

BRIDGING BOTH WORLDS: A CASE STUDY OF LEARNING TO TEACH IN AN
INQUIRY BASED SECONDARY SOCIAL STUDIES STUDENT TEACHING SEMINAR

by

ALEXANDER CUENCA

(Under the Direction of Todd Dinkelman)

ABSTRACT

The student teaching experience is often considered a significant stage in preservice teacher development. In making the transition from university-based teacher education into school settings, the social and cultural differences between these two “worlds” of teacher education are often at odds with each other. The dissonance between the settings of teacher education has been widely identified in teacher education research as a “pitfall” of the student teaching experience. In order to overcome this pitfall, many teacher education programs conduct a student teaching seminar concurrent with the field experience, serving as a space that, in essence, bridges both worlds of teacher education. Despite the potential of the seminar to foster powerful learning experiences for student teachers, little research has explored the role of this space in learning to teach during the student teaching experience. Based on this gap in the research literature, this study will examine a secondary social studies student teaching seminar. Relying on theories of teacher learning and case study methodology, this research examines how a student teaching seminar shapes the student teaching experience for three preservice teachers.

INDEX WORDS: Social Studies Education, Preservice Teacher Education, Student Teaching, Student Teaching Seminar, Learning to Teach

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DEDICATION

*Para mi mama, porque tu siempre me animaste a perseguir el “papelito”
and to Jenna for your unending love, patience, and support in chasing this crazy dream with me.*

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In the course of my education and miseducation as a student and teacher there have been numerous people, instances, and situations that have provided insights into how I think about and will continue to think about schooling. I am eternally grateful for those moments of punctuated equilibrium, since they helped shape what was possible for me to write and think about these last few years. Foremost on this list are my students at Mater Academy who are now old enough to buy me a drink. Many let me into their lives and shared with me the inequities and justices they saw, what made them optimistic and pessimistic, and what encouraged and discouraged them. These lessons continue to reverberate, as they taught me what school needed to be about, and I now speak to others about education in a way that would be impossible without the access they afforded me.

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CHAPTER 1: INTRODUCTION

Sightreading and Student Teaching

A funny thing happened on the way the way to graduate school—I spent four years building a music program. Interviewing for a social studies position, my principal read the line “assistant band director” on my resume and asked me if I wanted to start a band program at Mater Academy. Partially because I wanted a job—any job—and also because I thought starting a program from scratch would be an interesting challenge, I said yes. Although the noise emanating from my bandroom that first year made screeching cats sound harmonic, eventually, blasting horns, squeaking woodwinds, and way too loud drummers began to come together and make music...recognizable music. After another year of fine-tuning the musical capabilities of my now “advanced symphonic band” students, it was time to take my group to evaluation.

Annually, the Florida Bandmasters Association Music Festival in Miami-Dade County brings together every middle and high school band program in the county to evaluate the quality of music education. Each band director selects three compositions to perform for three shadowy judges who sit atop the gallows of an auditorium. Programs are stamped with one of four distinctions: superior, excellent, good, or fair. A product of Miami-Dade County Public Schools, I was well aware that programs build prestige on how many “Superior” plaques hang on the walls of their bandroom. Although the pressure to establish a superior program was certainly a desire as I prepared my students for their first evaluation, the performance was not what usually kept me up at night. Sight-reading was the problem.

A significant component of evaluation is sight-reading, a time when my band is given a composition to perform on the spot. The difficulty of sight-reading lies in the fact that students must individually put together a series of factors that must work together almost instantaneously when they take a look at a new piece of music. First, there are the physical features of playing an instrument, the muscle memory of posture, airflow from the diaphragm, position of lips, watching the conductor, and knowing which valves, keys, or holes to cover on the instrument. Then, there is the musical knowledge needed to play an instrument, in essence, the music theory, a series of musical terms that dance together in the heads of my students: clef, time signature, accidentals, key signature, slurs, tempo, crescendos, staccatos, dynamics, as well as the rhythmic and mathematical patterns they must identify to read any piece of music. Finally, there are real time adjustments to be made, listening to the ensemble while simultaneously listening to self for balance, blend, pitch, and dynamics.

Of course, I prepared my students for sight-reading, rehearsing the process months before evaluation. Together we reviewed scales, fingerings, and music theory. Exhausting the works in the small music library I built, I exposed my students to various time signatures, keys, and compositional forms. I even tried to simulate the pressure of the experience asking them to read and perform pieces blindly, just as they would at evaluation. Yet, as much as I tried to review, expose, and simulate, what troubled me was that I was never able to prepare them for that exact moment in the sight-reading room, with *that* judge and *that* manila envelope containing a composition my students had never seen.

My only respite from the lack of control I had in the sight-reading room was three minutes to feverishly scan my score and prepare my students to perform each piece. Given that this was a test of my knowledge and ability to sight-read as much as it was of my students, these

three minutes were unsettling, unreasonably rushed, and quite frustrating. Scanning 12 staves of music on my score, I first tried to pinpoint the basics I covered in the bandroom: time signature, tempo markings, dynamics, and evident shifts in the compositional form of the piece. I also looked for particular spots that could prove troublesome for my students. With the beep of the judge's stopwatch, it was time to raise my baton and give my ensemble the downbeat. Because rules didn't allow me to speak as I conducted, my only mode of communication with my students during this performance was quite recognizable to them, facial expressions, raising of eyebrows, number cues with my fingers and the wild waving of my baton to express various lyrical patterns. Ultimately, we survived sight-reading with an excellent rating and memorable stories of the crazy looks I gave a trumpet player when I cued his solo and he didn't play because he was lost, and of my eyes rolling and feet stomping at the saxophone section when they were playing in the wrong key.

Now, as a social studies teacher educator, I am not only fond of those memories, but draw on those experiences in negotiating a similar unease as I prepare preservice teachers for life in the classroom and most immediately for the student teaching experience. Unaware of the compositions my preservice teachers will ultimately face during their initial foray into the lived experience of teaching, reviewing and exposing students to the theories of teaching and learning or simulating the realities of teaching in my classroom, still does not seem like enough. This dissertation in certain ways, is written in response to the uneasiness I continue to feel as a teacher educator trying to find ways to stomp my feet, give crazy looks, and feverishly help my students perform. Although program structures such as field instruction allow me to do some on-the-spot conducting, I continue to look for ways to better prepare preservice teachers.

In particular, this dissertation focuses on an inquiry-based social studies student teaching seminar. This seminar is run concurrently with student teaching, and is designed, in part, to draw on the immediacy of the field experience to inquire about the nature and work of teaching. As a component of preservice teacher preparation, the student teaching seminar not only provides an additional point of contact with student teachers during an intense twelve-week apprenticeship, but also harnesses the power of collaboration to ask important questions about teaching and learning. In this respect, I see the role of the seminar, much like I saw my role during the sightreading portion of evaluation, assisting students as they try to reconcile the familiarity of their preparation with the unfamiliarity of their context.

In this first chapter, I introduce the research problem and questions that drive this dissertation. Afterward, I make a case for the importance of this research and discuss the outline of the chapters that lie ahead. Ultimately, through this work, I hope to not only be able to detail the experience of the student teaching seminar for the three student teachers I followed around for fifteen weeks, but also to learn something more about myself as a teacher educator and the complex work of teaching teachers about teaching.

Research Problem: The “Two-Worlds” of Teacher Education

Student teaching is a common feature of many teacher education programs. Grounded in an understanding that preservice teacher development necessitates an opportunity to develop a “personal practical knowledge” (Fenstermacher, 1994) about the work of teaching, many conceptualize student teaching as a space in teacher education where the theoretical concepts encountered in university coursework can be given a practical reality (Wilson, Floden, Ferrini-Mundy, 2001). Despite this traditional rationale for student teaching, research troubles the notion that the knowledge, theories, and practices preservice teachers encounter are seamlessly put into

practice during student teaching. Many studies attribute the difficulty student teachers face in bridging theory with practice on the “two-worlds” pitfall (Feiman-Nemser & Buchmann, 1985), suggesting that the values and practices that field and university based teacher education advocate are vastly different from those promoted by practicing teachers. As a result, researchers question the educative impact of the student teaching experience in teacher education.

Although student teaching models vary within and across institutions, a common theory underlying student teaching is that learning to teach is primarily an activity of solving problems of practice by applying specific theories and techniques acquired elsewhere (Cochran-Smith & Fries, 2008; Schon, 1983). However, in bifurcating learning to teach settings, teacher education may send a message to preservice teachers that propositional knowledge rests with the university and craft knowledge is found in schools. In reifying two distinct representations of teacher knowledge, preservice teachers “quite appropriately divide their professional education into two unrelated parts as they are expected to effectively change discourses and cross culturally determined borders in order to learn” (Rosaen & Florio-Ruane, 2008, p. 712). This divide leaves some teacher educators frustrated with the inability of student teachers to apply the lessons of teacher education. For their part, student teachers often charge that they were ill prepared for the school setting (Johnston, 1993; Smagorinsky, Jakubiak, & Moore, 2008).

Researchers looking into the two-worlds pitfall have detailed a series of problems with the student teaching experience that lead to the difficulty many student teachers face in weaving theory and practice together. One such problem is the difference in the ways teacher education and student teachers view the student teaching experience. Generally, teacher educators consider the student teaching experience as an opportunity to critically examine and reflect on the work of teaching (Borko & Mayfield, 1995; Grossman & McDonald, 2008). In contrast, student teachers

typically view the field experience as a space where they can “do” the work of teaching, focusing less on reflection and consideration of nontraditional ways of teaching (Featherstone, Munby, & Russell, 1997; Rosaen & Florio-Ruane, 2008). Another problem is the different roles preservice teachers assume during teacher education. As Smagorinsky, et al. (2004) suggest, “the university reinforces a student role for preservice teachers, with the expectation of getting a good grade based on meeting professors standards” while in the school setting the ultimate goal is to “assume a full-fledged teaching role” (p. 9-10). Engaging in two vastly different activity settings, the lessons of the university are overridden in many cases because of the change in role from student to teacher. A third problem of the student teaching experience lies in the difficulty of university-based preparation serving as an agent of professional countersocialization (Ball & Cohen, 1999; Putnam & Borko, 2000; Zeichner & Gore, 1990). As many studies of P-12 education detail, conservative and transmissive forms of teaching and learning (Cazden, 1988; Goodlad, 1984) are common features of schooling. Countering these rooted forms of education is a difficult endeavor when the development of skill is left to the field experience. Britzman (2003) argues that the assumption that student teachers can enter a compulsory setting and single-handedly fashion their own learning “as if they have entered a neutral zone” (p. 222) is a significant flaw of teacher education. When they encounter ways of teaching that run counter to those taught in training, student teachers often revert to pragmatic forms of teaching, contradicting many of the aims of teacher preparation (Cakmak, 2008; Shkedi & Laron, 2004; Wilson & Berne, 1999; Zeichner & Tabachnick, 1984).

Student Teaching Seminar: Bridging Both Worlds?

