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Teaching and Learning in the Co-Teaching Model: Analyzing the Cooperating Teacher/Teacher Candidate Co-Planning Dialogues

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TEACHING AND LEARNING IN THE CO-TEACHING MODEL: ANALYZING THE COOPERATING TEACHER/TEACHER CANDIDATE CO-PLANNING DIALOGUES

by

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ABSTRACT

TEACHING AND LEARNING IN THE CO-TEACHING MODEL:
ANALYZING THE COOPERATING TEACHER/TEACHER CANDIDATE
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Under the Supervision of Drs. Hope Longwell-Grice and Linda Post

Planning is a central component of the teaching experience in which the teacher draws on curriculum and pedagogy as well as learners and their context. Planning is also a teacher standard at both the state and national level (WI DPI Teacher Standards, InTASC, 2013). For teacher candidates (TCs), an opportunity to learn to plan occurs during the student teaching experience, and the planning session can reveal how the TC and cooperating teacher (CT) choose to meet the academic, social and emotional needs of their students (John, 2006). The power in the planning session has traditionally rested in the hands of CTs (Anderson, 2007); they make the decisions about what to teach and how to teach it, which may not provide the TC with enough opportunities to learn how to plan.

The co-teaching for student teaching model has shown promise in terms of increased agency for TC's when making decisions in the classroom, including opportunities to share reasons for choices of pedagogy and curriculum, and identify problems and solve them together. While in the co-teaching model for student teaching the CT and TC have been found to have more shared power, (Bacharach, Heck & Dahlberg, 2010; Gallo-Fox & Scantlebury, 2015), there is little research about how CTs and TCs plan for lessons in the co-teaching model, much less on

how power is distributed between CTs and TCs during the co-planning session. The dilemma of the distribution of power for the CT and TC in the planning session, and how they participate in the planning session, was explored in this study. The purpose of this collective case study was to reveal and investigate the discourses CTs and TCs create in a co-planning session within the co-teaching model to explore the potential for engaging both participants to use their imaginations and create together, challenging the TC and CT to rethink and/or expand on ideas for planning; and talking about/creating/questioning/challenging each other when planning lessons that provide an equitable education for students.

For my children, Joseph, Gabrielle, and Charles

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ACKNOWLEDGEMENTS

My journey as a teacher, from classrooms with 10 year olds to those with undergraduates, has been filled with opportunity, challenges, and joy. After I took the plunge and entered my doctoral program, I see now how the journey prepared me to become a scholar. I could not have accomplished this task without the support of my advisors, Drs. Hope Longwell-Grice and Linda Post. They have been my mentors since I began as an instructor at the university level, long before I began my doctoral studies. Their guidance as I completed my research and dissertation was instrumental in my success. They have both taught me more than I can give them credit for here. They are tremendous scholars and even better people.

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Chapter 1: Introduction to the Problem

In the culminating event of their teacher education program, often called student teaching, teacher candidates (TCs) have the opportunity to gain real life teaching experience before they become a teacher of record. Many TCs point to their student teaching experience as pivotal in their training as a teacher (Bacharach, Heck, & Dahlberg, 2010; Le Cornu & Ewing, 2007). In the last 20 years, student teaching has evolved to a practice-based model and many teacher education programs have put their focus on clinical experiences (Zeichner, 2012). From within a practice-based model, a more traditional view of student teaching has entrenched itself in the teacher education academy, with the power of instructional and curricular decisions traditionally in the hands of the cooperating teacher (CT) (Anderson, 2007; John, 2006).

A central component of the teaching experience in which the teacher draws on curriculum and pedagogy as well as learners and their context, planning is a teacher standard at both the state and national level (WI DPI Teacher Standards, InTASC, 2011). TCs experience some kind of lesson planning process together with their CT; this could range from each party planning alone and sharing their final product, to a more collaborative experience where the TC and CT dialogue to create a lesson plan together (Bacharach, Heck, & Dahlberg, 2008; John, 2006). The power in the planning session has traditionally rested in the hands of CTs (Anderson, 2007); they make the decisions about what to teach and how to teach it, which may not provide the TC with enough opportunities to learn how to plan. The planning session can reveal how the TC and CT choose to meet the academic, social and emotional needs of their students (John, 2006). While CT's and TC's interactions including communication style, advisory practices, and identity have been researched (Clarke & Jarvis-Selinger, 2005; Hamman, Fives & Olivarez,

2007) planning sessions between the CT and TC as a variable in any model of student teaching has been examined in only a few studies (Vitrano, 2015).

The dilemma of the distribution of power for the CT and TC in the planning session, and how they participate in the planning session, will be explored in this study. This chapter will outline the essential components of the study to provide a foundation for the research. First, I examine the problem and its context, which leads me to the research questions that evolved after an examination of the problem and the theory that will inform the study. The purpose and significance of the study is then described. Next, the conceptual framework, with a brief overview of the theory that drives the study, will be explained. Lastly, key terms and procedures will be described.

Statement of the Problem

The planning session has historically "provided a space for pre-service teachers to implement and receive feedback on what they learned in their teacher preparation coursework" (Guise, Habib, Theissen, & Robbins, 2017, p. 371). However, in traditional student teaching, the CT and TC often either plan separately (Bacharach, Heck & Dahlberg, 2008), the CT does not effectively model how to plan (Norman, 2011; Smith, 2005), or the parties understand little about their roles in the planning process (Smith, 2007). In describing the traditional model of student teaching, Bacharach, Heck and Dahlberg (2008) call it the "sink or swim" method of student teaching where the CT remains largely uninvolved in the planning process and TCs "generally plan lessons in isolation, presenting them to their cooperating teacher in advance of delivering the lesson" (p. 1)

In the traditional model of student teaching, the CT has held the power during the

planning session when making decisions about what and how something is taught (Norman, 2011; Smith, 2005). In this dissertation study, I consider the CTs and TCs to have power when they have freedom to create, speak, and contribute, particularly in the planning session. However, it is important to point out that it may not be the CT who has all the power. The CTs and TCs are held accountable to outcomes such as local, state and/or federal academic achievement standards (John, 2006) to prepare K-16 students to participate in a changing economic market (Darling-Hammond, 2010). Another potential roadblock when planning is the trend for both certified teachers and TCs to plan with outcomes in mind (John, 2006), versus emphasizing objectives or curricular topics. An outcomes-based model of lesson planning as described by John (2006) has "led to teaching based on a restricted set of aims, which can in turn misrepresent the richer expectations that might emerge from a constructive and creative use of curriculum documents" (p. 484). As such, it may be unclear how TCs learn to make decisions that incorporate their own experiences and what they have learned in their teacher education program into their lessons. A last obstacle is CTs see themselves as evaluators (Borko & Mayfield, 1995), which could push a TC into a subordinate role (Valencia, Martin, Place, & Grossman, 2009). Due to their secondary position in their classroom, TCs must negotiate their roles in both the classroom and planning (Grady, Cayton, Sinicrope, Preston, & Funsch, 2016).

Co-teaching as a democratic process. In the traditional model of student teaching, TCs begin as observers in the classroom with very little responsibility "and little identity in the eyes of the classroom students" (Grady et al., 2016). In a co-teaching for student teaching (CTST) model, TCs found expanded agency in that they took the lead in planning lessons from the very start of the experience, and were able to reflect on what it took to engage and challenge students in their lesson, while using the station teaching strategy in co-teaching (Grady et al., 2016). TCs

viewed themselves as teachers, not as students. The notion of expanding agency can be a component of a democratic community as it could promote political or social equality. Murphy, Carlisle, Beggs (2009) discovered in various forms of co-teaching, pre-service teachers benefitted from increased agency, as there was a de-emphasis on the expertise of the cooperating teacher. This helps to bring the teacher candidate to full participation in the learning (Lave & Wenger, 1999). Guise, Habib, Thiessen, & Robbins (2017) studied the implementation of a co-teaching program, particularly the collaboration exhibited by the CT and TC. The pairs they studied showed varying levels of collaboration represented in their planning and instruction, from the TCs following the CTs ideas to the CTs and TCs creating and learning together, with both participants seeing themselves as learners and co-creators in the classroom.

The problem that this research study addresses is the following: Can TCs and CTs both contribute equally to the planning session? Based on the CTST literature, the CTST model can provide for more democratic structures in co-planning sessions because they were more collaborative, and both the CT's and TC's expertise was recognized. Education theorists have advocated for democracy in education. Maxine Greene (2016) advocates for the power of human choice in a democratic education, which includes a "conscious attentiveness to the actualities of lived experiences in the classroom" (p. 49). Freedom and creativity are valued through a mutual respect between people in a democracy (Friere, 1970; Noddings, 2017; Zeichner et al., 2015). A look into how democracy is viewed in teacher education will be explored next.

As I have stated, more democratic structures have been discovered in co-planning sessions. However, have democratic structures been found in teacher preparation programs? In the next two sections, I will provide a discussion of how two authors, Michael Apple (1993,

2008, 2011, 2015) and Kenneth Zeichner (1990, 2010, 2012, 2014, 2015) view democracy in teacher education to investigate if their argument will illuminate the problem I have outlined. Apple and Zeichner's theories and frameworks informed my study of democracy in teacher education. I chose the theme of democracy because the freedom to have a critical dialogue has the possibility to exist and prosper within a democracy, as freedom and creativity are valued through a mutual respect between people in a democracy (Friere, 1970; Noddings, 2017; Zeichner et al., 2015). Zeichner and Apple's scholarly work will provide a foundation to discover how democracy in teacher education is seen or not seen. Zeichner, Payne, and Brayco (2015) provide a glimpse into what is currently seen in teacher education, in that "very little attention has been given, however, to the issue of whose knowledge should count in teacher education" (p. 123).

Democracy in Teacher Education: Apple

Schooling, including teacher education, are political acts, Apple (2008) states, and "will constantly be in the middle of crucial struggles over the meaning of democracy, over definitions of legitimate authority and culture, and over who should benefit the most from government policies and practices" (p. 105). There is a struggle in teacher education over what counts as 'democracy,' as Crowley and Apple (2009) describe:

> Those who wish to turn teacher education over to the market have a theory of democracy grounded in thin versions of this concept; they see the path to educational reform as being based on privatization. Those who are committed to public control of teacher education are grounded in the thicker version; they see accountability as being rooted in more

cooperative efforts among governments, universities and colleges, teacher education institutions, and communities. (p. 450)

Crowley and Apple (2009) warn that "neoconservative efforts to move the curriculum in strikingly conservative directions" is a movement gaining power in schools, and that "these attempts at putting pressure on teachers and curricula have created a situation in which many teachers are often fearful of engaging in truly democratic and critical educational practices in all too many areas of the curriculum" (p. 451).

Questions about what textbooks should be used, how goals should be measured, and "who has the right to ask and answer these questions" are political (Apple, 2008, p. 105). Apple (2008) asserts that a sense of dominance exists in teacher preparation programs, particularly in the exclusion of potential teacher education students, particularly those of color, due to "reductive entry and exit tests for perspective teachers" (p. 105). As a response to these pressures, Apple (2008) argues for people in education to "reposition" themselves to get a more thorough, critical understanding of people in society; in other words, "we need to see the world through the eyes of the dispossessed and act against the ideological and institutional processes and forms that reproduce oppressive conditions" (Apple, 2011, p. 229). Apple advocates for educators to be critical, in that they need to participate in educational reform based on the needs of their communities. "Teachers may understand critical inquiry as a process, but they may not have the knowledge and critical social understanding that might enable them to reposition themselves to see the world through the eyes of those with the least in this society" (Apple, 2008, p. 106). Apple makes it clear that a critical dialogue isn't just talking about the reform itself but that repositioning means to recognize the complexities of political, economic, and social power and participate in critical dialogues that question and act against injustice.

To make change, Apple (2011) asserts, a new language must be used, one that includes the aspect of globalization that:

> can provide us with powerful resources of understanding and of possible educational actions, but only if it is connected to a rich and detailed sensitivity to complexity, to politics, to cultural struggles both here and abroad, to an enhanced sense of agency and respect for those whom this society all too often sees as "the other," and finally to a recognition of debts we must repay to those who labor so hard for our benefit. (p. 231)

When considering the "politics of deliberation" Apple (2008) refers to a critical dialogue "especially in a time of when the arrogance of rightist policies in combination with such things as No Child Left Behind and similar 'reforms' have not only denigrated, but have left little time for, deliberation" (p. 106). Apple uses the terms, "deliberative" and "debate," which in their meanings call for a dialogue, and as Apple would argue, a critical one. Apple (2008) warns that "models of deliberative democracy—of extending the public sphere of debate—are not only too general at times, but unless they are employed with serious critical economic, political, and cultural understanding, they may ignore the fact that there is a danger of romanticizing the public sphere" (p. 106).

Democracy in Teacher Education: Zeichner

Zeichner (2010) observes that in teacher education throughout the world a "new professionalism" has been in the academic literature where teacher judgment is not considered paramount and the curriculum and instruction is prescribed for them. Zeichner (2010) is influenced by Apple (1996) in his description of "democratic professionalism" which he states is "seen as an alternative to increased state control on the one hand which erodes teachers' abilities

to exercise their judgment in the classroom and traditional occupational professionalism on the other hand that may be unresponsive to the needs of students and communities" (p. 1546). In democratic professionalism, the dispositions of both teachers and TCs must include a willingness "to exercise their judgment in their classrooms in the best interests of their students" and school districts must give "teachers access to meaningful professional development that recognizes the knowledge and expertise that teachers bring to these experiences and treats them with respect" (p. 1550).

Recognizing the shift towards creating a stronger connection between teacher education programs and the school districts they serve, Zeichner (2012) cautions against a narrow view of a clinically based model in teacher education. Although some teacher education courses are now held in K-12 schools, "it is not clear whether, when, or how, some of these courses focus in a deliberate way on the enactment of particular high-leverage teaching practices" (Zeichner, 2012, p. 378). Zeichner, Payne, and Brayko (2015) argue for "a more democratic epistemology of teacher education that includes a respect for and interaction among practitioner, academic, and community-based knowledge" (p. 124). The interaction among teachers, university educators, and community members adds more people to the conversation about training teachers, and "by recasting who is an expert and rethinking how universities can cross institutional boundaries to collaborate with communities and schools, teacher education programs can more thoroughly interrogate their challenges and can collaboratively innovate with new solutions to prepare the teachers our students need" (Zeichner, Payne, & Brayko, 2015, p. 132).

The work by the "transformers," both people inside teacher education and outside in the community, has influenced teacher education to move closer to schools and strengthen the skills of teachers (Zeichner, Payne & Brayko, 2015). Both people inside teacher education and

community members have been a part of "hybrid spaces where academic, practitioner, and community-based knowledge come together in ways to support the development of innovative and hybrid solutions to the problem of preparing teachers" (Zeichner, Payne & Brayko, 2015, p. 124). Hybrid spaces signals a shift to the lessening of power hierarchies in teacher education programs, and enabling more participants be heard, and differing views to be considered on what constitutes best practice (Zeichner, Payne, & Brayko, 2015).

Democratic spaces in teacher education that include the community and the CTs and TCs themselves are essential to train teachers to make informed instructional decisions (Zeicher, 2010; Zeichner, Payne, & Brayko, 2015). However, how do teacher education programs train teachers specifically to espouse a democratic professionalism? And to Zeichner's (2010) point, how can the knowledge and expertise of the TC and CT be included in the training of teachers? Teacher education in the United States has moved more towards a clinically based model vs. one just in the university or one just theory driven (Zeichner, 2012). In teacher education, continuing to focus more on the clinical setting will serve teacher candidates and K-12 students well in that the university is going into the community, and potentially becoming a part of a community of practice. Parts of this community of practice, Zeichner (2012) argues, must be the "transformers," or those "inside and outside the system who see the need for substantive transformation in the current system of teacher education, but who do not support disrupting the current system by replacing it with a deregulated market economy" (p. 122). The transformers are members inside and outside of P-16 education that don't support changing public education into an economic system based on the needs of the business community. An embodiment of a market economy for education is in some alternative certification programs where quality is sacrificed for quantity to get teachers into classrooms (Apple, 2011).

A New Perspective on the Problem

The problem of CTs and TCs both contributing equally to the co-planning session has been further illuminated by the theories of Zeichner and Apple in the following ways:

- Zeichner and Apple both argue the epistemology of participating in a democracy includes a rethinking of the role people take. Zeichner called for rethinking the role of who is considered the expert, particularly when it comes to who is included in conversations in teacher education reform. This might mean reconsidering the role of the CT in the CT/TC pair, but it might also mean emphasizing the expertise of the TC vs. de-emphasizing the expertise of the CT.
- Teachers need to have the freedom to exercise judgment and make decisions without the barriers such as amplified state control. The CT and TC are under constraints by the school district, the teacher preparation university, and possibly each other.
- Apple called for those involved in a democracy to "reposition" themselves by recognizing the complexities of political, economic, and social power that exist, and participate in critical dialogues that question and act against injustice. Repositioning includes participating in a focused, critical dialogue that promotes economic, political and cultural understanding. The CT and TC, in their dialogues with each other, could reveal a repositioning including a critical dialogue that questions economic, social and political structures that could be addressed in a lesson.

The problem of the distribution of power in student teaching between the CT and TC, particularly in the planning session, could be addressed in a model of student teaching that encourages a redistribution of expertise, freedom to exercise judgment, and a critical dialogue.

New models of student teaching are gaining momentum in the field of teacher education, especially co-teaching (Bacharach, Heck & Dahlberg, 2010; Feiman-Nemser, 2001; Fraser & Watson, 2013; Tobin & Roth, 2005) which is discussed in depth in Chapter 2 of this dissertation study. The problems of TCs learning how to plan, the uncertainty of the role of the CT in the planning process, and external social, political, and economic pressures of achieving academic standards have informed the following research questions:

1. What are the different discourses in co-planning sessions between a TC and CT in a co-teaching for student teaching model?
2. Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?
3. Through my created lens based on an analysis of democracy and dialogue in education (Greene, 1976, 1988, 1990, 2000, 2002, 2010, 2016; Freire, 1970, 1997, 1998, 2005; Noddings, 1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017; McLaren, 1999, 2007, 2010; hooks, 1990, 1994), what does the co-planning dialogue reveal about the planning process and its potential in the co-teaching model for student teaching?

Purpose of the Study

The purpose of this qualitative study is to reveal and investigate the discourses CTs and TCs create in a co-planning session within the co-teaching model to explore the potential:

1. for engaging both participants to use their imaginations and create together (e.g., a dialogue, an idea, a lesson, a strategy) in the planning process

2. for challenging the TC and CT to rethink and/or expand on ideas for planning; and/or

3. for talking about/creating/questioning/challenging each other when planning lessons that provide an equitable education for students.

These three potential events I recognized when I was a CT; however, I didn't know how to bring TCs into the planning, or start a conversation that helped us both develop lessons from a social justice perspective. How does a conversation about equity begin, and then how are lessons that incorporate social justice developed? The struggle that I experienced is at the crux of my study, which is identifying the process where CTs and TCs honor each other's ideas and encourage each other to participate in the planning session in order to create a lesson together that includes social justice. In order to realize the potentials listed above, it is important to investigate what actually is said in planning sessions.

Significance of the Study

The urgency and significance of this study is clear when considering four events in the development of a TC's skills in planning:

1. the planning expectations of the TC in the edTPA

2. teacher standards for initial licensure in the United States

3. the co-creation of dialogue in a planning session

4. adding to the existing Co-teaching for Student Teaching literature

edTPA. The edTPA is a performance-based assessment developed by Stanford Center for Assessment, Learning and Equity that was designed to evaluate if a new teacher is ready to teach (SCALE, 2018). Planning is a significant part of a teacher education student's edTPA, which includes identifying a central focus or theme for a lesson that includes a balance of clear

connections to local, state and federal standards along with distinct understandings of what the students need (SCALE, 2018). edTPA applicants must provide a detailed description and evidence of how they planned for instruction that targets developing thinking skills related to each component of the lesson plan, including a rationale for their choices that explains why they are appropriate for students (SCALE, 2018). In the state this study took place, teacher education students wanting to become licensed must pass the edTPA. Preparing for this high-stakes assessment is key in a TC's student teaching placement, as student teaching is the place s/he gets to practice planning for lessons on a consistent basis (John, 2006; Anderson, 2007).

InTASC National Teacher Standards. The Interstate Teacher Assessment and Support Consortium (InTASC) is an organization of state education agencies and national educational organizations that provide leadership on education issues, and in particular is involved in the reform of the preparation, licensing, and on-going professional development of teachers (InTASC, 2011). The national InTASC standards are intended to create dialogue at the state level (InTASC, 2011), and this study took place in a state that models its teacher standards after InTASC. Planning is essential for teachers as determined by the InTASC standards, both for teachers seeking initial licensure and those that are continuing renewal, as "one standard of performance will look different at different developmental stages of the teacher's career" (inTASC, 2011, p. 6).

The following are two InTASC standards directly related to TC planning:

> 7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community

context.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Model Core Teaching Standards, 2011

Standard 7 delineates the knowledge, performances and dispositions needed by teachers to be effective planners, which includes planning lessons appropriate to curriculum goals, content standards and the relevance of learners and their contexts (InTASC, 2011). A performance is an observable teaching practice, but the InTASC consortium also considers a teacher's knowledge and dispositions to be critical to probe the complexity of a teacher's practice (InTASC, 2011). For example, a teacher must respect learners' diverse needs and strengths (disposition) and know the strengths and needs of individual learners (knowledge) in order to create learning experiences that are relevant to learners (performance). The planning session, therefore, could reveal the knowledge, skills, and dispositions of a CT and TC (Guise, Habib, Theissen, & Robbins, 2017).

Collaboration with others when planning is a performance mentioned in Standard 7, stating it is "essential to teachers not only when planning effective and rigorous lessons, but also as a growth opportunity for the teachers in their collaboration with other stakeholders in education" (InTASC, 2011, p. 16). Furthermore, collaboration is fully elaborated on in Standard 10. While the focus in not wholly on planning in Standard 10, the skill of collaboration is worth noting, as a large part of the planning session could be collaborative (John, 2007; Norman,

2006). An indicator of Standard 10 states, "the teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice" (InTASC, 2011, p. 19). The TC and CT could contribute to the knowledge and skill of the other in order to advance the practice of both.

Co-creation between CT and TC. The planning session can provide evidence of not only what TCs know, but also what they create together with their CT. As stated in the beginning of this chapter, the CT/TC planning process may not involve the parties sharing a physical space at any point; the CT or the TC could share a finished lesson or they may not share lessons at all (Bacharach, Heck, & Dahlberg, 2008). However, the co-teaching for student teaching (CTST) model, which was the model used in this study, demands a consistent planning session, and as such allows for the research of the co-planning conversations. The opportunity for CTs and TCs to create together during a planning session is essential in a teacher's development as evidenced in national teacher standards call for a "teacher who values planning as a collegial activity who takes into consideration the input of learners, colleagues, families, and the larger community" (InTASC, 2011, p. 16). Therefore, researching the dialogues that are created by the CTs and TCs is critical, as both will consistently plan for lessons and have the opportunity to dialogue with others in their teaching careers.

Adding to the CTST academic literature. This study about the CTST model will focus on the CT/TC relationship through an analysis of the language used when planning and teaching. Because there is not a body of research that explores the CT/TC relationship when planning within the co-teaching framework, this is an opportunity to:

1. more fully realize the impact of the co-teaching model in student teaching;

2. explore the variety of pedagogies chosen within this framework; and

3. analyze the language choices made by the CTs and TCs.

The CTST model and planning. The CTST model is an alternative way of training student teachers that has become more prevalent in the recent academic literature (Bacharach, Heck & Dahlberg, 2010; Carlisle, 2010; Gallo-Fox & Scantlebury, 2015; Siry, & Lara, 2012). Evolved from the co-teaching model between a regular education classroom teacher and special education teacher (Cook & Friend, 1995), the CTST model includes the TC and CT teaching students together using several co-teaching strategies and sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space (Bacharach, Heck & Dank, 2004). The CTST model requires that CTs and TCs identify specific planning times where they plan together, and the TC eventually assumes the leadership role in the planning (Bacharach, Heck, & Dahlberg, 2008). The TCs are given strategies to let their voices be heard. Specifically, the dialogue between the TC and CT can create opportunities for both parties to contribute ideas to the lesson. In the CTST, proponents claim, the responsibility isn't given away; it is shared (Bacharach, Heck & Dahlberg, 2008; Gallo-Fox & Scantlebury, 2015).

Recent scholarly literature about the CTST model will be reviewed in Chapter 2 of this study. Here are three key findings in these studies:

1. Increase in student achievement in schools using this model (Bacharach, Heck & Dahlberg, 2010)

2. Increased agency for TC's in regards to making decisions in the classroom, improved problem-solving skills, and feeling more a part of the classroom (Bacharach, Heck & Dahlberg, 2008; Gallo-Fox & Scantlebury, 2015; Murphy, Carlisle & Beggs, 2009).

3. Planning in the co-teaching model gives the co-teaching participants equal opportunities to share reasons for choices of pedagogy and curriculum, and identify problems and solve them together. The cooperating teacher's voice is not automatically privileged (Emdin, 2011; Gallo-Fox & Scantlebury, 2015).

There have been a few studies that have researched the co-teaching planning session (herein called "co-planning") (Carlisle, 2010; Gallo-Fox & Scantlebury, 2015; Scantlebury, Gallo-Fox & Wassell, 2008) but none in which CT/TC co-planning dialogues have been analyzed. Additionally, there were no CTST studies that used discourse analysis with examples of co-planning dialogues. While in the co-teaching model for student teaching, the CT and TC have been found to have more shared power, (Bacharach, Heck & Dahlberg, 2010; Gallo-Fox & Scantlebury, 2015), there is little research about how CTs and TCs plan for lessons in the co-teaching model, much less on how power is distributed between CTs and TCs during the co-planning session.

Conceptual Framework for the Study

The following figure outlines the components of the conceptual framework that guides this study:

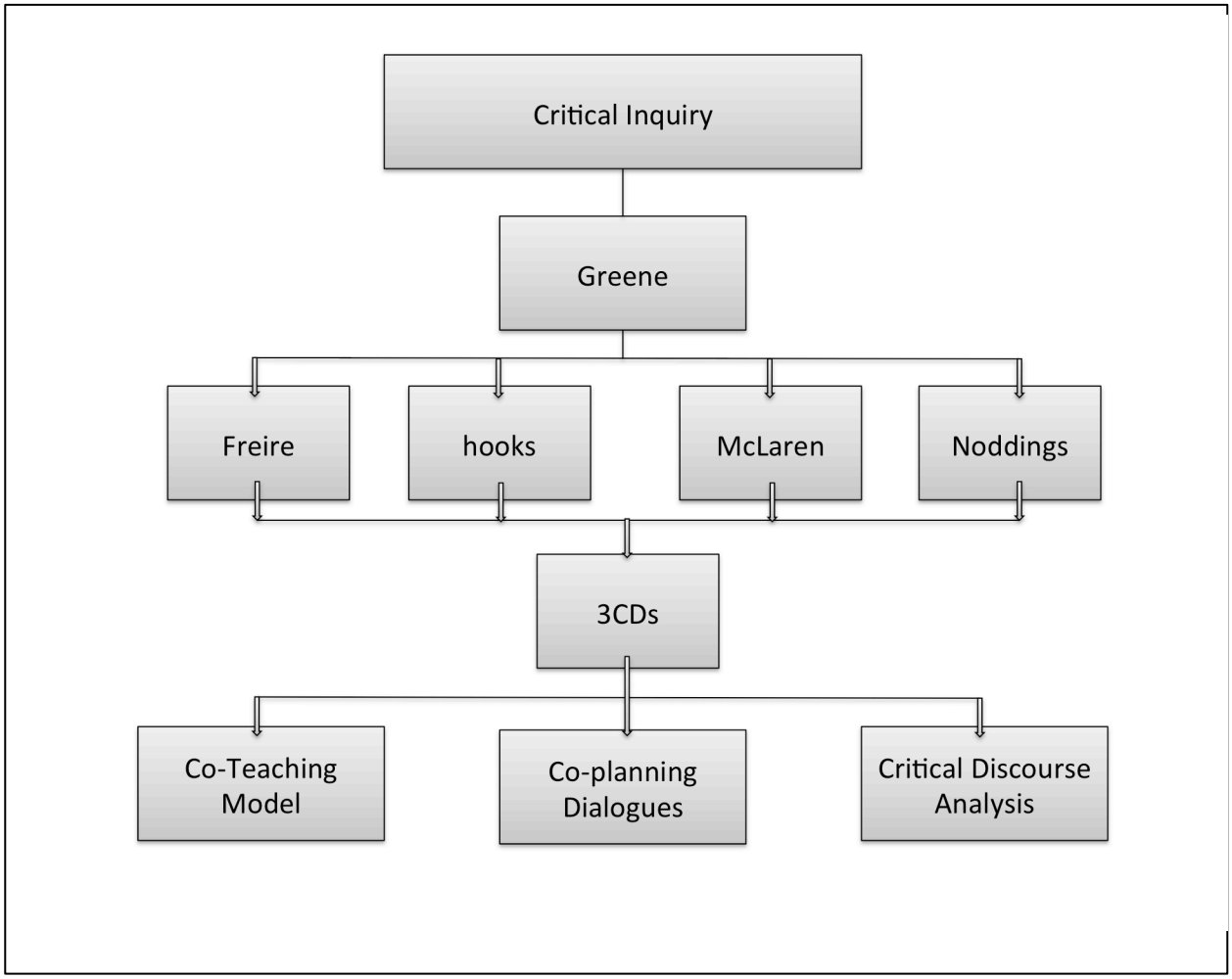

Figure 1: Conceptual Framework

In this section, I will briefly explain the elements of this study's conceptual framework including the theories that will be applied in this study. I will be using a critical inquiry worldview (Crotty, 1998). As critical inquiry research challenges and reads the situation in terms of conflict and oppression and seeks to bring about change (Crotty, 1998), I will reveal and explore structures within the discourse of the CT and TC that either reveal opportunities for both participants to

share a critical dialogue, or structures that inhibit their dialogue. The use of critical inquiry in this study is intended to examine and explain how the co-planning discussion is structured to allow or disallow for the freedom of both participants to participate through dialogue.

As there is little research about the CTST planning session, investigating the power distribution is critical in understanding how the CT and TC plan. A theoretical perspective drives this study in terms of its questions and purpose. I chose five theorists: Greene (1976, 1988, 1990, 2000, 2002, 2010, 2016), Freire (1970, 1997, 1998, 2005), Noddings (1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017), McLaren (1999, 2007, 2010), and hooks (1990, 1994). These theorists have provided the foundational work to first shape my research questions and to furnish insight on how to critically inquire into co-planning dialogues, investigating issues of power, critical dialogues, creativity, and imagination.

A critical inquiry perspective, absent from much of the co-teaching for student teaching literature (Vitrano, 2015), will be employed in this study. The power in the co-planning session has traditionally rested in the hands of the CT (John, 2006). The CT made many of the instructional and curricular decisions, which affects the planning discourse within the traditional model of student teaching. The CT and TC may plan together in the same physical space, but are they co-creating? Are both of their ideas heard and encouraged equally in the planning session? The CT and TC's planning sessions could contain decisions made about curriculum and/or instruction and the ability to make those decisions, language that inhibits or encourages participation, and nuances in the conversation such as interruptions, vocal intonation, and the absence of voice entirely, which could reveal a CT/TC relationship that either encourages both voices to be recognized and co-create the lesson or disallows for both participants to contribute, or somewhere in between.

I am using critical discourse analysis (CDA) to probe in-depth the co-planning dialogues to reveal the discourses that both encourage and inhibit reflection and co-creation by its participants. A tenet of CDA states that language is a form of social practice within a specific group (Gee, 2014). The meaning of language is socially constructed within communities. In my study, the CT/TC planning sessions will be viewed through this CDA lens. The CTs and TCs language will be analyzed for its social properties, e.g., TCs and CTs understanding each other, participants having the language to get their ideas across, and having the opportunity to bring in ideas.

The dialogues during planning sessions are Discourses, with a capital "D" (as defined by Gee, 2014) that can reveal what is considered important in the co-planning session, and what is not. Discourses contain language with other social practices (such as behavior, values, and customs) and can be affected by socially accepted ways of thinking and using language, and through the language people use everyday they create and define their identities (Gee, 2014).

Therefore, as Discourses include much more than an individual and his/her personality (Gee, 2014), the power in the co-planning session can be held by other entities that are outside of the CT/TC relationship. These entities could be in the immediate vicinity of the CT and TC, including the school, district, and teacher education program. However, the entities could also include community, city, and political arenas. The CTs and TCs also contribute to their identities created for each other and for themselves (Gee, 2014). For TCs, this could mean bringing in their ideas of best practice, which could reinforce the TCs' practice in student teaching and when they become a teacher of record. For CTs, this could mean creating a

collaborative relationship with their TC that honors contributions of both participants in the co-planning.

As part of Gee's critical discourse analysis framework, I will use a tool of inquiry called social languages, which questions how people communicate in a social situation. In this study, the CT and TC's language will be analyzed for how they communicate with each other, particularly examining what knowledge is encouraged or silenced in a co-planning conversation. Gee (2014) explains there is co-participation in meaning making in a social language. This co-participation can reveal structures that are more humanistic in nature (where there is a freedom to construct, wonder and create) and can show the participants' selves that are present or not in the dialogues. I will explore how the CT and TC co-create knowledge (that could be in the form of a lesson) that encourages (or discourages) participants to speak and build the lesson together.

Definition of Terms

In education as in other fields, people write about big ideas in nuanced ways, giving often complex meaning to simple words. To help maintain clarity in this dissertation, I will begin by explaining the meanings I have assigned to some of the key terms in this study. I will also include in the definitions the authors that influence my understandings of these ideas.

Clinical Experiences: The term "clinical" experience (as opposed to "field") is now, relatively speaking, in its infancy in the teacher education discourse (Bacharach, Heck, & Dahlberg, 2010; Darling-Hammond, 2006; Henning, Gut, & Beam, 2015). Clinical experiences include university students who participate in classroom activities that are scholarly-based and rigorous to prepare them for the applications and demands of teaching. These would include any

fieldwork placements, which would be any placements before student teaching, and student teaching itself.

Cooperating Teacher: Using the work from a Cooperating Teacher Focus Group (2014), cooperating teachers support the mission and vision of their school, district and university, while keeping K-12 students and teacher candidates learning at the heart of their work. In their role as teacher leaders they help to transition the TC from student into professional educator by modeling instructional strategies and curricular choices that respond to the needs of their K-12 students. Reflecting on this definition, it is significant to see that the CTs in this 2014 focus group did speak to the discussions with their TCs as part of their role.

Co-planning: The co-teaching for student teaching (CTST) model requires that CTs and TCs identify specific planning times where they plan lessons together. The TC is a part of the planning process from the beginning, as both TC and CT participate in the co-teaching strategies when teaching. The TC might start by planning for a small group of students in station teaching, and the TC eventually assumes the leadership role in the planning (Bacharach, Heck, & Dahlberg, 2008). When TCs plan for a co-teaching strategy, they will plan not only for themselves, but for their CT as well (e.g., they each could be leading a station in station teaching). This planning time within a CTST model will be referred to as "co-planning."

Co-teaching for student teaching (CTST): Bacharach, Heck and Dank's (2018) definition of co-teaching is "two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space." This definition provides a foundation to the one I use in this study. My definition is as follows: Two teachers creating ideas and lessons, sharing in the classroom room decisions, contributing to knowledge

and skills of the other to advance the practice of both. The St. Cloud researchers are now including two certified teachers in their co-teaching training sessions, however, this study focuses on the CT and TC pair.

Student teaching: This is the final clinical experience, usually a semester long, where teacher education students are able to study their teaching settings, learn curricula, and reflect on effective pedagogies and instruction under the guidance of a cooperating teacher. The "traditional" student teaching model has evolved over the past 30 years to a practice-based model, where the CT makes most of the instructional and curricular decisions. The TC begins their experience by taking on a subject or lessons, gradually taking over all of the teaching for 1 or 2 weeks.

Teacher Candidate (most commonly known as a student teacher; other terms used: intern, pre-service teacher, novice teacher): "Student teachers" are now called "teacher candidates." Teacher candidates are students in their final clinical experience (student teaching) working with and under the supervision of a certified cooperating teacher. The term is seen lately in the literature about student teaching. The emphasis on "teacher," and not "student," can be an important distinction when a TC is in a classroom and wants to be seen as a teacher (see also Castle, Fox, & Fuhrman, 2009; Wilkins, Shin, & Ainsworth, 2009). Additionally, when thinking about the teaching profession and the professional development of a new educator, this term adds credibility to the work of the teacher candidate and moves them out of the 'student' role and into the profession.

Procedures

This study is seeking to understand the meaning of a phenomenon, the co-teaching co-planning experience; therefore the study uses a qualitative design (Glesne, 2011). As part of my endeavor to understand the co-planning experience, I will analyze the discourses that CTs and TCs create in co-planning sessions specifically within the co-teaching framework. The nature of the questions posed in this study aligns more directly with a qualitative methodology, as qualitative questions seek to find more understanding about perceptions and processes (Glesne, 2011). With my questions, I sought to understand the language used in the co-planning sessions, and to understand the perspective of the CT and TC about co-planning. Qualitative methods, such as interviews and focus groups, are effective vehicles in the pursuit of these types of understandings (Glesne, 2011) as they seek to not only reveal what the participants have to say, but could allow the participants to co-produce knowledge within the method (Kamberelis & Dimitriadis, 2005). For example, participants in a focus group can co-produce or create knowledge together by dialoguing about a topic, building on, editing and critiquing each other's ideas.

This study is a collective case study. An ethnographic framework will be used in this study for three reasons:

1. I am studying people (CTs and TCs) and their culture (the co-planning session)
2. I am exploring the cultural phenomena, or co-planning sessions, from the points of view of the CTs and TCs
3. I am participating in the research at the school using the co-teaching model.

This research lends itself to an ethnographic study, as it relies on personal experiences and participation (Patton, 2015). I am seeking to understand the meaning of a phenomenon or in this instance the co-planning experience, through the eyes of the CT/TC. The five CT/TC pairs that are participants in this study are cases. A case is a phenomenon that occurs in a bounded context, which is an event, activity, or individual(s) that is bounded by time and place (Creswell, 2014). To make it a collective case study, this study is using multiple cases to provide insight into an issue (Stake, 1995). This study's bounded context is within the co-planning sessions in a classroom, which is bounded by time (one college semester), by people (the participants are only TCs and CTs, not the principal, students, parents, etc.) and lastly, I am only researching the "heart" of the study (Patton, 2015), which in this case is the CT/TC co-planning session.

The purpose of this research is to study the TC and CT dialogues in planning sessions within the context of the co-teaching model. In order to fulfill this purpose, I will employ three methods. I am triangulating my data by first conducting separate focus groups, one with CTs at the beginning of the school year (September, 2015) and one with TCs at the end of their clinical experience (Spring, 2016). Next, I am recording co-planning sessions between each CT/TC pair 2 or 3 times through the semester. Lastly I am interviewing CTs and TCs (separately) at the end of the Spring, 2016 semester. I started with a CT focus group to get initial information about CT's understandings of the co-planning session, and to hear their voices at the beginning of the study.

I have written questions for the focus groups and interviews designed to elicit statements about their perspective on the planning session. Kamberelis and Dimitriadis (2005) assert that focus groups challenge the limits of knowledge claims, and allow for participants to co-produce

knowledge and transcend their circumstances. Additionally, Merriam (2009) explains that focus groups work best for people who need a forum to talk about a topic, which in this case could address a potential need for teachers to discuss being a CT (as called for by Graham, 2006). The focus group data will help to explain the participants' positions on co-planning and their understandings about their role in the planning. Because focus group research has been minimally applied in the current co-teaching research (Vitrano, 2015), I am interested in how this method can answer my research questions.

The planning sessions were recorded to capture the language the participant pairs are using in co-planning sessions. The interviews were recorded to get clarifications and/or additional understandings from the participants. The CTs and TCs recorded their own planning sessions to ensure that the conversations are as authentic as possible, as my presence as they plan may have made them self-conscious and anxious (Patton, 2015). It is important to note that these audio recordings are intended to be as naturalistic as possible. However, they are not truly objective as they are an interpretation of what I experience through my choice to record the conversations and my transcription of the audiotapes themselves (Lange, Thomas, Dana, & Dawes, 2011). As a researcher, I made decisions that I wanted my participants to record co-planning sessions. Additionally I created the research questions for the interviews and focus groups, which is another example of using my subjectivity.

Containing descriptions of what was observed (Patton, 2015), fieldnotes were taken during and after visiting classrooms of the participants. I entered classrooms at various times throughout the school day, observing on average 45 minutes per session. I took fieldnotes to provide me more context about how the CTs/TCs interacted with each other and their

environment. These visits began before I conducted interviews and co-planning sessions were taped by CTs and TCs and continued throughout the semester.

CTs and TCs audiotaped planning sessions, but I wanted to gather the participants' feelings and perspectives about the planning session through interviews. Interviewing is a necessary tool when trying to understand how people interpret their world and what their feelings are about a topic (Merriam, 2009). After holding the fall CT focus group and conducting classroom observations, I adjusted interview questions to include information I learned in the focus group or classroom. Patton (2015) states that creative approaches to interviews are those that are "situationally responsive…and effective in opening up new understandings" (p. 491). Patton describes the qualitative researcher as "bricoleur," or one who uses various strategies, methods, or empirical tools at hand in the situation. The intent of the multiple methods I have chosen is to provide richer understandings of the participants' discourse.

As a way to analyze the language being used between the student teacher and cooperating teacher, a CDA framework was used. The language was analyzed for the ideologies that the CTs and TCs exhibit. CDA is intended to help reveal the meanings behind the language. Gee's (2014) emphasis that discourse analysis is not a step-by-step process, and the distinction (and interrelationship) between the big "D" discourse and small "d" discourse (or language-in-use) is pertinent in this study because the CT and TC dialogues represent the language-in-use, or everyday language in a student teaching experience. However, they also are a part of a Discourse, as they also enact significant identities through language, actions, interactions, and beliefs (Gee, 2014). The data that was collected was analyzed using Gee's "tools of inquiry," particularly "social languages" where people engage in certain languages in certain situations. Gee (2014) claims that changing a Discourse is hard to do, as these accepted ways of thinking

and acting are deeply engrained in the group of people that use a particular Discourse. However, Gee also states that if a person within this group is "different enough" within their discourse, or language-in-use, then they could change the Discourse. In my research study, I will analyze if the co-teaching model supports TCs and/or CTs to challenge the big "D" Discourse in their school placement.

Organization of the Study

In this chapter, I outlined the major components of my dissertation study by describing the context for student teaching, identifying the problem and purpose of this study along with the research questions. Additionally, I described my conceptual framework that includes a theoretical argument to investigate CT and TC dialogues in an ethnographic study using critical discourse analysis, looking for particular themes of critical dialogue and democracy.

In the next chapters, I will answer my three research questions:

1. What are the different discourses in co-planning sessions between a TC and CT in a co-teaching for student teaching model?
2. Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?
3. Through my created lens based on an analysis of democracy and dialogue in education (Greene, 1976, 1988, 1990, 2000, 2002, 2010, 2016; Freire, 1970, 1997, 1998, 2005; Noddings, 1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017; McLaren, 1999, 2007, 2010; & hooks, 1990, 1994), what does the co-planning dialogue reveal about the planning process and its potential in the co-teaching model for student teaching?

This study is attempting to respond to the problem of not knowing enough about the planning session between CTs and TCs. Both parties are expected (as stated in local, state, and national standards) to recognize the importance of planning that exhibits their knowledge of curriculum and instruction and responds to the needs of K-12 students, their families, and their communities. Teachers must also be reflective practitioners who evaluate their choices in the classroom and particularly in the planning session (InTASC, 2011). In an example of seeking out ways to grow professionally (InTASC standard #10), CTs and TCs have the opportunity to share ideas freely and civilly that encourages both TC and CT to "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (Noddings, 2017, p. 11). Freire (1970) furthers this thinking by stating the communication between those that are leaders and those that are oppressed requires going to the other and finding themselves in the emerging leaders, and the latter must find themselves in the people (Freire, 1970). In this study, the CTs and TCs could find themselves in each other through their communication in the co-planning session. The significance in this study is its direct connection to the clinical setting and that it can inform teacher education programs and school districts how CTs and TCs plan for instruction.

Chapter 3 will describe the methodology of this qualitative study, including the research design and data collection and analysis. Chapter 4 will present the research findings that respond to my research questions, and Chapter 5 will draw conclusions and make implications for future research. But before those chapters, my literature review, provided in the next chapter, will investigate the intersection of co-teaching for student teaching, democracy and citizenship in teacher education, and the scholarly work of five theorists.

Chapter 2: Literature Review

In order to begin this literature review that investigates the intersection of co-teaching for student teaching and the scholarly work of five theorists, I lay this study's groundwork by providing a reflection of my experience as a CT, as it directly informs the purpose and significance of the review and of this study. In the process of researching co-planning dialogues, I reflected about the distribution of power with my TCs in our co-planning. In the following anecdote, I provide my ruminations about co-planning with one of my TCs.

> *One of my favorite things to do as a classroom teacher was host TCs. I wanted to be a part of teacher education by not only mentoring new professionals, but to surround myself with learning opportunities; I wanted to learn from them as well. As a Midwest University instructor, I taught in the Elementary grades 1-8 certification and was familiar with its urban mission that I believed was crucial for a teacher, pre-service and in-service, to know and know well. This mission, as stated in Midwest University's Core Guiding Principle[1], or CGP, directs TCs to determine the unique characteristics of the urban context and unpack what equity in education means to them and to their students. A place where we would talk readily about the CGP was the planning session. I always wanted my TCs to open up and bring in their ideas in the planning session, particularly when talking about the CGP. I wanted to not only help them to make connections; I wanted to see what their connections were, to help them and to inform my own work. One of the most difficult parts was bringing TCs into that conversation. One semester I gave a plan book to my TC that was focused on social justice and critical pedagogies. He mentioned that it set the tone for our planning sessions, and that he felt more comfortable*

[1] Midwest University's Core Guiding Principle is provided as an appendix to this study

talking about lessons that promoted social justice partly because of the content of the plan book—by me valuing the plan book, he felt those ideas were valued in the classroom, and he felt comfortable talking about and planning lessons that helped students think about race, class, culture and inequity. The planning conversations, where I felt there were trust, honor, and respect for each other, had awakened my own deliberations of equity in education. We built on each other's strengths, and we co-created lessons that were rich in social justice.

While I wanted my TCs to know they could bring ideas to the planning session, and I wanted to understand their culture and recognize their ideologies, I realized that I didn't know how to bring their voice into the planning or start a conversation that helped us both develop lessons from a social justice perspective. I wondered, how does a conversation about equity begin and then how are lessons that incorporate social justice developed? The struggle that I experienced is at the crux of my study, which is identifying the process where CTs and TCs honor each other's ideas, encouraging each other to participate in the planning session in order to create a lesson together. More equity in the planning session with my TC was a catalyst for this change. I needed to listen more and talk less with my TC in order for him to be heard. His ideas about social justice were just as important as mine, and he inspired my own ideas and boosted my confidence to teach social justice lessons where students were encouraged to not only be critical of their world, but to dream of other possibilities. Greene (1988) reminds those involved in the struggle of freedom in education, they must explore their connectedness to each other and the community even in a society that values competition and individualism:

> Stunned by hollow formulas, media-fabricated sentiments, and cost benefit terminologies, young and old alike find it hard to shape authentic expressions of hopes and ideals.

> Lacking embeddedness in memories and histories they have made their own, people feel as if they are rootless subjectivities—dandelion pods tossed by the wind. What does it mean to be a citizen of the free world? What does it mean to think forward into a future? To dream? To reach beyond? Few even dare to ponder what is to come. (p. 3)

In my experience as a CT, I recognized that planning lessons is an active pursuit that requires the CT and TC to "ponder what is to come" (Greene, 1988). They may consider:

- the academic, social and emotional needs of the students (Noddings, 1992);
- time constraints, e.g. of the school day, the amount of planning time, or how much time a student needs to understand a concept (John, 2006); and/or
- how the planned lesson will prepare the students for future lessons, for the next grade level, and/or for their participation in their communities (inTASC, 2011).

