our relationship to enhance our possibilities to learn from each other. The second section of this chapter examines what the mentor learned from the coteaching experience. Three overarching themes emerged for mentor learning: insights about the

instructional planning phase of the coteaching cycle, mentoring stances while coteaching with an intern, and how cogenerative dialogues with our third grade students fostered deeper understanding of coteaching. This section shares what I learned in each of these overarching themes. The third section elucidates Mezirow's process of transformational learning and various stages of how a person's thoughts and beliefs can change. I explain in this last section the degree to which epistemological transformations did or did not occur in each of these three areas.

Conditions Fostering Coteaching Partnerships

What conditions are important to foster learning between an intern and mentor while coteaching?	<p style="text-align: center;">Assertions:</p> <ul style="list-style-type: none"> • My intern and I built relationships through open communication and supporting each other's initiatives. • Through understanding Illeris' (2004) three dimensions of learning, my mentoring included attending to the incentive dimension of learning to provide supportive learning conditions.
---	--

Table 5.1. Assertions about Fostering Conditions for Coteaching

Building Relationships

In teacher education programs, most cooperating teachers/mentors meet their student teacher/intern the first day of the assignment. In our PDS context, we are fortunate to meet our intern during the prior semester. (For a full explanation of the mentor-intern matching process, please refer to the beginning of chapter four.) As mentors, we are involved with having a voice in the matching process and have opportunities to make connections before that first day of school. Rebecca and I found time to connect at a local restaurant during the spring of 2013 where we began the process of building a relationship with each other

During the internship three dominant themes emerged as to how Rebecca and I continued to nurture our relationship. The strongest theme to emerge from the data was the importance of communicating with each other. Communication was key for the two of us to be able to problem solve, consult each other for advice, clarify what we meant, and gain multiple perspectives. There were times, however, when a lack of communication caused tensions in the coteaching partnership. Another theme that emerged that contributed to the coteaching relationship included how Rebecca and I supported each other's initiatives in the classroom. Finally, I explain how I made deliberate intentions to attend to Illeris' (2004) incentive dimension for learning in our coteaching partnership in order to improve the learning environment for Rebecca and me. These three main themes of relationship building are described in the following section.

Communication. Communication was central to building a strong relationship with Rebecca. (Later in this chapter, I also share struggles with a lack of communication.) Communicating about a wide array of topics/circumstances was critical. Main themes that emerged under communication included problem solving and consulting each other about classroom issues, clarification of each other's intentions, and seeking multiple perspectives in the classroom.

Problem solve. One of the benefits of teaching with another person was to be able to problem-solve together on issues. An ongoing problem Rebecca and I encountered was finding adequate time to adequately plan together. Several conversations focused on creating a system for instructional planning that could work for both of us.

Of course as I continued to plan this weekend I changed several things for this week. Rgghhh...I would love to have Dianne share with us how other mentors and

interns do planning. I'm struggling with this. So this past week we came up with the common planning time and I felt like I was trying to rattle off the whole week's plans in 30 minutes...but that's not the reality of planning either. I felt like I was just plugging things in without much thought. After we wrote all that stuff down, I had time to think through things and process all what had to be done, and it resulted in a lot of changes. So now I am at a loss of what to do. The reality of planning is that it takes hours...a lot of hours and I am not sure how to capture that with trying to truly do it together. ...but yet I want to find a way. (Nicole's Email, 2/2/14)

As far as the planning ideal. I'm not really sure how to solve it. Maybe Dianne has some input on what the other mentor/interns are doing. The only thing I could think of would be Google docs. That way we could plan without having to be in the same place. (Rebecca's Email, 2/2/14)

Consultation. At times, Rebecca and I would shift the lead teacher role. In these instances, there were times when Rebecca and I wanted to get each other's opinions about how to teach lessons in the classroom or how to handle situations with students. As Rebecca assumed more of the role of lead planner, it would be common for each of us to email each other back and forth about questions that would arise during the planning process.

Hi Nicole!

I was just starting to plan the jazz lesson for this week and I realized that we only have 40 minutes. So the kiddos are probably only going to have 15-20 minutes for both of our lessons. Do you think they will be able to get their timelines done? I just am thinking about what I want the jazz lesson to look like. Since the kiddos

really aren't going to have enough time to do much of an activity, do you think just kinda introducing it and letting them listen to Louis Armstrong or Duke Ellington would be okay? Brianna said they did a read aloud that I want to look at tomorrow to see if it would be possible to do that as well. Anyway, I know I am suppose to have lesson plans ready 48 hours in advance, but I was wondering if for this one I could wait to finish it until tomorrow? Since I do not know what the book is about yet? Brain vomit! (Rebecca's Email, 3/30/14)

Other times, situations would occur with students. Since we were determined to show students that we were both involved in the decision-making process, we would typically collaborate about decisions regarding classroom management. One particular time there was an issue on the playground with our classmates not treating each other fairly during football. This problem became an issue over a period of a few days. One evening, Rebecca and I found ourselves emailing each other back and forth about how to handle the situation the next day.

What are your thoughts on this football thing? I agree maybe not making everyone play is the right idea. Should we ban it? Closely monitor it, and kick out people for unsportsmanlike conduct? This is driving me crazy!!! (Nicole's Email, 3/31/14)

This is tough....here are my thoughts. I agree that making everyone play wouldn't really solve anything, but banning it completely doesn't really help them to solve their problems either. Today, Jaime, Annie, Lucy, and Allen were all playing with the regulars. So this tells me that some of the other kids do want to play. I think maybe closely monitoring it for this week to see if they can handle it, but it's the arguing that was disappointing for me to see. This almost makes me want to do like

a 10 minutes recess game (like Carla did) to maybe help them to try to work together instead of fight. I don't know....just thinking out loud. This probably didn't help much! I'll keep thinking about it for tomorrow. (Rebecca's Email, 3/31/14)

Clarification. When two people coteach it was sometimes difficult to understand what was going on inside of each other's heads. There were times when I did not want to draw conclusions about what was happening and I sought additional information in order to understand a particular situation in the classroom. In this particular case, Rebecca and I had a couple of cogenerative dialogues with our students and with her PDA, Dianne. During both of those meetings, Rebecca had been quiet, and I was trying to understand reasons for her lack of participation.

Hi Nicole!

I hope your break is going well too! Thank you for sending me those attachments! I feel much more knowledgeable with coteaching now! I guess the reason I was intentionally being so quiet was because I didn't think I was suppose to talk much. I was under the impression that both of us were kind of sitting back and Michael was asking the questions so we didn't sway any answers, but I can definitely talk more next week! Also, since there is stuff that I'm not suppose to know I think that kind of makes it difficult to understand the big ideas for the weekly lunch bunch. As far as coteaching goes, the model that I had misconceptions about was the mentor modeling, but I felt like I had a surface understanding of the other ones. The guide definitely helped me to understand them more deeply! Planning is a tough one...I'm a little confused as to what you mean by a timeline. Yes, I am interested in social studies, but I think it would be best to get more

experience in all subjects. This could mean maybe focusing on reading for a unit, then focusing on math for unit, then focusing on science...I don't really know what the norm is I guess.

I hope this helps! (Rebecca's Email, 3/10/14)

Thanks for getting back to me on these things. I really had my head wrapped in this stuff last weekend and was wondering about so much stuff. You know, you're right. Those were the original "rules"...that we would be quieter and let Michael do most of the facilitating. Something with our last lunch bunch, though, felt different...at least for me. I found myself paying attention even more to what they were (and weren't) saying. It made me have genuine inquiry questions that I think may lead to some changes in the classroom. So that got me to thinking that we cannot be afraid to speak up in these conversations...in fact, I think if we are going to get the most out of these conversations, then I think we need to be asking questions during the lunch bunch. The tricky part comes with not asking the students leading questions (for example: Why do you like us teaching together?) ...I am not great at knowing what a leading question is, but I think if something is genuinely nagging at us, we should be able to ask the kids. Another thing that I need to be conscious of is how much I am talking during our meetings (during lunch bunches and with Dianne). I was transcribing our meeting with Dianne, and at one point I actually said out loud...oh my gosh, I am talking way too much.

(Nicole's Email, 3/16/14)

Rebecca's feedback on those two events provided insight for me to be able to provide her with more information and for us to renegotiate our protocol for cogenerative dialogues with students.

Multiple perspectives. I valued conversations with Rebecca because they were opportunities to challenge my thinking. Rebecca's insights made me think in new ways. At times, Rebecca offered a new perspective for me to consider. One case involved a time where I was explaining my mentoring beliefs—how I was striving to be a colearner while explaining some of the other stances that mentors make.

She questioned that well is it a bad thing to be in the mentor category? Are these all bad categories? I thought that was an excellent question...in fact, I think it could have been one of my oral comp questions if I go back and listen to it. I said, no, in fact, there are probably times when you need to slip into one of the different mentoring stances for different things. But I did stress that I think the best type of mentoring is when you are striving to be towards the colearner type of mentor.

(Nicole's Journal, 3/18/14)

Rebecca's question whether it was bad to be in the "mentor" category gave me pause. Up until that point, I associated certain mentor styles such as the "absent mentor", "cooperating teacher," and "factory manager" as undesirable mentor stances. While I still believed that my primary stance was a "colearner," I began to relinquish the idea of mentor stances as "good and bad" and rather look at them as being responsive styles of mentoring depending on a protégé's needs at a particular time.

Challenges with communication. While I felt that Rebecca and I had a great coteaching relationship, we did experience challenges throughout the year in terms of

communication with each other. The first obstacle we encountered was the lack of a structure for communicating with each other. At the beginning of the PDS school year, we attended an orientation meeting for mentors and interns. One of the topics brought up at orientation was the idea of a weekly check-in meeting. The weekly check-in meeting is a dedicated time each week for mentors and their interns to discuss any issues that come up with coursework or in the classroom. One of my assumptions going into this PDS year with my intern was that in an authentic coteaching relationship, we would bring up issues as they arose. I believed that a structured weekly check-in would not be necessary.

Type II dialogues were proposed for Rebecca and me to use in this study (see Appendix F). We were supposed to conduct a type II cogenerative dialogue after our student focus group meetings each week. Rebecca and I were to record a written reflection of the student focus meeting individually and then share our reflections with each other. We did conduct one of these meetings, but we both felt that it was an inauthentic way to communicate with each other and wanted to just verbalize our conversations when we felt the need. I began to see the disadvantages of not having that dedicated time to talk each week.

Some of the things that bother me in this study are how I have not been able to structure in more formal intern-mentor cogenerative dialogues. So much of our talk happens on the fly that it is hard to capture in a study like this. Having the set structure of the lunch bunch has been effective, but having that one-on-one time to talk things through has been difficult and disappointing. (Nicole's Journal, 4/14/14)

Because we did not have a systematic way of capturing our one-on-one conversations, I began to get a skewed sense of how much we were actually communicating with each other.

Michael: Do you ask a lot of questions?

Rebecca: I thought I did. She didn't think I did. She was always saying, "Ask me questions. Ask me questions." I don't know. I was always like, "ok." Then I always thought I did, but I guess not.

Michael: Do you remember any time when you thought of a question and then thought I better not ask that?

Rebecca: I don't remember doing that. If I had a question, I would always ask that. I think sometimes what would happen is like it (a question) would come to me and I would ask Dianne because she was right beside me instead of Nicole sometimes. I think so Nicole didn't think I was asking anything so I was asking it to other interns too.

Michael: That's a good point (Rebecca's Interview, 6/6/14)

There were times when Rebecca and I would have benefitted from greater communication with each other. The lack of communication, at times, made it difficult for at least one of us in the classroom.

Michael: Besides time, can you think of any other challenges?

Rebecca: Hmmm (wait time—long wait time) Um well more towards the beginning of the year, more like in September and October, because it just all kind of happened all very fast. Nicole coming in and like yeah come in, "We're coteaching. Let's go!" I remember being just like, "This is her classroom! I'm

going to step on her toes.” I remember that feeling of stepping on toes or being in the way or not doing what I am suppose to be doing or doing it wrong or something like that. So I guess almost not knowing right away what coteaching was maybe. Like maybe talking about that at the beginning of the year would have been more helpful. I guess the not knowing part. I learned by doing as I said so that’s how I got to where I am now, and I picked up on it quickly. But at the beginning, I was hesitant of what is going on because I hadn’t been in this situation because the coteaching was new to me. I didn’t know what it was. (Rebecca’s Interview, 6/6/14)

Finally, the amount and type of feedback that I would provide to Rebecca caused tensions at times. I always believed in providing at least some type of feedback on each lesson that I would read. Many times my feedback was posed in the format of asking questions. Interestingly, the amount of feedback that I was providing was causing her to lose some confidence in herself.

I found her challenge of confidence incredibly interesting. She explained it to me this way....when she talks with other interns, they tell her that a lot of the feedback that she gets from her mentors is that it looks ok or it’s fine. To me it sounded like the feedback that they were getting was minimal. I was asking her a lot of questions. I was probing a lot. Because I was doing that, it was making her wonder if she was doing something wrong. (Nicole’s Journal, 4/14/14)

Supporting Initiatives

Rebecca and I each had some ideas that we wanted to be able to try with each other and in the classroom. For me, early in the school year our guidance counselor approached

me about piloting restorative circles (Costello, B., et al., 2010) in order to create a more student responsive classroom environment. Rebecca had experience with Google docs and was anxious to try utilizing an online system for collaborating with each other. Throughout the school year, we found ways to support each other through both of our initiatives.

Restorative circles. The primary purpose behind restorative circles is to empower students to understand the choices that they make and to be able to use their voices in the classroom to foster more critical dialogue amongst their peers and teachers. This classroom management approach makes the shift from teacher-centered control to a more democratic child-centered approach. I was anxious to collaborate with our guidance counselor on this approach to classroom management with our students. The ideas behind restorative circles were something I believed in, but was unsure how to enact them in the classroom. Rebecca and I would continue to work on this type of classroom management approach throughout the school year.

Michael: I have this sense that you might have had a different vision about what classroom management was like before.

Rebecca: Coming in the first day and being very confused because Nicole didn't have a discipline plan and wondering what am I suppose to do if one of the kids is acting out and not doing what they are suppose to do. I remember just being very confused and after talking with her about it and observing all the set up that we did at the beginning of the year with the restorative practices and the responsive teaching and the community building that it wasn't a problem in our class because of all that we had done. So we didn't really need it, but I remember being very

confused and watching Nicole and finding out in talking to her and when we had the little incidents what do you do in those situations, but I definitely had a vision that these are the classroom rules like a rule sheet and keeping it up and this is what you do 1, 2, 3, 4, 5 and you know and I thought you needed that structure but you don't.

Michael: I think that most people would say that you need that structure.

Rebecca: Yeah, but since this year students have been given so much responsibility and voice and power over their own classroom that they took responsibility for it, and they didn't need the rules because they know how to act. (Rebecca's Interview, 6/6/14)

In fact, part of Rebecca's inquiry project on classroom community was inspired from the student interactions that students were learning through the use of restorative circles. It also made her reflect about how restorative circles could be used in her own classroom.

This year Nicole and I have been using restorative practices in the classroom in order to encourage student voice. Nicole and I went into the class meeting on Friday afternoon ready to move seats, however, we decided not to after we heard what the class had to say. We said that is fair and that Nicole and I were going to have a lot to talk about after school to decide on what to do. They said, "HEYWAIT! Talk to US about it!" Seeing this made me feel proud of my students that they were able to make valid points and fight for what they want. This also made me think about next year and my own classroom. I think using restorative practices is such a powerful thing. The students have a voice and they aren't afraid

to use it because of the environment that we have set up. (Rebecca's Journal, 1/24/14)

Rebecca also saw how the use of restorative circles impacted her instructional design in Language Arts and how students engaged with each other.

Using those methods (restorative circles) to embrace our community has really affected how I teach the class because I was able to have the students work together a lot more during cooperative activities and trying to get them to work with each other without having to have me there to work with them. For example, I was trying to think of a way to reinvent book club. Since I knew that my classroom had such a strong community, instead of me being the one facilitating the conversation, I had the students keep a journal with wonderings in the back of their books.

Certain points throughout the book I would have them sit together with a group that they got to pick and then they would discuss the book. I had no part in that. They would facilitate the conversation. So just getting to know the students and having a strong community, it changed the way that I taught the class. (Rebecca's Interview, 6/6/14)

Use of Google docs. Trying to find a system to collaborate with each other during instructional planning time was a challenge in our classroom. Logistics of a short planning period, coupled with Rebecca and my own after school commitments, limited the time that we could talk with each other about our instructional plans. Rebecca first approached the idea of using an online format for lesson planning in order to provide more opportunities to communicate with each other.

As far as the planning ideal, I'm not really sure how to solve it. Maybe Dianne has some input on what the other mentor/interns are doing. The only thing I could think of would be Google docs. That way we could plan without having to be in the same place. (Rebecca's Email, 2/2/14)

I was hesitant of Rebecca's suggestion to use an online system for instructional planning. She had initially proposed the idea of online collaboration in the fall; however, I had a traditional way of recording my lessons in a paper plan book. My system, however, limited the opportunities for Rebecca to see my plans and thoughts going into each lesson.

Michael: This is the thing that you thought about...

Rebecca: Nicole was hesitant. She did not want to do it, but I kept pushing the idea. I would put it out there every couple of weeks. I think I started doing it in October to plant the seed to use Google docs, but I don't think she actually accepted it until about the end of February. Now we started it and now she's hooked so um I think that was a really big thing for us. We didn't have to be in the same room. I could be in my apartment at home and she could be in her house with her daughter or whatever. Then we could still be what if I do... what if I ask this question... instead we could still talk about that. (Rebecca's Interview, 6/6/14)

I finally became receptive to the idea of Rebecca's online system for collaborating. I quickly saw the advantages of being able to increase our communication with each other.

Just a quick email to say that I was in the Google docs tonight filling things in. I really like it!!!! What a great suggestion. Thanks for being patient with me! I also created a document with "long-term planning" thoughts. I've never really had a place to record those thoughts...just kept them in my head. Now as we notice things

with the kiddos maybe we can use that as a planning tool. ☺ Thanks again! Nicole
(Nicole's Email, 3/30/14)

I was looking at the plans earlier and I thought the same! I love it! It's all in the same place and I can keep updated! The long-term plan doc is a great idea, I will check it out soon! (Rebecca's Email, 3/30/14)

We found the use of Google docs to be the solution that we needed in order to increase our communication with each other in terms of instructional planning. We continued to use this system for recording our thoughts and plans for the remainder of the school year.

Incentives Dimension of Learning

My learning process evolved through my dual role as a participant and researcher. Adult learning theory connecting three dimensions of learning (Illeris, 2004) supports the work of self study and coteaching in teacher education. In his theory, Illeris proposes that there are two main processes for learning: external and internal (see figure 5.1). The external and internal processes are understood through three dimensions of learning: content, incentives, and the environment. He purports that learning involves an interaction between the self and the environment. That is the external process. The degree of acquisition of the knowledge gained resides within the self through the internal process.

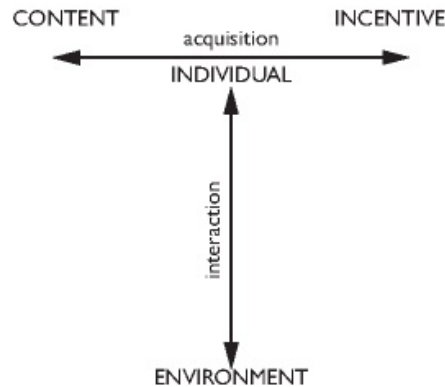


Figure 5.1. Processes for Learning,
Source: Illeris, 2009, p. 9

The interplay of the external and internal processes is determined through the content, incentives, and environmental dimensions of learning (see figure 5.2). The content dimension is primarily considered knowledge and skills that are learned. The incentives dimension deals with finding a mental balance of the self. It attends to feelings, emotions, and motivations. When there is an interaction between the environment and the self, both the content and incentives dimensions are initiated to integrate with each other in order to acquire and elaborate learning.

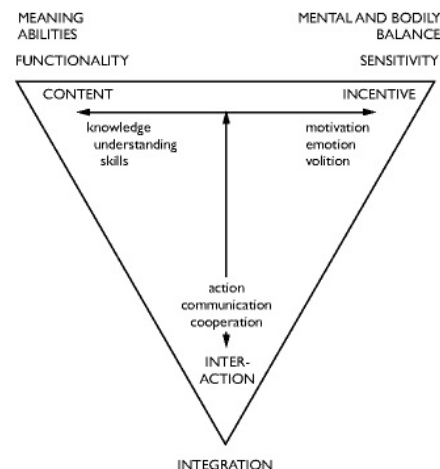


Figure 5.2. Three Dimensions for Learning
Source: Illeris, 2009, p. 10

As a mentor in our PDS program, I have an awareness of the expectations placed on interns. It is a rigorous program that demands a lot of time in and out of the classroom. From prior experiences with other interns, I understood that there would be various times when my intern could experience elevated levels of stress and uncertainties. Because of this heightened awareness, I wanted to nurture the incentives dimension of learning to help sustain Rebecca's mental energy and capacity to participate and to learn with me in this program. Two ways that I attended to Rebecca's emotional needs were through modeling my own vulnerabilities and providing affirmations.

Modeling vulnerability. If I wanted Rebecca and our students to learn to their greatest potential, then I needed to model the importance of being vulnerable. It was important for my intern and students to see how we could learn through our mistakes. That it was sometimes through our mistakes that the greatest learning could take place. It also showed each other that if I could be vulnerable with them that it hopefully opened the door for them to be vulnerable with me. Trust was really at the heart of being willing to be vulnerable.

One afternoon Rebecca, Michael, and I were talking with each other after one of our cogenerative dialogues with our students. Michael asked Rebecca if I had shared the coteaching article that we had written together. Rebecca told Michael that she had not seen the article. In fact, we had not talked much about coteaching at all. In that moment, I became acutely aware that I had made a mistake by not talking with Rebecca more about coteaching in her internship.

Oh my gosh, I was so embarrassed to say that we hadn't even talked about coteaching models. Yikes! ...and this is a coteaching dissertation!!!! I guess part of

it is that I am not sure how much of the study I am suppose to be sharing. Another part of it is that I made assumptions that you were talking about coteaching in your coursework. I hadn't realized that the only "coteaching professional development" occurred that first in-service day. It was a good and bad week for me...good because I became acutely aware that I am making assumptions about what you know (i.e. coteaching models and the character traits lesson)....I now know that I cannot make those assumptions. But the bad part is that I don't know what you don't know which makes it more difficult for me to know what I should be talking about or helping with. For example, when we did co-plan those couple of lessons, I was checking off boxes of what coteaching model we were using, and since you didn't say anything I had assumed that you knew those models. It wasn't until we talked with Dianne that I learned that you didn't know what mentor modeling was. (Nicole's Email, 3/9/14)

Affirmations. Knowing the importance of building relationships with my coteaching intern, I made deliberate attempts throughout the school year to affirm the work that Rebecca was doing in the classroom. During the fall semester, Rebecca had a couple of short lesson assignments to try in the classroom. I wanted to build her confidence around these initial lessons knowing that the workload would increase during the spring semester. "It seems like you have everything set up for it to be successful. I'll call you later to touch base" (Nicole's Email, 11/10/13). Also during the fall, I wanted to stress the importance of shared decision-making and the rewards of being able to collaborate on projects together. In one instance, Rebecca and I were not satisfied with students' responses during reading conferences. We designed reading bookmarks that students

could use to help record their thinking as they read. After conducting a few reading conferences using the new bookmarks, I sent a follow-up email to Rebecca to celebrate our success in the classroom. “Yay us! Our two heads created something great, I think!” (Nicole’s Email, 12/11/13).

The spring semester began with me dealing with serious family illness. January and February meant a fair amount of time out of the classroom, and a period of time where Rebecca really assumed a greater lead role. It was a time when I was very grateful for her leadership role with the students.

Thanks again for everything! So glad we are partners! (Nicole’s Email, 1/9/14)

Rebecca, I am SO PROUD of you! I cannot thank you enough for your help over the last couple days. It’s been an opportunity to really take the reigns and you have done awesome. I greatly appreciate all that you have done...and it was so thoughtful of you to think out Friday’s plans so that I wouldn’t have to worry about school. Talk about taking initiative!!!! ☺ ☺ I sincerely meant that last night when I said take what you want from the plans I sent...do what you think needs to be done in the classroom. I have real confidence in you and trust that the decisions you make are good for the kids. (I wouldn’t say those things if I didn’t mean them.) (So I copied Dianne on this email...so she could totally see your awesomeness too!)

Have a great weekend!

Thanks again,

hugs,

Nicole (Nicole’s Email, 1/10/14)

Rebecca found herself gaining confidence and growing as a professional during this period of time.

Not only did I notice the student behavior, but I also noticed my own. I've noticed myself feeling much more comfortable in the teacher role and I felt so confident the whole time. I think this really shows my growth as a teacher as well. (Rebecca's Journal, 2/21/14)

One of my goals as a coteaching mentor was to strive to have the students see both coteachers (mentor and intern) as equals in the classroom. While that did not necessarily happen during the school year, students certainly valued her presence and teaching them. I wanted to make sure that Rebecca knew how much our students appreciated her.

Oh my goodness. I wish I would have recorded morning meeting today. They really miss you! ☺ It was so cute, I was explaining it was spring break so you weren't going to be here today. Then I also told them that you wouldn't be here on Monday because of the job fair. Well, that just got them in a tizzy! "What? Will she still be our teacher? Maybe she can teach 4th grade!" They love you! ☺ (I assured them you would be back Tuesday!) (Nicole's Email, 3/14/14)

During one of our cogenerative dialogues with Rebecca and Dianne, I asked for their perspectives about coteaching. One of the benefits that Rebecca mentioned to me was that a coteacher can help build your confidence by being your "back-up" while teaching in front of the students.

When she mentioned the "back-up: affirmations" I asked her to tell me more. She said that she felt more comfortable knowing that if she was up in front of the classroom, that she wouldn't be left floundering because she'd know that I was her

back up....that I'd be there to support her. (Nicole's Journal, 4/14/14)

Throughout the school year, I was deliberate about sending various affirmations to Rebecca. As a coteaching partner, I felt it was important to build each other up during the year. It contributed to building a strong relationship so that when issues arose, we could talk through them more candidly. There were times when we experienced more difficult talk. One of these instances came towards the end of the internship. I felt that there was a disconnect of how I could be supporting Rebecca as a mentor.

Hi Rebecca,

Hope you are doing well. I cancelled my time to meet with Grace tomorrow so that we could have time to meet and talk. This has been a crazy week, and I think that it's important that we get a chance to connect. We did this around Christmas time, and I think it's important that we do it again. I would like you to come prepared to share with me a list of "wishes"---things that you are hoping and wishing to have from me---ways I can be more supportive (less supportive!) etc. I think it will be good to talk through some of these things. I am also going to prepare a list of stars/wishes to share with you too. I'm proud of you today for speaking up. That's important!

Take care,

Nicole (Nicole's Email, 4/23/14)

I believe because of the strong relationships that we built throughout the school year, we were able to have the more difficult talks and be honest with each other. Another instance, Rebecca shared with me was how she would have liked me to mentor her with lesson planning.

I hope I didn't scare you off with the whole "let me fail" thing. I expressed pretty clearly to Dianne, but I'm not sure I did with you. I don't mean that I don't want your opinion. I am still a student so of course I am still learning. I just meant that I learn by doing, so actually going through the lesson has more of an impact for me. I know that you want me to figure stuff out on my own, that is why you always let me talk first. Sometimes I just need a little scaffolding since I don't have as much experience, that is why I am sending you this email with questions! (Rebecca's Email, 4/27/14)

Summary

It was important to look at the factors that influenced our coteaching partnership before delving into the major themes that emerged from this research. Investigating the conditions that impacted our relationship provides some insight into the type of partnership Rebecca and I experienced during the course of the year. Coteaching relationships were built through being able to communicate with each other in order to problem solve and gain multiple perspectives. We valued opportunities to consult with each other and gain clarification when necessary. We also found ways to support each other's initiatives through classroom management and lesson planning via Google docs. Finally, modeling vulnerability and affirming each other to attend to the incentive dimension of learning throughout the school year helped build relationships and help facilitate times when more difficult conversations were necessary.

Instructional Planning

What does a mentor learn about herself and her teaching through coteaching with an intern?	Assertions: (Instructional Planning): <ul style="list-style-type: none"> • Challenges such as time and teacher control can exist in coteaching. • The first phase of the coteaching cycle (planning phase) can contain various forms of planning together. • Forms of planning may look different depending upon the coteaching model being used. • The instructional planning process can be a form of embedded professional development.
--	---

Table 5.2. Assertions about Instructional Planning

Coteaching Cycle

The coteaching cycle (see figure 1.2) mirrors the clinical supervision cycle (Cogan, 1973) in many ways. With clinical supervision, the cycle includes a pre-conference, observation, and post-conference to debrief the observation. With coteaching, the pre-conference occurs in the form of coteachers planning together. During this phase, coteachers determine lesson objectives based on student and teacher needs, decide which coteaching model would best meet the learning objectives, and create a system for assessing student learning outcomes. The second phase of the coteaching cycle is the coteaching instruction. Cotaught lessons include one of the following models as part of the instructional design: alternative teaching, parallel teaching, station teaching, affirm and enhance model, synchronous teaching, mentor modeling, and one lead/one guide. During the cotaught lesson, both teachers are actively engaged in the lesson. Both teachers may have an integral role in leading the lesson, or one teacher may be serving as the lead teacher while the other coteacher works with small groups or collects data during the lesson. The final stage in the coteaching cycle is for coteachers to reflect on the lesson. During this period of reflection, teachers discuss aspects of the lesson that went well,

aspects that they would change, and other things that they learned from the experience of teaching together. This time of dialoguing and reflecting together informs the teachers of additional lessons to follow up with or ideas for future work in other subject areas. In any case, the coteaching cycle is one that is continuous.

Questions about the lesson planning phase of the coteaching cycle was something that began to emerge right at the beginning of the year. From being knowledgeable about coteaching in teacher education and facilitating study groups on coteaching, questions about lesson planning always seemed to emerge. Questions arose such as, “How do you find time to plan with your intern?” “How do you plan with your intern?” “How involved is each member of the partnership in terms of planning?” I went into this study with furrowed brow questions about lesson planning. My two main questions about lesson planning included: What was the purpose of lesson planning with an intern/coteaching partner? How can lesson planning be accomplished in a meaningful way? The following section provides much more clarity about the struggles, insights, and benefits of how the planning phase of the coteaching cycle had impacted me.

Challenges of Planning Together

Time. Time to plan together was an ongoing challenge throughout the school year. At the beginning of the year, I had many personal things going on in my life that prevented me from having the time at school to dedicate with my intern to really plan together.

This idea of lesson planning has really bothered me this year because I know for the first half of the year I didn’t have the time to really sit down and do much coplanning. (Nicole’s Journal, 3/1/14)

When I thought of the coteaching cycle, I figured that it would be realistic to be able to select one lesson a week during the spring semester to take through the whole process of the coteaching cycle. I became discouraged when it did not appear that Rebecca and I were not able to do that in the way that I had envisioned.

Nicole: So then how about us then, like I was stressing out. Like oh my god we haven't co-planned a lot! What have I expected of us? In an ideal world, I was hoping to co-plan one lesson each week.

Rebecca: Ok each week.

Nicole: But there are so many logistical things that happen.

Rebecca: I know and things happen like I have to go to seminar. We have to meet with someone else and do this and do that—so it's hard to get that time.

Nicole: I know. (Nicole/Rebecca Cogenerative Dialogue, 5/1/14)

I met with Michael, my university advisor and one of my critical friends, during this study to share my challenges of time for lesson planning.

He asked further as to why the planning time isn't happening. I do think that it falls on me. He shared with me that I have control of how her time looks in the classroom and during prep periods. I really need to take the responsibility of planning. I explained that there has been so much to learn this year, that at least with the initial read-throughs of materials, that I do prefer to read those on my own. It's just plain awkward to sit down at the same table looking over each other's shoulders reading from the same manual. I am sure that I have failed my intern in not honoring the devoted time that we have for lesson planning. I need to really get back to that in these last few weeks. No wonder she is struggling with lesson

planning when I haven't sat with her to construct lessons together as frequently as I had wished. (Nicole's Journal, 4/26/14)

The meeting with Michael was enlightening for me for two reasons. First, he mentioned how I had control of how her time looked in the classroom and during prep periods. I did not necessarily agree with him at that time. At that time, I had felt that if we were true coteachers then she should have some flexibility in how she utilized her classroom/prep time as well. There were times when things came up for each of us where we needed to be flexible with our time. Second, reflecting on the conversation with Michael made me realize that I was still dealing with some of my issues of classroom control.