Realizing the array of problems that arise from the two-worlds pitfall in student teaching, many institutions have reevaluated the construction of the student teaching experience in order to

help preservice teachers synthesize the concepts they are learning in their university coursework with the field experience (Hammerness, et al., 2005). One significant effort to redress this problem is implementation of a student teaching seminar, a course that runs concurrent with the field experience. Based on evidence that suggests that the simultaneity of coursework and clinical experience assists teachers in integrating knowledge and practical skill (Clift & Brady, 2005; Darling-Hammond, 2006), seminars generally focus on helping student teachers reflect on and explore the work of teaching in meaningful ways. Guided by a university supervisor or faculty member, student teaching seminars are designed mostly to foster reflective thinking and inquiry about the work of teaching and learning to teach. According to Zeichner and Liston (1987), student teaching seminars “help students broaden their perspectives on teaching, consider the rationales underlying alternative possibilities for classrooms and pedagogy, and assess their own developing perspectives toward teaching” (p. 32). Meyer and Sawyer (2006) note that the student teaching seminar is a site for cultivating an inquiry stance for future teachers. As a space where the work of education is complicated, seminars serve as a “safety net to prevent the two-worlds pitfall” and provide “an opportunity for student teachers to revisit ‘taught’ strategies and for teacher educators to rethink ‘taught’ curricula in more profound ways” (p. 67). Gaudelli and Ousely (2009) in a study of their student teaching seminar found the space crucial in helping preservice teachers form their professional identity. From observational, participatory, and interview data they infer that participants “gained a richer sense of who they were by hearing the stories about how their peers interpreted and acted in different situations.” Thus, the seminar was not only viewed as a sounding board to sort through immediate concerns, it was perhaps more importantly “a forum wherein participants came to understand themselves more deeply” (p. 937).

Despite the promise of the student teaching seminar as a productive learning environment, very little research has focused on how the seminar contributes to preservice teacher learning (Guyton & McIntyre, 1990). Moreover, of the few studies available on the seminar, many are emic, relying on instructors' interpretation of the course (i.e., Dinkelman, 2009; Gaudelli & Ousley, 2009; Zeichner & Tabachnick, 1984). While this kind of research is valuable and advances new understandings, etic perspectives on learning to teach in teacher education can further complexify and illuminate the learning to teach phenomenon within the student teaching seminar (Florio-Ruane, 2002).

To address the limited understanding of the student teaching seminar, this dissertation explores learning to teach in a secondary social studies student teaching seminar. This study frames teacher development as a learning problem, acknowledging that the contexts and conditions in which preservice teachers learn shapes how that learning occurs (Cochran-Smith & Fries, 2008). In particular, I focus my attention on examining how the student teaching seminar serves as a space where the situated experiences of student teaching are negotiated, and how this negotiation facilitates how preservice teachers learn to teach. To explore this process, the following research questions guided this study:

- (1) What happens in an inquiry based social studies student teaching seminar?
- (2) How does an inquiry based student teaching seminar facilitate learning to teach?

Significance and Contribution

Stepping inside a teacher education classroom and exploring how a secondary student teaching seminar frames learning to teach during student teaching, this research adds to the relatively thin knowledge base on the contributions of a seminar space to student teaching (Guyton & McIntyre, 1990). More specifically, this research provides a broader understanding of

issues such as: ecological program coherence during student teaching; how inquiry and reflection is fostered within a community of student teachers; and the role of lived experience in teacher education curriculum.

For the field of social studies teacher education, this study provides an account of the student teaching seminar essentially absent in the research literature. With many scholars in social studies teacher education looking solely at the student teaching experience (Grant, 2003; Slekar, 1998) or methods courses that run concurrent with the student teaching experience (Boyle-Baise, 2003; Wade, 1995), research examining social studies preservice teachers and a student teaching seminar is veritably non-existent. In addition to addressing a gap within the field, looking at the role of the seminar in the development of prospective social studies teachers provides an opportunity to voice the experiences of social studies student teachers as they try and tease apart the individual, social, and cultural crosscurrents that influence their learning and the process of becoming a social studies teachers. From this process, this study can further illuminate the complexity of learning to teach and provide greater insight into the nuanced and multifaceted work of professional teacher preparation.

A Seminar Through the Eyes of Student Teachers

In the following pages, I provide a glimpse into an inquiry-based social studies student teaching seminar, focusing on the experience of three preservice teachers as they navigate both worlds of teacher education during student teaching. My aim is to not only examine what occurs inside of this space, but more broadly, to explore how the seminar contributes to preservice learning during student teaching.

I begin in the next chapter by sketching the terrain of the structures, components, and influences that research literature indicates shapes learning during student teaching. In this

chapter, I also explicate the theoretical framework I draw on to understand learning to teach during the student teaching seminar: learning to think, act, know, and feel like a teacher. Chapter Three presents a summary of the research methods I used to carry out this study. Chapter Four discusses the context of this study, including a description of the participants and the teacher education program that houses the student teaching seminar featured in this study. Chapter Five describes and unpacks the structure of the inquiry-based student teaching explored in this study, answering the guiding research question: what happens in an inquiry-based secondary social studies student teaching seminar? Chapter Six provides a contextualized analysis of the contributions of the seminar in learning to teach. Finally, Chapter Seven discusses the findings, and explores some of the broader implications of this study for teacher education and social studies teacher education.

As a band director in the sightreading room, I was very aware that I was asking my students to put all the constituent pieces of playing music together. Student teaching, as an occasion for teacher learning asks prospective teachers to perform a similar task of “putting it all together” (Darling-Hammond, 2006; Feiman-Nemser, 2001). In studying the student teaching seminar, the experiences, interpretations, and questions of the students within that space provide an opportunity to explore how “things are put together” and what this concurrent space offers to that process. In a very real sense, this dissertation provides me an opportunity to step down from the director’s podium and sit next to my students and unpack *that* moment in *that* sightreading room.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMES

The body of research that informs this study is the empirical and conceptual work on learning to teach during the student teaching experience. I begin this chapter by examining some of the major influential components of the student teaching experience. Afterwards, I explore four broad frames of learning to teach that form the theoretical foundation of this study—learning how to think, know, act, and feel like a teacher. Reviewing both of these bodies of work not only contextualizes the experience as a whole for the participants in the student teaching seminar, but also provides frames of reference to consider how the seminar facilitates the complex terrain of learning to teach.

Influential Components of Student Teaching

A survey of the literature on student teaching reveals several influential components that affect the construction, nature, and quality of student teaching. Although the particular composition of each student teaching experience varies within and across institutions, I have detailed the most common components of the student teaching experience. First, I focus on three major orientations of teacher education programs and how each of these orientations focuses the student teaching experience differently. Next, I review the literature on the role placement sites play during student teaching. Afterwards, I examine the people involved in student teaching—the cooperating teacher and university supervisor. Finally, I explore the research on the student teaching seminar, the subject of this dissertation, and a common element of student teaching. Taken together, a review of these components provides a broad overview of both theoretical and empirical research about the student teaching experience.

Teacher Education Program

Perhaps one of the major influences on the student teaching experience is the way each teacher education program conceives of and constructs the experience. Differentiated by factors such as program purpose (Zeichner & Conklin, 2008), length of time in the field (Wilson, Floden, & Ferrini-Mundy, 2001), and preservice teacher expectations (Brouwer & Korthagen, 2005), the literature on the student teaching experience reveals a fragmented knowledge base. Guyton and McIntyre (1990) suggested that the inability to articulate a clear theoretical base for student teaching is in part due to the structural differences among teacher preparation programs. As Shulman (2005) observed, teacher education programs have the propensity to feel that they need to be “special, singular, or unique” (p. 15). Accordingly, this inclination has led to an array of approaches and perspectives in the professional preparation of teachers.

Despite the varied aims and structural heterogeneity of teacher education programs, several scholars see teacher preparation, and subsequently, the student teaching experience falling along one of several conceptual orientations (Cochran-Smith & Fries, 2008; Feiman-Nemser, 1990; Zeichner, 1983; Zeichner & Liston, 1991). Each orientation significantly influences factors such as length of time in the field, and the types of activities in which teacher education programs ask their student teachers and others involved in the experience (i.e., cooperating teacher, university supervisor) to engage. First is a *behavioral* orientation, where the objective of teacher education is preparing teachers with observable and measurable knowledge, skills, and competencies. A highly influential paradigm, this perspective of teacher education regards teacher preparation as a technical, transmissive activity, where teacher training and teacher behavior are assumed to be related in a linear fashion (Cochran-Smith & Fries, 2008). Thus, the student teaching experience serves as a space in which desired behaviors learned in

formal, university-based teacher training can be practiced, exhibited, and refined in school settings. This view of the student teaching experience, as an extension of the training provided in a teacher education program, expects prospective teachers to seamlessly transfer and apply knowledge and theories from the university setting to the field placement.

Another major orientation of teacher preparation programs is a *craft* approach where the primary role of teacher education is to help develop a “teaching sensibility” instead of a broad repertoire of effective behaviors related to teaching and learning. Central in this conception is the primacy of experience and developing preservice teachers’ “judgment in apprehending the events of practice from their own perspective as students of teaching and learning” (Grimmett & MacKinnon, 1992, p. 393). Within this orientation, student teaching plays an essential role in cultivating the craft of teaching, allowing preservice teachers to accumulate knowledge about teaching through trial and error, all of which adds to a developing sense of professional discernment in those first learning to teach. Learning to teach “at the elbows rather than in the books” (Grimmett & MacKinnon, 1992, p. 437), the craft orientation provides student teachers opportunities to construct an understanding of teaching based on the practical dilemmas and realities they face as they teach.

A third major orientation in teacher education is an *inquiry* approach, prioritizing “the development of inquiry about teaching and about the context in which teaching is carried out” (Zeichner, 1983, p. 5). Asking preservice teachers to actively examine and question the origins and consequences of their actions and settings, the inquiry approach views learning to teach as an interactive process between inquiry and action. From this perspective, developing the technical skills of teaching is not an end of teacher education, but a means for bringing about desired objectives (Zeichner & Liston, 1991). Essential in the preparation of preservice teachers

from an inquiry approach is developing reflective practitioners (Schon, 1983), capable of examining the moral, ethical, and political issues embedded in the work of teaching. Considered by some as counterhegemonic (Cochran-Smith & Lytle, 2009), inquiry-based programs aim to cultivate prospective teachers who actively challenge implicit and explicit notions of teaching and learning. During student teaching, inquiry preparation programs focus on supporting preservice teachers' development of the skills and dispositions that challenge existing patterns and belief systems of schooling. Through processes such as university-based student teaching seminars (Zeichner, 1981), action research projects (Zeichner, 2005), or ethnographic studies of schooling (Bullough & Gitlin, 1995), inquiry-based student teaching encourages critical reflection on school experiences and on the broader social, ethical, and moral implications of teaching practices.

Although these three orientations are not a comprehensive list of the rationales that guide teacher education programs, and diversity exists within each of these approaches, all hold prevalent assumptions about the proper focus and goals of teacher preparation. These assumptions when carried out into the field experience afford powerful learning opportunities by building ecological coherence between the various contexts of teacher education (Darling-Hammond, et al., 2005; Feiman-Nemser, 2001; Grossman, Hammerness, McDonald, & Ronfelt, 2008; LaBoskey & Richert, 2002).

Placement Site

Among the many influences during the student teaching experience, the placement site, along with the teacher education program is widely recognized as very powerful. As the context where most of the learning to teach takes place during student teaching, the ecology of the placement site is an important component that must be accounted for when looking at student

teacher learning (Zeichner, 1986). Generally, studies do not present school contexts or the classrooms that house student teachers as favorable for teacher development. Citing mainly the conservative nature of schooling, the “pull” of traditional school culture is thought to significantly hamper many of the reforms advocated by teacher education (Ball & Cohen, 1999; Cochran-Smith, 1991; Putnam & Borko, 2000). Selwyn (2007), a teacher educator at Antioch College noted that because of the standard based reform movement, student teachers now saw “fewer and fewer schools devoting time to critical thinking, to developing the skills and habits of life-long learners; they are required to use programmed curriculum that does not give them the opportunity to make use of the skills they are learning at Antioch” (p. 131). Even before standards based reform efforts were prevalent, teacher educators were weary of the contradictory influence of placement sites. Britzman (2003) in an ethnographic study of two secondary student teachers noted that schools often branded preservice teachers with the idea that teaching is individualistic. Due mainly to the egg-crate mentality of schooling (Lortie, 1975), Britzman noted that the student teachers in her study often appropriated and perpetuated the idea that teachers were rugged individuals. Considering the placement site as a location where imitation and acquiescence is rewarded (Smagorinsky, Lakly, & Johnson, 2002), many researchers note that the negative socializing pressures of schooling reveal a broken model of learning to teach (Britzman, 2003; Bullough, 2005; Feiman-Nemser & Buchmann, 1985).