The CT and TC must do something in order to plan and to teach together; they will think, talk, and reflect. As a CT, I tried to encourage my TCs to be active in the planning session by sharing ideas, by asking questions, and by challenging my own thinking. My passion for being a CT has prompted the areas of academic study that will be pursued in this literature review. It is my purpose in this literature review to use theory and research to guide me in responding to the problem of identifying the co-planning process between the CT and the TC that encourages co-creation, which is also represented in my research questions:

1. What is revealed in the use of language in the co-planning discourse model (Gee, 2014)?
2. Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?

3. Through my created lens based on an analysis of democracy and dialogue in education (Greene, 1976, 1988, 1990, 2000, 2002, 2010, 2016; Freire, 1970, 1997, 1998, 2005; Noddings, 1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017; McLaren, 1999, 2007, 2010; & hooks, 1990, 1994), what does the co-planning dialogue reveal about the planning process and its potential in the co-teaching model for student teaching?

The lens that I have created and use in my third research question is called Creative Critical Caring Dialogues, or 3CD. This lens will be explained more fully near the end of this chapter in the section titled "Critical Inquirists and Co-planning Dialogues." However, it is important to note that the 3CD lens was strongly influenced by two concepts, democracy and dialogue. Because co-planning is between the CT and TC there is the possibility for democratic relationships and, in order to plan, they could dialogue in their planning. However, as I stated in Chapter 1, there is a range of experiences in the lesson planning process. For example, CTs and TCs could plan alone and then share their final product or it could be a more collaborative experience where the TC and CT dialogue to create a lesson plan together (Bacharach, Heck, & Dahlberg, 2008; John, 2006). Additionally, the power in the planning session has traditionally rested in the hands of CTs (Anderson, 2007); they make the decisions about what to teach and how to teach it, which may not provide the TC with enough opportunities to learn how to plan. Therefore, an exploration through the concepts of democracy and dialogue is essential in this study in order to provide a clearer view of what is happening in the co-planning dialogues.

The theme of democracy will be illuminated by the work of Maxine Greene (1976, 1988, 1990, 2000, 2002, 2010, 2016). I am choosing to focus on Greene's work because of her perspective on democracy, as she posits that a democracy requires personal choice and shared authority, two actions that could take place in a planning session. While I have found Greene's

concept of democracy and dialogue to be inextricably tied to each other, the following table highlights Greene's key points about each theme:

Democracy	Dialogue
Through relationships people can learn	Through dialogue people can inquire into possibilities
Freedom is an important component of a democracy, in that people have the opportunity to question givens in the world, to see other possibilities	Debating using critical thinking skills needs to exist as a possibility
People need to be conscious and use their imagination to visualize possible solutions	Through posing questions to the world, people can reflect on what is presented in experience

Table 1: Greene's (1976) Description of Democracy and Dialogue

How democracy is perceived in American education is constructed or interpreted by people, particularly people who have power (Greene, 1976), therefore democracy may look differently to different people. Greene notes democratic principles and education have not historically gone hand in hand, as students were not encouraged to question but be trained "in such a way that they would accommodate, even as they learned the skills of coping with competition, making a living (if they were lucky) and creating wealth" (1976, p. 19). If there was a critical mass of people that "were properly trained and assimilated, there would be national cohesion as well as social peace" (1976, p. 19). The reality of education was not one where attitudes and policies were questioned. Greene believes that students need the tools to deal with the changes in a technologically advanced and industrial world that begs for impersonal connections between people and the changes that occur, but students must have the opportunity to debate, use critical thinking skills, all in an atmosphere of spontaneity and creativity. "Freedom and mutuality, personal choice and shared authority: these are the

touchstones of democratic community" (Greene, 1976, p. 16). From within this definition of democracy, Greene submits that "a new kind of dialogue with the past may be needed; the kind of dialogue that clarifies vision and pushes back the boundaries of thought" (p. 18). Greene's understanding of democracy and dialogue will be referenced throughout this chapter.

Outline of Chapter

In this chapter, I will first consider the National Council for Accreditation of Teacher Education, or NCATE, Blue Ribbon Report (2010), which I will term as BRR. This report was a catalyst for change in the composition of teacher education programs and their connections to clinical experiences (Wiseman, 2012). This report was a call to action to teacher education programs to align their TCs' preparation more to the needs of the districts they serve. By utilizing this report I intend to investigate how the themes of democracy and dialogue are exemplified in its contents, particularly through the priority given to the clinical experiences between CTs and TCs. I am investigating the CT and TC co-planning sessions where dialogue is present, and therefore extracting information from the BRR about dialogue from within a shared decision-making model will inform my study.

Next, I will investigate the Co-teaching for Student Teaching (CTST) model research, the student teaching training model used in this study. The model itself will be discussed, along with empirical studies that include the CT and TC planning session in the study. To reduce selection bias, and thereby making this review more systematic (Booth, Papaioannou, & Sutton, 2012), I included studies that were critical of the co-teaching model (Murphy, Carlisle, & Beggs, 2009; Friend, Embury, & Clarke, 2015), albeit these studies were few due to the nascency of the co-teaching model in student teaching. There are various research strands of the CTST model,

however this literature review will use the research conducted by St. Cloud State University (Bacharach, Heck, & Dahlberg, 2008, 2010) as foundational to the study. The St. Cloud researchers created the co-teaching professional development used in this study. Additionally, I will include CTST studies if they included the following: student teachers, cooperating teachers, and co-planning.

Co-teaching studies that were not included shared certain components. Other than the historical connection to exceptional education and co-teaching, I excluded this field of co-teaching (one exceptional education teacher and regular education teacher co-teaching) as I have defined it (Arndt & Liles, 2010). Co-teaching studies needed to include TCs who are in their final clinical experience as their participants. If the main focus of the study was only on the induction years of teaching, or the first 3 to 5 years, (Juck, Scantlebury, & Gallo-Fox, 2010; Wassell & LaVan, 2009; Windschitl, Thompson, & Braaten, 2009), then these studies were not included. Also, because planning is a crucial part of this inquiry, if the study did not include the teacher candidate engaged in planning the lesson, it was not included (Eick, Ware, & Williams, 2003). Studies that focused on early field experience students (as opposed to student teaching) were not included. Lastly, if the TCs were the teachers of record, these studies were not included.

Significance of this Literature Review

A literature review "facilitates theory development, closes areas where a plethora of research exists, and uncovers areas where research is needed" (Webster & Watson, 2002 as cited in Booth et al., 2012). I will present an integrative literature review, which uses detailed search strategies to generate new knowledge and "synthesizes representative literature on a topic in an

integrated way such that new frameworks and perspectives on the topic are generated" (Torraco, 2005, p. 356). Constructing a theoretical lens (3CD) at the end of this review to view the co-planning dialogues was "designed to improve the clarity of scholarly information" (Booth et al., 2012, p. 22). The lens I created addresses Greene's (1988) call to ponder what is to come, "to shape authentic expressions of hopes and ideals" (p. 3) in the struggle for freedom in education.

In order to make sense of what the literature is saying (Booth et al., 2012), I will be analyzing the research methodologies of the empirical studies, along with the theories that are present. A truth table, or a "matrix codifying the presence or absence of certain factors in individual studies" (Booth et al., 2012, p. 172), was constructed. After synthesizing studies as part of a systematic approach to a literature review, I not only found similarities between studies, but differences as well, which includes an exploration of assumptions, limitations, and areas of uncertainty in the analysis (Booth et al., 2012). This review comprises the following scholarly areas: Co-Teaching in Student Teaching, Democracy and Citizenship in Teacher Education, and Critical Inquiry Theorists.

I searched the following electronic databases: ERIC via EBSCO, Academic Search Complete, Urban Studies Abstracts, Dissertations & Theses Global, Google Scholar, and JSTOR. Search terms for the area of democracy in teacher education included combinations of the following terms: authors Kenneth Zeichner and Michael Apple, democracy, and teacher education. I used the articles that emphasized democracy discussed in teacher education. In the area of planning, combinations of search terms included lesson planning, student teacher, cooperating teacher, power, and interactions. In the area of co-teaching, combinations of the following terms were included: student teacher (since this is the term currently most widely

used), cooperating teacher, teacher education, co-teaching, teacher preparation, and lesson planning.

Before co-teaching for student teaching is examined, in the next section I will consider the BRR report (2010) and its emphasis on the importance of the clinical experience along with the partnership between teacher education programs and the school districts they serve. I will investigate any connections to the notion of democracy particularly through the report's stress on the importance of the clinical setting and its possible partnership with teacher education through shared decision-making. While a democratic system does not necessarily include shared decision making among the people in that system, the perspectives of all of the people, or in the case of my dissertation study, the CT and the TC, are valued as part of the dialogue that could influence decisions made in the classroom. Additionally, I will uncover the possible role of dialogue used in this report and its implications for my study.

NCATE Blue Ribbon Report

In 2010, the National Council for Accreditation in Teacher Education published a Blue Ribbon Panel Report (BRR), a call to action to change teacher preparation, outlining a vision for teacher education that is strongly connected to K-12 schools, or clinical placements. The report states that "clinical practice remains the most ad hoc part of teacher education in many programs," (NCATE, 2010, p. 4), and close partnerships fostered between teacher education programs and school districts were advocated. The partnerships between teacher education programs and school districts are intended to bring accountability to the development of the TC closer to schools and the students they serve, along with the goal of preparing teachers who collaborate, innovate, and problem solve. This report also states the significance of collecting

data regarding not only the teacher candidate's progress, but also the support received from the university supervisor and CT. A stronger connection to the clinical setting, NCATE researchers discovered, creates a pipeline to schools and communities, providing them the teachers they need and gives attention to issues within the community. This report's priority is to the clinical setting and makes it clear that a direct response to a school/district's needs is paramount for both settings to continuously improve. The BRR calls for more research about the CT, TC and the student teaching experience. Some notable teacher education programs in recent years produced innovative clinical experience models, in strong part by a concerted effort to put the clinical experiences at the center, and are currently being researched. However, these efforts have been few and far between (NCATE, 2010).

Unpacking democracy in the BRR. In a democracy, it must be understood whose knowledge counts; e.g., do schools' or communities' knowledge count in teacher education programs and their decisions? Additionally, in a democracy, respect for and interactions with multiple stakeholders, like teachers, IHE staff, community members can allow for recasting who is an expert by crossing institutional boundaries (Zeichner, Payne, & Brayco, 2015). The partnership between teacher education programs and school districts emphasized by the BRR (2010) is a connection to more democratic structures, as this partnership advocates for the school district to take a more active role in teacher education. The BRR (2010) report states:

> Leaders of higher education institutions must value and reward practitioner knowledge and research on practice. Preparation programs situated in universities must embrace a professional education model that recognizes the importance of clinical faculty in the academic hierarchy and introduces tenure and promotion policies that reflect that new esteem. (p. 28)

The teacher preparation program must have the clinical experience as its center. The BRR calls for a strong partnership that allows TCs to "connect what they learn with the challenge of using it, while under the expert tutelage of skilled educators" (p. ii).

With an eye towards the importance of the clinical experience, the BRR report exhibits another example of a democratic structure. The BRR (2010) states:

> …teacher education programs must work in close partnership with school districts to redesign teacher preparation to better serve prospective teachers and the students they teach. Partnerships should include shared decision making and oversight on candidate selection and completion by school districts and teacher education programs. (p. ii)

The "shared decision making" described by this report emphasizes teacher education programs need to listen to a prime stakeholder, or the school district and its staff. This quote also points to the importance of dialogue through the "shared decision making" and the "close partnership" between school districts and teacher education programs.

Another example of the implied use of dialogue in the NCATE (2010) report is the information received from certified teachers about clinical preparation. The NCATE (2010) report states its work "was informed by practitioners in the Teacher Leaders Network, a virtual community populated by highly accomplished teacher leaders from across the nation" (p. 7). The NCATE report provided quotes from teachers in this network. However, it is unclear if there was dialogue held between the teachers and anyone else associated with the NCATE report, either virtually or in person.[2] While many of the recommendations put forth by the NCATE report may require a dialogue between stakeholders in teacher education, for example

[2] After studying the document associated with the work of the Teacher Leaders Network (see NCATE, 2010) and reading the feedback from the classroom teachers, it is still unclear if there was dialogue between the teachers and anyone else associated with the NCATE report.

between school district staff and IHE staff, there was not discussion about the possible dialogues between these stakeholders in the report. In a democracy, people value freedom and creativity (Greene, 2016). Therefore the omission of clear paths to dialogue between the stakeholders is a missed opportunity to show a dialogue that builds creativity and shows the possibilities of freedom that could exist in this report.

The BRR examined clinical education, responded to the urgent need to ensure effective teachers for all children, and advocated for an alignment of teacher preparation with the needs of teachers (NCATE, 2010):

> We need teachers who are well versed in their curricula, know their communities, apply their knowledge of child growth and development, use assessments to monitor student progress and effectively engage students in learning. Teachers need collaboration, communication, and problem-solving skills to keep pace with rapidly changing learning environments and new technologies. (p. 1)

The BRR's call for "collaboration, communication, and problem-solving skills" has the possibility of being aligned to democratic structures, e.g., collaboration could include people sharing and building on each other's ideas or dialogues.

The NCATE Blue Ribbon Report has called for the accountability of the development of the TC closer to schools and the students they serve, along with preparing teachers who collaborate, innovate, and problem solve (2010). I have made an evaluative judgment that dialogue could exist within collaboration such as a dialogue between a CT and TC. I summarize in Table 2 what the BRR report asserts about these concepts.

Concept	BRR report assertions
Democracy	Lessen hierarchies in IHEs Promote shared decision-making between school districts, IHEs, and the community School districts and IHEs create a strong partnership to serve the K-12 students Redesign teacher education and oversight on candidate selection and completion by both school districts and teacher education staff
Dialogue	Problem-solve Collaborate Communicate

Table 2: BRR Assertions and Implications for this Study

In the next section, a student teaching preparation model, co-teaching, will be examined to consider its connections to democracy (whose knowledge counts, a respect for multiple interactions crossing institutional boundaries) and dialogue (collaboration and communication), particularly in the planning session. The CTST model used by researchers from St. Cloud State University was acknowledged in the NCATE BRR (2010) as a "promising practice" that is "helping to shift the roles in schools to improve student outcomes" (p. 13).

Co-Teaching as a Model of Student Teaching (CTST)

Overall, co-teaching models for student teaching have been found to be an effective way to train teacher candidates (Bacharach, Heck & Dahlberg, 2010; Beers, 2009; Carambo & Stickney, 2009; Carlisle, 2010; Gallo-Fox & Scantlebury, 2015; Siry, & Lara, 2012). At Midwestern University, I participated in a Train the Trainer workshop through St. Cloud State University, and in a CTST pilot study as a graduate assistant in Midwestern University Office of

Clinical Experiences. The focus in my dissertation study became the CTST model after this opportunity was presented in my doctoral studies.

Co-teaching has its roots in special education (Cook & Friend, 1995), in which the teaching team includes two certified teachers, a special education and regular education teacher. Cook and Friend's (1995) seminal research about co-teaching has been used nationally and internationally, and was referenced by Bacharach, Heck, and Dahlberg (2008, 2010) in their co-teaching model. While Cook and Friends' work is CTST's foundation, it is its biggest critic by pointing out a danger of misconstruing the meaning of the term "co-teaching" to include the CT and TC pair (Friend, Embury, & Clarke, 2015). Due to the changing understandings of words (such as "differentiate" and "inclusion") in the field of education "it is critical that professionals be precise in their understanding of the emerging trends" (2015, p. 80). Friend et al. do not consider the CT and TC "co-teachers." They consider the CT/TC pair "Master Teacher" and "Apprentice Teacher," due to the difference in power between the two.

A traditional student teaching model. The description of the MT/AT relationship is based on a traditional model of student teaching (see Bacharach, Heck, & Dahlberg, 2008; John, 2006). In a MT/AT relationship, the MT not only "has primary power, including directing the work of the apprentice educator" (2015, p. 82), but ATs and their expertise is not added to the power of the pair. Friend et al. assert that the TC in essence becomes the CT, but in a co-teaching relationship between two certified teachers, they each bring something unique. This aligns to a traditional view of student teaching: The power of the instructional decisions has traditionally been in the hands of the CT. Also, aligned to Greene's (1976) ideology, if both the CT and TC brought something unique to a planning session, this could allow for spontaneity and possibly a critical dialogue where new ideas on how to create lessons could emerge.

New power, parity and purpose with the BRR. The BRR's call for "collaboration, communication, and problem-solving skills" has the possibility of being aligned to democratic structures, e.g., collaboration could include people sharing and building on each other's ideas. Additionally, collaboration with others when planning is a performance considered essential in the InTASC teacher standards (2011), along with a teacher engaging in professional learning where they contribute to the knowledge and skills of their colleagues. The TC and CT could contribute to the knowledge and skill of each other in order to advance the practice of both. The opportunity for CTs and TCs to create together during a planning session is essential in a teacher's development as evidenced in national teacher standards call for a "teacher [that] values planning as a collegial activity [and] that takes into consideration the input of learners, colleagues, families, and the larger community" (InTASC, 2011, p. 16). Greene (1988) reminds us to "dare to ponder what is to come" as I have argued, in collaboration with each other in a planning session. Collaboration could include dialogue, shared-decision making, and democracy.

In the next section, I will review the alternative model of co-teaching in student teaching (CTST) based on the St. Cloud State University model (Bacharach, Heck & Dahlberg, 2008, 2010) to uncover what distinguishes this model from a traditional one, particularly in the planning process.

CTST Research Threads

There are two major research threads about co-teaching with pre-service teachers, each beginning with a seminal study that have impacted other empirical studies. Roth & Tobin (2001) started a co-teaching research thread by exploring co-teaching with teachers in an urban setting,

and there has been published research after this study (Tobin & Roth, 2005; Tobin, 2006; Tobin & Llena, 2010). However, many of these studies are qualitative in nature, and some do not focus directly on K-12 student learning (Beers, 2008; Carambo & Stickney, 2009; Gallo-Fox, 2010; Siry & Lara, 2011). This line of research has produced a concept called "cogens," that particularly relates to planning, and will be discussed later in this review.

The second thread begins with the seminal work of Bacharach, Heck, & Dahlberg (2008; 2010). I consider this work seminal, because of the use of pre-service teachers in a co-teaching for student teaching model, something not found as consistently in Tobin's research (see Emdin, 2011; Tobin & Roth, 2005; Tobin, 2006). Additionally, Bacharach, Heck, & Dahlberg (2010) conducted a mixed methods study that revealed a statistically significant increase in math and reading student achievement scores of K-12 students in co-taught classrooms that included a CT and TC. This second thread of co-teaching research is what I will begin to investigate in the following paragraphs.

CTST: St. Cloud State University Research

In this section, I will report on the academic literature produced by the St. Cloud State University researchers (Bacharach, Heck & Dahlberg, 2008, 2010) as this was the co-teaching model that was implemented in the co-teaching pilot where I gathered my data. Co-teaching is a response to the call to better prepare teachers for the needs of K-12 students (Academy for Co-Teaching, 2018; Fraser & Watson, 2013; NCATE, 2010). Co-teaching is not a new experience in education, but "its application in the student teaching experience is a new area of study" (Academy for Co-Teaching, 2018). TCs go from beginning "as mere observers in the classroom with no responsibility and little identity in the eyes of classroom students" to TCs who identify

as a co-teacher in their student teaching experience with more investment in student academic achievement (Grady et al., 2016, p. 869).

The components of the CTST model. Based on their assessment of the need to examine and revise the student teaching experience, Bacharach, Heck, and Dahlberg (2010) compared the traditional model of student teaching to a co-teaching model, and emphasized the changes they have made that they feel better serves CTs, TCs, and K-12 students. The following table outlines the differences between the traditional student teaching model and the CTST:

Component of Student teaching	Traditional Student Teaching Model	Co-Teaching Model for Student Teaching
Preparation	Little to no preparation or support for TCs and CTs	All members (CT, TC, university supervisor) are provided information about the role of each member, co-teaching and co-planning approaches, and strategies for how to build a relationship
Involvement	One teacher is passive while the other leads the instruction	Teachers work together to remain actively involved, with many opportunities for both teachers to teach
Relationship building	CT and TC don't have an opportunity to get to know each other before they begin to teach	CTs and TCs are brought together before they begin teaching to establish a relationship of trust and respect
Planning	TC and CT plan in isolation, with TC presenting lesson to CT	CT and TC identify times to plan and co-teaching strategies to use. The CT models and does most of the planning in the beginning, and the TC gradually leads the planning more as the semester progresses
Solo vs. Lead	TCs observe, then gradually take on subjects/lessons until they teach on their own	Rather than giving away responsibility, the CT co-teaches with the TC, and the TC eventually assumes responsibility for the entire classroom
Power differential	The power differential that exists in any student teaching model is rarely addressed	CTs and TCs are taught to address issues of parity and work as a team; TCs are provided with strategies to help find their voice

Adapted from Bacharach, Heck, and Dahlberg, 2010

Table 3: Traditional Model vs. Co-Teaching Model for Student Teaching

In the co-teaching model, the CT and TC are viewed "as partners where the student teaching experience allows the best teachers to mentor teacher candidates" (Bacharach, Heck & Dahlberg, 2008). In this partnership, both the CT and TC teach, rather than one person "on," or teaching, and one person "off." The CT/TC pair share the responsibility of teaching throughout the student teaching experience; one member doesn't relinquish all of the duties of the classroom. When planning, the CT/TC pair chooses a co-teaching strategy (see Appendix A) to address the needs of their students. The following is one example of a strategy:

> **One Teach, One Assist**
>
> One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
>
> Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
>
> Bacharach, Heck, & Dahlberg, 2010, p.7

The example provided explains the difference between the traditional model of student teaching and the CTST; the teacher who is not leading instruction is also present in the lesson by being a "voice" for students when they don't understand. In the traditional model, the teacher not teaching is normally not involved in the lesson, or not even in the classroom at all (Bacharach, Heck, & Dahlberg, 2010).

Relationship building, collaboration, and planning. At the beginning of the student teaching experience, "co-teaching participants are brought together to establish a foundation of professional trust and respect" (Bacharach, Heck, & Dahlberg, 2010, p. 7). The CTs and TCs come together ideally before the semester begins, so they can participate in activities where they

can learn about each other, both personally and professionally. In the traditional model of student teaching, CT/TC pair "are often unaware of the specific skill needs to collaborate…[and] they have not considered the need to identify these skills" (Bacharach & Heck, 2010, p. 56). In the CTST, "time is provided early on in the experience for teacher candidates and their cooperating teachers to come together and share in activities as they build their relationship with each other" (p. 54). Building a relationship is considered essential, particularly in the co-planning sessions. The TC/CT pair should spend at least an hour per week co-planning (Bacharach & Heck, 2010). Planning is a high priority in the CTST model. Co-teaching encourages enhanced communication and collaboration skills by making these "skills explicit and provides opportunities for prospective and practicing teachers to acquire them" (Bacharach & Heck, 2010, p. 23).

Results of CTST studies: student achievement. While many of the co-teaching studies referred to the importance of the learning by students, the study that has quantitative academic achievement data is that of St. Cloud State University (Bacharach, Heck, & Dahlberg, 2010). This study examined the effect of the co-taught classroom on student achievement in math and reading (based on the Minnesota Comprehensive Assessment and the Woodcock-Johnson III) of K-6 students in the St. Cloud Area School District over 4 years (2004-2008). In co-taught vs. non co-taught classrooms, there were statistically significant gains in math and reading in the co-taught classrooms, and students in co-taught classrooms outperformed students in two settings, in the traditional model of student teaching and students who did not have a student teacher in their classrooms (Bacharach, Heck, & Dahlberg, 2010).

Co-planning/cogens. Coteaching is a teaming strategy. The coteaching framework requires that the cooperating teacher and teacher candidate work and talk together, not only

during instructional times but also particularly during the planning process. As they plan, the co-teachers are to bring student data to their planning sessions that has the potential to inform their decisions about which pedagogical strategies best address the students' learning needs. Therefore, a research question about what the CT and TC discuss in a co-planning session is pertinent in this literature review.

The use of cogenerative dialogues, or "cogens" (Scantlebury, Gallo-Fox, & Wassell, 2008; Tobin, 2006) have been found to be a structure that enables its participants to have power through the conversation. Cogens are conversations between students and teachers (sometimes including university teacher educators and school principal) about their shared experiences, normally about a lesson. Participants identify successes in the lesson, as well as where things went wrong, and the group tries to come to some kind of consensus about how to solve the problem. Cogens reveal dialogues from which culture is produced, and researchers have found they expand the agency of the participants (Tobin & Llena, 2010). For example, the students who have participated in cogens have been found to show more engagement in lessons (Emdin, 2011; Tobin & Llena, 2010). The CT and TC's focus in cogens is on "shared education experiences and what actions should individuals and the collective take to improve students' learning" (Scantlebury, Gallo-Fox, & Wassell, 2008, p. 975). They found that not only were learning communities created where the participants were able to build on each other's ideas in co-planning, but the "cogenerative dialogues provided interns [a term used similarly as "student teacher" or "teacher candidate] the opportunity to develop and accumulate cultural capital" where the interns learned the culture of teaching science through an "opportunity to accrue social capital by establishing social networks with their co-teachers and fellow interns" (p. 977).

Communities of Practice (COP). "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger-Traynor, E. & Wenger-Traynor, B., 2015). The roles that Emdin (2011) provided for his students through the use of co-teaching and cogens, e.g., bringing the students into the discussion, are embedded in a concept called COP. COP, created by Lave and Wenger (1991), was not born out of teacher education, but represents a framework that lends itself to the CT/TC relationship, particularly when CT and TC interact. In the following table, Etienne Wenger-Traynor and Beverly Wenger-Traynor (2015) describe three characteristics that are essential in a COP; in the second column, I make comparisons to the CT/TC relationship:

Characteristics of a COP (Wenger, SEDL, n.d.)	Characteristics of CT/TC practice
1. The domain: A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain and therefore a shared competence that distinguishes members from other people.	CTs and TCs have a shared interest and shared competence in their commitment to their school/classroom
2. The community: In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other.	CTs and TCs participate in a joint activity of planning where they help each other and share information
3. The practice: A community of practice is not merely a community of interest—people who like certain kinds of movies, for instance. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice. This takes time and sustained interaction.	CTs and TCs share resources, stories, tools, ways of addressing problems.

Table 4: Comparison of Characteristics of COPs and CTs/TCs Practice

Lave and Wenger (1999) write specifically about the learning and pedagogies that occur in COPs. Legitimate participation comes through membership in a community not only with a master of the craft, but other apprentices that learn from each other. Both master and apprentice

contribute to the learning, the participation, and the actual membership. When the members of a COP participate, they must engage in practice, and not be its object, in order to set the tone for effective learning. In other words, the master and apprentice guide the practice and learning, they do not come together only because they have to participate in the practice. The apprentice and the master must be absorbed into a community of practice (Lave and Wenger, 1999).

Language represents a form of learning in a community of practice, and these authors note a difference when talking about a practice from within vs. outside of it. They call for the unpacking of "mastery" and "pedagogy" in a community of practice, which depends on "decentering" these notions, which "leads to an understanding that mastery resides not in the master but in the organization" (Lave & Wenger, 1999, p. 23). Through the language, the roles of "master" and "apprentice" exist in non-traditional spaces. As Lave and Wenger state (1999), mastery does not reside in the master, but in the organization (e.g., the student teaching experience).

I have made the following conclusions about CTs and TCs operating within a COP:

1. How the apprentice (TC) is able to see the responsibilities that s/he is supposed to take on is an important task for both the TC and CT. Learning for the TC includes figuring out what is valued, respected.
2. The CT and TC need to be able to figure out what each one values and how each one envisions a lesson being planned. Knowing or not knowing this would affect the talk between CT and TC.
3. The participants engage in the practice. Learning is situated between the CT and TC (or veterans and newcomers) and this is where the learning is experienced, along with

artifacts, activities, knowledge, and practice. The CT and TC must find out and acknowledge what the CT and classroom community (and school/district/community) values, likes, dislikes, and respects. If the CT and TC assumed they knew, they might have the wrong information and this would not advance the practice of both.

While some CTST studies do not mention COP directly, they make strong references to its tenets, such as agency (Emdin, 2011; Gallo-Fox & Scantlebury, 2015), shared responsibility (Carlisle, 2010) and bringing the participants to the center of the learning (Murphy, Carlisle, & Beggs, 2009). Shared responsibility relates to the democratic themes in this literature review. However, heeding Greene's (1988) call for opportunities for people to "shape authentic expressions of hopes and ideals" (p. 3) and thinking forward into a future more questions arise about co-planning dialogues in a COP:

1. In a COP, are the participants free to be citizens and participate fully in that space, as Greene (1988) advocates?
2. Is critical dialogue that seeks to uncover oppressive structures key in a COP? Is this kind of dialogue encouraged in a COP?
3. Is there inner dialogue that needs to take place in the person (as I posit on page 83) before they can participate in a COP?

As seen in the studies in this section, the CT/TC relationship can be a barrier, or an opening to a productive planning session. Greene (1988) asserts that in education, people must explore their connectedness to each other, because people are "lacking embeddedness in memories and histories they have made their own, people feel as if they are rootless subjectivities—dandelion pods tossed by the wind" Greene, 1988, p. 3). In a COP, the

participants are nested together where they could engage in critical dialogue in a planning session. Expertise could be seen as the outcome of "co-inquiry" where the expertise lies within a community of practice.

Democracy in Teacher Education

In Chapter 1, I discussed Zeichner's (1990, 2010, 2012, 2014, 2015) and Apple's (1993, 2008, 2011, 2015) call for democracy in teacher education, and how the need for democracy could inform this study. Zeichner called for a re-thinking of the role of the expert, which casts a different light on the CT/TC pair in that the TC might bring expertise to the co-planning session. Also, teachers need freedom to exercise judgment when making decisions, i.e., in the co-planning sessions, without barriers. Lastly, Apple advocated for recognizing what the barriers and complexities are in terms of political, economic, and social powers that exist, and participating in critical dialogues that act against injustice.

In summary, Zeichner advocates for the following:

- A complete vision of a teachers' role that includes dispositional behaviors like trust and empathy, not just a set of teaching practices.
- P-12 teachers' perspectives, because good teaching practices are subjective and highly politicized, we don't want to put TCs (or CTs) in a box. TCs and CTs are not just good for their highly leveraged teaching practices.
- Community members' voices should be heard in both teacher education programs and the school districts they serve.

Apple asserts individuals should do the following:

- See the world through the eyes of the dispossessed, to help understand oppressive conditions and their complexities.
- To "reposition" oneself means to recognize the complexities of political, economic, and social power and participate in critical dialogues that act against injustice.
- School systems, including teacher education, are political, and the meaning of democracy will be debated including what authority means and who should benefit the most from policies and practices in a democracy.

The need for democracy in teacher education has informed this dissertation study: co-planning dialogues can be affected by the lack of democracy in teacher education and in schools. I have created a lens to view this problem, 3CDs. I will describe the critical theorists that contributed to 3CDs, and a description of 3CDs themselves.

Critical Theory

As I stated at the beginning of this chapter after my reflections about myself as a CT, I wanted to identify the process where CTs and TCs honor each other's ideas, encouraging each other to participate in the planning session in order to create a lesson together. With Greene's overarching lens encompassing democracy and dialogue, and after a discussion of the BRR, the co-teaching model of student teaching, and democracy in teacher education, I determined that an alternative lens needed to be created to view the co-planning dialogues between the CT and TC. This lens is a theoretical one that builds on the research of critical inquirists who, in their own way, contribute to a new dialectic (Greene, 1998) where the limits on free speech, mindlessness, and routine behaviors are first named. Then, a critical dialogue is attempted through freedom

that is "an opening of spaces as well as perspectives with everything depending on the actions we undertake in the course of our quest, the praxis we learn to devise" (Greene, 1988, p. 5).

This study's critical inquiry investigation considers the work of Greene (1976, 1988, 1990, 2000, 2002, 2010, 2016), Freire (1970, 1997, 1998, 2005), Noddings (1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017), McLaren (1999, 2007, 2010), and hooks (1990, 1994) and the intersection of their ideologies that will be discussed later in this section. My purpose is not to comprehensively review all studies that research from a critical inquiry perspective, nor is it meant to provide the reader with a complete sense of all critical inquirists and their ideologies. I made an evaluative judgment about how to structure the literature around the understanding of democratic education and dialogues as stated by Greene. Using these two tenets, I began to contemplate myself as a cooperating teacher, particularly as I considered planning, and I wondered if these theorists would provide a sharper lens to analyze the CT/TC planning sessions. I will write about the philosophies of these five theorists that have been instrumental in examining the concepts of democracy and dialogue, to see what theoretical lens might emerge and what it would say about the CT and TC co-planning sessions.

First I will begin with an investigation of the ideologies of Maxine Greene, particularly her views of democracy and dialogue. As the nexus of this chosen literature argues for a more democratic structure in dialogues, it is an opportune time to consider the work of Greene (1988, 2000, 2002, 2016) to consider whether imagination has a role in shaping caring, critical dialogues.

Education philosopher Maxine Greene (2002) asserts that what people explore, notice, think about, and create is essential in their learning. Greene (2000) not only sees the potential of

the learning, but the learning that is within the imagination of the person. Imagination helps people to organize the images they have about a concept, and "is a primordial operation underlying the relation between the knowing subject and the object that is known" (Greene, 2002, p. 213). The imagination creates the distance from a concept such as an injustice, in other words, perspective is gained on what the injustice is due to the person imagining and taking a stance on the injustice and what can be done to change it. This creates a new possibility to inspire new ideas. Greene (1988) argues that to be able to critically think people need to have the freedom to imagine different possibilities to a current situation.

Greene (1988), when questioning if a person has freedom to think and act as they choose to, asked "what does it mean to be a citizen of the world? To dream? To reach beyond?" (p. 3). There is power, then, in asking someone else what their dreams are and how they view success. Greene considers both the asking someone about their dreams, and the sharing of what their dreams are and how they view success is a part of one's freedom. Greene (1988) recognizes that in making choices "…there is a question of being able to accomplish what one chooses to do. It is not only a matter of the capacity to choose; it is a matter of the power to act to attain one's purposes" (p. 4). As the imagination can create distance from what the subject is studying and/or participating in, this distancing creates a new possibility to inspire more ideas. "To empower persons in this way may be to make it possible for them to come together, as distinctive beings, in speech and action" (Greene, 2016, p. 50). In this dialogue, Greene (2016) claims, people have the opportunity to name their experiences and histories.

Greene (2016) not only emphasizes the curriculum and essentially, instruction that exists within the child, she uses her philosophy as a mode of social justice by recognizing the

imagination of the child may have responses to the inequities in social and economic arenas (p. 18). This exemplifies with Greene's theory of social imagination, or the capacity to invent visions of what should be and what might be in our deficit society, in the streets where we live and our schools. Social imagination not only suggests but also requires that one take action to repair or renew." (Greene, 2010, p. 5)

> Imagination, intention: Neither is sufficient. There must be a transmutation of good will, of what I call wide-awakeness into action. Yes, wide-awakeness is an aspect of Maurice Merleau-Ponty's (1964) view of "the highest level of consciousness" and Paulo Freire's (2005) conception of "conscientization." Both demand reflection and praxis, which are inseparable from each other. Both not only imagine things as if they could be otherwise, but move persons to begin on their own initiatives, to begin to make them so.
>
> (Greene, 2010, p. 1)

A part of the praxis is the language that people use to discuss what they imagine, and it must be "a concentration on the clearest language possible, conducted against backgrounds of intersubjectively lived life, the dialogue must be governed by agreed-upon rules of civility and friendship" (Greene, 1990, p. 67).

With the next four authors, I will discuss their ideologies about power, dialogue, and critical thinking, and lastly will provide examples of how they intersect with each other and with Greene. After I reviewed the works of each theorist, I made an evaluative decision about the pathway for each theme (power, dialogue, and critical thinking). Freire will lead the

conversation about power, with the others joining in. Noddings will lead the discussion about dialogue, and hooks and McLaren will lead the discussion about critical dialogues.

Power. Freire's work is derived from his analysis of the relationship between and among oppression, oppressors, oppressed, and power. Marginalization, oppression, and prescriptions on people are the antithesis of a democracy according to Freire (1970). In his book Pedagogy of the Oppressed (1970), Paulo Freire's theory about education and its possibilities to eliminate oppression is presented through the roles of the oppressed and the oppressor. Oppressors exist because of their appetite to possess material things and as such "develop the conviction that it is possible for them to transform everything into objects of their purchasing power; hence their strictly materialistic concept of existence" (Freire, 1970, p. 58). The oppressed must understand their situation in relation to the world around them; however, the oppressed are fearful of freedom, as it may not be in the image of their oppressor (Freire, 1970). According to early Freire (1970), oppressed people live in a false reality where they have been taught to accept injustices as being fixed components of their culture. He states:

> The central problem is this: How can the oppressed, as divided, unauthentic human beings, participate in developing the pedagogy of their liberation? Only as they discover themselves to be hosts of the oppressor can they contribute to the midwifery of their liberating pedagogy. As long as they live in the duality in which *to be* is *to be like*, and *to be like* is *to be like the oppressor*, this contribution is impossible. (p. 48)

The oppressed must reject the image of their oppressor and understand that not only are they at a separate pole from the oppressor, but this opposite pole is their liberation (Friere, 1973). Therefore, the oppressed not only identify on the opposite side of their oppressor, they also need

to identify themselves as participating in their own liberation. When identifying themselves in opposition to the oppressor, the oppressed must find a connection between themselves and the cause, as Noddings (2017) cautions it is easy "to find a group or cause to which one can belong, but the plethora of available information seems to work against the critical analysis needed to find the truth" (p. 4). A person needs to dive deeper into a subject, or news story, or narrative they hear from someone else. Therefore, in order to be liberated, one must wade through the available and critically analyzed what is going on in a situation, a subject, or a dialogue.

The oppressed participate in the pedagogy of their liberation by discovering that they are adapting and adjusting to the image of the oppressor, and then they must rise up against this image (Freire, 2005). hooks (1994) discusses people that are marginalized take the language of the oppressor, in order to participate in resistance. hooks (1994) asserts "to heal the splitting of mind and body, we marginalized and oppressed people attempt to recover ourselves and our experiences in language. We seek to make a place for intimacy" (p. 175). The oppressed must recognize the possibility of liberation, because "in order for the oppressed to be able to wage the struggle for their liberation, they must perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation which they can transform" (Freire, 1970, p. 49). Without liberation, the oppressed stay in the image of their oppressor, because as Freire (2005) claims, "to the extent that man loses his ability to make choices and is subjected to the choices of others, to the extent that his decisions are no longer his own because they result from external prescriptions, he is no longer integrated. Rather, he has adapted." (p. 4). On the other hand, freedom, as Greene (1988) explains, is an opening of spaces after one reflects on one's own perspectives about injustice, and decides what looks better, or what can be imagined as

better. Greene includes the imagining of possibility in the liberation of people, or the oppressed, an argument Freire does not directly make.

Integration in one's society is essential, Freire (2005) explains, as it "is a distinctly human activity. Integration results from the capacity to adapt oneself to reality plus the critical capacity to make choices and to transform that reality" (p. 4). To be integrated, then, is to have power; a person makes choices and transforms their reality. In reference to her analysis of Freire, hooks (1994) believes there is a "historical moment when one begins to think critically about the self and identity in relation to one's political circumstance" (p. 47). The "historical moment," Noddings might argue, may require the person to be open and vulnerable.

According to Freire (1970), "a real humanist can be identified more by his trust in the people" (p. 60), versus a person giving to or doing something for the oppressed. hooks (1994), in response to a feminist critique of Freire, states that his work "affirmed my right as a subject in resistance to define my reality" (p. 53). She says Freire recognizes the most disenfranchised; she sees the complexity of pedagogy of the oppressed while other feminists may not, through her own experience being a black female (hooks, 1994). The oppressed, and those that join in their struggle, trust each other to make their own choices and have their own opinions and feelings that are not prescribed on them. Additionally, Freire (1998) believes, in order to be humanized, there must be freedom for people to judge a situation for themselves based on:

> scientific formation, ethical rectitude, respect for others, coherence, a capacity to live with and learn from what is different, and an ability to relate to others without letting our ill-humor or our antipathy get in the way of our balanced judgment of the facts. (p. 24)

Freire (1970) sees humanization as humankind's central problem, and this is affirmed by those yearning for freedom and justice and thwarted by injustice. People can exist humanely in the world through their ability to create, construct, wonder, and make choices that are not prescribed on them. Noddings (1992) states people learn first what it is to be "cared for," and then gradually learn to "care about others." When people care about others, they have a sense of justice about that person.

Power outcomes from this discussion:

- People need freedom to recognize who has the power and what the power encompasses.
- People can identify language of the oppressor and find ways to resist, and claim the language as their own.
- Caring about others includes a sense of justice about that person. Power means being open and vulnerable.

A caring dialogue. Nel Noddings' (1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017) approach to care-based education is concerned with the relation two (or more) people have with each other. In caring encounters between people, "the carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for" (Noddings, 2012b, p. 53). The carer is the person showing another person care, for example, a teacher showing care for a student. The cared-for has the responsibility to express his/her needs. Freire (1970) states that people need to talk, listen and understand, with a sense of love, humility, and trust with each other, but this also must contain a "critical and liberating dialogue, which presupposes action, [and] must be carried on with the oppressed at whatever the stage of their struggle for liberation." (p. 65).

Freire (1998) reflected on the importance on being with others. He states being in communion with each other is necessary to "be with" or to dialogue with others.

> While I am physically alone proves that I understand the essentiality of to be with. It is interesting for me to think now how important, even indispensable, it is to be with… I never avoid being with others as if I am afraid of company, as if I do not need others to feel fulfilled, or as if I feel awkward in the world. On the contrary, by isolating myself I get to know myself better while I recognize limits, and the needs that involve me in a permanent search that would not be viable through isolation. I need the world as the world needs me. Isolation can only make sense when, instead of rejecting communion, it confirms it as a moment of its existence. (p. 29).

Noddings (2017) asserts that people have a need to belong, and through understanding and communication, a person can develop empathy with someone. It is through Friere's understanding of being in communion with others that empathy can be developed. The concept of empathy is often used in reference to the self, "but the empathy of care-ethics is other-oriented, not self-oriented" (Noddings, 2012a, p. 777). Noddings asserts a person can be empathetic by assessing and acknowledging the situation of others, which gives rise to both feelings and understandings. Empathy is both an understanding and a feeling, as opposed to sympathy, which has almost an exclusive emphasis on feeling. Referring to Freire's Pedagogy of the Oppressed (1970), Noddings (2017) states that liberators experience hostility with the oppressed if they don't take into account the lives and identities of those being liberated or oppressed. One way to take others' lives into account is through dialogue.

Freire (1970) believed that the oppressed and people involved in their struggle must understand and empathize about the other's plight. In his notion of "communion with the

people," Freire (1970) states people need to talk, listen and understand, with a sense of love, humility, and trust with each other; then people are in communion with each other instead of one person controlling the other. For Noddings (2017), being in communion also includes maintaining respect in dialogues, but "instead of tackling these issues with openness and civility, we carefully avoid opportunities to engage the concerns that emerge in a vigorous, diverse society" (Noddings, 2017, p. 10). People tend to control speech that might be at odds with someone else's view by not participating in it, however, people should "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (Noddings, 2017, p. 11). Freire (1970) furthers this thinking by stating the communication between those that are oppressed and those that help in their struggle require finding themselves in each other. Leaders that educate *with* the oppressed people, Freire (1970) states, do not have power over them, because they are in this effort together, and the dialogue must include this recognition. The leaders,

> …in spite of their important, fundamental, and indispensable role—do not own the people and have no right to steer the people blindly towards their salvation. Such a salvation would be a mere gift from the leaders to the people—a breaking of the dialogical bond between them, and a reducing of the people from co-authors of liberating action into the objects of this action. (p. 168)

Freire (1970) called for dialogues that allowed for participants to challenge norms, using their ideas and creativity to debate and examine common problems. Noddings (1988) agrees that dialogue must be "open; that is, conclusions are not held by one or more of the parties at the outset" (p. 143). bell hooks, a theorist who writes from a feminist and critical inquiry perspective, states that language can both create boundaries and create pathways to discuss

critical issues, issues that allow participants to speak their truth (1994). Language can oppress hooks (1994) argues as Standard English, for example, exudes domination due to the exclusion and domination of the person of color. Language has the opportunity to allow for freedom, hooks (1994) claims, after the recognition of the boundaries created by the language and then the capacity to use the language for resistance.

People must have the opportunity to create dialogues that allow for each person to participate and share their own truth, which "requires an intense faith in humankind, faith in their power to make and remake…faith in their vocation to be more fully human" (Freire, 1970, p. 92). Greene (2002) asserts to be more fully human also requires valuing the integrity of the meanings of words used by the other person. However, these dialogue creations according to hooks (1994) do not often happen, as "individuals are not just presented truths, but are told them in a manner that enables most effective communication" (p. 29). The "most effective communication," is the opposite of critical thinking; the message is, here is what you need to do, now go do it. This example is devoid of creating, freedom, and curiosity. Language "speaks itself against our will, in words and thoughts that intrude, even violate" (hooks, 1994, p. 167). Dialogue is important in collaboration and for someone to think critically, when listening and speaking within groups that people identify with and outside of those groups (Noddings, 2017).

Freire (1970) believed that both oppressors and the oppressed participated in dialogue that at times promoted understanding and emancipation and, at others, denied dialogue and reproduced the oppressor's power. Oppressors will "halt by any method (including violence) any action which in even incipient fashion could awaken the oppressed to the need for unity. Concepts such as unity, organization, and struggle are immediately labeled as dangerous"

(Freire, 1970, p.141). The oppressed, according to Freire (1970), have the power to react and resist. As people start to relate to the world by responding to challenges they face, "they begin to dynamize, to master, and to humanize reality," (Friere, 2005, p. 4) and they add something to their reality of their own making, as Freire (1970) asserts:

> As individuals or as peoples, by fighting for the restoration of their humanity they will be attempting the restoration of true generosity. Who are better prepared than the oppressed to understand the terrible significance of an oppressive society? Who suffer the effects of oppression more than the oppressed? Who can better understand the need for liberation?
>
> (p. 45)

Dialogue is an essential tool for the oppressed to better understand their situation; what people say, and how they participate in dialogues with those in their same circumstance and with the oppressor helps the oppressed to participate in their liberation, which will reduce the disparity of power (Giroux, 2001). Freire (1970) goes on to explain that dialogue includes the actions and reflections of all participants:

> Since dialogue is the encounter in which the united reflection and action of dialoguers are addressed to the world which is to be transformed and humanized, this dialogue cannot be reduced to the act of one person's "depositing" ideas in another, nor can it become a simple exchange of ideas to be "consumed" by the discussants. (p. 89)

Participants that seek to name and change the world partake in a dialogue that is "an act of creation; it must not serve as a crafty instrument for the domination of one person by the other" (Freire, 1970, p. 89). Participants in a dialogue, then, contribute to its creation, which could be

an understanding or an idea. However, there is one last piece to dialogue as explained by Freire (1997):

> There is a fundamental element in *interaction*, which takes on greater complexity in *relationship*. I am referring to *curiosity*, some sort of openness to comprehending what is in the orbit of the challenged being's sensibility. It is this human disposition to be surprised before people, what they do, say, seem like, before facts and phenomena, before beauty and ugliness, this unrefrainable need to understand in order to explain, to seek the reason for being of facts. (p. 94)

An integrated person who is curious, then, seeks information about a person and/or situation in order to achieve understanding not only of the people, but also of themselves. "But if our language is extended to the expressive—and, after all, it is beautifully capable of such extension—perhaps we can say something in the realm of ethical feeling, and that something may at least achieve the status of conceptual aid or tool if not that of conceptual truth" (Noddings, 2003, p. 3). However, Freire contends, "dialogue cannot exist between those who deny others the right to speak their word and those whose right to speak has been denied them" (p. 88). If people have the freedom to choose what they want to do and feel, and have the ability to create words and actions, then there is a possibility for them to be humanized in their struggle.