Control. Conducting self-study allows you to reveal layers of yourself through a critical look at your beliefs and practices. I always prided myself on being open with interns to take initiative in our classroom. I would encourage interns to try things that they were learning through their methods courses. By collecting data through journaling, email correspondence, and cogenerative dialogues, I had the benefit of revisiting classroom incidents and conversations that promoted more critical reflection. I was able to see patterns of my behavior over time. One of the themes that I was realizing about myself was my reluctance to embrace a few of Rebecca's ideas and to seek a deeper understanding as to why it was so difficult to find the time to co-plan with her.

[talking about frustrations and time constraints with coplanning] What I did take away from week two is that we do need to have a set time each week where we just know that this is our dedicated planning time. Something I discovered about myself is that I like to plan alone. I value collaboration and I meet with other

teachers regularly, but when it actually comes time to sit down and sketch everything out for the week, I have a hard time letting that go. (Nicole's Journal, 2/25/14)

I was returning to the classroom after a two-year leave of absence. I had returned to a new grade level and was relearning content. Early in the year I tried to coplan with Rebecca literally looking over my shoulder as we both learned one of the writing units of study; however, that was a very uncomfortable feeling for me. I was more comfortable reading through materials on my own schedule and own time frame. For me, since it was the first time being in third grade in this school district, part of me wanted to be able to have the solo experience of planning and opportunities to teach alone.

I was not alone in these thoughts. During the spring semester, Rebecca was beginning to take the lead more with lesson planning. Part of my responsibility as her mentor was to provide feedback on her lesson plans through the computer program, Taskstream. Part of my expectations in working with interns is the responsibility of reading through their lesson plans and providing comments and questions to think about as they think through and write their plans. There were times when Rebecca was not very receptive to the feedback that I was giving her.

Even though I have shared with her numerous times about how wonderful she is in other areas and all the great things she does, she comes back repeatedly with "I have to do so much more than the other interns. It's not fair." "When I get feedback I don't feel like it's mine anymore." "When there is all this stuff written in my lesson plans, I feel like I am doing a terrible job." She was crying.

Wow! To get such a reaction from her is concerning—very concerning. I was in the

classroom while Dianne was trying to help talk through a lesson with Rebecca.

Rebecca was clearly “pushing back”. (Nicole’s Journal, 4/24/14)

Rebecca and I talked through how we could work together to find a balance on providing feedback on her lesson planning so that she felt that the lesson was still hers, while also looking for opportunities to learn and grow as a professional. We decided that I would only focus on a couple of select areas of the lesson plan that she wanted support with.

While I was gaining a balance of providing feedback to Rebecca, I was also much more conscious of times when I needed to let go of control with planning. I knew the benefits of coplanning, and I wanted to be conscious of honoring that.

My inner thought was to have this lesson preplanned and written before our prep time today and then just kind of review it with Rebecca, but then that wouldn’t have truly been coplanning. (Nicole’s Journal, 2/25/14)

While the challenges of time and control existed in our coteaching partnership, they were issues that we were aware of and continued to be conscious of addressing them. For the issue of time, we eventually went to using an online system for recording lesson plans so that we could increase our time at school for collaboration. For the issues of control, I continued to become aware of instances where it was getting in the way of our mutual learning. I was able to move beyond the need to control all aspects of the classroom in order to have the best benefit for our students.

Instructional Planning Continuum

I think that some of my issues with time and control stemmed from my conception of how the planning time should actually look. I had this vision that planning for

coteaching had to involve both teachers sitting side-by-side, manuals, computers, and open plan books in hand. It was a process of co-constructing instruction together. The time to realistically do that was a struggle. I was beginning to wonder if Rebecca and I were actually engaging in the full coteaching cycle because we were not finding the time to do actual coplanning.

Throughout this dissertation study, I had a critical friend, Janine, who was also completing her own dissertation. We found regular times to meet and discuss our questions and thoughts about our studies with each other. One night that we were meeting she was sharing some of her findings with me about her research, yet what she had discovered had not directly related to her main research question. That was a huge insight for me. Up until that point, I had been looking at my data solely for the purpose of answering my principle research question. I had not allowed myself to look at the data with a broader lens. I went home that evening and looked through the data again to see what information presented itself to me. Previously, I had been looking for data that confirmed or refuted my definition of coplanning. When I looked through the data with a more open mind, my conception of what instructional planning looked like for coteachers began to change.

The coteaching cycle still involves planning, instruction, and debriefing...but the big change I am now suggesting is changing the term “coplanning” to “planning together.” Having the portion of the cycle titled “coplanning” makes things confusing as to what that really means. “Planning together” allows both teachers to understand where students were in their understanding, where they are presently in their understanding, and where the teachers need to take them in their

understanding. Planning together also allows teachers to address their own needs in what they hope to cover in content and their own professional growth. (Nicole's Journal, 3/1/14)

Reframing the first portion of the coteaching cycle from “coplanning” to “planning together” allowed me to look more holistically at how our planning time actually looked throughout the school year. Shifting the planning phase of the coteaching cycle to “planning together” created an umbrella term that encompassed various types of instructional planning. As it turns out, we were doing a limited amount of actual “coplanning.” It was difficult to find to sit side-by-side in the same physical environment to co-construct a lesson together, yet we were able to find time to “plan together” through other various forms of instructional planning. A continuum of instructional planning for coteaching emerged through incidental planning, consultation planning, tag-team planning, and coplanning (see table 5.3).

Incidental	*Most informal type of planning; it could happen “in the moment” or “on the fly”; it may take the form of “check-ins” or touching base with each other
Consultation	*One teacher takes the lead with planning and consults the other teacher for ideas to integrate in the plan; predominately one teacher’s lesson plan
Tag-Team	*One teacher takes the lead planning certain areas where the other teacher takes the lead in planning other areas. Then they come together to touch base with each other through incidental planning.
Coplanning	*Involves both teachers coming to the planning session with a blank slate of how the lesson should look. Every

aspect of the lesson is co-constructed. It involves the most give and take where one teacher's ideas do not dominate during the planning process.

Table 5.3. Types of Instructional Planning

Incidental. Incidental planning was the most common form of lesson planning that occurred between Rebecca and me during the fall semester. Incidental planning occurs when one teacher plans the lesson ahead of time and touches base with the other coteacher so she knows her involvement with the instruction for that day. In this form of lesson planning, the lead planner is not seeking advice of the other coteacher. Incidental planning is the most informal type of planning together between coteachers and occurs naturally “in the moment” or “on the fly.”

During the fall semester, Rebecca and I were both busy and finding time to coplan provided logistical challenges. In addition, she was taking a full course load with several assignments for each class. It made sense for me to be the lead planner during the fall, yet I wanted to find ways to involve her with instruction and students. Incidental planning became a commonplace form of instructional planning. I was the lead planner and would touch base with Rebecca in the mornings before school to share how I hoped she would help me out during the school day with lessons and students.

One of the instances in which I used incidental planning was during a book club in Reader's Workshop. We had talked that morning before school about having Rebecca observe me while I facilitated a discussion about character traits with a book group for the first round of Reader's Workshop. Then, for the second round of Reader's Workshop, she would get the opportunity to work with a student group facilitating the discussion of character traits with a different group of students. On this particular day, Dianne,

Rebecca's PDA, was observing the two of us engage in each of these book discussions. We had the opportunity to debrief as a triad after the lesson to discuss how we felt things went during reading. Through our discussion, it made me realize some of the shortcomings of using incidental planning in the classroom.

Nicole: Something I learned is that from this incidental planning you were not getting the opportunity to learn as deeply about what you were teaching as if we would have planned it in a different way.

Rebecca: Yeah because I did it on the spot.

Dianne: You were just like I'm just going to copy what she is doing.

Rebecca: Right. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

While incidental planning saves time for coteachers, its lack of collaboration does not make it an effective form for learning together. Incidental planning was a way to retain classroom control of instruction. This model differed from consultation planning in that the lead planner did not seek input from the other coteacher. The lead planner was informing the other coteacher of her responsibilities.

Consultation. With consultation planning, there is still a lead planner. The difference with this type of instructional planning is that the lead planner seeks input and advice from the other coteacher or PDA. Consultation planning involves some degree of collaboration among the coteachers. The lead planner may seek feedback about a particular question or may involve requesting input about reviewing an entire lesson plan. This became a common form of planning when Rebecca began to take the lead planner role in the spring semester. This is a typical form of instructional planning for interns as

they are beginning to assume the role of lead planner. As Rebecca planned lessons for the classroom, she would sometimes ask me for my input.

Also, I am planning math and I was thinking about taking the lessons that I already had planned and holding those off. I think it would be good to go back to the basics of fractions by starting with the lessons focusing on cutting wholes in different ways. So Monday would be the play dough lesson, Tuesday would be the large brownie lesson, Wednesday would be the eggsactly lesson, and so on. How would you feel about parallel teaching the fraction kit lesson on Friday or maybe Monday? (Rebecca's Email, 4/27/14)

Tag team. With incidental and consultation forms of instructional planning there is one dominant planner. Both of those forms of instructional planning, the lesson plan is primarily one teacher's ideas. Tag team and coplanning, on the other hand, presents a shift from a lead planner to a shared responsibility. Tag team instructional planning involves each coteacher planning an aspect of a lesson. Then, both coteachers share their plans for the lesson and make necessary modifications. Tag team planning typically allows coteachers to include more content or different teaching styles during lessons.

I will discuss this in the next section in greater depth, but tag team instructional planning seemed to work well with the station teaching model. Rebecca and I used the tag team instructional planning model to be more efficient with our collaborative time together at school. Rather than sitting together and planning different activities, we learned that tag team planning could save us time in the classroom to discuss other items.

Coplanning. Coplanning is my original conception of instructional planning for coteaching. In this stage of instructional planning, both coteachers come to the table as

equal contributors to the instructional planning process. One coteacher's ideas do not supersede the other teacher's ideas. They sit side-by-side planning simultaneously in the same space. In this model of instructional planning, it requires the most give and take from the coteachers. We found that this form of instructional planning was crucial during times when we were using the synchronous and parallel models of coteaching. Coplanning offered the greatest opportunity for coteachers to learn from each other.

There were times when we deliberately coplanned lessons together for the benefit of us learning from the other teacher. During reader's workshop, Rebecca and I were teaching students about looking at reading material from a variety of perspectives. We decided it would be fun for students to read an opinion piece and have students debate each side of the issue. Rebecca has had experience engaging in debates in the past and had some ideas of how this lesson could unfold. It was an opportunity where we were both motivated to plan and learn from each other in order to design an engaging learning experience for our students.

It was so much fun to coplan this lesson together...partly because Jessie and I are motivated to teach it, and we feel pretty sure it is an activity that the students are going to respond to well. (Nicole's Journal, 2/25/14)

Coplanning was the most time intensive form of instructional planning. It was a form of instructional planning that did not necessarily occur on a weekly basis in our classroom. One of the factors that influenced both of us to use it was our motivation to learn from each other during areas where we wanted to improve as teachers. For us, that meant that most of the times that we implemented coplanning were times we were

planning science instruction. That was a subject that neither one of us felt very confident to teach.

Matching Instructional Planning Models to Coteaching Models

Instructional planning begins with looking at students' needs. It involves identifying learning objectives and determining how to measure the degree to which those objectives have been met. The Instructional Planning Continuum for Coteaching became an integral tool for how to utilize our time together in a more efficient manner, yet, we still did need to take time to do the logistical form of planning.

The logistics of instructional planning was taking less time through the use of our Google docs. One or both of us would sketch out our plans ahead of time and then find time to meet to discuss a couple of the lessons/activities for the week in more detail. It was through these discussions and instructional planning that Rebecca discovered some connections between the Instructional Planning Continuum for Coteaching and the coteaching models. When time was such a challenging factor in the classroom, nuances like this became critical information to help maximize our time together efficiently. During one of our cogenerative dialogues, Rebecca shared her insights about instructional planning and the connections to some of the coteaching models.

Station teaching. Early in the spring semester, Rebecca and I wanted to highlight one cotaught lesson each week to take through the entire coteaching cycle. One particular week, Rebecca and I selected a social studies lesson to plan together based on the work of DaVinci and Michelangelo. We were studying periods of art history, and wanted to expose our third graders to both of these artists. From our student focus groups, we understood clearly that the students in our classroom appreciated opportunities for hands-

on activities. Rebecca and I felt that it would be a great idea to have students simulate some of the work that both artists did. We quickly thought that it could be great to have students simulate the experience of Michelangelo's work of the Sistine Chapel and DaVinci's work of the flying machines. There was still much planning, however, that we needed to do to plan these experiences for the students. We decided to "divide and conquer" this lesson during one of our prep periods.

We both sat at the same table in the classroom and decided which teacher would research each artist and activity. Rebecca was interested in learning more about Michaelangelo and his work on the Sistine Chapel so I was satisfied to research DaVinci and his flying machines. We both felt that we did not have enough content knowledge about each artist and knew we needed to spend our prep time learning about the artist and composing a PowerPoint slide show to present to the students prior to the student activity. Outside of conversing with each other for the first few minutes of the prep period, the remainder of our planning time involved each of us focused on our own computer screens researching our own topics. When we reflected on that experience a couple of months later, Rebecca shared how that was not the most efficient use of our time.

Rebecca: No yeah that's good because I was thinking too like whenever we were doing the social studies lesson for stations and I was doing the Michaelangelo and you were doing DaVinci and we were both doing research and that was on our own you know what I mean?

Nicole: right right

Rebecca: So yeah, stuff like that I definitely like to do on my own to take my time

to do that because we're not going to be on the same page if we're doing different things. (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Rebecca was sharing during that cogenerative dialogue that each of our activities was different. Since we were each doing a different station, that time together to plan was not as necessary. Granted we did meet together after we each planned our own section and shared with each other our plans of what to do during each of our stations, but to sit there in the same room conducting our own research was not maximizing our chance to collaborate with each other.

Parallel and synchronous teaching. Looking through our sketched out plans, there were times when Rebecca and I felt that students would benefit from a lesson being cotaught using parallel teaching or synchronous teaching. In those instances, we would each be teaching the same objective to the whole classroom of students. Rebecca shared how in those instances, coplanning would be the preferred method for instructional planning.

Rebecca: ok it was good for the lesson we're doing parallel teaching

Nicole: uh –huh

Rebecca: I think that would be one that I'd really like to plan together so if any model that would be one that I'd like to plan together because we're both doing the same thing so I have an idea of exactly what is going to happen and that we're both going to teach the same things so we're on the same page

Nicole: ok

Rebecca: since we're doing the same lesson, same content, that would be a model

that I would definitely want to plan together (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Since parallel teaching and synchronous teaching involve the same learning objectives for all students and they are coteaching models in which coteachers equally deliver instruction, the most effective form of instructional planning meant using the coplanning model of instructional planning. Through that model of planning we were able to discuss approaches to instruction, misconceptions that could arise and how we would deal with them, pacing for the lesson, and how we would assess their learning of the objectives. For these lessons, having students have the same shared experience was important, which meant that the degree of collaboration needed to be the greatest for these particular lessons.

Instructional Planning as a Form of Embedded Professional Development

Engaging in self-study allowed me to take a critical look at how I conducted instructional planning in a coteaching situation with my intern. I experienced tensions with instructional planning. I wondered if the time that Rebecca and I utilized was purposeful. I wanted other mentors' and interns' perspectives on the instructional planning process.

Nicole: So I am curious, and I have missed a few mentor meetings so I remember asking once before what does lesson planning look like in your classrooms. They kind of told me it's kind of the same, sit down and figure out who's doing what and that's it. So when you talk with other interns, what do they say what lesson planning looks like?

Rebecca: I guess they haven't talked a ton about planning and stuff like that but from what I've heard it's like that. I'll do this and you do that and I'll do this and maybe I'm thinking that it's something like that. Do you know what I mean? So that's what I've heard. The ones in here, the ones that I talk to which is everyone, don't coteach like we do. So it's not as much planning together on one lesson. Do you know what I mean? (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

I was realizing that the way that I conducted instructional planning time with previous interns was not necessarily the most beneficial use of our time.

With all of my student teachers/interns in the past we would sit down after school or during a prep period and sketch out our plans for the week in our planning books. But this morning I realized that that is not honestly showing them all that goes into lesson planning... (Nicole's Journal, 1/22/14)

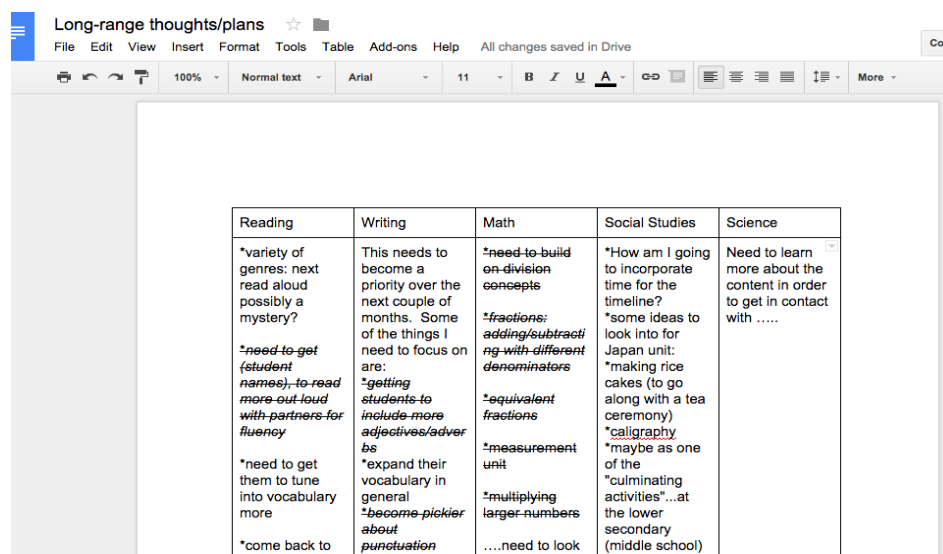
I was beginning to understand the importance of our time together should be structured so that we could both benefit from learning together during the planning process. Having the instructional planning continuum allowed Rebecca and me to be more cognizant of the types of planning that we could utilize within our time constraints (see Figure 5.3). While incidental planning required the least amount of time, the absence of collaborative dialogue limited the opportunities to learn from each other. Rebecca and I learned through coplanning sessions that learning content together and negotiating all aspects of lesson development took a considerable amount of time. Coplanning was the most complex form of instructional planning and required the highest degree of collaboration. Having this understanding about the instructional planning continuum

allowed us to be more purposeful and selective of our time together in order to maximize time to collaborate with each other.



Figure 5.3. Time and Complexity with Planning

When Rebecca and I were able to shift our instructional planning time from logistics to more collaborative thoughts about instructional goals and design, it led to several learning opportunities for me. Coplanning sessions led to helping us think ahead for long-term planning (Nicole's Journal, 1/21/14). Rebecca and my learning was often informed by students' needs in the classroom. Many times our coplanning sessions involved reflecting on prior lessons. Through the dialogue that occurred during instructional planning, we frequently found ourselves planning ahead for long-range student goals. We began to record these thoughts into a long-range planning document that we could refer back to during other instructional planning sessions (see Figure 5.4). It was important for each of us to share and record our observations of student data so that we would not lose track of students' present needs.



Reading	Writing	Math	Social Studies	Science
*variety of genres: next read aloud possibly a mystery?	This needs to become a priority over the next couple of months. Some of the things I need to focus on are:	*need-to-build on-division concepts	*How am I going to incorporate time for the timeline?	Need to learn more about the content in order to get in contact with
*need-to-get (student names)-to-read more-out-loud with-partners-for fluency	*getting students-to include-more adjectives/adverbs	*fractions: adding/subtracting-with-different denominators	*some ideas to look into for Japan unit: *making rice cakes (to go along with a tea ceremony)	
*need to get them to tune into vocabulary more	*expand their vocabulary in general	*equivalent fractions	*calligraphy	
	*become pickier about punctuation	*measurement unit	*maybe as one of the "culminating activities"...at the lower secondary (middle school)	
*come back to		*multiplying larger numbers		
	need to look		

Figure 5.4. Long-Range Plans/Thoughts

Rebecca and I each brought unique strengths to our partnership. While planning one of our reading lessons, she shared with me her experiences with debates and how we could incorporate debate forums for reading perspectives (Nicole's Journal, 2/25/14).

When we engaged in coplanning, we used a coteaching planning template (see Appendix D). This template contained the typical components of a lesson plan (i.e. lesson objective, standards, opening hook, activity, closure, assessment, etc.). As a veteran teacher, I did not regularly use the long form lesson format when writing out my plans. With experience, I have internalized the various lesson components and sketched my plans in block format. Each time Rebecca and I thought through and completed one of the coteaching planning templates, it was a reminder to me as a mentor of the importance of being able to talk through those components with an intern. When looking back through my data, I reflected, "I wonder how often mentors/veteran teachers write out long forms of lesson plans. I find value in looking at each aspect of the lesson plan. It's a good process/good reminder for mentors to go through" (Nicole's Jotting, 6/16/14).

There were times when Rebecca alluded to our approach to instructional planning. One of these times came during her interview with Michael.

Michael: Back to coteaching—the nature of coteaching—change the plan

Rebecca: For sure. The other interns I talked to do a lot of filling in the holes. I am going to do this reading today, and do you want to do a writing lesson or a reading lesson or whatever. But for us it's like—let's teach this one together. Let's go through what we want to teach and watch together. So it's a lot different than that.

(Rebecca's Interview, 6/6/14)

Summary

Challenges to the instructional planning process included time and teacher control. The tension of time for instructional planning caused me to re-examine how I planned with an intern. Through this re-examination, an Instructional Planning Continuum emerged that transformed the way Rebecca and I planned together. We engaged in various forms of instructional planning that included incidental, consultation, tag team, and coplanning. We were able to align some forms of instructional planning to coteaching models in order to meet students' and our needs. With limited instructional planning time, Rebecca and I shifted from thinking about logistical planning to using our collaborative time together to coplan in order to grow professionally. The time for collaborative planning became seen as a form of embedded professional development for Rebecca and myself.

Role as a Mentor

What does a mentor learn about herself and her teaching through coteaching with an intern?	Assertions: (Role of the Mentor): <ol style="list-style-type: none"> 1. My mentoring responsibilities spanned the mentoring stance framework rather than remaining static as a colearner. 2. There is a complex dynamic with a triad through coteaching in teacher education.
--	---

Table 5.4. Assertions about Role of the Mentor

In my educated life history section of chapter three, I explained how my beliefs on mentoring evolved over the course of the last fifteen years. I shared how I began as a cooperating teacher that believed in the “take-over” approach to mentoring student teachers. In my early years of mentoring, I relied on university teacher education programs to tell me what to do as a cooperating teacher. In my initial years as a mentor, I saw hosting a student teacher as a way of giving back to the profession.

When I became a mentor with the professional development school, my beliefs about mentoring changed. Rather than a “I do, you do” mentality, I shifted to a “we do” focus through coteaching. I began to see greater benefits of teaching with an intern beyond the idea of giving back to the profession. I understood that there was an impact on the students in our classrooms during the internship year as well as opportunities for both the intern and me to learn from each other.

As a mentor in our professional development school, I felt that I did a good job at allowing interns to try innovative strategies and activities that they were learning in their methods courses. I encouraged interns to take initiative in the classroom with classroom routines and working with students. I felt a great responsibility to provide support for

interns as they learn through their internship. Going into this study, I made the assumption that I wholly placed myself into the colearner category.

As part of my experiences as a mentor, I was aware of how I had various approaches to mentoring. When I began working with student teachers, I saw myself as a cooperating teacher. I would go on campus to orientation meetings and hear directives on how I was suppose to assist student teachers in my classroom. In my role during those early years, I didn't see myself as involved in the teaching and learning process of mentoring. I certainly was there to help student teachers, but I saw the value of "expert" knowledge coming from universities and that I was there to assist in their learning. When I entered into this professional development school experience, I saw an immediate shift in how mentors were perceived in the partnership. Mentors had more of a voice and were more involved in decisions and actively teaching interns. Mentors were seen more of as "experts" in the field and as true partners in the approach to preparing interns. As I continued to work in our professional development school and through my graduate work, I came to see the value of being a mentor in order to foster reciprocal learning. I was not necessarily seeing myself as an expert, but rather as a colearner.

From things that I had read about coteaching, I had read that mentors and interns could not be true coteachers because of the power differential. You could not achieve true parity. The issue of parity was also a concern for some members of my dissertation committee. For me, one way to address this issue of parity was to really go all-in with the idea of embracing the stance of a colearner in my mentorship of an intern. Later in this chapter I share how my concern for teacher parity created a skewed sense of what it meant to be a colearner.

Positioning Myself Within the Mentoring Framework

Through researching various forms of instructional supervision as it relates to mentoring, I read that there could be circumstances when mentors would employ different styles of supervision. When I looked at my own mentoring stances across the years, I noticed how I progressed from a cooperating teacher to a colearner. What I took for granted going into this study were the nuances involved with mentoring. I believed I would solely be a colearner alongside Rebecca. This study highlighted the nuances of my role as a mentor and how I travelled across the continuum of mentoring stances depending on various situations.

Absent mentor. While I tried to emulate a colearner stance, there were times throughout the internship where I was an absent mentor. Returning from a child-rearing leave, moving across the country, entering a new grade level, and finishing my dissertation proposal did not allow me much time during the fall to mentor the way I intended to. There were many life circumstances that I knew would take time away from the classroom. In fact, I was hesitant to work with an intern during this particular school year because of the demands I was dealing with. In addition, at the beginning of the spring semester my father became very ill and passed away. During his illness and funeral I spent several days away from the classroom. These various circumstances pushed me into the absent mentor category.

I also shared with her how I saw myself this year along the mentoring continuum. I shared how there have been instances when I have been the absent mentor...not by deliberate choice, but by circumstances (i.e. with my dad, my proposal being due this fall). They were brief instances, but they were instances when I couldn't be as

present as a mentor as I'd hope to be. She also made me feel a little bit better when she said that she didn't feel as though I was an absent mentor. No, I wasn't being a deliberate absent mentor, but there were those brief instances. I also shared with her how I was deliberately making conscious decisions to push myself into the colearner category...that it hasn't been easy, but that I was trying. (Nicole's Journal, 3/18/14)

Trust. When I was composing a profile of the absent mentor, I initially stated that trust was low in this type of partnership. I did not find that to be the case in my situation with Rebecca. In fact, trust was actually high during the spring semester.

Thanks again for all that you have done and will be doing over the next few days.

Gosh, I couldn't imagine how it would be without your help! (Nicole's Email, 2/12/14)

I feel fine about just rearranging some stuff for tomorrow. Here is what I was thinking: (Rebecca's Email, 2/13/14)

Wow! It looks great! I think your plan for the afternoon is smart...just play things by ear. I feel really calm about everything. I have a lot of confidence in you. ☺
(Nicole's Email, 2/13/14)

During this time period, I was grateful to have a coteaching partner during my absence. Because of our partnership and communication throughout the year, it was beneficial for our students to have a coteacher remain in the classroom while I was not able to be there.

Confidence building. I think Rebecca appreciated the time in the classroom to be the lead teacher during my absence. It was a way for her to build her confidence and be more reflective about how she would run her own classroom someday.

I really felt like the students see me as their teacher and they abide by the same expectations when Nicole is gone. I have felt this way for a while, but it was very clear these past few days when I took the lead. Not only did I notice the student behavior, but I also noticed my own. I've noticed myself feeling much more comfortable in the teacher role, and I felt so confident the whole time. I think this really shows my growth as a teacher as well. It also made me think how difficult it is going to be in the future if I am by myself in the classroom. Classrooms in Northern Mountain Area School District have interns, paraprofessionals, volunteers, and so on, but in many school districts that is not the case. Throughout the day I was constantly having the guest teacher do individualized instruction for certain students. It worries me somewhat that my students in the future may not get the amount of attention they need simply because there is only one teacher in the room. I wonder how to create a classroom where it could still differentiate without other students missing out? (Rebecca's Journal, 2/21/14)

At the end of the internship, Michael interviewed Rebecca about her coteaching experience. One of his questions inquired about her thoughts on solo versus coteaching.

Michael: I guess I was thinking more of a distinction between soloing and coteaching.

Rebecca: I think some aspects of solo is good at points, and I have done that. I think Nicole said that it was 18 days that I did do by myself, and subs didn't do

anything. They just sat in the back and worked on their own stuff. So I did actually get that experience to work on my own which I think is good so I have that experience for when I do go into a classroom. For what if I don't have anybody? So I feel prepared to do that right now. But also coteaching—I feel like is so good for the kids because they get so much more teacher attention. They get so much more. Like the small groups—they get to talk with the students more. They get closer to each other because of that so if that was possible to coteach in an ideal situation that would be ideal for me. (Rebecca's Interview, 6/6/14)

Factory manager. I was surprised and disappointed in myself to discover that there were times when I slipped into a Factory Manager. I did not want my intern to mimic my practices; yet, there were times when that was a principal way that I saw for Rebecca to gain experience working with students. One instance, we were engaged in a book discussion about the characters in *Stone Fox*. I was hoping that Rebecca could get some experience teaching in front of students during reader's workshop. I had planned a book discussion on character traits for this book and was planning on teaching it to three different rounds of students. I had offered Rebecca the opportunity to teach the middle group of students the lesson after having the chance to watch me teach it. This was also a time when Rebecca's PDA was observing in our classroom so we had the benefit to conduct a cogenerative dialogue after the lesson in the classroom while the students were reading independently. Having the benefit of a triad cogenerative dialogue, I was able to recognize the type of mentoring stance I was doing along with the pitfalls of not collaboratively planning the lesson with Rebecca.

Nicole: I felt very uncomfortable with right from the get-go was and I know this from my readings that I didn't want to be the Factory Manager mentor where I do it this way and then you copy me but the structure we were doing. ...yeah like something you made me realize is that I just took it for granted that I know Little Willy and I know what they should say. I don't know if she (Rebecca) had that advantage of saying that, so that helps me. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

This was a lesson where I was the lead planner. I touched base (incidental planning) with Rebecca that morning to see if she was amenable to the idea of tag-teaming the book discussion during the three reading rounds, but we did not talk in depth about the content or expectations of the lesson itself. While my intentions were to have Rebecca gain experience teaching in front of the students, I had inadequately prepared her to lead a discussion with them. She did not have the background knowledge or content knowledge to know and anticipate what students might say during the discussion about characters. I had thrown her into the teaching experience blindly where the only thing she could draw on was her observation of me teaching during the first round of reading.

The mentor. When I look back through the data as to how I coded my actions against various mentor stances, I clearly associated the "Mentor" with acts of being an expert or coach. While there were times where I coached or gave more directed advice, I did not want to be seen as an "expert"; however, at the same time I noticed how uncomfortable and vulnerable I felt not having the depth of knowledge about being in a new grade level.

Mentoring stance: I have to admit that I hesitated about taking an intern this year because of all of the personal factors going on in my life this school year and being a new teacher in a new grade. My original intention for this study was to have the fall to get reacquainted with being back in school (back at work) and learning the third grade curriculum. Then by the spring semester, I would feel more comfortable and have more time to work with an intern...in that case it would have been a student teacher in a traditional student teaching program. People kept telling me that it was good for her to be seeing all the messiness of learning a new grade level, but for me, it was a very uncomfortable feeling. I felt that as a mentor, I should have the content knowledge and finesse of knowing what and how to do things at a particular grade level. With this mindset, I realized that I was adopting more of the “mentor” mentoring stance, being able to guide a protégé. I wasn’t fully embracing being a “co-learner” even though I was striving to adopt that mentoring stance. Being a co-learner to me, means being comfortable with not knowing and being open to learning together. I wasn’t at that point at the beginning of the school year, and it made me feel like a terrible mentor. (Nicole’s Journal, 3/8/15)

Responsive mentoring. In our PDS program, there is not a set timeline for interns to assume responsibilities in the classroom or a requirement to begin taking lead responsibility in certain subjects. In my quest to be responsive to Rebecca’s needs, I sought opportunities to allow her to direct her learning in our classroom.

I’m in Taskstream going through your lessons now, and it made me think about the coming weeks. Please, these are just suggestions, and I really would like you to tell

me if you have a preference of doing something differently. So if you don't like this idea that's fine. We can focus on something else. (Nicole's Email, 3/2/14)

It became apparent in the spring semester that Rebecca appreciated the "mentor" stance during her internship. While she understood my purpose for trying to get her to figure things out, there were times when she wanted more directed support.