Despite the negative characterizations common in teacher education research on school settings, some researchers have looked into identifying key features of “good placements.” LaBoskey and Richert (2002) have suggested several dimensions of good placements: (1) nested learning; (2) safety; and (3) reflective focus. Nested learning is based on the notion that “an important indicator of whether a classroom might be a good learning context for our student

teachers was whether it was a good learning context for children” (p. 26). Thus, classrooms that frame student learning through a constructivist, developmental, or reflective lens are most likely to frame teacher learning in the same way. A second dimension is safety, noting the importance that placement sites provide safe spaces that recognize teacher education principles. Because learning to teach is a public act, student teachers need to feel supported when asking question or exploring methods. Finally, placement sites that support a reflective focus through informal conversations, observations, and deeper exploration of the work of teaching are vital in the professional growth of student teachers.

Despite claims over the kinds of impact the placement site has on student teachers and the broad aims of teacher education programs, research generally agrees that context matters. Thus, any understanding of the student teaching experience must account for the influence of the placement site on learning to teach.

Cooperating Teacher

Setting the contextual stage to “do” the work of teaching, the placement site during student teaching is understood as crucial in the professional preparation of teachers. The cooperating teacher, typically a classroom teacher who agrees to host and mentor a student teacher from a local teacher preparation program, is considered especially influential in the development of preservice teachers. During the field experience, student teachers spend significant time observing and interacting with their cooperating teachers. These common experiences and shared contextual understandings give cooperating teachers a significant role in shaping student teachers’ beliefs about the teaching profession (Stanulis, 1995), professional norms (Koerner, O’Connell-Rust, & Baumgartner, 2002), or what and how student teachers decide to teach (McIntyre & Byrd, 1998). As Pothoff and Alley (1996) suggested, the quality of

the field experience is perhaps directly related to the quality of the cooperating teacher.

Even though evidence suggests that quality placements with cooperating teachers correlate with quality preservice teacher learning, many studies critique common placement processes for inattention to the elements and dimensions that constitute “good placements” for individual students or programs (Beck & Kosnik, 2002; LaBoskey & Richert, 2002). Goodlad (1990) noted that placements are often made out of convenience or efficiency because of an overwhelming number of requests for placements. As a result, the relationship and communication between teacher preparation programs and school sites are limited, reflecting congeniality more than collaboration (McIntyre, Byrd, & Foxx, 1996). Without formal training for the role, cooperating teachers face considerable hurdles in working with new teachers, such as learning how to express tacit knowledge of teaching (Ganser, 2002) and overcoming a culture of teaching that encourages privacy and autonomy (Feiman-Nemser, 2001).

Because the work of mentoring student teachers is often “sink or swim” (Orland-Barak, 2001), a variety of approaches and practices have emerged in mentoring student teachers. However, two prominent paradigms appear to typify the main ways cooperating teachers work with student teachers: cooperating teacher as arbiter of knowledge and cooperating teacher as support system. Concerned with providing advice about the work of teaching to preservice teachers, many knowledge arbiters spend much of their time providing technical and organizational advice. Kwan and Lopez-Real (2005) concluded that mentors overwhelmingly perceived their role as providing feedback, seeing their role “in very pragmatic terms, supporting and helping preservice teachers develop the ‘craft’ of teaching in their specialized disciplinary or subject area” (p. 280). Although the transmission of knowledge from experienced to less experienced is not necessarily counterproductive, some argue the practice of passing suggestions

and materials along without explicit connections, rationales, or thinking about the work of teaching constrains teacher learning (Feiman-Nemser, Parker, & Zeichner, 1990; Zeichner, 2005).

Another common role for cooperating teachers is as support mechanism. Because of the emotional toll of teaching and learning to teach, many cooperating teachers view themselves primarily providing socio-emotional support (Little, 1990). These cooperating teachers focus on a helpful rather than evaluative role, a role that empathizes understanding, encouragement, and motivation. Supportive cooperating teachers nurture the development of preservice teachers by bringing assurance, certainty, and solidarity to the field experience. According to Awaya, et al. (2003), at times of high stress for student teachers, words of encouragement and understanding from cooperating teachers “reach deeper than hints about classroom management or grading papers” (p. 54). From this perspective the cooperating teachers focuses more on supporting preservice teacher and tending to perceived needs that arise from the student teaching experience than on developing specific sets of knowledge and skills.

Predicated on the notion that the apprenticeship model is proper vehicle for transmitting and learning about the work of teaching, cooperating teachers play an important role in teacher education. As such, research should continue to explore the ways in which cooperating teachers influence the values, opinions and perspectives of student teachers.

University Supervisors

The university supervisor plays a complex role during the student teaching experience. Primarily characterized as “boundary spanners” (Sandholtz & Finan, 1998), university supervisors in many programs are tasked with helping student teachers bridge theories learned during teacher preparation with practical knowledge that emerges from the field. Despite the

potential of supervisors to help student teachers foster powerful connections between both contexts of teacher education, research suggests that the impact of supervisors is often questioned in research (Clift & Brady, 2005; Rodgers & Keil, 1998; Zeichner, Liston, Mahlios, & Gomez, 1988). Issues such as periodic and limited interactions with student teachers (Boydell, 1986; Guyton & McIntyre, 1990), poor preparation for the work of field-based teacher education (Bullough & Draper, 2004; Slick, 1997), and the low status of supervision in teacher education (Beck & Kosnik, 2002) contribute to the notion that supervisors may fall considerably short of meeting their potential in the development of student teachers. Furthermore, in many cases, those assigned to supervision are adjunct faculty or graduate students who may have little interest in the work of teacher learning and development (Goodlad, 1990; Tom, 1997).

Although some literature highlights these contextual and structural challenges, another line of research suggests a more generous account of the importance of supervisors during student teaching. In particular, the socio-emotional support supervisors provide is often considered invaluable to student teachers. Serving in many instances as confidantes, supervisors are considered helpful because of the professional and personal conversations they have with student teachers (Fayne, 2007). In a study of 21 student teaching triads (university supervisor-student teacher-cooperating teacher), Koerner, O'Connell-Rust, and Baumgartner (2002) noted that student teachers saw university supervisors as more attuned to their personal needs than cooperating teachers. In this study, university supervisors played a crucial role as an outlet for student teachers to discuss their problems of practice. Similarly, in a study of 224 student teachers' responses to a questionnaire about their experiences, Caires and Almeida (2007) found that quality interactions between supervisors and student teachers are an "essential aspect of the student teachers' emotional balance and resistance to the difficulties emerged during their

entrance in the teaching performance” (p. 515). Marks (2007) used qualitative observation protocols to examine the experiences of four student teachers. She finds that university supervisors play a significant role in facilitating the move between the knowledge learned in an education program and classroom practice. However, she cautioned that such an influence only exists if “the preservice teacher has a relationship with that person and considers the supervisor supportive, knowledgeable, and helpful” (p. 22).

Given the complex, multiple, and contradictory goals of university supervisors, it is no surprise that there exists an abundance of approaches to the work of supervision (Cole & Knowles, 1995; Richardson-Koehler, 1988; Zahorik, 1988). To categorize these approaches, Goldsberry (1988) suggested three dominant perspectives of student teacher supervision: nominal, prescriptive, and reflective. Nominal supervision is based on “the quiet assumption that there are too few resources to deliver supervision and has a primary purpose of maintaining a façade that supervision is being practiced” (p. 2). Nominal supervisors keep in touch with their student teachers simply to comply with legal requirements or to give the appearance of accountability. As Goldsberry noted, “when there is inadequate time to do the job, when the supervisory lacks the preparation or skill to do it well, nominal supervision is preferred to trying to do too much in too little time and thus doing it badly” (p. 5). Although teacher preparation programs do not explicitly aim to supervise student teachers from this approach, many of the structural flaws of supervision such as low status or lack of preparation for the work lead to nominal practices.

Another dominant perspective is prescriptive, based on the notion that supervisors need to correct deficiencies and concentrate on giving advice and suggestions to student teachers. Supervisors who draw from this perspective primarily view their work as surfacing and

correcting student teacher behavior. For example, Acheson and Gall (1997) view the role of supervisors as guiding student teachers behaviors towards empirically identified best practices. From their perspective, “scientific” evidence supports a list of twenty-one effective practices that improve student achievement.

A third approach to student teacher supervision is the reflective approach, with the primary purpose of stimulating guided reflection. The university supervisor focused on fostering a reflective perspective assists the student teacher in critiquing and reflecting on the effects of their choices on others. Dinkelman (2000) guided by a social reconstructionist view of good teaching (Liston & Zeichner, 1991), aimed to develop critically reflective teachers through his supervisory practice. Although his study revealed limited evidence of critical reflection, his students’ “capacity and willingness to consider the moral and ethical dimension of their practice” (Dinkelman, 2000, p. 217) was considered a positive step toward reflective practice and countered claims that preservice teachers are developmentally incapable of such reflective work.

Overall, research indicates that the role of the university supervisor is important in the development of preservice teachers. Although discrepant roles and lack of training confound some of this influence, interactions with student teachers nevertheless, provide opportunities for university supervisors to significantly influence how preservice teachers learn from practice.

The Student Teaching Seminar

A feature of some teacher education programs, and the object of inquiry in this study is the student teaching seminar. Although the construction of a “student teaching seminar” varies, most seminars require preservice teachers to return to campus for a course conducted by university faculty who may also be the university supervisor of the student teachers in the seminar (Gaudelli & Ousley, 2009; Hartzler-Miller, 1999; Zeichner, 2005). Prevalent in many

teacher education programs, student teaching seminars are usually considered powerful learning spaces because they hold the potential to support and supplement learning about practice (Darling-Hammond, 2006).

Despite the fact that few studies have focused on student teaching seminars (Guyton & McIntyre, 1990), of the available research, seminars are considered spaces where inquiry and reflection are leveraged to help student teachers build upon their classroom experiences. Goodman (1983) in an early study of the student teaching seminar explored five elementary seminars using case study methods. Each seminar was a weekly return-to-campus seminar composed of a faculty member and 20 to 30 students. In this study, Goodman describes three prominent roles seminars play in the education of prospective teachers. First, because the open and informal learning environment of seminars, they have a liberalizing role. Compared to the mostly conservative teaching practices most student teachers witnessed in their school settings, the seminars Goodman studies provided attention to student needs, opportunities to freely critique the seminar instructor, and the mutual understanding that there was no one right way to teach. Goodman found these features allowed for engagements with progressive education ideas that countered the pedagogical norm experienced by the seminar participants in their student teaching settings. The seminars also played a collaborating role by helping students collaborate and resolve issues of classroom management and instructional techniques. Goodman described the third function of the seminar as the inquiring role. On occasion, seminars engaged in discussions about non-utilitarian educational problems, and helped students think “more deeply about schools, education, children, and/or their role as teachers” (p. 47). Although he does not view student teaching seminar as a panacea for the problems of the student teaching semester of schooling more broadly, Goodman does conclude that seminars hold the potential to help

prospective teachers think and reflect more deeply about education, and consequently, develop as better teachers.

Seeking to better understand the reflective practice of the nine student teachers in his student teaching seminar, Nagle (2009) analyzed reflective portfolio entries of the nine students in his secondary science education student teaching seminar. In part to satisfy state licensure requirements, students in his seminar, completed entries into a portfolio that asked them to reflect on lesson plan creation, students, diverse learners, professional relationship with colleagues, and ideas for self-improvement. Students in the seminar discussed their entries in collaborative groups following a discussion protocol. Using Liston and Zeichner's (1991) four categories of reflection—factual, procedural, justificatory, and critical—Nagle found that students whose beliefs centered around content knowledge showed no critical reflection, while student teachers whose beliefs were driven by student learning exhibited critical forms of reflection. His findings illustrate the difficulty of challenging beliefs in teacher education. More specifically, Nagle's study shows that simply providing an opportunity to reflect in a class concurrent with a field experience was not enough to challenge existing frameworks for understanding teaching and learning that student teachers brought with them to the start of the student teaching experience.