From within Freire's concept of humanization comes *praxis*, a reflection and action upon the world in order to transform it (1970). In his understanding of praxis, Freire (1970) describes a cycle of analysis, action, and reflection in praxis and how people can challenge themselves to uncover and understand inequities, like an unequal distribution of power, through praxis. Freire (1998) believes that humans are "unfinished" in that they have the capability to question and

challenge their current beliefs and judgments. This can be done through praxis to inspire questioning and challenging oppressive words and actions. Restoration of humanity happens through praxis when it is initiated by the peoples that are oppressed (Freire, 1998). Noddings (1992) insists on creating a discourse about the emotional, social, physical and academic selves of a person interchangeably in a caring relationship or where care is absent, as these dimensions influence and are affected by each other—they cannot be compartmentalized. As a child's emotional, physical, and academic needs are regarded and often revered in the home, these needs should be addressed equally well when teaching (1992; 2002). As culture influences and is influenced by a person's experiences, there is a possibility within humanization for a person's culture to be honored (Freire, 1970). People can act and react based on the needs of their culture, which in turn contributes back to their culture. Praxis can be represented in critical thinking.

Outcomes about dialogues from this discussion:

- Dialogue can help people better understand their situation and identify with others.
- Listening and understanding with a sense of love is a part of dialogue.
- Creativity to debate should be available; conclusions are not drawn before the dialogue begins.
- If people have the freedom to choose what they want to do and feel, and have the ability to create words and actions, then there is a possibility for them to be humanized in their struggle.

Critical Thinking that Encourages Critical Dialogues

Before a person can engage in critical thinking, or be vulnerable and receptive as Noddings (2012) argues, hooks (1994) claims that a person needs to know themselves as a

critical thinker, and to see themselves as a person within a system. Additionally, hooks (1994) argues, in order to engage in the struggle or to "find identity in the resistance" (p. 45) one must employ praxis, linking thought to action. For example, if a person is thinking critically about the statement "all children can learn," s/he could ask: What does that mean? What children are being referred to? Can they all learn the same skills? Is this the case historically? To what profiency? "Critical thinking requires us to probe deeply for understanding" (Noddings, 2017, p. 8). However, it is important to note that Friere (1970) has been viewed as promoting only one way of thinking, particularly a transformational approach (Banks & Banks, 2005) where he employs social action and an equity pedagogy, and scholars have wondered if this really promotes critical thinking because of the narrow focus (Elias, 1994). This implies that critical thinking may include multiple viewpoints.

McLaren (2007) states that in the United States there has been a retreat from democracy, in that "many of the gains made during previous decades in social and educational reform have been abandoned or at the very least have demonstrably waned" (p. 36). He employs a Marxian argument for a critical dialogue in order to move from the objective world and its emphasis on capitalism (2007), to a "revolutionary Marxist humanist perspective," where he continued his argument against capitalism but included a "transformation of patriarchal and sexist ideology [that] are connected to their material origins—of social labor (McLaren, 2010, p. 1). Noddings (2017) agrees that in order to increase cooperation the U.S. needs to reduce competition, instead of pursuing with religious zeal to dominate in the world versus other countries.

In countless reports, articles, and essays, the term "critical thinking" is used in reference to K-12 student achievement. Critical thinking, Noddings (2017) argues, can be taught in

isolation from critical issues. For my dissertation study, I am not using a definition of critical thinking that a ranking of thinking skills, such as recall, evaluating, or analyzing or synthesizing information (Marzano, 2007). McLaren's (2007) definition of critical pedagogy incorporates an understanding of critical thinking in this dissertation's context:

> Critical pedagogy is a politics of understanding and action, an act of knowing that attempts to situate everyday life in a larger geo-political context, with the goal of fostering regional collective self-responsibility, large-scale ecumene, and international worker solidarity…Students need to analyze various positions and to make judgments based on the caliber of arguments put forward. (p. 11)

McLaren (2007) states in order to critically think, we must determine the various positions available to us, and then act to promote the general welfare of the people. Noddings (2017) states acting to promote the general welfare of the people is a part of care-based theory. This definition of critical pedagogy requires people to think of how they are positioned in a global society whether they are oppressed, or in a privileged class. In terms of global positioning, Freire (1970) believed education was an opportunity to be critical of the world and be creative in its transformation. People can be critical thinkers, Freire (2005) argues, because they have the ability to use past and present experiences in their decision making for the future; as he states, people "reach back to yesterday, recognize today, and come upon tomorrow" (p. 3). Greene (2016) believes that in a democracy, people have a right to a public space where they can engage in critical and civil debate.

Noddings (2012) argues to revise the commonly accepted definition of critical thinking: The attention characteristic of caring is receptive. It is not the sort of attention usually identified

with schoolwork or critical thinking. In critical thinking, we often attend closely to evaluate an argument and prepare for our rebuttal. Receptive attention, in contrast, is open and vulnerable. (p. 54)

The discussion about democracy in education that included Apple and Zeichner was missing two key tenets. The first one is to know about yourself and your political circumstance and viewpoint (hooks, 2014). and care about yourself (Noddings. 1991). In the caring dyad, one cares based on their observations of the other's experience, and the other recognizes that they are being cared for. Even though some relations are not equal in terms of power and position (e.g., mother and child or teacher and student), "both parties contribute to the establishment and maintenance of caring" (Noddings, 2012a, p. 772). If the two parties don't understand where the other is coming from, it is unlikely that they will be able to work together (Noddings, 2017).

People using critical thinking and participating in critical dialogues

- need to understand their environment, their circumstances, to critically analyze it.
- need to name any obstacles that stand in the way.
- imagine a better state of things, or "orienting the self to the possible" (Greene, 1998, p. 5).
- probe deeper as a critical thinker, and the find identity in the resistance.
- must determine the various positions available to them, and then act to promote the general welfare of the people.
- need to think about race, class, culture, ethnicity in relation to their political circumstance. Then, they can describe their critical position. This includes a "reach back to yesterday, recognize today, and come upon tomorrow" (Freire, 2005, p. 3).

- need the opportunity to engage in critical and civil debate.

The chosen theories in this literature review have pointed to dialogues that could provide a more equitable space between two people, allowing for them to co-create together. Freire (1970) claims a critical dialogue allows participants to contribute something of their own creation, or a piece of their own culture. Culture influences and is influenced by a person's experiences: therefore the dialogue itself is a piece of culture. People contribute to their culture through dialogue (Freire, 1970). As people start to relate to the world by responding to challenges they face, "they begin to dynamize, to master, and to humanize reality," (Freire, 2005, p. 4) and they add something to their reality of their own making thereby creating culture.

The Intersection of these Critical Inquirists: A Creative Critical Caring Dialogue (3CD)

As mentioned at the beginning of this chapter, I often struggled as a CT trying to have planning conversations with my TCs about integrating social justice into our lessons. I wondered how we could honor each other's ideas and create a lesson together. Through this dissertation study, I have discovered a possible solution to this problem, 3CD.

The goal of 3CD is to create a "transitive" dialogue that Freire (2005) called for as well, where participants can "extend beyond the simple vital sphere," (p. 17) or the immediacy of their circumstances. If participants were able to go beyond their immediate circumstances, such as a mandated curriculum or an instructional strategy, this could allow for more conversation that includes critical thinking, creativity, and freedom. In a transitive dialogue, Freire (2005) argues, people can replace disengagement from their existence with almost total engagement. Freire (1970) asks, what power lies in the words of the oppressed? Both the oppressed, and the leaders

in their struggle, participate in the liberation of the oppressed. Both parties have power to speak their truth. In this study, the oppressed and the leaders are not necessarily the TC and the CT, but what I have learned from the relationship that Freire speaks is of immediate concern in my study. The power to speak their truth, hooks (1994) called for a new location for occupation of critical dialogue, needs to exist in a 3CD.

After an analysis in this literature review that included care theory, critical thinking, and imagination, I have created the concept of a Creative Critical Caring Dialogue, or 3CD. The goal of 3CDs is to create a "transitive" dialogue that Freire (2005), where participants can "extend beyond the simple vital sphere," (p. 17) or the immediacy of their circumstances, which allows for more conversation that includes a critical stance, creativity, and freedom. In a transitive dialogue, Freire (2005) argues, people can replace disengagement from their existence with almost total engagement. Therefore, 3CD can provide an opportunity for more engagement for the TC and CT in their co-planning conversations.

I have organized the components of a 3CD in two areas; one, the parts that are part of a one person's inner dialogue, or what that person believes, and two, parts that exist in the dialogue between two people in a 3CD.

1. Inner dialogue:

- There is recognition of the oppressor, or the person/thing/institution that is interfering in the dialogue, and the participants rise up against this image
- The participants are receptive to the expressed needs of the other
- The participants recognize the capacity to use language as resistance

- The participants consider themselves co-authors of a liberating action
- Know yourself, be vulnerable to think critically, evaluate your political circumstance

2. Outer dialogue between two people:

- Between the participants, there is concern for the relation itself; they care about each other and the personal and professional growth that might occur in their dialogue
- They question and challenge each other, using praxis, or reflection and action
- It is clear that both participants have power to create in this dialogue
- Share their identities with each other, in relation to their political circumstance
- The participants analyze various positions and viewpoints
- Curiosity is engaged and encouraged
- Show imagination to someone else through dialogue—what is better in terms of injustice—what does justice look like?
- Both participants participate in their liberation through the dialogue

It is important that people in a 3CD are willing to analyze their own inner dialogue, in order to create the outer dialogue described above.

Questions after the creation of 3CD. After creating 3CD, I am left with some further questions that I will attempt to answer in Chapter 5.

What happens if CTs and TCs don't create 3CD in their planning?

Can CTs and TC take on more of the qualities of 3CD as time goes on?

Do a CTs or TCs ideology and/or worldview need to be transparent to the other in order for 3CD to exist?

Do all of the statements listed above need to exist in order for a 3CD to exist?

A New Perspective on the Literature

A new perspective on the literature is the result of a quality review of the literature (Strike & Posner, 1983) that in this case both clarifies the problem (a lack of understanding of a CT and TC's planning session) and produces an alternative, in this case a space to better understand the dialogue between the CT and TC. Tobin and Llena (2010) call for cogens as a methodology to generate culturally relevant curriculum that gives students a chance to not only tell their story, but to use their own framework, narrative, and mode of representation.

As these authors push for a more realistic sense of community, I want to push my thinking around coteaching's "democratic" model of teacher candidate preparation. Lave and Wenger (1999) call for a more democratic mode in the unpacking of "mastery" and "pedagogy" in a community of practice, which depends on "decentering" these notions, where the mastery does not dwell with the master, but with the community. Perhaps there is a need to establish identities, as Siry and Lara (2012) chronicle in their article about the changing identity of the field student as a science teacher, facilitated by cogens.

What is needed from cooperating teachers? In the traditional student teaching model, as Banville (2006) reports, there was little discussion about culture in the analysis of exchanges between the cooperating teacher/teacher candidate pair. However, Gallo-Fox and Scantlebury (2015) found in some cases that cogenerative dialogues give the coteaching participants more of a voice, sharing reasons for choices of pedagogy and curriculum, and identifying problems and

solving them together. Perhaps Zeichner's (2012) warning about diminishing key components from teacher education (i.e., relational skills) may inform a future study. Gallo-Fox (2010) measured pedagogical risk-taking by the pair, and found that goals such as coping with uncertainty, and engaging in rich conversations and debates, helped participants develop a new ways of teaching.

In terms of my own research, how does the power (or perception thereof) of the cooperating teacher affect planning conversations? Are teacher candidates able to bring up ideas within the existing power structure? Smith (2007) suggests the roles of the pair be re-thought by this article's audience, cooperating teachers, teacher candidates, and teacher education programs. Expertise should be seen as the outcome of "co-inquiry" where the expertise lies in both the cooperating teacher and teacher candidate. The notion of sharing the expertise is an outcome of the co-teaching model, as researched by Bacharach, Heck, & Dahlberg (2008, 2010).

The CT and TC work under constructs that affect the co-planning session, but how do they interact with, within, and against these constructs? In a traditional model of student teaching, the CTs and TCs may interact with similar constructs, but due to the distribution of power (traditionally in the hands of the CT), this model may not provide the democratic spaces for participants to create, construct, and wonder in the lesson planning process. This study will examine what the CT and TC are talking about in their dialogues through the lens of the 3CD. I will investigate if the CTs and TCs show elements of 3CD in the co-planning process.

Chapter 3: Methodology

In the last chapter, I created a lens to look at dialogues between CTs and TCs called Creative Critical Caring Dialogues (3CD), which has contributions from Greene (1976, 1988, 1990, 2000, 2002, 2010, 2016), Freire (1970, 1997, 1998, 2005), Noddings (1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017), McLaren (1999, 2007, 2010), and hooks (1990, 1994). 3CD contain dialogues where individual choices are welcomed and the power to create (in my study, a lesson plan) is more equitably distributed between the participants. In 3CD, the participants recognize that bureaucracies exist, but work in spite of, not because of these constraints. Participants in a 3CD may not fully recognize the barriers in their dialogue, but there must be some level of recognition by at 3CD's participants. The pair responds to the challenges they face by adding their own critical capacity to face and change that reality.

For this study, I wanted to investigate if there were discrepancies in the power in the CT and TC dialogues; who held the power, what constraints were in play, and if there were examples of creativity, critical thinking, and caring in the data. I begin this chapter with an illustration of a 3CD from the data in my study. This was a planning session between Megan, a new CT and her TC Lisa, dated February 10, 2016. She and her TC served students with varying special educational needs.[3] Megan and her TC Lisa used both an inclusion and pull out model, teaching students in their classroom and going to a few regular education classrooms in the school building throughout the day. This was their first taped co-planning session approximately two weeks after Lisa started as a TC.

[3] Megan, along with the other special education teacher in the building, was a cross-categorical special education teacher, where she served students with emotional, physical, and learning disabilities.

CT: It would be fun to do cooking with the third-graders.

TC: Yes.

CT: And practice measuring at some point, like maybe towards the end of this. We don't really have an oven but we could figure something out. That would be fun.

TC: Yes. I think like for the parts of the set…I'm trying to think so it's not a worksheet every day, coming up with an activity that they can get up and be moving.

CT: Yeah.

TC: And now I'm thinking of ratios, like how many girls to boys, but then you could do two girls out of five students total.

CT: Right you could do that.

TC: And then for those the parts of the set it should stick to these, one-half, one-fourth, one-third?

CT: Yes.

TC: Do you ever use props, like goofy hats or anything?

CT: I don't but they would love it.

This CT/TC pair showed elements of 3CD in their dialogue in the following ways:

CT and TC co-creating a lesson: CT brings up idea of integrating math and cooking, and the TC builds on the idea of doing something different with the students (as TC says, not a worksheet) by coming up with an idea to create a kinesthetic activity with theatrical props (hats).

TC inserting ideas: "so it's not a worksheet everyday," and "now I'm thinking about ratios," and "do you ever use props, like goofy hats?"

CT encouraging the relationship: CT challenges the TC to think about something different (cooking). TC takes on the challenge, shows her thinking to the CT about how

best to teach math concepts. The CT says, "*we* could figure something out" (the CT and TC can figure it out together).

Equity in the CT/TC relationship: "we could figure something out;" the TC and CT both contribute to the lesson. TC starts to add more to the planning, each of them contributing key ideas to the lesson they are planning (cooking, measuring, kinesthetic activity, using props).

While this data excerpt has provided an example of a 3CD, it has also generated some questions that have guided my methodological choices. These questions include: How does the CT and TC look at planning—do they see it as combining their efforts? What challenges do the CT and TC recognize in planning, which could include outside (of the school) challenges? Is the CT interested in maintaining the relationship when she said, "that would be fun" and "but they would love it"? Do they recognize that they are building ideas off of each other (cooking, then silly hats/kinesthetic activity)?

In my own experience as a CT, I valued the planning sessions with my TCs, and tried to engage them and challenge them to talk about the Core Guiding Principle (see appendix E), with limited success. This struggle inspired me as a researcher to reveal CT and TC voices and analyze their dialogue to uncover the tensions in the discourse and identify examples of 3CD. These examples will be shown through using critical discourse analysis on the data, which includes the co-planning dialogue, interviews, focus groups, and classroom observations. CDA fits for this study because I am not only investigating the description and interpretation of the CT/TC discourses, but I also will analyze how and why they work through a critical inquiry lens.

I will provide more examples (and non-examples) of 3CD in Chapter 4. In Chapter 2, my literature review presented a theoretical argument that brought me to my research questions. The theories of Noddings, Freire, McLaren, Greene, and hooks along with peer reviewed studies from teacher education, studies about CT/TC lesson planning, and co-teaching were presented and the main points were synthesized throughout the literature review, finally creating a nexus of Creative Critical Caring Dialogues (3CD) that will be used in the analysis of the data in this study. In this chapter, I will describe the study and my chosen theoretical lens, to provide a foundation for the chosen qualitative research framework. The selected methods, participants, and phases of analysis will be discussed, along with a reflection of my reflexivity and trustworthiness of the study.

Purpose of the Study

The purpose of this qualitative study is to reveal and investigate the discourses CTs and TCs create in a co-planning session within the co-teaching model to explore the potential for critical dialogue that supports the co-creation of a lesson. This could include engaging both participants to create a lesson together in the planning process or challenging the TC and CT to rethink and/or expand on ideas for planning. The co-planning session within the co-teaching model has the potential to create more shared dialogic spaces for the TC and CT, due to the emphasis on both participants finding common planning times to discuss ideal instructional co-teaching strategies for their lessons (Bacharach & Heck, 2013), and I will investigate if this is the case in this study.

As a CT, I did not know how to bring TCs into the planning, or start a conversation, that helped us both develop lessons from a social justice perspective. The struggle that I experienced

is at the crux of my study, which is identifying the process where CTs and TCs honor each other's ideas, encouraging each other to participate in the planning session in order to create a lesson together. To begin to realize the possibilities, it is important to investigate what actually is said in planning sessions. Using CDA is an appropriate lens for investigating these questions, as I am looking to uncover examples of power between the CT and TC, and what relationship the language has to the planning session (e.g., is the CT/TC pair inclusive of each other's ideas, or is one person dominant?). As such, my research questions include:

1. What is revealed in the use of language in the co-planning discourse model (Gee, 2014)?
2. Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?
3. Through my created lens based on an analysis of democracy and dialogue in education (Greene, hooks, McLaren, Friere, Noddings), what does the co-planning dialogue reveal about the planning process and its potential in the co-teaching model for student teaching?

Description of Setting

This study takes place at Westlake School, a Kindergarten through 8th grade school in a large, urban Midwestern city. The student population is 70% Hispanic, 12% African-American, 12% White, and 6% Asian and Native American. Almost 15% of the student population has been labeled with a special education need, and 94% of the students receive free/reduced lunch (WI DPI 2015-16). The surrounding neighborhood is primarily residential, but Westlake rests in between two major thoroughfares with many businesses. Westlake's principal reported to me that his students' achievement scores have gone up on average, and his student population is

becoming more racially and ethnically diverse, as there are many students from other countries coming to this school. This influx of students has been a challenge for him and his staff due to language services the district was struggling to provide such as translators and social workers that not only spoke a home language, but understood cultural aspects as well. The school has a special education and ESL program in all grades except K4.

Westlake Elementary was identified as a possible site for a larger co-teaching pilot study within my tenure as the former Interim Field Placement Manager for Midwestern University, where I made many placements in the large, urban setting where Midwestern and Westlake resided. I noticed there were certain schools that were consistently used as host schools for TCs. Conversations between many of the teacher education programs included "clustering," or putting a larger group of TCs at the same school, to build reciprocal capacity at both Midwestern and the school, including efficient use of university supervisors. I also noticed that Westlake Elementary School consistently hosted our students where the experiences were generally positive and the principal was open to a relationship with Midwestern when training TCs.

The decision to go start a co-teaching pilot at Westlake was a collaborative one. Westlake's district central office was contacted by Midwestern University researchers to explore the possibility of starting a co-teaching pilot at a school in their district. The researchers at Midwestern University recognized the importance of having district staff on board with the co-teaching pilot. Meetings were held between Midwestern staff and district personnel to consider the viability of having a co-teaching pilot within the district. The district personnel showed their commitment through participating in and hosting meetings before and during the pilot. They sent five central office staff to an out-of-state co-teaching training session, along with members of Midwestern's Office of Clinical Experiences staff. I participated in the co-teaching training as

well. After a meeting among district staff, Midwestern's clinical office staff, the principal, and his learning team, the school was secured to participate in the co-teaching pilot.

The Westlake Elementary staff attended a two-day co-teaching professional development (PD) session led by Midwestern University and school district staff that took place at a local conference during the summer of 2015. A few CTs and TCs could not be there in the summer, so they were provided time at the beginning of the 2015 school year to receive co-teaching PD. Additionally, the school, school district, and university staff committed to participate in monthly PD sessions that encouraged the participants to reflect on the challenges and successes they experienced, and implement changes in their practice. These monthly sessions were held in a classroom at Westlake for approximately 45 minutes after the school day, but within the teacher's contractual day. The principal arranged his school's PD sessions so that the co-teaching pairs could participate in this monthly session.

The content of the PD was developed by St. Cloud State University (Heck & Bacharach, 2010) and included learning about the co-teaching model and specific co-teaching strategies. Also, the CT/TC pairs were encouraged to discover their personality traits and communicative styles in order to break down communication barriers with someone else who may have very different personality traits. Providing guidance to practice effective communication and collaboration in the co-teaching model is in contrast with the traditional student teaching model where TCs are expected to "inherently possess the communication and collaboration skills necessary to succeed in today's complex teaching and learning environments" (Bacharach & Heck, 2010, p. 13). The collaborative activities were intended to affect the co-planning session, as the CT and TC were expected to plan lessons together and use the communicative and collaborative skills when creating their lessons (Bacharach & Heck, 2010).

My study took place in spring, 2016, and while most of the CTs were the same, the TCs were new. Therefore, we held a co-teaching PD session in January 2016. Our time was much more limited, as there was only one school day we could hold the PD. The fall TCs were finished January 21, 2016 and the spring TCs began on the next day, Friday, January 22, 2016. This was a day without the K-8 students, but the principal told us that we only had 2 hours to hold the PD session. The shortened PD session could have affected how the TC/CT pair communicated in the co-planning session.

Selection of Participants

My study was a part of a larger, co-teaching pilot study at Westlake Elementary School. Seven CTs and TCs in the pilot school volunteered to participate in the spring 2016 semester. Two of the pairs did not provide enough data to effectively answer the research questions, which left 5 CT/TC pairs. These five pairs represent the following grade/subject levels: K4 and 2nd grades, 7th and 8th Language Arts in regular education and 1st, 2nd, 3rd, 6th, 7th and 8th grades in special education. Some might see this sampling of CTs and TCs as a convenience sample (Patton, 2015) as I recruited participants who were already participating in a larger co-teaching study. A convenience sample is a non-probability sampling technique where a researcher recruits participants in a convenient or geographically close situation (Miles, Huberman, & Saldaña, 2014). A disadvantage to this type of sampling includes a bias due to the sample not being representative of the entire population, in this case, CTs and TCs (Patton, 2015). Also, because convenience sampling may not give the best information about the cases, it may affect the validity of the study (Patton, 2015).

While the bias inherent in convenience sampling could affect the validity of my findings (Patton, 2015), there are other components to my study that add validity. A sample that best enables researchers to answer their questions increases the validity of the study (Merriam, 2009), which applies in my study. Westlake School was a site that the clinical office at Midwestern University used extensively, and while some pairs were unfamiliar with co-teaching, many of them were familiar with Midwestern University's policies and procedures in student teaching. Many of the CTs in this study were not only veteran teachers (most had been teaching for at least 10 years), but also veteran CTs, who had experienced planning with their TCs. Therefore, the CTs had an expertise, and I wanted to gain insight from this sample. What I discovered from these experts contributed to a more purposive sample (Patton, 2015), or a sample that will be information-rich in terms of my research questions. The CTs were used in this sample for their experience (Chein, 1981) to illuminate the research questions and could provide "useful manifestations of the phenomenon of interest" (Patton, 2015, p. 46).

As my study is a collective case study, this adds confidence to the study in that "multiple cases offer the researcher an even deeper understanding of the processes and outcomes of cases, the chance to test hypotheses, and a good picture of locally grounded causation" (Miles, Huberman, & Saldaña, 2014, p. 30). In my study, five cases were used, which allowed me to collect focus group, interviews, and co-planning data from all five cases; a larger sample may have interfered with attaining data and the sacrifice could have meant thinner data (Miles, Huberman, & Saldaña, 2014). Lastly, the range of grades and having both regular and special education contributes to a more representative sample. At first, I was going to focus on the CTs in this study, and initially they were the only participants in interviews and focus groups. After some reflection, I decided to also include TCs in the interviews and focus groups, as they

participate in the discourses and create their own identities, which interact with the CTs in the co-planning sessions.

Protection of Human Subjects

Per Midwestern University guidelines, I applied and received IRB (Institutional Review Board) approval for my study. As protection of human subjects is vital in any study, I followed a protocol with my data that is outlined here. Sound recordings and word documents were encrypted and stored as a digital file on laptop computer that is password protected and stored in a locked office. While I am the only person to have access to this data, parts of it will be shared with my advisors and dissertation committee. I kept a temporary list of participant names connected to the surveys and the audiotaped voices, until the names are coded. Then the list of participants will be destroyed. Individuals will never be identified in published articles and dissertation. The estimated date of disposal of the data is August 2018.

Because the schools, individual teachers and teacher candidates will never be identified in the scholarly work associated with this project, the anticipated risk to the participants is minimal. The participants were not told that the researcher will be analyzing the planning dialogues to see how CTs and TCs were participating in the planning session, and if they were building off each other's ideas and creating a lesson together. Withholding this information was necessary so that the planning sessions, surveys, focus groups and interviews were not affected by this fact. The subjects were debriefed after the research was complete (summer, 2017). There were no arbitrary exclusions in this study; whoever volunteered could participate (depending on availability of TCs).

Description of Participants

The following table provides a description of the participants in this study.

Cooperating Teacher(s)	Grade Level	Years as a CT	TC (license sought)	Description of classroom
1. Hannah*	K4	10	Alicia* (ECE)	Small class size (approx. 15), learning centers
2. Rachel	K4	10	Sarah (ECE)	Small class size (approx. 15), learning centers
3. Rita and Kristine	2nd	18, 5	Erin (ECE)	Combined SAGE[4] classroom, approx. 30 students.
4. Teresa and Mara	7th/8th Special Ed/ Language Arts	17, 9	Denise (EXED)	Teaching team of Special Education teacher (Mara) and Regular education teacher (Teresa), teaming for many years. They have an inclusion model for their special education students. Mara and her TC also went to other classrooms for a small portion of their day, supporting SPED students in those classrooms.
5. Megan	Special Education Grades 1-3, 6-8	.5 (hosted field students, Lisa was her 1st TC)	Lisa (EXED)	This special education classroom used a pullout model for most of the day, using their room as a resource.

*All names are pseudonyms Table 5: Focal CTs and TCs

[4] SAGE is a class-size reduction program that was in this school district the year I collected data (2015-16). This was the last year for SAGE at this school.

CTs sharing a classroom space. There were two pairs of CTs, Rita and Kristine, and Teresa and Mara. Rita and Kristine shared a space in a SAGE classroom, and each had 15 students assigned to them. Rita was a CT[5] for 18 years, and Kristine was a CT for 5 years. Rita and Kristine believed in letting the TC teach on his/her own as it was an essential part of their growth as a teacher. They believed it was necessary to leave TCs alone to teach for a period of time so they made decisions on their own, which in turn shaped them as a teacher and built their confidence. The second pair, Teresa (regular education, CT for 17 years) and Mara (special education, CT for 9 years) chose to share a room together (7th and 8th grade English/Language Arts), because they felt their teaching ideologies aligned, particularly in their steadfast belief in providing an inclusion classroom for students with identified special education needs. They did not believe in pulling these students out and bringing them to a separate classroom; they told me of the academic, social and emotional value they saw in keeping all students in the general education classroom. They also believed in team teaching, which to them meant both of them teaching, both giving instructions to students, and interacting with each other as they taught.

K4 CTs. Hannah and Rachel (both K4 teachers) were also long time CTs; both hosted for 10 years each. Their classrooms looked similar; a large rug for the children to gather, small tables for groups of 4 or 5 students to come together, generally to work on a learning center, and lots of books in bins and on display. Hannah and Rachel's classrooms were not part of the SAGE program, although their class sizes were still small, at 14 or 15 students per classroom. In both classrooms, the CTs created approximately 4 to 5 learning centers where small groups of children rotated to each center, focused on tasks such as letter recognition, independent reading,

[5] The CTs in this study all host for Midwestern University, with the exception of Megan, who hosted a Midwestern University System TC

and patterning. Both CTs use district academic standards to drive their planning, and modeled to their TCs how they planned at the beginning of the semester.

A new CT. Megan was a new CT; the semester when I collected the data was her first time hosting a TC (she had hosted 2 fieldworkers in the past). At the beginning of the 2016 semester, she told me she was very excited to host a TC, who was from a program called Midwestern University System[6], which was housed at Midwestern University. She and her TC served students with varying special educational needs.[7] Megan and her TC Lisa used both an inclusion and pull out model, teaching students in their classroom and going to a few regular education classrooms in the school building throughout the day. All told students in grades 1, 2, 3, 6, 7, and 8 were served that semester in Megan's classroom.

Selection of a Qualitative Research Design

The participants described in the last section are essential to the study, as I examined the nature of the talk between the CT and TC, which lends itself to a qualitative research design. While qualitative research has been defined in a variety of ways (Creswell, 2014; Glesne, 2011; Patton, 2015), there are similarities in these explanations, which include a search for understanding and meaning in a natural setting, or the lived experiences of people in their contexts in order to respond to a problem (Creswell, 2014; Merriam, 2009; Patton, 2015). The research questions in this study call for the use of qualitative research, as I am studying the lived experiences of TCs and CTs in their natural setting, or the classroom, and in particular, the co-

[6] The Midwestern University System's (a pseudonym) mission is to "advance the field of urban education and to recruit, promote and retain high quality educators for urban districts" (Midwestern University System website, n.d.) by in part bringing in TCs from Midwestern University satellite locations throughout the state to student teach in an urban setting.

[7] Megan, along with the other special education teacher in the building, was a cross-categorical special education teacher, where she served students with emotional, physical, and learning disabilities.

planning session. Additionally, as a qualitative researcher, I am interested in how the CTs and TCs "interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p. 5). Qualitative methods (such as those employing interviews, focus groups tools, and discourse analysis) will be effective vehicles in the pursuit of these understandings as they seek to not only reveal what the participants have to say, but could allow them to co-produce knowledge within the method (Kamberelis & Dimitriadis, 2005). For example, I held a focus group for CTs, which gave them an opportunity to co-produce knowledge as they built on each other's ideas. Conversely, the focus group method revealed the co-produced knowledge that the CTs had already built in previous conversations and situations.

Glesne (2011) emphasizes that qualitative researchers are present in others' lives; they do research *with* others, not on them. This is in contrast to quantitative methods, which are positivist oriented, and deem that knowledge is positively and directly observed (Bredo, 2006), and the researcher can be separated from the research. There are two reasons I cannot be separated from the research; one, I was a participant observer who interacted with the CTs and TCs. Two, I didn't separate myself from the knowledge that they created, and we created together. Qualitative researchers critically reflect on how they interact with the setting, participants, and procedures (Glesne, 2011). For example, I analyzed how I interacted with the CTs and TCs. I recognized that I was becoming deeply concerned with the CTs and their experiences at Westlake, developing a sense of sympathy that got in the way at times as a researcher. In my field notes dated March 2, 2016, I wrote about listening to a CT who was upset about a new district policy, and I reflected afterwards about feeling sympathy for her situation. In my reflection, I considered that I needed to recognize the CT was talking about her

situation, not mine. I reminded myself that I was not a CT, I was the researcher, and created some distance between the CTs and myself. While the relationship I had with the participants in my study required establishing trust between myself and CTs and TCs, I needed to keep in mind my position as a researcher.

I sought to understand the meaning of a phenomenon, or the co-planning experience, through the eyes of the CT/TC. In an ethnographic case study, the culture of a particular group is studied in depth (Merriam, 2009). I studied people (CTs and TCs) and their culture (the co-planning session), and relied on their personal experiences, participation, and interpretations. This research lends itself to an ethnographic study (Patton, 2015). As an ethnographer, I agree with Kirkland (2014) who asserts his position is to open an accumulation of cultural knowledge through ethnographic imagination where he toggles between "an awareness of power and domination, hope and imagination" (p. 183). This is my responsibility as a qualitative researcher as well, to include thought and imagination and push myself to be present in the research. In terms of this study, while I intended to analyze the power distribution when the CTs and TCs are planning lessons, I also investigated the data to see if there are more shared spaces (or the potential for) and what creative spaces could exist between the CT and TC in a planning session.

Collective Case Study

The qualitative approach that I used is a collective case study. A case is a choice of what is to be studied, and is in a bounded context (Merriam, 2009). The five CT/TC pairs that are participants in this study are cases. This study's bounded context is the co-planning session in the student teaching experience, which is bounded by time (usually one college semester), by people (the TCs and CTs are the unit of analysis, not the principal, students, parents, etc.). To

make it a collective case study, this study is using multiple cases to provide insight into an issue (Stake, 1995).

Selection of Methodological Tools

My data is triangulated (I am using at least three methods) in order to "check the consistency of findings generated by different data collection methods" (Patton, 1999, p. 1193) and to add validity to my study. The three methods I am using are audiotaped co-planning dialogues, interviews, and focus groups, and I collected additional information in classroom observations. I checked the consistency (or inconsistency) of the findings through the corroboration of the methods.

Considering the critical inquiry paradigm of this research and the case study format, I have chosen methodological tools that will help me to examine the voices of the participants, and allow me to analyze the co-planning dialogues effectively. The focus of generating the data within this qualitative study will be on examining the voices of the participants in terms of what they say (or don't say) to each other (CTs and TCs), how they respond to my questions during interviews and focus groups, and how they interact with each other in the classroom. As such, I documented fieldnotes from observations in co-teaching classrooms, recorded co-planning sessions (in order to have an artifact where the phenomenon takes place), and conducted focus groups to gain more information about how the cooperating teacher looks at co-planning. In turn, this data informed the questions I asked the 5 pairs of CTs and TCs in semi-structured interviews (See Table 10, p. 100). In this section, I detail the methods I used in this study.

Event	Type of data	Frequency of Collection
Focus groups	Audiotapes	CTs only, 1 time TCs only, 1 time
Co-planning recordings	Audiotapes	2-4 times with each pair
Classroom observations	Fieldnotes	5 30-45 minute sessions in 5 classrooms, 25 total
Interviews	Audiotapes	6 total interviews conducted, 3 TCs (all individual), and 1CTs pair and 2 CTs (individual)

Table 6: Data Collection Summary

Co-planning sessions. The CT/TC pair taped their own co-planning discussions to ensure that the conversations were as authentic as possible, because my presence as they plan might have made them self-conscious and anxious (Patton, 2015). I distributed digital tape recorders that included printed instructions to a classroom on each floor (4 total) in the school, and asked them to communicate to each other on the floor if they needed a recorder. The recorded planning sessions took place in their classrooms. The pairs weren't given a time limit for each taping; I told them that they could tape for a shorter time such as a few minutes, or for an hour. The recordings averaged at approximately 30-40 minutes per planning session. When a pair was finished with their recording, I either picked up the recorder, or it was dropped off on my desk in the school. Once I had downloaded the session, I gave the recorder back to the designated classroom. The CT and TC pairs were not given instructions on what to talk about; I instructed them to tape when they planned together.

While I had a certain amount of recordings in mind (2 or 3 sessions/semester per CT/TC pair), I talked to the CTs at the beginning of the school year to get their feedback about how

many recordings they would be willing to do. We determined that taping 2 co-planning sessions would be appropriate in fall of 2015. We revisited this topic at the beginning of the semester in January of 2016, and some of the CTs decided they wanted to record more, so we decided to try for 3 recordings for the spring 2016 semester. Each pair that taped 3 or 4 planning sessions recorded them at approximately the beginning, middle, and end of the spring 2016 semester. The pairs (2 total) that only taped twice taped at the beginning and middle of the semester.

CT/TC pair	Date	Total length of co-planning session (minutes and seconds)	Time co-planning session was recorded
Rachel and Sarah	1/29/16	27:22	9:09am
	3/14/16	14:17	3:23pm
Megan and Lisa	2/10/16	17:24	11:56am
	3/2/16	9:29	4:11pm
	3/18/16	11:56	1:40pm
	6/2/16	4:13	2:02pm
Mara, Teresa and Denise	2/12/16	28:24	2:53pm
	3/11/16	28:39	1:52pm
	6/7/16	35:52	12:51pm
Rita, Kristine and Chris	2/1/16	24:47	2:46pm
	3/3/16	13:32	11:31am
Alicia and Hannah	2/18/16	16:21	8:45am
	3/3/16	5:37	2:23pm
	4/20/16	22:13	8:36am
	5/25/16	5:11	8:55am
	5/26/16	4:25	8:56am

Table 7: Co-planning Sessions Audiotaped

Focus groups. Focus groups provide an opportunity for participants to interact with each other when considering research questions (Glesne, 2011), they challenge the limits of knowledge claims, and allows for participants to co-produce knowledge and transcend their

circumstances (Kamberelis and Dimitriadis, 2005). The CTs and TCs, in the focus groups, co-produced knowledge about the co-planning process through their discussions in the focus groups. The focus group data will help to explain the participants' positions on co-planning and their understandings about their role in the planning. Because focus group research has been minimally applied in the current co-teaching research (Vitrano, 2015), I was interested in how this method can answer my research questions.

In Fall of 2015, I held a focus group with only CTs. While the rest of the data was gathered in Spring of 2016, the CT focus group was held at the beginning of the 2015-16 school year to gather data from the CTs, as the co-teaching model was new to them. The list of questions for this focus group is attached in Appendix B. There were 13 CTs that attended in one of the classrooms, and it was 45 minutes in length. It was held after a teaching day, but still under their contractual time. Following the teachers' contract, as I discovered, was important at this school as told to me by a couple of the CTs. From then on, the researchers and I at this school made sure we ended at a certain time. I also held a focus group with TCs dated April 12, 2016. I separated the TCs into two groups, as I wanted to hear as many voices as possible. The questions for the TC focus group is located in Appendix C.

TC Focus Group	Date	Total length of focus group	Time focus group was recorded
Group A	04/12/16	15:05	2:14pm
Group B	04/12/16	12:11	2:32pm
Group A	5/10/16	23:14	1:56pm
Group B	5/10/16	18:05	2:22pm
CT Focus Group	10/27/15	45:28	2:32pm

Table 8: Focus Groups

Interviews. Interviewing is a necessary tool when trying to understand how people interpret their world and what their feelings are about a topic (Merriam, 2009; Patton, 2015). Planning sessions were audiotaped, but I knew I needed to gather the participants' feelings and perspectives about the planning session through interviews. In making these decisions, I was a "bricoleur" (Patton, 2015) and used various strategies, methods, or empirical tools at hand in my situation, such as adjusting questions in an interview to include new understandings from a focus group. The following table details the interviews held:

Participant name	Date	Length of interview	Time interview was recorded
Rachel (CT)	3.15.16	35:36	8:18am
Mara, Teresa & Denise (TC)*All three were present Mara & Teresa only (CTs)	3.16.16 6.7.16	37:30 35:52	1:45pm 12:51pm
Sarah (TC)	3.16.16	17:39	11:40pm
Denise (TC)	3.16.16	13:20	10:00am
Rita & Kristine (CTs)	4.7.16	21:50	7:35am
Megan (CT) and Lisa (TC) *Both were present during this interview	5.31.16	23:30	1:57pm
Lisa (TC)	6.1.16	13:35	7:11am

Table 9: Interviews

Classroom observations. Containing descriptions of what was observed (Patton, 2015), fieldnotes were taken during and after visiting classrooms of the participants I entered classrooms at various times throughout the school day, observing on average 45 minutes per session, and took field notes in order to provide me more context in to the classrooms, seeing how the CTs and TCs interacted with each other and their environment. It is important to note that some of the CTs and TCs approached me during those times to chat about how things were

going in the classroom. This was a sign that the participants felt comfortable to share successes and challenges they were having (Patton, 2015), which helped to build trust between myself and the participants. Also, these visits began before I conducted interviews and co-planning sessions were taped by CTs and TCs, but continued throughout the semester.

Observational notes are provided at the beginning of each example of data in this chapter, in order help make sense of the participants and their relationship. I was a "participant observer" in the classrooms of the CTs and TCs who participated in this study, which meant I took note of the participants and their interactions with each other (Glesne, 2011). I took field notes, or the notes that I kept about the observations of my participants, in order to describe was going on between the participants, not to analyze or explain what was going on (Glesne). The following observations of the TCs include my interpretations of what I saw in the classroom. These observations were my own and are shaped by my own experiences and understandings of the CT/TC relationship. My intention entering classrooms was to observe how CTs and TCs were interacting with each other when teaching, in order to shed more light on the CT/TC relationship and the power distributed between the two. The observational notes were not of how they interacted with their students.

Phases of Analysis

The Description, Analysis, and Interpretation (D-A-I) process (Wolcott, 1994) gave me a framework to describe, analyze, and interpret my data. The data must first be thoroughly described (Patton, 2015; Wolcott, 1994), as it was important to the validity of the study (Patton, 2015). An example of this is my decision to include the voice of the TCs more in this study. I recognized that providing a rich description of the data means including their voices as well in focus groups and interviews. This also provided me more access both the "good" and "bad"

stories (Fine, Weis, Weseen, &Wong, 2000), in other words, another perspective on what is happening in the co-planning session that might more readily answer my research questions. For example, research question one asks about the discourses present in co-planning—the TCs participate in these co-planning sessions, and would have a perspective on what discourses were present. It is also possible that the TC humanizes the CT, or has the possibility to do so. I provided a description of the data starting on page 5 of this chapter. In this next section, I will explain how I will analyze and interpret the data. The detailed analysis and interpretation will take place in Chapters 4 and 5.

This study used critical discourse analysis (CDA) as a lens to analyze the language used in the co-planning sessions, interviews, focus groups, and classroom observations. While discourse analysis (without a critical lens) involves the relationship between form and function in language and the analytic tools used to find the relationship between the two, CDA includes "specific empirical analyses of how such form-function correlations themselves correlate with specific social practices that help constitute the very nature of such practices" (Gee, 2011, p. 19). I studied the social practice of the planning session, how the language is used in the planning session, and how the language represents the division of power in the co-planning session. Rogers (2011) states "CDA is different from other discourse analysis methods because it includes not only a description and interpretation of discourse in context, but offers an explanation of why and how discourses work" (p. 2). In my study, I described and interpreted the data, but I also revealed power relations and the ideologies present in language. Rogers (2011) describes the concern of the researcher who uses CDA:

> Although there is no formula for conducting CDA, researchers who use CDA are concerned with a critical theory of the social world, the relationship of language and discourse in the construction and representation of this social world, and a methodology that allows them to describe, interpret, and explain such relationships. (p. 3)

In my study, I searched for the relationship between the language and discourse between the CT and TC in the co-planning session, interviews, and focus groups, with the construction and representation of the social world as seen through the lens of 3CDs. Through using critical discourse analysis (CDA), "where any social phenomena can be studied, and the point is to demystify ideologies and power through language" (Meyer & Wodak, 2009), I report the discourses that both encourage and inhibit reflection and co-creation by its participants. I used Gee's (2014) theory and methods as a CDA framework, which provided a lens to view the language for its social properties, e.g., TCs and CTs understanding each other, participants having the language to get their ideas across, and having the opportunity to bring in ideas. In particular, I employed the tool of inquiry within Gee's framework, social languages, which allowed me to examine how the CTs and TCs communicate who they are and what they are doing in the co-planning session (See Figure 1). The language used in these interactions was analyzed for what they reveal about the CT/TC relationship.

The following chart informs my use of Gee's (2014) CDA process:

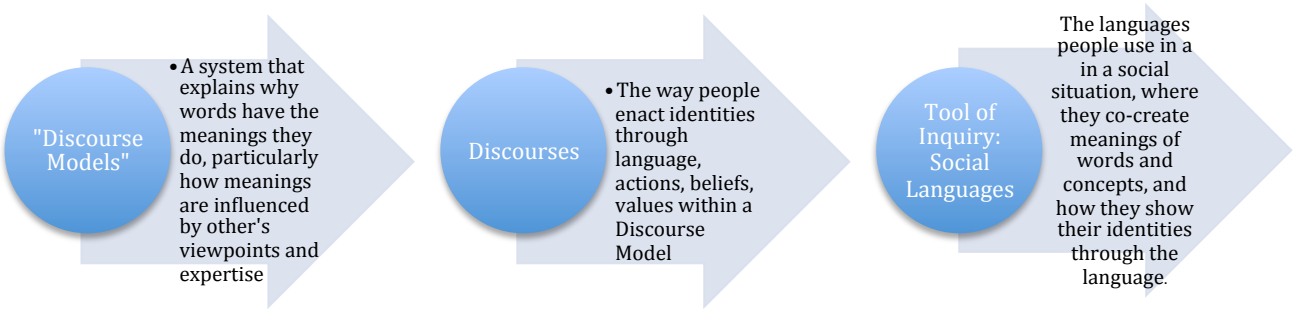

Figure 2: Critical Discourse Analysis Framework Employed (Gee, 2014)

Discourse model. A discourse model (Gee, 2014) is a system that people adopt that helps them infer what is "normal" in a particular part of their world (e.g., their workplace, family events, encounters with law enforcement). Language is a part of how people learn about a particular part of their world. Because meaning in language is situated, it is tied to people's experience and perceptions within their discourse model. Within the discourse model, Gee (2014) explains, people use language that they negotiate and that others who participate in the co-planning discourse have negotiated. But there is also the opportunity to create more meanings within the dialogue in a discourse model. The discourse model in this study is the CT/TC co-planning session. The focus groups and interviews gave insight into the language used in the co-planning sessions.

Discourse. Gee (2014) describes two kinds of discourse; one, "D" Discourse or socially accepted ways of thinking, using language, acting, and interacting. "D"iscourse is the way people enact identities through language, actions, beliefs, and values, within the Discourse Model. The "d" discourse is language in use—the language we use in everyday situations that create and define identities and activities. Gee (2014) claims that changing a Discourse is hard to do, as these accepted ways of thinking and acting are deeply engrained in the group of people that use a particular Discourse. However, Gee also states that if a person within this group is "different enough" within their discourse, or language-in-use, then they could change the Discourse. For example, in my research study, if TCs are different enough while being similar to the big "D" Discourse in their school placement, they could change the Discourse. In other words, if TCs could discuss at a co-planning session an idea to integrate drama into a reading lesson, which could lead to more lessons integrating the arts as the TC and CT continue to talk about the arts as an alternative way of teaching, this could eventually change the Discourse, or it could become more socially acceptable to use the arts in a classroom or school. The ideologies used in a Discourse are also something to consider when using discourse analysis. Gee (2014) encourages the researcher to ask, how is language being used to make certain things significant, or not, and in what ways? What social activities are carried out due to the language that is communicated? For example, a cooperating teacher might convey that a teacher candidate must teach a certain way, or need to use a certain curriculum. Or, is it a planning session between a cooperating teacher and teacher candidate because they are speaking in a certain way, or are they acting and saying things because they are in a planning session?