I hope I didn't scare you off with the whole "let me fail" thing. I expressed pretty clearly to Dianne, but I'm not sure I did with you. I don't mean that I don't want your opinion. I am still a student so of course I am still learning. I just meant that I learn by doing, so actually going through the lesson has more of an impact for me. I know that you want me to figure stuff out on my own, that is why you always let me talk first. Sometimes I just need a little scaffolding since I don't have as much experience, that is why I am sending you this email with questions! (Rebecca's Email, 4/27/14)

In Rebecca's end of internship interview, Michael and Rebecca were discussing how Rebecca had learned about systematic observation and how to interpret the data.

Michael: When you got the data back, did you do most of the analysis or were you coached?

Rebecca: I was coached a lot. I didn't know what I was doing at all so the talking—the reflection—was the biggest thing for me because I am a talker. I have to get it out so having them (Nicole and Dianne) help me understand what this meant that they gave me was really helpful, otherwise I would have been really lost.

(Rebecca's Interview, 6/6/14)

There were certain strategies in the classroom to help teachers learn such as systematic observation that Rebecca did not know about. These were instances when she was appreciative of learning new things in a supportive environment.

Colearner. While I understood the primary difference between the mentor and colearner was that the colearner also saw opportunities for reciprocal learning, there were many nuances about the colearner that caused dissonance throughout the internship.

Reciprocal learning. Rebecca did learn through the internship experience.

Ok the ways that I have grown as an educator this year. I think one of the biggest things that I have grown in this year is the inquiry aspect, the data collection, and looking back on my teaching. The teacher reflection aspect of teaching because before PDS or any of this um I didn't even think to like oh I should take data on this and try to figure out what's going on and I never thought about that until PDS happened and Nicole is so data driven so we got to do that a lot more. I feel like because I was able to do that and reflect on it later with Nicole and Monique and find out what happened and why that happened that made me go back to my lessons and look at them more in depth and try to figure out next time what to do to fix the problem or to make it better than before something like that. (Rebecca's Interview, 6/6/14)

Through the act of conducting a self-study dissertation, I constantly saw opportunities to learn from Rebecca. She recognized how she was helping me learn through coteaching.

Michael: Did you get the sense that she learned?

Rebecca: Yeah because she says that she does all the time.

Michael: I know but she's an experienced teacher.

Rebecca: Yeah.

Michael: Well that's not my vision of what happens. Experienced teachers have it together and they learn but every day it's...

Rebecca: The technology aspect for her has been a big one that she has learned from me. I left with her is the technology, but just the stuff that I learned from my class that I would share with her. Just sharing information about that and since this was her first year in third grade, at least her first year back in third grade, so um back here—so she always says that this is like a first year for me. (Rebecca's Interview, 6/6/14)

Rebecca definitely helped me learn more about using technology to facilitate instructional planning between coteachers, but she also helped give me so much insight into my role as a mentor. Much of this learning came through acts of dissonance in making assumptions about what I thought it meant to be a “colearner.”

Dissonance with colearner stance. As I interrogated what it meant to be a colearner some of my assumptions were challenged. Three main tensions appeared in my role as colearner. Being a colearner did not bring parity to the classroom. Blurred lines appeared between the mentor and colearner stances. Evaluation became an uncomfortable issue as a colearner.

Role of parity. The ethics of this study were something that needed to be addressed since as the principal investigator and as a mentor over my intern caused concerns about a lack of parity. Through the design of this study, I addressed the issue of parity through the creation of protocols for cogenerative dialogues between Rebecca and me and also with

our students (see Appendices E & F). I did not ask Rebecca to do anything extra or beyond her responsibilities and expectations of the PDS program. When I did request to read her reflective journal, it was not until after her grade was submitted and she had graduated in May. In the classroom, from the first day of school students saw both of our names on the classroom door. We both had teacher work spaces in the classroom. There were two teacher chairs in the large group gathering space. Language such as “we” and “us” were common for students to hear. I felt that I had worked diligently at providing that parity between Rebecca and me in the classroom. The students, however, still viewed me as the principal teacher.

Brian: And my other thing is when there’s one teacher, and it’s when Miss Rebecca, people don’t act the same way as what they act with you.

Fred: Well, like Brian said, you know, when we’re doing the research, that isn’t [inaudible]. That is a perfect time for two people. When it’s one teacher like you said again. People just run over Miss Rebecca like they don’t care, and with you they act like they won’t mess around.

Mrs. Titus: Why do you think that happens?

Student: Because they like the main, main, main, main teacher.

Student: And because that’s what we think you are. (Week 16 Cogenerative Dialogue, 5/9/14)

Student: We can do whatever we want because Mrs. Titus isn’t teaching and she is like the main teacher.

Student: I think that it was better with two teachers last week because Mrs. Titus was there and I think a lot of people will think of Mrs. Titus as the big boss.

Dr. B: The big person.

Student: She is the main teacher. (Week 17 Cogenerative Dialogue, 5/16/14)

While students respected and appreciated Rebecca's presence in the classroom, I was dismayed that the students did not see us as equal teaching partners.

When Rebecca and I had opportunities to reflect on lessons together, I usually encouraged her to talk first about the experience. There were times when Rebecca and I would have the benefit of debriefing classroom experiences with Michael or Dianne. In some of these instances, I would catch myself leading the conversation and need to pull back in order for Rebecca to also have the opportunity to share aloud her reflections.

Nicole: I am talking extremely too much.

Dianne: Who was suppose to talk?

Nicole: Well all of us, but I am sharing all these things that I am learning.

Rebecca: But I didn't even know what that was. I'm learning a lot right now.

Dianne: Then you (Rebecca) should talk about those things, but you (Nicole) should too.

Rebecca: But I guess I didn't know what mentor modeling was until right now. I thought it was something totally different so I was listening.

(Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

I believe that my role as principal investigator got in the way to a degree of how I perceived my role as a colearner. I was very concerned about the idea of coercion, and not wanting to manipulate the study in any way I developed a skewed sense of what it meant to be a colearner. The data showed a strong focus on what I was learning through the

coteaching experience; however, documentation about what Rebecca was learning was limited. Reflecting on data made me wonder about my role as a colearner mentor.

So I am beginning to wonder if I have left the pendulum swing too far...

Over the last two years I have developed this trifocal way of looking at coteaching in teacher education. The literature widely talks about how coteaching can benefit children. It also talks a lot about how coteaching is a better way to prepare student teachers. What is largely absent in the literature is how coteaching can be a form of embedded professional development for mentors. This year I have really been looking closely at how this coteaching partnership has been affecting me as a classroom teacher. I feel like I have been sharing a lot with my intern on what I am discovering as the year unfolds. I also feel like we have created this classroom environment where the students truly do see us as two teachers. That we are both there for them. That we are both focused on them. But have we (have I) gone too far in that direction and have not focused enough on my intern's needs? (Nicole's Journal, 4/14/14)

Interchangeability between mentor and colearner roles. When I created the mentoring framework based on various theories of instructional supervision (see Chapter 1), there were subtle distinctions between the mentor and colearner categories. The principal difference between the mentor role and colearner role was that the mentor saw herself as an “expert” while the colearner saw herself as being open to learning together. What I was negating from the colearner's role during the coteaching internship was the colearner's responsibility to also be providing expertise to the protégé. Any time that I found myself in the role of providing suggestions or advice, I had categorized that data as

being “The Mentor.” Being able to see how I coded the data in this study helped me develop a greater transparency of the reality of the role of the colearner.

Evaluation versus supervision. The literature about instructional supervision and coteaching is clear: keep evaluation separate from the experience of supervision and between coteachers. In addition, I had the issue of this study in my mind throughout the internship which also contributed to the idea of keeping evaluation sifted out of the coteaching partnership. While I did provide feedback throughout the internship, it was not in the form of a grade. Towards the end of the internship, graduation and her final grade became more to the forefront of my mind. While I did not have to administer a grade, I was responsible for providing input to Dianne about Rebecca’s performance for the spring semester. That caused me a great deal of concern and questions about what it meant to be a colearner mentor.

[I shared this journal entry with Rebecca.] In a coteaching partnership between two classroom teachers, you would not be looking at each other’s lesson plans and evaluating them. You may ask questions or may offer some feedback, but you certainly wouldn’t be giving the other teacher a grade. This is where the coteaching partnership gets so tricky in teacher education. And it’s a realization that this has become a new challenge with the coteaching partnership...having to navigate the evaluation aspect. Throughout most of the year, I have really tried hard not to focus on the grade, but the process of learning. That’s the same philosophy that I have for the students in my classroom. But with graduation nearing, I am looking more closely at all the domains that my intern should be doing, and I am thinking more about the “grade” aspect. I realize that I do have a couple of concerns. Here is

where I do have to pull back from the whole coteaching thing a little bit and realize that I am also her teacher... ..so now I am wondering, can a colearner also be a teacher...and evaluator? ...or do you have to slip back into “mentor” stance as an expert? ...or is this something different altogether? (Nicole’s Journal, 4/16/14)

I am all over the place with this journal. Man, how much I am questioning myself as a mentor. ...and feeling like a bad one. I knew assessment was a struggle with her. I should have asked more questions about it. I need to go back through her lessons and see what kind of feedback I was giving for assessment. I should have been asking to see more evidence in certain domains. I should have had that Danielson model more at the forefront of my brain to know what I should have been asking her...but then would I have been putting myself in evaluation mode too much? Why am I freaking out so much about the evaluation? (Nicole’s Journal, 4/30/14)

Dynamics of a Triad

One of the unique aspects of a mentor and intern coteaching together is wondering how the PDA’s role fits into the coteaching partnership. Rebecca cotaught with me while I was mentoring her, but she was also being supervised by her PDA, Dianne, during her PDS internship. In addition, Dianne was responsible for evaluating her performance in the classroom. Conducting this self-study uncovered some unique dynamics involved with our triad team (PDA, mentor, and intern) while Rebecca and I predominately cotaught. Three main themes surfaced between our triad: type of support, differences in beliefs and personalities, and the PDA being the intern’s advocate.

Type of support. I made the assumption that I would be supporting Rebecca in all aspects of her internship with our PDS program; however, I learned that Rebecca sought support from Dianne and me for different issues that arose.

Michael: Would you say that your relationship with Dianne is the same or different from your relationship with Nicole?

Rebecca: ummm

Michael: What are the differences and similarities?

Rebecca: I would say the differences—I don't plan with Dianne. I've asked her a couple of times for inspiration when I got stuck. So a lot of the school stuff like with the classroom happens most of the time with Nicole and PDS stuff a lot happens with Dianne. If I was struggling with inquiry I usually went to Dianne to figure that out too. So I know I remember Nicole saying I know you think I'm busy but I can answer those questions too. I remember that because I remember thinking that I cannot ask her about all this right now. So I would say those are the differences. I feel close to both of them so I wouldn't say that that would be a difference that I would be closer to one of them. I feel equally close to each of them. I think just the planning and questions that I have are different. (Rebecca's Interview, 6/6/14)

While I assumed that most of the decision making in our classroom would occur between Rebecca and me, I realized that there were times when we would need to consult Dianne with some of our ideas. One time Rebecca and I were discussing how to be more responsive with our morning meeting lesson plans. Rebecca had taken the lead with planning morning meetings and was required to submit her lesson plans at least forty-eight

hours in advance. She had been planning morning meetings on the weekends for the upcoming week, but she realized that many times issues would arise with students during the week altering the need to change morning meetings. Rebecca and I came up with a solution to her planning frustrations; however, since submitting plans to Dianne was part of her responsibilities she knew the importance of consulting Dianne. “Ahhh we forgot to talk to Dianne about the lesson plans for morning meetings for next week. Maybe we should just email her and see what she says” (Rebecca’s Email, 3/11/14)?

Since Rebecca tended to discuss different aspects of the internship with Dianne and me, it made the evaluation aspect more difficult for me. There were things that Dianne and Rebecca would discuss that I would not be privy to.

One thing that frankly pissed me off today was when I was sitting with the PDA to go over her (Rebecca’s) evaluation. I was sharing how my perspective of things is very different from her perspective of things. Largely I think because they talk more than my intern and I do. (Nicole’s Journal, 4/30/14)

As I was trying to provide input for Rebecca’s evaluation, I had scored her lower in different areas on her end-of-year evaluation because I had not seen as much evidence in certain areas. During my conversation with Dianne, she was sharing a very different perspective because of her interactions with Rebecca.

PDA challenges with coteaching. Rebecca, Dianne, and I were planning for a presentation that we made at the National Student Teaching and Supervision Conference. Each one of us shared some of the challenges we encountered with coteaching. Having Dianne share her challenges with coteaching further strengthened the claim of the complexities of a triad relationship in a coteaching model in teacher education. Dianne’s

two main concerns focused on classroom observation and wondering about Rebecca's independence upon graduation.

Observing coteaching in action. Dianne sometimes found it challenging to provide feedback to Rebecca when she observed cotaught lessons.

Dianne: Yeah um the challenge for me as a supervisor because when you (Nicole and Rebecca) are teaching I don't have the ability to evaluate her (Rebecca). Does that make sense?

Rebecca: Oh

Dianne: So it makes my job a little bit messy because if I am here to observe Rebecca but she's coteaching a lesson it can jeopardize our--you know--the boundaries

Nicole: Uh uh

Dianne: I am not your coach. You know we can collaborate together, but the feedback I give back to Rebecca could also be the feedback that I give to you.

Dianne: We were talking about challenges. Me, I'm not here to evaluate you (Nicole). I'm not your teacher evaluator.

Nicole: That's going to be a good thing to talk about, and I think one of the things that we need to say. Our context. So we have this prior history. I mean that we're free to talk at a different level so...

Dianne: That's true, but I still can't say hmmm Nicole that was just...

Rebecca: She could say that to me.

Dianne: But I can't say that to her (Rebecca). I can't say Rebecca that was terrible.

Rebecca: Only if it was by myself—which she has done.

Dianne: So like during Stone Fox so like what she was doing she was essentially mimicking what she saw you do and what I can say to her was that was different from what Nicole did right? But I couldn't say I wouldn't teach that lesson that way because that's not nice. Do you understand what I'm saying?

Nicole: uh uh

Dianne: That's me critiquing the way that you decided to do the lesson because that's not nice.

Rebecca: Hmm hmmm (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/26/14)

Dianne and I knew each other from graduate school and we valued critical feedback from each other; however, in the context of the classroom our roles were different. She did not want to compromise the mentor-PDA relationship by providing feedback on my teaching. Dianne understood that Rebecca and I planned together for cotaught lessons which made it difficult for her to provide feedback to Rebecca knowing that both of our ideas contributed to the lesson.

Questioning independence after graduation. Using a coteaching model during the internship had Rebecca and Dianne thinking about Rebecca's readiness after graduation. Rebecca recognized the benefits of coteaching and wondered how she would function in her own classroom the following year.

Rebecca: That's what I was going to say. That's what I was going to say as a challenge right now. I don't see it as a negative thing, but when I think about my experiences in the future and if I am by myself in a classroom and I don't have any kind of support like a para or a parent then I will have to do it all on my own and I

guess how I am going to wonder how I am going to do that. So yeah, I guess that's been one of the things that I have been thinking about. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/26/14)

Dianne heard her intern's concerns about being prepared to "go solo" in her own future classroom and suggested in one of her journal entries the possibility of simulating a solo experience in our classroom. "Maybe you could even simulate it in your classroom and spend a day without Nicole. It would really force you to think of what structures you would have to build for your classroom to be successful if you were alone" (Dianne's response in Rebecca's Journal, 2/21/14).

Dianne saw the benefit of the partnership between Rebecca and me, but she also recognized that the coteaching structure might not be a fit for every mentor and intern.

Dianne: I'd have to say that the benefits from my perspective actually are for Rebecca in that she gets to see a mentor that is modeling not only sound teaching practices but is interested in learning in professional learning. I think that enhances her internship because the inquiry stance and that professional stance in this classroom is kind of a learning thing I feel like you (Rebecca) have learned how to be a good learner. I'd say one of the big takeaways is that there are going to be issues in any teacher configuration and you really just have to learn within then and not allow them to overtake the experience. Do you know what I am saying? You just need to do it. I don't know. You know what I mean? Because you know that some people may say that I cannot coteach because I cannot coplan. I need the control. You know what I mean? I don't think that I will be well prepared so I don't want to coteach. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/26/14)

It was fascinating for me to hear Rebecca and Dianne's perspectives about the degree to which an intern would feel prepared after graduation. They were looking at the coteaching experience in terms of how it was going to prepare an intern to teach solo in her own classroom. I was looking at the coteaching experience from a perspective of wondering how an intern will seek collaborative partnerships on her own once she graduated.

Rebecca's critical friend. While Rebecca mentioned in her interview that she felt close to me and could talk with me about anything, I sensed that there were times when she appreciated Dianne's comments and questions about certain activities within the classroom. One time Rebecca and I taught a reading lesson about character traits. Rebecca and I did not plan this lesson together, yet we briefly touched base with each other that day to discuss our roles. I taught the reading lesson to the first group. Then Rebecca taught the same lesson to the second group. This occurred on a day that Dianne was observing Rebecca's teaching and we were able to reflect as a triad on the experience afterward.

Nicole: Even the question like was it true mentor modeling? I don't think it was. I almost think it was a team teaching—like tag team teaching. I don't know if it was true mentor modeling. Like the way we were doing it today, I would say yeah it was more mentor modeling because we were looking at specific things and you were involved. Oh I'm having an ah-ha by talking through this. That there are times for this to be true mentor modeling you were a facilitator to help that mentor modeling happen, or I should have been better about saying in this round what do

you want me to be looking for or collecting data on? I don't know. I don't know how we could have maximized this experience.

Dianne: Ok can I just share with you? When we were talking together this is what I think makes it mentor modeling because this is what you have to explain to me. What does she (Rebecca) understand about the lesson before you go into it? Like what does she (Rebecca) know?

Rebecca: Not much!

Nicole: It's definitely incidental planning.

Rebecca: Yeah

Dianne: So just touching base

Rebecca: Yeah

Nicole: So she's learning from watching the first round.

Dianne: What is she learning about...the content? Is she learning about how she is teaching it? Because one thing—two things. The first thing I asked her, "What do you already know about it?" No. I said, "so listening to Nicole it sounds like you're learning about character traits and pulling out evidence from the book. That's what you're focusing on." And she said "yes." "That's what you knew about that" and she also said I knew I could use that wipe board so that I could put their ideas on it, right?

Rebecca: Yeah, that's what I saw.

Dianne: Right, so my question for Nicole is what of the teaching of that do you understand? Like do you know what character traits are?

Rebecca: hmmm hmmm

Dianne: And have you read the whole book so you understand what traits are suppose to be pulled out?

Rebecca: hmmm hmmm

Dianne: Does that make sense? So is that real mentor modeling? I don't know the real definition so I don't know.

Rebecca: I guess I don't either. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

It became apparent that this was a lesson that Rebecca agreed to do with me in the classroom, but she did not feel prepared to teach it. I had neglected to adequately prepare her for the experience. I sensed from the conversation that Rebecca had not felt comfortable in that instance speaking up, but she was affirming Dianne's observations of the experience.

A couple weeks later as Rebecca, Dianne, and I planned for our presentation at NSTSC, we reflected about the value of having Dianne be a part of that lesson debrief.

Nicole: I think it's important to share too because these people are in the traditional mindset where the student teacher does what I do. A challenge I think I can share is when we were talking just the two of us was hard, but when she (Dianne) entered the picture like I feel the dynamics of our conversation changed.

Dianne: Every time you say that I feel like a superhero.

Rebecca: You are man. You are. You're great Dianne. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/26/14)

In that lesson debrief, Dianne was the "outsider" in that experience. Rebecca and I briefly planned that reading lesson ahead of time. Then we cotaught it. Dianne did not

benefit from any of the conversations prior to her observation. Her questions during the debrief came from a curiosity of trying to understand the context. Her questioning prompted deeper reflection on my part in terms of my mentoring stance as well as the impact of forms of instructional planning.

Summary

In this section, I shared my insights in my role as a mentor coteaching with an intern. My assumption of being solely a colearner was challenged by the nature of being responsive to my intern's needs. I found myself in various categories at different times during the internship across the mentoring framework.

My conception about what it means to be a colearner also expanded through analyzing my tensions and interactions in the classroom. While I strove for parity in the classroom, students still viewed me as the main teacher. I also found myself struggling with the idea of evaluation versus supervision as a mentor.

Entering this study I made the assumption that the coteaching dynamic would reside between my intern and me. I came to realize that in teacher education, it is important to consider the PDA as well. Coteaching in teacher education is complex with a triad. Interns may view the supportive roles of mentors and PDAs in different ways. In addition coteaching can make classroom observations difficult to navigate in the field experience.

Cogenerative Dialogues with Students

What does a mentor learn about herself and her teaching through coteaching with an intern?	Assertion: (Students): <ul style="list-style-type: none"> Cogenerative dialogues with students are a powerful component of the coteaching cycle for gaining a complete reflection on teaching and learning in the classroom.
--	--

Table 5.5. Assertion about Students

I understand the importance of reflection as a classroom teacher. I always ask myself, “What went well about this lesson?” “What would I change for next time?” “How do I know if the students were understanding what I was teaching?” Most of my reflection occurs on-action, but oftentimes, I would self-asses mid-lesson and see if there were different directions that I needed to take a particular lesson.

I also know the importance of seeking student feedback while teaching different lessons. But here is where learning a new approach to seeking student feedback provided new learning for me. In the past, I would normally spend a few minutes at the end of a lesson and ask students general questions such as “What did you think about that lesson?” “Is that something that you would want to do again?” Those questions were directed towards the whole class and were pretty superficial. It did not provide much opportunity for everyone to answer or to give much deep thought to answers. I also knew the importance of having students come together with the classroom teacher outside of class time. Many times, I would hold lunch bunches with students; however, the purpose of previous lunch bunches was much more of an informal nature. Yes, I wanted to have time with students during lunch in order to build community and for students and teachers get to know each other better; however, there was no protocol or structure to how those lunchtime conversations.

The cogenerative dialogues that my university advisor, intern, and I co-facilitated with students took on a very different feel than anything that I had done in the past. Yes, we still worked on building community. We reflected on our teaching and learning. But the depth and tone of the cogenerative dialogues were different than anything that I had done before. The amount of learning for me that arose from the series of fifteen meetings proved to be one of the most impactful sources of data from this dissertation. I began to realize how critical cogenerative dialogues were to the coteaching cycle.

I'm reading the Self Study textbook by Pinnegar and Hamilton. They too are talking about listening to the "other" voice...negative analysis, the disconcerting parts, etc. I'm wondering now if any "transformations"/learnings that may arise will come through the cogenerative dialogues rather than through the act of coteaching itself. When we think of coteaching we picture the two teachers in the front of the class. But, like another mentor mentioned in my pilot study, when we begin to see coteaching as a mindset...then it expands the phases through the coteaching process that can impact learning. I am thinking that the most insightful data will come from the cogen dialogues and at first glance I said to myself...but that's not coteaching. BUT it is. The cogenerative dialogues are a critical component of the coteaching cycle. Maybe the act of engaging in coteaching prompts us towards the shared conversations where through those conversations we get true meanings and learnings. This stuff is written about in the literature, but I guess actually experiencing what people wrote about provides a deeper meaning. ...kind of like what the kids were saying on Friday! (Nicole's Journal, 1/25/14)

Importance of Setting Expectations

Rebecca, Michael, and I knew that if we were going to have students be open and honest with us we had to establish a culture where everyone's voices were valued and respected. Our first two meetings with the students focused on collaboratively deciding the nature of our dialogue. We began to set that tone about the importance of their roles right from the start in week one.

Michael: Well, I am going to be visiting with you to talk about your lesson sometimes and maybe even once a week. You're a special group because you get the chance to talk about this so I think that you were selected for good reason because you know a lot about teachers and teaching so we're going to talk about lessons. Isn't that true you know a lot about teaching? We're going to have lunchtime conversations, and so I wonder when we have a group this size that makes a good conversation. What are some things that make a good conversation? What makes not a good conversation? (Week 1 Cogenerative Dialogue, 1/24/14)

This group of students had a keen sense of the expectations and purpose of this group. In regards to Michael's question about what would not make a good conversation, Aimee replied, "If we only say what you want to hear. All of us here, I know for a fact, are all very honest and we don't just tell her what she wants to hear" (Week 1 Cogenerative Dialogue, 1/24/14). I could see right away that students were applying principles from our morning meetings and applying them to our lunch conversations. The work of morning meetings and class meetings were grounded in the work of Restorative Circles, an approach to classroom management that empowers students to see that their voices and ideas contribute to the classroom community (Costello, B., et al., 2010).

Michael: I notice that we're all raising your hands. I wonder if we all want to continue that.

Hayley: We could just go around in circles.

Alton: And we could just say pass if we can't think of anything.

Michael: So when people are interrupting one another that doesn't make for a good conversation sometimes didn't give you a chance to finish your thought. (Week 1 Cogenerative Dialogue, 1/24/14)

Michael and I developed an outline of a protocol that we would use during each meeting (see Appendix E). Through conversations with the students, the protocol was tweaked in order to honor how they would like to see that time spent as well.

<i>Revised Protocol for Cogenerative Dialogues:</i>
--

- | |
|---|
| <ul style="list-style-type: none"> • Michael: Ice-breaker • Check-In • Asking students to give us a description of cotaught lesson • What did you like about the lesson? • What would you change about the lesson? • Other issues |
|---|

Table 5.6. Revised Protocol for Cogenerative Dialogues

Michael would begin each meeting with an ice-breaker. This came in the form of either a riddle or joke for students to think about. Sometimes it included learning how to do different tricks. The ice-breaker served as a mental warm-up and set the tone for an open dialogue in a safe space. Then we would go around in a circle and do a brief check-in with each other. The purpose of the check-in was to give everyone in the room an opportunity to share something that they were bringing to the table that was on their minds. This activity was suppose to help students be able to focus on the next step in the protocol which was to discuss, in depth, one of the cotaught lessons from the week.

Since Michael was not in the classroom to view the planning process or the actual cotaught lesson, this step in the protocol was important for him as an outside member of the group to gain a sense of what was happening in the classroom. Rebecca and I would not tell the students ahead of time which lesson we would be discussing on Fridays. There would be several cotaught lessons throughout the week. Sometimes Rebecca and I would have an idea of which lesson we would like to bring up for the Friday lunch dialogue. Other times, we allowed the students to decide which cotaught lesson we should discuss at lunch. Rebecca and I would often say that “you need to paint a picture for Michael so that he can see what was happening in our classroom.” Once we got the complete picture of the cotaught lesson, then we began to analyze the lesson: the things that we appreciated about the lesson and the things that we would want to change about the lesson. We would conclude our cogenerative dialogues with students sharing other issues—things that they wanted to bring up with their teachers. Michael's presence gave students the opportunity and the burden of describing the lesson to an outsider. Their explanations allowed Michael to ask questions that he thought Rebecca and I would like to hear answers to.

Challenge of Time

Having a protocol helped keep us on a schedule and was necessary in order to try to cover our agenda each week. The protocol was meant to ensure everyone had a voice during our meetings and to maximize the time that we had with each other. Even so, students and facilitators found the issue of time as a challenge to our lunchtime conversations. During week nine, students shared their frustrations at the end of the group dialogue, “What? We’re out of time? We’re just getting started!” (Week 9 Cogenerative dialogue, 3/21/14). At times, Michael and I would get a few moments to debrief the

cogenerative dialogue after the students left for recess. During week seven Michael shared, “We need more time for the lunch bunch.” I replied, “I know. We haven’t even gotten to talk about the lesson.” (Week 7 Cogenerative dialogue, 3/7/14).

Valuing the Time to Talk with Each Other

Even though time was a challenge, students appreciated what time we did have together. For most of the spring semester, the student focus group voluntarily gave up their Friday lunch time in the cafeteria with their friends in order to eat and converse with Michael, Rebecca, and me. I asked the students if they wanted to eat in the lunch room for the last week of school.

Interviewer: We need to make, we need to make a decision as a group and I’m going to share my opinion. Next Friday is our last Friday

Student: So?

Interviewer: So

Student: (inaudible) Lunch bunch.

Student: I want to come.

Interviewer: Alright.

Dr. B.: I’m in.

Student: I’m in.

Interviewer: Okay.

Student: I’m in.

Student: Everyone who’s in say “I”.

Everyone: I

Interviewer: Alright. Okay. (Week 19 Cogenerative Dialogue, 5/30/14)

I did not get a chance to ask the question if they wanted to come to lunch bunch the following week. The students knew what I was going to say and jumped in with their thoughts. To me, that spoke volumes to how they viewed their time with the teachers.

The lunch time conversations had become a time where students and teachers were learning from each other through raw honest conversations. The following short excerpt from the week seven cogenerative dialogue encapsulates the nature of the talks each week and how students and teachers each valued each other.

Nicole: I have another question for you guys. Um and this is something I want honest kind of feedback actually two questions. One so this was the week we were really trying to finish up Stone Fox before spring break. So we needed to use that time to read Stone Fox instead of read your own choice. So one of my questions how did you feel about that? So let me just stop there.

Student: I didn't like it at all. I have lots of books that I have to read and I did not like not having reading time. Because reading when I'm reading like in between two rounds which I usually like reading [inaudible] it sort of recharges me. I'm ready for spring break because I need to charge my brain has to charge.

Student: Yeah me too.

Student: I need a recharge from math. [inaudible] literally I have a headache.

Student: I need a recharge from [inaudible]

Nicole: So let me hear from some others. So yeah well we had reading time but your reading time the job was to read Stone Fox. So how did you go about that?

Brian?

Brian: I felt some days I felt like oh I want to read this book but I have two books

and I was like no I want to read this. I just want a day off or a day off every now and again. But I didn't mind [inaudible] we do [inaudible] I like and at the start when we started reading I thought oh no [inaudible] by the end [inaudible] good. The I [inaudible] reading in our book groups. Because I don't [inaudible] two books to read [inaudible] because [inaudible] but I [inaudible] books.

Student: I didn't like having not having reading time because I have a lot of books in my book box and I have this really good book and when we were doing *Stone Fox* I you said okay now your homework for reading is to read *Stone Fox* but and I really wanted to finish my book. It was called [inaudible] *Switcheroo* and I really like that book and I can't' finish it. I'm like halfway through but I had to keep on reading *Stone Fox*. I didn't' really like it. I have a ton of books that I have to read like [inaudible] and I always had to read *Stone Fox* so I didn't have enough time.

Nicole: I really appreciate you guys being honest because you didn't grumble about it at all. You just did. You just did what we were asking you to do.

Aimee: We know that we're going to get to talk about it and we're going to have a chance to change it so we don't complain.

Student: Yeah. (Week 7 Cogenerative Dialogue, 3/7/14)

The time spent in those first two cogenerative dialogues really set the tone for successful meetings throughout the spring semester.

Chapter Summary

This chapter summarized the main themes I discovered about my role as a coteacher mentoring an intern within our PDS. It shared my process for building a relationship with Rebecca that stressed the importance of communication and supporting

each other's initiatives. I also shared how I was cognizant of the incentive dimension for learning within a program with very high expectations and how I supported her emotional learning. This chapter explained how Rebecca and I addressed the challenge of time by creating an instructional planning framework for coteaching. This framework allowed us to transform the way we approached planning together to make it a more meaningful form of professional development. Through analyzing my beliefs and practices about mentoring, I illustrated examples of how I spanned the mentoring framework with different approaches. I gained clearer insight on what it meant to be a colearner through this process. I realized that coteaching involves a complex dynamic between a coteacher, intern, and her PDA. Finally, I concluded this chapter with the importance of engaging students' voices when reflecting about teaching and learning.

CHAPTER 6: PRACTITIONER AS RESEARCHER THROUGH SELF-STUDY

Chapter five focused on what I learned about coteaching and my role as a mentor. This chapter shares how the use of self-study influenced my understanding of the coteaching experience and the degree to which I experienced epistemological transformations from coteaching with my intern. The first half of this chapter focuses on insights about the self-study process. It begins with an overview of Loughran and Northfield's framework for knowledge construction in self-study. Then I use their framework as a guide to share how self-study influenced my understanding of the coteaching and research experience. I conclude this chapter with an elaboration about the roles critical friendships play in coteaching and self-study.