Margolis (2002) explored his secondary English education student teaching seminar across three semesters, acknowledged the limitations of conventional journals to cultivate reflection, and instead asked his students to produce “genre reflections” in his weekly English student teaching seminar. These weekly reflections could take any form (written, drawn, or performed) to convey critical incidents during student teaching. Not only did these reflections serve as a springboard for conversation, but also provided student teachers an opportunity to

experience themselves a particular genre they may be teaching to their students. Analyzing a total of eighty-three genre reflections across three semesters, Margolis pointed to the use of genre reflections as more powerful than conventional journal writing to stimulate reflection because genre reflections lead “the teacher writer to explore teaching in more complex, layered ways, and to access multiple meanings” (p. 233). Although Margolis admitted that there are instances where these reflections were used to position students insensitively, or reinforce racial or class stereotypes, these episodes notwithstanding, genre reflections fostered shifts in teachers thinking about teaching and learning.

Meyer and Sawyer (2006) fostered reflection in a different way with the use of “teaching inquiries” (TI) in an English student teaching seminar. After allowing their student teachers to briefly check in and update the class on their experience, one student teacher in every class initiated an issue to discuss with their colleagues. Each student teacher was responsible for bringing in an artifact and a written document that contained the description of the context, the problem in the situation, and framing questions. After the presentation of the teaching inquiry, the class engaged in a protocol where the other student teachers engage in a discussion of the problem while the presenter listens and takes notes. Analyzing the teaching inquiries of sixty teacher candidates across three semesters, Meyer and Sawyer suggested that the use of these teaching inquiries provide student teachers the opportunity to locate their own pedagogical and ideological commitments. Moreover, the use of TI discussions in the student teaching seminar served to complicate the work and nature of English education, providing an opportunity for student teachers to inquire together about the difficult and complex work of teaching.

Kroll (2005) in her early childhood student teaching seminar created opportunities for her prospective teachers to inquire into the situations of teaching. Based on the questions, concerns,

and observations students discuss in her student teaching seminar, Kroll asked each student to conduct a self-study of their teaching practices and systematically examine and collect data on situations they find troubling or puzzling. As Kroll contended, “creating questions to investigate their own teaching fundamentally changed the way they [her students] looked at their teaching. Most of them, once they had collected data, were in awe of what they discovered, and at what a different perspective having a question in mind had given them on their teaching” (p. 185). Also during the seminar, Kroll asked her student teachers to group together and form collaborative teams and critical friendships, where students would discuss their inquiry questions, data, and the effects of self-study on their teaching. For Kroll, these collaborations in conjunction with the self-study project supported the development of teacher thinking. As she concluded, conducting self-studies during student teaching not only helped student teachers change their practice, but also in the discussion of these practices, helped change the nature of their inquiry. As a result, the cyclical nature during the student teaching seminar helped make teaching more purposeful for Kroll’s student teachers.

Sharing her own reflection of an elementary student teaching seminar, Gomez (1996) considers the power of storytelling as an important avenue to cultivate powerful reflection. Dedicating time at the beginning of each seminar to share and collaboratively critique stories from the field, Gomez believed that storytelling and collaboration can help student teachers question teaching goals, consider alternatives to teaching practices, and focus on the strengths that all children bring to school. Sharing one particular storytelling episode in her seminar, Gomez concluded that this opportunity to tell stories about the field enhanced “prospective teachers’ understanding of themselves—the strengths as well as the limitations of what they bring as perspectives on ‘others’ to teaching” (p. 9). Ultimately, Gomez suggested that because

the student teaching seminar so closely positions the experience of teaching with the opportunity to discuss that experience, the seminar may be one of the few available sites in teacher education to engage prospective teachers in the process of storytelling. This method in her opinion holds significant potential to not only help student teachers reflect on the challenges of teaching and the barriers of erected by difference, but also to find ways to work toward future action that will help overcome these challenges and barriers.

In an action research study, Schulte (2000) examined the use of discussion in her student teaching seminar to help her students reexamine their assumptions and beliefs about teachers, students, and schooling. As the seminar instructor, Schulte's goal was to balance the practical topics that her student teachers often solicited with what they often perceived as more theory-laden themes. Examining one particular discussion on white privilege, Schulte's seminar began with an open-ended discussion on the difficulties her student teachers faced in meeting multiple students' needs. After students shared their experiences, Schulte asked several exploratory questions, a reflective prompt she describes as Socratic cross-examination and nurturing facilitation (Lockwood, 1996). Afterwards, Schulte moved the seminar into an exploration of Peggy McIntosh's article on white privilege. Schulte ultimately did not find this discussion fruitful, because of the resistance many of her students posed to McIntosh's claims. However, several of these students still found the discussion valuable, and in a follow up conversation several months later considered this discussion important in shaping how they viewed the actions of their cooperating teachers. Although no grand claims about the seminar were made by Schulte, she did see discussion as a "very small but significant first step at persuading student teachers to challenge their own beliefs and assumptions" (p. 20). For Schulte,

discussion in her student teaching seminar provided an opportunity to help prospective teachers not only examine what they believe but also see how those beliefs play out in practice.

Although Gomez and Schulte point to student development on issues of equity in their seminars, Haviland (2008) explored the limits of reflection and discussion in White-dominated settings. Drawing on discourse analysis, critical studies of Whiteness, and feminist theory, Haviland described the existence of a White educational discourse (WED) in a weekly student teaching seminar she co-taught with a colleague. As Haviland explained, WED is “the collection of ways of speaking, behaving, interacting, and thinking” that significantly impacts how “white teachers and white students interact in white-dominated education settings about race, racism, and white supremacy” (p. 51). Her analysis revealed that WED manifested itself by ignoring or denying the power conferred by being White through a number of techniques, such as ways of speaking, behaving, interacting, and thinking. Haviland considered the WED present in her student teaching seminar hampering her efforts as a teacher educator to engender transformative multicultural education or social-action multicultural engagement.

Research studies of the student teaching seminar illustrate that although seminars are related to, and build upon student teachers’ classroom experiences, positioning an academic course during the field experience provides a significant opportunity to reflect on the work of teaching. While there exists a variety of methods to cultivate reflection in the student teaching seminar (Kroll, 2005; Margolis, 2002; Meyer & Sawyer, 2006), and questions still remain about whether these methods foster critical or action oriented reflection (Haviland, 2008; Nagle, 2009), research points to the potential of the seminar as a potential learning environment in teacher education and an important part of the student teaching experience.

Learning to Teach During Student Teaching

According to Carter (1990) “how one frames the learning-to teach question depends a great deal on how one conceives of what is to be learned and how that learning might take place” (p. 307). One way to account for the learning to teach literature is to consider that the student teaching experience contributes to teacher learning and development in four broad categories—learning to *think* like a teacher, the cognitive work required in teaching; learning to *know* like a teacher, the different kinds of knowledge that good teaching depends on; learning to *feel* like a teacher, the process of forming a professional identity; and learning to *act* like a teacher, the repertoire of instructional skills, routines, and strategies to promote student learning (Feiman-Nemser, 2008). In the following section I will detail how each of these categories contributes to learning during student teaching.

Learning to “Think” Like a Teacher

Research in this area seeks to gain a greater understanding of how student teachers conceptualize the intellectual work of teaching. Drawing mainly on the influence of cognitive science, literature on learning to think like a teacher examines how the student teaching experience provides opportunities to examine beliefs, transition to pedagogical thinking, and develop a meta-cognitive awareness (Hammerness & Darling-Hammond, 2005; Feiman-Nemser, 2008). Coming into student teaching with a series of preconceptions about the work of teaching based on an apprenticeship of observation (Lortie, 1975), the beliefs of preservice teachers play an important role in influencing what is ultimately learned from the experience (Kagan, 1992; Kennedy, 1999; Nettle, 1998). Calderhead and Robson (1991) found that preservice teachers enter their preparation programs with particular images of teaching, which significantly influence what they find relevant in their preparation and how they analyze their own work during the

student teaching experience. These images of teaching hold considerable weight as student teachers begin to think about their own practice. Similarly, in a study of student teacher drawings, Weber and Mitchell (1996) suggested that the images of “teacher” silently direct the ways in which student teachers think about teaching. Several of the student teacher drawings and subsequent journal entries indicated how unconscious or remembered stereotypical images of teacher as an authority continue to hold a place in student teacher action. The authors noted that this powerful “teacher as authoritarian” image tends to displace notions of teaching as a cooperative process, which student teachers found appealing before their field experience.

In her review of the learning to teach literature, Richardson (1996) identifies three categories of experience that constitute preservice teacher beliefs: (1) personal experience, the aspects of life that form a worldview such as ethnic, gender, socioeconomic, regional, and religious background; (2) experience with schooling and instruction, the notion that students enter teacher education with certain beliefs about the nature and work of teaching based on an apprenticeship of observation; and (3) experience with formal knowledge, the ways subject matter knowledge and pedagogical knowledge are encountered prior to student teaching. Although these categories do not serve as a comprehensive list of the influences and experiences that contribute to student teachers’ beliefs, they suggest that an understanding of biography provides an important piece of the teacher learning and development puzzle.

Another valuable line of research focuses on the development of student teachers’ pedagogical thinking. According to Feiman-Nemser (2008), teachers must be able to “place the activities of teaching and learning in a pedagogical framework that links ends to means...developing the capacity to think on one’s feet, reflect on and adjust one’s practice” (p. 698). Generally, studies on the development of student teachers’ thinking suggest that an

outward shift exists, from preoccupation with self, to a focus on teaching situations, and finally consideration of the impact of teaching on pupils (Fuller & Brown, 1975; Furlong & Maynard, 1995; Kagan, 1992). However, Burn, Hagger, and Mutton (2003) suggested that student teacher thinking is more complex than a developmental process and consider teacher thinking to develop in varying forms according to the needs of individuals. In a case study of two student teachers, Burn, Hagger, Mutton, and Everton (2000) noted that their participants entered student teaching with a high level of concern for pupil learning. They claim: “even in the first round of interviews, student teachers devoted at least half their attention to evaluating pupil outcomes...anxious as they were about their own performance, these student teachers did not appear to lose sight of the pupils” (p. 275).

Closely related to the development of student teachers’ thinking is meta-cognitive awareness. With the work of teaching requiring an innumerable, and often simultaneous, amount of decisions, an awareness of the complexities of teaching and learning are necessary. Immersing preservice teachers in the experience of teaching, student teaching provides an opportunity to develop this meta-cognitive awareness. Central in helping student teachers become active monitors of the work of teaching is reflection (Bransford, et al., 2005; Korthagen, 2001). Drawing on thinkers like Dewey (1933), Schon (1983), and van Manen (1977), reflection has gained considerable traction in the discourse of developing student teachers. According to Fendler (2003), reflection in teacher education:

incorporates an array of meanings: a demonstration of self consciousness, a scientific approach to planning for the future, a tacit and intuitive understanding of practice, a discipline to become more professional, a way to tap into one’s authentic inner voice, a

means to become a more effective teacher, and a strategy to redress injustices in society (p.20).

From this litany of approaches, several techniques to foster the reflective thinking of student teachers have emerged, such as journals, portfolios, and structured opportunities for reflection during field experiences (Zeichner & Liston, 1987).