Social languages. As part of Gee's (2014) critical discourse analysis framework, I used a tool of inquiry called social languages, which looked into how people communicate who they are

and what they are doing in a social situation. Gee (2014) states there are "different varieties that allow us to express socially significant identities and enact socially meaningful practices or activities" (p. 44). In this study, the CT and TCs language were analyzed for how they communicated with each other, particularly examining what knowledge was encouraged or silenced in a co-planning conversation. Gee (2014) explains there is co-participation in meaning making in a social language. This co-participation can reveal structures that are more humanistic in nature (where there is a freedom to construct, wonder and create) and can show the participants' selves that are present or not in the dialogues. I explored how the CT and TC co-created knowledge (that could be in the form of a lesson) that encouraged (or discouraged) participants to speak and build the lesson together.

Discourse Model	Discourses	Social Languages
The environment: School, affected by the teacher education program This is where the people prepare themselves for action in this world: so, the CTs and TCs prepare themselves for action in this study for the co-planning experience. Their perceptions and own experiences shape how they react, use language, and attach meanings to certain things, e.g., how children learn best	Enacting identities How does the CT show how to plan? Do they run the show? Does the TC stand by or jump in? Is there an invitation, does there need to be?	The social situation: the co-planning session.

Table 10: Example of the CDA Framework for this study

Gee (2014) approaches language as a socially situated activity, arguing that people use oral or written language in order to be recognized by others as enacting specific social identities

or as engaged in specific social activities. He states that "teaching and learning language and literacy is not about teaching and learning 'English', but about teaching and learning specific social languages" (p. 15). In addition, Gee argues that in social languages, words do not have any stable meanings, but are associated with "situated meanings" in different social contexts. Through social interaction, people negotiate meaning. Each social language has its own distinct grammar, for example, how the nouns, verbs, inflections and phrases are used to create patterns in speech. A TC or CT may use the pronoun "we" in a co-planning session, which is more inclusive versus using the singular "I." A researcher inquires, what grammatical patterns are present in a social language?

Communities of Practice. In Chapter 2 of this study, a framework that was implemented in some of the CTST (Co-Teaching in Student Teaching) studies (see p. 51) was Communities of Practice (COP), or groups of people that have a common goal in working effectively together (Lave & Wenger, 1991, 1999). In order to analyze the data, I used two tools of inquiry, social languages as part of Gee's (2014) critical discourse analysis framework (see p. 103), which investigates how people communicate who they are and what they are doing in a social situation. The second tool of inquiry is a Community of Practice (COP) (Lave & Wenger, 1991, 1999). A COP is similar to a social language in that it reveals the language used in the situation. The participants "share understandings concerning what they are doing and what that means in their lives and for their communities" (Lave & Wenger, 1991, p. 98). Learning is socially situated, in other words, people learn from interacting with others and the learning situation. Learning increases as a person interacts more with the people and activities within the learning situation. "Legitimate peripheral participation," or "the process by which newcomers become part of a community of practice" (1991, p. 29) comes through membership in a

community not only with a master of the craft, but other apprentices that learn from each other. Legitimate peripheral participation leads to full participation, which could include the following characteristics:

- The participants engage in the practice, they are not the objects of the practice.
- Apprentices learn from each other, and can learn from other masters.
- Division of labor between the participants in a COP is clear.

Lave and Wenger (1991, 1999) use the terms "master" and "apprentice" to describe those who participate in a COP. The master is considered an expert in the field in which the COP exists; but it is important to note that the apprentice can also take on an expert role in a COP. In other words, the master and apprentice guide the practice and learning, they do not come together only because they have to participate in the practice. The apprentice and the master must be absorbed into a COP, where it is at times difficult to tell who is the master and who is the apprentice (Lave & Wenger, 1999). A COP is not merely a community of interest—people who like certain kinds of movies, for instance. Members of a COP are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice. This takes time and sustained interaction.

A COP illuminates my research as it provides a lens to look at the CT/TC relationship. Lave and Wenger (1991) call for the unpacking of "mastery" and "pedagogy" in a community of practice, which depends on "decentering" these notions. "To take a decentered view of master-apprentice relations leads to an understanding that mastery resides not in the master but in the organization" (p. 23). In a COP, the participants could be an expert, or a novice, but could take on the characteristics of both. In a co-planning session, the CT and TC may contribute to the

learning, the participation, and the actual membership. For example, CT could be considered the expert, but could be a novice in some areas, or could allow the TC to be a full participant in the learning. Therefore, both the CT and TC could exist in the periphery at the same time or at different times. Even though the concept of a periphery may suggest there is a center, Lave and Wenger (1991) assert, "there is no place in a community of practice designated 'the periphery,'" and "most emphatically, it has no single core or center" (p. 36). The periphery concept is an abstract one, suggesting that those who are in the periphery participate in the learning, but not to a full extent.

Language represents a form of learning in a community of practice; "there is a difference when talking about a practice from outside and talking within it" (Lave & Wenger, 1991, p. 29). This implies a TC may come with knowledge on the outside of the practice, which does represent learning, "but does not imply that newcomers learn the actual practice the language is supposed to be about" (p. 29). I will describe a COP's participants more in depth later in this chapter, as the data revealed relationships that could exist in a COP. While the periphery represents partial participation in the COP, it is not a negative term, as the "peripherality, when it is enabled, suggests an opening, a way of gaining access to sources for understanding through growing involvement." (Lave & Wenger, 1991, p. 37).

Full participation. As learning is situated, the CT and TC need to *engage* with the practice and not be its object. The division of labor is important in full participation as the CT and TC take on different jobs and roles that contribute to the COP. Viewpoints of the participants could change, and this contributes to the COP. "Viewpoints from which to understand the practice evolve through changing participation in the division of labor, changing relations to ongoing community practices, and changing social relations in the community."

(Lave & Wenger, 1991, p. 96). I consider the TC and/or CT a full participant in the co-planning session if they contribute to the lesson through questioning, inserting ideas, and challenging each other. If these actions didn't occur, I have analyzed the data to see what could have prevented the dialogue and/or action from taking place.

Analysis and Interpretation Phases

Data analysis began when I first started transcribing the data, which was during data collection in the spring of 2016. I began to see the interaction patterns between the CTs and TCs in the completed transcriptions, which revealed times the CT and TC were able to build on each others' ideas, and the times the TCs did not talk very much or contribute to ideas in the planning sessions. I was able to see what the CTs and TCs prioritized about planning through all of the methods chosen in this study.

I have collected data, which are all subjected to my critical judgment. This is where I have entered the analysis phase, creating groups of relationships between the data and its features. To begin analysis of the data, I transcribed the co-planning sessions, interviews, and focus groups myself, therefore I more readily became one with the data (Glesne, 2011; Patton, 2015) by getting to know what the participants were saying as I transcribed. The first cycle codes were based on process coding, or the process of human action (Saldana, 2015), which uses either observable activities (e.g., drinking, writing, reading) or more conceptual actions (e.g., creating, reflecting) as a code. These codes have emerged from the literature review and its strong theoretical base. From the theorists discussed and how they interacted with the scholarly areas of teacher education and teacher development and co-teaching, I created the concept of Creative Critical Caring Dialogues. This encouraged me to explore the meaning of ethnographic

imagination, where I (and others) explore various meanings of the research aided by versions of culture, race, etc., that may not be there at first glance in the data.

I analyzed each case independently, and then analyzed the data across the different cases, looking for pattern codes which "can emerge from repeatedly observed behaviors, actions, norms, routines and relationships" (Miles, Huberman, & Saldana, 2014, p. 88). Process coding was employed in the first cycle, using "gerunds ("ing" words) exclusively to connote observable and conceptual action in the data" (Miles, Huberman, & Saldaña, 2014). As I investigated what the participants said and chose to plan, this search for actions within the data is appropriate. I administered second cycle coding during the analysis phase to "develop a sense of categorical, thematic, conceptual, and/or theoretical organization" from my first cycle codes (Saldaña, 2015, p. 150).

The following are my codes, along with a description, for this study:

CARING:

1. Noddings: About the relation itself—the participant is not necessarily concerned if the other is feeling a certain way (before or after they talk). This is based on their observation of the others experience.
2. Greene: "conscious attentiveness to the actual experiences in the classroom"
3. people should "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (Noddings, 2017, p. 11). Freire (1970) furthers this thinking by stating the communication between those that are oppressed and those that help in their struggle require finding themselves in each other.
4. Connectedness to each other, living consciously

CHALLENGE EACH OTHER:

1. Re-think/re-state something that was said—or ask each other to do this
2. Ask to contribute more to a planning session
3. "tell me more"
4. "explain that to me"
5. "I don't agree"

6. "Can you think of a new way to do it?"
7. This might be uncomfortable, especially for the TC. A participant might think this is taking a risk. A participant may not necessarily agree with the other, and they may challenge the other to look at something from a different point of view.

DECISION MAKING:

1. "This is what we should do in the lesson." "We have to do this _____ because of this_____."
2. This is when we will do something.
3. This is why we should do something.
4. Students need to analyze various positions and to make judgments based on the caliber of arguments put forward. (Noddings, p. 11)
5. McLaren (2007) states in order to critically think, we must determine the various positions available to us, and then act to promote the general welfare of the people.

ENGAGEMENT OR INVITATION TO THE PLANNING SESSION:

1. Participant asked the other: What do you think?
2. Ask a TC or CT to take over the planning, or lead it.
3. Asking a hypothetical in the session: "What would happen if…"
4. Citizenship—invite each other in civil debate. Greene: Reconstitiute a civic order, a community

INSERTING IDEAS:

1. Coming up with an idea in the planning session, sharing it with the other
2. A spark—that could start a fire
3. Could take the planning in a new direction or a different direction than the conversation was going
4. Add to the conversation
5. Possible starters: "I think" or "why don't we"
6. Cogens: Participants identify successes in the lesson, as well as where things went wrong, and the group tries to come to some kind of consensus about how to proceed differently in a future lesson in terms of curricular and instructional choices.

QUESTIONING:

1. To probe deeper into something
2. Ask an opinion
3. Why are we doing things a certain way?
4. Where is the lesson going?
5. Asking about someone's thinking

6. To get clarification
7. Inserting a new idea to check for approval

In the final focus group, TCs were asked to bring an artifact from their classroom, something that represented equity in education to them. Analyzing a picture or artifact is "more of a holistic venture than a systematic one" where the strategy of creating an analytic memo is more appropriate than a detailed systematic account (Miles, Huberman, & Saldana, 2014, p. 98). The way the images or artifacts are displayed to the researcher also provides an opportunity for analysis (Pahl, 2004), for example, what gestures the TCs made to their artifacts informed me about what their dispositions and thoughts about equity and how it is represented in their classrooms.

Trustworthiness and Credibility in the Research Process

Trustworthiness and validity are important to consider in a qualitative study, even when the researcher believes that knowledge is constructed (Glesne, 2011). As a researcher, I want to claim my work is plausible and credible, and am able to explain to my dissertation committee why my research is valid. I will discuss how my research project is trustworthy and valid according to criteria developed by Creswell (as cited in Glesne, 2011, p. 49). I triangulated my data by conducting interviews, focus groups, and audiotaping planning sessions between cooperating teachers and teacher candidates. Additionally, I established a relationship with this school early on by observing classrooms and providing support for the co-teaching model in this school, three months before my formal research began, developing trust and learning the culture of the school. I member checked the interview transcripts with my participants, and lastly I have started to reflect on my own subjectivity (through a thorough reflection of my own reflexivity) as a means of monitoring my role throughout the research process.

Reflexivity in the Research Process

The very act of critically reflecting on my biases and emotional states (Glesne, 2011) is an opportunity to advance into the position of recognizing the fluidity of my research topic, and the "truth" of my research participants that could be revealed as well as hidden (Ladson-Billings, 2003). This critical reflection is interwoven with the data that I am collecting. Also, being a reflexive researcher means I recognize the socio-cultural context around my research participants that may affect how they act in the world, and how others respond (Glesne, 2011). My description of the data, then, would include my understandings of a culture's beliefs, customs, and practices. My epistemological beliefs and subjectivity shape how I describe, analyze, and interpret information (Bales, 2015). Also, I needed to uncover my hidden biases of cooperating teachers. "Critical pedagogical researchers enter into an investigation with their assumptions on the table, so no one is confused concerning the epistemological and political baggage they bring with them to the research site" (Kincheloe, McLaren, & Steinberg, 2011, p. 167).

As Wolcott (1994) asserts, qualitative researchers need to consistently honor the purpose of the study, and every piece of data is governed by my subjectivity. Intelligible accounts are guided by the purpose of my study; this does not mean reporting discrete categories; the data interacts with my interpretations (Wolcott, 1994). The data I extract does not refer to "a conservative system of rationality that privileges discrete, fully knowable entities that remain consistent across both time and space, absent of the immediacy of material context" (Kuntz, 2016, p. 44).

Qualitative Researcher Responsibility

Since a main purpose of qualitative research is to make sense or interpret phenomena and the meanings people bring to them (Denzin & Lincoln, 2011), the researcher has the responsibility to reveal these meanings. "Operating within this critical context, the teacher-researcher studies students as living texts to be deciphered" (Kincheloe, McLaren, & Steinberg, 2011, p. 166). This is where a researcher's reflexivity can help expose a participants' perception of themselves and their own realities: awareness of self in the situation of action, which can include a participant's truth (Glesne, 2011). To help reveal this truth, awareness of self and keeping track of your subjective self can critically inform research. The research participants, setting, and research procedures collaborate and have some impact on each other (Glesne, 2011). While the participants in my study all volunteered to participate, their school was specifically chosen to participate in this co-teaching pilot. This was a part of my bias, as I selected this school based on my experience as the field placement manager.

Shaping my Description, Analysis, and Data

After a thorough reflection about myself as a CT, I recognized I was becoming enmeshed in the CT culture at this school. I discovered the need to hear more from the TCs. This is an example of balancing my role in the research process. Unpacking my positionality offers transparency to this study, as it is a reflection of one's own placement in the many layers of power structures, it reveals my identity around a viewpoint, study, research question—my role as a CT, as a teacher who taught in this district, my beliefs in culturally relevant pedagogy and how this affected my student teachers. Once this identification was made, and I removed myself further from the CT culture, I was able to see the potential of the TC in regards to my research

question. As a reflexive researcher, I want to balance revealing the issues I encounter versus inserting my biases that might lose sight of my study's participants. Additionally, while there seems to be a sense of urgency in this data, I need to recognize my conclusions and claims may not be that of the participants.

This chapter outlined my methodological choices in this study, including my chosen theoretical lens, to provide a foundation for the chosen qualitative research framework. The selected methods, participants, and phases of analysis were discussed, along with a reflection of my reflexivity and trustworthiness of the study. Additionally, I detailed the phases of analysis I will use that included my coding scheme. The next chapter will present the findings of my study after an analysis of the data, and attempt to answer my research questions.

Chapter 4: Analysis of Co-planning Sessions, Focus Groups, and Interviews

In the previous chapter, I described my methodological strategies to answer my research questions. In this chapter I will share excerpts of the co-planning conversations, interviews, and focus groups for the five CT/TC pairs. The examples given in this chapter represent the words of the participants about the co-planning process through interviews, focus groups and from the actual planning sessions. In this chapter I will not only share the experiences of the CTs and TCs in regards to the planning process, but also the possibilities for creative, caring and critical dialogues in their co-planning sessions. To begin, I will restate my research questions along with the answers to questions one and two, that were determined after I analyzed the data. After answering research questions 1 and 2, I will analyze the cases of the TCs and CTs, investigating patterns and outliers revealed in the data. As my last research question[8] requires me to make implications for the co-teaching for student teaching model, I will provide the answers to research question 3 at the end of this chapter after the analysis of the data.

Research Question 1: What is revealed in the use of language between the CT and TC in a co-planning discourse model? (Gee, 2014).

In order to analyze the data, I used two tools of inquiry, social languages as part of Gee's (2014) critical discourse analysis framework (see p. 103), which investigates how people communicate who they are and what they are doing in a social situation. The second tool of inquiry is a Community of Practice, or COP (Lave & Wenger, 1991, 1999). In a COP (see

[8] The following is my last research question:

3. Through my constructed lens based on an analysis of democracy and dialogue in education (Freire, 1970, 1997, 2007; Greene, 1998, 2000, 2002, 2016; hooks, 2014; McLaren, 1999, 2007, 2010; Noddings, 1991, 1999, 2012a, 2012b, 2017), what does the co-planning dialogue reveal about its potential in the co-teaching for student teaching model?

description on p. 105), the participants "share understandings concerning what they are doing and what that means in their lives and for their communities" (Lave & Wenger, 1991, p. 98).

Lave and Wenger assert that a COP is a group of people who interact regularly in their pursuit of learning about something that they share a concern or passion for and they attempt to learn how to do it better. "Legitimate peripheral participation," or "the process by which newcomers become part of a community of practice" (1991, p. 29) comes through membership in a community not only with a master of the craft, but other apprentices that learn from each other. Lave and Wenger (1991, 1999) use the terms "master" and "apprentice" to describe those who participate in a COP. I will use the terms "expert" and "legitimate peripheral participant (LPP)" to represent the CT and TC. It is important to note that either the TC or CT could take on either role. In sum, here I have provided descriptions of these concepts as they pertain to my study:

LPP, or Legitimate Peripheral Participant. This is the person who learns by being immersed in a new community by learning its actions and meanings. A LPP also learns about the artifacts that exist in a COP, and how the Full Participant (FP, see below) interacts with them, and how the LPP can as well. In the co-planning session, artifacts could be a lesson plan, the teacher's plan book, and curricular resources. A TC or CT could be a LPP and exist on the periphery of the learning. A TC could enter a planning session with experience with lesson planning, or collaboration, or any other skill that might contribute to planning. The TC could enter with differing ranges of experiences that could bring them to full participation earlier in the student teaching semester, or closer to it.

FP, or Full Participant. The CT could take on this role in the co-planning session, but could eventually relinquish it to the TC. This person has knowledge and expertise about the co-planning session, and in a COP the FP could be a TC or CT, but is most likely to be a CT. A FP can teach within a COP, but also interacts with other members around the learning. As learning is situated, the CT and TC need to *engage* with the practice, and not be its object, but this is not guaranteed. The division of labor is important in full participation as the CT and TC take on different jobs and roles that contribute to the COP. Viewpoints of the participants could "evolve through changing participation in the division of labor, changing relations to ongoing community practices, and changing social relations in the community." (Lave & Wenger, 1991, p. 96). I consider the TC and/or CT a full participant in the co-planning session if they contribute to the lesson through questioning, inserting ideas, and challenging each other. If these actions didn't occur, I have analyzed the data to see what could have prevented the dialogue and/or action from taking place.

I have found the following communication patterns in the data: Staying on the periphery, co-planning/full participation pathways, and TC and/or CT positioning themselves through language. I described each communication pattern below and provided examples after each description.

1. **Staying in the periphery:** In the co-planning session, the CT or TC could exist more in the periphery of the learning situation, or move toward equal or full participation. There were times in the co-planning sessions when the TC existed more in the periphery and was not fully participating in the COP or co-planning session. In this study, I considered the language used by both participants that may have kept the TC or CT in the periphery. An example of a participant staying in the periphery from the co-planning dialogue would be one

participant leading the co-planning conversation, inserting ideas and making decisions, and the other participant was not questioning, inserting ideas, and/or making decisions.

Example of on the periphery: Sarah, a K4 TC, illustrates the possibility of staying in the periphery in the co-planning dialogue in her interview dated March 16, 2016. She stated that she was overwhelmed because her CT Rachel was explaining the lessons and activities they were going to teach that week. Because it was at the beginning of the year, Sarah asserts, Rachel had to explain to her what she does, and "tell her so much in the beginning." Sarah mentions three times that while she was listening to Rachel's explanations of planning, she was overwhelmed. Sarah was not trying to insert ideas, challenge or question, but to "absorb everything and clarify everything." She was learning about what was valued in the co-planning session, not only what lessons were planned but the language used. Sarah asserts that Rachel needed to explain to her what Rachel does when planning. Sarah does not say that she needs to insert ideas, question, or make decisions, but that she needs to listen to Rachel.

The co-planning dialogue between Rachel and Sarah confirms that Rachel directed much of the planning. Additionally, their planning showed the tenor of the conversations: the CT plans, and the CT and TC record the lesson events in the teacher's planning book. The following is an excerpt from Rachel and Sarah's first recorded co-planning session in January 27, 2016. They were in their first week together. Their conversation during this session focused on filling out their teacher's plan books with the titles of lessons. Like all of the other tapings across the teams, this was taped in their classroom.

> *Rachel: So. I'm going to put in the specials first for this week. And I feel like we might get back to the library, so I'm going to write [words unclear]. I'm hoping that, so you can write those in.*
>
> *Sarah: Wait.*

Rachel: Oops you're on the wrong side. Oops. Turn the page. This is the afternoon.

Rachel and Sarah are filling out their teacher plan book together. Rachel instructs Sarah how to fill it in, starting with filling in the specials for the week (one of them being Library). She told Sarah that she was on the wrong side of the page in her teacher's plan book.

Sarah: Oh.

Rachel: This is the toughest work. This is a whole day like this. This is all Monday, February 1st. Cause this is bathroom, lunch, the afternoon…

Sarah: Oops!

Rachel: You see what I'm saying? Does that make sense?

Sarah: Yep.

Rachel: So if you were to want to see this whole thing, like whole day at a glance, you'd have to have it open. The whole way. So here's where we're going to start…

Sarah: ^[9]You don't have to...you don't fill out, do you?

Rachel: It's, I do, I put some things in, but very few, because it's almost all repetition.

Rachel informed Sarah that she needs to label the plan book, but some parts of the plan book don't need to be filled out because some lessons and/or events are repeated. Their conversation continued:

Sarah: Okay.

Rachel: Like this week for example obviously we go on bathroom break, we go to lunch, we go to the bathroom, we read Baby Animals at Home, we got to do our groundhog predictions tomorrow. We have rest time everyday, we have a snack. Sometimes if I want to remember where our special snacks are, I'll write them in here…

Sarah: Umhmm.

[9] I used the caret ^ symbol in my transcription to represent a time when a CT or TC was interrupted, or interrupted someone. The symbol is next to the person's name that is interrupting.

Rachel: Like we did zebra cakes this day. And then it's playtime. So this page is kind of like a dummy page but I have it here, for a sub, I guess, and me or anybody else I guess that came in and wanted to see what we were doing at that particular time.

Their co-planning time on this day and their first taped co-planning session (dated January 27, 2016) involves writing in their teacher's plan book. Rachel is telling Sarah about the learning centers that they plan for each week and are continuing to fill in the teacher's plan book, as evidenced when Rachel says "when we have all these filled in." The starred learning center that Rachel refers to in the following dialogue will be the one Sarah leads and will write a lesson plan for. The following is the end of the same planning session as above (January 27, 2016), approximately 25 minutes into the session.

Rachel: Okay. So this week when we have all these filled in, we'll chose one, one on each day where you will, we'll star, and that will be the one that you..

Sarah: Okay.

Rachel: Sit at, and write up.

Sarah: Super. Okay. This is starting to come together.

Rachel: I'm glad [laugh]!

Sarah: Because, right now,

Rachel: ^It's tricky!

Sarah: It is!

Rachel: It's a lot tricky, and, yeah…

Sarah: So I'm glad you know what you're doing.

Rachel: Ohhh…we try!

In this section of dialogue, Sarah continued her learning about how to fill in her teacher's plan book. She appears relieved when she says "This is starting to come together," and when she says to Rachel "I'm glad you know what you're doing." Sarah also made it clear that the CT was the

expert in the planning session, as Rachel knew what she was doing. In this session, co-planning meant filling in the teacher's plan book, listing the activities that this classroom does throughout the week. One could argue that learning the skill of completing plans is important to good teaching, but as evidenced in the excerpts provided from the January 27, 2016 planning session, there wasn't discussion about the specifics about each lesson. In terms of a COP, however, Sarah is learning the language of the practice and she interacts with the activity of lesson planning by interacting with her CT.

The following is an excerpt from a co-planning session between Sarah and Rachel on March 16, 2016, about seven weeks after Sarah started as a TC in Rachel's classroom. During this co-planning session, I have recognized that they are writing in the plan book, labeling it with events such as the W.A.L.T. chart (We Are Learning To), the letter "h," and Star Student.

Sarah: Day one, for the meeting.

Rachel: Yep, recording session #2. For Rachel and Sarah. Here we go!

Sarah: Um. So, sign in…

Rachel: Yep.

Sarah: WALT, the letter is "h."

Rachel: H, yep.

Sarah: WALT, H poster and song.

Rachel: There'll be a star, and two, let me see who that is.

Sarah: Oh yeah.

Rachel: Uh, Jeremiah…James!

Sarah: He hasn't been star yet?

Rachel: Nope, he's up. [I can hear someone or both of them writing] All right so, Jeremiah and then into, yeah…

Sarah: WALT, what are we learning.

Rachel: Yep.

Sarah: Wow, I spelled both wrong, I'm out of it.

Rachel: [laugh, then they both laugh] Oh, sometimes it's the easiest words that are the hardest to spell!

This excerpt reveals, seven weeks after their first co-planning session, Rachel and Sarah are still filling in the teacher's plan book as part of their co-planning time. Sarah, the TC, led the planning by giving the titles to the lesson events from the first co-planning session (WALT, the letter "h," star student). It is unclear if Rachel and Sarah are creating lessons together based on these co-planning dialogues. Lave and Wenger would argue that Sarah was still participating in the COP of the co-planning session by listening to Rachel explain how she plans. Learning is a part of lived experiences and the participation with the world (Lave & Wenger, 1991), and Sarah appears to be determining what the meaning is of the teacher's plan book, and what the lessons mean. However, Lave and Wenger assert there is an interaction between the learner and the learning if they are participating in a Community of Practice. The interaction Sarah has with the learning appears to be where she labels the lessons teacher's plan book. Is this interaction with the artifact enough to continue to stay on the ?

Example of movement to full participation. However, in this same co-planning session, Rachel and Sarah both show elements of advancing towards full participation (see description p. 1. They discussed a lesson after the title of the lesson is entered in a co-planning session dated March 16th, 2016:

Rachel: Age poster and song, theme song, let's see, oh this is the day the book the story this week's about, it's called Rabbits Rope Tug, it's about tug of war another game that they aren't super familiar with. So we have a discussion about tug-of-war first of all and I sometimes have brought a rope in and showed them what that means.

Sarah: Oh cool.

Rachel: You know, cause I don't think that makes a lot of sense either like pulling on a rope to try to

Sarah: ^Yeah they don't know...

Rachel: Pulling other people down.

Sarah: Maybe you can show them a video of people

Rachel:^Yeah. Yeah.

Sarah: Falling down.

Rachel: Yeah, I could, I'll do that. I'll look online and see if I can find one, now that we have the projector.

Rachel and Sarah reveal they both are advancing towards fully engaging in the practice as noted in full participation in a COP. Sarah inserts an idea and suggests that Rachel show a video of people in a tug-of-war, which showed more participation. This appeared to help change the viewpoint of Rachel, who wasn't sure if using the rope in class would be enough to show the meaning of a tug-of-war to the students. Sarah inserts the idea of showing the video, and Rachel agrees that this would be a good idea and she will look up a tug-of-war on the Internet.

In this excerpt, Sarah suggested showing a video about a tug-of-war so the students can see what this means when they read their story for the week. Therefore, the tenor of the co-planning sessions was not always the same. While Rachel and Sarah used much of their co-planning time labeling the teacher's plan book, they also discussed lessons. Sarah's suggestion of showing the tug-of-war video came after her comment to Rachel that she saw the issue with teaching the idea of a tug-of-war (Sarah stated, "Yeah, they don't know…"). Sarah showed that she listened to the need of showing the students a tug-of-war, versus having them participate in one.

However, there is also evidence that Rachel is in charge of planning this lesson, and Sarah stayed on the periphery, with little movement. In this excerpt, Rachel uses the pronoun "I," e.g., "I sometimes have brought a rope" and "I don't think that makes a lot of sense." Sarah then stated, "you can show them a video," which showed that she understood Rachel was in charge of teaching the tug-of-war lesson. A last example that Rachel appeared to be in charge of creating this lesson is she said that she would look online for a tug-of-war video. She did not ask Sarah to do this, and Sarah did not offer. Being a part of a LPP means having "access to sources for understanding through growing involvement" (Lave & Wenger, 1991, p. 37). Sarah could have more access in this co-planning session as evidenced by her inserting an idea in the co-planning session. However, through the use of pronouns and Rachel stating she will find the video and plan the lesson, Sarah may not have full access to the planning as well. "For newcomers then the purpose is not to learn from talk as a substitute for legitimate peripheral participation; it is to learn *to* talk as a key to legitimate peripheral participation." (Lave & Wenger, 1991, p. 109).

Sarah appears to be a LPP in this excerpt of the planning session, with little movement towards full participation. Sarah appears to be learning how "to talk" in the co-planning session. However, the use of pronouns as I stated in the previous paragraph does not appear to encourage full participation. When Rachel and Sarah were labeling the teacher's plan book

- There was little back and forth dialogue between Sarah and Rachel.
- There was not a lot of questioning, inserting ideas, or challenging.
- Creativity was also absent in the first excerpt, and Greene (1988) advocates for creativity to exist to visualize possible solutions.

When Rachel and Sarah were discussing the tug-of-war lesson, they both inserted ideas, and Sarah suggested a video, and Rachel agreed with her idea and said she would follow up and find a video online.

Staying in the periphery, with movement to full participation. The semester when I collected the data was Megan's first time hosting a TC. She had hosted 2 fieldworkers in the past. Megan and her TC Lisa used both an inclusion and pull out model, teaching students in their classroom and going to a few regular education classrooms in the school building throughout the day. Megan and Lisa served students in grades 1, 2, 3, 6, 7, and 8. Lisa was a Midwestern System TC in an Early Childhood Special Education classroom. Midwestern System students make a commitment to student teach in the urban setting, and move to the area to do so. In the following excerpt dated February 10, 2016 (this pair's first recorded planning session), Megan and Lisa are discussing teaching a fractions lesson. This excerpt is the very beginning of the taped planning session.

> *Megan: Okay, so for math next week the one thing we have to do for sure is a constructed response. So, we collect that data every other month as a school and we hand it in to Katie Reynolds and it's due next Thursday. So, we for sure have to do that early in the week. I have copies of all that, we just need to make more copies. So, do you think Tuesday or Wednesday?*

Megan uses the pronoun "we" right away in this session. She uses it five times in her first statement. She also asks Lisa which day she thinks is appropriate to give their students a constructed response question.

> *Lisa: Yeah, either one.*
>
> *Megan: How about Tuesday, that way if anyone is absent then…*
>
> *Lisa: Yeah.*
>
> *Megan: Okay. So, we will plan for that and I will cross all three.*

Lisa: Is that like the writing one, so they will each get the same one basically?

Megan: Yeah, so, it's like one problem and then they have to show their math, then they have to explain their thinking in pictures, words or numbers.

Lisa: I wrote down that there is a third-grade field trip. Will they be gone during math?

Megan: They will be on that Thursday, yeah.

Lisa: Do you think there are any kids that will not go and still be with us?

Megan: I don't know of any right now but I am sure there will be a couple that didn't bring back permission slips, so they will be with us.

Lisa: Okay.

Megan: So, at the end of this week we are starting fractions but everything, you know, is getting pushed back a little.

Lisa: Yeah.

Megan: So, tomorrow we will do the Hershey fractions and the eating the fractions.

Megan used the pronoun "we" when referring to teaching the fractions lesson.

Lisa: Yeah, and then, I thought I still like the Friday activity, drawing the food, their own food item and then splitting it in to whatever equal parts that they choose. So, then that means bringing in the pizza, I have my pizza box ready to bring in. [laughing] So, maybe that could be Tuesday since we are doing the constructive response because I still want to do that activity.

Lisa inserted her idea of bringing in the pizza box, and suggested they do a fractions activity with the pizza at another time that includes a worksheet where students will split mini-pizzas. Lisa also makes a strong assertion when she said, "because I still want to do that activity." She seems to make it clear that she also makes decisions in the co-planning sessions with her CT Megan.

Megan: Okay, yeah.

Lisa: So, then I thought just maybe bump that out and do it next week.

Megan: Okay.

Lisa: And then have like the sheet with the mini pizzas for them to split on their own.

Megan: Okay. [laughing]

Lisa: [laughing]

Megan: So, we will do that one Wednesday, right?

Lisa: Yeah, Wednesday.

Megan: Okay, so pizza fractions and then third-grade will do up to eighths, right?

Lisa: Yes.

Megan: Up to eighths…

Lisa: Yeah, let's do that.

Megan again uses the pronoun "we" later in the excerpt, asking Lisa "we will do that one Wednesday, right?" Megan checks in with Lisa not only about when the mini-pizza lesson will be taught, but what fractions will be covered ("up to eighths"). After Megan checks in with Lisa, she stated "Yeah, let's do that." Lisa included both she and Megan in that statement. This was Megan and Lisa's first recorded planning session, yet this excerpt does not show Megan (CT) inserting all of the ideas. They both have ideas on what to teach for fractions.

The excerpt I shared between Megan and Lisa exhibits a movement to full participation by both participants. Lisa does two things that show she is moving to full participation. First, she reveals she was engaged with the practice and was not its object. At the beginning of this excerpt, Lisa asked questions about where the students would be for their lessons, and about a constructed response math question, wondering if it would be "like the writing one" and if all of the students received the same question. Secondly, Lisa showed she is engaged with the practice by bringing in the pizza boxes for the fractions lesson—she had them "ready to bring in." Lisa was talking in the practice by showing her preparedness for the fractions lesson, versus talking only about the practice.

While Lisa and Megan do not challenge each other in this excerpt, later on in the same planning session (dated February 10, 2016), they both challenge each other. At the beginning of this excerpt, Megan challenged Lisa to use cooking in math and Lisa challenged Megan to use a different instructional strategy versus using a worksheet. Lisa looked for something different as well when teaching the lesson ("not a worksheet every day").

Megan: It would be fun to do cooking with the third-graders.

Lisa: Yes.

Megan: And practice measuring at some point, like maybe towards the end of this. We don't really have an oven but we could figure something out. That would be fun.

Lisa: Yes. I think like for the parts of the set… I'm trying to think so it's not a worksheet every day, coming up with an activity that they can get up and be moving.

Megan: Yeah.

Lisa: And now I'm thinking of ratios, like how many girls to boys but then you could do two girls out of five students total.

Lisa made a connection between the fractions/cooking activity and ratios.

Megan: Right you could do that.

Lisa: And then for those the parts of the set it should stick to these, one-half, one-fourth, one-third?

Megan: Yes.

Lisa: Yes. I think like for the parts of the set… I'm trying to think so it's not a worksheet everyday, coming up with an activity that they can get up and be moving.

Lisa stated she wanted to do something different "so it's not a worksheet everyday."

Megan: Yeah.

Lisa: And now I'm thinking of ratios, like how many girls to boys but then you could do two girls out of five students total.

Megan: Right you could do that.

Lisa: And then for those the parts of the set it should stick to these, one-half, one-fourth, one-third?

Megan: Yes.

Lisa: Do you ever use props, like goofy hats or anything?

Lisa envisioned something different, using goofy hats to use in the fractions lesson.

Megan: I don't but they would love it.

Lisa: Okay. [laughing] Do you think they could handle it?

Megan: I think so, I mean it's worth a-

Lisa:^I mean we could use it as an award.

Megan: It's worth a try.

Megan encouraged Lisa by saying "it's worth a try."

Lisa: [laughing] Okay.

Megan: I mean we can always try and see. We could go from there.

The co-planning excerpts from the February 10th session between Megan and Lisa reveal the following:

- There was consistent back and forth dialogue between Lisa and Megan.
- Both Lisa and Megan consistently inserted ideas, and while there was evidence of challenging, it didn't happen as often in their taped planning sessions. Megan and Lisa appeared to talk within the practice, not about it.
- Lisa and Megan displayed their creativity by advocating for instructional strategies (Megan suggested cooking, Lisa suggested students using props) as a means to visualize the lesson in a different way.
- Megan's use of pronoun often uses a more inclusive "we" versus "I." This implies that she is including Lisa in the planning.

Not only does this imply that Lisa is involved in the planning, but also that Megan is providing a space for Lisa to move into full participation in their COP. While Lisa might have existed on the periphery, she had a space to move to full participation, gaining sources and understanding along the way (Lave & Wenger, 1991). Lisa contributed to the decisions made in this planning session, and she questioned and inserted ideas, which I have considered part of full participation. Challenging each other was not as present in their co-planning dialogues, which could have provided additional space to move through the periphery to full participation.

2. **Co-planning pathways:** On the other side of staying on the periphery were opportunities for the CT and TC to create something together in their co-planning session. I term these "co-planning pathways" and they were opportunities in the dialogue created by a TC and/or CT to promote knowledge in a co-planning session. Examples of "knowledge" could be an idea for a lesson, a solution to a problem, and/or a question asked by either participant. The pathway is carved out in the community of practice, or co-planning session between CT and TC. Through my analysis, I noticed language in the co-planning sessions that encouraged the CT and TC to create a lesson together, and appeared to encourage a dialogue between the CT and TC. In many instances, both participants asked questions, inserted ideas, challenged each other and made decisions together about what was going to be taught.

An example from the data was a co-planning dialogue exchange between Megan (CT) and Lisa (TC), dated February 10, 2016. Lisa and Megan were planning a math lesson in this session. Before this excerpt, Lisa had brought up two things she would have prepared for fractions lessons, one idea was a pizza box to show slices of pizza as fractions, and two, Lisa states that she will share worksheets to plan math lessons for first and second grade. These two

items were a part of Lisa's contribution to the planning of math lessons this week. Lisa continues the co-planning conversation:

> *Lisa: Then I was looking through the third-grade; you gave me those two books. I really like those, there is one that was like a recipe…let's see, this one, yeah. A recipe for a peanut butter oatmeal drops [laughing].*
>
> *Megan: Oh.*
>
> *Lisa: So, instead of writing it out, it shows like a picture, so, they have to say, like one-third cup. I really like this and wanted to use it because then it shows practically how they would need to use it in real life to make it relevant.*
>
> *Megan: Oh, okay.*
>
> *Lisa: All of it is related to food. [laughing]*
>
> *Megan: Yeah, that will keep their interest though.*

Lisa was using the books Megan gave to her to contribute the idea of a cooking activity to learn fractions.

> *Lisa: Yeah. [laughing] Should they be doing things like this? They aren't the same shape but it's still supposed to represent a third.*
>
> *Megan: Yeah and I was going to say too, sometimes they get confused if the line is vertical because if they are only used to seeing the line partitioning the shapes horizontally and then when you give it to them vertically, they don't know what to do with it. Then they don't think it's equal, so we should make sure that we are giving them a variety of shapes and a variety of divisions.*

Megan's choice of pronouns is important to note here. When Megan stated, "…*we* should make sure that we are giving them a variety of shapes…" it was more inclusive versus saying "*you* should make sure." Megan and Lisa appear to include each other in the co-planning dialogue.

> *Lisa: Oh, yeah. Okay. Does this have all the grades' common core?*

Lisa is referring to the book that Megan gave to her that had math fractions activities.

Megan: Yes, it does.

Lisa: Because I noticed a lot of the materials also want them to re-write things, like in simplest form, like equal fractions.

Lisa states she "noticed" something about the materials she perused about fractions. She noticed that students rewriting fractions is a part of an expectation for 3rd graders in mathematics. By bringing up the idea of the book given to her by Megan, this appeared to create a pathway, or a course of action, for the dialogue. Even though it was the first planning session (taped approximately 2 weeks after Lisa started as a TC in Megan's classroom), in this excerpt it appears that Megan and Lisa steered the planning conversation into one where they both contributed.

The following actions and dialogue contributed to the co-planning pathway:

- Lisa mentioned the book that was given to her by Megan, and said she would like to use it in their planning. She had already read through one of the books.
- Megan gave Lisa encouragement, by stating Lisa's ideas to integrate math and cooking "will keep their [the students] interest."
- Lisa stated she "noticed" something about the materials. She shared what she was thinking about what they were planning when she said: "I noticed a lot of the materials also want them to re-write things, like in simplest form, like equal fractions," and brought this information to the planning session.

Example of the potential for a co-planning pathway: In this example, the co-planning conversation (dated April 20, 2016, or about 3 months after Alicia started as a TC in Hannah's classroom) went from Hannah (CT) planning and making decisions to Alicia making decisions.

Alicia checked in with Hannah every once in a while. This example shows the co-planning pathway is partially obstructed.

> *Hannah: Here's my lesson plans from last year's too based on the theme and this final week.*
>
> *Alicia: Oh the insect letter match we saved that.*
>
> *Hannah: Yep we have copies of that.*
>
> *Alicia: Okay let's do that for word work. And then well for Tuesday we'll trace the letter A for writing.*

Hannah (CT) has provided lesson plans already written for Alicia (TC). Alicia makes decisions about curriculum, as she goes on to state the students will fill out a "d" in their journals for writing time. However, after the discussion about using the already written lesson plans, Alicia questions her CT about how she labels her teacher's plan book:

> *Hannah: Kay.*
>
> *Alicia: And then print the letter d on Wednesday for writing?*
>
> *Hannah: Sounds good.*
>
> *Alicia: And then on Friday, just to fill it out, journal "d" for writing. Do you usually fill in what you know first like those things*
>
> *Hannah:^ Definitely.*
>
> *Alicia: first, like I know that that's what's going there.*
>
> *Hannah: Yep.*
>
> *Alicia: And then go back, okay.*
>
> *Hannah: Yep.*
>
> *Alicia: Dry erase on Monday for vocabulary.*
>
> *Hannah: Kay. We haven't used all the words, correct?*
>
> *Alicia: No.*
>
> *Hannah: Ok, good.*

Alicia is made aware of what to write down in her plan book, but it is unclear as to what Alicia is contributing to the lessons. She asks clarifying questions about the already established lessons. As the co-planning discussion continues, the CT begins to lead the co-planning conversation and makes a decision about using a math book at the end of the excerpt:

> *Alicia: So these two are white pieces of paper this is a blue piece of paper?*
>
> *Hannah: Yeah, what's different about these two pieces of paper?*
>
> *Alicia: Okay.*
>
> *Hannah: Or, looking at a picture of two things that appear to be the same. And then finding their differences.*
>
> *Alicia: Okay.*
>
> *Hannah: And it's really challenging for almo-- like you'll be surprised, I feel like you'll be surprised. I will be surprised if it's not challenging.*
>
> *Alicia: Okay.*
>
> *Hannah: Let me put it that way because in the past, it's and what to what's challenging for them is going to be like explaining or verbalizing what's different. So it's like the concept is challenging but it's like verbalizing is really challenging too.*
>
> *Alicia: Okay.*
>
> *Hannah: So one of the things I don't know one of the things that we could do is like I said just having pictures, I'm going to grab that Growing With Math book.*
>
> *Alicia: Oh okay.*

In this excerpt, the creation of the lesson has already occurred because the lesson plan was already written by Hannah, the CT. Also, while Alicia begins the co-planning conversation, Hannah ends up leading the conversation and makes a decision about using a certain math curriculum ("Growing With Math"). Using the established lesson plans changed the tenor of the co-planning conversation. Alicia eventually gives up control of the planning session, and her last five responses are one or two words, all including the word "okay."

3. **Positioning through language:** Language was analyzed in this study using Gee's (2014) tool of inquiry called social languages, which questions how people communicate in a social situation. At various points in the data, the CT and/or TC took on an identity through the choice of their language, for example their use of pronouns, or mentioning academic standards in the co-planning session. There were times between TCs and CTs where the CT stopped the dialogue, where one person consistently interrupted the other, and/or one participant used language that appeared to put them in a position in the planning session.

Example 1. The following is the excerpt from the planning session with Mara, Teresa and Denise on March 11, 2016, when Denise offers to make a PowerPoint:

> *Mara: So then we're gonna continue with the poetry and the figurative language.*
>
> *Teresa: Yep.*
>
> *Mara: And we're gonna, we thought we would do the hyperbole activity from the hip hop vs. the classical.*
>
> *Denise: Ok. Um. This could just be me...*

By saying "this could just be me" Denise appears to be trying to enter the session by excusing what she is saying. However, she is unable to insert an idea at this point, as Teresa and Mara refer to something else (it appears to be a curricular resource) as the conversation continued:

> *Teresa: This only has this.*
>
> *Mara: That's all it is.*
>
> *Denise: So there's no poem or anything?*
>
> *Mara: There's not a specific poem. It has the examples if you look here.*
>
> *Denise: Ok.*
>
> *Mara: And then it has some questions.*

Denise: Umhmm.

Mara: So. I didn't know because it doesn't have a huge poem. I don't know if it would be more meaningful if like we turn this into like a PowerPoint or something with some of these up there?

Denise: I could do that.

Mara and Teresa seem not to stop to listen or hear Denise, as they don't respond to her offer to create the PowerPoint. Mara's next line of dialogue appeared to continue her own ideas about the poems.

Mara:^: And maybe found even some other examples?

Teresa: Ok.

Mara: So it's got the classical, and then it also has the hip-hop poets. Which I thought was good cause it's got, you know, a variety. It's got the first example by Ludacris at the top.

Denise: Umhmm.

Mara: And then on the second page, is where they have to make so like I don't know if the first day we go over what is a hyperbole, go through some of the examples. And then have the kids practice making some of their own? Like on the top of the second page,

Denise: Umhmm.

Mara: And then we save, um, they'll be Tuesday, and then Wednesday and Thursday is when they'll be writing their own.

Denise: So, what am I supposed to be teaching on Thursday?

Denise stated "it could just be me" and appeared ready to share something she noticed about the lesson. But she was interrupted, and in that planning session she never shared her idea. It appears that this was Denise's lesson they were planning in this session, as Denise is trying to get clarification about what she was "supposed to be teaching on Thursday." Mara and Teresa position themselves as the decision-makers in this planning session. They appear not to listen to Denise's offer to help with the PowerPoint (at least, neither Mara nor Teresa responds to

Denise's offer), and for her next two lines of dialogue, Denise says "umhmm" and then asks what she is supposed to be teaching.

Example 2. This excerpt reveals language positioning in the dialogue between Rachel (CT) and Sarah (TC) (dated March 16, 2016).

Sarah: Oh. It's like hard trying to be so correct on everything!

Rachel: Politically correct. I know. I know.

Sarah: I don't know.

Rachel: I don't think "Ring Around the Rosy" is such an awful one to teach

Sarah: ^I mean…

Rachel: I don't know.

Sarah: Nobody ever talks about where it comes from. It's always been a playground game for years.

Rachel: Okay. Onward. [laugh]

Sarah challenged Rachel about the song "Ring Around the Rosy" in this example. Sarah wonders if the song is appropriate to use at all, as she believes it refers to "Black Death," and Rachel believes it refers to the Holocaust. This CT/TC team continues to debate to what event "Ring Around the Rosy" refers, and while they don't come to a consensus, Sarah states she is going to research the song's roots. When Sarah asserts it is hard to be "so correct" about everything, Rachel agrees but says it is hard to be "politically correct." In this co-planning discourse, as Gee (2014) would argue, Rachel is positioning herself through her language. The choice of the words "politically correct" show that she was making a statement about how they were planning in this session. Was Rachel showing that she was averse to using "Ring Around the Rosy" because she didn't want to use a song with possible significant ties to an event such as the Holocaust or Black Death, or was she commenting on how it was difficult to be politically

correct when planning lessons? Rachel revealed a little more in this excerpt that leads me to think the latter. When Rachel stated: "I don't think "Ring Around the Rosy" is such an awful one to teach," she implied that teaching this song is not a bad idea. It appeared that Rachel thought being "politically correct" was not necessary when choosing curriculum.