Self-Study to Understand Coteaching

As part of my investigation about coteaching with an intern, I wanted to see how the influence of self-study impacted my understanding of the coteaching experience and what I learned about myself. While it is difficult to tease out how my learning was influenced from the act of coteaching and from the act of conducting a self-study, I did utilize extra layers of data collection to separate the two. For instance, I kept a mentor's journal of my coteaching experience with my intern. In that journal, I would record thoughts about the classroom experience, lessons that she and I taught, and thoughts about myself as a mentor. I also had a critical friends portfolio (CFP). This was a separate journal where I would record thoughts about the process of conducting the study. This was a place where I wrote reflections about being a researcher from the insider's perspective of the classroom. It was a place where I would establish research and writing goals and pose

questions throughout the study. The CFP was an accountability measure that I would share with my critical friend, Janine.

How does the use of self-study methodology influence the researcher's understanding of the experience?	Assertion: <ul style="list-style-type: none"> Critical friendships were necessary in order to gain a holistic view of the complexities of our coteaching experience.
--	--

Table 6.1. Assertion about Self-study

Framework for the Development of Self-Study

Opening the Classroom Door: Teacher Researcher Learner (Loughran and Northfield, 1996), was a seminal study in the self-study genre. In that study, Jeff Northfield returned to high school teaching in order to better understand teaching and learning and what implications it could mean for teacher education. During his year-long study, Northfield documented and reflected on his daily teaching experience with his students. His daily journal, along with twenty-two student interviews conducted by an outside researcher, and student writing were his three main sources of data collection. Northfield shared his daily journal with colleagues at the high school who helped provide him with additional discussions and insights to provide alternative perspectives and some reframing of situations he encountered in the classroom.

Two conditions that made Northfield's self-study particularly insightful were the incorporation of two "outsider" individuals. Carol Jones, a research assistant, spent time in the classroom conducting observations and building a rapport with his students. She had no teaching or assessment responsibilities in the classroom making it ideal for her to interview students to gain a crucial student perspective of classroom teaching and learning. John Loughran, a research colleague, assisted with the data analysis of Northfield's study for the publication, *Opening the Classroom Door: Teacher Researcher Learner* (Loughran

& Northfield, 1996). Having the “outsider” perspective during the analysis phase also provided some reframing of learning.

From Loughran and Northfield’s analysis of Northfield’s self-study data (1998), they determined ten features of self-study summarized in table 6.2. I use these ten features as a guiding framework for readers through sharing my own personal experience.

<i>Nature of Self-Study and the Knowledge and Understanding Gained</i> (Loughran & Northfield, 1998)
<ol style="list-style-type: none"> 1. Self-study defines the focus of study (i.e. context and nature of a person’s activity), not the way the study is carried out 2. Even though the term “self-study” suggests an individual approach, we believe that effective self-study requires a commitment to checking data and interpretations with others 3. It is very difficult for individuals to change their interpretations (frames of reference) when their own experience is being examined 4. Colleagues are likely to frame an experience in ways not thought of by the person carrying out the self-study 5. Valuable learning occurs when self-study is a shared task 6. Self-confidence is important 7. Self-study outcomes demand immediate action, and thus the focus of study is constantly changing 8. There are differences between self-study and reflection on practice 9. Dilemmas, tensions, and disappointments tend to dominate data gathering in self-study 10. The audience is critical in shaping self-study reports

Table 6.2. Ten Features of Self-study Research

Self-Study Defines the Focus of Study

Loughran and Northfield (1998) share, “understanding the context is important so that the issues raised and conclusions drawn might be viewed in ways that help readers to relate the learning to their own situations” (p. 11). Self-study is the process of understanding and reframing our understanding within the constraints with which we work. Having a clear description of the context becomes critical.

I discovered the importance of context while engaging in a cogenerative dialogue with Rebecca in early May. One of my tensions as a researcher was the dissonance

between our coteaching experience and coteaching scenarios that I had been reading about in the literature. Many coteaching studies I was reading presented a clear sense of the coteaching cycle: planning together, teaching together, and engaging in cogenerative dialogues after instruction. Being able to talk through these tensions with Rebecca provided some greater insight into our own unique context of our coteaching partnership.

Nicole: Those things (our interactions) happen so on the fly then it's gone. It's like we did talk about that. It's in the moment kind of talk that's where I think... I mean I think that's where I wrote about saying that I am developing this skewed sense of how things should look with what is actually happening. I read all this stuff and oh my goodness we're not doing that or we're not doing this.

Rebecca: But is that real life?

Nicole: Yeah I know and then it's the real life things. Like yeah, these studies I read are four-month studies or they're doing coteaching one or two times in a field experience.

Rebecca: Oh that's different.

Nicole: That is different. Like here this study is so much different because this is your capstone experience and we are doing coteaching on a much more frequent basis. Like if you are going to do three coteaching instances over the course of a semester it's going to be easy to structure as Dianne, you, and me talk to do it afterwards.

Rebecca: Right, but weekly?

Nicole: Yeah but see saying all of this out loud right now is helping me think it through because it makes me think what is realistic in the real world? If we want

to, if I want to, reform education with this coteaching model and we want this to become a natural part of everyday practice...

Rebecca: Yeah then selling it...

Nicole: What's out there in the studies—what needs to be highlighted—the structure of it is very different from the structure of what we're doing.

Rebecca: No yeah, I think that's a big revelation that you had there.

(Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Another instance where the importance of context arose was when Rebecca, Dianne, and I presented our preliminary findings at the National Student Teaching and Supervision Conference (NSTSC). During our presentation, an audience member asked us questions about the context of our study and suggested that our teaching situation needed to be more explicit.

One of the biggest revelations from today is the importance of sharing the context in coteaching studies. Someone at the NSTSC conference brought that up as well. There is a fundamental difference in the literature from the study that we are doing. In the coteaching studies presently out there, one of two things is happening: 1. Either studies are so vague that it is difficult to really understand what people meant by coteaching, or the frequency they were doing, how it looked, etc.or 2. The coteaching has been an assignment...happening only a handful of times throughout the semester (i.e. for a science field methods course an undergraduate student shows up one afternoon a week in a classroom to coteach...then goes back to campus to debrief). In our case, coteaching is a mindset, way of being in our

classroom, which makes things less neat and packaged....things become fuzzier

because of the frequency that we do them. (Nicole's email to Michael, 5/1/14)

These two brief data examples punctuate the need for an illustrative description of our context. Self-study literature stresses the importance of writing about context so that readers may resonate with their own experiences (cite references). Because our coteaching experience tends to be unique and there tends to be a lack of descriptive coteaching situations in coteaching literature (cite reference), I provided an expanded thick description (Geertz, 1983) of our coteaching partnership within the PDS context in chapter four with the goal for readers to have an illustrated example of coteaching between an intern and mentor.

Commitment to Checking Data and Interpretations with Others

The term self-study seems to imply that the research is an individualistic approach to research. In quality self-study research, involving "others" is crucial to providing alternative perspectives and interpretations of the data. Involving other people to analyze the data allows the research to be scrutinized and challenged, contributing to the validity of the work.

Involving multiple perspectives and voices in this study was an essential component for me in order to gain a holistic picture of what was occurring in the classroom. Rebecca, my intern, was a key participant since she was my coteacher. In addition, Dianne, Rebecca's PDA provided another perspective to classroom life since she observed Rebecca in our classroom on a weekly basis. Similar to Northfield's belief about the importance of including student voices, our focus group of six third-grade students were critical in capturing the classroom experience through their voices. Northfield

incorporated the use of a graduate assistant to capture students' voices through interviews. Michael Bechtman (Dr. B), a tenured professor from Central Allegheny University, facilitated our weekly cogenerative dialogues with the students. As an "outsider," students were able to share classroom experiences with him with vivid detail providing that rich, thick description (Geertz, 1983).

During one of our weekly cogenerative dialogues with our student focus group, one of the students brought up the concern that I had not been calling on students in the classroom equitably. He felt that I only called on students in the front of the classroom. I explained to the group that Rebecca and I could teach together by collecting data tracking student responses through mentor modeling (see Figure 6.1).

Nicole: Wow! Well let me talk fast okay. Then I want the rest of the time for you guys to talk. But I think if I show you. So this is the homework you gave me. The homework well actually you gave the both of us. You wanted us to look at saying hey, it's not fair because I call on people in the front of the classroom

Hayley: most times

Nicole: Most time and I don't

Aimee: And in a circle you don't call on people beside you

Nicole: Okay okay so I want to show you. I'm going to close the door so we can talk. I want most of us. Shh..Let me I want to have the most time for you to talk about your things. So if we look here. So here is the board. So this is what Miss Rebecca did while I was teaching math. So all of these are more math times from when we do like the calendar math and the mini lesson. So what she did was she

like made a map. She made a map of who I called on and then who didn't get called on. So let me show you. So I'll show you this one.

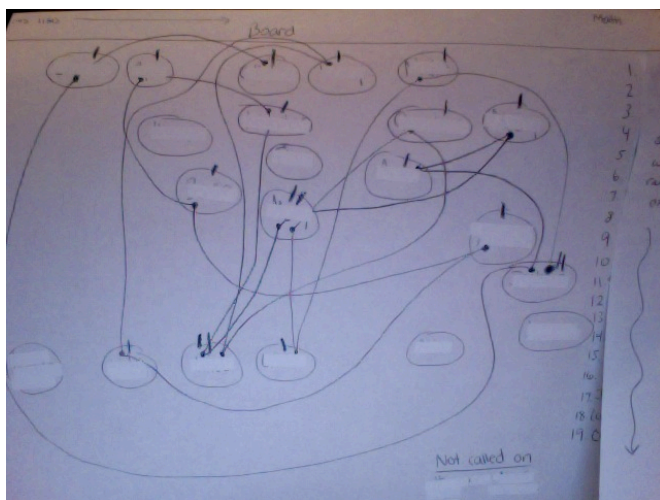


Figure 6.1. Systematic Data Collection for Student Participation

Lexi: My name is on there.

Nicole: So yeah, so we did it for each day. So what she did is okay first –

Hayley: Can you switch it around?

Nicole: [explaining how the map worked] Do you see how this works?

Aimee: Yeah, you're scooting around. You're not picking

Hayley: Was this Monday?

Brian: You didn't do the middle

Nicole: The only person I missed is

Aimee: Brian

Nicole: Brian that day. So tell me first. Let me ask your opinion. So on this day how did you feel that I was the teacher this day. How did you feel seeing this? How does it make you feel as far as me calling on you guys? Aimee?

Aimee: I like the way you didn't go front front front front middle middle middle middle back back back back

Nicole: Okay okay so does this make you feel better seeing this? Okay so let's do another example. So here we have I mean this was really good this was really good and I'll tell you why. [goes on to explain chart]

Aimee: so she actually made a seating chart

Nicole: [continues to explain]

Brian: I like how she did the names of where we sit.

Nicole: So do you feel better that we did this? Yeah okay so so that's good. And you know what I wanted to say thank you for giving me this homework because you know what. I was stressed out. This week I was thinking who did I call on? Who did I call on? So but when we have these talks like this each week it makes me really think about my teaching. So that's one of the good things. (Week 5 Cogenerative Dialogue, 2.21.14)

The following week, Michael asked the student group what they thought of the data that Rebecca and I had collected.

Alton: We told her to call on different people because she most of the time calls on people in the front and not enough people in the back or in the middle

Dr. B: What a great observation! So what did you discover? What was Mrs. Titus really doing?

Fred: She really called on everybody except she misses two or three people.

Nicole: Because you gave me that homework. That was the first time I did that and then I looked at that and I said, Oh my gosh. I have to think even harder about who

I called on and who I haven't called on. So having another teacher there was helpful to be able to do that. It was hard for me to keep track in my head. (Week 6 Cogenerative Dialogue, 2/28/14)

Doing systematic observation with our student focus group was something that I had not anticipated doing with them, yet, they clearly showed me that they were mature enough to identify a classroom problem and look at data together in order to gain insights as to what was actually occurring in the classroom. Each week, I left our lunch meetings in awe of how articulate and expressive the students were with their view of classroom experiences.

The students are definitely the shining points of this whole study. It is so telling from the data that in both weeks I wrote so much more after their conversations than I did when just Rebecca and I talked...their conversations stimulated so much more to think and talk about. ...and I swear that I wonder if Michael is wondering if I am feeding the kids responses because some of the things all of them are sharing include...

-we like the hands-on activities because you learn more when you do it...it makes things more memorable

-we didn't like it when there was just one teacher...we wanted Miss R. in the class with us because things go smoother and you can be with us more

-things go faster with two teachers

-two teachers help with behavior (classroom management)

.....all of these right out of the textbook literature

I think maybe an insight for me is that maybe I had taken for granted having an intern in the classroom...you think you know the benefits of an intern, but when you hear multiple students share the thoughts you have...it means so much more.

(Nicole's CFP logbook, 2/2/14)

The students' interpretations of classroom experiences sometimes challenged my thinking and sometimes they punctuated taken-for-granted points that I had. The students' voices in this study were crucial in providing me with a unique perspective of classroom life that only they would be able to provide.

When Your Own Experience is Examined

When you are so personally invested in your own study, it may become difficult to consider other points of view. Loughran and Northfield mention that the "willingness to review existing frames of reference must be seen as a criterion of quality self-study and an indication that the study is not being used to rationalize existing frames of reference" (p. 12). Mezirow (1997) also emphasizes that "becoming critically reflective of one's own assumptions is the key to transforming one's taken-for-granted frame of reference, an indispensable dimension of learning for adapting to change" (p. 9).

The Johari Window (Glickman, et al., 2004) is a framework for understanding what you know and what you do not know about yourself. I knew through conducting a self-study with critical friends, it would help me uncover layers of the unknown. Having the mindset to be open to learning new insights about coteaching and about myself were critical to my self-study.

I think I need to ask these questions today in order to gain another perspective of what is going on in the classroom. I think I have developed this skewed sense of

how things should look, and that is beginning to interfere with what is actually happening in the classroom. (Nicole's Journal, 5/1/14)

I had an ideal sense of what I thought coteaching should look like in teacher education programs. Throughout this study, my conception of coteaching continued to be challenged by the realities in practice.

1/22/14—Wrote a reflection/memo about the coteaching planning from yesterday. I tried to be very honest about it. For instance I wrote how you cannot possibly coplan every single lesson you do with an intern...it's just too time intensive. I also wrote how it is normal to spend incredible lengths of time planning lessons; however, when I am doing them on my own I'm not as conscious about time...I kept worrying about how much of her time I was consuming yesterday. So...I am hopeful that I am not being just a "coteaching cheerleader" in this study...something the committee worries about. (Nicole's CFP logbook, 1/22/14)

Having an open mindset to look at the benefits and challenges of coteaching was always at the forefront of this study. A potential researcher bias was that I am an advocate for coteaching practices in teacher preparation programs. In creating a trustworthy study about coteaching, I knew that I would need to be open to looking for the pitfalls to report about coteaching. Coteaching between my intern and myself proved to be complex practice filled with benefits and challenges.

3/10/14-- -cogenerative dialogue with lunch bunch on Friday: this has been one of the best meetings yet...some great "golden nugget" comments from the kids...and some new insight into how we may change our future book groups...it was a great example of how student voice made us think differently about what we were doing

-thinking time: I think I wrote 5-6 single pages about themes, big ideas, questions that are emerging from this study: I feel so sure that this is the most intimately that I have looked at multiple facets of the coteaching partnership, and I feel that I am going to be a much better researcher about coteaching from conducting this study as a self-study first. (Nicole's CFP logbook, 3/10/14)

For me, coteaching was not reduced to a bulleted list of benefits and challenges.

Being intimately involved as a participant and researcher, I was able to examine the nuances and complexities of coteaching in teacher education programs. Having the students, and other participants share their insights about the classroom afforded me opportunities to gain a greater depth of knowledge about coteaching.

Framing Experiences in Alternative Ways

There are several limitations with self-study. Being personally involved with the research creates subjectivity and bias. In addition, the context of each self-study is unique. But it is the “detailed experiences in very complex settings over long periods of time by a participant who is committed to better understanding the situation” that are strengths of self-study (Loughran and Northfield, 1998, p.13). One of the ways to counter the limitations of self-study is to involve the ideas and perspectives of others.

The multiple voices represented in this study helped to inform and reframe different aspects of my thinking about the coteaching experience. Throughout the study, Rebecca, the students, Dianne, and my two critical friends, Michael and Janine, provided perspectives about what was happening in the classroom that was not obvious to me.

Rebecca. Towards the end of the internship, I experienced tensions with how I perceived our coteaching experience. In early May, I had a cogenerative dialogue with Rebecca in order for me to gain another perspective of our classroom experience together.

I think bottom line is: this is a clear example of when the ivory tower meets up with the trenches. My head has been so immersed in the literature that I began not seeing things that were actually there because I had developed such a rigid mindset of what I thought “should be”. Today’s meeting helped bring things back into perspective. All thinking is good...even when it can be painful at times. (Nicole’s Journal, 5/1/14)

Another way that Rebecca helped me think of situations in new ways was from being able to access her reflective journal. Part of her assignment during her internship was to keep a reflective journal about issues that mattered to her during the year. Interns do not typically share these journals with their mentors. Interns’ journals become a safe place to candidly share their thoughts about the internship.

5/20/14—Asked her if I would be able to have access to her reflective journal from the year...gave her the option to go through it first and delete things in it that she wanted to...she didn’t see why she’d have to do that and is fine with me reading it...exhale!!! That is a huge piece of data I am hoping to use and wasn’t sure if she would feel comfortable sharing it. (Nicole’s CFP logbook, 5/20/14)

Rebecca was a key voice in providing alternative perspectives on classroom experiences. As an intern new to teaching, she was able to share insights (through cogenerative dialogues, email, and her journal) that were not necessarily at the forefront of my own mind.

Students. The students provided weekly reflections about cotaught lessons throughout the week. There were times when they offered suggestions on how to look at situations differently. One issue that kept arising during our weekly meetings was the idea of classroom management. I always made the assumption that students would prefer to work away from their desks to be more comfortable; however, working on the carpet in small groups also posed some challenges. Students enlightened me about their thoughts about holding class discussions on the large classroom rug.

Aimee: And she was telling us a lot to sit up.

Alton: Like on our bellies

Dr. B: Was it the end of the day?

Alton: Normally during book group we were writing we were more comfortable writing

Hayley: [inaudible]

Alton: and in the morning we're still tired

Hayley: That is why we really like sitting at our desks because then you don't have to tell us to sit up (Week 7 Cogenerative dialogue, 3/7/14)

Coteaching not only involves deciding which instructional model to use but also the logistics of management within the classroom. In this case, my assumptions about where students preferred to work were challenged by their arguments to change the classroom arrangements so that they could focus better on the work.

Janine. Another critical friend, Janine, was instrumental in assisting me with looking at my data in new ways.

3/2/14—Janine’s study is totally different from mine, but yet I kept panicking about all the coding she had been doing and wondering what kind of analysis I should be doing...not thinking I had been doing any analysis of any kind up to this point. But then she shared how she was coding for different purposes. That for me, was like turning on a light bulb...it opened me up to the possibilities of looking at my data for a range of topics---not solely focusing on my main research question. AND I think that from looking for all the other things it will eventually come back to the main wondering. (Nicole’s CFP logbook, 3/2/14)

Up until that point in my study, I had such a narrow focus for looking at my data. It never occurred to me to look at my data in a more holistic approach to see what broader themes could be emerging from the data. Janine’s study was very different from my own, yet being able to see how she approached her data gave me an alternate possibility for how to approach my own data. My meeting with Janine proved to be a critical incident in this study that led me to the creation of various categories of planning together in coteaching partnerships as referenced in chapter five.

Valuable Learning Occurs When It is a Shared Task

Self-study is an intensely personal learning experience; however, learning opportunities are broadened when there are other people involved in the “shared adventure” (Loughran and Gunstone, 1996). This shared adventure goes beyond the incorporation of critical friends. It is involving participants in the construction of the study and collaborative learning so that personal learning can be challenged during the study itself.

Students were a large part of our “shared adventure.” As we met each week, Rebecca and I were able to hear their perspectives on strategies that we would try in the classroom and their thoughts on the effects of our coteaching.

5/23/14—A few big take-aways from today’s lunch bunch: 1. The pictures definitely helped...this was one of the first times that none of the kids mentioned classroom management as a benefit of coteaching; 2. Mentioned how having two teachers allows us to do more in the classroom (learn more); 3. Didn’t think kids would pick up on this, but one student said that Rebecca was actually doing something during my read aloud...he said that he was noticing how she was paying attention to the story and it was making him think and pay attention more to different parts of the story (we were using affirm and enhance); 4. This was the biggest take-away—uber cool...I asked the kids about challenges with having two teachers and one of the kids said that it’s frustrating with two teachers in the classroom and one teacher is being useless...ok brief moment of broken heart!!! I asked her to share an example of that happening and she said that sometimes in science Rebecca would be teaching and I would just be sitting there listening to her. (Rebecca had asked me to do more observations during science and collect data on science talks so there were some instances where we were using mentor modeling.) Oh my gosh, I interpreted that as this girl has come to expect that when there are two teachers in the classroom they should both be actively involved with teaching the students. (I don’t know if I am allowed to make an inference like that, but based on all the things that they have been sharing this year, it wouldn’t be a stretch to make that claim.) (Nicole’s CFP logbook, 5/23/14)

A mentor observing her intern is a common task in teacher preparation experiences. I had always thought about my intern observations as a way to assist the intern. I had never given it much thought about how the classroom students would perceive those activities. As a teacher and mentor, I learned that it could benefit the students by sharing with them Rebecca and my learning process through the value of taking some time to observe each other.

Self-Confidence is Important

There is a great deal of vulnerability when conducting a self-study. Successful self-studies are intensely personal and the person tends to experience acts of dissonance and personal conflict with his/her initial beliefs and assumptions.

4/30/14—I need to be looking in the mirror. I’ve been freaking out the last couple of weeks with the whole intern evaluation thing. When I look at it, I see areas of concern for my intern----and for me. And I need to take some responsibility for that. I’m finding myself so unsure of myself as a mentor tonight...I’m in the process of journaling right now about all of it. I’m beginning to wonder if there is a disconnect between that espoused platform stuff and what I actually do in the classroom. I realize that I have so much more to learn about mentoring...not feeling like such a great mentor tonight. ...and then there is the whole layer of the researcher in me...am I looking at this year in unrealistic terms because I have been so submerged in the literature that I have this “ideal” about how things should look and sound....so maybe things are happening throughout the year, but not in the sense that I had envisioned. Just a night with so so many questions.... (Nicole’s CFP logbook, 4/30/14)

Self-study is about uncovering aspects about yourself. Sometimes I discovered things that I was not proud of. I know that in order to write a trustworthy study that I need to include both sides of the story. That means writing equally about successes and failures. One of the things that kept me grounded in this study and helped to keep these painful reflections in check was the belief that if I agreed with everything that was occurring, then I was not truly learning the most that I could be from the study. I was asking for honesty from all participants. That meant being open to hearing things that I would not like hearing from them.

It was not just the study itself that required confidence, but also the writing process of the dissertation.

12/31/13—My gosh, there sure is an ebb and flow to this writing stuff...periods of feast, and then famine...periods of great highs, and periods of intense frustration. I guess the good thing about tracking all this writing stuff is that I have learned patterns about myself. What a year of growth...and seasoning (as Michael puts it).
(Nicole's CFP logbook, 12/13/13)

The act of academic writing also requires self-confidence for the novice researcher. In addition through personally studying myself in the context of coteaching within a PDS program, I also learned more about myself through engaging in academic writing. For me, conducting a self-study was a journey about learning more about my teaching and learning within the classroom, but it also became an avenue for learning more about myself as a researcher as well.

Immediate Action and Constant Change

As practitioner and as researcher, the first obligation continues to be responsive to the needs of your context of study. Engaging in self-study creates opportunities to learn deeper about situations in the context. Through these deeper understandings, activities and practices continually change in order to meet the needs of the teachers and students.

Nicole: You know what I think we did today. This was a great conversation today.

Great conversation. I think we identified a problem today. The problem was that you guys said well 1. [inaudible] that there's not you don't get as much time to talk about your [inaudible] as you like, and 2. You don't get to read as much for your free time. Well we kind of rushed through Stone Fox. I think you guys helped me with a plan that maybe we should try for the next book group: stretch it out.

And you're saying you won't be as bored even if we stretch it out. So that you have a couple days to do reading time.

Student: Yeah like.

Student: "Freeding" time.

Nicole: "Freeding" time. I like that. You created a word. (Week 7 Cogenerative Dialogue, 3/7/14)

Students were upset because we condensed our book group within a short time frame that created a limited amount of free reading time. Students were discouraged that they did not have as much free choice to read during this period of time within the classroom. Their suggestion was to stretch out the reading club book choice so that they could also incorporate free reading ("freeding") time as well.

With coteaching models, students were eager to share how they would change the structure of station teaching.

Aimee: Well I liked it cause it was two groups instead of three or just one cause it it's three we don't have so much time and if it's one there are lots of people and lots of directions and things that you might not hear and so I like the size of the groups.

Nicole: You said that before, too, I think sometimes when there are too many things there's not as much time, so you liked it better just two groups. (Week 9 Cogenerative Dialogue, 3/21/14)

This was a time where we recognized the need for an immediate change. As a researcher, I recognized the impact through one of my jottings.

Nicole: research process—this is a great example where I took information from the study for immediate action in the classroom. If I were an outside researcher, this information wouldn't get published for a couple of years...but because I did self-study—I am implementing the research immediately in the classroom. This year, my current intern and I do two groups for math instead of the three stations. (Nicole's Jotting, 3/15/14)

One of the benefits of self-study is that in addition to contributing to the public knowledge base, as you learn through the study, you can make an immediate impact. The students were an integral voice in advocating their needs to Rebecca and me. We did not act on every suggestion that the students made; however, we did honor their voices and made changes to reasonable requests. Students recognized and appreciated the immediate action from our weekly cogenerative dialogues.

Dr. B: I'm interested. This is the same lesson so I'm interested in what each teacher's doing there. Do you remember?

Student: She kind of she kind of did what I wanted. She took a lesson and then put two teachers doing two different things.

Dr. B: Oh that was your suggestion from last time.

Student: Was it?

Dr. B: I think it was. So how did that work out? How did that work out?

Student: Good.

Dr. B: How come?

Student: Because we got more done. (Week 18 Cogenerative Dialogue, 5/23/14)

The idea of being able to provide some immediate classroom changes was important for several reasons. First, students saw the effects of making their voices heard. It provided an empowering experience for the students to be able to make recommendations to their teachers and have their teachers respond to their requests. Students also learned how to communicate their needs in respectful ways. The responses Rebecca and I gave them encouraged the group of students to continue talking with us in an open honest manner. This created a dialogue between teachers and students that continued to build and strengthen relationships within the classroom.

Again, engaging other people with my study not only impacted my practices within the classroom but also my practices as a researcher. Having Janine as my critical friend provided me with so many insights about the research process.

1/8/14—Had a great time talking with Janine tonight. It is so helpful to talk out loud about what you are planning on doing...when you talk it through, and she asks

between reflection and self-study is that reflection resides within the self while self-study takes actions and makes them public.

Having the ability to read through Rebecca's journal showed me the importance of taking action about our reflections. I was not privy to her journal until the end of the internship in order to talk through her journal entries during the school year; however, reading through her journal gave me the impetus to be more explicit about the idea of taking action on our reflections for the following year.

5/28/14—Reading through her journals gives me a great other perspective of what she has been thinking about separate from our conversations. The range of things on her mind throughout the year is fascinating. Just the exercise of reading through these journals is going to make me a better mentor. Here's why....there are so many ideas that she shared throughout these pages that she never talked to me about. I want to find out more why she didn't share them with me. Some of them were great suggestions that I would have been happy to try out in the classroom. Next year, I will have to keep reinforcing that again and again to please please share your ideas with me and let's see if we can try them. I felt like I did that with Rebecca, but now that I know a little bit about the journals, I can be more explicit...to say things such as... "while you are reflecting on the week in your journals, if there is something that you think we could have done differently talk to me about it. I would love to hear it." Also, reading through these journals really makes me want to be a PDA. I have to wonder if this is one of the favorite parts about the PDA aspect. It must be great to get inside the interns' heads and see what

issues matter to them. Having this written dialogue back and forth all year must be a powerful tool. (Nicole's CFP logbook, 5/28/14)

In addition, different times throughout the school year I thought about how I would act upon what I was learning beyond my own classroom.

3/2/14—reflected on various strands that I may be able to talk/present/write about some day when this is all finished: forms of planning in coteaching; various forms of conducting cogenerative dialogues in coteaching; a mentor's role in the coteaching partnership; types of reflection during coteaching; the importance of building community and student voice in cotaught classrooms....hmmm. I think that's it for now. (Nicole's CFP logbook, 3/2/14)

Reflection is an important tool for teachers to possess. Being able to act upon those reflections is what leads to real change in classrooms. An important lesson I learned as a mentor from reading Rebecca's journal is the importance of the purpose of journaling. Rebecca kept a reflective journal about her experiences during her internship; however, she had not acted upon some of those thoughts. As a mentor, I need to be explicit about times when I reflect and act upon different circumstances in the classroom with interns.

Dilemmas, Tensions, and Disappointments

Loughran and Northfield (1998) share how self-studies tend to be dominated by dilemmas, tensions, and disappointments. What becomes the center of attention in self-studies are the unexpected and unexplained instances that usually control the data gathering. Successes are often glossed over in lieu of studying more closely the unresolved problematic situations. Because of this, the element of self-confidence is again stressed because of the "constant attention to apparent 'failures' is demanding" (p. 15).

Times that produced the most dissonance became critical incidents throughout this study. Tensions circulated about my mentoring stance, my conception about coteaching, and the research process.

4/23/14—some of my new wonderings include how a supervisor's stance can affect a coteaching partnership. How an intern's stance affect's a coteaching partnership? ...and when an intern struggles in particular areas how that affects the mentor's stance and how that ends up impacting the coteaching partnership and the potential to learn from each other. Those are such brief statements, but wow...they are such BIG critical new things to be thinking about in my research that I have not really thought about before in terms of the coteaching partnership. ..at least haven't thought this deeply about yet. Thinking about all of this stuff has also helped me to answer some of my other furrowed-brow questions as to why our cogenerative dialogues are not working when it's just between my intern and myself. Not necessarily great situations to deal with, but gosh, what great insight into the how and why things could and may not work. (Nicole's CFP logbook, 4/23/14)

Going into this study I had initially focused on the mentor/intern relationship for coteaching. In addition, I had given too much credit to the mentor's stance impacting the coteaching relationship. Towards the end of the coteaching internship, I encountered a critical incident with Rebecca's PDA, Dianne, that jolted my narrow conception of the coteaching dynamic. I had attended a mentor's retreat sponsored by the CAU-NMASD PDS. At that retreat I attended a session where mentors could pose questions. I had asked some questions about the frequency and nature that mentors and PDAs provide feedback for interns. After that session, Dianne shared with me her disappointment in me for asking

those questions. She felt as though it was a personal reflection on her supervisory skills. Through that tension I began to realize and question how the PDA can impact a coteaching partnership.

Rebecca was also defensive at different times in terms of feedback and my style of mentoring. There was an instance when Dianne and I met with her to get her input towards her final evaluation for her internship. I felt that she should have been asking me more questions—to pose more of an inquiry stance. She shared with us how she had learned to ask more questions, but that it was something that had not come naturally for her.

That instance was very insightful because it challenged the way that I had been mentoring her. I did ask her a lot of questions, and I was hoping that she would show more of an inquiry stance. What I realized from that tension was that I maybe needed to scaffold her support in different ways based on her needs.

During moments of tensions and disappointments I often turned to Michael for advice and as a sounding board.

4/24/14—(talking about Michael) There are some tough issues to discuss and I'm wondering what advice he will have. I am at a critical point where I need advice with how to proceed...with data collection, with maybe trying different strategies (or almost interventions?) and with mentoring in general. Oh my...tough times in room 317. (Nicole's CFP logbook, 4/24/14)

Michael was a key critical friend during this study. Being able to talk with him about my study was helpful in assisting me to see what previously may not have been there. One of the tensions that Michael assisted me with was the decision to have the same

group of third grade students participate throughout the study. I worried how the rest of the class would react by me having lunch weekly with the same group of students.

4/26/14—Had a great meeting with Michael today. We talked through a lot of things. Wow...the stuff coming out of this study is pushing me into so many directions. I don't know how or what I am going to do when I get to this analysis phase. Everything seems so complex. Ah, but for now I will just keep plugging away at collecting data. Lunch bunch was a good time. But the rest of the kids are back to complaining that it's not fair that they don't get to be a part of it. I HATE that. (Nicole's CFP logbook, 4/26/14)

The tension of having the same group of students surfaced at different times throughout the spring semester. I wanted to be equitable with the class, but Michael posed some questions to me about what could possibly be pros and cons of including students on a rotating basis for lunch each week. I did come to discover that it was the correct decision to have the same group of students each week for our weekly meetings, but as the classroom teacher I continued to feel a sense of guilt excluding the rest of the class, especially when I saw the student benefits from eating lunch together and talking with each other each week.