Learning to “Know” Like a Teacher

A second major category in the learning to teach literature during student teaching is learning to know like a teacher, the kinds of knowledge that are needed and develop as a result of the student teaching experience. One way to think about this knowledge is to consider three kinds of knowledge used or generated during student teaching: knowledge for practice, knowledge in practice, and knowledge of practice (Cochran-Smith & Lytle, 1999). The first approach, knowledge *for* practice is grounded in the assumption that the ability to teach well depends on the amount of knowledge a teacher has about subject matter, theories of student learning, or the effects of methods in the classroom. The most prominent conceptualization of the knowledge needed specifically for teaching is the notion of pedagogical content knowledge, which Shulman (1986) defined as:

The most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the ways of representing and formulating the subject that make it comprehensible to others (p. 8).

As the dimension of subject matter knowledge used specifically in teaching, pedagogical content knowledge marks clear borders for the knowledge base need *for* teaching, since pedagogical content knowledge is “that special amalgam of content and pedagogy that is uniquely the

province of teachers, their own special form of professional understanding” (Shulman, 1987, p. 8). The efforts of Shulman and others who have followed, to codify the formal body of knowledge used for teaching have heavily influenced the way that preservice teachers are presently prepared (see Ball, 1993; Fehn & Koppen, 1998; Grossman, 1990; Gudmundsdottir & Shulman, 1987). However, pedagogical content knowledge as merely the bridge between two forms of knowledge becomes problematic because the concept “does not fit neatly into a universe of knowledge types that subdivides into the categories of formal knowledge and practical knowledge” (Cochran-Smith & Lytle, 1999, p. 256). As Fenstermacher (1994) pointed out, within the concept of pedagogical content knowledge “the discourses of the psychologist and the philosopher seem to merge in sometimes extraordinary and mysterious ways” (p. 16). Therefore, preparing teachers to “know how students tend to understand (and *mis*-understand) their subjects” (Grossman, 2005, p. 205) becomes even more elusive during the student teaching experience since bridging the knowledge found in content classes with methods coursework is a complex transformation (Appleton, 2006; Harlen, 1997).

Nilsson (2008) found in her study of science student teachers that while they were able to identify the knowledge bases that influence their teaching (pedagogical and content knowledge), they were unable to transform those knowledge bases into one unit (pedagogical content knowledge). Similarly, Graber (1995) noted that within the context of the student teaching experience additional pressures complicated the development of pedagogical content knowledge. As these studies indicate, simply preparing students with the knowledge *for* practice creates an incomplete picture of the knowledge base of teaching since it only prepares prospective teachers with the “how” of teaching, and leaves out the “why” of teaching. The next

section delves into the second conception of teacher knowledge and fills in the knowledge base that views developing knowledge of teaching emerging from the activity of teaching.

A second form of knowledge, knowledge *in practice*, assumes that the knowledge teachers need to teach well is rooted in the exemplary practices of classroom teachers since teaching is “to a great extent, an uncertain and spontaneous craft situated and constructed in response to the particularities of everyday life in schools and classrooms” (Cochran-Smith & Lytle, 1999, p. 262). Acquiring the knowledge of teaching *in practice* can be accomplished through reflection on experience since it is assumed within this conception that there is knowledge implicit in the action of teaching. Within teacher education programs, the student teaching experience traditionally provides the exposure to this form of knowledge *in practice*, as the field experience provides prospective teachers with the necessary access to engage and learn from “various planned activities in classrooms such as observing, planning and teaching lessons, assessing learners, and talking with mentor teachers (Rosaen & Florio-Ruane, 2008, p. 708). Therefore, knowledge of teaching emerges by immersing student teachers in the experience of teaching. However, some researchers would argue that the student teaching experience oftentimes provides the wrong kind of knowledge. As Feiman-Nemser and Buchmann (1985) concluded:

At best, field experience in teacher preparation can help in learning some parts of the job of teaching. The more serious problem is getting into pitfalls or learning things that are inappropriate in any teaching situation and that will be reinforced by further unanalyzed experience on the job (p. 63).

Similarly, Britzman (2003) found that part of the impact of the student teaching experience is the socialization of student teachers into a professional culture that counters much of the learning

that is advocated in teacher preparation programs. The caveats that these researchers express about experiential learning in teacher education represent a concern that developing teacher knowledge *in practice* has certain limitations and constraints during the student teaching experience.

A third form of knowledge is knowledge *of practice*, which emphasizes the relationship between knowledge and practice. This conception assumes that “the knowledge teachers need to teach well emanates from systematic inquiries about teaching, learners, and learning, subject matter and curriculum, and schools and schooling” (Cochran-Smith & Lytle, 1999, p. 274). This image of knowledge stands in contrast to the other conceptualization of developing teacher knowledge since it does not distinguish between two forms of knowledge, one that is formal, codified and produced as a result of research, and another which is practical and produced as a reflection on experience. Instead, this form of knowledge focuses on inquiry where: “teachers across the professional life span—from very new to very experienced—make problematic their own knowledge and practice as well as the knowledge and practice of others and thus stand in a different relationship to knowledge.” This notion of developing the knowledge *of teaching* is based on a fundamentally different premise where “practice is more than practical, inquiry is more than an artful rendering of teachers’ practical knowledge, and understanding the knowledge needs of teaching means transcending the idea that the formal-practical distinction captures the universe of knowledge types (p. 274).

Within this image of knowledge, learning communities may play a pivotal role in “developing and transmitting knowledge from practice to research and back again” (Hammerness, et. al., 2005). Learning within these communities is grounded in the perspective that knowledge and meaning are constructed through social interaction. As Putnam and Borko

(2000) noted, according to this learning perspective, “knowledge and thinking are the products of interactions among groups of people over time. Learning is a highly social process in which individuals interact...to acquire modes of thought and become enculturated into various communities” (p. 1253).

In preservice teacher education, learning communities have been effective sites for learning about the practice of teaching. Spalding and Wilson (2006) found that bringing together existing communities of social studies and language arts preservice teachers encouraged interdisciplinary connections in their classrooms as inservice teachers and disposed their students “to be more open to participating in communities of practice as inservice teachers” (p. 119). Also, Cochran-Smith (1991) has emphasized how learning communities can help preservice teachers “teach against the grain.” In a study of communities consisting of a student teacher, cooperating teacher, university supervisor, and course instructor, Cochran-Smith argued that learning communities which were centered around inquiry were able to “make possible an intellectually based student teacher/experienced teacher discourse on teaching and learning.” Furthermore, “this was possible in part because group members came to know one another’s contexts of reference and to see one another’s growth from the long view” (p. 305). The notion of inquiry at the center of a learning community and the knowledge *of* teaching is what Cochran-Smith and Lytle (1999) term *inquiry as stance*, which they described as:

The position that teachers and others who work together take in inquiry communities toward knowledge and its relationship to practice...teachers and student teachers who take an inquiry stance work within inquiry communities to generate local knowledge, envision and theorize their practice, and interpret and interrogate the theory and research of others” (p. 289).

The knowledge needed for teaching when pursued through *inquiry as stance* within a community emerges through critical reflection of both the declarative and procedural nature of teaching. While simply bringing together a community of learners does not imply that learning will necessarily occur (Grossman & Wineburg, 2000; Ullrich, 1992), the proposition that the knowledge of teaching is found as teachers inquire together about the work of teaching is a worthwhile enterprise to pursue in teacher education.

Learning to “Feel” Like a Teacher

During student teaching, preservice teachers are given an opportunity to engage both emotions and identity in the deeply personal work of teaching (Feiman-Nemser, 2008). As Cole and Knowles (1995) noted:

The realization that learning to teach and becoming a teacher are *processes and not events* comes as a shock to most persons beginning the path toward becoming full-fledged teachers. Because emotional highs and lows do not figure into a view of teaching as a skill performance—first you learn how and then you go do it—experiencing the emotional roller coaster ride that is a natural part of the process is often disconcerting (p. 286).

Sitting on the other side of the desk, student teachers must reconcile visions of themselves as teachers with the realities of the classroom. The negotiation of this process during student teaching is essential in learning to teach. In shaping the professional identity of prospective teachers, the student teaching experience provides a space to fuse past, present, and future identities (Featherstone, Munby, & Russell, 1997; Marsh, 2003).

Although professional identity is a variably defined construct, Beijaard, Meijer, and Verloop (2004) offer four common features of teachers’ professional identity. First, identity is an

ongoing process of interpretation and reinterpretation; in other words, the construction of identity is never finalized. Second, identity implies both person and context since identity emerges through negotiation with others. Third, identity is constituted by a series of sub-identities that more or less harmonize, consisting of dimensions such as prior knowledge, beliefs, and attitudes. Finally, professional identity is related to agency since identity begins with a person's self-perception.

During student teaching, balancing and developing each of these features of professional identity proves difficult (Raffo & Hall, 2006; Sutherland, Howard, & Markauskaite, 2009). In an ethnographic study of thirty-four student teachers, Galman (2009) focused on the impact of dissonance between internal and external expectations on identity formation. Finding that the student teaching experience vastly differed from self-perceived images of being and becoming teacher, this dissonance led many student teachers to opt out of teaching. One such teacher ultimately placed "the 'blame' for her failed aspiration and altered trajectory on the teacher education program itself, thereby creating an identity as a person who leaves teacher preparation because they were failed by it" (p. 475).

Similarly, Pittard (2003) drawing on narrative inquiry as a way to understand the developing identities of five student teachers found that the student teaching semester does not always provide opportunities to foster identity development in preservice teachers. Arguing that agency and voice is crucial to developing identities, her analysis revealed that the student teaching experience provided neither construct. Overall, the student teachers in this study characterized the experience as a "proving ground" where they felt like they had to "'act' like the teachers they perceived their mentor teachers' and university supervisors' intended them to be"

(p. 35). This somewhat professionally limiting climate seemed counterproductive to forming an identity during student teaching.

Because pre-service teachers bring their belief systems into the student teaching experience, the perspective of how things *ought* to be colliding with how things *are*, is an important, yet overlooked consideration in the learning to teach process (Flores, 2006). Because student teachers often have very little outlets for voice or opportunities to express power during the student teaching experience, how the student teaching experience helps pre-service teachers “feel like a teacher” is questionable at best. However, these studies do shed light on the important intersection of the social and individual when learning to teach during the student teaching experience.

Learning to “Act” Like a Teacher

Engaged in the everyday work of teaching, student teachers have innumerable opportunities to learn how to act like a teacher. What student teaching often provides—and what many teachers find most valuable from the experience (Rosaen & Florio-Ruane, 2008; Wideen, Mayer-Smith, & Moon, 2001)—is an occasion to develop a set of classroom practices that permit their performance as teachers. As Hammerness et al. (2005) suggested, these practices include a variety of instructional activities such as “explaining concepts, holding discussions, designing experiments, developing simulations, planning debates, and organizing workshops...learning to design and carry out unit plans and daily lessons that build understanding; developing formative and summative assessments; and offering feedback that is constructive and specific” (p. 387). Building on the knowledge gained about the work of teaching in university-based teacher education, the field experience provides an opportunity to learn about the act of teaching.

Mayer (2006), in his study of Tamara, a student teacher whose aim was to get her students to think like historians, examined the situated act of teaching. Documenting the difficulties she faced as she tried to implement this mode of inquiry with her students such as her students' lack of experience and desire for answers, Mayer noted that Tamara was not short circuited by these difficulties, and gained practical experience in overcoming these difficulties. This case study illustrated for Mayer that Tamara's learning ultimately began "with her doing" (p. 75). Similarly, Crawford (2007) noted in his study of five student teachers that the experience of teaching science as inquiry solidified this way of teaching with his student teachers. Despite their apprehension and varying beliefs about the effectiveness of teaching science as inquiry, most student teachers were convinced of the effectiveness of an inquiry approach in science.