Rachel and Sarah exhibited aspects of their identity through their language or components of a big "D" Discourse (Gee, 2014). Sarah decided to create more knowledge for herself by saying she will "have to look that up," wondering if the song Ring Around the Rosy had ties to the Holocaust or Black Death. Sarah said "nobody ever talks about where it comes from" and Rachel ended the conversation, saying "onward…" and they moved onto a new topic in the planning session. Rachel made her position as a CT clear when she ended the conversation with "onward;" it was time to move on to something else. Rachel positioned herself with this language, as she seemed to feel this was th`e time to end the conversation.

Reflection: Research Question 1

What is revealed in the use of language between the CT and TC in a co-planning discourse model? (Gee, 2014).

Through the use of language, the CTs and TCs could negotiate meanings of things (e.g., what instructional strategies are acceptable and/or encouraged in this classroom), assign new meanings, and communicate what constitutes their identity to the other person. I explored how the CT and TC co-created knowledge (that could be in the form of a lesson) that encouraged (or discouraged) participants to speak and build the lesson together. I analyzed the CT and TCs' language for how they communicated with each other in the co-planning discourse model. Next, I share the three patterns revealed in the data, and further questions I have based on this analysis:

1. Staying on the periphery: In the co-planning session, the CT or TC could exist more in the periphery of the learning situation, or come to full participation. There were times in the co-planning sessions when the TC existed more in the periphery, and were not fully participating in the COP, or co-planning session. I found that there were spaces that the TC and/or CT could move to full participation in the co-planning dialogues. For example, a participant's use of pronouns appeared to affect the movement of a participant; if a TC or CT used "we" instead of "I," this seemed to help encourage a participant to move in the periphery.

2. Co-planning pathways: Co-planning pathways were opportunities in the dialogue created by a TC and/or CT to promote knowledge in a co-planning session. Examples of "knowledge" could be an idea for a lesson, a solution to a problem, and/or a question asked by either participant. Through my analysis, I noticed language in the co-planning sessions that encouraged the CT and TC to create a lesson together, and appeared to encourage a dialogue between the CT and TC. For example, Megan (CT) encouraged Lisa to participate in the co-planning dialogue, and Lisa her TC showed Megan caring by using a book Megan gave to her, and she challenged Megan to use a different pedagogy (students going into role using goofy hats).

3. Positioning through language: At various points in the data, the CT and/or TC took on an identity through the choice of their language, for example their use of pronouns, or mentioning academic standards in the co-planning session. There were times between TCs and CTs where the CT stopped the dialogue, where one person consistently interrupted the other, and/or one participant used language that appeared to put them in a position in the planning session. The way CTs and TCs position themselves through their language can affect the co-

planning session in terms of what is said and what could be said. If a CT or TC was interrupted, this appeared to affect how the TC contributed (or didn't contribute) to the co-planning dialogue.

Agency. The opportunity for CTs and TCs to create together during a planning session is essential in a teacher's development as evidenced in national teacher standards' call for a "teacher [that] values planning as a collegial activity [and] that takes into consideration the input of learners, colleagues, families, and the larger community" (InTASC, 2011, p. 16). TCs and CTs have an opportunity to grow as teachers in the co-planning session, not only through the TC learning from the CT how to plan, but also through their collaborative efforts to plan lessons. In the co-teaching for student teaching research, increased agency was discovered for TC's in regards to making decisions in the classroom, improved problem-solving skills, and feeling more a part of the classroom (Bacharach, Heck & Dahlberg, 2008; Gallo-Fox & Scantlebury, 2015; Murphy, Carlisle & Beggs, 2009).

In my study, the theme of agency revealed itself in the co-planning discourse model. After considering the three patterns in the data, I determined that agency for the TC and CT was a possibility in the co-planning discourse model. The agency was represented through growth as a planner. If CTs and TCs were negotiating meanings of things (Gee, social language) then this implies there could be movement through the act of negotiating the meanings. In the CT focus group dated October 27, 2015, Mara responded to my question about how she sees TCs participating in co-planning sessions. She brings up the idea of agency in this excerpt:

> *Mara: I kind of notice like in which I'm fearful, I'm not taking the lead too in like in our planning session, we're like the crutch. Like it's kind of like Teresa and I have tried to, okay, this is the we're moving in the narrative, you know, these are our standards, and then it's like, dead air. Like they're just waiting for us to come in with this is a suggested activity, you know and it's kind of like when you are looking at it, okay, we've got an hour, we've got to pump out two hours of writing and a reading class, that we've got to*

get situated for, we, you know, we've got to get moving so it's like I feel like we chime in more, because we're waiting for them to come with ideas, or then if we give them an idea, like oh do you want to go find, you know, something out about this it's like, well do you have something I can use for that. Like kind of not wanting to go out on their own and find ideas and bring things to the table. It's seems like we're kind of the crutch with the planning part.

Mara voiced her concern about making sure the TC participates and shares ideas in the planning session. She stated that CTs could be a "crutch" for the TC when planning. Mara related that in her experience in planning, TCs would wait for CTs to come up with an idea, or a solution to a problem within a lesson. In a planning session, she and Teresa were "moving in the narrative," as she stated in this excerpt, and the TC would not engage by providing ideas. It appears that Mara recognizes that CTs could be a barrier in the co-planning session, as they might "feel like we chime in more, because we're waiting for them to come up with ideas" which could lead to the TC "not wanting to go out on their own and find ideas and bring things to the table." This could lead to decreased agency for the TC.

I have come up with the following questions after considering my analysis of the co-planning discourse model:

1. The CT/TC pairs showed elements of full participation in the co-planning session…is it important that the TC fully participate? Why? Why is it important to 3CDs?
2. According to Lave and Wenger (1991, 1999), newcomers to a COP need to learn *to* talk, not just learn *from* talk. Can the TC and CT insert ideas, challenge, question in a co-planning session? Are they able to show their changing viewpoints during the planning session?
3. I wonder if full participation in a COP is not developmentally appropriate for TCs in their student teaching experience. However, I am finding that TCs not fully

participating means they aren't inserting ideas, questioning, and making decisions. Can they grow as teachers who value planning lessons, but who value collaborating with others as they plan? The LPP position in a community of practice can be a place where TCs could participate in the co-planning session. To do this, a CT could invite the TC into the learning. CTs and TCs, as part of a COP, decide that they learn from each other. The CT, therefore, would need to relinquish a traditional "master" role, or one that has all of the knowledge and expertise.

Research Question 2: Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?

In order to address this question, I will briefly revisit my discussion of two studies from this dissertation's literature review that were discussed in the Co-Teaching for Student Teaching section: the Master/Apprentice relationship (as discussed by Friend, Embury, & Clarke, 2015) and Communities of Practice (Lave & Wenger, 1991, 1999). The explanations of the interactions and relationships between people who are learning together laid the groundwork for the discussion of the CT/TC relationship in this study. These are the lenses that I used to view the relationship of the CT and TC.

Master Teacher/Apprentice Teacher. Cook and Friend's (1995) seminal research about co-teaching between a special education and regular education teacher is both CTST's foundation, and its biggest critic by pointing out a danger of misconstruing the meaning of the term "co-teaching" to include the CT and TC pair (Friend, Embury, & Clarke, 2015). Friend, Embury and Clarke do not consider the CT and TC "co-teachers," instead these authors use the terms

"master" (CT) and "apprentice" (TC) teacher. The main purpose of the co-teaching pair, Friend, Embury and Clarke assert, is for the service of K-12 students, and apprentice teaching's purpose is to develop the pre-service teacher. The apprentice teacher wants to become the master teacher, and therefore must learn what s/he can from the master teacher. In a master teacher/apprentice teacher relationship, the master teacher "has primary power, including directing the work of the apprentice educator" (2015, p. 82). Additionally, the authors note, "both participants in this model have similar pedagogical and content preparation" (p. 83) and because of this similarity, both the master and apprentice teacher write similar lesson plans. Because the expertise of the master and apprentice teacher is similar, this partner pair has less power versus a co-teaching pair. The co-teaching pair, or two certified teachers, possess more power than the master teacher/apprentice teacher due to their equal status and the different expertise they bring to teaching.

Communities of Practice. The concept of Communities of Practice (COP, Lave & Wenger, 1991, 1999) was discussed in Chapter 3 (see p. 105).

While Friend, Embury and Clarke (2015) and Lave and Wenger (1991, 1999) use the same terms, "master" and "apprentice," there are differences in how each group of authors' view the learning that occurs between the two. Friend, Embury and Clarke emphasize in student teaching, the learning of the TC is essential. The master teacher (CT) and apprentice teacher (TC) relationship was similar to a traditional student teaching relationship, where the CT has more power and makes more decisions. The TC wants to become the CT. For both sets of authors, the apprentice and master share the experience of learning. However, in a COP, the participants bring their own prior knowledge, experiences, and dispositions to the learning experience. Lave and Wenger (1999) assert that mastery does not dwell with the master, but

with the community. In a COP, how the apprentice (TC) is able to see the responsibilities that s/he is supposed to take on is an important task for both the TC and CT. Learning for the CT and TC includes figuring out what is valued and respected by the other. In a COP, there is more parity. Both participants bring something of somewhat equal worth to the table.

The following are the relationships between the CT and TC that emerged out of the analysis of the data:

1. carer/cared for,

2. decision-maker/learner, and

3. legitimate peripheral participant (LPP)/challenger

I will first describe each set of relationships, and the theory used from the literature review that illustrated the relationship. Then I will provide examples of each type of relationship from the data. It is important to note that roles can be fluid, i.e., at one point in the dialogues the TC could be the carer and the CT the cared-for, and the roles could switch at another point in the dialogue.

Relationship 1: Carer/Cared for. This relationship's origin is in Noddings' (1992) care theory, discussed in my literature review. In caring encounters between people, "the carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for" (Noddings, 2012b, p. 53). The carer is the person showing another person care, for example, a teacher showing care for a student. The cared-for has the responsibility to express his/her needs. People have a need to belong, and a need to develop empathy with each other (Noddings, 2017). To do so, they must take into account the lives of others. They need to identify with people in and out of their immediate group—this could include a CT identifying with a TC and vice versa.

In the caring dyad, one cares based on their observations of the other's experience, and the other recognizes that they are being cared for. Even though some relations are not equal in terms of power and position (e.g., mother and child or teacher and student), "both parties contribute to the establishment and maintenance of caring" (Noddings, 2012a, p. 772). If the two parties don't understand where the other is coming from, it is unlikely that they will be able to work together (Noddings, 2017).

If the TC and CT are concerned for the relation itself that they develop, and not necessarily about how they are feeling, then this is a sign that they genuinely care for each other (Noddings, 1998). They show how they feel about each other based on their observation of the other's experience. This includes a recognition of actual experiences. For example, a CT could show concern that a university supervisor is coming in to observe their TC, and help the TC prepare for this in the planning session. Additionally, in a caring relationship, the participants could find themselves in each other, in other words, they could feel empathetic to the situation of the other because they see something similar from their own experience. People engaged in a dialogue should "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (Noddings, 2017, p. 11).

The following excerpt is taken from Hannah and Alicia's second taped co-planning session on March 3, 2016, approximately 6 weeks after Alicia started as a TC in this classroom.

> *Hannah: We are planning for the week of March 7th through the 11th, and Alicia's new rule next week is to plan for one workstation and manage workstations as well. We're going to talk about that a little bit. So one of the things that you will be doing is modeling the workstation work.*
>
> *Alicia: Before we go to specials?*

Hannah: Before we go to specials. Yeah. And you've always been really good about being on top of having the materials ready.

Alicia: Umhmm. [a little laughter from both]

Hannah: Even for me when I haven't been most prepared. So I feel like I'm really confident in your ability to be planned and prepared with the materials right after we teach math. And what we need to do is touch base each day beforehand to talk about what really really needs to be modeled thoroughly versus what you can just kind of glaze over.

Alicia: Okay.

Hannah revealed her attempt to make a connection with Alicia through her praise of her preparedness. Hannah also empathized with Alicia by saying, "even for me when I haven't been the most prepared." Hannah stated that Alicia is "on top of having the materials ready" which Hannah herself finds challenging. Lastly, by saying that she was confident in Alicia's ability to be planned and prepared after math is taught, Hannah was showing conscious attentiveness to Alicia's actual ability to be prepared. Noddings asserts people in a dialogue should "honestly evaluate their attempts to encourage free civil speech," and it appears that Hannah is doing just that by reflecting on her challenges being prepared for lessons. Hannah also wanted to "touch base each day before hand to talk about what really really needs to be modeled thoroughly versus what you can just kind of glaze over." By "touching base" every day, Hannah and Alicia could participate in free civil speech, or a dialogue where they could show respect to each other's ideas and challenge when needed. Hannah also demonstrates an awareness of what Alicia and their students need to be successful.

However, right after this part of the co-planning dialogue ends, Hannah and Alicia go back to the CT plans, the TC replies with many one-word answers.

Hannah: So, we'll touch base in the morning before that, 'cause not everything you know, needs to be modeled specifically but since we do have (list of student names) some a lot of the Ells need to see the demo, but if it's stuff that we've done before like print to practice, and stuff like not so much, it's really important so when we're at the workstations that you are managing the time and watching the clock so, if we start like sometimes if we don't get back from specials until you know, it might be between 10:02 and 10:05 if we get back at 10:05, we need to like bump our workstations up a couple of minutes maybe? They should last 15 minutes, but sometimes the projects or activities don't always take 15 minutes like sometimes they might take 12 minutes, so you kind of have to like watch the tables and make sure that you know that things are flowing smoothly like we always put the yellow or the more challenging work or the work that might take longer at the yellow table as you know, they can shift to the green table if they need to and we can cut out some of their reading time. And keep that in mind if it's something that like if workstation time are running over, we can always still bump them over to the green table. What else did I want to say? So yeah just monitor the clock, call one minute, and manage like make sure when you call one minute Play-Doh's getting put away, all that stuff.

Alicia: Umhmm.

Hannah: And then, what else did I want to say about that? Oh! And then just ring the bell and definitely like reinforce that mouths are closed, chairs are pushed in, like demand the expectation.

Alicia: Uh huh.

Hannah: Like if kids are challenging, then flip their card.

Alicia: Okay.

Hannah: Do you have questions? I think that's it.

Alicia: No.

In Hannah and Alicia's case, it appeared that one participant showing some care for the other does not encourage both participants to insert ideas, ask questions, or challenge each other; in COP language, Alicia did not advance towards full participation. However, after reviewing their co-planning dialogue in total, I noticed that Alicia expressed few if any needs as Noddings (2012) asserts is essential in a caring relationship. Alicia used many one-word answers, mostly in the affirmative. Additionally, it is unclear if Alicia recognized if she is being cared-for.

In this second example of caring/cared-for relationship, Megan (CT) and Lisa (TC), in their third taped co-planning session on March 18, 2016, reveal a playful exchange:

Megan: But like the hurricanes, tornadoes they will want to tell stories about that.

Lisa: I can still remember the water cycle song I learned in second-grade. [laughing]

Megan: [laughing] Well maybe you could sing for them.

Lisa: [laughing] To the tune of, She'll be Coming Around the Mountain.

Megan: Oh, well now I really want to hear it now too.

Lisa: Well maybe I'll teach it to them.

Megan: [laughing]

Lisa: I'll just be embarrassed like singing it by myself. So, maybe I will record it or find us something. [laughing]

Megan: I'm sure it's probably on You-Tube.

Lisa: It probably is.

Lisa and Megan teased each other about Lisa's song from second grade. They bantered back and forth and didn't seem to be making fun of each other. These actions seem to show Megan and Lisa knew each other and wanted to get to know the other better. Megan stated that she wants to hear the song and by saying this she shows her attentiveness to Lisa's actual experience. As planning progressed, Lisa and Megan designed the lesson together; they asked each other questions and they both inserted ideas.

Relationship Two: Decision-maker/learner. The planning session can reveal how the TC and CT choose to meet the academic, social and emotional needs of their students (John, 2006). The power in the planning session has traditionally rested in the hands of CTs (Anderson, 2007); they make the decisions about what to teach and how to teach it. If TCs cannot make many decisions or ask questions and insert ideas, they may not have enough opportunities to

learn how to plan and how to make decisions when planning. During co-planning, decisions are made at certain times in the session by the TC, the CT, or both. In my 3CD model, decision-making requires critical thinking, to analyze various positions and to make judgments based on the caliber of arguments put forward (McLaren, 2007; Noddings, 2017).

The following are examples of decisions made during the co-planning sessions in this study:

- what to teach, how to teach it, and/or who teaches it
- when something should be taught
- directions to take with a lesson, e.g., when to move students from small groups to large group
- how long a lesson should last
- what may come next after a lesson (either right after the lesson, or what a next lesson may look like)
- what to do if something goes differently than expected

The participants who made decisions in the co-planning sessions used similar language in their co-planning sessions, which included:

- This is what we should do in the lesson.
- We have to do this _____ because of this_____.
- This is when I/we will do something.
- This is why I/we should do something.

The decision-making code evolved over my analysis of the data. First I recognized I needed to determine who was making the decisions in the planning in order to help establish who was participating in the planning, the TC, the CT, or both. Sometimes a TC or CT would use an "I" statement, for example, "this is what I will do." If this was the case, I attributed the decision to that person. Using "we" I considered more inclusive, as one participant was including the other. However, sometimes "we" was not inclusive as, at times, it was unclear if both participants agreed with what was being planned; in other words, "we" was more of a command or "you and I *will* do this." When the CT or TC said "you," it could have meant the singular "you," or "you will do this." Or, "you" could be plural, or "you [meaning all TCs at Midwestern University] will do this." Additionally, I found more refined codes that came out of the decision-making code: directive and shared decision-making. An example is provided after each.

Directive. A directive is something that serves to direct and/or guide someone or something else. It can be made from someone who is in power and, in this study, the CTs made many of the directives. The CTs/TC pair represented below is Rita and Kristine, who are both CTs, and Chris who is the TC. Rita has been a CT for 18 years, and Kristine has been a CT for 5 years. It appeared to me Kristine was quieter and Rita was more outgoing. When I observed these CTs interacting with Chris, Rita spoke more often and gave more directions to Chris. I found that Chris was generally quiet in the classroom without students. This co-planning session was taped March 3, 2016 and was approximately 6 weeks after Chris started as a TC in this classroom. Rita tells Chris that Chris will do something (create pairs for a field trip).

> *Rita: Well, you know it's hard when you have, you want to put a low with a high and behaviors that you're looking and attendance and everything else when you're grouping kids so. All right so do you, that template, I have saved on that shared drive, under the reading folder.*

Chris: ^You do have it shared, okay.

Rita: Yeah.

Chris: All right.

Rita: Cause I'm not here Monday.

Chris: I have it all printed out, but I…

Rita: Okay.^ Cause you're going to do it

Chris: Yeah.

Rita: On the double screen correct?

Chris: Yes the double. Yes. Correct.

Rita tells Chris in her fourth line down that Chris was going to do something, in this case, teach a lesson. Rita used the pronoun "you," meaning Chris. Even though Rita said she was going to be gone that day, the other CT, Kristine, did not say she was teaching the lesson or if she was going to help. Rita made sure Chris was aware that Chris was teaching. Before Rita tells her this, Chris says (her 3rd line down), "I have it all printed out, but I…" and Rita interrupts her, telling her she will be teaching. Rita then asks, "On the double screen, correct?" and Chris repeats what Rita says, the double screen, and that Rita is correct. By the CT issuing a directive, it makes it clear that she has power in the co-planning session. In this taped co-planning session, Rita, Kristine, and Chris do not come back to Chris' point about having "it all printed out." Therefore, the directive could have been a barrier for triad to contribute equally to the lesson.

The following is the next part of the co-planning session:

Chris: We were going to minimize and then go back and forth. We can decide what would be the easiest.

Rita: ^Don't you think that would be the easiest?

Kristine: Yes.

Chris: To go do that and

Rita: ^So Monday we're going to do the Jackie Robinson sample, and then did you pick who you're going to do, to go through with?

Rita interrupts Chris six times total this planning session, and up until this point in the co-planning session, three times.

Chris:^ Yes I have like a football player I think I have...

Rita: Okay.

Chris: So, yeah.

Rita: Yeah, so we'll just gotta show them how to write the website down, and right there.

Chris: Yeah and I was going to have them like go up once I'd shown them and have them go up and have a chance to circle the website just to keep them involved and circle the information cause it seems like if they have an opportunity give them a wide

Rita:^Yep, that's right.

Chris: Pay more attention so!

Rita: Absolutely.

Chris's voice appears more animated after Rita agreed with her.

Rita: Yeah, cause I do think that will probably take those two days. And then (Rita pauses)

Chris: Then I'll just have

Rita: ^Thursday then we'll start.

Chris is a LPP, or legitimate peripheral participant (COP framework), and Rita is a full participant. Chris is learning the practice and the language involved in the practice. I have considered that Chris may not have learned the language being used by Kristine and Rita, and this is why she has found little room to move in this session. It is clear that Kristine and Rita are the full participants in this co-planning session, and Chris may need to learn to talk in the language accepted by the CTs.

Shared decision-making. As the CTs have traditionally made most of the decisions when planning (Anderson, 2007), TCs have not been as involved in decision-making which could affect their ability to plan effectively. If TCs are to collaborate, innovate and problem solve, as called for by the NCATE Blue Ribbon Report (2010), they have the possibility of performing these actions by sharing the decision-making in the planning session with their CT.

The following is the beginning of the first taped co-planning session between Mara, Teresa (CTs) and Denise (TC) on February 12, 2016.

> *Mara: All right, so literature. We kind of already have planned out, sketched out a little bit.*
>
> *Denise: Yes.*
>
> *Mara: So we think we're still good we think on Monday.*
>
> *Denise: Tuesday.*
>
> *Mara: Or I mean Tuesday. Good. That we're going to do the comparison/contrast…*
>
> *Teresa: Why are you talking like a robot?*
>
> *ALL: [laugh]*
>
> *Denise: Wait. Some of them haven't finished their, um, their like packets or pictures, so…*
>
> *Mara: So they haven't finished annotating the article or the pictures, so you think they might need another day?*
>
> *Denise: Yes.*
>
> *Mara: Okay.*
>
> *Denise: Do we give them another day?*
>
> *Mara: Yes, we can give them another workday and then shift everything down.*

Mara (CT) and Denise (TC) came to a decision together: to give students another day to work on annotating their articles. To precipitate this, Denise said, "wait," asking them to consider an issue of students not being done with their packet and pictures. Mara checked in with Denise,

and asked her opinion if the students needed another day to work. Mara appeared to make the final decision to give the students another day to work on the packet and pictures, but she and Denise came to this decision together. Their co-planning conversation continues:

> *Denise: And then for the people who have finished both of them, should they just start comparing/contrasting?*
>
> *Mara: Well, yeah, prob—we could probably pull a small group*
>
> *Denise: Okay.*
>
> *Mara: And introduce the Venn diagram to them.*
>
> *Denise: Okay, sounds good, maybe they can work in the hallway.*
>
> *Mara: Yeah, or…*
>
> *Denise: It's only a couple of them, in the hallway.*
>
> *Mara: Yeah.*
>
> *Denise: Okay.*

Denise asserts herself in this section of dialogue. She suggests a small group could work in the hallway, and when Mara appears to come up with a different idea (she says, "Yeah, or..."), Denise explains that there will only be a couple of the students in the hallway. Mara seems to agree by saying "yeah" and they don't debate this point further. Additionally, the use of pronouns in this section of dialogue is significant. Mara uses the pronoun "we" three times in the first three times she speaks in this co-planning dialogue. Later in the same co-planning session, Denise uses "we" ("Do we give them another day?") and Mara uses "we" in her response ("Yes, we can give them another workday and then shift everything down"). The use of the more inclusive "we," which appears to include Mara, Teresa, and Denise, is significant when it comes to making decisions. In the previous example (Rita, Kristine and Chris, p. 150), Chris (TC) was told she would be teaching and it is unclear if they designed the lesson together.

On the other hand, Mara, Teresa and Denise seemed to be designing a lesson together, as the participants inserted ideas, questioned, and made decisions together.

Relationship Three: Legitimate Peripheral Participant (LPP)/Challenger. To experience the learning and eventually become more a part of the COP, the LPP can choose to participate more in the practice, or be engaged by the full participant. In this study, the CT mainly took the role of the Full Participant. Both participants must engage in practice and not be its object in order to set the tone for effective learning. Learning involves participation and the apprentice, or teacher candidate, must be absorbed into a "culture of practice." To be a true community of practice, an LPP is brought to full participation and, at times, the master will go to the periphery. It is important to note that the Full Participant and LPP learn from each other. What the participant does as LPP will help secure her in a COP. LPPs participate in the learning; they are not mere observers. The CTs and TCs can each be, at some point, on the periphery. They could stay there for the entire co-planning session or come to the center of the learning at different points. I have identified two actions, challenging each other and critical thinking, which could potentially bring the TC and/or CT to full participation.

In the Challenger/LPP relationship, the CT or TC challenges the other to re-think something that was said or to think of a new way of doing something or to ask a participant to contribute more to a planning session. A CT or TC might say, "Tell me more," or "Explain that to me," or "Can you think of a new way to do it?" This might be uncomfortable, especially for the TC. A participant might think this is taking a risk. A participant may not necessarily agree with the other and they may challenge the other to look at something from a different point of view. Challenging one another in a co-planning session can be a positive thing and a natural consequence of the relationship of a full participant, or CT, and LPP, or TC. "There is a

fundamental contradiction in the meaning to newcomers and old-timers of increasing the participation of the former" (Lave & Wenger, 1991, p. 57) as it signifies the replacement of the full participants. Conflict and change is inherent in a COP between the old and new. "Learning, transformation and change are always implicated in one another, and the status quo needs as much explanation to change" (p. 57).

Within my created lens of 3CDs, challenging is an essential part of becoming a critical thinker. In a 3CD, people have care and empathy for each other, as Noddings espouses, but they also need to have a "critical and liberating dialogue, which presupposes action, [and] must be carried on with the oppressed at whatever the stage of their struggle for liberation" (Freire, 1970, p. 65). People in a 3CD have the capacity to make choices and transform reality. To have this capacity, Freire argues (2005), is to have power. In reference to her analysis of Freire, hooks (1994) believes there is a "historical moment when one begins to think critically about the self and identity in relation to one's political circumstance" (p. 47). The "historical moment," Noddings might argue, may require the person to be open and vulnerable, and challenge the other in a co-planning session.

However, as hooks (1994) points out, critical thinking in dialogues does not often happen, because communication is valued for its efficiency, not for the conflict or critical thinking it could contain. The "most effective communication," is the opposite of critical thinking; the message is: here is what you need to do, now go do it. This example is devoid of creating, freedom, and curiosity. Language "speaks itself against our will, in words and thoughts that intrude, even violate" (hooks, 1994, p. 167). Dialogue is important for someone to think critically, when listening and speaking within groups that people identify with and outside of those groups (Noddings, 2017).

In the next section I have identified excerpts from the data that show moments where participants appear to be either challenging or using critical thinking, or both in the co-planning session. I have noted that both of these actions have arisen out of the co-planning dialogues, and I will balance them against the role of the LPP.

LPP/Challenger Example 1. The following was a co-planning dialogue between Mara, Teresa and Denise dated March 11, 2016. At the time of this co-planning session, Denise had been a TC with Mara and Teresa for approximately six weeks. By this point in the dialogue, they had been planning a lesson for Denise for about six minutes.

Mara: What, what do you think Denise?

Mara challenged Denise to come into the planning session with this question. It took six minutes from the beginning of this co-planning session for this invitation to happen. I wondered if Denise was going to continue with the CTs line of thinking or go off on her own.

Denise: OK. (sigh). I'm thinking that probably...(sigh)...[pause]. They're not writing a short story. They're writing a tall poem which is like a short story but

Denise appeared to be unsure of herself. She hesitated to respond, and sighed twice in less than a minute.

Teresa:^ Yeah.

Denise: A poem.

Teresa: Yeah.

Denise: OK.

Mara: But it has to have extreme...it has to filled with hyperbole.

Denise: OK.

Teresa: Yeah. So it's like a tall tale...

Denise: Umhmm.

Teresa: So it's like a story, which is a tall tale, that also has hyperboles in it.

Mara: In poetic form. Not--

Denise:^ So we probably need to go over what a tall tale is.

Mara: That's what I'm saying. That's what you'd do Wednesday is go over what a tall tale is.

Denise appeared to be describing her understanding of a tall poem. However, Denise struggled to become an active part of this planning session. In this dialogue excerpt, she does not ask any questions or challenge either of her CTs. The idea that she inserted, "So we probably need to go over what a tall tale is," is met with Mara's response "That's what I'm saying." This response seems to say that Mara already came up with that idea. Mara planned much of the lesson herself as she (Mara) made decisions and inserted ideas. Mara then told Denise, "That's what you'd do Wednesday is go over what a tall tale is." Denise did not seem to rise up to Mara's challenge of contributing to creating the tall poem lesson. The use of pronouns is important in this example. Near the end of this excerpt, Denise said, "*we* probably need to go over what a tall tale is," and Mara next stated "That's what *I'm* saying. That's what *you'd* do Wednesday is go over what a tall tale is" (italics added to pronouns). The use of "I" in Mara's first statement and the use of "you" in the second do not seem to help to include Denise in the co-planning session as an equal. While Mara appeared to challenge Denise to come up with ideas for the tall poem lesson, Denise struggled to fully engage in the co-planning session.

LPP/Challenger Example 2. The following is the end of the planning session between Hannah and Alicia on February 18, 2016.

Hannah: And really quick, we need to figure out, do you remember what you are taking on?

Hannah was referring to what Alicia, her TC, would start to teach. Alicia informed me that the program at Midwestern University that licenses students in grades kindergarten through grade 3 gave a pacing guide to the CTs and TCs with recommendations of what the TCs should teach.

Alicia: Um, calendar.

Hannah: You're doing calendar?

Alicia: Yeah.

Hannah appeared surprised to hear Alicia is teaching calendar. Her voice seemed to be filled with tension. Alicia emitted a nervous laugh at this point.

Alicia: (laugh) You're doing the Macarena.

Hannah: Are you sure?

Alicia: I'm almost positive. Yeah, I have the thing in the... "And start calendar."

Hannah: Happy days. [Hannah laughs when she said "happy days" and it appeared to be a sarcastic comment] *Okay. Do you have questions about that?*

Alicia: No.

Hannah: Okay.

Alicia: Not yet.

At the end of this point in the co-planning dialogue, they both seemed nervous about Alicia doing calendar. It seemed that Hannah and Alicia's nervousness about Alicia teaching calendar had affected their co-planning session, as Alicia didn't ask any questions, even though she was asked by Hannah if she had any, and didn't insert any ideas. However, looking at the next couple of planning sessions, Alicia did not insert many ideas or ask questions. I will explore this more closely when I analyze each case separately later in this chapter. Alicia appeared to be staying on the periphery of the learning in the co-planning session.

LPP/Challenger Example 3. The following is an excerpt from the first co-planning session between Lisa (TC) and Megan (CT), dated February 10, 2016. In this co-planning dialogue I have found the closest example of challenging that could eventually include critical thinking and be a part of a 3CD.

Megan: It would be fun to do cooking with the third-graders.

Lisa: Yes.

Megan: And practice measuring at some point, like maybe towards the end of this. We don't really have an oven but we could figure something out. That would be fun.

Megan used the pronoun "we" in "we could figure something out." The use of we is more inclusive to include both she and Lisa, and she stated to Lisa they could figure out the problem of not having an oven together. Megan also seemed to challenge Lisa to think about using cooking with third-graders when teaching math.

Lisa: Yes. I think like for the parts of the set… I'm trying to think so it's not a worksheet every day, coming up with an activity that they can get up and be moving.

Megan: Yeah.

Lisa: And now I'm thinking of ratios, like how many girls to boys but then you could do two girls out of five students total.

Lisa used the pronoun "you" and it seems to be a collective you, as in "one could…" Lisa appeared to be including both she and Megan, as it appeared that they both included each other in the planning.

Megan: Right you could do that.

Megan's use of "you" seemed to include Lisa in the planning session. She seemed to be encouraging Lisa when she stated that Lisa could use her idea (ratios, girls to boys).

Lisa: And then for those the parts of the set it should stick to these, one-half, one-fourth, one-third?

Megan: Yes.

Lisa: Do you ever use props, like goofy hats or anything?

Lisa asked Megan to look at something differently as used in my definition of "challenge." She suggested that they use props to help teach this math lesson.

Megan: I don't but they would love it.

Lisa: Okay. [laughing] Do you think they could handle it?

Megan: I think so, I mean it's worth a-

Lisa: I mean we could use it as an award.

Megan: It's worth a try.

Lisa: [laughing] Okay.

Megan: I mean we can always try and see. We could go from there.

In this excerpt, Lisa challenged Megan to think about using something different in the lesson, the props (goofy hats) to help teach the math lesson. This challenge came after Megan's challenge to Lisa: "It would be fun to do cooking with third-graders." Megan accepted Lisa's challenge about using the goofy hats, and was encouraging in her remarks back to Lisa. She stated that the students "would love it," "it's worth a try," and "we can always try and see." The following were a few examples of when Megan and Lisa both contributed to the co-planning sessions, which supports the idea that they co-created the lesson together:

- Megan brought up the idea of integrating math and cooking, and Lisa built on the idea of doing something different with the students (as Lisa says, not a worksheet) by coming up with an idea to create a kinesthetic activity with theatrical props (hats).

- Both Megan and Lisa inserted ideas: "It would be fun to do cooking," "so it's not a worksheet everyday," "now I'm thinking about ratios," and "do you ever use props, like goofy hats?"
- Megan and Lisa included each other in the planning through use of language: "we could figure something out;" and both contribute to the lesson. Each of them contributed key ideas to the lesson they were planning (e.g., cooking, measuring, kinesthetic activity, using props).

Reflection: Research Question 2

Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?

When answering this research question, I explained the three relationships found in this study: 1. carer/cared for, 2. decision-maker/learner, and 3. LPP/challenger.

In order to consider the relationships that were discovered, I remind the reader of Maxine Greene's words (1988) that I shared in Chapter 1 of this dissertation:

> Stunned by hollow formulas, media-fabricated sentiments, and cost benefit terminologies, young and old alike find it hard to shape authentic expressions of hopes and ideals. Lacking embeddedness in memories and histories they have made their own, people feel as if they are rootless subjectivities—dandelion pods tossed by the wind. What does it mean to be a citizen of the free world? What does it mean to think forward into a future? To dream? To reach beyond? Few even dare to ponder what is to come. (p. 3)

Based on Greene's quote, I am considering if the relationships discovered in the data appear:

- to be able to express "authentic expressions of hopes and ideals"
- to encourage the CT and TCs to be citizens
- "to ponder what is to come," or what the future could look like in terms of the lessons that the CT and TC plans.

I will consider each of these actions, and align the relationships found in this study.

Authentic expressions of hopes and ideals. Greene (2016) claims people have the opportunity to name experiences and histories. Hannah revealed her attempt to make a connection with Alicia through her praise of her preparedness and she empathized with Alicia by saying, "even for me when I haven't been the most prepared." Noddings asserts people in a dialogue should "honestly evaluate their attempts to encourage free civil speech," and it appears that Hannah is doing just that by reflecting on her challenges being prepared for lessons. However, right after this part of the co-planning dialogue ends, Hannah and Alicia go back to the CT plans, the TC replies with many one-word answers. I noticed that Alicia expressed few if any needs as Noddings (2012) asserts is essential in a caring relationship. Alicia used many one-word answers, mostly in the affirmative. Additionally, it is unclear if Alicia recognized if she is being cared-for. People engaged in a dialogue should "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (Noddings, 2017, p. 11). In a second example of caring/cared-for relationship, Megan (CT) and Lisa (TC) exchanged dialogue and teased each other about Lisa's song from second grade. These actions seem to show Megan and Lisa knew each other, and wanted to get to know the other better. Lisa and Megan designed the lesson together; they asked each other questions and they both inserted ideas. It was unclear if the TCs and CTs ever expressed authentic hopes and ideals, as it was rare that both the CTs and

TCs inserted ideas to create a lesson together. And it was unclear if the CTs and TCs evaluated their attempts to encourage free civil speech.

Encourage the participants to be citizens. Greene (1998) recognizes that in making choices "…there is a question of being able to accomplish what one chooses to do. It is not only a matter of the capacity to choose; it is a matter of the power to act to attain one's purposes" (p. 4). As the CTs have traditionally made most of the decisions when planning (Anderson, 2007), TCs have not been as involved in decision-making which could affect their ability to plan effectively. If TCs are to collaborate, innovate and problem solve (as called for by the NCATE Blue Ribbon Report, 2010), they have the possibility of performing these actions by sharing the decision-making in the planning session with their CT. An example of choosing and acting would be shared decision-making within the Decision maker/learner relationship.

I found an example of shared decision-making in the CTs/TC triad of Mara, Teresa, and Denise. Mara (CT) and Denise (TC) came to a decision together: to give students another day to work on annotating their articles. After this, Denise asserts herself in this section of dialogue. Additionally, the use of pronouns in this section of dialogue is significant. Mara uses the pronoun "we" three times in the first three times speaks in this co-planning dialogue. The use of the more inclusive "we," which appears to include Mara, Teresa, and Denise, is significant when it comes to making decisions. Mara, Teresa and Denise seemed to be designing a lesson together, as the participants inserted ideas, questioned, and made decisions together.

Pondering what is to come. Greene considers both the asking someone about their dreams and the sharing of what their dreams are and how they view success are a part of one's freedom. I found this component in the relationship LPP/Challenger. To experience the learning

and eventually become more a part of the COP, the LPP can choose to participate more in the practice, or be engaged by the full participant. Challenging one another in a co-planning session can be a positive thing and a natural consequence of the relationship of a full participant and LPP. Conflict and change is inherent in a COP between the old and new. "Learning, transformation and change are always implicated in one another, and the status quo needs as much explanation to change" (p. 57). However, as hooks (1994) points out, critical thinking in dialogues does not often happen, because communication is valued for its efficiency, not for the conflict or critical thinking it could contain. The "most effective communication" is the opposite of critical thinking; the message is: here is what you need to do, now go do it. This example is devoid of creating, freedom, and curiosity.

As seen in the excerpts in this section, the CT/TC relationship can provide openings for the participants to contribute to a planning session through the dialogue. For example, if a participant was challenged, she either rises to the challenge, as Megan and Lisa challenged each other, or does not respond or avoids the challenge. Did the CTs and TCs see the challenges as a chance to ponder what is to come or to think forward into the future? The CTs in this study made many of the decisions in the co-planning sessions and, perhaps, the TCs did not feel challenged or feel confident to challenge their CT. In the Carer/cared for relationship—did the CT/TC see themselves as cared for, or caring for the other? Some of the participants didn't express their needs and, in their co-planning session, they did not appear to co-create a lesson and make decisions together.

Can the CT/TC pair "shape authentic expression of hopes and ideals or are they "dandelion pods tossed by the wind"? In the next section I will present a review of each case,

showing the possibilities of 3CD in their co-planning sessions. Then I will analyze any changes in the dialogues throughout the semester.

Presentation of the Cases

I will disclose the data that reveals the structures within the CT/TC discourse (Gee, 2014) that gives opportunities for the CT and TC to be a part of a 3CD, or hinders their ability to do the same. Each of the five cases is presented by giving examples from co-planning sessions, focus groups, and interviews. I will provide data from the beginning of the spring semester (January, 2016) to the end of that semester (June, 2016), to examine what interactions were occurring, if the interactions changed over the course of time, and the participants' thoughts about the co-planning session. After this data analysis is presented, I will answer my final research question:

> Through my constructed lens based on an analysis of democracy and dialogue in education Greene, 1976, 1988, 1990, 2000, 2002, 2010, 2016; Freire, 1970, 1997, 1998, 2005; Noddings, 1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017; McLaren, 1999, 2007, 2010; & hooks, 1990, 1994), what does the co-planning dialogue reveal about its potential in the co-teaching for student teaching model?

Through Gee's (2014) social language lens, I investigated how the participants communicated who they were and what they were doing in the social situation of the co-planning session. Gee explains there is co-participation in meaning making in a social language. This co-participation can reveal structures that are more humanistic in nature (where there is a freedom to construct, wonder and create) or structures that have created barriers in the dialogue (where the CT and/or TC does not allow the other to insert new ideas). I explored how the CT and TC co-create knowledge, that could be in the form of a lesson, that encourages or discourages participants to speak and build the lesson together. I found in my analysis that the dialogues demonstrated a diversity of planning experiences and revealed an assortment of relationships

between the CT and TC. Additionally, some of the pairs revealed that there was agency for the participants in the planning session. The agency was represented through growth as a collaborative planner. In the cases, I analyzed the dialogues to see if the participants:

- inserted ideas, questioned, challenged, and made decisions,
- talked within the practice, not just about the practice, and/or
- showed their changing viewpoints over the semester.

In this study, I created a lens that examined the co-planning dialogues for attributes of freedom, creativity, and critical thinking, called 3CDs, or Creative Critical Caring Dialogues. The 3CD lens was applied to the codes that came out of the data: questioning, inserting ideas, decision making, engagement and/or invitation to dialogue, and challenging each other. There were a few codes that were not included in this analysis. The data did not point to the need to keep them because the code could not be identified in the data. An example of a code I did not include was titled "Reflect and then act," which I described in this way:

> The participant says she thought about whatever she is talking about before coming to the session, or indicates s/he thought about it during the planning session and inserts idea. Based on the idea of praxis (Freire, 1970), where you reflect and then act.

While analyzing the data, it was difficult to tell if a participant truly reflected or thought about the idea she was about to share in the co-planning session. I could not identify this code in the data and, therefore, I excluded this code from the analysis.

For each code that occurred in the dialogue, the 3CD lens applied the following characteristics:

- Creativity: If the participants were able to insert an idea that enabled them to envision something different in the lesson, then I considered this a representation of creative in 3CDs. For example, Sarah describes to the TC focus group (May 10, 2016) how she envisioned something different in the math activity that was listed in her teacher's plan book.
- Critical: People in a 3CD have the capacity to make choices and transform reality. To have this capacity, Freire argues (2005), is to have power. In reference to her analysis of Freire, hooks (1994) believes there is a "historical moment when one begins to think critically about the self and identity in relation to one's political circumstance" (p. 47). The "historical moment," Noddings might argue, may require the person to be open and vulnerable and challenge the other in a co-planning session. Also, Freire (1997) asserts that in order to be curious, one must try to comprehend the situation of a challenged or oppressed person. In doing so, the people who are being curious also get insight into themselves.
- Caring: In caring encounters between people, "the carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for" (Noddings, 2012b, p. 53). The carer is the person showing another person care, for example, a teacher showing care for a student. The cared-for has the responsibility to express his/her needs. In the caring dyad, one cares based on their observations of the other's experience, and the other recognizes that they are being cared for. For example, Hannah showed empathy for Alicia (TC) when she commented about Alicia's preparedness for math (p. 145). If the two parties don't understand where the other is coming from, it is unlikely that they will be able to work together (Noddings, 2017).

The excerpts I provided in this chapter are from co-planning sessions, interviews, and focus groups. I will provide any data examples from my three methods to increase validity to the study. Patton (1999) explains why triangulation provides more insight and validity in a study:

> The logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations. Because each method reveals different aspects of empirical reality, multiple methods of data collection and analysis provide more grist for the research mill. (p. 1192)

As much as possible, I provide an example from the beginning of the semester, mid-semester, and near the end of the semester. However, these excerpts don't paint the entire picture of what the CT/TC pair was attempting to plan, as they were a small part from a recording of the co-planning sessions. As such, I have labeled the events represented in these excerpts as "lesson events," which is anything that could happen within a lesson that is planned by the CT and TC, e.g., deciding on a curricular topic, planning the particulars of a field trip, or when a new topic should be introduced.

I will examine each case separately. First, I will start with the CT/TC pair of Megan and Lisa, who so far exhibited the most movement towards a collaborative dialogue where they inserted ideas, questioned, and challenged each other. Then I will discuss the remaining CT/TC pairs, who exhibited some agency in their co-planning sessions and times when the TC stayed on the periphery of the learning. In each case, I will describe the CT/TC pair and show data (which could be from co-planning sessions, focus groups, and/or interviews) from the beginning of the semester until the end. If I have already shared data from a pair earlier in this chapter, I will summarize that piece of data and refer the reader back to the appropriate section. For each

CT/TC pair, I will do two things: one, I will summarize the connections and barriers to a 3CD, and two, describe the change over time in the data (from the beginning of the spring, 2016 semester (January, 2016) until the end (June, 2016).

Case Study 1: Megan and Lisa. While all of the other CTs in this study were veteran CTs (ranging from 5 to 18 years), Megan was a new CT. The semester when I collected the data was her first time hosting a TC. She had hosted 2 fieldworkers in the past. Megan and her TC Lisa used both an inclusion and pull out model, teaching students in their classroom and going to a few regular education classrooms in the school building throughout the day. Megan and Lisa served students in grades 1, 2, 3, 6, 7, and 8. Lisa was a Midwestern System TC in an Early Childhood Special Education classroom. Midwestern System students make a commitment to student teach in the urban setting, and move to this area to do so. Lisa spoke in a TC focus group (dated May 10, 2016) about knowing her students' cultures and the importance of bringing those components into her teaching. She also told us she spoke often with her CT about incorporating culture into their lessons. Lisa stated she felt comfortable sharing those ideas with her CT.

The following is an excerpt from an interview I conducted with Megan and Lisa on March 21, 2016, approximately two months after Lisa started as a TC in Megan's classroom. This excerpt highlights the relationship that Megan and Lisa developed during this semester. In this interview with Megan, which was in her classroom, Lisa was present. I asked Megan if she wanted to go somewhere to talk and she said she was okay with talking to me in the classroom. In my conversation with Megan I asked what she wanted me to take away from the interview and she responded:

Megan: Just the amount of flexibility maybe, flexibility and patience needed in Special Ed. And that no day is the same, yeah, every day is different and you never know what you're walking into.

Interviewer: I mean when I listen to you speak, Megan, like you [Lisa] said, okay, I'm going to do this, I'm going to show them this, and it's going to show how much, or whatever with the bar graph and then you [Megan] would respond for the most part, yeah, that'll work and what do you think, will they be able to handle this? I mean, you're just kind of constantly going back and forth. Now I'm thinking it's just because of the nature of the room, you just never know.

Megan: Yeah. And what you might have planned might not happen at all, it might not happen the way you planned it. But, between the two of us, like, one of us will deal with behavior, one will keep teaching. So, like that, and I put that on my notecard the other week, that the amount of instructional time has increased in here since Lisa has come because one of us can deal with meltdowns and one of us can keep teaching.

Interviewer: Does that happen just kind of organically? I mean, I know you had to build probably a relationship, a working relationship together, but or is it like hey, Ms. O, I need help over here?

Megan: Sometimes it is depending on, yeah, but I think a lot of times it just happens. Like you [she is referring to a collective 'you' here, including Megan and Lisa] just pick up, like if I have to deal with something, she'll just pick up wherever I leave off and like without missing a beat the lesson just keeps going.

Lisa and Megan depended on each other during their instruction. Megan said that Lisa will "just pick up wherever I leave off and like without missing a beat the lesson just keeps going." Sometimes, Megan stated, this happened organically, and they didn't need to talk about who will do what, the other will help or take over instruction as needed. Both the CT and the TC stepped in, helping each other, sharing their expertise. It appears through these actions that Megan and Lisa have established some trust in their working relationship. The co-planning sessions and interview of Megan and Lisa have revealed that Lisa came to the planning session with background knowledge, such as knowledge about academic standards and instructional strategies, and that Megan believes there is an unspoken agreement between she and Lisa that one picks up a lesson where the other has left off.

Data point 1: Co-planning session dated February 10, 2016 (p. 137 of this chapter). I shared an excerpt from this planning session for Megan and Lisa as a co-planning pathway, which were opportunities in the dialogue created by a TC and/or CT to promote knowledge in a co-planning session. Lisa and Megan were planning a math lesson in this session. Before the excerpt that I shared, Lisa had brought up two things she would have prepared for fractions lessons; one, a pizza box to show slices of pizza as fractions, and two, worksheets to plan math lessons for first and second grade. These two items were a part of Lisa's contribution to the planning of math lessons this week.