Another tension that I experienced was how to balance my dual roles: classroom practitioner and researcher. Both roles command a lot of responsibility, and it was a frequent stress to contemplate how I would be able to function adequately in both roles.

3/2/14—(First, my momentary low from our conversation yesterday. Janine asked how I felt about where I am in my whole process. Initially I felt ok, but after I left her house, I was panic stricken...truly panic stricken. I worry about how this stuff

will get done. Grad school stuff and work stuff. Feel like I am back in survival mode.) (Nicole's CFP logbook, 3/2/14)

One of the common themes throughout various tensions and disappointments was the importance of the incorporation of critical friends to talk through these various tensions and disappointments. Being able to share these critical incidents provided additional perspectives and alternative viewpoints.

Audience is Critical

Loughran and Northfield (1998) share “the way self-study is reported is important in helping to make the findings clear and meaningful to others” (p. 15). The reporting needs to move beyond the individual and be able to resonate with others. Clark (2006) shared how it is often difficult for mentors to conduct their own research due to responsibility and time constraints. Knowing that there is a gap in the literature of research conducted by mentors, I wanted to write and share my story so that other mentors may resonate with my experience.

I was also concerned about conducting this research and reporting it in a way that would satisfy the academic community. At the time of this study, three out of four of my committee members were editors of a prominent teacher education journal. One of these committee members was concerned about the rigor of my study. I found myself throughout this study attending to this committee member's concerns.

11/13/13-- I definitely want to get this protocol done while that reading is fresh in my head. I'm beginning to worry that she just may not come to terms with my study and may have to remove herself from the committee. That's a little jolting to think about, but I can honestly say that Michael and I have really thought through

how to make this as valid and credible a study as possible. ...tonight: got through the chapter on cogenerative dialogues...I can see having a protocol will help address the power differential. (Nicole's CFP logbook, 11/13/13)

5/2/14—9 pages of journaling later...and my thoughts turn towards my committee member. She's worried about the power differential. She's worried about the trustworthiness of the study. She's worried about the rigor. Well, gosh darn, after all this stuff happening over the last couple of weeks, this should certainly show her that this is a very realistic study. It will be written with such transparency that it should be trustworthy. And with how much Rebecca shared yesterday, it should show her that the two of us really do have a relationship where we can discuss issues on a pretty deep level. This study in the end will capture the benefits of coteaching, but it is also going to capture the messiness of it as well. No, in Janine's words—the realities—of it. Coteaching is hard!!! Time is such a big factor....for planning ...for talking. People's backgrounds play into the coteaching partnership in a big way. In coteaching, there are so many "hidden" things occurring that it's not always at a conscious level to see them. In the pilot study I did last year, one intern described the stuff going on as "so much going on behind the scenes." Wow, I am starting to see the little connections from the pilot study to this study. Soooo thankful I did a pilot study. Also makes me realize I need to up my urgency to write up that study! (Nicole's CFP logbook, 5/2/14)

Critical Friendships

Several of the features in the previous section shared a similar characteristic of gaining multiple perspectives about an experience. Critical friendships were essential in understanding a holistic view of the coteaching experience in our classroom. Two types of critical friends emerged from the study: critical friends providing an insider's perspective and meta-critical friends providing outsiders' perspectives. Costa & Kallick (1993) share how a critical friend is a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend" (p. 50). While this definition is true for both the critical friend and meta-critical friend, (Ní Chróinín, D., O'Sullivan, M., & Fletcher, T., in press) a meta-critical friend offers an "additional layer of critical engagement" (n.p.).

Each critical friend had a unique role and insight to the study as summarized in table 6.3. Throughout chapters five through eight, we hear how Rebecca and the third-grade students contributed their perspectives as critical friends through their roles being directly connected to the coteaching experience. The remainder of this chapter focuses on the outsiders' perspectives and their contributions as critical and meta-critical friends in this study.

<i>Critical Friendships through the Mentor's Lens</i>			
Participant:	Perspective:	Role:	Contribution to the study:
Critical Friends:			
Rebecca	Insider	Intern	Daily lived experience as coteacher
Student focus group	Insider	Classroom students receiving cotaught instruction	Provide a perspective as recipients of cotaught instruction
Michael	Outsider	Faculty Advisor	Contributed to construction and interpretation of study
Meta-Critical Friends:			
Dianne*	Outsider	Rebecca's PDA	Provided additional insights about intern and classroom experience
Michael	Outsider	Facilitator of student focus group cogenerative dialogues	Provocateur
Janine	Outsider	Graduate student	Writing partner; Research and technical support; emotional support
<i>*Dianne served as an insider critical friend to Rebecca.</i>			

Table 6.3. Critical and Meta-critical Friends

Michael

Michael was a critical friend with helping me frame and interpret the study. There were times when I needed to be able to confide in someone that was not a part of my classroom. I wanted advice about how I should proceed with different situations.

12/15/13--My biggest celebration is that the committee was receptive to the study and how I propose to do it. Actually, I should say "we". Wow! Michael really REALLY helped me this semester. He was definitely navigating the ship by providing me with several sources and points to consider. He really gave me good questions to ponder and discuss. He definitely made this study happen. I am very optimistic that he will be right alongside me through this next phase. (Nicole's CFP logbook, 12/15/13)

What I discovered was that Michael also served as a meta-critical friend during our cogenerative dialogues with students, Rebecca, and me. He had a way of setting the tone for each of our meetings. He was instrumental in creating an atmosphere to help students feel relaxed and open to share their thoughts. He was not a part of the every day culture of our classroom so his presence prompted students to help explain situations in greater detail.

Nicole: I mean we can talk about all. But let's, I think, this will be one that we really have to paint the picture. I think we'll really have to paint the picture for Dr. B 'cause this is going to be a little--we're doing science and reading and how did that look. So think about our settings lesson, okay? Think about we want to paint the pictures so that how would he be seeing this? So I'm going to put reading/science as the subject and for us that would have been incidental planning. (Week 15 Cogenerative Dialogue, 5/2/14)

His presence in the classroom was helpful for all of the participants. I studied his techniques for interacting with the students. Because he was an outsider to the classroom, he was able to ask questions in order to have student create vivid recollections of the cotaught experience.

Dianne

Dianne was a critical friend to Rebecca. They met weekly to talk about the internship. In addition, Dianne would respond to Rebecca's weekly journal. There were instances when I found Dianne to be a valuable meta-critical friend. She was able to provide me insights about Rebecca during her mid-term check-in and end-of-year

evaluation. In addition, Rebecca, she and I engaged in two cogenerative dialogues where I appreciated her insights about coteaching from a supervisor's perspective.

Janine

Janine was a retired school teacher/ curriculum director from the school district where I currently teach. She recently retired from her position from the school district to pursue her PhD in Curriculum and Instruction. She also served as a Professional Development Associate (PDA) within our Professional Development School. Janine and I were on parallel journeys with our research process. We conducted our dissertation research during the 2013-2014 school year. She and I established a protocol with each other where we wrote about our research process and emailed our journal entries to each other.

6/18/14—Getting back into the rhythm. Janine sends her evening updates; I send my morning updates. It's all starting to click again. I can see the importance of doing this daily thing...part of the last couple of weeks has been trying to figure out the system...what works, what doesn't. Doesn't seem like it should be a big thing, but I think it is for the mindset. (Nicole's CFP logbook, 6/18/14)

Being a part-time PhD student working full time in a K-12 setting I could not take advantage of graduate workshops offered on campus for support. Janine became my support network for the research process.

Nicole,

I'm thinking of just using this graphic, calling it "The Study Cycle" and then talk about the fact that the course assignment is one cycle, the triad assignment was 3 cycles. I'm thinking that might be more clear. Plus, I'm tearing my hair out trying

to make it more clear the other way. What do you think? It says “continuous cycle” in the middle. Dah. Janine (Janine’s Email, 6/24/14)

Hi Janine!

I think having the one graphic is a good idea and how you explained it makes sense. You know, the continuous cycle comment may seem like dah to us, but like Amy said yesterday, you have to make things so clear to readers. There are people out there that may see it as a one time thing so I think it’s a good move to have it in there. ☺ That’s one of the things I am realizing about this stuff...we’re so steeped into it, that things seem obvious to us, but may not be obvious to others. ☺ Take care, Nicole (Nicole’s Email, 6/24/14)

6/19/14—Well what would I do without my writing partner?!?! Janine gave me the suggestion of putting things in a table as I am noticing. I have been reading and noting and reading and noting over the last couple of days, and thought today I better start doing something a little more substantial with all of those “noticings.” I took her suggestion on placing things in a table. I see this table as the broad sifting of data...casting a wide net on the data...what is “noteworthy” and why. Here’s how the table looks... I think time sequence is an important aspect to my study so in order to “tell our story” I need to be conscious to how it evolves over time. So date is the first column. The “evidence” is the second column...what I/she wrote...the event. Third column shows where I got that piece of data...Janine mentioned the importance of that...good call! The fourth column...not really sure what I should call this, but it’s my reactions/thoughts to reading that piece of data. Finally, maybe I will use the last column for the connections to literature...maybe

that column will become more important when I funnel the data down even more.

(Nicole's CFP logbook, 6/19/14)

We were learning how to conduct research together. We tested our theories and questioned each other about what we were doing. In addition, Janine was a source of emotional support during the dissertation phase.

6/25/14—It's hard for people to understand what you are going through when they cannot connect to it themselves. It just makes me so so so appreciative that I have Janine as a writing partner. I think that at this point in time, she is probably the only person that I can really take all layers off with that really really gets this whole thing. Makes me think about what she shared with me about the other PhD students and their frustrations. It really does come down to discipline, and when you are surrounded by people who are distracted (or can be distracting) it can so easily get you off target too. I keep looking at Janine's dedication which helps me keep focused on the task at hand. (Nicole's CFP logbook, 6/25/14)

Her support, both technical and emotional, was instrumental in assisting me to continue my momentum with the research process while also teaching full-time.

Chapter Summary

Self-study was a methodology effective for tapping into understanding my assumptions about coteaching and mentoring. It is a style of research that requires a certain disposition of the researcher. The commitment to understanding the multiple facets of an experience involves investigating tensions and disappointments.

It also involves the use of critical friendships. Critical friends (insiders) and meta-critical friends (outsiders) supported me through their various perspectives and roles throughout the research process.

CHAPTER 7: POINTS OF VIEW, REFRAMING, TRANSFORMATIONS

Question	Assertions
To what extent is a mentor's beliefs about teaching, learning, and mentoring transformed through a yearlong coteaching partnership in an elementary professional development school?	<p><u>Accretion of points of view:</u></p> <ul style="list-style-type: none"> • I gained additional points of view about coteaching from our student focus group. • Keeping a written record provides opportunities for greater critical reflection on an experience. • Two types of critical friendship (critical and meta-critical friends) provide different roles and strengths to self-study research.
	<p><u>Reframing conceptions of coteaching:</u></p> <ul style="list-style-type: none"> • Rebecca and my coteaching experience was a complex dynamic of teaching and dialogue—not a cyclical process as originally conceived. • My mentoring practices spanned across a mentoring framework rather than remaining static as a colearner.
	<p><u>Epistemological transformation:</u></p> <ul style="list-style-type: none"> • With Rebecca's assistance, I transformed my approach of instructional planning in order to engage in more collaborative forms of embedded professional development.

Table 7.1. Assertions about Nicole's Transformations

Accretion of Points of View

There were three main areas where I experienced additional points of view. The first area involved gaining a greater awareness of coteaching through the students' lens. The second and third areas dealt with self-study. Through the act of systematically recording my classroom experience, I gained additional insights into the benefits of keeping written journals and documentation. In addition, I came to realize unique roles and benefits of various types of critical friends.

Students' Views of Coteaching

Rebecca and I were trying to capture what coteaching meant to us throughout the school year, but we also really wanted to know how the students perceived the two of us working together in the classroom. Rebecca and I provided the perspective of coteaching from the instructors' view. We wanted to know more about coteaching from the view of the one's receiving the instruction—the students. The following section describes the students' conception of what coteaching means when there are two teachers in the classroom. Students also share what they believe to be the purpose of having two teachers instructing as well as benefits, challenges, and recommendations for coteachers in the classroom.

Conception of coteaching. Students saw the value of two teachers in the classroom as the ability to do more and learn more. Most of the time students mentioned that in order for that to occur, both teachers were involved with actively managing and supervising the classroom. Later in the semester, with the help of utilizing stimulated recall, students began to see some of the nuances we used as a way to enhance classroom instruction.

Rooted in classroom management. When I asked the students how they pictured two teachers in the classroom, most of the students believed it involved both teachers actively monitoring and facilitating classroom learning.

Alton: When I picture two teachers, I picture, I picture two teachers like walking around the classroom like looking at us. [Inaudible].

Alton: That's what I am picturing.

Mrs. Titus: Okay. I want to make sure because you said it real softly. So you

picture two teachers walking around?

Alton: Yeah. Walking [inaudible].

Mrs. Titus: So walking around the classroom while you read.

Alton: [Inaudible.]

Mrs. Titus: And write, Alton, while you read and write?

Alton: Yeah. (Week 15 Cogenerative Dialogue, 5/2/14)

While students did not necessarily know the names of the coteaching models, Aimee's perception of coteaching was the one lead, one assist coteaching model. She pictured, "the main teacher [inaudible] teacher like Mrs. Titus explaining what to do, and then sending the kids off and they both walk around [inaudible]" (Week 15 Cogenerative Dialogue, 5/2/14).

Stimulated recall. Everything that students had been mentioning about coteaching tended to focus on the management aspect. Two teachers were beneficial because they could help control the classroom better for learning. Michael, Rebecca, and I wanted to provide the student group with another method for reflecting on classroom experiences to see if it could probe their thinking even more. During week eighteen, Rebecca and I had the students take pictures during our coteaching sessions to see whether students could identify any additional information about their conception about coteaching.

Enhancing instruction. Students had been focusing on Rebecca and me doing station teaching or parallel teaching during most of our lunchtime conversations. They were not necessarily tuning into the nuances of each aspect of our lessons. During this episode, Rebecca and I each taught a separate station during science, but we concluded the lesson by bringing the whole class back together for a science talk (see figure 7.1).

Rebecca and I utilized synchronous teaching during the closure aspect of the science talk lesson.



Figure 7.1. Synchronous Teaching During Science Talk

Dr. B: Remember our discussion when we said to show us what's happening. Well now we have actual. We don't have to paint anything. We have actual pictures so.

Student: Oh you asked me to take some pictures.

Dr. B: The task today is something you felt was happening in the pictures. And can you tell us what's going on here. Everybody look.

Student: In those pictures Mrs. Titus and Miss Rebecca are helping us describe what happened in our science notebook.

Dr. B: Oh still science.

Student: Yeah this is the same experiment except they were having us write down [inaudible].

Dr. B: I can see them both in the same picture though. Like

Student: They were teaching together.

Student: But that's after they taught their lesson.

Dr. B: How do they do that?

Student: Ms. Rebecca talked and then Mrs. Titus would explain it and write your stuff down.

Dr. B: Somebody does the talking and somebody does the extra explanation.

Student: Yeah.

Dr. B: But then on the right hand side they're both standing up now.

Student: Okay [inaudible] teacher.

Student: Well that's because someone asked a question and Mrs. Titus was answering it on the board. (Week 18 Cogenerative Dialogue, 5/23/14)

During this conversation, students realized that coteachers involve more than walking around a classroom or running a station. They realized that coteachers can simultaneously work together to enhance whole class discussions.

Another picture that we showed the student focus group was of Rebecca reading a story to the class (see figure 7.2). I was sitting with the students watching and listening to Rebecca read (see figure 7.3). At times, I would use the affirm and enhance coteaching model during Rebecca's read aloud.



Figure 7.2. Rebecca's Read-Aloud



Figure 7.3. Affirm and Enhance During Read-Aloud

Dr. B: Would you like to have a conversation about this. One person at a time.

Student: This was on Monday. She was weaving she was weaving a [inaudible] and

I see in the picture. I took this picture because she was smiling a bit in the picture. I think it was a really good thing was happening and I think

Student: I don't know where we are up there. I forget.

Student: And we were reading [inaudible].

Interviewer: Please let Brian finish.

Student: And I like the picture because it looked like Ms. Rebecca, Mrs. Titus are like they're smiling because something good is happening. (Week 18 Cogenerative Dialogue, 5/23/14)

As Rebecca was reading the story, there were certain aspects that I wanted to draw attention to, yet not want to stop the flow of the lesson. I used nonverbal such as smiling to emphasize certain points. This may have been a taken-for-granted reaction in the classroom but became an emphasized point during our lunch talk.

Coteaching: benefits, challenges, recommendations. Each week, coteaching was one of the main topics of conversation. As a group, we reflected on a cotaught lesson from

the week. In addition, at times Michael or I would directly ask students their thoughts about having one or two teachers in the classroom. Table 7.2 illustrates the analysis from our fifteen meetings of how the students perceived the benefits and challenges of having one or two teachers in the classroom. This next section expands upon each of the items in the table.

	Benefits	Challenges
One Teacher	<ul style="list-style-type: none"> • Encourages student independence 	<ul style="list-style-type: none"> • Issues with classroom management • Longer wait time • Increased student-teacher ratio
Two Teachers	<ul style="list-style-type: none"> • Smaller group size • Project-based learning • Smaller student-teacher ratio 	<ul style="list-style-type: none"> • Increased teacher noise level • Students can become dependent upon two teachers • Students want to listen in to the other group during parallel teaching • Can sometimes be confusing with two teachers talking

Table 7.2. Students' Views of Benefits and Challenges of Solo vs. Coteaching

Benefits of coteaching. Since this study focused on the coteaching aspect of the teaching and learning between my intern and me, that was my primary focus for listening during the cogenerative dialogues. The coteaching cycle focused on planning, instruction, and reflection. It made sense for the reflective process to include the people delivering instruction and the people *receiving* instruction. Rebecca and I were able to share some of the benefits and challenges of coteaching, but we were not sure what the coteaching experience meant through the students' eyes. Some of the major benefits that students saw from the coteaching experience included being able to do more project-based learning activities, benefits of smaller group sizes, and benefits of utilizing particular coteaching models.

Project-based learning. One of the things that came up over and over again was that students liked how many projects that we were able to do in the classroom.

Aimee: Yes, especially hands-on things because you get to do stuff and not just sit there.

Lexi: We're not saying that none of these projects aren't fun. But the messy projects are more fun. —Because it's because well we're kids. We like to get messy.

Alton: The messy projects are more fun because you don't have to just look at the [inaudible] and say blah blah blah and all this stuff and then you get to write everything down that she said that he or she said. If the messy projects are more fun because like Mary said you actually get to do something and touch something instead of just look at it and watch it erupt. (Week 1 Cogenerative Dialogue, 1/24/14)

Students appreciated the “fun” associated with conducting “messy” projects, but they also understood the value of engaging in project-based learning.

Hayley: I just think we should do more well I do know--messy projects. It's fun except it's you're also learning a lot and since that was a really good experience in your life you don't forget it as quickly as you would forget if you were just sitting there. (Week 1 Cogenerative Dialogue, 1/24/14)

Smaller groups. A benefit that students mentioned week after week included dividing the class into smaller groups. Students valued the smaller groups because of physical space and reduced student-teacher ratio.

Physical space. They articulated how the physical nature of grouping was more comfortable. When the whole class would be on the carpet it did not seem as comfortable as when students were in smaller groups. “I think splitting into groups was a good idea because we weren’t squooshed or trying to get in one place at the same time” (look back at who said this and when).

Reduced student-teacher ratio. Even a greater deal to the students was the benefit of reduced student-teacher ratio. Students realized that when they were in larger groups, not everyone had the opportunity to share their thoughts. Smaller groups provided the time and space for more group participation. Also, students appreciated being in smaller groups because that meant that they could get increased attention and affirmations about their work.

Aimee: I was actually very happy because I could tell everyone in my group making I-coasters were very proud when everyone came over and you and Miss Rebecca were especially oh! [exaggerating Rebecca and my enthusiasm] —and so it made me feel proud that our group was doing a really good job. (Week 6 Cogenerative Dialogue, 2/28/14)

Gaining additional perspectives. Another advantage mentioned by students was the benefit of having discussions in smaller groups was that when students would come back together to discuss in the large group at the end of the lesson, they could compare the discussions across groups to get different perspectives from the class.

Lexi: I did like having us split up into groups because it gave us a chance to talk instead of being in one large group and I liked it when we went to the carpet and we were all talking because we got to see if the candle (did on their own) and they

both did and it was kind of off when we were measuring them because one of them was a little more and one of them was a little less. (Week 1 Cogenerative Dialogue, 1/24/14)

In this example, Rebecca and I used parallel teaching to see the types of energy present in a lit candle. Since we were using different candles in each of our groups, it created a natural dialogue to compare the results between the rate of burning between the two candles.

Synchronous teaching. Students tended to comment the most on station teaching and synchronous team teaching. Students did not like to be “talked to.” They wanted to be engaged in the learning process. Rebecca and I wanted to teach a reading lesson on how to read with expression. We thought it would be fun to show students how they could take a book and adapt it to a Reader’s Theater script. Rebecca and I decided to use a story from the book, *Sideways Stories from Wayside School*. It was a collection of silly stories between teachers and students. We utilized the synchronous team teaching model to act out the parts for students so that they could see how we were able to read with expression. Students appreciated the opportunity to see their teachers engaging in silly roles rather than telling them the expectations for what they would be doing.

Alton: You guys did a great job actually showing us what to do times so you actually showed us what it would be like to be acting in front of everyone like in front of the parents.

Aimee: I like the way that they taught it by showing us instead of saying read the script and then act it out—instead of speaking it to us they actually showed it to us—way to give instruction.

Lexi: I liked how they taught us how to do it but in a sort of funner way by showing us how to do it in the play. (Week 2 Cogenerative Dialogue, 1/31/14)

Station teaching. Another model that students really appreciated was station teaching. In addition to the smaller groups that station teaching provided, students enjoyed the opportunity to be able to learn more content within a shorter amount of time.

Fred: That it's more efficient because that way we can get two things done in one period of time, and you don't have to waste so much time. You can switch, you can get two things—two lessons done in the time it would take us to learn together. (Week 15 Cogenerative Dialogue, 5/2/14)

Students also understood that the complexity of some of the content and activities would have been too difficult to teach without the benefit of a coteacher. During week three, Rebecca and I tag-team planned a station-teaching lesson about Leonardo DaVinci's experiments and Michelangelo's Sistine Chapel. Both projects during each of those stations were time and material intensive. During our lunch bunch we discussed the possibility of having one teacher be able to do that same lesson.

Nicole: How do you think this would have gone with one teacher? If we would've done the social studies?

Hayley: We wouldn't have even if we didn't finish the I just don't think we would even get very far because this is a big class. So one teacher working with two projects with two groups of nine people say that would be very confusing to keep track of.

Lexi: Yeah cause that station was kind of hard when you're like folding it. So there was only one teacher and you managing both of them they'll like come up to you

and say I need more paint or can you help me fold this or I need more tape. And we need different water. It would end up pretty crazy.

Nicole: I would need a magic wand. I think what I hear you saying is that I don't know if we could've done it. I don't know if we would be able to do all.

Hayley: We wouldn't get it done. (Week 3 Cogenerative Dialogue, 2/7/14)

While students were willing to share aspects of cotaught lessons that went well and the benefits of coteaching, they also shared a few challenges to having two teachers in the classroom.

Coteaching challenges. Throughout the course of most of the spring semester, students shared many examples when having just one teacher was challenging. They also kept sharing the benefits of having two teachers. In order to get a complete picture of their perceptions of coteaching, in weeks seventeen and eighteen I pushed them to think of the challenges of having two teachers in the classroom. The main challenge that the children expressed was that it could be, at times, distracting having two teachers in the classroom.

Teacher noise.

Mrs. Titus: Are there times when if then—or tell me about times where it's been challenging having two teachers. Or confusing when it's been having two t . . .

Well we can talk, and we started, we have talked about sometimes when it's just one teacher, and what the stars and wishes are like—a lot of wishes—when there's only one teacher that you like having two teachers. But is it always like star things with two teachers? Or are there challenges with having two teachers? What would be the challenges of having two teachers? Let's talk about that for a few minutes. And who wants to get us started? I'm going to write this down. Think [inaudible] it.

So I want to give you a, so I want to give you a minute to think. So what are some of the challenges of having two teachers in the classroom?

Student: Well sometimes they're (the teachers) as loud as everyone else. (Week 17 Cogenerative Dialogue, 5/16/14)

Oftentimes, Rebecca and I would debrief lessons together while students were working or we would touch base with each other before we began the next lesson. For some students, having the two of us talk together in the classroom distracted them from their work.

"Listening in" phenomenon. There were times when Rebecca and I would parallel teach lessons. During these lessons, we would be teaching the same content to the class, but wanted to engage in discussions with smaller groups. During these lessons, students admitted that sometimes they would "listen in" to hear what the other group was talking about.

Student: If you chopped (the class) in half and put each group in two spots [inaudible] or if you're hearing the other teacher, that you don't know which stuff to listen to.

Mrs. Titus: That's a fair point. So being in a larger, or if you're in a large group or two groups, you might want to be listening into the other group where it's hard to concentrate. Or if two teachers are giving directions . . .

Student: Might fun, then you might want to listen to what she says.

Mrs. Titus: Right, right. That's a good point. (Week 17 Cogenerative Dialogue, 5/16/14)

Knowing about the “listening in” phenomenon helped Rebecca and me know how to plan lessons considering the physical arrangement of small group discussions in the classroom. If we wanted to have students “listen in” then we positioned our two groups in close proximity. If we truly wanted each group to bring their own thoughts to the whole group discussion, then we would be strategic about having the smaller group discussions spaced across the room from each other.

Clarifying and mixed messages. Through synchronous teaching and the affirm and enhance model, Rebecca and I would talk together to the class. At times, we were able to contribute to class discussions with each of our perspectives or help get the conversation back on track if students did not understand something or got distracted. Students recognized both benefits and challenges to having both teachers contributing at the same time to classroom discussions.

Student: If one teacher doesn't, wait if one teacher (inaudible) not exactly get it with the words you are using,

Interviewer: Ah huh.

Student: They're using.

Interviewer: Ah huh.

Student: Then the other teacher might be able to explain it to you in a different way that you get.

Interviewer: Okay. Okay.

Student: Because that's where [inaudible]

Interviewer: Okay.

Student: And then, I think the bad part is that like, there might be one teacher saying one thing, except the other teacher might disagree and then it's like you are really confused between which to think about.

Interviewer: Okay. Okay.

Dr. B.: That's brilliant by the way.

Interviewer: That is brilliant. Okay. Can you think of a time when that happens that you can share with us?

Student: When I was confused?

Interviewer: Yeah. Yeah.

Student: Well there was one time in Science; I don't remember what project it was.

Interviewer: Ah huh. (Week 19 Cogenerative Dialogue, 5/30/14)

Using synchronous and the affirm and enhance teaching models were important for me to think about in terms of purpose. The models were helpful to use in order to provide an alternative explanation to clarify a point. At other times, we were able to use the models in order to provide conflicting points of view to challenge students' thinking about a topic.

Coteaching recommendations. While students appreciated aspects of two teachers in the classroom, there were several things that they would have changed about cotaught lessons. I discovered that there were benefits and drawbacks to station teaching, parallel teaching was not a preferred method of teaching for certain subjects, and students wanted more voice with grouping for projects.

Station teaching. Station teaching emerged as a coteaching model that students appreciated due to smaller group sizes and for the opportunities to learn various content

within a shorter timeframe. Students also had several suggestions on how to improve or change this model of coteaching. Students struggled with three centers and did not appreciate having an independent center. They preferred when there was a teacher at each station. “When there’s not enough teachers to have one at every group, I feel like my group doesn’t really get much attention first times. And another thing that I think that I just liked it with three teachers because it just helped for us all to get more attention” (Student, Weekly Cogenerative Dialogue).

Students also felt that having three centers made them feel rushed—that they did not have enough time to spend at a particular center. “I just like two long centers because we have short centers. It gets on my nerves. Don’t have that much time. We have to like quickly work even that we had to do a little bit quickly” (Brian, Week 3 Cogenerative Dialogue, 2/7/14).

Another format of station teaching that Rebecca and I tried was to have the two groups in the classroom. Normally, students would switch from group to group after a certain period of time. In this instance, the teachers physically switched locations rather than the students in order to save instructional time.

Dr. B: That’s a little easier than switching [inaudible].

Student: Yeah.

Student: I think it’s time for you to share.

Student: Yeah. That was fun. I like it where the teachers switch other than the fact that I was stuck on the carpet. (Week 12 Cogenerative dialogue, 4/11/14)

Students were intrigued by the idea of having the teachers move instead of them, however, that meant a long period of time for students in the same location. From our

discussion, it was determined that the little bit of instructional time that was saved was not worth the benefit of having students physically move in order to have a short brain break.

Parallel teaching. Students repeatedly mentioned their frustrations with the parallel teaching model. With parallel teaching, Rebecca and I would teach the same lesson by dividing the class in half in order to cut the student-teacher ratio. The benefit of the lower student-teacher ratio in this case did not outweigh the opportunity that students saw in being able to learn two different things during that period of time.

Student: If you're in two groups and you're teaching the same thing, we're just learning that; and Miss Rebecca could be teaching one thing while you're teaching another thing that you, what we're going to teach tomorrow.

Mrs. Titus: Okay. So you're saying you didn't like it because we were doing the exact same thing. Like one teacher should have been doing something, and another teacher should have been doing something else. That's a fair point, so that I'm going to put that on the wishes side, okay? (Week 16 Cogenerative Dialogue, 5/9/14)

Students felt that it was a time-waster to have two teachers teaching the exact same content. They felt that utilizing station teaching to teach two separate ideas would be a more effective use of time.

Fred: I don't like it when, when you are like teaching the two same groups because if you're not, if you teaching to, to the same groups, it wouldn't—in, in the, together—it's, we, it wouldn't like not be, it wouldn't be like. I just can't find the words right now.

Mrs. Titus: Do you want to think about it and come back? So, so, so far what I've

heard you say is you don't like it when, when we're each teaching a group.

Fred: The same.

Mrs. Titus: The same group [Miss M says same thing].

Student: [Many speaking] Yeah!

Student: Yeah, oh that's [inaudible].

Mrs. Titus: Like the same thing?

Student: Yeah, and you're together.

Mrs. Titus: And we're together. Okay.

Fred: Because you, it won't, you won't, it will take a lot of time if you take two separate groups. You teach two separate groups. You could teach one thing, and Miss Rebecca can teach then.

Mrs. Titus: So you're saying it would be better if, if we are teaching two, two groups we should be teaching different things? Is that what you're saying?

M: It is more efficient though. It gets a lot more done.

[Nicole: students are talking about parallel teaching] (Week 15 Cogenerative Dialogue, 5/2/14)

Issues with classroom management. Students really expected Rebecca and I to handle all classroom management issues. They saw the benefit of having two teachers in the classroom as providing additional supervision.

Lexi: I liked it better if Miss Rebecca was there too. Because there could be a teacher going around to each station because there would be two teachers and they could be checking out the marble thing. And I just like having two teachers if they go quick and the teacher can look at ours but they can go around to each person but

it would be quicker cause there's two because Mrs. Titus was the only one there.

(Week 2 Cogenerative Dialogue, 1/31/14)

In addition to providing more immediate feedback, students saw our roles as facilitating and solving arguments for them.

Hayley: Well it wasn't Well it was fun but I like have the two teachers there.

Cause I like having a teacher at your station for like a little bit cause they cause sometimes we can get into arguments cause if someone says no we should do it that way. And everybody says no that way. Or we could only do a couple marbles this time and we [??] no we should add more marbles. So then we get into an argument so I like having a teacher there to help sort if out. (Week 2 Cogenerative Dialogue, 1/31/14)

Not all students in the group, however, felt that it was the two teachers sole responsibility to monitor classroom behaviors.

Brian: I think I don't agree with Olivia and Mary cause I think we're old enough to think [??] and the teacher trusts us. So I think I think to be responsible we should just like say come on you guys let's keep it going because I think we're old enough to realize that stop arguing and yeah. (Week 2 Cogenerative Dialogue, 1/31/14)

Grouping. Students had a few recommendations and thoughts about grouping during cotaught lessons. Through our cogenerative dialogues, students and teachers came to a greater understanding as to why groups were created at different times.