Although there is considerable potential during the student teaching experience to develop the practice of teaching, there are other factors that complicate learning to act like a teacher. Viewing curricular decision-making and the execution of those decisions in the classroom as essential components of teacher practice (Thornton, 1991), Ross and Jenne (1993) examined these dimensions of teaching during field experiences. Their case study of four social studies student teachers revealed that the influence of particular institutional forces filtered through cooperating teachers limited the opportunities for student teachers to make significant curricular decisions. Because student teachers were given little latitude in what they could teach, the field experience led to feelings of frustration and a dismissal of student teaching as a learning experience. Furthermore, the separation of curriculum from instruction that occurred in each of these case studies reinforced a distinction between "means and ends that permeates the language of schooling" (p. 30). As a result of these findings, Ross and Jenne (1993) concluded that the

socializing forces of the field experience that separate curricular decision making and enactment significantly stifle opportunities to engage in the practice of teaching and learn to teach.

Koeppen (1998) following a similar line of inquiry examined the influences on a social studies student teacher's experience with instructional planning during the field experience. Her study reveals that an attitude of ensuring personal security during field experiences can be detrimental to the learning to teach process. Equating comfort with meeting the expectations of the cooperating teacher, the student teacher in her study aligned many of his curricular decisions regarding content, time devoted to various subjects, and strategies used for instruction with those of his cooperating teacher. Furthermore, a reliance on teacher-centered techniques gave him a sense of control over his students, promoting the student teacher's sense of security. Koeppen concludes that the student teaching process as currently construed "runs the risk of students randomly and haphazardly learning from their experiences" (p. 410).

Learning to act like a teacher continues to be one of the most significant components of teacher preparation for student teachers. While several studies point to the influence of methods courses on the pedagogical repertoire of teachers, until teacher education finds ways to more effectively connect the different activity settings of coursework and "doing" the work of teaching, student teachers will continue to hold learning to act like a teacher as the exclusive domain of the field experience.

Chapter Summary

The literature on the student teaching experience reveals that its construction, and consequently its effects on teacher learning, varies. Depending on the orientation of a teacher education program, the socialization effects of placement sites, the individuals that surround student teachers, and whether the experience is closely connected to university coursework,

research reveals no true consensus on how or what the student teaching experience ultimately contributes to teacher education. Yet, what this overview does suggest is that the traditional rationale given for student teaching—to provide practical reality to the concepts encountered in university-based preparation—is more complex than this linear relationship seems to suggest. The process of learning to teach during the student teaching experience is intricately interconnected with the purposes, places, and people that constitute each experience. Unfortunately, this complexity makes broad claims about the student teaching experience difficult.

Nevertheless, looking across the numerous studies of the influential components and processes of learning to teach during the student teaching experience, the student teaching seminar stands out as something to consider. Given the different activity settings in teacher education that reify differences between the academic knowledge of university coursework and the practical experience of the field, the student teaching seminar seems to be a place in teacher education with potential to bring the divide closer. Although certainly, the seminar can be considered just another course in the longer list of courses comprising the university-based portion of teacher education programs, the starting point of the class makes it somewhat different. As studies of the seminar indicate, the ability to juxtapose field experiences with systematic reflection about those experiences provides a qualitatively different experience than a typical methods course. Yet, every course that positions reflection as an aim of teacher education contends with the question: reflection about what (Fendler, 2003)? The lived classroom experiences of student teacher seem to provide at least a significant anchor for teacher educators. As well, these same experiences suggest special opportunities to discuss and explore how teaching practice can be theorized and how theory can be applied. Building on the research

discussed in the above pages, I hope to add to this conversation, and explore what and how a student teaching seminar contributes to learning to teach.

CHAPTER 3: METHODS

With an understanding of the influential components and processes that influence learning to teach during the student teaching experience, the student teaching seminar holds considerable promise to bridge the divide between the propositional knowledge of university-based teacher education and the practical knowledge of field-based teacher education. Given the common emphasis on inquiry, reflection, and collaboration about the lived experience of teaching (see Margolis, 2002; Meyer & Sawyer, 2006; Schulte, 2000), student teaching seminars seem like a natural setting to investigate the confluence of the propositional and practical in teacher education.

In this chapter I describe my epistemological perspective, the research design of this study and the methods used to gather and analyze data. Because the research questions guided the research methods I selected and employed, I begin by returning to those questions:

- (1) What happens in an inquiry based social studies student teaching seminar?
- (2) How does an inquiry based student teaching seminar facilitate learning to teach?

In the original Greek, *method* means a route that leads to a goal (Kvale, 1996). With my research questions as an end goal, in what follows, I detail the route of this research.

Epistemological Perspective

The epistemological perspective I draw on in this study is interactive constructivism. Interactive constructivism emerged as a theoretical paradigm at the Dewey Center at the University of Cologne in Germany as a dialogue between constructivism and pragmatism. As part of the turn in constructivist philosophies toward social and cultural perspectives (a turn also

observed in teacher education research by Putnam and Borko [2000]), interactive constructivism not only emphasizes the intersubjectivity in the construction of knowledge, but also acknowledges that these interactions are situated in discursive structures that involve power relationships (Neubert, 2008; Reich, 2007). By emphasizing that observers are always located subjects involved in transactional relationships with others within specific cultural contexts that contain discourses of power, interactive constructivists dialogue across points of agreement between social constructivism and poststructuralism (i.e., rejection of universals), as much as disagreements. As interactive constructivists concede, social constructivism has been naïve and blind to the ways in which power relationships perpetuate asymmetries and shape interactions (Neubert, 2009; Reich, 2009). However, interactive constructivists also critique the poststructuralist move to ascribe agency away to the impersonal discourses of power. As Garrison (2009) suggests, the poststructural emphasis on power is a valuable supplement to social constructivism, but social constructivism has a lot of things to say about the power *to* do things and power *with* others that poststructuralism ignores. In other words, the dialogue forged by interactive constructivism between social constructivism's understanding of intersubjectivity and poststructural conceptions of power complements and supplements both ways of knowing and thinking about quotidian existence.

According to interactive constructivism, "observers are always located subjects involved in transactional relationships within specific cultural contexts" (Neubert, 2008, p. 3). However, interactive constructivists conceive of observers more broadly than just detached observers, but also as agents and participants in cultural practices, routines, and institutions who are capable of hearing, feeling, sensing, and imagining (Neubert, 2001). As observers, we focus on our surroundings, and what we are thinking and doing in an experience. Therefore, we position

ourselves as both *self-observers* when we reflect on our own experiences, and as *distant-observers* when we observe others' practices and interpretive communities. However, as Neubert (2008) notes, this distinction should not be misunderstood as a separation, but as a fluid positioning and repositioning in experience: "As distant-observers we are always at the same time self-observers within our own context of observation, while as self-observers we may at any moment try to imaginatively project ourselves into the position of a distant observer who looks and reflects from the outside" (p. 4). Therefore, as observers we construct different versions of reality from our observations and perspectives.

Because observers engage in the lived-world, interactive constructivism also considers observers as agents who act in ways that grant the viability of daily practices (Neubert, 2008). As Reich (2007) suggests, "the agent is the active subject of experience with all his/her senses. The agent expresses and articulates his/her actions, which become interactions by being responded to by others" (p. 18). Yet, agents are also participants since action becomes meaningful through shared activity and communication with others. Participants are attached to basic understandings of the conditions of shared activities such as social norms, values, conventions, and morals (Reich, 2009). Although participation may at times require commitment to these shared understandings, participation is also possible in overlapping and even contradictory roles (i.e., environmentalist driving a car to work).

Enmeshed in a social milieu, observers are in discourses that involve power relationships. Discourse, as Reich (2009) notes, is the "symbolic order that underlies intentional processes of communication and understanding (p. 108). Moreover, because discourses "fixate rules, allocations, and arrangements necessary for the establishment of reliable patterns of communication" (Reich, 2009, p. 108-109), interactive constructivists contend that discourses

always involve power relations. Borrowing from Foucault, interactive constructivists believe power operates like a chain that goes through individuals. While no observer position is beyond power, interactive constructivists argue that observers are not transfixed by power. As Neubert (2001) suggests, because discourses “are always multilayered formations of meaning that allow for diverse and even antagonistic articulations...subjects are *constituted* in and by discourse” but this is “by no means equivalent to saying that they are wholly *determined* by discourse” (p. 12). Although discourses certainly limit the position of observer, participant, and agent, by the scope of observations, actions, and forms of participation possible, the overdetermination of discourse (Laclau & Mouffe, 2001) also allows for the introduction of new discursive interpretations.

Studying what happens in the student teaching seminar and how learning to teach occurs in this space, this study will frame three student teachers as observers, participants, and agents situated in a discursive reality. Although much of my emphasis in this study will be on understanding how the seminar space was co-constructed by all of its participants, focusing in on three particular student teachers provides a more refined, albeit limited, perspective on how the seminar helped its participants make meaning about teaching secondary social studies. Within my analysis of what happens and how learning to teach is facilitated in a secondary social studies student teaching seminar in the following chapters, I will elucidate some of the discursive patterns and power relationships that constituted what thought and actions made sense within the seminar featured in this study.

Of course, even though I claim interactive constructivism as the theoretical lens of this study, I acknowledge that this lens holds no more authority of perspective than any other lens. However, what I believe interactive constructivism does provide is a piece of the puzzle that does not supercede, but merely adds to the conversation about teacher learning. Moreover, I am

also aware that I am implicit in the production of knowledge as a researcher, and turning interactive constructivism on myself, I was also an observer, participant, and agent involved in a discursive reality as I researched the seminar and its participants. Therefore, the claims that I make in this study about the discursive realities, constructions, and power relationships in this study are tentative and merely warranted assertions of the totality of the experience in the fifteen weeks my participants and I spent in a secondary social studies student teaching seminar.

Qualitative Case Study

This study utilized a qualitative case study as a strategic research framework to explore what happens in an inquiry-based seminar and how an inquiry-based seminar shapes learning to teach. Because I wanted to study the student teaching seminar as a particular setting in teacher education, case study methodology provided an appropriate set of methods and techniques to examine and detail the ‘what’ and ‘how’ of a student teaching seminar (Yin, 2003). Overall, case study research is *particularistic*, as it focuses on a specific phenomenon; *descriptive* of that phenomenon; and *heuristic*, as it seeks to offer insight into the phenomenon (Merriam, 1988, p. 21). In teacher education, case study research is seen as a valuable contribution to the understanding of teacher learning and development. According to Zeichner (1999), case study research provides:

a close-up and detailed look at particular teacher education activities and shows what a teacher education program looks like from the inside...the pictures that are provided of teacher education from these detailed studies are often very different those from reading course bulletins and catalogs” (p. 9).

By spending time “living in teacher education” (p. 10), case study researchers position themselves to help identify the features that benefit and constrain preservice teacher learning.

Collective Case Study

Cases are generally conceptualized as “bounded systems” (Merriam, 1988; Stake, 2004). Although a broad conceptualization, bounded systems are typically conceived as an integrated system, an assemblage of interacting parts that can be “fenced in” (Merriam, 2009) or that have a “common sense obviousness, e.g., an individual teacher, a single schools, or perhaps an inventory programme” (Adelman, Jenkins, & Kemmis, 1983, p.3). Because the boundaries of a case partly establish the direction and broader purposes of a research study (Stake, 2005), this study explores a student teaching seminar conducted during spring 2010 as the “bounded system” that was investigated. However, in order to gain a deeper understanding of this particular student teaching seminar, I collected data on the seminar experiences of three student teachers. This collective case study approach allowed me to treat the experiences of each student teacher in the seminar as a particular case, while also considering their experience in the seminar embedded and linked to the seminar as a whole. As Stake (2006) argues, when using more than one case to provide insight into an issue, the redundancy and variety across cases is important because understanding these individual cases collectively leads to better understanding of the *quintain*, the object or phenomenon being studied. In this study, the quintain is the student teaching seminar, and the individual cases of the student teachers provide perspective on the activities, contributions, and challenges of the seminar.