The following actions and dialogue contributed to the co-planning pathway:

- Lisa mentioned the book that was given to her by Megan, and said she would like to use it in their planning. She had already read through one of the books.
- It seemed Lisa was at times a full participant in the co-planning sessions, at times providing a space for Megan to come off of the periphery.
- Megan gave Lisa encouragement, by stating Lisa's ideas to integrate math and cooking "will keep their [the students] interest."
- Lisa stated she "noticed" something about the materials. She shared what she was thinking about what they were planning.

Data point 2: Co-planning session dated March 18, 2016 (p. 148 of this chapter). Megan and Lisa revealed a playful exchange that I used as an example of a carer/cared-for relationship that emerged from this study. In the caring dyad, one cares based on their observations of the other's experience, and the other recognizes that they are being cared for. If the two parties don't understand where the other is coming from, it is unlikely that they will be able to work

together (Noddings, 2017). If the TC and CT are concerned for the relation itself that they develop, and not necessarily about how they are feeling, then this is a sign that they genuinely care for each other (Noddings, 1998). They show how they feel about each other based on their observation of the other's experience. This includes a conscious attentiveness to actual experiences.

Data point 3. Megan and Lisa taped their last co-planning session for this study on June 9, 2016. The last day of school with students was June 13, 2016.

> *Megan: Alright, so next week is going to be crazy. Monday, the first graders, some of the first graders will be gone on a field trip to the zoo, so we won't see Mary or Daeveon that day. And then we have a re-eval for a speech only student at 8:15. So, we're just on the team to help write goals, so that would be a couple hours—I would count on that being an hour and a half.*
>
> *Lisa: Oh my! (Laughing). Okay.*

Megan and Lisa comment that they won't be seeing many students the next week of school, in this case due to a field trip.

> *Megan: So, that will be most of our morning. Tuesday the 7th, we're going on a field trip with the third graders—*

Megan used the pronoun, 'our' which is more inclusive than saying 'my.' She seemed to be saying, this is what you and I are doing together, and it's our responsibility.

> *Lisa: Woo-hoo! (Laughing)*
>
> *Megan: (Laughing) –to Discovery World and then Brad and Lola will be on a field trip too that day. Okay. So, then Wednesday the 8th, you're gone.*
>
> *Lisa: Yep.*
>
> *Megan: And there's nothing else going on that day. Nia's awards are that afternoon, but that's it. Thursday, we have first, second and third grade award ceremonies. So, third grade's at 8:45, first grade at 12:30 and second grade at 1:20. So, that will be kind of a goofy day too.*

Lisa: Is that like at the time that the grade has their awards, all of that grade goes in the gym?

Megan: Yeah, and I always go too just to cheer on our kids. And then Friday's the eighth-grade ceremony but we stand in the hall and clap, so that will be like the first—well, that will be closer to 9:00, so probably like 8:45ish they'll do that. They'll announce it, but so that will just take a few minutes of our group time.

Again, Megan used the pronoun 'our' when she said "our kids" and "our group time."

Lisa: So, we just go right outside the classroom here?

Megan: Yep. And just clap. And then all the third graders are gone that day. We'll see them for reading, but then they'll be gone for the rest of the day. As far as work, we're just going to keep plugging along and third grade reading about Egypt, second grade—

Lisa: The whales.

Megan: The whales and first grade, we're going to switch to sharks.

Lisa: Oh, okay.

Megan: And then because there's going to be so many kids in and out, I'm just planning on doing like one-day writing activities and math lessons, nothing that will take more than one day for those things. And then the last day, in the past, I haven't really seen the kids. They usually spend all day with their home bases and they just kind of come down like as they need breaks. They just usually stay for all the last day fun activities with them. And that's it. So then, yeah, so then that last, towards the end of next week, we'll just kind of quietly start cleaning and packing because if we start too early, then the kids—

Megan used the first person "I" at the beginning of this section of dialogue, "I'm just planning…" She explained to Lisa what happens at the end of the school year and shared her experience ("…the last day, in the past, I haven't really seen the kids"). Megan uses the pronoun "we" the end of the section, "we'll just kind of quietly start cleaning."

Lisa: Get a little crazy?

Megan: Yeah, it's hard for them to sit still. So, yeah. And maybe we'll do a movie on the 10th, in the morning during their reading time. Alright, signing off.

This planning conversation was about the logistical needs of Megan and Lisa's classroom at the end of the school year. It is clear that their students will not be coming into their classroom as much, as there are many field trips and other special events such as the 8th grade graduation

celebration. The end of the year activities, 8th grade graduation and field trips that they attended or just their students, dictated what Megan and Lisa were planning for this session. Megan has the experience of what the end of the year looks like in her classroom and she took control of this planning session. The logistical nature of this last co-planning session was in juxtaposition to the first two co-planning sessions where Lisa and Megan both inserted ideas, questioned each other, and Megan appeared to encourage Lisa to share her ideas.

The following excerpt shows the unique challenge Megan and Lisa have in terms of planning for their students. This is from an interview with Lisa on May 31, 2016. I asked Lisa what planning looked like between she and Megan and the regular education teachers they worked with during the school year.

> *Interviewer: Do you have conversations with teachers, like hey, we're kind of doing this? Or is it more support for the one or two or whatever that—*
>
> *Lisa: Yeah. It's not as much collaboration of the curriculum because we pull out mostly. So, it's not as much in the classroom, actually getting to work with them in the general setting. So, mostly it's, it is a little bit like here's what we were doing. Or like, we're covering these standards because together we have to hit them all throughout the year. So, it's just kind of like, oh the students are struggling here, would you do a little more work with them, or that kind of thing rather than, this is what we did or this is what we want to do. It's just kind of like making sure all the standards were hit a little more vaguely.*

Lisa identified a challenge, or what appeared to be a barrier, for Megan and her in regards to planning. She said "it's not as much a collaboration" with the regular education teachers, as they will tell Megan and Lisa "the students are struggling here, would you do a little more work with them, or that kind of thing, rather than, this is what we did or this is what we want to do." The regular education teachers seemed to direct Megan and Lisa to specific activities to plan by identifying what the students are struggling in and asking them to do more work with those students.

While Megan and Lisa exhibited that they collaborated together when planning, there were obstacles to their co-planning dialogues, including end of the year activities and expectations from regular education teachers. Next, I will summarize the connections and barriers to a 3CD.

Alignment to 3CDs

- Creativity: Lisa stated she would bring in a pizza box to help teach fractions (p. 146), which was the first planning session she taped with Megan, approximately three weeks after Lisa started as TC. Additionally, Lisa envisioned something different when she inserted her idea about using "goofy hats" for a math lesson. Megan responded that they would give it a try. As Lisa inserts many ideas into the co-planning sessions, it was clear that she had the power to create in the co-planning dialogues. However, while Lisa and Megan saw spaces of co-authorship, they did not show that they considered themselves co-authors of a liberating action. In the co-planning sessions, they showed spaces for children to create knowledge, but justice/injustice is not discussed. Lisa identified a barrier to creativity in their planning when they work with regular education teachers, who seem to direct Megan and Lisa to specific activities to plan by identifying what the students are struggling in and asking them to do more work with those students.
- Critical: While Lisa identifies a stumbling block in communication with the regular education teachers, she does not identify it as a barrier. Because the regular education teachers are choosing the curriculum and the focus of the lesson, this is a form of oppression on Lisa and Megan. It is unclear with this CT/TC pair if they have a sense of challenging each other or other structures in their co-planning. However, this pair shows the possibility of critical in their planning by their use of the more inclusive "we" which

could be helpful in a civil debate. Lisa appears curious when asking Megan about using different ways of teaching a concept. However, Lisa's curiosity does not fulfill the definition of curiosity in this study, as being curious means to try to comprehend a challenged or oppressed being (Freire, 1997).

- Caring: There was positive dialogue exchange between Megan and Lisa. Lisa used the book that Megan gave to her (p. 131). Megan also encouraged Lisa (p. 129) with three responses; one, "I don't but they would love it," two "it's worth a try," and three "I mean we can always try and see. We could go from there." They built on each other's ideas as they planned together. One component of a civil debate is listening to the other's point of view and Megan and Lisa have shown they listen and build on each other's ideas.

What is present: 3CDs. Lisa is able to envision and share her ideas for lessons with Megan. At times, Lisa saw doing the lessons differently, and Megan was open to her ideas. Both points indicate aspects of creativity and some aspects of critical dialogues. Also, this pair seemed to be concerned with their relation, a component of care (Noddings, 1999).

What is missing: 3CDs. Lisa and Megan did not reveal any concern for the oppressed or challenged in their classroom nor did they appear able to identify their own oppression and/or oppressive practice. While Lisa stated to me she wanted to create lessons where she acknowledges and teaches with and through the Hispanic culture that was prevalent in this school, she did not discuss taking a critical stance in terms of the lessons she taught. Also, while she chose to teach a lesson about Cinco de Mayo, it is not clear if she understood that not all peoples in Hispanic cultures might celebrate this holiday.

Changes over time

Beginning of semester: Lisa was prepared for the co-planning session. She had materials prepared for lessons, and was aware of academic standards they needed to address in their lessons. In an interview with Lisa in May, I discovered that when planning for some of their classrooms (it is unclear if it was for all of the classrooms they serviced), they were told by the regular education teacher what academic standards Lisa and Megan needed to address when they worked with the students from that classroom. Lisa mentioned books that Megan gave to her and it was clear she had read them as she referred to the contents (e.g., a recipe to use when teaching fractions). Megan showed encouragement to Lisa when she stated "I think they would love it," and "we could give it a try." Because Megan was a new CT, I considered that she may not have used her position as a CT in the same way an experienced CT would; she may have not wanted to assert her authority on her TC because she was new and was unaware or unclear about a power structure that could exist between her and her TC.

Middle of semester: Lisa and Megan's co-planning session showed a playfulness; Lisa and Megan teased each other about a song that Lisa performed as a child. Megan exhibited a conscious attentiveness to Lisa's experience through this action. Megan, in my interview with her, stated that there was a level of trust she and Lisa have developed with each other, particularly when they have planned something but need to deal with the unexpected. Megan commented: "Like you just pick up, like if I have to deal with something, she'll just pick up wherever I leave off and like without missing a beat the lesson just keeps going."

End of semester: The co-planning session revealed a relationship that seemed to have changed. In this session, Megan informed Lisa what end of the school year activities they will participate in, and what exactly they will do. As the regular education teachers dictated what Lisa and Megan were to teach, the end of the year activities did the same.

Case study 2: Mara, Teresa, and Denise. The following excerpts are between Denise (TC, special education) and her two CTs, Mara (special education teacher) and Teresa (regular education teacher). Mara and Teresa have team taught for many years and believe strongly in an inclusion model for the students labeled with a special education need. To them, this means that both special education students and regular education students are in their classroom at all times and the support is given to all students by all teachers. The support given for students with a special education need does not have to come from Mara or Denise, as Teresa gives them support as well. Likewise students not identified as needing services are given the individualized attention by both CTs and Denise that a student with special needs would receive. Teresa, Mara, and Denise collaborated to provide support for all of the students in their classroom. Mara and Denise also went to other classrooms for a small portion of their day, supporting students identified with special education needs in those classrooms.

It was clear from my field notes (dated January 12, 2016) that both Teresa and Mara considered themselves Denise's CT. The support Denise received from both teachers could be an advantage in that she received extra support from two CTs, and a disadvantage in that she could have received conflicting information. Mara and Teresa also believed the TC needs to teach and plan from the beginning of the student teaching semester. It is important to note that Denise was a fieldworker in Mara and Teresa's classroom in the fall semester 2015 for approximately 20 hours a week. Therefore, at the beginning of the 2016 semester, Denise had been in this field placement for approximately 4 months. The following excerpt from the CT focus group (dated October 27, 2015) exhibited Mara's perspective about beginning the year planning with her TCs. As the focus group facilitator, I asked the CTs how they felt the co-

teaching model was different for them vs. the traditional model of student teaching. Mara responded:

> *I feel like sometimes, traditionally, in the beginning, they were more observers, and sitting back, and I feel like with this push of co-teaching, it's forcing them, and us, to get together, to collaborate, planning, assessment, all the things, so they're so active early on I feel like, in understanding the whole process of the classroom, where, traditionally it seems like they, we try to get them involved in things, and say, here do this, here do that, but I feel like we don't have the dedicated time to think, "we're co-teachers," we have to do this, we have to do that. You know, so I think this pushes your thinking more in your work time with them.*

In this response, Mara made it clear TCs were active members from the beginning of the student teaching experience. She stated the co-teaching for student teaching model is "forcing them [TCs], and us, to get together, to collaborate, planning, assessment, all the things, so they're so active early on." In my field notes dated October 15, 2015, Mara and Teresa believed TCs should be active early on and participate in collaborative planning early in their experience.

Data point 1: The following excerpt is from Mara, Teresa and Denise's co-planning session dated February 12, 2016, and was the first co-planning session this team audiotaped.

> *Teresa:^Okay so then Thursday you're being observed.*
>
> *Denise: Yes.*
>
> *Mara: Yes.*
>
> *Denise: Have I thought about what I'm going to do?*
>
> *Teresa: Yeah.*
>
> *Denise: Not really. Soooooooo…*
>
> *Teresa: Okay!*
>
> *Mara: Well let's brainstorm some ideas!*

Mara appeared to be attempting to engage Denise to co-plan with this statement.

Denise: So, I have, maybe, cause we're doing that suitcase thing, right? Do you know when that's coming? Cause I saw this writing thing about like making like if you have to leave your house and you can only bring you know things that fit in the suitcase, what would you bring?

After Mara's invitation to co-plan, Denise reveals her curiosity by asking about the "suitcase thing" which is in reference to an activity from a Holocaust curricular unit that she and her CTs are co-planning. Denise asks if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the unit. Curiosity can be a part of critical awareness, because curious people try to understand their situation in their dialogue with others (Freire, 1997). Mara and Teresa respond to Denise's curiosity in the next section:

Mara: Well, that's definitely a good idea, but you have to remember we haven't introduced enough of the Holocaust yet

Teresa:^Yeah.

Mara: for them to understand.

Denise: So what do you guys usually do?

Teresa: Like, what do you mean?

Denise: Like acting

Teresa: What do we do.

Denise: Like do you guys do stations, or?

Mara: Well in the--I mean, in the past in writing we've done a variety of things. Um. You know the things that's hard, the other class hasn't

Denise: Had a lot of intro…do you mind if I put this into action…

Teresa: Yeah, no.

Denise asked her CTs if a writing activity would be appropriate for the suitcase activity for the Holocaust unit, stating "I saw this writing thing." Denise was not deterred from leaning into her curiosity more, as represented in the excerpt. Denise asked Teresa and Mara if they have used

acting in their instruction, or if they have used stations. Teresa responds that they have done a variety of things, and Denise then asks if she can put an idea of hers into action. Teresa agrees. Denise, through her pursuit of curiosity, found a pathway into being a contributor in the co-planning session.

Data point 2. The following is a co-planning transcript between Mara, Teresa, and Denise from March 11, 2016, the second time they recorded their co-planning, approximately 6 weeks after Denise started her student teaching.

> *Denise: Yeah, so, like one of my questions, do they know writing circles is Monday?*
>
> *Mara: Yeah. We like tell both classes now. Cause they did ask. We just forgot to put it up on the board. But, they do know. Um. Are gonna...are we gonna continue with the wish and star feedback? Just continue to focus on that, giving a positive, then, then the suggestion for improvement?*

Denise asked for clarification about the students' awareness of writing circles happening on Monday. Mara clarified that both classes know, and continues with a follow up question about the "wish and star feedback." Her question appeared to be to both Denise and Teresa, asking for their thinking. This CTs/TC group tended to create more of a collaborative nature in the planning session through each participant asking each other questions; the questions don't just come from the TC. Knowledge appeared to be encouraged in this exchange as both Denise and Teresa responded:

> *Denise:^: Umhmm.*
>
> *Mara: Right?*
>
> *Teresa: Yeah, I guess, right?*
>
> *Mara: Yeah.*

However, a minute later in the planning session, it appeared that Denise was struggling to be heard in this same co-planning session.

> *Mara: So then we're gonna continue with the poetry and the figurative language*
>
> *Teresa: Yep.*
>
> *Mara: And we're gonna, we thought we would do the hyperbole activity from the hip-hop vs. the classical.*
>
> *Denise: Ok. Um. This could just be me...*

It appeared that Denise wanted to insert more ideas into this planning session, by saying "this could just be me." Denise seemed about to make a point after saying this could just be me. However, Teresa and Mara do not acknowledge her at this point, and continue speaking about the hyperbole activity:

> *Teresa: This only has this.*
>
> *Mara: That's all it is.*
>
> *Denise: So there's no poem or anything?*
>
> *Mara: There's not a specific poem. It has the examples if you look here.*
>
> *Denise: Ok.*
>
> *Mara: And then it has some questions.*
>
> *Denise: Umhmm.*
>
> *Mara: So. I didn't know because it doesn't have a huge poem. I don't know if it would be more meaningful if like we turn this in to like a PowerPoint or something with some of these up there?*
>
> *Denise: I could do that*
>
> *Mara:^: And maybe found even some other examples?*

Mara does not respond to Denise's offer to make a PowerPoint, and it's not clear that Denise was heard. Mara interrupted Denise, and suggested that they find more examples.

Denise: OK.

Mara: So it's got the classical, and then it also has the hip-hop poets. Which I thought was good cause it's got, you know, a variety. It's got the first example by Ludacris at the top.

Denise: Umhmm.

Mara: And then on the second page, is where they have to make so like I don't know if the first day we go over what is a hyperbole, go through some of the examples. And then have the kids practice making some of their own? Like on the top of the second page.

Denise: Umhmm.

Mara: And then we save, um, they'll be Tuesday, and then Wednesday and Thursday is when they'll be writing their own.

Denise: So, what am I supposed to be teaching on Thursday?

Denise questioned what she was supposed to be teaching. She appeared to take herself out of the co-planning session (or perhaps she has been excluded) and attempted to question the lesson she is teaching. Other than asking what she was supposed to be teaching, many of Denise's responses were "Umhmm" or "OK." Mara, in this last section, took over the planning. She described the poets (hip-hop and classical), the poems, and the questions about the poems. Conversely, Mara comments in the first excerpt from the focus group (see page 147) that the co-teaching for student teaching model pushed her thinking as a CT to consider that the CT and the TC are "co-teachers," during what she terms as "work time" with the TC. The following is Mara's statement:

I feel like, in understanding the whole process of the classroom, where, traditionally it seems like they, we try to get them involved in things, and say, here do this, here do that, but I feel like we don't have the dedicated time to think, "we're co-teachers," we have to do this, we have to do that. You know, so I think this pushes your thinking more in your work time with them.

There was recognition that Mara was thinking about co-teaching in work time, but at times, Denise's voice appeared not to be heard as clearly in the co-planning session.

Data Point 3. The last example from the data was an interview with Mara and Teresa on June 7, 2016. I asked them if there were anything they would do differently (this interview took place approximately 5 days before the end of the school year) this year in regards to planning with their TCs, and addressing all of the students' needs in their classroom.

> *Mara: I don't know if we, I mean just because Isabella [previous TC in this classroom] and Denise picked up on it on their own I don't know if we need to be more vocal when we're like planning to be a little bit more clear about what we're doing in what we're thinking. Like I feel like it was the two of them picked up on it right away and kind of then when they took something to plan like we saw them, you know considering that right away and like creating a rubric or having an outline, or thinking of what they could do and then working with certain groups of students. So I think or those two they were very easy and understanding what we're doing and I think they came in wanting every kid to get everything done and to be successful.*
>
> *Interviewer: You think they came in with that?*
>
> *Mara: They came in with that attitude. I really do.*

While Mara didn't expect the TCs to come in knowing many things about inclusion the addressing the needs of the students with special needs, she stated the TCs that had more success were those who asked questions, particularly about how to bring all of the students, including those with special needs, to academic excellence. Later in the same interview, I asked about what they talked about in their co-planning sessions to address the academic needs of their students.

> *Mara: I mean I know, I remember going to UWM. I mean I do have to say urban focus there, it made me think about a lot of things. But, and I specifically chose UWM because I wanted the urban experience, that was for me. And I knew they were going to have that focus, so I know for myself I was thinking about that all the time. And I thought, when I went there they did a good job of bringing it forward, that you need to be considering*

these things. But sometimes I think if you don't have that questioning piece you said, and self-reflecting on what's going on, you kind of lose sight of that.

Interviewer: Right. Like if Polly [previous fieldworker in their classroom] would have asked, if she would have said I don't get this inclusion thing. But that's just where she's at and I'm guessing you didn't even know. She never really said I don't know I don't really get it.

Teresa: No. No, nothing.

Interviewer: So Denise and Polly were more there, certainly had that sense probably coming in, but they also questioned and they questioned their practice.

Teresa: Umhmm.

Mara: And they were very eager to get involved.

Alignment to 3CDs

- Creativity: There were a few pieces of evidence that Mara, Teresa, and Denise considered themselves co-authors in the planning process. Mara stated in our CT focus group (October 27, 2015) that the co-teaching model has provided her an opportunity to (with her TC) "get together, to collaborate, planning, assessment, all the things, so they're so active early on." Mara stated in a co-planning session (February 12, 2016) "let's brainstorm ideas" after Denise stated she didn't know what she was going to teach when her supervisor was coming, which appeared to be an invitation to share ideas. If the TCs show that they are asking questions, and are eager to get involved (as shown in the interview with Teresa and Mara), this seems to be an opening to allow the creativity to flow from both the TC and CT. There was evidence of Denise envisioning something different in their lessons; for example, (p. 188) she asked Mara and Teresa if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the Holocaust unit. However, there appeared to be barriers when Denise's idea of creating a PowerPoint wasn't acknowledged, and didn't appear to be listened to when she

said, “This could just be me.” It was unclear if Denise, Mara, and Teresa considered themselves authors of a liberating action. Denise stated in a TC focus group that she wanted to bring all of the students, including those with special education needs, to academic excellence. However, it was unclear if Mara, Teresa, or Denise used their imagination in the co-planning to try to understand what was better in terms of injustice.

- Critical: Denise revealed her curiosity in the co-planning sessions by asking about the “suitcase thing” which is in reference to an activity from a Holocaust curricular unit that she and her CTs are co-planning. Denise asked if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the unit. Mara asserted that she encourages curiosity through believing questioning is important, particularly when addressing issues of equity. However, it was unclear if Mara, Teresa, and Denise sought to understand the experience of the challenged or oppressed person’s sensibility in the co-planning dialogues. It appears for this group, the challenged or oppressed persons are the students. In the interviews and focus groups with this triad, they did refer to understanding the experience of the students with special education needs in their classroom, but this didn’t come across in the co-planning dialogues. In this case, the focus instead was on Denise’s creativity, or inserting her idea about the writing activity.
- Caring: While it appeared that there were elements of care in this CTs/TC pair, I did not discover many strong examples of the carer/cared-for relationship in this pair. In caring encounters between people, “the carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for” (Noddings, 2012b, p. 53). In the caring dyad, one cares based on their observations of the other’s experience. Perhaps Teresa,

Mara and/or Denise did not express their needs or their needs weren't heard. However, I did find a time when Denise appeared to be expressing her needs and Mara and Teresa appeared to understand Denise needed help. When Denise was asked about her lesson for her supervisor, she admitted she wasn't prepared. She said, "Soooooooo…" and her CTs seemed to understand that she needed help planning her lesson. Teresa said "Okay!" and Mara responded "Well, let's brainstorm some ideas!" Denise then replies with a writing idea for the Holocaust unit.

What is present: 3CDs. Denise is able to envision and share her ideas for lessons with Mara and Teresa. Also, Denise expressed a need of not having a lesson ready for her supervisor, and Mara and Teresa heard her need, and helped her brainstorm ideas.

What is missing: 3CDs. While Denise revealed her curiosity, it was unclear if Mara, Teresa, and Denise sought to understand the experience of the challenged or oppressed person's sensibility in the co-planning dialogues. It was also unclear if Mara, Teresa, or Denise used their imagination in the co-planning to try to understand what was better in terms of injustice. These two points are in opposition to Mara's comment about addressing equity with her TCs. Equity was important to this triad on one level, but the theme of equity did not appear in the co-planning dialogues.

Changes over time

Beginning of semester: Mara shared in a CT focus group (October 27, 2015) that in a co-teaching for student teaching model, TCs are active early on, in teaching and in planning. She also stated at the same CT focus group that she was fearful of not taking over in the planning session, not wanting to be a "crutch," or the one the TC depends on to come up with

ideas in the co-planning session. Mara stated in the first taped co-planning dialogue with Denise and Teresa that she wants to brainstorm ideas with Denise, who hadn't planned a lesson when she was to be observed by her university supervisor. Denise revealed her curiosity in the first planning session, inquiring into a writing activity for the Holocaust unit.

Middle of semester: Denise was struggling to be heard in this co-planning (March 11, 2016) session. She tried twice to insert herself in the co-planning session, and Mara and Teresa did not respond to her. Perhaps Denise could have been viewed as the challenger when she tried to insert her ideas, and Mara and Teresa didn't rise to the challenge.

End of semester: Mara stated in her interview that she values her TCs questioning in the classroom and their eagerness to get involved. In reference to a TC (not Denise) that Mara and Teresa felt did not do well in their planning sessions, Mara wonders did she (and Teresa) need to be more vocal in the planning session and more clear about what they were doing and thinking, in order for the TC to learn from how they plan. I am now considering that Mara and Teresa could have been modeling planning for Denise in the 2nd (middle of the semester) co-planning session, and this could be why they didn't rise to Denise's challenges in that second co-planning session.

Case Study 3: Rachel and Sarah. At the time of this study, Rachel (CT) had hosted TCs for 10 years. She mainly taught primary grades (K4, K5 or 1st grade). Her classroom was similar to Hannah's (K4 CT) in that she had a large rug for the children to gather, small tables for groups of 4 or 5 students to come together and generally work on a learning center, and lots of books in bins and on display. Rachel's classroom was not part of the SAGE program, although her class size was still small, at 14 or 15 students per classroom. Rachel created approximately 4

to 5 learning centers where small groups of children rotated to each center, focused on tasks such as letter recognition, independent reading, and patterning. Rachel stated in an interview (dated March 15, 2016) that she used district academic standards to drive planning, and she modeled to her TCs how they planned at the beginning of the semester. Rachel did not host a TC in the fall of 2015, but shared with me that she was very excited to be hosting a TC in spring, 2016 (the semester of this study). Sarah was Rachel's TC, a student in the Early Childhood teacher preparation program at Midwestern University, which certifies students in grades kindergarten through third grade. Sarah was described by Rachel her CT as more advanced than TCs she has hosted in the past due to Sarah's experience teaching 3 and 4 year olds in a daycare setting. According to an interview with Rachel, she felt Sarah might have been more comfortable planning with her due to Sarah's previous teaching experience.

Data points 1 and 2. I have already discussed two of Rachel and Sarah's co-planning sessions, one dated January 27, 2016 (p. 125), and the other March 16, 2016 (p. 127). Both excerpts revealed Rachel and Sarah labeling the teacher's plan book. I provide a brief synopsis below.

The following is an excerpt from Rachel and Sarah's first recorded co-planning session, dated January 27, 2016, a week after Sarah started as a TC in Rachel's room.

> *Rachel: So. I'm going to put in the specials first for this week. And I feel like we might get back to the library, so I'm going to write [words unclear]. I'm hoping that, so you can write those in.*
>
> *Sarah: Wait.*
>
> *Rachel: Oops you're on the wrong side. Oops. Turn the page. This is the afternoon.*

Rachel and Sarah are filling out their teacher plan book together. Rachel instructed Sarah how to fill it in, starting with filling in the specials for the week (one of them being Library). She told Sarah that she was on the wrong side of the page in her teacher's plan book.

> *Sarah: Oh.*
>
> *Rachel: This is the toughest work. This is a whole day like this. This is all Monday, February 1st. Cause this is bathroom, lunch, the afternoon…*
>
> *Sarah: Oops!*
>
> *Rachel: You see what I'm saying? Does that make sense?*
>
> *Sarah: Yep.*
>
> *Rachel: So if you were to want to see this whole thing, like whole day at a glance, you'd have to have it open. The whole way. So here's where we're going to start…*
>
> *Sarah: ^You don't have to...you don't fill out, do you?*
>
> *Rachel: It's, I do, I put some things in, but very few, because it's almost all repetition.*

Rachel informed Sarah that she needs to label the plan book, but some parts of the plan book don't need to be filled out because some lessons and/or events are repeated. Their conversation continued:

> *Sarah: Okay.*
>
> *Rachel: Like this week for example obviously we go on bathroom break, we go to lunch, we go to the bathroom, we read Baby Animals at Home, we got to do our groundhog predictions tomorrow. We have rest time everyday, we have a snack. Sometimes if I want to remember where our special snacks are, I'll write them in here…*
>
> *Sarah: Umhmm.*
>
> *Rachel: Like we did zebra cakes this day. And then it's playtime. So this page is kind of like a dummy page but I have it here, for a sub, I guess, and me or anybody else I guess that came in and wanted to see what we were doing at that particular time.*

Sarah and Rachel revealed that, so far, their co-planning time involved writing in their teacher's plan book. Rachel and Sarah were discussing the learning centers that they planned for each

week and were continuing to fill in the teacher's plan book, as evidenced when Rachel says "when we have all these filled in." The starred learning center that Rachel refers to in the following dialogue will be the one Sarah leads and will write a lesson plan for.

Second example of labeling the teacher's plan book. I also shared an excerpt from the co-planning session between Sarah and Rachel on March 16, 2016, about seven weeks after Sarah started as a TC in Rachel's classroom. I wanted to find out if a co-planning session that occurred later in the semester would show the Rachel and Sarah writing in their teachers' plan book, labeling the lessons. During this co-planning session, I have recognized that they are writing in the plan book, labeling it with events such as the W.A.L.T. chart (We Are Learning To), the letter "h," and Star Student.

Sarah: Day one, for the meeting.

Rachel: Yep, recording session #2. For # and #. Here we go!

Sarah: Um. So, sign in…

Rachel: Yep.

Sarah: WALT, the letter is "h."

Rachel: H, yep.

Sarah: WALT, H poster and song.

Rachel: There'll be a star, and two, let me see who that is.

Sarah: Oh yeah.

Rachel: Uh, Jeremiah…James!

Sarah: He hasn't been star yet?

Rachel: Nope, he's up. [I can hear the someone or both of them writing] All right so, Jeremiah and then into, yeah…

Sarah: WALT, what are we learning.

Rachel: Yep.

Sarah: Wow, I spelled both wrong, I'm out of it.

Rachel: [laugh, then they both laugh] Oh, sometimes it's the easiest words that are the hardest to spell!

This excerpt revealed, seven weeks after their first co-planning session, Rachel and Sarah were still filling in the teacher's plan book as part of their co-planning time. Sarah, the TC, led the planning by giving the titles to the lesson events from the first co-planning session (WALT, the letter "h," star student). It was unclear if Rachel and Sarah are creating lessons together based on these co-planning dialogues. It appeared that they were filling in their teacher's plan books with titles of the lessons.

In these examples when Rachel and Sarah were labeling the teacher's plan book, the following was discovered:

- There was little back and forth dialogue between Sarah and Rachel.
- There was not a lot of questioning, inserting ideas, or challenging.
- Neither participant exhibited that they saw something different for the lessons.

However, there was some discussion about lessons between Rachel and Sarah after the title of the lesson is entered, such as the one below dated March 16th, 2016:

Rachel: Age poster and song, theme song, let's see, oh this is the day the book the story this week's about, it's called Rabbits Rope Tug, it's about tug of war another game that they aren't super familiar with. So we have a discussion about tug-of-war first of all and I sometimes have brought a rope in and showed them what that means.

Sarah: Oh cool.

Rachel: You know, cause I don't think that makes a lot of sense either like pulling on a rope to try to

Sarah: ^Yeah they don't know...

Rachel: Pulling other people down.

Sarah: Maybe you can show them a video of people

Rachel:^Yeah. Yeah.

Sarah: Falling down.

Rachel: Yeah, I could, I'll do that. I'll look online and see if I can find one, now that we have the projector.

In this excerpt, Sarah suggested showing a video about a tug-of-war so the students can see what this means when they read their story for the week. Therefore, the tenor of the co-planning sessions was not always the same. While Rachel and Sarah used much of their co-planning time labeling the teacher's plan book, they also discussed lessons. Sarah's suggestion of showing the tug-of-war video came after her comment to Rachel that she saw the issue with teaching the idea of a tug-of-war (Sarah stated, "Yeah, they don't know…"). Sarah showed that she listened to the need of showing the students a tug-of-war, versus having them participate in one.

The next excerpt revealed language positioning in the co-planning dialogue between Rachel (CT) and Sarah (TC) (dated March 16, 2016).

Sarah: Oh. It's like hard trying to be so correct on everything!

Rachel: Politically correct. I know. I know.

Sarah: I don't know.

Rachel: I don't think "Ring Around the Rosy" is such an awful one to teach

Sarah: ^I mean…

Rachel: I don't know.

Sarah: Nobody ever talks about where it comes from. It's always been a playground game for years.

Rachel: Okay. Onward. [laugh]

When Sarah asserted it is hard to be "so correct" about everything, Rachel agreed but said it was hard to be "politically correct." In this co-planning discourse, as Gee (2014) would argue, Rachel positioned herself through her language. The choice of the words "politically correct" shows that she was making a statement about how they were planning in this session. Rachel stated that she didn't think teaching Ring Around the Rosy was a bad thing. It appeared that Rachel didn't think it was necessary to be "politically correct" when choosing curriculum.

Data point 3. The following excerpt is from an interview I conducted with Rachel on March 15, 2016. Sarah, her TC, was not present. I provided Rachel a transcript of the beginning of her co-planning session with Sarah on January 27, 2016. In this interview, I asked Rachel what her initial thoughts were going into this planning session.

> *Rachel: I think that the initial, when we start and do these initial planning sessions it is very much cooperating teacher lead because we are trying to teach them how we put these lessons together. And I wouldn't expect her to know exactly how we were going to do everything.*
>
> *And a lot of what we do in K4 is about keeping the routine the same and doing things, at least semi in the same format. You can change things up within lessons, but we like to keep the same routine and format because it makes thing easier for everybody, the kids, the teacher candidates too because otherwise you have kids interjecting all the time saying, "You're not doing it right. That's not the right order." And that still happens now.*
>
> *But if we try to keep things semi the same it minimizes that problem. So, these planning sessions are me kind of walking her through what we usually do. And our weeks kind of repeat themselves. It's talking about here that Wednesdays we always have this read aloud story and it always is found in the teacher's manual and we always put the CD on.*

In this section, Rachel explained to me that she needed to let Sarah know the routine of the lessons for this classroom. Rachel said that she and Sarah can change things up within a lesson, but keeping it the same is beneficial for the students.

Later in interview (approximately 5 minutes into the interview) Rachel made this comment:

Rachel: But it's nice when they [TCs] *can add something that maybe I had not thought of or ask me a question about why I am doing something that makes me think maybe I should rethink it or we could do it a different way. So, I feel like early planning sessions are more me lead and by the time we work into this, she will have way more input and decision-making power, I guess.*

When I reviewed their second co-planning session (dated March 16, 2016), Sarah's voice is heard more consistently. Here is an excerpt from the March 16th planning session when Sarah and Rachel were discussing the playground game, Ring Around the Rosy:

Rachel: And do, yeah, I would do that. Discuss those as playground games you can play [sigh]…

Sarah: Have you ever done "Ring Around the Rosy"? Like not with this many?

Rachel: No. And

Sarah: ^And do they know what it is?

Rachel: That's, that's another thing, that, when I was in college, the big deal was made about that, that that's an inappropriate song to sing with kids. Because it has to do

Sarah: ^Because it references the black death…

Rachel: The holocaust…well…

Sarah: I thought it was the black death.

Rachel: Oh I heard it was the holocaust.

Sarah: Because "Ring Around the Rosy, pocket full of posies," it's like the um, the herbs they kept to put it away or something… am I thinking of another song?

Rachel: I thought, no that's the song, but the, I thought it was pocket full of posies because that's what they put in their pockets cause they were, they're dead bodies were stinking.

Sarah: Oh.

Rachel: In the Holocaust.

Sarah: I thought it was from the Black Plague. I'll

Rachel: ^Well, either way.

Sarah: I'll have to look that up, I'm curious.

Rachel: Yeah, so, I don't know [laugh], just something to think about.

Sarah: Oh. It's like hard trying to be so correct on everything!

Rachel: Politically correct. I know. I know.

Sarah: I don't know.

Rachel: I don't think "Ring Around the Rosy" is such an awful one to teach

Sarah: ^I mean…

Rachel: I don't know.

Sarah: Nobody ever talks about where it comes from. It's always been a playground game for years.

Rachel: Okay. Onward. [laugh]

Sarah challenged Rachel about the song "Ring Around the Rosy" in this example. She wondered to her CT if the song is appropriate to use at all, as she believed it refers to "black death," and Rachel believed it refers to the Holocaust. This CT/TC team continued to debate to what event "Ring Around the Rosy" refers, and while they didn't come to a consensus, Sarah stated she is going to research the song's roots. Sarah decided to create more knowledge for herself when she stated she would "have to look that up," wondering if the song Ring Around the Rosy had ties to the Holocaust or Black Death. Sarah said "nobody ever talks about where it comes from" and Rachel ended the conversation, saying "onward…" and they move onto a new topic in the planning session. Rachel made her position as a CT clear when she ended the conversation with "onward;" it was time to move onto something else.

Data point 4. Sarah exhibited an example of envisioning or imagining something different in the co-planning dialogue, a component of a 3CD. A CT or TC might have an idea for something in the co-planning session, and describe how it could make the lesson different; in

other words, a participant in a dialogue would describe her vision, what she is picturing. A non-example would be the one or both of the participants having a hard time imagining something different, or not sharing any alternative ideas. The following is an excerpt from an interview dated March 16, 2016 with Sarah:

> *Sarah: It is always exciting to go on a field trip. I just wanted to see how she manages the kids on the field trip. It went really well. There was one challenging student who is really active and would run ahead of the group. And at first it was okay. And towards the end he just stopped hearing us. So, it was interesting to see how she managed difficult things like that. And you know, party days are always exciting and busy and that was a tiring day, I remember. It was fun. We did lots of things. We packed it all in a small amount of time. We got a lot done. Your question was about before we planned?*
>
> *Interviewer: Yeah, I guess, what did you think it was going to look like? But it sounds like it was pretty successful for both those things.*
>
> *Sarah: Yeah. Before I was just wondering what it was going to be like. How she was going to pull off all these little things. And it was interesting to see that happen.*

Sarah stated that she was wondering what the field trip was going to be like, and how Rachel her CT was going to "pull off all these little things." Sarah did not say she pictures herself making decisions or instructing during the field trip, but that she pictured what would happen on the fieldtrip. In the next example, Sarah shared with me at a TC focus group dated May 10, 2016 her teacher's planning book in response to my question about how she and her CT show equity in education. Sarah stated that she and her CT show equity through differentiating their instruction, and she brought in her teacher's plan book that had lessons that were differentiated. But then she described to the focus group how she envisioned something different in the math activity that they had originally planned. In the following dialogue during the focus group, I asked Sarah about what she wrote in her teacher's plan book. She talked about an alternative to a math lesson she was planning.

I: So in this is, this a separate (I'm pointing to a box in the teachers' planning book she brought)

Sarah: That's just something I was working on.

I: Oh, you were writing...

Sarah: That's for Rapunzel hair measuring, to measure with cubes. Because we're doing fairy tales this week so it's going to be a workstation something I'm making and I'm going to laminate it. But yeah.

Sarah: So you can do fun stuff like that. Can't wait to see your monster, and let's go!

I: Yeah, right, right.

The TC participants in the focus group reacted positively to Sarah's idea about using Rapunzel's hair to measure. This was not the lesson she originally was going to talk about, but the teacher's plan book that she brought had this idea that Sarah had to use measurement with her students. Her comment, "that's just something I'm working on" implied that the plan book was where she inserted some of her ideas. Sarah stated in this focus group that she was going to share the Rapunzel measurement idea with her CT. Sarah had enacted her identity as a planner in the teacher's plan book. Since the plan book was a tool she and her CT used in a planning session, she was participating in the social language of the planning session by writing down this idea.

Alignment to 3CDs

- Creativity: Although Rachel and Sarah discussed how they were going to teach lessons, most of their planning sessions involved labeling their teacher's plan books even though Rachel recognized Sarah had experience with this age level. Sarah shared at a TC focus group that she had a different idea for a lesson in math using Rapunzel's hair to measure, and wrote this idea in her plan book. We don't know if this was ever discussed or taught. While it was not clear if Rachel and Sarah saw themselves as co-authors, Sarah did insert

some ideas. However, they did not show evidence they were co-authors of a liberating action. Also, it was not clear that both participants had the power to create in the co-planning dialogues.

- Critical: In a co-planning session, when Rachel stated: "I don't think 'Ring Around the Rosy' is such an awful one to teach," she implied that teaching this song is not a bad idea. Rachel revealed that she uses the power when deciding what to teach during planning; she implied that it is not necessary to be politically correct when choosing curriculum. Sarah decided to create more knowledge for herself by saying she will "have to look that up," wondering if the song "Ring Around the Rosy" had ties to the Holocaust or Black Death. Sarah leaned into her curiosity and decided to get more information for herself about "Ring Around the Rosy." However, Rachel shut down the conversation and the opportunity for a critical conversation that might have led to a lesson for the students about how songs have meanings that represent the struggle of people (e.g., if "Ring Around the Rosy" referred to the Holocaust).
- Caring: Sarah expressed her need to investigate the history of "Ring Around the Rosy." Rachel did not respond directly to this, and soon after told Sarah they needed to move onto something else in the planning session. As such, Rachel did not respond to Sarah's need to learn more about a song that she saw as a learning opportunity. However, it appeared Rachel saw herself in Sarah when Rachel recognized Sarah's experience with 3 and 4 year olds in a daycare setting. She recognized Sarah's expertise in teaching and planning with this age level, and stated she was grateful to have a TC willing to insert ideas, particularly early in the semester. However, this is in opposition to what the co-

planning dialogues revealed as I mentioned under the "creative" section; it was not clear that both participants had the power to create in the co-planning dialogues.

What is present: 3CDs. Rachel modeled a developmentally appropriate classroom and checks in with Sarah to make sure Sarah understands what works for this age level. Rachel recognized Sarah's expertise with the age level. Sarah envisioned a different idea for a math lesson, and recorded it in her teacher's plan book. The plan book, then, became an artifact for Sarah to be creative. However, the plan book also appeared to be a symbol of control and/or resistance when CTs and TCs labeled the plan book without much discussion about the lessons themselves. This was a missed opportunity for the CTs and TCs to show creativity, a critical stance, and/or caring.

What is missing: 3CDs. In the "Ring Around the Rosy" discussion, there was a possibility of analyzing various viewpoints, of being vulnerable and thinking critically, and participating in a critical conversation; the discussion didn't get that far because the CT ended it. It was also not clear if Rachel and Sarah saw themselves as co-authors of the lessons, particularly when they were labeling the plan book.

Changes over time

Beginning of semester: Rachel recognized Sarah's expertise coming to the planning sessions. However, much of the planning revealed Rachel and Sarah labeling their teacher plan books.

Middle of semester: Rachel and Sarah still labeled their plan books in the March co-planning session, although Sarah was inserting more ideas during this planning session, and challenging the idea of using Ring Around the Rosy. Sarah decides to create more knowledge for herself by saying she will "have to look that up," wondering if the song

Ring Around the Rosy had ties to the Holocaust or Black Death. Sarah says "nobody ever talks about where it comes from" and Rachel ends the conversation, saying "onward…"

End of the semester: In the TC focus group, Sarah revealed that she envisioned something different for a math lesson.

Case Study 4: Hannah and Alicia. Hannah, a K4 teacher, had hosted TCs for 10 years at the time of this study. Her classroom looked similar to Rachel's; a large rug for the children to gather, small tables for groups of 4 or 5 students to come together, generally to work on a learning center, and lots of books in bins and on display. Hannah's class size was also small, at 14 or 15 students. She created approximately 4 to 5 learning centers where small groups of children rotated to each center, focused on tasks such as letter recognition, independent reading, and patterning. Like Rachel, she used district academic standards to drive her planning, and Hannah modeled to her TCs how she plans at the beginning of the semester. Hannah shared with me in the CT focus group (dated October 27, 2015) that she took being a CT seriously, and she looked forward to hosting a TC each semester. In spring 2016, Alicia was Hannah's TC, a student in the Early Childhood teacher preparation program at Midwestern University, which certifies students in grades kindergarten through third grade.

Hannah stated at a CT focus group (dated October 27, 2015) her perception of her TCs disposition. This TC was not Alicia, because this was fall, 2015 semester and Hannah had a different TC. However, Hannah's response reveals how she looks at the relationship with a TC:

> *I feel like, right even contacting her by email, there was no warmth, there was no eagerness, there was no interest, and that kind of put a bad taste in my mouth, however, she did come before students, and she helped me set up, but it was very like business…*

Hannah noticed her TC's disposition and stated that this affected their working relationship in the beginning of the student teaching experience. The CTs' perception of their TCs could affect the relationship between the TC and CT throughout the semester, and the relationships that they enact in the planning session.

Data point 1. I discussed this piece of data when I described the relationships enacted in planning sessions (p. 158 of this chapter). In this co-planning session, I determined this was an example of challenger/doesn't rise to the challenge. The following is the end of the planning session between Hannah and Alicia on February 18, 2016.

Hannah: And really quick, we need to figure out, do you remember what you are taking on?

Hannah is referring to what Alicia, her TC, will start to teach. Alicia informed me that program at Midwestern University that licenses students in grades kindergarten through grade 3 gave a pacing guide to the CTs and TCs with recommendations of what the TCs should teach.

Alicia: Um, calendar.

Hannah: You're doing calendar?

Alicia: Yeah.

Hannah appears surprised to hear Alicia is teaching calendar. Her voice seems to be filled with tension. Alicia emits a nervous laugh at this point.

Alicia: (laugh) You're doing the Macarena.

The Macarena is a dance with certain body movements; it seems that Alicia is watching Hannah do body movements such as throwing up her hands in the air.

Hannah: Are you sure?

Alicia: I'm almost positive. Yeah, I have the thing in the..."And start calendar."

Hannah: Happy days.

Hannah laughs when she said "happy days" and it appeared to be a sarcastic comment.

Hannah: Okay. Do you have questions about that?

Alicia: No.

Hannah: Okay.

Alicia: Not yet.

At the end of this point in the co-planning dialogue, they both seem nervous about Alicia doing calendar. It seems that Hannah and Alicia's nervousness about Alicia teaching calendar has affected their co-planning session, as Alicia doesn't ask any questions, although she was asked by Hannah if she had any, and doesn't insert any ideas. However, looking at the next couple of planning sessions, Alicia does not insert many ideas or ask questions.

Data point 2. I discussed Hannah and Alicia showing a carer/cared for relationship on page 145 of this chapter. I analyzed the following excerpt from their second taped co-planning session on March 3, 2016, approximately six weeks after Alicia started as a TC in this classroom.

Hannah: We are planning for the week of March 7th through the 11th, and Alicia's new role next week is to plan for one workstation and manage workstations as well. We're going to talk about that a little bit. So one of the things that you will be doing is modeling the workstation work.

Alicia: Before we go to specials?

Hannah: Before we go to specials. Yeah. And you've always been really good about being on top of having the materials ready.

Alicia: Umhmm. [a little laughter from both]

Hannah: Even for me when I haven't been most prepared. So I feel like I'm really confident in your ability to be planned and prepared with the materials right after we teach math. And what we need to do is touch base each day beforehand to talk about

what really really needs to be modeled thoroughly versus what you can just kind of glaze over.