Lack of student choice. Conversations regarding grouping were particularly insightful for both the students and teachers. Students were candid about sharing their dissatisfaction with not being able to have input into choosing their group for certain

lessons. One lesson, in particular, really aggravated many members of the student group. Rebecca and I had created a reading lesson focusing on perspectives. We thought it would be engaging for students to debate two different sides of the issue whether girls should compete in team sports. Students were very vocal about not being able to choose their own side to debate.

Brian: I think like with this you should have left us pick our own sides and I [??] I felt quite frustrated and it was a little bit offensive to some people like the girls were on the no side and the boys were on the yes side. I thought I felt quite I felt like I didn't really have that much to say on that side and felt quite angry being on that side.

Lexi: I agree with Bertie. We really should have picked our own sides. I was fine with the side that I was on but some of the other people were kind of offended.

Because boys are kind of bragging oh yeah we're stronger than you and more faster and trying to [??] (Week 6 Cogenerative Dialogue, 2/28/14)

Rebecca and my intention for that lesson was to broaden students' perspectives on that reading, however, we quickly saw that even though we tried to explain the intentions, students were upset by having to present a particular side of an argument, especially if it was a side that they did not agree with.

Teacher influence. Something that some of the students tuned into was that Rebecca and I tended to call on certain people for groups. Students felt that we should alter our system in order to mix up groups more.

Student: I have a wish.

Mrs. Titus: Okay.

Student: Again I think you should do it where Miss Rebecca chooses who goes because one, you always do that. And like you get things ready, and Miss Rebecca chooses you go there and you go there and you go there and you go there.

Student: You should do it Tag Team where Mrs. Titus chooses a person, and then Miss Rebecca chooses a person—then Mrs. Titus, then Miss Rebecca; then Mrs. Titus, then Miss Rebecca.

Dr. B: Wow.

Student: [Inaudible] like whenever Mrs. Or Miss Rebecca does it, I always get put in her group. (Week 16 Cogenerative Dialogue, 5/9/14)

Student choice. Even when students did have choice about their groups, they still seemed to have issues to discuss at our lunch meetings. Fred mentioned, “In my group, everybody was just throwing out ideas and it was kind of confusing” (Week 2 Cogenerative dialogue, 1/31/14). Although Aimee was thankful for allowing the class to pick their own groups, she shared how there was the need to provide more supervision amongst the groups.

Aimee: I think you guys could’ve supervised more. This is a compliment something you do well. Thanks for letting us pick our own groups. My group was put together very well. And we had someone for each thing. But anyways I had a person in my group who was sort of always running the marbles when we didn’t need them run or do two at a time which doesn’t work very well. So I think you guys could’ve supervised a little more and like watched. (Week 6 Cogenerative Dialogue, 2/28/14)

Teacher intentions for grouping. Rebecca and I would group students for a variety of reasons. Sometimes we divided students into groups for academic reasons. Sometimes we would separate students based on their personalities. Sometimes we would split the class into groups to encourage the students to get to know each other better.

Fred: I would like to have separated the class like you took like the people that are like not like play with each other a lot and [inaudible] good choices.

Student: Well she didn't really have a [inaudible].

Nicole: Wait good choices and how you picked people that don't

Fred: Mess around.

Nicole: Mess around okay. Okay.

Nicole: You guys are on to me. (Week 13 Cogenerative Dialogue, 4/18/14)

Something that I took away from this data about grouping concerns is the need to establish grouping norms at the beginning of the year. It did not matter whether Rebecca and I grouped students or whether they had choice in forming their own groups. In both circumstances, issues with classroom management arose. Establishing grouping norms and protocols for problem-solving could have addressed some of these issues.

Additional Insights about Self-Study

In chapter six, I analyzed the unique role of each of participants as critical and/or meta-critical friends and their contributions to the study. To summarize briefly here in this chapter, I discovered that my study was enhanced by the inclusion of both critical and meta-critical friends. Critical friends were insiders to the coteaching experience. They experienced the lived daily occurrences of coteaching in the classroom. Rebecca was my intern and coteaching partner. Her perspective was instrumental in developing a

conception of coteaching in our PDS context. The student focus group was a critical voice to understanding the coteaching experience. As recipients of cotaught instruction, they provided a perspective unique to all other critical friends. Michael served dual roles as a critical friend and meta-critical friend. Michael was my faculty advisor. He was particularly helpful throughout the research process by helping me frame aspects of the study and asking probing questions to further my thinking during the study.

Meta-critical friends were outsiders from the classroom experience, yet their perspectives and contributions were equally valuable to the study. Their questioning prompted participants to provide more vivid recollections of classroom experiences that triggered deeper reflections. Rebecca's PDA was a meta-critical friend to me by providing additional insights about my coteacher and providing an outsider's perspective during observations. Finally, engaging in critical friendship with another graduate student engaging in research proved valuable technical and emotional support.

Reframing My Conception of Coteaching

In chapter five I elaborated what I learned about my mentoring role coteaching with an intern in a professional development school and the tensions that emerged from the coteaching cycle. My original conception of the coteaching cycle (see figure 1.2) described coteaching as a cyclical process similar to clinical supervision. What I discovered was that the realities of coteaching have a more fluid dynamic (see figure 7.4). Dialogue became difficult to distinguish between planning and reflection. Often, coteaching dialogue became integrated with future planning as Rebecca and I reflected on our instruction. We also discovered that dialogue could reside within the self (through journal writing) or be engaged with other critical friends (through cogenerative dialogues).

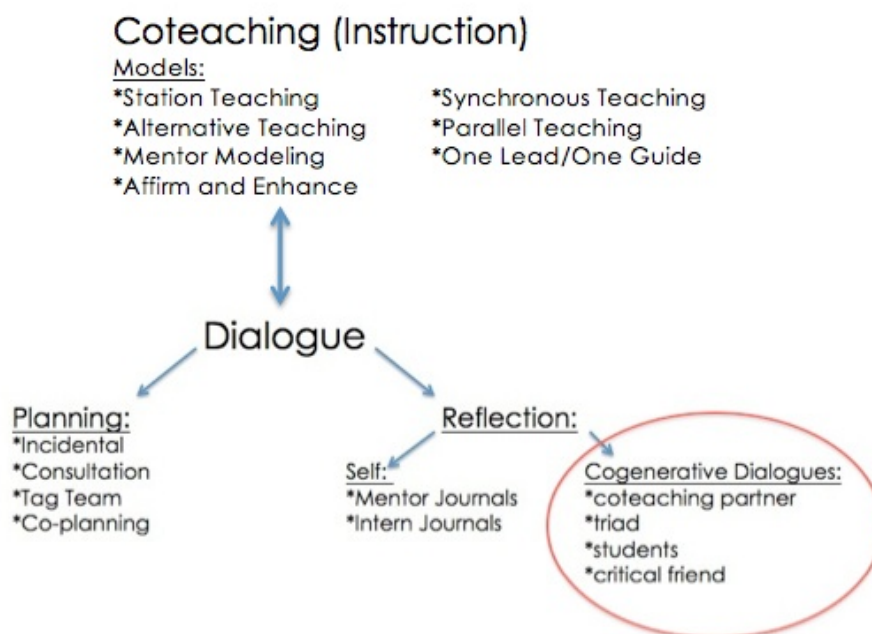


Figure 7.4. Revised Conception of Coteaching

Instructional Planning—From Logistics to a Form of Embedded Professional Development

Coplanning Science

Late January Rebecca and I co-planned our first science lesson together. We were beginning a new unit on energy and electricity and we felt that it would be a good experience to coteach the first lesson together. Our coplanning session for one lesson took over an hour and a half. During that time we were both researching science content. That planning session helped us both learn more about energy. Through our research during that period, we were finding ourselves discussing ways that we could integrate some of what we were learning into future lessons in science down the road. As we sketched out our lesson plan, we used a long-form lesson-planning template to think through every aspect of the lesson. For me, it had been such a long time since I had used the long-form for lesson planning that it had me thinking more about the purpose of doing lesson

planning in this format. Also, going through this process helped me see the value of doing long-form planning for interns. I journaled about this first coplanning session immediately after the episode and later that night, and again the following morning.

Disorienting Dilemma

My journal entry over those two days discussed how I had a vision that we would engage in the coteaching cycle of planning, teaching, and reflecting at least once a week. After seeing how long it took to co-plan one lesson, I quickly realized how difficult and time intensive that would be to do with Rebecca. Yet, there were so many good things that came out of our time from that session, that I found myself questioning how I had previously planned with interns in the past.

“With all of my student teachers/interns in the past we would sit down after school or during a special and sketch out our plans for the week in our planning books. But this morning I realized that that is not honestly showing them all that goes into lesson planning...” (Nicole’s Journal, 1/22/14)

Recognition and Sharing of Discontent

Rebecca and I were sharing with each other how lesson planning needs to go beyond the assignment on her end, and questioning how to make it more meaningful for both of us. Rebecca was required to submit her lesson plans 48 hours in advance, and we both found us struggling with the task and trying to provide meaningful lessons. Neither of us appeared satisfied with the structures in place with lesson planning.

That is exactly how I feel about morning meeting lesson plans. So many things change for the upcoming weeks so there is a disconnect from when I write them and when I do them. I really have been using those plans as guidelines because

there are so many things that come up that need to be addressed. Also, I write these plans the week before so it does make it difficult to be responsive, it leaves a lot of time for change, lol, but I think the common planning period would help!

(Rebecca's Email, 1/26/14)

As far as the planning ideal. I'm not really sure how to solve it. Maybe Dianne has some input on what the other mentor/interns are doing. The only thing I could think of would be Google docs. That way we could plan without having to be in the same place. (Rebecca's Email, 2/2/14)

Self-Examination and Critical Assessment of Assumptions

Rebecca had offered a possible solution where we could plan together through the use of Google docs, but I had not taken that idea seriously at the time. It was an approach to planning that I was not comfortable with, and it would have created a level of collaboration that I was not willing to engage in at that point, I think.

Something I discovered about myself is that I like to plan alone. I value collaboration and I meet with other teachers regularly, but when it actually comes time to sit down and sketch everything out for the week, I have a hard time letting that go. (Nicole's Journal, 2/2/14)

Yet, I did have some sense that we needed to have some face-to-face time to talk with each other in regards to lesson planning. I had seen the value of how much we got out of that co-planned science lesson on energy. We tried to engage in the coteaching cycle again with a reading lesson. The purpose of our lesson was to model how to read scripts for a reader's theater. That particular week it was difficult to find a common planning time to meet. We coplanned that lesson in a haphazard manner, and the result

was that our lesson was not as effective with the students. That second coteaching cycle (especially the planning) taught me that we had to find a way to commit to a common planning time. In early February we were able to begin a routine of a common planning time, but I was quick to realize the frustrations of planning in such a truncated way.

Of course as I continued to plan this weekend I changed several things for this week. Rgghhh...I would love to have Dianne share with us how other mentors and interns do planning. I'm struggling with this. So this past week we came up with the common planning time and I felt like I was trying to rattle off the whole week's plans in 30 minutes...but that's not the reality of planning either. I felt like I was just plugging things in without much thought. After we wrote all that stuff down, I had time to think through things and process all what had to be done and it resulted in a lot of changes. So now I am at a loss of what to do. The reality of planning is that it takes hours...a lot a lot of hours and I am not sure how to capture that with trying to truly do it together. ...but yet I want to find a way. (Nicole's Email, 2/2/14)

Exploration of Options for New Roles, Relationships, and Actions

Even though our second coteaching cycle did not work out very well, we remembered the value from that science lesson and were determined to find a way to try again. Our third coteaching cycle surrounded around teaching students to read critically about an issue and take a position and debate the issue with half of the class. Being conscious of time constraints that we have had concerning planning, I was tempted to save time by bringing the lesson preplanned to our session. "My inner thought was to have this lesson preplanned and written before our prep time today and then just kind of review it

with Rebecca, but then that wouldn't have truly been coplanning" (Nicole's Journal, 2/25/14).

I was deliberately embracing a new role. I was letting go of control and letting Rebecca really take the lead with ideas for this lesson. Rebecca had a lot of experience with debates from high school and most recently she engaged in a similar assignment in one of her college courses where the class had to take a position for each side of an issue regarding the Teach for America Program. She was really instrumental in teaching me the structure of a debate and how it could look in our lesson with the students.

It was so much fun to coplan this lesson together...partly because Rebecca and I are motivated to teach it, and we feel pretty sure it is an activity that the students are going to respond to well. (Nicole's Journal, 2/25/14)

Reframing Thoughts on Coplanning

I regularly met with my critical friend, Janine, throughout the dissertation process. We are both in similar stages with our dissertation work and find value in discussing our work with each other in order to gain additional perspectives. It was one of our meetings on March 1st that I was sharing with her my struggles with lesson planning. I was upset because I did not feel that we were engaging in the coteaching cycle like I had envisioned it.

I shared with Janine how one of my furrowed brow experiences this year is lesson planning...how is that suppose to look in a coteaching partnership. I can honestly say that Rebecca and I have truly co-planned a handful of times...where we both came to the planning session with blank slates and we both decided every facet of

the lesson plan...and gosh, that is so time intensive when we do that. (Nicole's Journal, 3/1/14)

I thought that we would have had more coteaching cycles by this point in time. I wish I could have remembered what she exactly said that evening, but something she shared about her data and analysis process triggered something in me to think broader about how I viewed lesson planning. I went home that evening with many thoughts racing through my head about lesson planning.

Well what does lesson planning actually have to look like...does it have to be this picture of two people sitting side by side with noses in books and plan books? What about all the informal conversations throughout the day and how we sometimes adapted lessons mid-stream or would come in the mornings to tweak our plans based on what we were seeing the day before...that was lesson planning...just not in the traditional sense...so I found myself really redefining and questioning as to what counts as real planning time. The coteaching cycle still involves planning, instruction, and debriefing...but the big change I am now suggesting is changing the term "coplanning" to "planning together". Having the portion of the cycle titled "coplanning" makes things confusing as to what that really means. "Planning together"-planning together allows both teachers to understand where students were in their understanding, where they are presently in their understanding, and where the teachers need to take them in their understanding. Planning together also allows teachers to address their own needs in what they hope to cover in content and their own professional growth. (Nicole's Journal, 3/1/14)

We may not have been engaging in the coteaching cycle like I had originally envisioned it; however, we were still planning in a variety of ways. The idea of lesson planning was beginning to be seen as a shift from a necessary task to teaching towards an organic process of meeting student and teacher needs. Through this reframing stage, a new language for lesson planning (incidental, consultation, tag team, coplanning) emerged that allowed Rebecca and me to look at planning holistically (see table 5.3).

Planning a Course of Action

Having this common language allowed us to begin to see lesson planning in a new light. It gave us a frame to see how various types of lesson planning can affect the students and our own learning.

Nicole: Something I learned is that from this incidental planning you were not getting the opportunity to learn as deeply about what you were teaching as if we would have planned it in a different way.

Rebecca: Yeah because I did it on the spot.

Dianne: You were just like I'm just going to copy what she is doing.

Rebecca: Right. (Dianne/Rebecca/Nicole Cogenerative Dialogue, 3/5/14)

Another time Rebecca and I were planning book club reading groups and students were sharing their dissatisfaction with how the book clubs were being run. I had journaled about this: "lesson planning: ...they weren't keen on how the book clubs were run, and I wonder if it can be connected back to how we did incidental planning for those sessions" (Nicole's Journal, 3/8/14)

These were big revelations for me because I was beginning to move away from the necessity of having time to list the what and when of planning and move towards the

deeper purpose of planning: collaborative planning so that we could provide more meaningful experiences for our students because of shared perspectives and more opportunities to collaborate together for our own professional learning.

I remembered earlier in the school year Rebecca mentioning the use of Google docs as a way to streamline the planning process. Finally realizing that this technological tool could take away the layer of logistical planning, I conceded to trying it so that we could gain more collaborative time talking about deeper issues surrounding planning during our limited time together in the classroom.

Just a quick email to say that I was in the Google docs tonight filling things in. I really like it!!!! What a great suggestion. Thanks for being patient with me! I also created a document with “long-term planning” thoughts. I’ve never really had a place to record those thoughts...just kept them in my head. Now as we notice things with the kiddos maybe we can use that as a planning tool. ☺ Thanks again!
(Nicole’s Email, 3/30/14)

I was looking at the plans earlier and I thought the same! I love it! It’s all in the same place and I can keep updated! The long-term plan doc is a great idea, and I will check it out soon! (Rebecca’s Email, 3/30/14)

Critical Assessment of Assumptions Continues Reframing

Seeing how Google docs could streamline the logistics of lesson planning and seeing the value of coplanning as a way to learn together had me thinking so much more about past practices of lesson planning.

One of the things that I have been wrestling with this year during my dissertation study is the idea of the planning phase during the coteaching cycle. This fall, I

didn't feel as though my intern and I were doing a lot of planning prior to coteaching. That made me begin to wonder if we were actually coteaching if the planning component wasn't there. But I also realized that we were not passing ships in our classroom either. We knew what each other was doing—we had an awareness of our students' needs. From time to time we tried to make commitments to be more diligent to our planning period. But all of those things did not seem to be working. Throughout this study I came to realize that lesson planning takes on many different forms. (Nicole's Journal, 3/31/14)

This more collaborative approach to planning had us more on the same page as to what was happening in the classroom. I understood that she wanted to have a greater sense of what was happening in the classroom. She was experiencing some frustration from a lack of communication on my part.

I know that she has felt frustrations about planning time and the methods that we go about planning time. I think (I guess I would have to ask to know for certainty) that she is left with the feeling of flying by the seat of her pants sometimes because I don't communicate as well with regards to planning. (Nicole's Journal, 4/14/14)

As part of this research process, I was also challenged to look deeply at root causes for my actions. I was wondering if one of my alternate motives for doing Google docs was to retain some classroom control as the lead planning shifted from me to Rebecca.

One of the things that I had been noticing is that there have been a couple of times when my intern has suggested something, and I was beginning to notice that I wasn't embracing her ideas...or not whole-heartedly supporting her with implementing them. When I got right down to it, I am wondering if that was a way

for me to maintain some control in the classroom. Lesson planning, for me, was a way to have security of being in control of what is going on in the classroom. So now as I am writing this I wonder if I am truly relinquishing control or just coming to the realization that my intern will begin taking the lead with a lot more and this new system of recording lesson plans will both keep us more deeply connected.

(Nicole's Journal, 3/31/14)

As part of systematically collecting data I had a recording sheet to track the data that I was collecting (see figure 6.2). I recorded whether we coplanned, cotaught, engaged in cogenerative dialogues for that week, and if I recorded thoughts in my reflective journal. The end of April I had a meeting with my university advisor, Michael Bechtman, who was also serving as one of my critical friends. I was sharing with him my frustrations that I had not felt like my intern and me had done much coplanning over the course of the spring semester.

Met with Michael yesterday to talk through some of my recent developments in my research. We talked about how I wrote "no" for planning for so many weeks of the research. He asked me to define what planning meant to me. Talking out my thoughts, I realized that I was coding "no" for all of those weeks because it wasn't true "coplanning." I explained that I believe I have a higher standard for how planning should look. Through talking all of this out, though, I also realized that I mentioned "no" for so many weeks, but that didn't mean that we really weren't planning. I showed him that we had different levels of planning: incidental, consultation, tag team, coplanning. The ideal is to strive for coplanning, but that is

a very difficult thing to do because it requires so much time. (Nicole's Journal, 4/26/14)

Acquiring Knowledge and Skills for Implementation

The reality of one of the challenges of coteaching was realized this year during the study. Time is such a factor that can impede on the cycle of coteaching. It takes a great deal of time to commit to planning together. Through Rebecca and my struggle with figuring out how to define planning together and developing our goals for what planning time should look like there was a shift that had occurred in our thinking. For most of the year our conception of how planning time looked was to address the logistical issues of planning. We saw the value in the times that we did co-plan together, but realized that the time it takes is so intense that it is difficult to have that happen on a regular basis. But we also realized that even though we were not necessarily coplanning, we were planning together. We valued the idea of shared talk. In early May, Rebecca and I sat down to have a reflective cogenerative dialogue about our experiences with lesson planning and the types of dialogue we engaged in throughout the year. From that meeting, I gained many insights about the purpose of lesson planning and how planning needed to be a more deliberate process for learning together through the coteaching process.

We began our meeting with me sharing my expectations of coplanning and having her share her perspective on how difficult it can be to find time to do it frequently.

Nicole: Like in an ideal world, I was hoping to co-plan one lesson each week.

Rebecca: Ok, each week

Nicole: But there are so many logistical things that happen.

Rebecca: I know and things happen like I have to go to seminar. We have to meet with someone else and do this and do that so it's hard to get that time.

(Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

We also talked about what Rebecca hoped to get out of the lesson planning experience. I had written in my journal so much about how I was benefitting from gaining a greater understanding about lesson planning, but I was unsure how the way we planned together affected her. I asked her how I as a mentor could support her with lesson planning.

Nicole: What would you want from your mentor in terms of support with lesson planning or knowing how to do lesson planning or along those lines?

Rebecca: Ok, that's a good question. I think like towards the beginning of the year I had a lot of help with lesson planning from like my instructors and like um my methods classes but we don't have that then definitely me what if it's still called planning but if it's would be my lesson and I'm writing it and but still having the affirmations and having you do the "what if I did this?" "Does that sound ok?" and just kind of having um if this was if I was just starting writing lesson plans. If I'm just starting writing lesson plans. If I'm just starting writing then I know like we haven't had a ton of experience with lesson plans like here and there in the years before but we hadn't started writing in this depth yet so maybe just having so there was modeling so I saw your lesson plans like writing it in the schedule and like even having the kind like I have to do. (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Rebecca went on to explain her rationale for having me model the lesson planning process for her as a way to learn.

Rebecca: Well, because all of ours (lesson plans) are so different too so just seeing how the expectations are from our mentor having that model from our mentor—that would be helpful. (Rebecca/Nicole Cogenerative Dialogue, 5/1/14)

Rebecca helped me to see that in order for her to learn, I needed to do more deliberate modeling during the planning process making the case for coplanning as a way to learn together. Through our discussion, I also learned that in order to be efficient with our limited time having the common language for coteaching models and forms of planning together helped us to better realize times when it was important to plan together and times when it could be more efficient to plan separately, at least initially.

Rebecca: Whenever we were doing the social studies lesson for stations and I was doing the Michaelangelo and you were doing DaVinci and we were both doing research and that was on our own you know what I mean?

Nicole: right right

Rebecca: So yeah, stuff like that I definitely like to do on my own to take my time to do that because we're not going to be on the same page if we're doing different things so yeah, I definitely understand where you are coming from that

Rebecca: like station the research is on your own and then you can come together and talk about what you want to do and then parallel you do together from scratch and do that

Nicole: ok that is helpful that is good...that is good ...it is an a-ha

Rebecca: is it?

Nicole: yes, it is an a-ha because people ask about planning all the time so that's what I have been trying to wrap my brain around this year and it's driving me crazy

Rebecca: ok it was good for the lesson we're doing parallel teaching

Nicole: uh –huh

Rebecca: I think that would be one that I'd really like to plan together so if any model that would be one that I'd like to plan together because we're both doing the same thing so I have an idea of exactly what is going to happen and that we're both going to teach the same things so we're on the same page

Nicole: ok

Rebecca: since we're doing the same lesson, same content, that would be a model that I would definitely want to plan together (Rebecca/Nicole Cogenerative

Dialogue, 5/1/14)

Reintegration Into One's Life on the Basis of New Perspectives

That conversation was huge in helping me frame our greater purpose for planning. Seeing lesson planning beyond a necessary task helped me to be more purposeful about which lessons should be co-planned with our limited amount of time. I think that it made Rebecca think more purposely about her reasons to ask to co-plan as well. Early May, Rebecca was the lead planner for math. We were working on fractions and she wanted to have students create fraction kits. We had tried this activity once before with a parent volunteer, but the activity itself was not as purposeful as we had hoped earlier in the year. What was especially exciting for me was that Rebecca had made the suggestion to co-plan this lesson together. Through this purposeful coplanning, it made us revisit together some of the things that didn't work the first time around. Through the act of coplanning and

coteaching this lesson, it made me understand how the act of coplanning can make something simple, complex.

This was a pretty simple straightforward lesson, but I realized that when you coplan even the simplest of lessons, it makes you think a little bit more about them. For instance, the closure. We initially thought, just ask the students a couple of questions about comparing their fraction pieces and then end the lesson. From trying to create fraction kits earlier in the year, we realized that they were misplacing pieces. We also looked ahead to the next lesson to see what the objective was for that lesson. It is finding various ways to add pieces to get one whole. So it created a natural closure by doing a “check” to see if the students have all of their pieces while simultaneously drawing attention to the fact that each set of pieces equals one whole. For example: “How many half’s do you have?” (2) so 2, $\frac{1}{2}$ ’s = 1 whole. Great put it into your bag. How many $\frac{1}{4}$ ’s do you have? (4) Great! 4- $\frac{1}{4}$ ’s = 1 whole. Great put it into your bag. Creating that closure did a couple of things...management wise double checking that they have all their materials, and 2 setting them up for the following lesson. (Nicole’s Journal, 5/2/14)

By the end of the school year, Rebecca and I were still fully involved in planning together. We engaged in one more coplanning session that she requested to do for a science lesson.

She was going to do a demonstration on the rate materials fall and land on the ground. After a little while she said to me if we could do it together with me taking half of the class. Her rationale was that the kids would be able to get closer to the

experiment and be able to gain a better sense at what is actually happening. I was thrilled that she asked me!!!! (Nicole's Journal, 5/27/14)

By this point in the year I had let go of any feelings of the need to have control over everything in the classroom. Rebecca and I were fully invested in working with each other in order to benefit the students. Planning together enabled the two of us to think more purposefully about planning and how it could benefit the students and ourselves.

At the beginning of the year, I didn't want to relinquish much planning because I was still learning everything myself. I feel like my heavy involvement at this point in the year has nothing to do with my intern and her capabilities. It has everything to do with providing the most meaningful experiences for our kids. (Nicole's Journal, 5/27/14)

Chapter Summary

The process of lesson planning became a transformational learning experience over the course of the school year. I initially looked at lesson planning as an integral part of teaching students quality lessons. It was after Rebecca and I conducted our first coplanning session for a science lesson that I encountered a series of disorienting dilemmas that had me questioning my previous practices of lesson planning with interns from the past.

Through self-examination and critical assessment of what I had done in the past I found myself feeling guilty and frustrated with how Rebecca and I had been conducting our lesson planning. I had seen the potential of what an amazing experience coplanning was in that initial session, that I knew we were not getting those same opportunities when we would sit down and plan out logistics for the upcoming week.

I shared my discontent with Rebecca and my two critical friends about how “logistical planning” was not delving deep into the content and pedagogy of teaching. Through conversations of wanting lesson planning to take on more importance and purpose was critical for everyone’s learning. Rebecca experienced these same frustrations and offered that the logistical end of planning could occur through Google docs, freeing up more time for the two of us to collaborate more.

The idea of reframing the way we conducted lesson planning opened up doors to be able to challenge the initial concept of sitting side-by-side to plan. Planning together took many forms through incidental, consultation, tag team, and coplanning. This reframing of lesson planning gave us a common language to see the broader purpose of planning as the dialogue that takes place through shared perspectives and shared decision-making.

We planned our course of action to streamline the logistical nature of planning to create more time and space for deeper conversations. We took on new roles and kept open minds to learn more about the possibilities of coplanning. My confidence continued to build as Rebecca began offering more opportunities to coplan towards the end of the internship. By the end of the experience, my perspective had been changed towards planning together. It had become an essential professional development opportunity that was embedded in a very specific context that was applicable immediately for the benefit of the coteachers and students.

CHAPTER 8 DISCUSSION AND IMPLICATIONS

This study focused on my role as a mentor coteaching with an intern in an elementary professional development school. The purpose of this study was to investigate what I could learn about myself and my practices and the degree to which epistemological transformations about teaching and learning could occur through coteaching. This study was conducted in a professional development school partnership between a large research university and a rural school district in the northeast. Through the use of self-study methodology and the act of coteaching, this research was anchored in transformational learning theory that relied heavily on Vygotsky's social learning theories.

Teacher preparation programs have historically been criticized because of the disconnect between two distinct cultures (university and K-12). This disconnect has led to a theory-practice gap in teacher education. The theory-practice gap becomes most apparent during an intern's capstone field (student teaching) experience. One explanation for this stems from a university's expectations for "cooperating" teachers to adhere with their own agendas where knowledge-for-practice is privileged. In addition, many mentors feel that hosting student teachers is a way to give back to the profession. They see their role as sharing their experience and emphasize knowledge-in-practice. These two beliefs about knowledge construction have limited potential for transformational learning without problematizing the way knowledge is generated within field experience classrooms.

My principal research question was, "To what extent is a mentor's beliefs about teaching, learning, and mentoring transformed through a year-long coteaching partnership in an elementary professional development school?" Ancillary questions included "What

conditions are important to foster learning between an intern and mentor in a coteaching partnership?” “How is the mentor-intern relationship situated in the PDS context?” “What does a mentor learn about herself and her teaching through coteaching with an intern?” “How does the use of self-study methodology influence the researcher’s understanding of the experience?”

I used two primary methods to capture the complexities of our partnership during the ten-month study in order to fully explore each of these questions. The first method included various interviews. Michael, a faculty member from Greater Allegheny University (GAU), facilitated 15 weekly meetings with a student focus group, my intern (Rebecca), and myself to reflect on the week’s cotaught lessons. Rebecca, her professional development associate (Dianne), and I engaged in cogenerative dialogues during critical moments during the partnership. He also conducted a semi-structured interview with Rebecca at the conclusion of the internship in June.

In addition to interviews, I collected various artifacts from key individuals across the year. These included Rebecca and my reflective journals. Rebecca kept a weekly reflective journal as part of her program requirement throughout her internship. I kept two different journals. I kept a weekly reflective journal of the classroom experience. I also kept a critical friends portfolio (CFP) that tracked the research process throughout the entire study. Other artifacts I collected included email correspondence, lesson plans, and student work.

Analysis initially consisted of thorough readings and jottings (Miles, et al., 2014). Data were compiled into a timeline of events to create a plot for the storyline (Connelly & Clandinin, 1990). The data went through a series of coding to look for patterns and

themes. Finally, data were compared against Mezirow's framework for transformational learning (Mezirow, 1997) to determine if any transformational learning occurred with me.

Self-study was the best methodology for this study for several reasons. Self-study is a personal situated inquiry (Samaras, 2011) that focuses on generating knowledge through personal, context-bound, experience (Berry, 2007). I wanted to conduct a study with the practitioner's voice as principle investigator. Not enough research is conducted by practitioners living in the "trenches" (Clark, 2006). This study captured the nuances of coteaching between my intern and myself in a professional development school context. Conducting self-study through an insider's perspective provided that rich, thick description (Geertz, 1983) that is sometimes lacking in research.

Self-study meshes well with the culture of our professional development school context. Inquiry is a core belief and practice within our PDS setting. I wanted to introduce self-study methodology to our PDS context to push the virtues of inquiry further. While interns conduct their own inquiries as part of a program requirement, their questions may or may not focus on themselves or their practices. Self-study extends the notion of inquiry by turning back on the self in order to gain deeper understandings of what is occurring in classrooms.

By investigating the self systematically, self-study methodology involved activities that encourage opportunities for transformational learning. My research investigated the degree to which epistemological transformations occurred with my beliefs about teaching and learning. Incorporating critical friendships (Schuck & Russell, 2005) and investigating tensions (Berry, 2007) provided activities that challenged my assumptions and provided alternative perspectives that expanded my points of view about coteaching and mentoring.

Finally, as a third-grade teacher and a mentor to an intern within our professional development school, I wanted to engage in research where I could learn and enact immediate changes within my own context. Self-study provided the opportunity to systematically study a personal context where all participants helped construct the teaching and learning and make changes while also publicly contributing to the knowledge base for mentoring, coteaching, and self-study in teacher education.

This chapter begins with a description of a possible framework for studying and engaging in transformative learning practices in clinical experiences in professional development schools. I share how coteaching and self-study encompass the six core elements (Taylor, 2009) that foster transformational learning. Then I describe knowledge-of-practice that was generated through coteaching and conducting a self-study. I share how I accrued points of view about students' thoughts on coteaching and benefits of self-study and critical friendship. Next, I explain how my conception of coteaching and my role as a mentor were reframed. I conclude this section by describing how I transformed my beliefs and practices with instructional planning. The final section of this chapter shares implications from this work and describes its contributions to the field of teacher education.