Admittedly, this design cedes broad generalizability of its findings. In bounding the seminar I investigated, I also simultaneously bound its findings. Yet, my goal in this research study is not to produce replicable and generalizable results, as some suggest is the “gold” standard of education research (see American Education Research Association, 2009; Shavelson & Towne, 2002). Instead, this research seeks to produce a representation of the contributions and

limitations of a student teaching seminar to three of its participants. In essence, I agree with Flyvbjerg (2006), who straightforwardly states that social science “has not succeeded in producing general, context-independent theory, and thus, has in the final instance nothing else to offer other than concrete context-dependent knowledge” (p. 223). In documenting the experience of three student teachers in one particular seminar, I am aware of the limitations that emerge from this kind of study. Yet, I also believe that any form of research is limited, even the seemingly pristine replicable and generalizable studies fawned at by empirical purists. Ultimately, my goal with the findings that emerge from this research is not to produce a replicable and universally applicable set of constructs, but to contribute to the ongoing conversation in teacher education and in particular, the limited conversation about student teaching seminars in teacher education. By thoughtfully and systematically retelling what happened in a seminar and how this experience affected the way three student teachers learned to teach social studies, my aim is to provide findings that might inform others who teach student teaching seminars.

Even as three different vantage points on the seminar experience create opportunities for compelling interpretations of my findings (Merriam, 1988), I believe that the reader ultimately assesses reliability and validity. If the findings I present in this study are considered authentic and useful for those interested in any of the conversations I address, such as teacher education, social studies teacher education, the student teaching experience, or student teaching seminars, then the reader is “accepting the account as reliable and valid for personal purposes” (Loughran & Northfield, 1998, p. 13).

Selection of Research Setting

I conducted my study of a student teaching seminar at Southeastern University (SU), a *Doctoral/Research University* (McCormick, 2001) in the Southeast United States. I focused on the secondary social studies teacher preparation program at SU whose work is framed by a commitment to social justice, equity, and democratic principles in education (SU website). Conducting case study research at SU holds two distinct advantages. First, the secondary social studies teacher preparation program at SU requires student teachers to participate in a concurrent student teaching seminar. This seminar meets once a week during the student teaching semester for three hours and according to the course syllabus draws on the power of collaborative inquiry “where questions are urged, answers are not expected, and the tentative forays of beginners are supported” (Cochran-Smith, 2004, p. 29) in order to explore how social studies is currently taught and how it ought to be taught. Ultimately, the aim of the course is to help preservice teachers “make sense of what it means to ‘teach against the grain’ in social studies, as well as what it means to work ‘within and around the culture of teaching’ to create the conditions for powerful social studies teaching and learning” (ESOC 5560 Fall 2010 Syllabus). For the purposes of this study, ESOC 5560 was theoretically advantageous because it was an inquiry-based student teaching seminar.

A second advantage of SU as a research site (and the most practical) is my status as a graduate student and teaching assistant at the institution. Conducting this research at a site where I have working knowledge about the processes and conceptual frameworks of the social studies teacher education program facilitated my work as a researcher. In virtually all respects, this was an advantage as a researcher. Although my intimacy with SU’s program may create some methodological issues for some in the education science community who consider the role of the

qualitative researcher as a detached observer who simply records and retells experiences without affecting the experience itself, I don't see this kind of detachment as possible in any kind of research that uses the human experience as an interpretive instrument.

My familiarity with the people, places, history, and structures of SU's program provided a framework for me to better understand the nuances of learning to teach in the seminar I studied. Does this familiarity cause blind spots? Certainly. However, even if I entered a different setting where I was unfamiliar with the people, places, history, and structure of a program, blind spots (i.e., preferences, pre-existing beliefs, newly formed beliefs, judgments, subjectivities) would still exist. Nevertheless, because part of the research process is finding ways to exorcise my subjectivities, I built in ways to account for my privileged position as an insider in SU's program by engaging in multiple strategies of validation (i.e., reflective notes in field and interviews, clarifying researcher bias) and being cognizant of my insider status as a researcher (Creswell, 2009; Glesne & Peshkin, 1992).

Selection of Participants

The seminar and participants for this study were selected through purposeful selection (Light, et. al, 1990), a strategy in which "particular settings, persons, or activities are selected deliberately in order to provide information that cannot be gotten as well from other choices" (p. 169). I conducted my study in spring 2010 in a student teaching seminar led by Tim, associate professor and program coordinator of SU's secondary social studies teacher education program. Tim has taught the student teaching seminar for six years (nine times total) and is familiar with the structure and purposes of the seminar. Although there were two possible seminar choices in spring 2010, Tim's accumulated experience as a teacher educator and as a seminar instructor made his seminar a more favorable seminar to study.

As a graduate assistant in SU's program with a commitment to supervise student teachers during spring 2010, I decided that because of the nature of the research study which required me to consistently visit schools for observations and interviews, the three focal student teachers that I would research would come from the pool of student teachers I was assigned to supervise. In December 2009, I was assigned eight student teachers all placed in middle and high schools near my home. I solicited participation in the study through an e-mail that explained the premise of the study and the terms of participation. Four student teachers expressed interest in participating in the study, and I selected the first three that responded: Rose, Zoe, and Desmond (all pseudonyms). Although race, ethnicity, gender, social class and sexual identity are mitigating factors in researching any human experience, for this study, these factors were not considered in the selection process.

After confirming the participation of Rose, Zoe, and Desmond, they were placed in Tim's spring 2010 seminar class. However, because this study not only focused on the experience of these three student teachers, but the seminar as a whole, I solicited the limited participation of the rest of the students in Tim's seminar class. On the first day of class, I introduced myself and the study, and asked for permission to video and audio record the conversations in the seminar. All twenty-two students agreed to participate in the study.

Data Collection

In general, case studies in education draw from a variety of disciplines such as anthropology, sociology, and psychology (Merriam, 2009). Because of this eclectic disciplinary base, data collection methods in case study research depend mostly on the nature of the problem being studied (Stake, 1995). Given this flexibility and the nature of my research questions, I collected three forms of data: (1) field notes from my direct observations of fifteen three-hour

seminars; (2) open-ended interviews with Tim, Rose, Zoe, and Desmond throughout the semester; and (3) documents, such as written assignments for the seminar, pre and post observation forms for each of the three focal student teachers, and posts on the seminar's electronic discussion forum. Table 3.1 presents an overview of data collection for this study

Direct Observations/Field Notes

Observations serve as an important part of case study research. According to Maxwell (2005), observations provide a “direct and powerful way of learning about people’s behavior and the context in which this occurs” (p. 94). In this study, I observed the fifteen weekly meetings of Tim’s student teaching seminar. Although my three focal student teachers served as “anchor points” (Dyson & Genishi, 2005) for my observations, I also paid attention to the interactions between the other members of seminar (students and instructor) who constituted the seminar environments. My observation strategy followed the suggestions of qualitative researchers like Merriam (1988) and Patton (2002) who list the following foci of observations: (1) the setting, the physical environment, context, and types of behaviors the setting encourages and discourages; (2) the participants, who is in the scene, what brings them together; (3) activities and interaction, what is going on, what is the sequence of activities, how are people interconnected; (4) frequency and duration of the activities and situations being observed; (5) subtle factors such as informed or unplanned activity, and observing what does not happen. Although not a comprehensive list, these five observational elements provided a baseline for my observation protocol.

Because all participants in the seminar knew about my role as researcher, I considered myself an “observer participant” in the seminar (Merriam, 1988). During each seminar, I positioned myself in the corner of the room with the rest of my technological entourage (audio

recorder, video camera, and computer for field notes). However, whenever the seminar would break up into smaller groups, I would follow one of my focal students and take notes on the conversations within this group. In these smaller groups, I positioned myself in the periphery of the group and followed a similar observation protocol. Although I tried to stay in the background of the seminar, I'm sure the clacking of my keyboard and red light of the video camera were not inconspicuous. While I refrained from initiating conversations, whenever addressed either in the larger or smaller groups, I responded.

As a participant observer in the seminar, I had plenty of things to clack away about on my computer for field notes. Yet, I found myself feeling conflicted about the process and the utility of my field notes. In the first seminar meeting, I tried to sit back and simply let myself filter the action and conversation and essentially respond to my observation in my field notes. My notes went something like this:

Lots of chatter about personal information. Tim asks for students to pass sheets back to him. Rose tells Tim she is obsessed with the color, he stops, looks at her brightly colored worksheet. Tim in an effort to reign things in seems to sarcastically ask if anyone is engaged (Seminar 1 Field Notes, 1.13.10).

Although these notes were “textbook” jottings (i.e., Emerson, Fretz, & Shaw, 1995), as the conversation started picking up in the seminar, I felt that I was missing the conversation. To me, it was much more important to capture the conversation in my field notes than to capture interpretations of my observation. By the next seminar, I decide to change the convention of my field notes to capture as much of the conversation as I could, realizing that I wasn't going to capture everything verbatim. This convention for field notes felt much more natural, and although I knew I was sacrificing some of the more nuanced features of the seminar (e.g.,

students rolling eyes, writing notes furiously, side chatter, Tim looking at students dismayed, etc...), the “talk” of the seminar given the focus of my research questions seemed much more important feature of the seminar to capture. Moreover, in typing my field notes, if something struck me as important to the conversation or moment I was observing such as class laughter, or a sense of general confusion with a statement, I wrote those observations, and my reflection of my observation in my notes as well. While I was planning on transcribing the video and audio of the seminar at a future date, my field notes and transcripts were not redundant. The immediacy of having most of the conversation of each seminar provided a valuable analytic perspective as I tried to synthesize my own experience of the seminar with the conversation that happened when I sat down to write my analytic memos a few days later. The transcripts on the other hand, verified my jottings and served to capture any utterances or conversations I may have missed.

Interviews

According to Stake (1995), interviews are the main road to understand the multiple realities in a case study. For this study, I used two different interview formats: individual semi-structured interviews and a focus group. Both provided access to the seminar in complementary and supplementary ways through different means.

Individual Semi-Structured Interviews. For this study, I conducted a series of semi-structured interviews with Rose, Zoe, Desmond, and Tim. The semi-structured interview format provided both focus and flexibility during the interviewing process. In preparation for each interview, I constructed an interview guide that listed issues and questions I wanted to explore with each participant (Appendices C and D). As Patton (2002) suggests, the semi-structured interviewer “remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with focus on a particular

subject that has been predetermined” (p. 343). With this latitude, I often took time to explore, probe, and ask questions about responses, and in many cases, I left many questions or issues uncovered, tabled until the next interview, or rendered irrelevant based on the interviewees responses. All interviews featured three kinds of questions: main questions that guided the conversation based on my interview guide, probes to clarify answers, and follow up questions based on an interviewee responses (Rubin & Rubin, 1996). Interviews lasted between thirty minutes and one hour and all were audio-recorded and transcribed.

Returning to the theoretical perspective of interactive constructivism I outlined in the first chapter, I noted that participants in this study were simultaneously participants, observers, and agents in the seminar experience. Through the use of semi-structured interviews, I tried to surface how each of these roles were manifest in the seminar experience. My goal with semi-structured interviews was to capture the constructed observations and interpretations of the seminar from the perspective of my interviewees, and as Warren (2001) suggests, “unveil the distinctive meaning-making actions of interview participants” (p. 86).

Over the course of the spring 2010 semester, I conducted six semi-structured interviews. Three meetings were dedicated solely to interviewing about the research project (interviews 1,3, and 6). Three others (interviews 2, 4, and 5) were appended to the end of our post-observation meeting because I was serving as the university supervisor of my research participants. Most certainly, my role as a researcher and university supervisor complicated the interviewing process. Personally, there were many times when these two roles collided, and I felt conflicted. I often found myself wanting to be a supervisor during an interview and vice versa, wanting to probe or ask a research related question during an observation conference. Much of this collision emerged

as a result of some of the discursive pressures I felt about the validity of my findings as a qualitative researcher who also served as a university supervisor.