Alicia: Okay.

Hannah revealed her attempt to make a connection with Alicia through her praise of her preparedness. Hannah showed she sees herself in Alicia by saying, "even for me when I haven't been the most prepared." Also, by saying that she was confident in Alicia's ability to be planned and prepared after math is taught, she was showing conscious attentiveness to Alicia's actual experience of preparing the materials. Noddings asserts people in a dialogue should "honestly evaluate their attempts to encourage free civil speech," and it appeared that Hannah is doing just that by reflecting on her challenges being prepared for lessons. Hannah also wanted to "touch base each day beforehand to talk about what really really needs to be modeled thoroughly versus what you can just kind of glaze over." By "touching base" every day, Hannah and Alicia could participate in free civil speech, or a dialogue where they could show respect to each other's ideas and challenge when needed.

However, right after this part of the co-planning dialogue ends, Hannah and Alicia go back to the CT plans, the TC replies with many one-word answers.

Hannah: So, we'll touch base in the morning before that, 'cause not everything you know, needs to be modeled specifically but since we do have (list of student names) some a lot of the Ells need to see the demo, but if it's stuff that we've done before like print to practice, and stuff like not so much, it's really important so when we're at the workstations that you are managing the time and watching the clock so, if we start like sometimes if we don't get back from specials until you know, it might be between 10:02 and 10:05 if we get back at 10:05, we need to like bump our workstations up a couple of minutes maybe? They should last 15 minutes, but sometimes the projects or activities don't always take 15 minutes like sometimes they might take 12 minutes, so you kind of have to like watch the tables and make sure that you know that things are flowing smoothly like we always put the yellow or the more challenging work or the work that might take longer at the yellow table as you know, they can shift to the green table if they need to and we can cut out some of their reading time. And keep that in mind if it's something that like if workstation time are running over, we can always still bump them

over to the green table. What else did I want to say? So yeah just monitor the clock, call one minute, and manage like make sure when you call one minute Play-Doh's getting put away, all that stuff.

Alicia: Umhmm.

Hannah: And then, what else did I want to say about that? Oh! And then just ring the bell and definitely like reinforce that mouths are closed, chairs are pushed in, like demand the expectation.

Alicia: Uh huh.

Hannah: Like if kids are challenging, then flip their card.

Alicia: Okay.

Hannah: Do you have questions? I think that's

Alicia: No.

In Hannah and Alicia's case, it appeared that one participant showing some care for the other does not encourage both participants to insert ideas, ask questions, or challenge each other. However, after reviewing their co-planning dialogue in total, I noticed that Alicia expresses few if any needs as Noddings (2012) asserts is essential in a caring relationship. Alicia used many one-word answers, mostly in the affirmative. Additionally, it was unclear if Alicia recognized that she was being cared for.

Data point 3. The co-planning conversation, dated April 20, 2016, or about 3 months after Alicia started as a TC in Hannah's classroom, went from Hannah (CT) planning and making decisions, to Alicia, making decisions about when to teach lessons, checking in with Hannah every once in a while. The following excerpt was at the very beginning of the session, with Hannah seeming to give an overview of what she and Alicia would be planning, and whose voice would be heard on the tape:

Hannah: We are recording for the week of April 25th through April 29th.planning our lessons are kids are at a special right now. So this is Alicia's like lead, it's her third week leading, so she'll, do you feel comfortable kind of taking over the planning? [Hannah asks Alicia this question]

Alicia: Umhmm. Yeah.

Hannah: So you'll hear more of Alicia's voice. Okay here we go.

Alicia and Hannah are planning for Alicia's "lead" week, or the week she is doing most if not all of the teaching. Hannah states that in this planning session, Alicia's voice will be heard more. It seems Hannah meant versus earlier planning sessions. The following excerpt occurs four minutes and 14 seconds into this planning session.

Hannah: Here's my lesson plans from last year's too based on the theme and this final week.

Alicia: Oh the insect letter match we saved that.

Hannah: Yep we have copies of that.

Alicia: Okay let's do that for word work. And then well for Tuesday we'll trace the letter A for writing.

Hannah provided lesson plans that she already had written for Alicia. Alicia made decisions about when to teach the lessons in this co-planning session, as she went on to state the students will fill out a "d" in their journals for writing time. After the discussion about using the already written lesson plans, Alicia questioned her CT about how she labels her teacher's plan book:

Hannah: Kay.

Alicia: And then print the letter d on Wednesday for writing?

Hannah: Sounds good.

Alicia: And then on Friday, just to fill it out, journal "d" for writing. Do you usually fill in what you know first like those things

Hannah : ^ Definitely.

Alicia: First, like I know that that's what's going there.

Hannah: Yep

Alicia: And then go back, okay.

Alicia appeared to be figuring out how to fill in her teacher's plan book. She asked, "Do you usually fill in what you know first," referring to her plan book. She seemed to be making sure she was filling in the correct boxes.

Hannah: Yep.

Alicia: Dry erase on Monday for vocabulary.

Hannah: Kay. We haven't used all the words, correct?

Alicia: No.

Hannah: Ok, good.

Alicia was made aware of what to write down in her plan book, but it is unclear as to what Alicia is contributing to the lessons. She asked clarifying questions about the already established lessons. As the co-planning discussion continues, Hannah began to lead the co-planning conversation and made a decision about using a math book at the end of the following excerpt:

Alicia: So these two are white pieces of paper this is a blue piece of paper?

Hannah: Yeah, what's different about these two pieces of paper?

Alicia: Okay.

Hannah: Or, looking at a picture of two things that appear to be the same. And then finding their differences.

Alicia: Okay.

Hannah: And it's really challenging for almo-- like you'll be surprised, I feel like you'll be surprised. I will be surprised if it's not challenging.

Alicia: Okay.

Hannah: Let me put it that way because in the past, it's and what to what's challenging for them is going to be like explaining or verbalizing what's different. So it's like the concept is challenging but it's like verbalizing is really challenging too.

Alicia: Okay.

Hannah: So one of the things I don't know one of the things that we could do is like I said just having pictures, I'm going to grab that Growing With Math book.

Alicia: Oh okay.

In this excerpt, the creation of the lesson had already occurred. Also, while Alicia began the co-planning conversation, Hannah ended up leading the conversation and made a decision about using a certain math curriculum ("Growing With Math"). Using the established lesson plans seemed to change the tenor of the co-planning conversation. Alicia eventually gives up control of the planning session, and her last five responses are one or two words, all including the word "okay."

Alignment to 3CDs

- Creativity: Lessons that the Hannah wrote from the previous academic year were brought into the session. Hannah and Alicia did not talk about creating new lesson plans based on these previous lessons. It appeared they would use the lessons written from the previous year. While Alicia inserted a few ideas in the co-planning sessions, it was unclear if either participant revealed that they envisioned something different than what "had worked" in the past. At one level, this makes sense. Hannah is providing Alicia with a lesson plan that had worked. However, is it creative? If Hannah created the lesson, it was an opportunity to be creative for her. It was not an opportunity to be creative for Alicia, as she had no part in creating the lesson. Is it caring? The lesson does not take into account the needs of the current class, as it was created the previous year. It also doesn't take into account the needs or abilities of Alicia. Is it critical? To answer a question about the critical nature of the lesson plan, I would want to know what it meant

that the lesson worked. Did it address the needs of the oppressed or challenged ones in the class?

- Critical thinking: People in a 3CD have the capacity to make choices and transform reality. It is unclear if the TC and CT had the capacity to make choices that would transform lessons or classroom routines, or name injustice.
- Caring: Hannah expressed care for Alicia by saying that she is confident in Alicia's ability to be planned and prepared after math is taught, and she is showing conscious attentiveness to Alicia's actual experience of preparing the materials. Noddings asserts people in a dialogue should "honestly evaluate their attempts to encourage free civil speech," and it appears that Hannah is doing just that by reflecting on her challenges being prepared for lessons. Hannah also wants to "touch base each day beforehand to talk about what really really needs to be modeled thoroughly versus what you can just kind of glaze over." By "touching base" every day, Hannah and Alicia could participate in free civil speech, or a dialogue where they could show respect to each other's ideas and challenge when needed. However, right after this part of the co-planning dialogue ends, Hannah and Alicia went back to the CT-plans-the-TC-replies pattern with many one-word answers. Additionally, it is unclear if Alicia recognized if she was being cared for.

What is present: 3CDs. Alicia asked questions, as she was getting to know the practices of the classroom. She inserted a few ideas in the April planning session, as that was her lead week, but many times her CT took over the planning conversation. There were examples of care exhibited by Hannah. She saw herself in Alicia, by commenting about Alicia having the math manipulatives ready, and that Hannah empathized this wasn't always easy to do.

What is missing: 3CDs. The critical part of 3CDs was missing for Hannah and Alicia. It was unclear if they saw themselves as co-authors, and very few examples of them creating a lesson together. It was unclear if both participants had the power to create in the co-planning dialogues.

Changes over time

Beginning of semester: Hannah appeared nervous that Alicia is to start teaching calendar (according to the pacing guide put out by Midwestern University). It appeared that Hannah is challenging Alicia about teaching calendar by saying "happy days," in a seemingly sarcastic way. In this planning session, Alicia does not insert many ideas.

Middle of semester: Alicia continued to not insert ideas in the March 9, 2016 planning session, even when Hannah showed that she saw herself in Alicia by saying "even for me when I haven't been the most prepared."

End of the semester: In the April 20, 2016 planning session Alicia asked clarifying questions about already established lessons. The creation of the lesson had already occurred. Also, while Alicia began the co-planning conversation, Hannah ended up leading the conversation and made a decision about using a certain math curriculum. Using the established lesson plans appeared to change the tenor of the co-planning conversation. Alicia eventually gives up control of the planning session, and her last five responses are one or two words, all including the word "okay."

Case Study 5: Rita, Kristine, and Chris. Rita and Kristine were a pair of CTs who shared a space in a SAGE classroom, and each had 15 students assigned to them. At the time of this study, Rita had been a CT for 18 years, and Kristine for 5 years. It appeared to me Kristine was quieter, and Rita was more outgoing. When I observed these CTs interacting with Chris, Rita

spoke more often, and gave more directions to Chris. I found that Chris was generally quiet in the classroom without students. Rita, Kristine, and Chris mentioned to me that Chris had many family members that were teachers, including her mother, who she leaned on for advice.

Data Point 1. Rita and Kristine stated to me in an interview (dated April 7, 2016) that they felt Chris having many family members as teachers had served her well as she could talk to these family members. They helped Chris understand what it meant to be a teacher. The following is an excerpt from that interview.

> *Kristine: And she's bringing things, she's bringing things to the table. And finding things and is very well prepared.*
>
> *Interviewer: And that's been consistent?*
>
> *Rita: Oh from day one.*
>
> *Interviewer: Okay.*
>
> *Kristine: She'll be ready to go. When she has a job she'll be ready to teach.*
>
> *Rita: Her family are teachers, her mom's a teacher her aunt is a teacher, and so apparently she took last semester off and she spent a lot of time in those classrooms so. 'Cause she had been here last fall in Allison's room as a field placement.*

Being well prepared is an attribute Rita and Kristine find important to teaching. Kristine said, "she'll be ready to teach" when Chris finds a job. As CTs, Kristine and Rita seem to want to make sure that their TC is ready for a teaching position when student teaching is over. A skill that Rita and Kristine valued from their TCs as evidenced through this excerpt was the TC being prepared for the co-planning sessions. In the previous excerpt, Kristine said "she's [Chris] bringing things to the table. And finding things and is well prepared."

> *Interviewer: So she had a ton of ideas that first session and I want to say it was on maps a PowerPoint, social studies. How did those lessons then need she came with and you guys kind of guided her throughout the planning how did those lessons go? If you can remember back?*

Kristine: Very well prepared.

Being well prepared has come up again, reinforcing this attribute is important, at least to Kristine. She said that Chris was prepared as a TC not only in the co-planning sessions, but when she taught in the classroom.

Rita: She gets up there, she's

Kristine: Kids respond well. And they're learning the things that she's going through.

Interviewer: Okay.

Rita: Yeah she doesn't, I think at the beginning there was a shakiness in her voice you know and presentations but that's normal for everybody. But she gets up there and she remembers what she's going to do, you know like sometimes they get up there and they're really nervous, and we'll skip over a parts or something and then they'll sit back down and say oh I forgot.

Kristine: Go back and..(laugh)

Rita: Yeah. Right. But yeah she's

Kristine: ^ she's very well prepared. She has everything pulled up so when she has Power Points and things she's got everything already open because sometimes the technology is a problem. And she's got everything ready to go and she knows exactly go to this and start this go to the start this and she's good with that where is other times it's kind of like people are talking, people have been talking to themselves and, well, what are we doing next? You know. Making comments like that and the kids are listening to that. We've got that in the past.

Rita: (laugh, seems to be remembering, agrees)

Interviewer: I'm laughing because it's like I've done that many times. What does she do in terms of like I mean you've got thirty kids in there. What does she do if Little Johnny is acting out or whatever. How does she deal with those sounds like she's very well prepared going in. But we all know that the best laid plans, how does she deal with those kinds of things?

Kristine: I would say the same way we would. We warn a student or she'll have them change their card if she's talked to them several times she makes them change their card which is basically what we would do. She's removed kids

Rita: ^yep. And she's had kids on the wall.

Kristine: She's removed kids from lessons if they have to if they just can't handle it. She just she does it after having the warning, she follows

Rita: ^she follows the protocol. Yeah. But you know like we never, our little Antonio who has a really hard time in the afternoons, well it's going to happen to all of us next year.

Rita is referring to the fact that their school will no longer have the SAGE program that reduced the class size to 15 for 5-year-old Kindergarten through third grade teachers. She seems to be saying, "We will all be on our own next year." Rita continues talking:

And this is our same thing that we keep bringing up, we are there so one of us always pulls them by our desk and let him cut things apart or whatever he has to do because he has an IEP and everything else. But what, who's going to prepare them for being on their own. And we're all going to be back on around next year. You know so then when you got 31 and it comes to 1 in the afternoon it's his meltdown time. You know you have to develop strategies to have in place. You know he's going to have to have a stress ball, or a corner to go to or something.

Being ready included a TC being able to teach on his/her own as it was an essential part of their growth as a teacher. They thought it was necessary to leave TCs alone to teach for a period of time so they could make decisions on their own, which in turn shaped them as a teacher and built their confidence. This last excerpt is from the same interview I conducted with Rita and Kristine on April 7, 2016. Rita and Kristine took issue with a tenet from the St. Cloud State co-teaching model, about how much TCs taught on their own. Traditionally, TCs from Midwestern University planned for and taught solo for two weeks. The St. Cloud model stated that the TCs were never really on their own, so that they could learn from their CTs on a consistent basis (T. Heck, personal communication, November 11, 2015). Rita's response (from an interview I conducted with Rita and Kristine, dated April 7, 2016) to this is below:

Rita: You know. And so that's that is what we keep trying to bring up in these conversations is that this co-teaching thing is great, and the planning is great and guiding them through how to design lessons and where to find the standards and different websites to go to that is all fabulous. But it's what are you going to do when you're on your own? You know when a meltdown happens when a kid pukes when somebody pees their pants. How do you handle that when you're by yourself? You know that's, that's the part that that we hesitate with, is that we've all lived through that but these kids have never been through that.

Rita stated that she felt TCs needed to teach on their own so they can learn how to make decisions in real time. Also, while there were some aspects of the co-teaching for student teaching model that she agreed with (planning, guiding TCs, and designing lessons), she felt it was important that the TCs had time to teach on their own.

I will use the COP framework to discuss this pair, as the agency for these two CTs and TC was best explained through the concept of a COP. A COP is a group of people who interact regularly to share their passion for something and attempt to do it better. I wanted to see how Chris learned socially through her CTs, and vice versa. Learning increases as a person interacts more with the people and activities within the learning situation. Newcomers come into a legitimate peripheral participation, and she had two CTs to learn from. As apprentices learn from each other, and she was the only one with two "masters," or CTs, this could have made it difficult for her to move through the LPP.

Data Point 2. The following is an excerpt from Rita, Kristine and Chris' first taped co-planning session on February 1, 2016. Chris was explaining a social studies map activity that she wanted to teach. Chris explained first how the students were going to fill in a map based on a PowerPoint she had. She then explained the next part of the map activity that included Silly Bandz, which were bracelets made of a rubber band material that were in shapes. Chris started this conversation below:

> *Chris: And then there was an activity, where I was going to, or I found, if you have a different idea too, they have like this Silly Bandz or whatever.*
>
> *Rita: Oh yeah.*
>
> *Chris: And then they make like their map or whatever with the map key of what they think, so they would get a bag with like these six on there, and then there was the Silly Bandz key, so like they would draw it or whatever and then say what it is and they would*

work in partners to complete it. And there's a direction and you would put it like on the map to like where would be on the map, just for them to get a basic idea.

In her first line, Chris stated: "if you have a different idea too, they have like this Silly Bandz or whatever." She seemed to downplay her idea of this part of the lesson by saying "if you have a different idea too" and when she says "or whatever." It appeared Chris was portraying her idea as either not as important as her CTs ideas, or not important at all. Perhaps Chris wanted to learn more about the practice from her CTs, or experts.

The same co-planning session continued:

Kristine: ^ I don't see the tie in to just have, having the shapes taped on a piece of paper?

Chris: Okay.

Kristine: I don't know.

Chris: Okay. [seems defensive]

Kristine: I don't know what the transference would be for the kids, they've got these cute little rubber bands things taped down on a piece of paper and then you're drawing them, making a key.

Chris: Umhmm.

Kristine: That's not, that's not a map, that's not, it's just the things taped.

Chris: Umhmm.

Kristine: There's just rubber bands taped down there, I guess I don't understand.

Chris: So

Kristine: I don't understand what that would be.

Rita: Yeah, it would, it would have to be like what direction would you go? You know, to get from here to here or something like that.

Rita appears to be trying to guide Chris to include using directions in her lesson.

Chris: So then I would want to move this before the map, so they would know their cardinal directions, like east and west and stuff like that. And I would do these first.

Chris appeared to either explain her lesson in a different way, or was guided by Rita's response of including directions.

> *Rita: Yeah.*
>
> *Chris: And almost tie this in that they're creating their own map with the map key.*
>
> *Kristine: Right.*
>
> *Rita: Right.*
>
> *Kristine: Cause to me then they're almost getting something, they're learning a skill.*
>
> *Chris: (talking over Kristine) Yeah. Yeah.*
>
> *Kristine: Versus again just taping the rubber bands on to a piece of paper and I don't know waiting for the, why are you doing this?*
>
> *Chris: Umhmm. Umhmm.*
>
> *Kristine: That's why I was lost.*

Chris needed to explain this lesson, particularly to Kristine, who wanted to make sure the students were "learning a skill." As an LPP, Chris needed to learn the language of the practice. It appeared she learned she needed to use the language of including a skill in the lesson. Chris appeared she wanted to come to full participation but these CTs wanted her to learn more about the practice. One example of Chris' learning about the practice was the map skills activity she had planned. Kristine didn't understand what Chris was trying to teach. Rita appeared to help Chris understand that she needed to teach a skill (labeling the map key).

Data Point 3. The next co-planning session was taped March 3, 2016, and was approximately 6 weeks after Chris started as a TC in this classroom. I discussed this excerpt on page 158 of this chapter. It was used as an example of a directive, or something used to guide or direct someone else. A directive could affect someone's ability to make decisions in a planning session, particularly if it is coming from a person in power, like a CT. Rita tells Chris that Chris

will do something (create pairs for a field trip). In this next excerpt from their second co-planning session, Rita made sure Chris was clear on the directions when she told her Chris would teach a lesson.

> *Rita: Well, you know it's hard when you have, you want to put a low with a high and behaviors that you're looking and attendance and everything else when you're grouping kids so. All right so do you, that template, I have saved on that shared drive, under the reading folder.*
>
> *Chris: ^You do have it shared, okay.*
>
> *Rita: Yeah.*
>
> *Chris: All right.*
>
> *Rita: Cause I'm not here Monday.*
>
> *Chris: I have it all printed out, but I*
>
> *Rita: Okay.^ Cause you're going to do it*
>
> *Chris: Yeah.*
>
> *Rita: On the double screen correct?*
>
> *Chris: Yes the double. Yes. Correct.*

Rita tells Chris in her fourth line down that Chris was going to do something, in this case, teach ("cause you're going to do it"). Rita used the pronoun "you," meaning Chris. Even though Rita said she was going to be gone that day, the other CT, Kristine, did not say she was teaching the lesson, or if she was going to help. Rita made sure Chris was aware that Chris was teaching. Before Rita tells her this, Chris said (her third line down) "I have it all printed out, but I," and Rita interrupted her, telling her she will be teaching. Rita then asked, "On the double screen, correct?" and Chris repeated what Rita says, the double screen, and that Rita is correct. By the CT issuing a directive, it made it clear that she had power in the co-planning session. In this taped co-planning session, Rita, Kristine, and Chris do not come back to Chris' point (Chris'

third line down) about having "it all printed out." Therefore, the directive could have been a barrier for the pair to contribute equally to the lesson.

The following is the next part of the co-planning session:

Chris: We were going to minimize and then go back and forth. We can decide what would be the easiest.

Rita: ^Don't you think that would be the easiest?

Kristine: Yes.

Chris: To go do that and

Rita: ^So Monday we're going to do the Jackie Robinson sample, and then did you pick who you're going to do to go through with

Rita will interrupt Chris six times total this planning session, and up until this point in the co-planning session, three times.

Chris:^ Yes I have like a football player I think I have...

Rita: Okay.

Chris: So yeah.

Rita: Yeah so we'll just gotta show them how to write the website down, and right there.

Chris: Yeah and I was going to have them like go up once I'd shown them and have them go up and have a chance to circle the website just to keep them involved and circle the information cause it seems like if they have an opportunity give them a wide

Rita: Yep, that's right.

Chris: Pay more attention so!

Rita: Absolutely.

Chris's voice appears more animated after Rita agrees with her.

Rita: Yeah, cause I do think that will probably take those two days. And then (Rita pauses)

Chris: Then I'll just have

Rita: ^Thursday then we'll start.

Chris stays on the periphery here because she is still learning the language of the practice. She may have found it difficult to participate in the planning session due to the interruptions. I also considered that Kristine and Rita wanted to see the two skills that I determined earlier they value; being prepared for the planning and teaching, and teaching on their own. I considered in the planning session, Kristine and Rita wanted to make sure Chris was ready to teach on her own. It appears that Kristine and Rita did feel Chris was ready to teach on her own due to Rita's comment at the end of this excerpt "Thursday then we'll start," and what Rita and Kristine shared with me in an interview (dated

Data Point 4. The following excerpt is from a TC focus group on April 12, 2016. When I asked Chris in the first line of the excerpt "what you are learning at Midwestern University is it tough to make that fit," my question was informed by a response from another TC in the focus group who had commented how difficult it was for her to come in the second semester in the midst of established rules and curriculum and come in with new ideas that she learned at Midwestern University. I asked Chris if she finds it difficult to teach in her classroom what her Midwestern University program expects.

> *Interviewer: I find that really interesting. So, what you are learning at Midwestern University is it tough to make that fit?*
>
> *Chris: Yes. Sometimes. It depends on what it is. Some of it, but a lot of it is, especially…*
>
> *Interviewer: In terms of?*
>
> *Chris: Just in terms of some of the ideas they have. Like the different practices in a way. Like she said, in the middle of the year they have that or they have already tried it. So, you can't try to do it another way.*

Chris stated she found it difficult to "try to do it another way."

It was unclear if Chris has a space to move to be a full participant in the planning sessions. However, Rita, Kristine and Chris only taped two co-planning sessions, one at the beginning of semester (February 1, 2016) and one towards the middle of the semester (March 3, 2016), so I didn't get to hear a planning session at the end.

Alignment to 3CDs

Creativity: In the first taped co-planning session, Chris appeared to be guided by Rita to think of something different, in this case to include identifying the map key for her lesson. However, Chris didn't come up with the idea, Rita did. Rita and Kristine wanted Chris to be on her own and make her own choices in real time, as she was teaching. This could give Chris an opportunity to be creative, as she might have to think on her feet to make those decisions. In the co-planning session, however, Chris commented in the TC focus group that she found it difficult to "try to do it another way." It was not clear if Chris had the power to create in this dialogue. Also, there weren't any examples of Rita, Kristine, or Chris showing their imagination in terms of injustice.

Critical: The critical piece of 3CDs was not revealed in this TCs/CT pair. Chris said in her interview you can't try it another way. There was not evidence of viewing things another way, or analyzing other positions. It was unclear if Chris was able to see boundaries in her own practice and that of her CTs.

Caring: Rita appeared to help Chris add a component to her lesson, reading a map's key. CTs can show a respect for the new professional by adding to the lesson. It is possible that Chris may not have expressed her needs to her CTs. It is also possible her CTs have not expressed their needs to Chris. For example, perhaps they haven't shared with Chris that they wanted her to

have more or different preparation for the co-planning session, or that they wanted her to teach on her own.

> *How do you handle that when you're by yourself? You know that's, that's the part that that we hesitate with, is that we've all lived through that but these kids have never been through that.*

This statement by Rita, as seen through the caring lens, could be considered a caring statement. Rita felt TCs needed to teach on their own so they can learn how to make decisions in real time. Also, while there were some aspects of the co-teaching for student teaching model that she agreed with (planning, guiding TCs, and designing lessons), she felt it was important that the TCs had time to teach on their own. I wonder what Rita thinks "teaching on their own" means. She could consider this action to be a caring one, responding to the needs of the other.

What is present: 3CDs. Rita and Kristine had strong feelings about preparing their TCs and allowing them to take the lead of the classroom, as they felt this would prepare them when they were a certified teacher. I considered this to be a caring statement. Rita and Kristine cared about Chris and her professional growth.

What is missing: 3CDs. There did not appear to be clear opportunities for creativity for this triad. I wondered, after interviewing Rita and Kristine, if there were self-imposed limits on creativity (there was evidence of doing things a certain way, in the classroom, and with their TCs). Also, it is possible they were responding to external forces. Rita and Kristine believed that they needed to prepare their TCs for being on their own, and the CTST model may not have fit into this philosophy. The critical part of 3CDs was missing for Rita, Kristine, and Chris. It was unclear if they saw themselves as co-authors. I saw very few examples of them creating a lesson together. It was unclear if both participants had the power to create in the co-planning dialogues.

Changes over time

It appeared Chris was beginning to learn the language of the practice after I analyzed the second co-planning session. Learning is socially situated, in other words, people learn from interacting with others and the learning situation. Rita and Kristine, as they shared with me, valued preparedness in their TCs, and in their co-planning sessions, wanted Chris to tell them how she was going to be prepared for the lesson that she would be teaching. For example, Chris affirmed to Rita that she would use the double screen in a lesson. In the excerpt below that was first shared on page 106 from their second co-planning session taped March 3, 2016, Chris specifically describes what the students will do ("have them like go up once I'd shown them"):

> *Rita: Yeah so we just gotta show them how to write the website down, and right there.*
>
> *Chris: Yeah and I was going to have them like go up once I'd shown them and have them go up and have a chance to circle the website just to keep them involved and circle the information cause it seems like if they have an opportunity give them a wide*
>
> *Rita: Yep, that's right.*
>
> *Chris: Pay more attention so!*
>
> *Rita: Absolutely.*

Chris was showing that she learned being prepared was important in their co-planning COP. A Community of Practice (COP) (Lave & Wenger, 1999) is a group of people who interact regularly in their pursuit of learning about something that they share a concern or passion for and they attempt to learn how to do it better. Rita and Kristine appeared to be helping Chris to know how to "do it better," or plan and teach a lesson. To be a true COP, all of the participants participate in the learning, and "share understandings concerning what they are doing and what that means in their lives and for their communities" (Lave & Wenger, 1991, p. 98). Learning increases as a person interacts more with the people and activities within the

learning situation. Perhaps a third planning session would have showed all of the participants in the learning. It appeared this was beginning to happen in the 2nd planning session.

"Legitimate peripheral participation," or "the process by which newcomers become part of a community of practice" (1991, p. 29) comes through membership in a community not only with a master of the craft, but other apprentices that learn from each other. Chris was with two "masters", this may have made it difficult for her to contribute to the COP. She didn't have any other apprentices with her.

However, it appeared that the apprentice (TC, Chris) and the master(s) (Rita and Kristine, CTs) could be recognized as such in their co-planning COP. Perhaps during their later planning sessions, it would have been difficult to tell the difference between the apprentice and the master, which would have taken on an attribute of a COP (Lave & Wenger, 1999). Because members of a COP are practitioners and it takes time and sustained interaction, this CTs and TC pair may have needed more time and sustained interaction.`

In a co-planning session, the CT and TC may contribute to the learning, the participation, and the actual membership. For example, CT could be considered the expert, but could be a novice in some areas, or could allow the TC to be a full participant in the learning. Therefore, both the CT and TC could exist in the periphery, at the same time or at different times. We could have seen this later in the semester with Rita, Kristine and Chris.

Language represents a form of learning in a community of practice; "there is a difference when talking about a practice from outside and talking within it" (Lave & Wenger, 1991, p. 29). This implies a TC may come with knowledge on the outside of the practice, which does represent learning, "but does not imply that newcomers learn the actual practice the language is

supposed to be about" (p. 29). While the periphery represents partial participation in the COP, it is not a negative term, as the "peripherality, when it is enabled, suggests an opening, a way of gaining access to sources for understanding through growing involvement." (Lave & Wenger, 1991, p. 37). Chris appeared to find some enabling in the periphery, but she appeared to find some barriers too.

Reflection of Research Question 3

Through my constructed lens based on an analysis of democracy and dialogue in education (Freire, 1970, 1997, 2007; Greene, 1998, 2000, 2002, 2016; hooks, 2014; McLaren, 2007; Noddings, 1991, 1999, 2012a, 2012b, 2017), what does the co-planning dialogue reveal about its potential in the co-teaching for student teaching model?

As mentioned at the beginning of this chapter, I often struggled as a CT trying to have planning conversations with my TCs about integrating social justice into our lessons. I wondered how we could honor each other's ideas and create a lesson together. Through this dissertation study, I discovered a possible solution to this problem, 3CDs. I created a lens that examined the co-planning dialogues for attributes of creativity, critical thinking, and caring, called 3CDs, or Creative Critical Caring Dialogues. I wondered how the CT/TC pair plans together, what do they talk about and how do they talk about it? If the CT/TC can "shape authentic expressions of help and ideas toward the future to dream" (Greene, 1988, p. 5), the obstacles become clearer. In a transitive dialogue, Freire (1973) argues, people can replace disengagement from their existence with almost total engagement. Therefore, 3CDs could provide an opportunity for more engagement for the TC and CT in their co-planning conversations.

In the next section, I will discuss the analysis that came out of the data in terms of 3CDs in the three categories, creative, critical, and caring dialogues. I will consider the categories

separately. The bullet points at the beginning of each section are from my literature review. They were the descriptors of 3CDs that represented a synthesis of the five chosen critical inquirists (see page 63) and used in my analysis of the data. I will discuss what was present and what was missing for each piece of 3CDs. Lastly, at the end of this section, I will synthesize the analysis of each of the 3CD categories, and answer Research Question 3.

Creative

- The participants consider themselves co-authors of a liberating action.
- Show imagination to someone else through dialogue—what is better in terms of injustice—what does justice look like?
- It is clear that both participants have power to create in this dialogue.

Present in creativity. The last bullet point about both participants having the power to create was present in the data. If the participants were able to insert an idea that enabled them to envision something different in the lesson, then I considered this a representation of creativity in 3CDs. For example, Sarah describes to the TC focus group (May 10, 2016) how she envisioned something different in the math activity that was listed in her teacher's plan book. Lisa stated she would bring in a pizza box to help teach fractions (p. 146), which was the first planning session she taped with Megan, approximately three weeks after Lisa started as TC. Additionally, Lisa envisioned something different when she inserted her idea about using "goofy hats" for a math lesson. Megan responded that they would give it a try. There was evidence of Denise envisioning something different in their lessons. For example, Denise asked Mara and Teresa if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the Holocaust unit.

Although Rachel and Sarah discussed how they were going to teach lessons, most of their planning sessions involved labeling their teacher's plan books. However, the plan book also was a tool Rachel used to write down a math lesson idea, using Rapunzel's hair to learn how to measure. This was not the lesson she originally was going to talk about, but the teacher's plan book that she brought had this idea that Sarah had to use measurement with her students. Her comment, "That's just something I'm working on," implied that the plan book was where she inserted some of her ideas. Sarah had enacted her identity as a planner in the teacher's plan book. Since the plan book was a tool she and her CT used in a planning session, she was participating in the social language of the planning session by writing down this idea.

Missing from creativity. Alicia (TC) did not exhibit much creativity in the co-planning sessions. Many times Hannah would talk for the majority of the co-planning sessions, even when it was Alicia's time to be the lead teacher for a week. Alicia responded in the co-planning sessions many times with one-word answers. She rarely inserted new ideas. This could have been for a myriad of reasons. It is possible Alicia had a quiet disposition and didn't want to take a risk and share an idea; or, it could be because Hannah preferred to make the decisions. Another possibility was the K4 team felt it was important for their TCs to label the teacher's plan book with the classroom routine because of the developmental appropriateness (as shared with me by Rachel, another K4 teacher; or, it could be a combination of all three.

The first two bullets points from the beginning of this section were not present in the data. The CT and TC rarely made it clear they were co-authors of a lesson in general, much less a liberating action. Many times the TCs appeared to be learning the language of the co-planning session. At times, TCs inserted ideas, but they rarely had a dialogue where it appeared that they

created the lesson together. Greene (1998) asserts that people need to move toward their own initiatives, and in order to do so, they must be allowed to speak, question and investigate. However, there appeared to be barriers to speaking, questioning, and investigating in the co-planning sessions. Lessons that Hannah (CT) wrote from the previous academic year were brought into a co-planning session between her and Alicia, her TC. Hannah and Alicia did not talk about creating a new lesson plan based on these previous lessons, and Alicia inserted very few ideas. It appeared they would use the lessons written from the previous year. In a co-planning session, Chris appeared to be guided by Rita to think of something different, in this case to include identifying the map key for her lesson. However, Chris didn't come up with the idea, Rita did. Chris commented in the TC focus group that she has found it difficult to "try to do it another way," when she has attempted to suggest different ideas to her CTs.

Greene's theory of social imagination "not only suggests but also requires that one take action to repair or renew." (Greene, 2013, p. 5). A part of the praxis is the language that people use to discuss what they imagine, and it must be "a concentration on the clearest language possible, conducted against backgrounds of intersubjectively lived life, the dialogue must be governed by agreed-upon rules of civility and friendship" (Greene, 1990, p. 67). Defined this way, there were moments of creativity exhibited by the participants in this study. However, they were few and far between.

Critical

- They question and challenge each other, using praxis, or reflection and action
- There is recognition of the oppressor, or the person/thing/institution that is interfering in the dialogue, and the participants rise up against this image

- Share their identities with each other, in relation to their political circumstance
- The participants analyze various positions and viewpoints
- Both participants participate in their liberation through the dialogue
- The participants recognize the capacity to use language as resistance
- Know yourself, be vulnerable to think critically, evaluate your political circumstance
- Curiosity is engaged and encouraged

The critical piece of 3CDs I will call "critical stance," because I observed (or didn't observe) a TC and/or CT exhibiting behaviors that were critical in nature. In a critical stance, participants sought to name and change the world, and participated in a dialogue that where they both could create without one person dominating the other (Freire, 1970).

Present in Critical Stance. The last indicator about curiosity was the only one that was present in the data. Participants did not seek their liberation through the dialogue. I noticed more times that dialogue appeared to be a barrier versus creating opportunities to insert ideas. Perhaps these barriers prohibited any talk about in/justice and power. In the co-planning sessions of the two K4 CTs, the majority of the co-planning time was spent labeling the teacher plan book, which appeared to be a barrier to 3CDs in general and a critical stance in particular. Analyzing different viewpoints, being vulnerable to think critically and rising up against an oppressor may be difficult to do in co-planning when labeling the plan book.

Participants in a dialogue contribute to the lesson's creation, which could be an understanding or an idea. Participants could contribute to a co-planning session with an idea or an understanding. However, curiosity also exists in a dialogue. Curiosity, for this study, is a critical awareness where people show their understanding of the situation of the challenged or

oppressed. People attempt to understand and inquire into the situation of others through dialogue. If people have the freedom to choose what they want to do and feel, and have the ability to create words and actions, then there is a possibility for them to be humanized in their struggle. For example, a question asked in a dialogue could have allowed a participant freedom to share in a co-planning dialogue, or offered up another idea (in the form of a question) that may look better to the participant. Curiosity can be a part of critical awareness, because curious people try to understand their situation in their dialogue with others (Freire, 1997).

There were times when it appeared that TCs were curious in the co-planning sessions. Denise revealed her curiosity by asking about the "suitcase thing" which is in reference to an activity from a Holocaust curricular unit that she and her CTs are co-planning. Denise asked Teresa and Mara if they have used acting in their instruction, or if they have used stations. Teresa responded that they have done a variety of things, and Denise then asked if she can put an idea of hers into action. Teresa agreed. Denise, through her pursuit of curiosity, found a pathway into being a contributor in the co-planning session.

Missing in a Critical Stance. However, the definition of curiosity in this study includes a recognition of justice and/or injustice and an openness to understanding an oppressed person's experiences (Freire, 1997). The closest possibility of an example or curiosity is a co-planning session between Rachel and Sarah. Rachel stated, "I don't think 'Ring Around the Rosy' is such an awful one to teach," she implied that teaching this song is not a bad idea. Rachel revealed that she recognizes she has power when deciding what to teach during planning; she implied that it is not necessary to be politically correct when choosing curriculum. Sarah decided to create more knowledge for herself by saying she will "have to look that up," wondering if the song "Ring Around the Rosy" had ties to the Holocaust or Black Death. Sarah leaned into her

curiosity and decided to get more information for herself about "Ring Around the Rosy." However, Rachel ended this critical part of the conversation, and told Sarah they would be moving on in the co-planning conversation and talking about something else.

Other possible barriers to a critical stance. Chris said in her interview, "you can't try it another way." It was unclear if Chris was able to see boundaries in her own practice and that of her CTs. While Lisa identifies the impediments to dialogue with the regular education teachers (above), she does not identify it as a barrier. Also, in Megan and Lisa's last taped co-planning session in June, 3CDs were absent. While this was the end of the school year, and Megan was explaining what procedures they needed to follow, it was still a missed opportunity.

A component of a critical stance is curiosity, which could lead to critical awareness. At times TCs leaned into their curiosity. Denise kept asking questions when she and her CTs were brainstorming ideas for the Holocaust unit. Lisa also leaned into her curiosity by asking Megan "Do you ever use props?" And Sarah exhibited her curiosity by stating she wanted to find out more about the origin of the song "Ring Around the Rosy." But did the CTs know or recognize their TCs were being curious? What does being curious mean to them? Would this curiosity fit in the school/district setting? Perhaps a participant needed to be clear that she was being curious. Perhaps both of them needed to be aware. I don't know if Sarah brought up Ring Around the Rosy again with her TC. If she did bring it up again, she could tell her CT: "I'm just being curious…" or she files this idea for later, reflecting on it as a TC in the classroom first, then when she is the teacher of record.

Caring

- The participants are receptive to the expressed needs of the other

- Between the participants, there is concern for the relation itself; they care about each other and the personal and professional growth that might occur in their dialogue

In caring encounters between people, "the carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for" (Noddings, 2012b, p. 53). The carer is the person showing another person care, for example, a teacher showing care for a student. The cared-for has the responsibility to express his/her needs. In the caring dyad, one cares based on their observations of the other's experience, and the other recognizes that they are being cared for. If the two parties don't understand where the other is coming from, it is unlikely that they will be able to work together (Noddings, 2017).

Present in caring. Some of the participants in this study appeared to be concerned about the connections they made with each other. In a co-planning dialogue, Lisa (TC) stated she was using a book that Megan gave to her. Giving a gift to her TC may have helped to create a caring relationship in itself, but Lisa brought the gift into the co-planning session. Teresa and Mara seemed concerned about Denise's lesson that she will teach for her supervisor. It appeared Rachel saw herself in Sarah by Rachel recognizing Sarah's experience with 3 and 4 year olds in a daycare setting. She recognized Sarah's expertise in teaching and planning with this age level, and stated she grateful to have a TC willing to insert ideas, particularly early in the semester.

Rita appeared to help Chris add a component to her lesson, reading a map's key. It is possible that Chris may not have expressed her needs to her CTs. It is also possible her CTs have not expressed their needs to Chris; for example, perhaps they haven't shared with Chris that they wanted her to have more or different preparation for the co-planning session, or that they wanted her to teach on her own.

How do you handle that when you're by yourself? You know that's, that's the part that that we hesitate with, is that we've all lived through that but these kids have never been through that.

This statement by Rita, as seen through the caring lens, could be considered a caring statement. Rita felt TCs needed to teach on their own so they can learn how to make decisions in real time. Also, while there were some aspects of the co-teaching for student teaching model that she agreed with (planning, guiding TCs, and designing lessons), she felt it was important that the TCs had time to teach on their own. I wonder what Rita thinks "teaching on their own" means. She could consider this action to be a caring one, responding to the needs of the other.

Encouragement/validation. Megan encourages Lisa (p. 128) with three responses; one, "I don't but they would love it," two "It's worth a try," and three "I mean we can always try and see. We could go from there." First and foremost, Noddings (1992) claims in a relationship the primary concern is not necessarily on the outcome, like feeling happiness or satisfaction, but for the relation they have with a person/s. The first relationship in a person's life with a parent or caregiver sets the tone for the child/learner, as "very human life starts in relation, and it is through relations that a human individual emerges" (Noddings, 2012a, p. 771). They built on each other's ideas as they planned together. Planning can be contentious or civil. One component of a civil debate is listening to the other's point of view, and Megan and Lisa have shown they listen and build on each other's ideas.

Missing in caring. In the caring dyad, one cares based on their observations of the other's experience. However, there were missed opportunities in the co-planning dialogues. Perhaps Teresa, Mara and/or Denise did not express their needs, or their needs weren't heard. Sarah expressed her need to investigate the history of Ring Around the Rosy. Rachel did not respond directly to this, and soon after told Sarah they needed to move on to something else in

the planning session. As such, Rachel did not respond to Sarah's need to learn more about a song that Sarah saw as possibly a learning opportunity.

Hannah expressed care for Alicia by saying that she is confident in Alicia's ability to be planned and prepared after math is taught, and she is showing conscious attentiveness to Alicia's actual experience of preparing the materials. Noddings asserts people in a dialogue should "honestly evaluate their attempts to encourage free civil speech," and it appears that Hannah is doing just that by reflecting on her challenges being prepared for lessons. Hannah also wants to "touch base each day beforehand to talk about what really really needs to be modeled thoroughly versus what you can just kind of glaze over." By "touching base" every day, Hannah and Alicia could participate in free civil speech, or a dialogue where they could show respect to each other's ideas and challenge when needed. However, right after this part of the co-planning dialogue ends, Hannah and Alicia went back to the CT plans, the TC replies with many one-word answers. Additionally, it is unclear if Alicia recognized if she is being cared for.

The 3CD Model: What Does it Reveal?

I questioned if the CTs and TCs recognized there might be barriers in their dialogues. Did the CT and TC have barriers to creativity, and did they recognize them? For example, Lisa identified an obstacle to creativity in their planning when they work with regular education teachers, but did not appear to recognize it might be a barrier. The CTs and TCs, then, need to recognize barriers in their dialogue. CTs and TCs, at the beginning of the student teaching experience, could identify possible barriers that could come in the planning session. These could include district/school expectations, standardized/mandated curriculum, needs of the community, decreased planning time, needs of the university. The power, then, isn't all in the hands of the

CT. Both the CT and TC have to negotiate around these possible barriers, and a place they can do this is in the co-planning session. Also, the CT and TC could be reflective about the barriers that they put up. Perhaps a TC isn't inserting ideas, or a CT takes over the planning session. Training could be provided for CTs and TCs to insert ideas and identify barriers.

I have recognized that being creative could be the first action to 3CDs that brings participants into a 3CD. This could encourage a critical dialogue between a CT and TC. Greene's (2013) understanding of social imagination inspired me to envision creativity as the entry into 3CDs. In social imagination, people have the capacity to invent visions of what should be and what might be in our deficit society. Social imagination not only suggests but also requires that one take action to repair or renew." (Greene, 2013, p. 5). Also, I am also considering that caring could be the first piece in a 3CD. Understanding someone else and being concerned for the relation that is created could be the beginning to more critical conversations. Lisa and Megan showed the most elements of creative and caring. Lisa also contributed many ideas to the lessons that they planned. While the critical piece was missing, I am wondering if emphasizing creative and caring could bring a TC/CT pair into more critical conversations.

Co-planning and a Critical Stance. My last point as I synthesize the analysis about 3CDs is about how the critical piece can be encouraged in co-planning sessions. I wonder, how can planning sessions be used to both create lessons and engage the participants in discussions about social justice and an equitable education for all students? Does the Creative and Caring pieces of 3CDs need to be explored first by the TC/CT pair? Or do they always need to exist, or at least be investigated by the TC and CT first? One possible answer came through a TC focus group held on May 10, 2016. I asked the TCs to bring in an artifact from their classroom that represented equity in education to them. Some TCs brought in their teacher's plan book, some

brought in lesson plans. Denise brought in an Alphasmart, which is a hand held adaptive keyboard with a word processor. I asked her how this artifact showed equity in education. She told the focus group that the Alphasmart helped her student identified with special needs achieve the excellence that the other students were experiencing in a writing activity. This example reminded me that once an idea is attached to a student(s), this idea seemed to come alive. The participants in the focus group wanted to know all about the artifact, but they also wanted to know about how they can include their students with special needs more in their classroom. Therefore, perhaps the CTs and TCs could create a conversation about a student or group of students and their needs, and ask, "How can we help provide justice for this student?"

In this chapter, I analyzed the co-planning conversations, interviews, and focus groups for the five CT/TC pairs. In this chapter I not only shared the experiences of the CTs and TCs in regards to the planning process, but also the possibilities for 3CDs in their dialogue. Additionally, after revealing patterns in the data, I answered my research questions. Due to the fact that my last research question required me to make implications for the co-teaching for student teaching model, I provided the answer to research question 3 at the end of this chapter after the analysis of the data. The statements made in this study have the capability to advise not only teacher educators and teacher education policy, but other disciplines who study and/or employ dialogues in their work.

Chapter 5: Conclusions, Implications, and Future Research

The dilemma of the distribution of power for the CT and TC in the planning session and how they participate in it was explored in this study. The purpose of this qualitative study was to reveal and investigate the discourses CTs and TCs create in a co-planning session within the co-teaching model to explore the potential for engagement of both participants to create, and to challenge and question each other during the co-planning process. According to the research, planning in the co-teaching model gave the co-teaching participants equal voice where the cooperating teacher's voice is not automatically privileged (Emdin, 2011; Gallo-Fox & Scantlebury, 2015). The conclusions I have drawn in this study will not only further inform the co-teaching for student teaching model, but also the CT/TC relationship in terms of the co-planning session. I offer implications about using 3CDs in teacher preparation and in other academic arenas where dialogues are used as part of the educational process. Next, I examine the limitations of this study, and lastly, I share the possibilities for future research.

The research questions for this study will be addressed in this chapter based on the conclusions drawn from the analysis. The questions were as follows:

1. What are the different discourses in co-planning sessions between a TC and CT in a co-teaching for student teaching model?
2. Analyzing the co-planning process through a social language lens (Gee, 2014), what are the relationships that CTs and TCs enact during the co-planning process?
3. Through my created lens based on an analysis of democracy and dialogue in education (Greene, 1976, 1988, 1990, 2000, 2002, 2010, 2016; Freire, 1970, 1997, 1998, 2005; Noddings, 1988, 1992, 1999, 2003, 2005, 2012a, 2012b, 2017; McLaren, 1999, 2007,

2010; & hooks, 1990, 1994), what does the co-planning dialogue reveal about the planning process and its potential in the co-teaching model for student teaching?