A Framework for Studying Clinical Experiences in the PDS

In chapter one, I proposed a theoretical framework for understanding the process of knowledge construction in teacher education (see figure 1.1). Throughout this study, I was able to expand upon these ideas to develop a greater understanding of how coteaching and self-study could be utilized in field experiences to foster transformative learning (see figure 8.1).

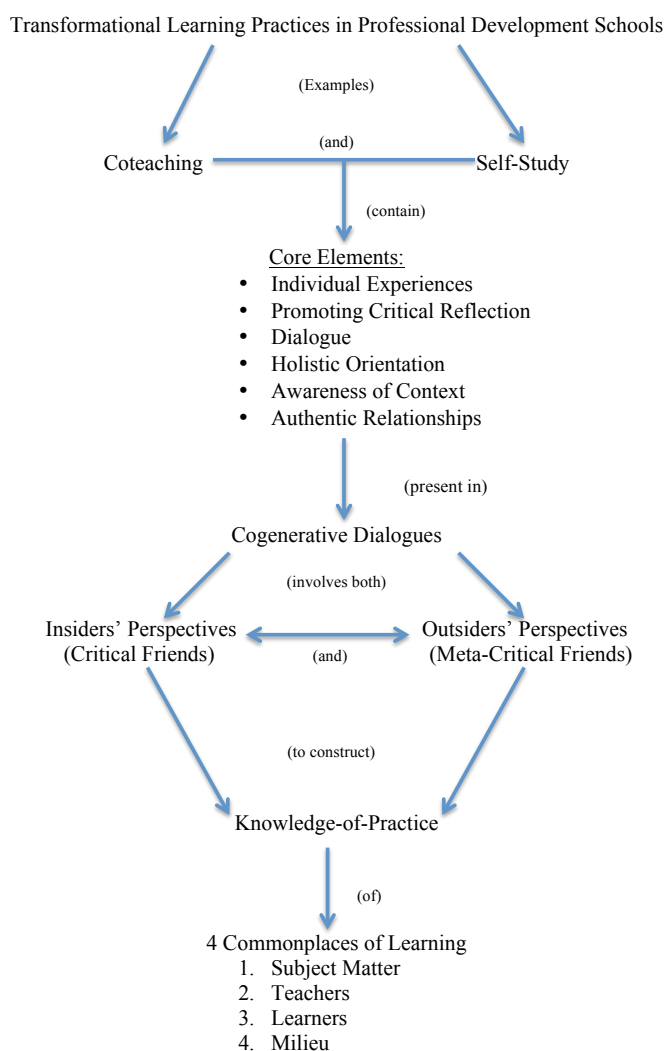


Figure 8.1. Framework for Studying Clinical Experiences in the PDS

The following sections discuss each component of this framework. I begin by sharing how coteaching and self-study share six core elements present in transformational learning practices. Then I share how cogenerative dialogues were the overlapping feature

of both of these practices. I expand my insights about how insiders' and outsiders' perspectives were critical in this study in order to create a holistic interpretation of coteaching in our professional development school context. Finally, I share how coteaching and self-study could lead to a greater understanding of knowledge-of-practice resulting in epistemological transformations, reframing concepts and practices, and an accretion of points of view about the four commonplaces of learning.

Coteaching and Self-Study: Transformational Learning Practices

Murphy and Carlisle (2008) argued that the use of coteaching and cogenerative dialogues have characteristics of Vygotsky's cultural historical activity theory (CHAT) and transformative activist stance. They share how the act of coteachers teaching in a classroom through collaboratively working with students creates possible transformations by creating new cultural tools. In addition, the cogenerative dialogues involve the "articulation of addressing contradictions and moving towards the development and/or transformations of actions for learners and teachers in the classroom" (Murphy & Carlisle, 2008, p. 495).

Berry (2016) explains how the process of conducting self-studies can lead to specific "phases that teacher educators move through as they learn and grow as professionals" (p. 15). These five phases include a disorienting experience, becoming conscious of practice, framing practice and making the tacit explicit, challenging assumptions and frames, and acting on and communicating new understandings of practice (p. 15). Considering your educated life history (Bullough, 1994; Bullough, Knowles, & Crow, 1991), investigating tensions (Berry, 2007), and the use of critical friends (Schuck

& Russell, 2005) are just some of the practices within self-study research that contribute to these phases of learning.

Throughout this study, I have gained a greater understanding of how coteaching and self-study can be seen as transformative learning practices. I build upon the work of Murphy and Carlisle (2008) and Berry (2016) to illustrate how coteaching and self-study contain six core elements that foster the potential for transformational learning (Taylor, 2009). The relationship between these six elements and coteaching/self-study are described in the next section.

Core Elements of Transformational Learning

Taylor (2009) identified six core elements present in most transformative educational experiences. These include the individual experience, promoting critical reflection, dialogue, holistic orientation, awareness of context, and authentic relationships. While I discuss each of these elements and how they relate to coteaching and self-study individually in the sections below, it is important to note that these elements should be seen as being interdependent upon each other.

Individual experience. Individual experience is core medium of transformational learning (Taylor, 2009) and self-study. While coteaching involves more than one person, I still looked at my individual experience within that partnership through my mentor's lens. I had a history of mentoring practices and beliefs that I brought into this study which helped me be able to draw upon a wealth of experiences in order to critically reflect and dialogue about my current experience coteaching with an intern. In self-study, your educated life history (Bullough, 1994; Bullough, Knowles, & Crow, 1991) is important to consider as you challenge assumptions and critically analyze your current practice.

Promoting critical reflection. Between my varied life experiences in education and my disposition towards learning, I have what Merriam (2004) calls a “mature cognitive development” (p. 65) to engage in critical reflection through coteaching and self-study. A critical component of self-study is the systematic collection of data (Pinnegar & Hamilton, 2009). Collectively, I created 256 pages of reflective thought between my mentor’s journal and my critical friends portfolio. Recent transformational learning research discusses how writing (Boyer, Maher, & Kirkman, 2006; Chimera, 2006) can strengthen the reflective experience. These artifacts were key sources for reconstructing and deconstructing coteaching and mentoring experiences in my classroom. Capturing classroom experiences soon after they occurred in my journals provided richer reflections than trying to recall instances from memory. A written record for reflection became a key benefit for conducting self-study as I realized how much experience can be forgotten in the action of teaching.

Dialogue. Critical reflection also resided outside of my reflective journals through the use of cogenerative dialogues (Roth & Tobin, 2002). Cogenerative dialogues are an essential component of coteaching and self-study. Cogenerative dialogues between coteachers and students allow multiple perspectives to come together to provide suggestions to improve learning in order to hopefully transform the actions in the classroom (Murphy & Carlisle, 2008). Cogenerative dialogues with critical friends are an important inclusion of self-study research in order to challenge assumptions and seek alternative perspectives to the experience (Schuck & Russell, 2005). Mezirow & Associates (2000) suggest that ideal conditions for dialogue include freedom from coercion, encouraging alternative points of view, showing empathy and concern for other’s

thoughts and feelings, equal participation, and a commitment to seeking deeper understanding of the experience. Through the creation of protocols (see Appendices E & F) and use of meta-critical friends, I attempted to attend to these conditions.

Holistic orientation. Coteaching between a mentor and intern in teacher education presents a complex dynamic for a few reasons. Students see first-hand how two adults learn and communicate with each other on a daily basis. This modeling helps create a classroom environment that demonstrates the importance of cognitive, social, and emotional learning. Second, a mentor should understand the power differential between a mentor and intern. A coteacher mentor has a lived educational experience generally greater than that of the intern. When a mentor expects her intern to coteach alongside her, the mentor needs to be aware of the vulnerabilities and uncertainties that may surface within the intern. Our PDS context has high expectations for interns that enter the program. Between course assignments, a year-long internship, and coteaching with a mentor, it can cause emotional tensions with interns. In my desire to promote transformational learning opportunities for both my intern and me within this context, I was deliberate in attending to Rebecca's incentive domain of learning (Illeris, 2004). This domain addressed emotions, motivations, and attitudes. Methods I incorporated throughout the coteaching partnership included finding authentic ways to affirm Rebecca's thoughts and actions within the classroom and modeling my own vulnerabilities through sharing my acts of dissonance. Finally, becoming aware of Rebecca's unique situation of navigating relationships with Dianne as her supervisor and me as her mentor was something that I need to consider as I mentor interns in the future. For me, Dianne's input as a meta-critical friend was helpful in order gain additional perspectives about Rebecca.

Self-study also addresses the holistic orientation through attuning to dilemmas, tensions, and disappointments (Berry, 2007; Loughran & Northfield, 1998). One of the features of self-study is that a researcher should possess self-confidence (Loughran and Northfield, 1998) because the inquiry through self-study should challenge previously held beliefs. Many of the insights about coteaching emerged from emotional tensions and dilemmas I experienced as a mentor coteaching with Rebecca. These critical incidents shook my confidence at times as a mentor in our PDS program.

Awareness of context. Taylor (2009) mentions the “most significant contextual issue is temporal constraints” (p. 12). This was a common theme throughout this study. Rebecca and I struggled to find time to plan and debrief throughout our coteaching experience which ultimately led to us reframing the way we approached instructional planning. In addition, the dedicated time that we had each Friday for our cogenerative dialogues with students also seemed to never be enough time. Rebecca, Michael, our student focus group, and I met during lunch period for thirty minutes each week. At the conclusion of some of our meetings different members would share their frustrations how we wished we had more time to talk with each other.

Authentic relationships. “Fostering transformative learning in the classroom depends to a large extent on establishing meaningful, genuine relationships with students” (Cranton, 2006, p. 5). Genuine relationships were important for all classroom community members. Through coteaching, Rebecca and I modeled each day authentic relationships for students through sharing responsibilities, shared decision-making, and daily communication. In addition, I fostered my relationship with Rebecca through being open about my critical self-reflections about my vulnerabilities, successes, and mistakes in the

classroom. With students, Rebecca and I applied restorative circle practices (Costello, et al., 2010) to foster authentic relationships with students in our classroom that centered on promoting student voice.

Cogenerative Dialogues

Cogenerative dialogues were key overlapping aspects to both coteaching and self-study. Cogenerative dialogues offered Rebecca and me a way to reflect on the classroom experience. In self-study, dialogue with critical and meta-critical friends offered private knowledge to be publicly challenged and critiqued through offering alternative perspectives to classroom experiences. I discovered that including both insiders' perspectives (critical friends) and outsiders' perspectives (meta-critical friends) were essential in capturing a holistic picture of the coteaching experience (see figure 8.2).

Cogenerative Dialogues through Critical Friendship in Coteaching

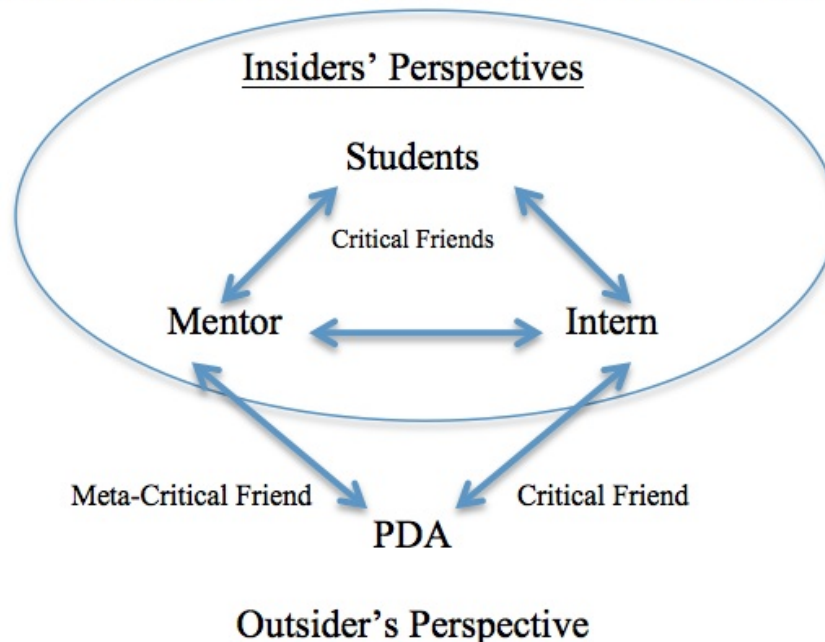


Figure 8.2. Cogenerative Dialogues through Critical Friendship in Coteaching

Insiders' perspectives. Critical friends in this study were participants closest to the coteaching experience. They included Rebecca, my intern, and our student focus group. In addition, Michael, my university advisor, also served as a critical friend throughout the research process. Rebecca provided valuable input about her perspectives of the daily lived coteaching experience. She provided an additional lens to assess students' insights into lessons. While Rebecca and I engaged in cogenerative dialogues, I found that the inclusion of our student focus group provided a much richer and insightful illustration to our classroom experience. Engaging students' voices provided a necessary aspect to analyze the coteaching experience since they were the recipients of cotaught instruction.

Michael and Dianne served as both critical friends and meta-critical friends in this study. Michael was my critical friend throughout this study through serving as my university advisor. He was instrumental in assisting me with various design aspects of the study such as the creation of protocols for our cogenerative dialogues and providing critical questioning to further my thinking about my data. Dianne was Rebecca's critical friend throughout this study because of their intern-supervisor relationship. Rebecca and Dianne dialogued with each other each week through Rebecca's reflective journal. In addition, Rebecca tended to seek Dianne's advice with course assignments and questions pertaining to the PDS program.

Outsiders' perspectives. A big insight for me was the subtlety of differences between critical friends and meta-critical friends. Entering this study, I originally considered Michael and Janine as the sole critical friends of the study. Through a greater understanding of the self-study literature, I realized that there were actually two layers of

critical friendship in this study: the insider (closer to the coteaching experience) and outsider (not directly connected to the coteaching experience). I came to realize how important that outsider's perspective was in helping me understand my role as a mentor through coteaching and to push the illustrative nature of our student cogenerative dialogues further. Dianne, Rebecca's PDA, was one of my meta-critical friends. She was not involved with planning or coteaching, yet there were times when she observed Rebecca and I teaching together. Through opportunities to debrief together, she provided genuine questions from the outsider's perspective that made me pause and think deeper about my mentoring approach with Rebecca. In addition, Dianne was able to provide me with some insights about Rebecca at times.

Michael also served as a meta-critical friend in this study. He facilitated our student focus group cogenerative dialogues each week. As an outsider to the coteaching experience, each week students recreated the cotaught lesson for him. That detailed recollection each week prompted students to want to be more attentive during the school week knowing that they would be debriefing the lessons on Fridays. In addition, those detailed recollections allowed us to better decontextualize the lesson to analyze the experience in terms of things they learned, appreciated, and would change about the lesson.

While Janine was not involved with cogenerative dialogues concerning coteaching, she was an instrumental meta-critical friend during my research process. Through sharing my CFP logbook, we were able to hold each other accountable to being systematic about data collection, seeking input about technical research questions about process or writing, and supporting each other emotionally while trying to balance dual lives as practitioner and researcher.

Knowledge-of-Practice about the Four Commonplaces of Learning

Knowledge-of-practice (Cochran-Smith & Lytle, 1999) consists of problematizing practice in order to learn what is happening in the classroom. The cogenerative dialogues that were a part of coteaching and self-study provided an avenue for dialogue that involved multiple stakeholders sharing their voices in order to understand coteaching in a field experience. The protocol for the student focus group dialogues helped ensure that all voices were valued as we constructed knowledge together. Knowledge-of-practice that we gained during this study included all four commonplaces of learning (Schwab, 1973): subject matter, teachers, learners, and the milieu. While chapters five through seven go into depth about the knowledge generated in this study, the following section provides a summary of what I learned from this self-study.

My Knowledge-of-Practice about Coteaching and Self-Study

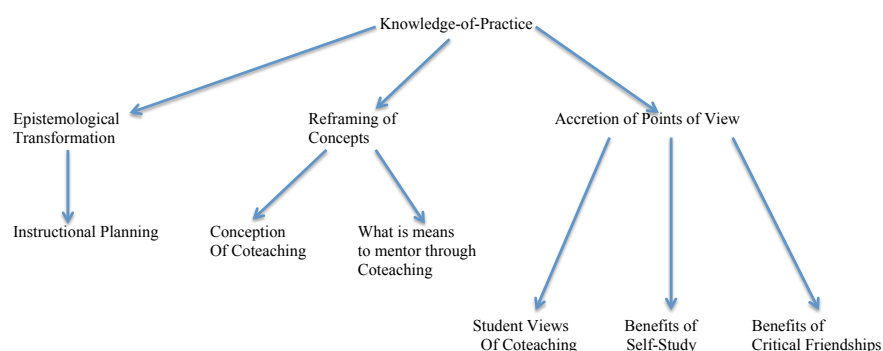


Figure 8.3. Nicole's Knowledge-of-Practice

Accretion of Points of View

Throughout this study I was able to elaborate my meaning schemes about students' views of coteaching and the benefits of self-study research and critical friendships. The following section provides a brief summary of the additional points of view I accrued in each of these areas.

Students' views of coteaching. While I valued student feedback about my teaching practices, I had never engaged students in a systematic approach to that feedback. Prior to this study, I would occasionally ask the whole class at the conclusion of a lesson their thoughts about the lesson. I came to understand the importance of creating a trusting community of critical friends that could engage in cogenerative dialogues in a systematic way. I experienced tensions with having the same core group of students meet each week and not being inclusive of the whole classroom community, yet I realized how this group and I benefitted from the routine of our weekly meetings. The weekly cogenerative dialogues followed a routine protocol where students came to expect the format of our meetings. This contributed to the trust and conversation among the group. In addition, having the same group of students throughout the spring semester provided the space to get to know each other better and form stronger relationships in order to share candid thoughts in a supportive environment.

Most of what students shared during our weekly cogenerative dialogues affirmed things about coteaching that I have read in the literature. Benefits of coteaching that they mentioned included reduced student-teacher ratio, more project-based learning, and smaller group sizes. Students valued smaller groups working with teachers because they got more time with the teachers. Students also recognized that we were able to engage in

more frequent project-based learning (“messy” projects) with two teachers in the classroom.

While students valued the smaller group work, a recommendation that the student focus group made was that station teaching should involve two stations rather than three stations. While they valued the smaller group size, three stations sacrificed the time needed to complete some of their group work. Having two stations expanded the time for work while still maintaining a smaller group size that whole group instruction. In addition, they liked the idea of a teacher being at each station rather than having an independent station.

Parallel teaching was a model that prompted a lot of discussion. They appreciated the idea of smaller group sizes for lessons. They also liked being able to come together at the conclusion of a lesson to determine whether each group had similar or different findings for science lessons that were parallel taught. Challenges they experienced with parallel taught lessons occurred with the “listening in” phenomenon. Students found themselves wanting to eavesdrop on the other group’s conversations during the lesson. In addition, when parallel teaching was used during math instruction, students expressed their dissatisfaction with that model because they felt a better use of their time would include each teacher teaching different content to each group rather than the same content.

Other challenges that students shared about coteaching included an increased noise volume among teachers. Rebecca and I would often debrief lessons either before, during, or after cotaught lessons. Students found this noise level distracting to their work. In addition, there were a couple of occasions where Rebecca and I gave mixed messages during instruction that students found confusing. Finally, some students felt that

coteaching could at times, make them too dependent on teachers for help rather than students solving their own problems.

Benefits of self-study. One of the aspects about myself I took for granted was my ability to reflect on classroom experiences. I always considered myself a reflective practitioner that thought carefully about my students and practices; however, it was not until I engaged in self-study did I fully understand how important it was to attend to the nuances of the classroom experience and deliberately challenge my own assumptions in order to engage in greater critical reflection. Self-study pushed me into three types of reflection: content, process, and premise (Taylor, 2009). Prior to self-study I mostly engaged in content and process reflection. I wanted to understand what was happening and how it was occurring in the classroom. Through testing my beliefs and practices through self-study, I found myself seeking to understand greater why things were happening in the classroom (premise reflection).

Because systematic data collection was important for self-study, I kept two journals that recorded the cotaught experience as well as the research process. Similar to Chimera's findings (2006), I was amazed at how the written record of my experience supported my ability to critically reflect on the experience. Chimera (2006) found that teachers' journals prompted the analysis of the situation, creation of ideas that link theory and practice, enhance the awareness of learning achieved and its application, and an awareness of the need for further learning. The nuances I captured in my journals prompted thinking in all of these areas. Systematically recording my classroom experience and research process allowed me to reflect on many more vivid recollections that would otherwise have been forgotten if I needed to rely on memory alone.

Benefits of critical friendships. I understood critical friendships were an essential component to self-study research. I learned that there are two important layers to critical friendships in self-study. Critical friends that are insiders to the experience help construct and deconstruct situations. Insights I gained about critical friendship focused on the importance of meta-critical friends (outsiders to the study). Meta-critical friends provide provocative questioning due to their naivety to the situation. This questioning provided more vivid recollections in order to draw greater reflections of the experiences. In addition, meta-critical friends were important for providing emotional support and technical support throughout the research process.

Reframing Concepts

Frames of reference refer to the assumptions that we make in order to understand our experiences (Mezirow, 1997). These assumptions are based on our habits of mind and points of view. Cognitive, conative, and emotional components impact our frames of reference. Throughout this study, I came to understand how I had overly simplistic assumptions about how I framed my beliefs about coteaching and mentoring.

Realities of coteaching. My initial conception of coteaching involved a cyclical process of planning, instruction, and reflection (see figure 1.2). Rebecca and I tried engaging in the cyclical process of coteaching on a weekly basis. Throughout the spring semester, I experienced great cognitive dissonance (tensions) because the cyclical process was not as apparent as I envisioned. The complex nature of Rebecca and my partnership did not reveal a neat and tidy view of coteaching. Coteaching was part of our classroom culture and a part of our classroom life. The dynamic of coteaching was more complex and messy, involving a back-and-forth exchange of teaching and talking (see figure 7.4).

Role of mentor as coteacher. I entered this study with the assumption that I would solely reside within the colearner category of the mentoring framework (see table 1.2). In addition, I learned that I did not have a full understanding of what it meant to be a colearner. To be responsive to my intern's needs, there were times when I had to adopt other mentoring stances. In addition, through interrogating the role of colearner, I was able to see how this mentoring stance could support transformational learning opportunities.

My mentoring stance as a colearner had similar characteristics to Eisen's (2001) seven relational qualities: trust, non-evaluative feedback, nonhierarchical status, voluntary participation and partner selection, shared goals and authenticity. While I was not able to mitigate the power differential in our classroom between my intern and myself and my intern did not voluntarily select me to be her mentor, the colearner mentoring stance focused on trust, non-evaluative feedback, reciprocal opportunities to learn from each other in an authentic environment. In teacher education, to foster transformative learning opportunities the colearner stance provides the most promise.

Epistemological Transformations

Instructional planning. Time was the ever-present challenge in our coteaching partnership. That contributed to the messiness of dedicating chunks of time for specific dialogue. My conception of coplanning did not occur as originally planned. During the study, I reframed the way I thought about planning in a coteaching partnership. Shifting the term "coplanning" to "planning together" expanded my points of view about various forms of planning that Rebecca and I did throughout the internship. An instructional planning continuum for coteaching emerged as we analyzed the methods of planning together (see table 5.3). Incidental and consultation planning occurred mostly in the fall

semester since I was the lead planner and Rebecca was taking a full course load.

Incidental planning involved me touching base with Rebecca prior to a cotaught lesson to inform her of her roles and responsibilities throughout the lesson. Consultation planning involved seeking her input about a particular aspect of the lesson that we cotaught.

Rebecca also utilized consultation planning during the spring semester as she began to take the lead with instructional planning. We learned that tag-team planning could be an efficient method of planning when we wanted to utilize station teaching with students. Each of us were responsible for planning our own stations on our own. Then we would come together through incidental or consultation planning to finalize the lesson through station teaching.

There were times when Rebecca and I engaged in coplanning. We understood that this was the most time intensive form of planning together, yet it yielded the greatest benefits for each of us. I came to understand this form of planning together as a powerful form of embedded professional development. Understanding the limits of time, we utilized this method of planning together when we wanted to further our own professional learning. Most of our coplanned lessons centered on science since we both wanted to gain a deeper understanding of the subject matter. Rebecca also shared how coplanning was important to use if we wanted to parallel teach or use the synchronous team teaching models. Both of those models involved teaching students the same objectives and same approaches to engaging students with the content. It was important for both of us to be on the same page during those lessons.

Summary

While epistemological transformations did not occur for me other than my conception of instructional planning in coteaching, my accretion of points of view were fostered by several transformative learning activities. My disposition for learning, cogenerative dialogues with critical friends, and predominately being a colearner with my intern were all factors that contributed towards learning that encouraged transformations in my beliefs about coteaching and learning in our classroom.

Contributions and Implications for Teacher Education

Present needs of self-study research are to see “how a study builds on the work of others” (Zeichner, 2007, p.39). In self-study, my work builds upon the work of Loughran and Northfield (1998) through studying my own classroom practices and beliefs of coteaching within our PDS context. I drew upon the ten features of self-study they discovered in their work and elaborate the benefits of practitioners conducting self-study to gain a more holistic view of their experience through systematic written reflection. Additional research about the disparity between reflection-in-action and reflection-on-action through written record would contribute to the self-study genre.

Critical friendship is well documented in self-study literature. Ní Chróinín, D., O’Sullivan, M., & Fletcher, T. (in press) discussed how critical friendships differ in self-study research through the use of critical and meta-critical friendships. My findings concur with their work in that each type of critical friend was essential to the understandings and new learning in this study. My study elaborates on the work of Ní Chróinín et al. (in press) by providing an expanded view of the unique roles of the meta-critical friend such as providing provocative questioning to recreate experiences and

providing emotional support. In addition, as a full-time practitioner and part-time doctoral student, engaging in critical friendship with another part-time doctoral student provided a level of research and emotional support. For part-time graduate students working full-time jobs, it is difficult for them to take advantage of various support programs and workshops during the day on campus. An important consideration for teacher education programs is the encouragement and establishment of critical friendships to support research residing away from the university setting.

An important consideration for anyone in teacher education thinking about self-study is questioning whether you have a disposition towards critical reflection. An important aspect of self-study is to make private knowledge public. This requires a great deal of self-confidence as you expose your dilemmas, tensions, and disappointments (Loughran & Northfield, 1998). Additional research on how to support mentors and interns with engaging in rigorous self-study would contribute to the field of self-study methodology.

This study also builds on the conception of coteaching in teacher education proposed by Roth and Tobin (2002). Roth, Masciotra, and Boyd (1999) focused on a student teacher coteaching with a university supervisor. In my study, I focused on the coteaching partnership between a mentor and intern. The role of the mentor has not adequately been studied through coteaching in teacher education (Titus, 2013). This study contributes to the knowledge base of coteaching in teacher education as it takes a critical look at the role of the mentor. Additionally, there are not many studies conducted through the mentor's voice as first person (Clark, 2006). Capturing the complexities of coteaching

in field experiences through a mentor's lens provides a unique contribution to the literature.

Coteaching can be seen as a form of mentoring in teacher education. Lunenberg, M., Korthagen, F., & Swennen, A. (2007), share how there are not many studies about teacher educators serving as role models in teacher education programs. They define teacher educators as university faculty. This study extends the term teacher educator to include mentor teachers in the clinical field experience. Coteaching in field experiences provides a daily opportunity for a mentor coteacher to model practices alongside an intern. This study contributes to the knowledge base by providing insights into how I modeled a way to change education, contribute to the professional development of student teachers, and improve the teaching of teacher educators (Lunenberg, et al., 2007).

Cogenerative dialogues are seen as an integral part of the coteaching process in teacher education (Roth & Tobin, 2002; Murphy & Carlisle, 2008). In this study, I gained a greater understanding of involving multiple stakeholders in cogenerative dialogues. As recipients of cotaught lessons, students are important insider voices in cogenerative dialogues with coteachers. It is also important to include outsider voices (such as supervisors) as part of cogenerative dialogues. Their naivety to the coteaching situation prompts more vivid recollections of the cotaught experience through their questioning. While coteaching literature tends to focus on the use of the models, greater attention should be given to studying the structure and insights gained from engaging in critical dialogue through cogenerative dialogues.

Cogenerative dialogues should be conducted in a systematic manner. Cogenerative dialogues that were conducted weekly with our student focus group triggered greater

reflections than the informal interactions between Rebecca and me during teaching episodes. Some mentors in our PDS program utilize a weekly check-in with their interns in order to touch base about issues that arise in the classroom. Rebecca and I would have benefited from conducting weekly check-in meetings with each other in order to better track issues that we felt were important to discuss in the classroom. Keeping a written record of these weekly check-ins and involving the PDA in some of these conversations could possibly create additional layers to reflect with one another on a deeper level.

Coteaching between a mentor and intern in teacher education creates a complex dynamic between the mentor, intern, and PDA (supervisor). This study captured this complexity through the mentor's, intern's, and PDA's voices. Intern support, feedback, and observation were some of the issues that resulted from the study that will contribute to understanding how supervision can be impacted when mentors and interns coteach. Additional research needs to be conducted to understand how a triad (mentor, intern, supervisor) navigates these complexities through coteaching in teacher education.

Murphy and Carlisle (2008) called for the need for more research as to whether coteaching can be a transformative practice in teacher education. This study captures one specific example of how coteaching while conducting self-study can lead to an accretion of points of view, reframing concepts about coteaching and mentoring, and epistemological transformations with instructional planning. It was too difficult to tease out whether coteaching or self-study contributed to these transformational beliefs and practices. Additional research should be conducted to investigate the transformative potential of coteaching.

Conclusion

It is possible to imagine a different knowledge base for teaching—one that is not drawn exclusively from university-based research but is also drawn from research conducted by teachers, one that is not designed so that teachers function simply as objects of study and recipients of knowledge but also function as architects of study and generators of knowledge. (Cochran-Smith & Lytle, 1993, p. 2)

As I conducted this ten-month study there was one piece of data that stood out from all the rest. It captured the essence of the important factors of this research. It showed how cogenerative dialogues were critical for generating knowledge and that all voices mattered in this process. It showed that there was a level of honesty, trust, and respect among the participants in this study. It stressed that when you speak up, you can expect to be heard and believe that change (both immediate and for a larger agenda) can take place. These words, spoken by eight-year-old Aimee: *“I knew that we would have the opportunity to talk about it and have the chance to change it.”*

REFERENCES

- Abdal-Haqq, I. (1998). *Professional development schools: Weighing the evidence*. Thousand Oaks, CA: Corwin Press.
- Anderson, G. L., Herr, K., & Nihlen, A. S. (Eds.). (2007). *Studying your own school: An educator's guide to practitioner action research*. SAGE.
- Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3-14.
- Badiali, B. J., & Titus, N. E. (2011). Co-teaching: Enhancing student learning through mentor-intern partnerships. *School University Partnerships*, 4(2), 74-79.
- Badiali, B., & Hammond, D. J. (2005). Coteaching for deep understanding. *Professional Development Schools: Advances in Community Thought and Research*, 2, 267.
- Beers, J. (2009). Negotiating the transition between different teaching contexts through shared responsibility and shared reflection. *Cultural Studies of Science Education*, 4(2), 443-447.
- Berry, A. (2007). *Tensions in teaching about teaching: Understanding practice as a teacher educator*. The Netherlands: Springer.
- Berry, A. (2016). Teacher educators' professional learning: a necessary case of 'on your own'? In De Wever, B., Vanderlinde, R., Tuytens, M., & Aelterman, A. *Professional learning in education*. Belgium: Academia Press.
- Boyer, N.R., Mather, P.A., & Kirkman, S. (2006). Transformative learning in online settings: The use of self-direction, metacognition, and collaborative learning. *Journal of Transformative Education*, 4, 335-361.

- Brown, K. (2006). Leadership and social justice and equity: Evaluating a transformative framework and andragogy. *Educational Administration Quarterly*, 42(5), 700-745.
- Bullough, R. V., Jr. (1994). Personal history and teaching metaphors: A self-study of teaching as conversation. *Teaching Education Quarterly*, 21(1), 107-120.
- Bullough, R.V., Jr., Knowles, J.G., & Crow, N.A. (1991). *Emerging as a teacher*. London: Routledge.
- Burns, R.W., Yendol-Hoppey, D., & Jacobs, J. (2015, January). High-quality teaching requires collaboration: How partnerships can create a true continuum of professional learning for educators. In *The Educational Forum* (Vol. 79, No. 1, pp.53-67). Routledge.
- Chimera, K.D. (2006). The use of reflective journals in the promotion of reflection and learning in post-registration nursing students. *Nurse Education Today*, 27, 192-202.
- Chiseri-Strater, E., & Sunstein, B.S. (2006). *What works? A practical guide for teacher research*. Portsmouth, NH: Heinemann.
- Clandinin, D.J. & Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Clarke, A. (2006). The nature and substance of cooperating teacher reflection. *Teaching and teacher education*, 22(7), 910-921.
- Clark, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: a review of the literature. *Review of Educational Research*, 84(2), 163-202.