The co-planning discourse model was examined in Chapter 4 and I will draw conclusions based on my analysis of the co-planning dialogues, interviews, and focus groups. The use of critical inquiry in this study was intended to examine and explain how the co-planning discussion is structured to allow or disallow for the freedom of both participants to engage through the dialogue. Through a critical discourse analysis lens, I examined what was present and what was missing in the CT/TC co-planning session. To aid in the interpretation of what was both missing and present, I created a lens that examined the co-planning dialogues for attributes of creativity, critical stance, and caring called 3CDs, or Creative Critical Caring Dialogues. Through my analysis of the data, I wondered if I would see as Greene (1988) states "authentic expressions of hopes and ideals" in the TCs and CTs effort "to ponder what is to come" (p. 3).

Conclusions

In the co-teaching for student teaching model literature, TCs took the lead in planning lessons from the very start of the experience (Grady et al., 2016), and revealed varying levels of collaboration represented in their planning and instruction, from the TCs following the CTs ideas to the CTs and TCs creating and learning together, with both participants seeing themselves as learners and co-creators in the classroom (Guise, Habib, Thiessen, & Robbins, 2017). In my study, I have drawn conclusions about the CT and TC co-planning session, to see if both participants had the freedom to create, speak, and contribute. Were TCs and CTs able to speak, contribute, and create a lesson together in the co-planning session within the existing power structure?

The power structure of the co-planning session was of particular concern in this study due to my created lens of the 3CD. The goal of 3CD is to create a "transitive" dialogue (Freire, 2005) where participants can go beyond the immediacy of their circumstances. If the TC and CT went beyond, this could have allowed for more conversation that included a critical stance, creativity, and freedom. There is power when participants are able to speak their truth, which not only comes from the ideas they share but the ability to create in the co-planning dialogues. Participants that seek to name and change the world partake in a dialogue that is "an act of creation; it must not serve as a crafty instrument for the domination of one person by the other" (Freire, 1970, p. 89). Practicing a critical stance, which is a tenet of a 3CD, CTs and TCs need to go deeper into the discussion of a lesson in a co-planning session (hooks, 2014; Noddings, 2017)

The following are conclusions based on my analysis of the co-planning dialogues, interviews, and focus groups. I have organized the conclusions into themes that came out of the answers to the research questions. The themes include:

1. Creativity as a pathway to collaboration in planning.
2. Curiosity as a possible gateway and/or barrier to a critical stance.
3. Learning the language of co-planning: what is missing in the data.

These conclusions are not entirely mutually exclusive of each other. In other words, a combination of creativity and curiosity could promote collaboration and be a catalyst to a critical stance and vice versa. Additionally, the conclusions that drew could be considerations for CTs, TCs, and school and IHE staff to encourage 3CD. As a CT, I struggled to have my TCs bring in ideas that related to social justice. I wondered how I could invite my TCs to have a conversation

about social justice or about race, class, and culture. The conclusions have brought me to several possible invitations that CTs and TCs could use to promote this kind of conversation.

1. Creativity as a pathway to collaboration in planning

In my study, the theme of agency revealed itself in the co-planning discourse model. The agency was represented through the CT's or TC's growth as a planner. In the CT focus group dated October 27, 2015, Mara responded to my question about how she sees TCs participating in co-planning sessions. She was concerned that she could be taking the lead too much in the co-planning sessions. She called herself as a CT a "crutch," meaning that she is the one who comes up with ideas because she sees herself waiting too long on the TC to share an idea. Mara felt TCs would wait for CTs to come up with an idea or a solution to a problem within a lesson. In a planning session, she and Teresa (other CT in the classroom) were "moving in the narrative," and the TC would not engage by providing ideas. It appeared that Mara recognized that CTs could be a barrier in the co-planning session as TCs might, "feel like we chime in more, because we're waiting for them to come up with ideas" which could lead to the TC "not wanting to go out on their own and find ideas and bring things to the table." This could lead to decreased agency for the TC. Denise, their TC, came with ideas to the planning session. She seemed to learn to negotiate with Mara and Teresa when it came to making a decision on what to teach.

Lisa and Megan displayed their creativity by advocating for instructional strategies (Megan suggested cooking, Lisa suggested students using props) as a means to visualize the lesson in a different way. Not only does this imply that Lisa is involved in the planning, but also that Megan is providing a space for Lisa to move into full participation in their COP. On her way to full participation, she and Megan collaborated by inserting ideas, sharing resources.

While Lisa might have existed on the periphery, she had a space to move to full participation, gaining sources and understanding along the way (Lave & Wenger, 1991). Additionally, Lisa envisioned something different when she inserted her idea about using "goofy hats" for a math lesson. Megan responded that they would give it a try. There was evidence of Denise envisioning something different in their lessons. For example, she asked Mara and Teresa if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the Holocaust unit. Mara responded that they needed to go over more content about the Holocaust in order for this to happen.

From the analysis, I found what appeared to be barriers to creativity. Denise's offer of creating a PowerPoint wasn't acknowledged. Although Rachel and Sarah discussed how they were going to teach lessons, most of their planning sessions involved labeling their teacher's plan books. However, the plan book also was a tool Rachel used to write down a math lesson idea, using Rapunzel's hair to learn how to measure. This was not the lesson she originally was going to talk about, but the teacher's plan book that she brought had this idea that Sarah had to use measurement with her students. Her comment, "that's just something I'm working on" implied that the plan book was where she inserted some of her ideas. Sarah had enacted her identity as a planner in the teacher's plan book. Since the plan book was a tool she and her CT used in a planning session, she was participating in the social language of the planning session by writing down this idea.

Lessons that Hannah (CT) wrote from the previous academic year were brought into a co-planning session between her and Alicia, her TC. Hannah and Alicia did not talk about creating a new lesson plan based on these previous lessons and Alicia did not insert any ideas. It appeared they would use the lessons written from the previous year. Rita and Kristine (CTs)

appeared to value their TC making choices while teaching on her own, which could have provided opportunities for Chris to be creative. Also, in a co-planning session, Chris appeared to be guided by Rita to think of something different, in this case to include identifying the map key for her lesson. However, Chris didn't come up with the idea, Rita did. Chris commented in the TC focus group that she has found it difficult to "try to do it another way."

Hooks (1994) argues that in order to engage in the struggle or "find identity in the resistance" (p. 45) one must employ praxis (as defined by Freire, 1970), linking thought to action. Exhibiting creativity could be a vehicle to link thought (a lesson idea) to action (sharing an idea). Sarah showed an example of this when she envisioned something different for a math lesson (measuring Rapunzel's hair). However, Apple makes it clear that a critical dialogue isn't just talking about the reform itself but that repositioning means to recognize the complexities of political, economic, and social power and participate in critical dialogues that question and act against injustice. Therefore, the creativity for Sarah was not a pathway to a critical dialogue. However, it was a pathway for Sarah to participate in a co-planning dialogue with her CT.

2. Curiosity as a Possible Gateway and/or Barrier to a Critical Stance.

McLaren (2007) states in order to critically think, we must determine the various positions available to us and then act to promote the general welfare of the people. In determining the various positions in a co-planning discourse model, curiosity was a theme throughout the analysis. Some of the TCs showed their curiosity, and this appeared to encourage the co-planning dialogue. As Gee (2014) explains, learning in a discourse model includes figuring out what is expected. I wondered if curiosity could have been a possible catalyst to more critical stances in the co-planning sessions. It appeared the TCs, at times, used their

curiosity to figure out what was expected in the co-planning sessions. However, I did not find this often. TCs or CTs did not ask a lot of questions in the co-planning sessions. Denise (TC) revealed her curiosity about a writing activity for the Holocaust unit; she asked her Mara and Teresa (CTs) about different forms of instruction. Sarah (TC) asked Rachel (CT) about the background of "Ring Around the Rosy," and they both shared their ideas about the song that Sarah mentioned might not be appropriate for children.

Denise revealed her curiosity by asking about the "suitcase thing" which was in reference to an activity from a Holocaust curricular unit that she and her CTs were co-planning. Denise asked if a writing activity that she has discovered would be a fit for the suitcase activity they are planning for the unit. She also showed her curiosity by investigating a writing activity that she recognized could be a fit for the Holocaust unit. Curiosity is a part of interactions with others, which in turn becomes more complex in a relationship (Freire, 1997). Mara asserted that she encourages curiosity through believing questioning is important, particularly when addressing issues of equity.

In a co-planning session, when Rachel stated: "I don't think 'Ring Around the Rosy' is such an awful one to teach," she asserts that teaching this song is not a bad idea. Rachel revealed that she recognizes she has power when deciding what to teach during planning; she implied that it is not necessary to be politically correct when choosing curriculum. Sarah decided to create more knowledge for herself by saying she will "have to look that up," wondering if the song Ring Around the Rosy had ties to the Holocaust or Black Death. Sarah leaned into her curiosity and decided to get more information for herself about Ring Around the Rosy.

Barriers to a critical stance. The critical piece of 3CDs was not revealed in this TCs/CT pair. Chris said in her interview "You can't try it another way." It was unclear if Chris was able to see boundaries in her own practice and that of her CTs. While Lisa identifies the barrier with the regular education teachers, she does not identify it as a barrier. It is unclear with this CT/TC pair if they have a sense of challenging each other or other structures in their co-planning. However, this pair shows the possibility of a critical stance in their planning by their use of the more inclusive "we" which could be helpful in a civil debate, and Lisa leans into her curiosity by asking Megan about using different ways of teaching a concept. While Megan identified the regular education teachers as providers of the curriculum and standards, she didn't see this as a barrier. Also, with this partner pair, 3CDs can be absent, as was the case in their final planning session in June. While this was the end of the school year, and Megan was explaining what the procedure was, it was still a missed opportunity.

A component of a critical stance is curiosity, which could lead to critical awareness. At times, TCs revealed their curiosity. Denise (TC) asked her CTs about a writing activity for the Holocaust, and she kept asking questions. Lisa also showed some curiosity when she asked her CT, do you ever use props? And Sarah (TC) wanted to find out more about the origin of the song "Ring Around the Rosy." But did the CTs know or recognize their TCs were being curious? What does being curious mean to them? Would this curiosity fit in the school/district setting? Perhaps a participant needed to be clear that she was being curious. Perhaps both of them needed to be aware. It was unclear if Sarah brought up Ring Around the Rosy again with her TC. If she did bring it up again, she could tell her CT: "I'm just being curious…" or she files this idea for later, reflecting on it as a TC in the classroom first, when she is the teacher of record.

Denise asked her CTs if a writing activity would be appropriate for the suitcase activity for the Holocaust unit, stating "I saw this writing thing." Denise was not deterred from leaning into her curiosity more, as represented in the excerpt. Denise asked Teresa and Mara if they have used acting in their instruction, or if they have used stations. Teresa responds that they have done a variety of things, and Denise then asks if she can put an idea of hers into action. Teresa agrees. Denise, through her pursuit of curiosity, found a pathway into being a contributor in the co-planning session.

3. Learning the Language of Co-planning: What is Missing in the Data

In a community of practice, practitioners talk within, not about, the practice. Participants learn the language of the practice as legitimate peripheral participants. But to learn the language, they need to practice it. Gee (2014) asserts that participants in a discourse model negotiate meanings of terms and concepts. If CTs and TCs were able to negotiate meanings of concepts in their co-planning session, then this implies there could be movement in the act of negotiating. There were examples of CTs modeling language to use in the co-planning discourse model, but TCs didn't appear to have many opportunities to *use* the language within the co-planning session. Sarah (TC) was learning the language of the practice when she was labeling the teacher's plan book, but was she *practicing* using the language? However, there appeared to be little negotiating within the co-planning sessions. Knowing the routine and the schedule of lessons, one could argue, is important for teachers as students. However, it appeared TCs did not find many opportunities to insert ideas, and both CTs and TCs did not seem to use their creativity. Using more inclusive pronouns, however, appeared to encourage agency for the TC and CT. When Sarah and Rachel were labeling the plan book, Rachel (CT) used singular

pronouns such as "I." Megan and Lisa, the CT/TC pair who appeared to have the most agency in their co-planning sessions, often used the pronoun "we" which is more inclusive than "I."

For CTs Rita, Kristine and TC Chris, there were barriers in becoming a COP. To be a true COP, all of the participants participate in the learning and "share understandings concerning what they are doing and what that means in their lives and for their communities" (Lave & Wenger, 1991, p. 98). Learning increases as a person interacts more with the people and activities within the learning situation. Perhaps a third planning session would have showed all of the participants in the learning. It appeared this was beginning to happen in the second planning session. Chris appeared to be learning the language of the co-planning discourse, but did not seem to have many opportunities to insert her own language or places to practice using the language that she was learning.

Urban focus. The School of Education at Midwestern University has a commitment to the urban setting as shown in its mission statement: "To provide leadership and inspiration for learning and human development in urban communities" (Midwestern University mission statement, 2018). Mara (CT) stated in an interview that she went to Midwestern University and that she expected to talk about the urban mission with her TCs. The following is an excerpt from Midwestern University's Core Guiding Principle (referred to in Chapter 2 of this dissertation), which states how they prepare their TCs:

> All programs at Midwestern University leading to licensure by the State Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through

> Midwestern University demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work. Midwestern University CGP, 2018

The following excerpt is from an interview I conducted May 31, 2016 with Denise (her CTs, Mara and Teresa, were not present):

> *Denise: And Miss Bono talked to us, the Holocaust Survivor.*
>
> *I: I'm, oh man. That would have been…*
>
> *Denise: Yeah. So there's definitely a way and teaching empathy, you know?*
>
> *I: So do you see that in your classroom next year?*
>
> *Denise: I think yeah, definitely cause I'm Jewish.*
>
> *I: Okay.*
>
> *Denise: So it means a lot! You know to me, yeah.*
>
> *I: Okay, okay. Absolutely. So it made a connection to you.*
>
> *Denise: Yeah.*

Denise stated she wanted to teach the Holocaust because she was Jewish, and this connection meant something to her. However, this conversation was between she and I, her CTs were not present, and this conversation did not come out during the planning sessions. Overall, there were very few discussions of race, class, and culture and particularly how those factors related to student achievement for a student population that was 70% Hispanic and for CTs and TCs that were all white women. The "critical" piece of the 3CD model wasn't addressed in the co-planning sessions. Additionally, there were other critical pieces missing, as I outlined in my discussion of 3CDs (p. 76). I share these in the following table:

Tenet of 3CDs (p. 76)	What I found or didn't find in the data
It is clear that both participants have power to create in this dialogue.	It was not clear if both participants could create in the co-planning dialogues. Some TCs showed curiosity and there was some creation of a lesson, but these opportunities were not common. At times, it appeared neither participant created lessons.
Participants share their identities with each other, in relation to their political circumstance.	Denise (TC) in an interview (5.31.16) revealed a connection between the chosen curriculum (Holocaust) and her religion. This was the only example of a discussion about a participants' ethnicity, race, class, or culture in the co-planning sessions, focus groups, or interviews.
The participants analyze various positions and viewpoints	Sarah (TC) attempted to view something differently when she questioned the origin and meaning of "Ring Around the Rosy" but the conversation was ended quickly.
Curiosity is engaged and encouraged	TCs at times revealed their curiosity, asking their CTs about different ways of teaching, for example. However, it is not clear if curiosity would lead to critical dialogues, as there were no examples that this happened.
Show imagination to someone else through dialogue—what is better in terms of injustice—what does justice look like?	Participants did seem to reveal their imaginations through picturing lessons differently. However, it was unclear if the participants were searching for justice for themselves or their students in their conversation.
Both participants participate in their liberation through the dialogue	Apple's (2008) call to those involved in a democracy to "reposition" themselves by recognizing the complexities of political, economic, and social powers that exist and then participate in critical dialogues did not occur in the data.

Table 11: Critical Tenets Addressed or Not Addressed in the Data

In terms of race, did the fact that the CTs and TCs did not represent the majority of the students affect the co-planning dialogues? Racism puts K-12 students at a disadvantage, and at the same time white privilege puts white teachers (CTs and TCs) at an advantage (McIntosh, 2004). There was not discussion about race in the co-planning dialogues. Lisa, a TC, discussed

in a TC focus group that she had researched the racial make-up of Westlake School, and once she learned many of her students were Hispanic, she taught about the history of Cinco de Mayo (TC focus group dated May 10, 2016). However, this discussion did not come up between Lisa and her CT Megan in the co-planning dialogues. Megan and Lisa also did not talk about their own privilege. Gaining privilege for those that are marginalized means, at the very least, naming white privilege and, at best, taking social action against this inequity (McIntosh, 2004).

"D"iscourses and "d"iscourses. Gee (2014) describes two kinds of discourse; one, "D" Discourse or socially accepted ways of thinking, using language, acting, and interacting. "D"iscourse is the way people enact identities through language, actions, beliefs, and values, within the Discourse Model. The "d" discourse is language in use—the language we use in everyday situations that create and define identities and activities. In this study, the "d"iscourse was the co-planning session. This begs the question, what is the "D"iscourse and what was its affect on the co-planning dialogues? The CTs are influenced by accepted ways of thinking and language use in their school, their district, and teachers and/or schools in general. Additionally, people in their social spheres such as friends and family influence them. This is also true of TCs; their teacher preparation program and their own social spheres could influence them. As argued before, race, class and culture plays a role in co-planning dialogues. Therefore, the big "D" discourse plays a role in the co-planning dialogues.

The conclusions in this study have accompanying implications for people and institutions. Teacher preparation includes many stakeholders. I will now discuss the implications of my conclusions of the research for teacher preparation programs within institutes

of higher education, the co-teaching for student teaching model proponents at St. Cloud University, and K-12 school districts.

Implications

Teacher Education

As the planning session has historically "provided a space for pre-service teachers to implement and receive feedback on what they learned in their teacher preparation coursework" (Guise, Habib, Theissen, & Robbins, 2017, p. 371), teacher education staff have a responsibility to prepare their TCs to participate effectively in a co-planning session. In the paragraphs that follow, the implications for teacher education institutions are explained.

Recognition and awareness. The conclusions from this study included the action of reflection and action, or praxis. Teacher preparation programs could teach the process of praxis, or reflection in thought and action. The TCs could reflect on the following:

- What does planning mean?
- What does exhibiting your creativity mean? What does it look like?
- What does participating in a dialogue mean to you?
- How does your (and your students') political circumstance affect how you plan and what you choose to plan?

I questioned if the CTs and TCs recognized there were barriers in their dialogues. Did the CT and TC have barriers to creativity and did they recognize them? For example, Lisa identified a barrier in their planning when they work with regular education teachers, but she did not identify

it as a barrier. Naming the barriers and the possibilities in a co-planning session could allow for the CT and TC to start to move past a barrier.

Midwestern University currently provides a workshop for aspiring CTs. This workshop is a state requirement for all CTs who want to host a TC. This could be a place where CTs are trained on collaborative co-planning. The CTs could reflect on:

- Power: Who can make decisions in a planning session?
- Creativity: What does it mean to create with someone else?
- Relationship building: How does a CT create the climate for both to contribute in co-planning?
- Curiosity: A CT could ask a TC consider a question they have about a lesson/subject/academic standard, what are they interested in, what do they want to create together?

Additionally, examples of co-planning dialogues could be shared with the CTs, a kind of planning scenario. For example: "Your TC doesn't bring ideas to the co-planning session. What would you say?" The CTs could investigate the messages that giving a TC an already prepared lesson would give. Does this encourage the TC to bring in ideas, or hinder the TC? As a CT, I wondered what I could do to invite more conversations about social justice. In this workshop, CTs could consider what they could do to invite their TC into a co-planning conversation.

Teacher preparation programs could study and further research the "D"iscourse and the "d"iscourse (Gee, 2014) in co-planning sessions. A research agenda into what the larger societal discourses are can inform the curriculum and instruction at the university level, and help the TCs and CTs know what to expect when they enter the co-planning discourse model. If a

university course could unpack bias that exists at the university, the school district, and the community they serve, the TC might be able to name their own biases and communicate those to their CTs.

Gee (2014) claims that changing a Discourse is hard to do, as these accepted ways of thinking and acting are deeply engrained in the group of people that use a particular Discourse. However, Gee also states that if a person within this group is "different enough" within their discourse, or language-in-use, then they could change the Discourse. The university could help TCs explore how they could be different enough in the co-planning session not only to help change the Discourse, but to bring in ideas into the planning session, and use the language of the practice to learn within a COP and move to full participation.

Implications for 3CDs. The following are directions for 3CDs based on the results of this study.

3CDs: Creative, *Caring*, Critical Dialogues. After this analysis, I am considering switching the caring piece of 3CDs to right after creative and before critical. I wonder if being both creative and caring could help to create a pathway to more critical dialogues. As Noddings (2017) asserts, if the two parties don't understand where the other is coming from, it is unlikely that they will be able to work together (Noddings, 2017). Showing care in a dialogue affords the participants opportunities to create ideas together, instead of one person controlling speech that might be at odds with someone else's view (Noddings, 2017). Noddings (2017) asserts people can "work together, share ideas, and honestly evaluate their attempts to encourage free civil speech" (p. 11). If speech isn't controlled and creativity and caring is encouraged, this situation

might encourage a critical stance and its expression. Perhaps this could address the missing "critical" piece that was in the data.

Based on the concept of 3CDs, the CTs and TCs did not explicitly reveal ideologies or worldviews in the co-planning sessions. However, in the interviews and focus groups, the CTs and TCs revealed some ideologies that could affect a 3CD. For example, Mara asserted that CTs could be a crutch in the planning because TCs depend on CTs to come up with the ideas. Also, Hannah stated she values her TCs dispositions towards the student teaching experience. Does a CTs or TCs ideology and/or worldview need to be transparent to the other in order for 3CD to exist? I am also considering that TC/CT pairs can take on more qualities of 3CDs as time goes on. Further research is needed, perhaps a yearlong study of a CT/TC pair.

What happens if CTs and TCs don't create 3CD in their planning? The missing piece of critical was significant in this study. While critical dialogues can occur without the structure of a 3CD, further research is needed to determine if the lack of a 3CD also determines the lack of a critical dialogue. Lastly, I believe further research is needed on a model that helps people enter a critical dialogue. In 3CDs, the critical theorists would advocate for freedom to open up spaces where people can have a civil, critical dialogue to imagine and create solutions. While Apple (1996) and Zeichner (2010) advocate for teachers to have the freedom to exercise their own judgments in the best interest of their students, I am advocating for both the CT's and TC's knowledge to count. A possible framework for the CTs and TCs could include the following:

1. Identify political, social, and economic complexities in regards to who has the power in the school, community, and in the co-planning session itself.

2. Give TCs and CTs opportunities to talk about what reforms are needed to help all students including those with the least in society achieve academic success.
3. Create and practice critical dialogues where various viewpoints and positions are used and the participants are liberated.

K-12 schools

Non-traditional spaces. Language represents a form of learning in a community of practice. Through the language, the roles of "master" and "apprentice" exist in non-traditional spaces. An existence in non-traditional spaces calls to question the traditional model of student teaching that Friend, Embury and Clarke (2015) describe (Master, or CT, and Apprentice, or TC). This implies school district staff may need training about non-traditional spaces. Two things that might exist in a non-traditional space is the emphasis not only on student learning but teacher learning as well. Guise et al. (2017) found that "to successfully support co-teaching implementation, attention to framing the field experience around notions of teacher learning and communities of practice is necessary " (p. 379).

Also, school staff needs to have professional development sessions about 3CD and Communities of Practice. Scenarios from this study could be provided for the staff to explore dialogues that encourage a critical perspective, care, and creativity. The school staff could consider the following:

- How can I bring my TC to full participation (COP)?
- What hinders and what encourages a critical dialogue?
- What does a critical dialogue mean?

Implications for Co-teaching for Student Teaching model at St. Cloud University.

As the CTST research revealed connections to a COP (Gallo-Fox & Scantlebury, 2015) and varying levels of collaboration (Guise, Habib, Thiessen, & Robbins, 2017), these two areas are in need of further research.

Relationship building, collaboration, and planning. At the beginning of the student teaching experience, "co-teaching participants are brought together to establish a foundation of professional trust and respect" (Academy for Co-Teaching, 2018). The CTs and TCs come together before the semester begins, so they can participate in activities where they can learn about each other, both personally and professionally. Building a relationship is considered essential, particularly for the co-planning sessions. In terms of the results of this study, building a relationship may not have had much of an impact on the 3CD or the other results. Megan and Lisa exhibited the closest connection to a 3CD, and they participated in a professional development session that had a shortened version of the building relationships tasks and understanding each other's personality.

Move beyond the co-teaching strategies, move on to teacher learning. How teachers learn was not addressed in the CTST professional development. In their study that used the CTST model, Guise et al. (2017) found the following:

> Moving beyond an emphasis on the six co-instructional strategies that in past practice has been the focus of co-teaching workshops to a greater emphasis on theories of teacher learning, the role of the cooperating teacher in mentoring a pre-service teacher, and the creation of a community of practice may help teacher education program implement co-teaching with fidelity. (p. 379)

The opportunity for TCs and CTs to discover how they learn may help them address their creativity, how they care for each other, and how they can participate in a critical dialogue where various viewpoints are analyzed. Providing guidance to practice effective communication and collaboration in the co-teaching model is in contrast with the traditional student teaching model where TCs are expected to "inherently possess the communication and collaboration skills necessary to succeed in today's complex teaching and learning environments" (Bacharach & Heck, 2010, p. 13). Based on my study, learning communication and collaboration skills within a context of learning how to participate in a critical dialogue could promote co-planning where the TC and CT create lessons together.

3CD in other academic areas. Using 3CD in other academic areas that use internships and/or apprenticeships is an implication of my research. The structure of producing creative, critical, and caring dialogues could be beneficial in a mentor/intern type relationship. For example, a nursing intern and the nurse she is mentored by could use 3CD in their conversations with each other. People who participate in a mentor/mentee relationship may be able to create dialogues where they support each other's ideas and incorporate a critical perspective as part of their work.

Limitations of the Study

Acknowledging my study's limitations allows me to do two things; one, convey a critical appraisal of their impact on my study, and two, provide an opportunity to reveal the nature of my data, and what we know and don't know about CT/TC co-planning dialogues in the co-teaching model. In this section, I explore the impact of the limitations, and if these limitations eventually will matter.

There are several factors that may limit the generalizability of this study. While I employed five CT/TC pairs within the co-teaching framework, only one school was used. I was embedded in this school for 10 to 15 hours a week, for the entire 2015-16 school year, though this research only reflects the spring semester experiences of the participants. This extended time period helped me develop trust with TCs, CTs, and others in the school, become less of a novelty to the students, and learn the culture of the school. The impact on the validity of my study was lessened, then, by this prolonged engagement (Glesne, 2011). Also, there has been a lack of prior research about CT/TC interactions and planning dialogues in a traditional and co-teaching model for student teaching. My literature review in Chapter Two laid a foundation for this gap, but this study did not have an established research framework to work with and within.

Gender. Additionally, all of the TCs and CTs were white females. This was not a balanced sample, as there was an overrepresentation of women. However, gender also raised other questions for me. First, I considered the feminization of teaching where women teachers have discovered lack of voice, isolation, and low status and salary (Griffin, 1997). Could this have factored into the dialogues between all female CTs and TCs? Did the CTs feel they had power over TCs and did that affect how they interacted with them? A perceived lower status, either by the CTs themselves or the school community could have affected the co-planning dialogues. The perception of the CTs about their own experiences as a female teacher could influence their advisory practices with their TCs (Clarke & Jarvis-Selinger, 2005).

Research quality is dependent on the skills of the researcher and is more easily influenced by personal biases. My presence could affect the subjects' responses. As such, I established my position within the school as a researcher. While I attended professional development sessions

about co-teaching, and I was trained to lead them, I did not lead them during the 2015-16 year, or put myself in a position where the power of being a "trainer" of the co-teaching method would affect subjects' responses. If the participants felt I was evaluating them, this may have affected how they responded to questions and how they planned (Patton, 1999). I was not present at the audiotaped co-planning dialogues in an effort to reduce my effect on the discussion. Additionally, I recognize my experience as a former teacher and CT may create a bias in the research process, including the theoretical and methodological choices I made. Acknowledging the bias is important to improve the validity in the study (Glesne, 2011). I also recognize having the prior knowledge, skills and dispositions as a CT may be an advantage, as I used this knowledge to form my questions, and this may have had an impact on the CT participants. I told the CT/TC pairs that I was a former CT. However, my prior role as a CT may have been a disadvantage, as they may have seen me as competition as well. Lastly, I was only able to interview 4 out of the 5 pairs. While this is a limitation in that I didn't have the personal perspective of that pair on my research questions, I still felt there was enough data that helped me to draw conclusions related to the focus of this study. First, there were over five hours of co-planning sessions taped by all of the pairs, and almost two hours of focus groups recorded. While I was unable to interview some participants individually, I was able to hear their voices in a CT or TC focus group.

Compatibility of CDA and COP. Communities of Practice and Critical Discourse Analysis were used as lenses on the data in this study. While they were compatible in some areas, in other ways they were not. COP emphasizes a certain way that people interact. Participants in a COP learn from each other, and the line between who is considered a "master" versus who is an "apprentice" is often unclear. CDA required me to probe in-depth into the co-

planning dialogues where I revealed discourses that both encouraged and inhibited reflection and co-creation by the participants. Through using CDA, I considered what power structures were revealed in the data. In a COP, however, I considered if the CT and TC showed elements of learning from each other, engagement in the co-planning practice, and figuring out what was valued in the co-planning session. Therefore, viewing the data through both lenses could have hidden components that could have been revealed by either CDA or COP alone.

Future Research

The conclusions and implications detailed in this chapter have illuminated a need for future research. At the top of this list is the research that needs to be done on the 3CD model. This model was borne out of my critical inquiry into the student teaching experience. As a CT, I tried to encourage my TCs to be active in the planning session by sharing ideas, asking questions, and challenging my own thinking. The 3CD model was a response to the possibilities in the co-planning session. However, was the 3CD model too ideological? The missing critical piece from the 3CD lens has given me pause in terms of the viability of the 3CD model. Perhaps it is not prescriptive; perhaps it was just a lens that either saw a critical piece or it didn't. Or the missing piece could come from the teacher preparation model itself, and/or the school district/staff.

Teacher preparation. Further investigation into the 3CD model is needed in teacher preparation programs. The need to investigate both creativity and caring was made clear in this study. I argued that creativity and caring could be a pathway to a making a critical stance. Therefore, creativity and caring could be implemented in a teacher preparation program, and the evaluation of its affect on a critical stance could be measured. Teacher preparation programs

could consider what encourages creativity and what are its barriers? Do academic standards influence creativity? Do they pigeon hole the CT/TC pair immediately by affecting what they talk about?

Lastly, I wonder if teacher preparation programs need to rethink the roles of the CT and TC. Is the CT more of a guide that allows the TC to take over the planning? Does there need to be equality of status or character between the CT and TC? Future research of the actual co-planning dialogues between CTs and TCs need to be researched in order to more accurately determine what the needs are between the CT and TC.

Acknowledgement and awareness. More research is needed to see if CTs and TCs acknowledge and are aware of their circumstances in the student teaching experience. I discovered through the theoretical analysis that acknowledging the expertise of both the TC and CT is important in the student teaching experience in general and in planning in particular. The CT/TC identities need to be researched, their identity on their own, and as a pair. What do they think about planning? Do they recognize barriers? Do they see planning as co-creation?

Co-Teaching in Student Teaching Model

Co-teaching professional development. As part of the training for the CTST model, participants unpack attributes of their character and compare them with their CT or TC. Perhaps this could inform or go hand in hand with questions about a participant's values, e.g., how do they feel about family, school and society. This might promote more conversations from a critical perspective. Future research is needed in the professional development of co-teaching to investigate the importance (or non-importance) of:

- The academic, social, and emotional climate of the co-planning session in particular and the student teaching experience in general.
- The power that exists between the CT and TC; recognition of where power exists and an examination of the need to redistribute the power.

In the academic literature, an "absence of concern for the ways in which young people feel conditioned, determined, even fated by prevailing circumstances" (Noddings, 2012, p. 124) has been noted. Many teachers currently exist in tough social, economic and political environments. As the author of this dissertation study, I am concerned that TCs and CTs are not relegated to a certain set of roles that would prevent them from exploring creativity, caring, and critical structures as laid out in 3CDs.

The 3CD lens is a theoretical one that builds on the research of critical inquirists who, in their own way, contribute to a new dialectic (Greene, 1998) where the limits on free speech, mindlessness, and routine behaviors are first named. A critical dialogue could be attempted through freedom that is "an opening of spaces as well as perspectives with everything depending on the actions we undertake in the course of our quest, the praxis we learn to devise" (Greene, 1998, p. 5). Perhaps the praxis for this new dialectic includes imagining new critical dialogues.

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Appendix A: Co-Teaching Strategies & Examples

Co-Teaching Strategy	Example
One Teach, One Observe One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation where the teacher doing the observation is observing specific behaviors.	Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.	Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station often an independent station will be used along with the teacher led stations.	Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.	Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.	Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated) Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.	Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader –as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.	Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Appendix B

List of Questions for CT Focus Group (dated October 27, 2015)

1. What are the successes and challenges you are experiencing with your teacher candidate?

2. Of the time you and your teacher candidate plan, what do you talk about?

Follow up: How much time is spent talking about: Instruction, Curriculum, Management issues, Logistical Issues, other?

3. How does the co-teaching for student teaching model promote or inhibit your co-planning conversations?

4. How does having a teacher candidate affect your pedagogical choices in the classroom?

5. How does having a teacher candidate affect your classroom management choices?

6. How does having a teacher candidate affect how well the academic, social, and emotional needs of the students are met?

Appendix C

List of Questions for TC Focus Group (dated April 12, 2016)

1. How do you and your cooperating teacher address individual learners' strengths, needs, and interests?

2. How do you make sure a student has an equitable education?

3. Can you think of a time when you had an uncomfortable and/or challenging conversation with your cooperating teacher? What did you talk about?

Appendix D

List of Questions for CT and TC interview

CTs were provided a transcript of last co-planning session between themselves and their TC a few days before this interview, and were told we were going to talk about this planning session in our interview.

1. What did you think about what you read? Were there any surprises or things you thought were interesting from your session? If so, what were they?

2. Take me though the planning session. How did you feel starting this session? What were your concerns? What were you excited about?

3. When you pictured the lesson, what did you hope to have accomplished? In an ideal world, what would this lesson have looked like?

4. How did the actual teaching align with the planning? Were things changed/adjusted as you taught?

5. How did each of you (TC and CT) contribute to this planning session?

6. Out of all the things we've talked about today, what should I pay the most attention to?

Appendix E: Table of Participants

Cooperating Teacher(s)	Grade Level	Years as a CT	Teacher Candidate (license sought)	Description of classroom
1. Hannah*	K4	10	Alicia* (ECE)	Small class size (approx. 15), learning centers
2. Rachel	K4	10	Sarah (ECE)	Small class size (approx. 15), learning centers
3. Rita and Kristine	2nd	18, 5	Chris (ECE)	Combined SAGE[10] classroom, approx. 30 students.
4. Teresa and Mara	7th/8th Special Ed/ Language Arts	17, 9	Denise (EXED)	Teaching team of Special Education teacher (Mara) and Regular education teacher (Teresa), teaming for many years. They have an inclusion model for their special education students. Mara and her TC also went to other classrooms for a small portion of their day, supporting SPED students in those classrooms.
5. Megan	Special Education Grades 1-3	.5 (hosted field students, Lisa was her 1st TC)	Lisa (EXED)	This special education classroom used a pullout model for most of the day, using their room as a resource.

*Names for both TCs and CTs are pseudonyms

[10] SAGE is a class-size reduction program that was in this school district the year I collected data (2015-16). This was the last year for SAGE at this school.

Appendix F: Core Guiding Principle

All programs at Midwestern University leading to licensure by the State Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through Midwestern University demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work.

Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

This Urban Education/Equity Principle is aligned with Midwestern University's commitment to the urban community and influences our interpretation of state licensing standards and how they are assessed. Throughout their programs and in their portfolios, candidates address the Urban Education/Equity Principle as they interpret the performance standards of the applicable license.

Jennifer Brownson

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EDUCATION:

University of Wisconsin-Milwaukee
Ph.D., Urban Education Doctoral Program August, 2018
Emphasis: Curriculum and Instruction and Multicultural Education
Dissertation: *Teaching and Learning in the Co-Teaching Model: Analyzing the Cooperating teacher/Teacher Candidate Dialogues and Disposition Exchanges*
Committee: Dr. Hope Longwell-Grice, Associate Dean
Dr. Linda Post, Curriculum and Instruction
Dr. Judy Winn, Special Education
Dr. Candance Doerr-Stevens, Curriculum and Instruction

University of Wisconsin-Madison
M.S., Curriculum and Instruction, 1996
Teach for Diversity Program
Dr. Gloria Ladson-Billings, Program Director

Cornell College, Mt. Vernon, IA
B.A., Theatre Arts, 1990

Wisconsin Teacher Licenses (both current):

1088, Grades 1-6
1325, Theatre Education

UNIVERSITY TEACHING EXPERIENCE:

University of Wisconsin-Milwaukee

Lecturer, 8/04 to present:

School of Education, Department of Curriculum and Instruction

CURRINS 714: Analysis of Instruction to Improve Teaching and Learning

- Guided graduate students to unpack the relationships between teaching and learning in their own classroom practice
- Helped students to define, discuss, and debate the serviceability of using

Information-Processing, Social Family, Personal Family, and Behavioral models of instruction to support student learning
- Encouraged a collaborative learning community
- Critically analyzed district, school, and state policies related to learning and teaching

CURRINS 716: Teaching in Urban and Diverse Communities

- Guided graduate students to understand major theoretical concepts that may be applied to significant problems and questions in urban and diverse communities, which inform current conversations about diversity and equity
- As a class, explored the major considerations of urban and diverse communities—ability, class, ethnicity, gender, race, sexual orientation, and others—in an increasingly diverse society where these forms of diversity intersect
- Investigated themes of emancipation, pathology, power, privilege, social construction/reproduction, representation, and redemption and how these themes appear in urban and diverse communities.
- Fostered agency and advocacy for educators and other professionals by way of knowledge, skill, thought, theory, and dispositions that contribute to transformation and social justice in urban and diverse communities
- Fostered a scholarly community where the goal was for each person to safely challenge his or her own stances toward diversity and agency, where each person develops a more nuanced understanding of his or her own social context, and where all participants mutually engage one another in thoughtful critique

CURRINS 558: Professional Seminar 3: Building Learning Communities.

- Guided students in the 3rd semester of their teacher preparation program in applying practice to the theories, models and strategies of classroom management
- Provided a forum to discuss classroom management and learning communities that students encounter and practice in clinical placements
- Assisted students in exploring the cultural relevancy of classroom management practices in the urban context with a lens on equity and social justice
- Helped students to connect classroom management, planning, instruction, assessment and reflection to the edTPA task

CURRINS 471: The Effective Urban Educator

- Provided a structured weekly opportunity for teacher candidates in their student teaching experience to integrate the content and pedagogical learning in both formal coursework and field experiences
- Provided a structured weekly opportunity for teacher candidates to reflect on their progress as a developing professional and how they can improve their teaching skills through discussion, written reflection, peer sharing, and peer coaching
- Supported students in completing the edTPA requirement for certification.

CURRINS 562: Professional Seminar I: Foundations of Curriculum and Instruction

- Along with chair of MC-EA program, created syllabus and course curriculum after program revision
- Examined cooperative learning, differentiated instruction and backwards design as potential instructional strategies and curriculum design
- Oriented students to reflective practice and professional teaching standards to develop as urban educators
- Culturally relevant pedagogy examined and emphasized
- Developed and implemented opportunities to scaffold the demands of the edTPA

CURRINS 470: Linking Seminar, Block I
CURRINS 470 Linking Seminar, Block II
CURRINS 470: Linking Seminar, Block III

- Prepared pre-service teachers to conceptualize early elementary (Block I, grades 1-2), intermediate grades (Block II, grades 3-5), and middle school (Block III, grades 6-8) placements in urban schools
- Fostered a learning environment for students to develop showcase teacher ePortfolios
- Assessed students' ePortfolios in preparation for student teaching
- Constructed and implemented course assignments guided by the Wisconsin-UWM Teacher Standards in relation to the Wisconsin Common Core State Standards and other national and local academic standards
- Critically analyzed themes of classroom management, community engagement, student-teacher relationships, and acquisition of knowledge
- Observed and analyzed teaching, making immediate connections to instructional practice and theory

CURRINS 664: Dramatizing Children's Literature

- Exposed students to the pedagogy and methods of teaching theatre
- Selected and adapted appropriate children's literature for integration with theatre structures
- Identified how K-12 students construct meaning through literature and the arts
- Supported students to explore their own creativity and make connections to their teaching

Peck School of the Arts, Department of Theatre Education

THEATRE 473: Theatre in Elementary Education
THEATRE 474: Theatre in Secondary Education

- Created syllabus and selected appropriate texts and scholarly articles
- Helped students articulate various creative drama approaches
- Explored ways to connect theater teaching and learning with other content areas
- Guided discussions and assessed completed activities including lesson plans, cooperative game execution, curriculum units, observation studies and reflection papers

RESEARCH EXPERIENCE:

Graduate Assistant, Office of Clinical Experiences, 08/13 to 08/17

- Engage in research pilot study, "co-teaching" as a model for teacher candidate training
- Participate in work groups that support teacher education programs
- Analyze quantitative and qualitative data
- Attend weekly meetings with research team of co-director and one PhD student
- Work to expand professional development opportunities about co-teaching to teachers in Milwaukee

Research Interests:

Teacher Education/Teacher Identity, Culturally Relevant Pedagogy, Cooperating Teacher Development

UNIVERSITY ADMINISTRATIVE EXPERIENCE:

University of Wisconsin-Milwaukee

Interim Fieldwork Experience Program Manager, 01/13 to 09/13

- Arranged placements for academic programs in School of Education for student teachers and fieldworkers
- Managed staff including student workers
- Built relationships with schools including district officials, principals and cooperating teachers
- Used office technologies (including Microsoft Excel and Access) to manage information

Student Teacher/Field Supervisor, 8/11 to present

- Observed and evaluated student teachers and fieldworkers in their placements
- Helped to build relationship between the university and school district

- Gave feedback and helped student teachers create effective instructional strategies
- Guided student teachers to achieve professional goals that were aligned with WI Teacher Standards

ePortfolio Facilitator, 8/11 to 5/12

- Supported faculty and students in developing their D2L ePortfolios
- Lead workshops to help troubleshoot and provide strategies for efficient uses of the D2L templates
- Supervised a work study student who supports the ePortfolio program

K-12 TEACHING EXPERIENCE:

Milwaukee Public Schools ***Milwaukee, Wisconsin***

Elementary Classroom Teacher, 8/96 to 6/04, 8/09 to 6/11 Gr. 4 and Gr. 5

Elm Creative Arts School

- Taught general education students and individuals with learning challenges within a mainstreamed, inclusive classroom
- Consistently commended for ability to build a classroom community based on respect and cooperation. Led district-wide in-service on classroom management
- The arts integrated with curriculum and teaching style
- Supervised student teachers and field workers

Theater Specialist, 8/04-6/07

Elm Creative Arts School, Grades K4-5

- Theatre skills and concepts lessons are aligned to Wisconsin Model Theater Standards
- Collaborated with grade level teams to produce arts-integrated productions that were aligned to regular education curriculum
- Team-taught arts-integrated lessons with classroom teachers
- Developed partnerships with community artists, collaborating on student interest-driven projects
- Provided staff professional development to support arts integrated lessons in the classroom
- Supervised fieldworkers and student teachers, working in direct partnership with Dr. Robin Mello, Theatre Education professor

Teacher in Residence, 8/07 to 6/09

- Teachers for a New Era Partnership: UW-Milwaukee and Milwaukee Public Schools
- Supported Arts Education professors in research studies, curriculum reform, supervision of student teachers and arts advocacy
- Supported new arts teachers in the field by helping with curriculum revision and discussing alternate approaches to pedagogy
- Helped to create induction support guidelines for Milwaukee Public Schools
- Active member of Milwaukee Partnership Academy, Teacher and Principal Quality workgroup

CONFERENCE PRESENTATIONS:

Vitrano, J. (currently Brownson, J) and Joynt, N. (2017, Oct). *Put me in Coach, I'm Ready to Co!* National Conference on Co-Teaching, Bloomington, MN.

Vitrano, J. and Joynt, N. (2016, Oct). *Oh, the Places We Will "Co": Urban Co-Teaching in Milwaukee*. National Conference on Co-Teaching, Bloomington, MN.

Vitrano, J., Joynt, N., and Donder, D. (2016, Aug). *Oh, the Places We Could "Co": Learning about Co-teaching to Improve Student Achievement.* University System Institute of Urban Education Professional Development Conference, Milwaukee, WI.

Vitrano, J. and Joynt, N. (2015, Aug). *Co-Teaching in Student Teaching.* University System Institute of Urban Education Professional Development Conference, Milwaukee, WI.

Vitrano, J. and Nix, T. (2015, April). *How Universities and Teachers Can Collaborate to Support Culturally Responsive Educators.* The Educators' Network for Social Justice Conference on Anti-Racist and Anti-Bias Teaching, Milwaukee, WI.

Vitrano, J., Kaisler, G., and McKillen, J. (2008, July). *Playwrights in the Rainforest: A Child's Voice.* American Alliance for Theatre and Education, Atlanta.

Vitrano, J., Pruske, L. and Young, A. (2008, May). *Interacting with Milwaukee History: Strategies for Engaging with Hidden Histories*. The Educators' Network for Social Justice Conference on Anti-Racist and Anti-Bias Teaching, Milwaukee, WI.

Vitrano, J., Mello, R. and Trafi-Prats, L. (2008, Mar*). Knowing Ourselves: Collaborating in Teaching Arts in a New Era.* New York University's Steinhardt School of Culture, Education and Human Development First Annual Conference, Arts Education-to what End?

Vitrano, J. and Duncan, B. (2004, July). *A Teacher's Drama Toolbox: Sharing Drama and Theatre with Non-Drama Teachers*. American Alliance for Theatre and Education, Salt Lake City, UT.

Vitrano, J. and Murray, B. (2002, July). *Civil Rights and Artistic Responsibility.* American Alliance for Theatre and Education, Minneapolis, MN.

PROFESSIONAL DEVELOPMENT PRESENTATIONS:

Vitrano, J. and Joynt, N. (2016, Jan). *Strategies for Co-Teaching.* UWM Student Teaching Orientation.

Vitrano, J. and Nix, T. (2015, May). *How Universities and Teacher Can Collaborate to Support Culturally Responsive Educators.* UWM Supervisor Professional Development Series.

Vitrano, J. (2014, Aug). *Cooperating Teacher Focus Group*. UW-Milwaukee.

Vitrano, J. (2007, Oct). *Strategies for Classroom Management and Engagement*. New Teacher Support Seminar, Milwaukee Public Schools, Milwaukee, WI.

Vitrano, J. and Roepke, M. (2007, Oct). *Differentiation, Collaboration, and the Arts.* Curriculum and Instruction Graduate Program, UW-Whitewater.

HONORS AND AWARDS:

UWM Associate Dean of Research and Engaged Scholarship Student Support Funds, 2013, School of Education, 2013, ($500.00).

Chancellor's Graduate Student Award, 2013-14, 2014-15, ($4000.00 per year).

Robert Kuehneisen Family Memorial Scholarship, 2016-17, ($3000.00).

PROFESSIONAL MEMBERSHIPS:

American Education Researchers Association (AERA)
Pi Lambda Theta, International Educator Honor Society
Educators Network for Social Justice (ENSJ)

PROFESSIONAL SERVICE:

Student Representative, Urban Education Doctoral Student Board, Fall 2016 to present, UWM

PDP Reviewer, IHE and Teacher Representative