- Cochran-Smith, M., & Lytle, S. (1993). *Inside outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cochran-Smith, M., & Lytle, S. (2004). Practitioner inquiry, knowledge, and university culture. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (Vol. 1, pp. 601-649). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of research in education*, 24, 249-305.
- Cochran-Smith, M., Lytle, S. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- Cogan, M. (1973). *Clinical supervision*. Boston, MA: Houghton Mifflin.
- Collinson, V. (1994, March). *Changing context for teachers' roles: Teachers as learners and leaders in universities, professional development schools and school districts*. Paper presented at the annual conference of the Association for Supervision and Curriculum Development, Chicago. (ERIC Document Reproduction Service No. ED 374091).
- Connelly, F., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-11.
- Corbin, J.M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative sociology*, 13(1), 3-21.
- Costa, A.L., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership*, 51(2), 49-51.

- Costello, B., Wachtel, J., & Wachtel, T. (2010). *The restorative circles in schools: building community and enhancing learning*. International Institute for Restorative Practices.
- Cranton, P. (2006). *Understanding and promoting transformative learning*. San Francisco: Jossey-Bass.
- Cranton, P., & Carusetta, E. (2004). Perspectives on authenticity in teaching. *Adult Education Quarterly*, 55, 5-22.
- Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage .
- Darling-Hammond, L., Cobb, V., & Bullmaster, J. (1995). Rethinking teacher leadership through professional development schools. *Elementary School Journal*, 96(1), 87-106.
- Darragh, J. J., Picanco, K. E., Tully, D., & Henning, A. S. (2011). When teachers collaborate, good things happen: Teacher candidate perspectives of the co-teach model for the student teaching internship. *The Journal of the Association of Independent Liberal Arts Colleges of Teacher Education*, 8(1), 83-109.
- Denzin, N., & Lincoln, Y. (Eds.). (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Eisen, M. J. (2001). Peer-based professional development viewed through the lens of transformative learning. *Holistic nursing practice*, 16(1), 30-42.
- Elliott, J. (1991). *Action research for educational change*. Bristol, PA: Open University Press.

- Ellsworth, J., & Albers, C.M. (1995). Tradition and authority in teacher education reform. In H.G. Petrie (Ed.), *Professionalization, partnership, and power: Building professional development schools* (pp. 159-176). Albany, NY: State University of New York Press.
- Feldman, A., Paugh, P., & Mills, G. (2004). Self-study through action research. In J. Loughran, M. L. Hamilton, V. K. LaBoskey, & J. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices*, pp. 943-977). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Friend, M. P., & Cook, L. (2010). *Interactions: collaboration skills for school professionals*. Allyn & Bacon.
- Gardner, D. P., Larsen, Y. W., & Baker, W. (1983). *A nation at risk: The imperative for educational reform*. Washington DC: US Government Printing Office.
- Geertz, C. (1983). *Local knowledge: Further essays in interpretive anthropology*. New York, NY: Basic Books.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson.
- Glickman, C., Gordon, S. P., & Ross-Gordon, J. M. (2004). *SuperVision and instructional leadership: A developmental approach* (6th ed.). Boston, MA: Pearson.
- Goodlad, J.L. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.
- Goodlad, J. L. (1994). *Educational renewal: Better teachers, better schools*. San Francisco, CA: Jossey-Bass.

- Goodnough, K., Osmond, P., Dibbon, D., Glassman, M., & Stevens, K. (2009). Exploring a triad model of student teaching: Pre-service teacher and cooperating teacher perceptions. *Teaching and Teacher Education*, 25, 285-296.
- Halquist, D., & Novinger, S. (2009). Discovering teacher candidates' strategies for resisting reflection. *Teacher Learning in Small-group Settings*, 17, 200.
- Hamel, F.L., & Jaasko-Fisher, H.A. (2011). Hidden labor in the mentoring of pre-service teachers: Notes from a mentor teacher advisory council. *Teaching and Teacher Education*, 27(2), 434-442.
- Hamilton, M., & Pinnegar, S. (1998). Conclusion: The value and promise of self-study. In M. L. Hamilton, S. Pinnegar, T. Russell, J. Loughran, & V. K. LaBoskey (Eds.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 235-246). London: Falmer.
- Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group*. : Holmes Group.
- Illeris, K. (2004). *The three dimensions of learning*. Malabar, FL: Krieger.
- Illeris, K. (Ed.). (2009). *Contemporary theories of learning: learning theorists...in their own words*. Routledge.
- Kegan, R. (2000). What “form” transforms? A constructive-developmental approach to transformative learning. In J. Mezirow (Ed.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 35-69). San Francisco, CA: Jossey-Bass.
- Kemmis, S. (Ed.). (1982). *Action research reader*. Geelong, Victoria: Deakin University Press.

- Kimball, W., Swap, S., LaRosa, P., & Howisck, T. (1995). Improving student learning. In R. Osguthorpe et al. (Eds.), *Partner schools: Centers for educational renewal*. San Francisco: Jossey-Bass.
- Kuhn, T. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: Chicago University.
- LaBoskey, V. K. (Ed.). (2004). The methodology of self-study and its theoretical underpinnings. *International handbook of self-study of teaching and teacher education practices*, pp. 817-869). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Labaree, D. (2003). The peculiar problems of preparing educational researchers. *Educational Researcher*, 32(4), 13-22.
- Lather, P. (1986). Research as praxis. *Harvard Educational Review*, 56(3), 257-277.
- Lather, P. (1993). Fertile obsession: Validity after poststructuralism. *Sociological Quarterly*, 34(4), 673-693.
- Lieberman, A. & Miller, L. (1992). Teacher development in professional practice schools. In M. Levine (Ed.), *Professional practice schools: Linking teacher education and school reform* (pp. 105-123). New York: Teachers College Press.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Loughran, J. J. (2004). A history and context of self-study of teaching and teacher education practices. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher*

- education practices*, pp. 7-39). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Loughran, J.J., & Gunstone, R. (1996). *Self-Study in Teaching and Research*.
- Loughran, J.J., & Northfield, J. (1996). *Opening the classroom door: Teacher, researcher, learner*. Routledge.
- Loughran, J. J., & Northfield, J. (1998). A framework for the development of self-study practice. In M. L. Hamilton, S. Pinnegar, T. Russell, J. Loughran, & V. K. LaBoskey (Eds.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 7-18). London: Falmer.
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and teacher education*, 23(5), 586-601.
- Margolis, J., & Huggins, K.S. (2012). Distributed but undefined: New teacher leader roles to change schools. *Journal of School Leadership*, 22(5), 953-981.
- Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly*, 55, 60-68.
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5-12.
- Mezirow, J., & Associates. (2000). *Learning as transformation*. San Francisco: Jossey-Bass.
- Miles, M., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

- Murawski, W. W. (Ed.). (2010). *Collaborative teaching in elementary schools: making the co-teaching marriage work!*. Corwin.
- Murawski, W.W., & Swanson, H.L. (2001). A meta-analysis of co-teaching research: Where are the data?. *Remedial and Special Education*, 22(5), 258-267.
- Murphy, C., & Carlisle, K. (2008). Situating relational ontology and transformative activist stance within the 'everyday' practice of coteaching and cogenerative dialogue. *Cultural Studies of Science Education*, 3, 493-506.
- National Association for Professional Development Schools. (2008). What it means to be a professional development school. Columbia, SC: The Executive Council and Board of Directors.
- Nevin, A. I., Thousand, J., & Villa, R. A. (2009). Collaborative teaching for teacher educators--What does the research say? [Teaching and Teacher Education]. *Teaching and Teacher Education*, 25, 569-574.
- Ní Chróinín, D., O'Sullivan, M., & Fletcher, T. (in press). Critical friendship and meta-critical friendship: Re-interrogating assumptions. In K. Ragoonaden & S. M. Bullock (Eds.). *Mindfulness and critical friendship: A new perspective on professional development for educators*. (pp. 77-90). Lanham, MD: Lexington Books.
- Nolan, J., Hoover, L. (2011). *Teacher supervision and evaluation: Theory into practice*. Hoboken, NJ: John Wiley & Sons.
- Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice* (Vol. 8). Springer Science & Business Media.

- Robinson, S.P., & Darling-Hammond, L. (1994). Change for collaboration and collaboration for change: Transforming teaching through school-university partnerships. *Professional development schools: Schools for developing a profession*, 203-219.
- Roth, W. M., Masciotra, D., & Boyd, N. (1999). Becoming-in-the-classroom: A case study of teacher development through coteaching. *Teaching and Teacher Education*, 15(7), 771-784.
- Roth, W. M., & Tobin, K. (2001). Learning to teach science as practice. *Teaching and Teacher Education*, 17, 741-762.
- Roth, W. M., & Tobin, K. (2002). *At the Elbow of Another*.
- Roth, W. M., & Tobin, K. (Eds.). (2005). *Teaching together, learning together*. New York, NY: Peter Lang.
- Rutter, A. (2011). Purpose and vision in professional development schools. In J. Neopolitan (Ed.), *Yearbook for the National Society of the Study of Education*, 110(2), 289-305. Teachers College Press: Columbia University.
- Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: SAGE.
- Samaras, A. P., & Freese, A.R. (2006). *Self-study of teaching practices*. New York: Peter Lang.
- Samaras, A.P., Hicks, M.A., & Garvey Berger, J. (2004). Self-study through personal history. In J. Loughran, M.L. Hamilton, V.K. LaBoskey, & T. Russell (Eds.), *The international handbook of self-study of teaching and teacher education practices* (pp. 905-942). Dordrecht, The Netherlands: Kluwer Academic Publishers.

- Samaras, A., Karczmarczyk, D., Smith, L., Woodville, L., Harmon, L., Nasser, I., ...& Mendoza, E. (2014). The shark in the vitrine: Experiencing our practice from the inside out with transdisciplinary lenses. *Journal of Transformative Education*, 12(4), 368-388.
- Scantlebury, K., Gallo-Fox, J., & Wassell, B. (2008). Coteaching as a model for preservice secondary science teacher education. *Teaching and Teacher Education*, 24, 967-981.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic books.
- Schuck, S., & Russell, T. (2005). Self-study, critical friendship, and the complexities of teacher education. *Studying Teacher Education*, 1(2), 107-121.
- Schulman, L. (2004). Truth and consequences: Inquiry and policy in research on teacher education. *Journal of Teacher Education*, 53(3), 248-253.
- Schwab, J. J. (1973). The Practical 3: Translation into curriculum. *The School Review*, 81(4), 501-522.
- Sergiovanni, T., & Starratt, R. (2007). *Supervision: A redefinition* (8th ed.). : McGraw Hill.
- Sinclair, C., Dowson, M., & Thistleton-Martin, J. (2006). Motivations and profiles of cooperating teachers: Who volunteers and why? *Teaching and Teacher Education*, 22(3), 263-279.
- Siry, C., & Lara, J. (2012). "I didn't know water could be so messy": coteaching in elementary teacher education and the production of identity for a new teacher of science. *Cultural Studies of Science Education*, 7(1), 1-30.

- Stenhouse, L. (1985). *Research as a basis for teaching*. London: Heinemann.
- Taylor, E.W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26(2), 173-191.
- Taylor, E.W. (2009). Fostering transformative learning. *Transformative learning in practice: Insights from community, workplace, and higher education*, 3-17.
- Teitel, L. (1998). Professional development schools: A literature review. In M. Levine (Ed.), *Designing standards that work for professional development schools* (pp. 33-80).
- Titus, N. (2013). Review of literature investigating coteaching influences in teacher education programs. *Pennsylvania Teacher Educator*, 12, 11-22.
- Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6(3), 205-228.
- Villa, R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to co-teaching: Practical tips for facilitating student learning*. Corwin.
- Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. Boston: Harvard Business School Press.
- Whitehead, J. (1993). *The growth of educational knowledge: Creating your own living educational theories*. Bournemouth, UK: Hyde Productions.
- Whitehead, J., & Fitzgerald, B. (2006). Professional learning through a generative approach to mentoring: Lessons from a training school partnership and their wider implications. *Journal of Education for Teaching*, 32(1), 37-52.

- Wolcott, H. (1994). Transforming qualitative data: Description, analysis, and interpretation. Sneaky Kid part 3, Validity.
- Zeichner, K. (2007). Accumulating knowledge across self-studies in teacher education. *Journal of Teacher Education*, 58(1), 36-46.
- Zeichner, K. M., & Liston, D. P. (1987). Teaching student teachers to reflect. *Harvard Educational Review*, 57(), 23-48.
- Zeichner, K. M., & Tabachnick, B. R. (1981). Are the effects of university teacher education “washed out” by school experience? *Journal of Teacher Education*, 32(3), 7-11.

APPENDIX A

KEY TERMS AND DEFINITIONS

3 Dimensions of Learning	Cognitive (acquiring knowledge through central nervous system); Incentive (learning from emotions, attitudes, and motivations); Social (learning from interactions between the self and the environment around the self) (Illeris, 2002)
The Absent teacher	The absent teacher reflects a less relational aspect of working together with a protégé. Teaching and learning rests with the individual without much collaboration.
Affirm and enhance	Affirm and enhance is when one teacher is taking the lead with a lesson and the other teacher may jump into the lesson with a reinforcing or clarifying comment about the content of the lesson.
Alternative teaching	One teacher takes the lead with a large group of students while the other teacher works with a small group of students in the classroom. (Badiali & Titus, 2011)
Cogenerative dialogues	Cogenerative dialogues are components of coteaching that allow both teachers to have reflective conversations about their teaching and how it relates to their students' learning. (Roth & Tobin, 2001)--cogenerative dialogues can be any intentional meeting for the purpose of gaining additional insight between critical friends
The Colearner	It is integrating coplanning, co-instruction, and shared analysis and feedback on lessons between mentors and student teachers.
Collaboration	"style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (Friend & Cook, 2010, p. 7)
The "Cooperating" teacher	The "cooperating" teachers see their classrooms as a place to host teacher candidates in order for them to apply what they have learned during their university coursework.
Coteaching	Coteaching involves two or more educators (for the purposes of teacher preparation programs, educators could be identified as intern/mentor, mentor/mentor, intern/intern, mentor/supervisor, supervisor/intern) involved in the planning, instruction, and assessment of students in a classroom environment that reduces the student/teacher ratio, ideally occurring in a single physical space.
Coteaching Cycle	Process of coteachers planning together, instructing together, and reflecting on the classroom experience together
Critical friend	"Critical friends are trusted colleagues who seek support and validation of their research to gain new perspectives in understanding and reframing of their interpretations" (Samaras, 2011, p. 5).
Critical Friends Portfolio (CFP)	The CFP is similar to a researcher's journal, capturing the research process throughout a study. Through sharing the researcher's

	journal (CFP) with a critical friend, it “enables you to uncover new and not always apparent dimensions of our teaching” (Samaras & Freese, 2006, p. 69).
Educated life history	The collection of learning experiences, cultural experiences, and personal history that have informed approaches to one’s teaching. This becomes one way to gain insight into how a teacher’s espoused platform was informed from development over time. (Bullough, 1994; Bullough, Knowles, & Crow, 1991)
Epistemology	Way of knowing the world through our point of view and habits of mind (Kegan, 2000)
Espoused platform	Espoused platforms can be defined as a process of stating your beliefs about teaching and learning--what you value as an educator (Nolan & Hoover, 2011).
The “Factory Manager”	The “Factory Manager” acts as a conductor of an orchestra. This mentor is in control of all events in the classroom, and primarily uses directive control supervision.
Frame of reference	“structures of assumptions through which we understand our experiences” (Mezirow, 1997, p. 5).
Intern	Student teacher
Johari Window	A matrix that identifies the degree of consciousness of what people know and do not know about themselves. (Glickman, Gordon, and Ross-Gordon (2004)
Knowledge-of-practice	“Knowledge making is understood as a pedagogic act-constructed in the context of use, intimately connected to the knower, and, although relevant to immediate situations, also involves the process of theorizing” (Cochran-Smith & Lytle, 1999, p. 273).
Mentor	commonly used term to describe a cooperating teacher working with an intern
The Mentor	The Mentor sees the protégé as a “whole” person being more attentive to the differentiated needs of individual student teachers.
Mentor modeling	Mentor modeling consists of one teacher being the lead teacher while the other teacher does a systematic observation on an agreed upon objective. (Badiali & Titus, 2011)
Meta-critical friend	A meta-critical friend offers an “additional layer of critical engagement” (Ní Chróinín, D., O’Sullivan, M., & Fletcher, T., in press, n.p.).
One lead/one guide	One teacher takes the lead for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. The “guide” teacher may also be collecting evidence of student learning as she moves around the classroom. (Badiali & Titus, 2011)
Parallel teaching	Two teachers teach the same content simultaneously in two smaller groups in the classroom (Badiali & Titus, 2011)
Professional Development Associate (PDA)	Replaces the term “supervisor” to shift the emphasis from evaluation to a collaborative learning structure designed to improve learning for all stakeholders.

Professional Development Schools	Sites that incorporate a year long clinical experience for interns, collaboration between school districts and universities, and adopt an inquiry and reflective stance (Abdal-Haqq, 1998).
Self-study	Self-study is a personal situated inquiry (Samaras, 2011, p. 222) that focuses on generating knowledge through personal, context-bound, experience (Berry, 2007, p.12).
Station teaching	Station teaching encompasses two teachers working with small groups of students while the rest of the class is involved with independent activities throughout the classroom. (Badiali & Titus, 2011)
Synchronous team teaching	In synchronous team teaching, both teachers are delivering the same instruction at the same time. (Badiali & Titus, 2011)
Tensions	“Problematic situations that caused doubt, perplexity or surprise and that led me to question otherwise taken-for-granted aspects of my approach” (Berry, 2007, p. 27)
Transformational learning	“Transformational learning is the learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change” (Mezirow, 2009, p. 22)

APPENDIX B

TIMELINE FOR THE STUDY

December 2013	<p>Proposal Meeting IRB Approval Identify student participants, obtain informed consent forms for all participants Conduct Espoused Platform with intern and myself</p>
January	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal Week 3: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal Week 4: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <p>*Begin transcribing cogenerative dialogues *Begin coding and analysis</p> <p><i>(a minimum of one coteaching cycle will be conducted each week throughout the duration of the study)</i></p>
February	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal Week 3: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal Week 4: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <p>*Continue transcribing cogenerative dialogues *Continue coding and analysis *Begin writing</p>
March	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal Week 3: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal; conduct espoused platforms Week 4: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p>

	<ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing
April	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal</p> <p>Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <p>Week 3: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal</p> <p>Week 4: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing
May	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal</p> <p>Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <p>Week 3: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal</p> <p>Week 4: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing
June	<p>Week 1: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: type II); maintain reflective journal; conduct espoused platforms</p> <p>Week 2: Coteaching Cycle (co-plan, coteach, cogenerative dialogue: types I & II); maintain reflective journal</p> <ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing *ask permission to collect intern's reflective journal after graduation
July	<ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing
August	<ul style="list-style-type: none"> *Continue transcribing cogenerative dialogues *Continue coding and analysis *Continue writing

APPENDIX C

TEACHING PLATFORM (ESPOUSED PLATFORM)

During the internship year you will develop a “Teaching Platform” that depicts your developing ideas and beliefs about teaching and learning. Some might call this a philosophy of education, but we prefer the term “Teaching Platform.” The platform states your key beliefs about teaching and learning and illustrates your ability to put these beliefs into practice through evidence gathered from your teaching and also connects your own beliefs about teaching to the Penn State Teacher Education Performance Framework (<http://www.ed.psu.edu/educ/cife/PSU%20Teacher%20Education%20Performance%20Framework%20-%20rev.%2010-03.pdf>). This PSU Performance Framework spells out the performance capabilities that are expected of all Penn State teacher education graduates. Those capabilities will form the basis for assessing your teaching performance during the spring semester.

A well-developed teaching platform can be useful in guiding your instructional decision-making, as well as articulating your thinking to colleagues, parents, and administrators. It can be a useful tool for representing yourself as a teacher during the interview process. Crafting such a statement in a web-based forum is intended to allow you to include multimedia representations (e.g., images/pictures, sound, text, video) and to organize your portfolio non-linearly using hypermedia. You should be continuously re-evaluating your beliefs in light of new experiences and learning. During the year, you may find that the evidence you collect further bolsters your beliefs about supporting children’s learning. In other cases, initial beliefs may be modified in light of new evidence, or even abandoned as new beliefs are developed. Consider this a “work in progress” that will hopefully continue to grow and change as you pursue your career.

Four versions of your teaching platform will be due throughout the year and will be submitted for evaluation to the “PK-4 PDS CI 495A, D, F” DRF program in Taskstream. The enrollment code for that DRF is **psupds13**. The platform will take the form of a folio or web page. To build the folio, you will use the Extended Teaching Platform Folio Template in Taskstream. Detailed instructions about how to create the portfolio and how to submit it for evaluation are included in this syllabus as Appendix C.

The **first version** of this platform, Initial Ideas about Teaching and Learning, must be posted under CI 495A in TaskStream by Friday, **August 23rd**. This version of your platform is very different from the other three versions. It consists only of responses to the following questions:

1. As you see it, what does it mean to be an effective teacher?

2. What are some of the most important goals you will have for the students you will teach?

3. What are some things you will do in your classroom to help students be successful in reaching those goals?

4. If you were asked to use a symbol, or a picture, or an analogy, or a metaphor to describe what you hope to become as a teacher, what would you say? Why?

-

For version 1 you will customize the home page of your portfolio by adding an image of your choosing and changing the introductory text so that it is about you. Version 1 will be graded as meets/does not meet requirements.

-

The **second version** of the teaching platform, Beliefs about Teaching and Learning, must be posted to TaskStream by Friday, **October 25th**. This version asks you to identify ten beliefs about teaching and learning that you see as particularly valuable and that you hope to put into practice as a teacher. Eight of the beliefs must fall into the following categories:

- 1) One belief about instructional planning;
 - 2) One belief about instructional delivery;
 - 3) One belief about the role of reflection and analysis in teaching;
 - 4) One belief about what it means to be a professional;
 - 5) One belief about teaching literacy;
 - 6) One belief about teaching mathematics;
 - 7) One belief about teaching social studies; and
 - 8) One belief about teaching science.
-

The focus of the **remaining two beliefs** is up to you. For version two you will simply state the belief in a sentence and then briefly describe in a short paragraph how you hope to use that belief in your teaching. Version 2 will also be graded as meets/does not meet requirements.

-

During the spring semester, you will add **Versions 3 and 4**. In these versions, you will revise, if appropriate, the ten belief statements from Version 2 and will provide examples and illustrations to show how you are putting these beliefs into practice. The examples may take many forms including lesson plans, vignettes from classrooms, pictures, videos, examples of student work, journal entries, classroom activities, etc. In addition, you will write a justification statement that explicitly tells the reader how the illustration you provided shows the belief being put into practice. These two versions will be graded using rubrics. You will learn more about that later in the semester.

APPENDIX D

COTEACHING PLANNING TEMPLATE

General Lesson Template

Co-teachers:	Date to be taught:
Subject:	Grade level:
Time frame:	Standards:
Main objective:	

Method of Coteaching: (Please check applicable models)		
Station Teaching	One Lead, One Assist	Mentor Modeling
Parallel Teaching	Alternative Teaching	Synchronous Team Teaching
Affirm and Enhance		

Student Focus: (Rationale for using coteaching method)

Lesson: Opener: Activity: Closure: Materials: Assessment:
--

Analysis/reflection

1. What did we learn?
2. What did it mean?
3. How can we use it in the future?

APPENDIX E

COGENERATIVE DIALOGUE: TYPE I PROTOCOL WITH STUDENTS

1. Invite participants to cogenerative dialogue—make sure that the group is diverse
 - a. Intern
 - b. Nicole—mentor
 - c. Student 1: African-American male, average-high achiever
 - d. Student 2: White female; high achiever
 - e. Student 3: White male; struggling learner
 - f. Student 4: African-American female; struggling learner
 - g. University advisor—moderator
2. Moderator
 - a. Job of the moderator: Explain the expectations of the cogenerative dialogue; ensure that all voices are heard and equal amount of talk time
 - b. Rules of the cogenerative dialogue
 - i. Talk should be shared among participants—time spent speaking, number of turns of talk
 - ii. Talk should be focused on topic of the meeting
 - iii. Helps ensure members are taking responsibility for enacting rules as intended (will help with power differential)
 - iv. Equal playing field—all voices valued and expected to share
3. Setting the focus—for initial cogenerative dialogue 1-2 participants come prepared to create the foci for initial discussion
4. Brainstorm/discuss/create a plan for action regarding topic—What are we learning to do differently?
5. Gain consensus of plan
6. Create goal/focus for next meeting
7. Set the date for next meeting—decide who is doing the facilitator role

APPENDIX F**COGENERATIVE DIALOGUE: TYPE II MENTOR/INTERN PROTOCOL**

1. Begin meeting with the mentor and intern each writing individually in response to the following questions:
 - a. What did we learn? (from coteaching lesson and cogenerative dialogue I)
 - b. What does it mean?
 - c. What implications does it suggest for future teaching?
2. Read exactly what each participant recorded as responses to questions.
3. Rules of the cogenerative dialogue
 - a. Talk should be shared among participants—time spent speaking, number of turns of talk
 - b. Talk should be focused on topic of the meeting

APPENDIX G

INTERVIEW QUESTIONS FOR REBECCA

List of possible questions for Rebecca:

(In no particular order at the moment)

- What do you believe are some of the key differences between coteaching and teaching solo?
- What do you perceive as some of the benefits of coteaching/solo teaching? What are some of the challenges of coteaching/solo teaching?
- What are your beliefs about reflection? How often do you engage in reflecting about your teaching? How does it look/what forms does your reflection take? Can you share a story about a time that you reflected on a lesson and it led to change?
- What have been your experiences with school and how has that influenced the way that you teach?
- What does it mean to be an effective teacher?
- Can you describe your thoughts on feedback?
- What are your beliefs about how people learn? Can you share an example of a time when you learned something?
- How would you describe your relationship with your PDA?
- How would you describe your relationship with your mentor?
- Can you tell me how your relationship with the mentor and PDA differs?
- Do you feel like you have grown as an educator this year? In what ways have you grown as an educator? What parts of your experience have contributed to that growth?
- How have your beliefs changed throughout the year in terms of: planning? Instruction? Reflection and analysis? Professionalism?
- What factors do you believe contribute to a successful coteaching partnership?
- To what degree do you feel prepared to teach next year? What parts of your experience help you to feel this way?

APPENDIX H

CODEBOOK FOR DATA ANALYSIS

Codebook:

Conditions for coteaching:

V=VULNERABILITY

BR=BUILDING RELATIONSHIPS

LC=LACK OF COMMUNICATION

C=COMMUNICATION

BC=BUILDING CONFIDENCE

TW=TEAMWORK

RP=RESTORATIVE PRACTICES

TI=TAKING INITIATIVE

CM=CLASSROOM MANAGEMENT

RC=ROOT CAUSES

CN=CONTROL

CR=CLASSROOM RELATIONSHIPS

CP=CLASSROOM PRESENCE

CE=CLASSROOM ENVIRONMENT

SI=SEEKING INPUT

LI=LACK OF INITIATIVE

CONFL=CONFLICT

PS=PROVIDING SUPPORT

NPS=NOT PROVIDING SUPPORT

TD=TRIAD DYNAMICS

EVAL=EVALUATION

PD=PERSONALITY DIFFERENCES

What is Nicole Learning?

FC=FORMS OF COMMUNICATION

SM=SUBJECT MATTER

TD=THINKING DEEPER

S=STANDARDS

LP=LESSON PLANNING

SD=STUDENT DYNAMICS

M=MENTORING

CN=CONTROL

ST=STUDENTS

CM=CLASSROOM MANAGEMENT

RP=RESEARCH PROCESS

BR=BUILDING RELATIONSHIPS

CD=CLASSROOM DYNAMICS

CP=CLASSROOM PRESENCE

Lesson Planning (Nicole's Learning):

PP=PURPOSE OF PLANNING

OTL=OPPORTUNITY TO LEARN
LTP=LONG TERM PLANNING
T=TENSION ABOUT PLANNING
RP=RESPONSIVE PLANNING
CP=COPLANNING
TP=TYPES OF PLANNING
COP=COLLABORATIVE PLANNING
F= FEEDBACK
LP=LEAD PLANNER

Mentoring (Nicole's Learning):

RM=RESPONSIVE MENTORING
F=FEEDBACK
PDA=PROF DEV ASSOCIATE
A=AFFIRMING/APPRECIATION
T=TENSION
AS=ASSUMPTIONS
UI= UNDERSTANDING INTERN
CL=COLEARNER
V=VULNERABILITY
AB=ABSENT MENTOR
DM=DIRECT MENTORING
LANG=LANGUAGE
MS=MENTORING STANCE/MENTORING STYLE
EX=EXPECTATIONS
IL=INTERN LEARNING
CONFL=CONFLICT
?=QUESTIONING
CD=CONTEXT DIFFERENCES
EVAL=EVALUATION

Students (Nicole's learning):

Persp=Perspectives
1st=INDIVIDUAL STUDENT/S
OPP=OPPORTUNITY
STA= STUDENT APPRECIATION
GR=GROUPING
PDIFF=PERSONALITY DIFFERENCES
TA=TEACHING APPROACH
N=NEEDS

APPENDIX I**WRITING PROMPTS FOR PDS FORMAL APPLICATION*****Formal Application to the PDS Program:***

- Write a statement telling why you wish to become an elementary teacher and why you wish to complete the yearlong internship in the Northern Mountain Area School District.
- List and describe any experiences you have had with children and any opportunities you have had to do direct teaching or supervision with children. Tell how they have contributed to your desire to be a teacher.
- List and describe work experiences that included high involvement with people and explain how they contributed to your overall development and your ability to work cooperatively with others.
- Describe a situation when you have been given constructive feedback and have used it for personal or professional growth.
- Describe a situation that required you to demonstrate a high level of commitment.
- Tell about an event, experience, activity, or reading that has shaped your beliefs about the qualities of an outstanding elementary teacher.
- Please provide any additional information that you believe is relevant to your application for the yearlong internship (e.g., personal interests, accomplishments, goals, etc.).

VITA

Nicole E. Titus

PENNSYLVANIA STATE UNIVERSITY (2009-present)—University Park, PA
Ph.D.--Curriculum and Instruction/Supervision with an emphasis in teacher education.

WILKES UNIVERSITY (2000)—Wilkes-Barre, PA
Master of Science in Education—Classroom Technology

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA (1997)-Bloomsburg, PA
Bachelor of Science in Education

PROFESSIONAL EXPERIENCE:

State College Area School District (7/07-Present)--*Instructional Coach; Elementary Teacher; Mentor (Penn State/State College Professional Development School)*

Delta/Greely School District (7/04-7/07)--*Middle School Math Teacher; Elementary Teacher; Online Instructor*

East Penn School District (9/97-6/04)--*Elementary Teacher; Cooperating Teacher*

RESEARCH AND SCHOLARSHIP:

Publications (Selected):

Badiali, B. J. & Titus, N. (2015). Redefining the role of mentor: Reciprocal learning through coteaching. *PDS Partners*.

Badiali, B. J. & Titus, N. (2012) *Co-teaching for Enhanced Student Learning. Journal of School-University Partnerships*.

Grants (Selected):

NEA Learning and Leadership Grant (2008)--*Amount awarded: \$5,000 (with Bernard Badiali)*

Presentations (Selected):

Using Self-Study to Examine a Mentor's Role through a Coteaching Partnership in Teacher Education (with Bernard Badiali), American Education Research Association Annual Meeting, Chicago, IL (April 2015)

Invited Speaker: Opening Address: Ask Us! The Importance of Student Voice in Teacher Inquiry (with Mary L., Olivia W., Nasir J.) Penn State-State College Professional Development School Annual Inquiry Conference (April 2015)

Invited Speaker: Keynote Address: Co-teaching: Finding a Better Way to Learn What It Means to be a Teacher (with Brian Peters, Kristen Evans)--Rider University (2010)

Co-teaching as a means of mentoring (with Bernard Badiali), University of New Mexico, New Mexico (Fall 2009)

HONORS (Selected):

Kozak Award—received \$1,000 to fund dissemination of my research
Japan Fulbright Memorial Fund Recipient