Because the discourse surrounding “valid” educational research suggests the aim of hermetically sealing subjectivity (AERA, 2009; Shavelson & Towne, 2002), I was concerned at times as I conducted my interviews that the messiness of my place as a student-researcher interviewing my own students would somehow lessen the validity of these interviews. As I conducted the interviews, I was constantly aware of the arguments and perceived status of validity associated with the messy kind of research I was engaging in (Cochran-Smith & Lytle, 2009; Cuenca, 2010). Responding to the power wielded by the discourse of the hierarchy of validity in education science research, I often found myself turning my audio recorder off in moments when I wanted to respond to an answer to a research question as their “field instructor” and not as the objective researcher. Although looking back, this move was pointless at best, silly at worst, turning the tape off speaks to the power of broader discourses on our actions as researchers and to my personal concern as a novice researcher that my work be taken seriously. While my duality certainly added dynamics that must be accounted for in the already complex process of education research, I believe that the advantages of being the supervisor/researcher outweigh the discursive limits placed on the perceived validity of my research.

Because an aim of the semi-structured interview was to provide my interviewees with the space to answer questions and surface observations in any direction that seemed appropriate, the rapport of the extended relationship as a supervisor brought was advantageous. Of course, when asking questions about structures in the student teaching experience where I was implicated (e.g., supervision, field instructor breakout sessions), I’m sure that even my most impassioned pleas to “forget the fact that I’m implicated in this” fell on deaf ears and the power dynamic implicit in

our relationship as teacher/student took precedence. However, those moments notwithstanding, the rapport and trust that came with an extended relationship over time, outweighed merely being accountable for the fact that there are times when relational dynamics limited the kinds of questions I could ask or the forthrightness of certain answers.

In addition to the benefit of rapport in interviews, there was also an obvious reciprocal effect that is worthy of note, even if it does not directly apply to my work as a researcher. Interviewing three student teachers six times across a semester made me, in my opinion, a better university supervisor. Getting to intimately know about the backgrounds, struggles, successes, opportunities, and challenges three student teachers faced during student teaching gave me more contextual knowledge about Zoe, Desmond, and Rose than I had about the rest of my cohort of student teachers during that semester. This knowledge directly shaped my pedagogy as a university supervisor by affecting how and why I asked questions and thought about observations. For example, knowing about Zoe's rural background helped me see how she shaped certain curricular decisions regarding and prompted me to make those connections apparent during our post-observation meetings. Moreover, the rapport that assisted my work as a researcher also helped me forge a stronger relationship with my student teachers, which I believe is key in field-based teacher education. My improvement as a teacher education is not prominently featured in this research. Of course, the research questions direct the discourse of this report. However, in my presentation of this case study, I hope to share how the dual role I played offered distinct advantages in my work as both a teacher educator and researcher.

My first interview with Rose, Zoe, and Desmond took place before the first seminar meeting. This initial interview focused on gathering background and demographic information, as well as expectations about the upcoming semester as a seminar participant. As I mentioned

earlier, interviews two, four, and five occurred after my post-observation meetings, focused on questions that dealt with specific situations in the seminar or broad questions at hand. For the most part, these “post” post-observation interviews were brief since I spent the prior thirty minutes debriefing and talking with the student teacher about the school site observation. Interview three dealt with similar topics as interviews two, four, and five, although there was more time to probe, follow-up, and discuss answers. The final interviews served as a retrospective interview, where I asked my participants to look back at their experience in the seminar and reflect on goals established for the seminar by Tim and statements made in earlier interviews about the seminar.

Tim was interviewed at the beginning and end of the student teaching semester. In our first interview we discussed the history, structure, goals, and expectations of the seminar. Our second interview was retrospective in nature. I asked Tim about the goals he set out for himself and the seminar at the beginning of the semester, and also about some of the activities, assignments, and particularly salient moments in the seminar.

As an extension of the individual interviews, I often corresponded electronically with my three focal student teachers after a seminar session and asked questions about particular moments, activities, and situations that piqued my curiosity. By honing in on the particulars of the seminar experience, these correspondences provided insight into the immediate thinking of my participants. Participants typically provided very candid insight into issues such as why they engaged or excluded themselves from certain conversations, initial reactions to statements or activities, or perspectives on the seminar experience as a whole. In addition to the student teachers, I also corresponded with Tim on a regular basis probing his thoughts about the circumstances, situations, and unique moments during the seminar. These correspondences with

Tim featured questions about his particular pedagogical moves in the seminar, and his own challenges, opportunities, and disappointments with the seminar space on a weekly basis.

Beyond the expected volley of answers and questions in an interview, my participants also engaged in a concept sort activity during select interviews. Inspired by the design of Epstein (2009) and Wineburg et al. (2007), who use picture cards to draw out the interpretive frameworks of their research participants, I had my participants engage in a similar activity. Basically, I would put a series of terms or concepts down on index cards and ask my participants to rate the concepts in order of importance and discuss why they put concepts in a particular order. My student teachers participated in three concept sorts: (1) a learning to teach sort that asked them to order the contribution of the seminar to various learning to teach concepts (which I identified in chapter 2 as learning to feel, act, think, know like a teacher); (2) a structures sort that asked them to consider their development vis-à-vis various processes of the student teaching (identified in chapter 2 as teacher education courses, placement site, cooperating teacher, university supervisor, seminar); and (3) an activities and assignments sort that asked them to rank and explain the most useful activities and assignments of the seminar (treated separately, and detailed in the next chapter). I used the learning to teach sort and structures sort in interview two, and we revisited answers in interview five to see if there were changes. The activities and assignments sort was used in the last interview with student teachers. In the final interview with Tim, he participated in the activities and assignment sort, which not only provided his perspective on the value of these activities and assignments, but also gave me an opportunity to line up his response and experience of the seminar with those of his students. Ultimately, the concept sort was extremely beneficial in the course of our interviews, as the activity not only

provided structure to talk about certain aspects of the seminar but also allowed to me elicit in a systematic manner interpretations of the experience of the seminar and learning to teach.

Focus Group Interview. With the flexibility in data collection methods afforded by case study research, I decided to add a focus group interview at the end of the semester. The purpose of this focus group interview was two-fold. The first reason was expediency. At the conclusion of Tim's seminar, students are required to present and discuss a capstone electronic portfolio assignment that captures their thoughts and reflection on themes featured in the seminar. The inertia of this assignment was significant during the semester. However, the presentation of the portfolio was scheduled after the conclusion of the semester, and although I wanted an opportunity to talk about the presentation and final experience of the seminar, I did not originally schedule an additional interview. Moreover, I knew my time was limited after the portfolio presentation because access to Rose, Zoe, and Desmond might be complicated after graduation. Therefore, I asked my participants if it was possible to meet together the next day after their presentation, and they agreed.

A second reason for the focus group interview is that I wanted to experiment with the technique. As I mentioned earlier, the potential of dialogue captivates me, and the hallmark of focus groups is discussion and interaction among participants. The technique lent itself to the design of this particular study. As well, I hope to use the technique in future research. As Krueger and Casey (2000) note, the social interaction focus groups afford enhance data quality by tapping into collective remembering. Therefore, a focus group in this study provided another important layer of data collection. Although I did not build focus groups into the original design of this study, this opportunity presented itself, and it seemed like an additional way of capturing my participants' thinking about their experiences in the seminar. As with the individual

interviews, I prepared an interview guide, and approached the focus group interview in a semi-structured fashion. However, since focus groups allow “participants to hear each other’s responses and make additional comments beyond their own original responses as they hear what other people have to say” (Patton, 2002, p. 386), the questions and the nature of my probes were directed more at facilitating conversation among the three participants.

Documents

Because documents are pervasive in modern institutions they provide a particularly rich source of data for case studies (Yin, 2003). Collecting documentary material as data for a qualitative case study holds three particular advantages. First, documents are unobtrusive, because as Merriam (1988) suggests, “unlike interviewing and observation, the investigator does not alter what is being studied by his or her presence” (p. 108). Since documents are typically not created as a result of a case study, their unobtrusive quality provides a more objective form of data than forms that require an initial interpretive screen. Second, documents are considered good sources for qualitative data because they lend contextual richness to an investigation. As Patton (2002) suggests, because we live in a material culture, “all kinds of entities leave a trail of paper and artifacts, a kind of spoor that can be mined as part of fieldwork” (p. 293). Therefore, documents provide a rich source of evidence that offers direct information about the case or cases under investigation. Third, documents help the researcher corroborate, augment, and supplement the information provided by other forms of data. Consequently, this advantage of documentary evidence can stimulate new paths of inquiry in a case study (Yin, 2003). Merriam notes that documentary data can “furnish descriptive information, verify emerging hypothesis, advance new categories and hypothesis, offer historical understanding, track change and

development and so on” (p. 108). In helping corroborate data from other sources, documents open up new possibilities for further understanding of the nature and depth of a particular case.

Given these advantages, I collected several forms of documents to help form a well-rounded picture of the student teaching seminar. These documents included the seminar’s syllabus, rubrics, and handouts. In addition, I collected copies of my participants’ written seminar assignments and Tim’s feedback on these assignments. While the course documents were collected immediately after the seminar concluded, assignments were not collected until Tim was ready to return them to students. On several occasions, these assignments and Tim’s feedback to these assignments were discussed in interviews, mentioned in small group activities in seminar, and served as important sources of data. Additionally, I collected instructor and student contributions on the discussion form section of eLC, the digital course platform for the student teaching seminar. At times throughout the seminar Tim asked student to post assignments on eLC. However, the platform also served as a forum where students would post general inquiries or thoughts. Both kinds of posts proved useful information about the potential benefits and challenges of the seminar.

Data Collection and Validity

Taken together, the data collected from observations, interviews, and documents provided an ample base of information that helped provide some warranted assertions about the research questions that guided this study. Moreover, the variety of ways data were collected was an effort to ensure validity. While I consider validity as a measure needed to establish the trustworthiness of a study, I do not want to conflate validity and accuracy. Cresswell (2009) notes that validation in qualitative research is an attempt to assess the accuracy of findings. In this study, I used my observations, interviews, and documents to faithfully report and reconstruct

as best I can the lived experience of a student teaching seminar. However, depth, as much as accuracy, was the goal of this research. Like Bakhtin (1986), I believe social science research should strive for depth of experience. As Sandler (personal communication, May 18, 2010) explains:

Accuracy, he [Bakhtin] says, is an ideal pursued by the exact sciences and by practical knowledge. When applied outside these spheres, it becomes a reifying ideal. When one applies it to the study of the person and of people's utterances, one treats the person as though s/he were a thing. Thus accuracy finalizes and deadens. What replaces accuracy as the proper ideal for the human sciences, for the study of people and their utterances is the ideal and criterion of depth.

The multiple forms of data I collected for this study were meant to inform each in order to provide depth about the nature of the student teaching seminar I participated in for fifteen weeks.

Because I consider depth more important than accuracy when studying human experiences, I combined different methods of data collection in order to depict a crystallized picture of the seminar. Drawing on the metaphor of a crystal, Richardson (2000) writes:

I propose that the central image for validity...is not the triangle—a rigid, fixed, two-dimensional object. Rather, the central imagery is the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multidimensionalities and angles of approach...Crystallization provides us with a deepened, complex, thoroughly partial, understanding of the topic. Paradoxically, we know more and doubt what we know. Ingeniously, we know there is always more to know (p. 934).

With the image of a crystal instead of triangle as the framework for validity, the multiple vantage provided by the data I collected afforded me an opportunity to build a rich account of the student teaching seminar. Nevertheless, I acknowledge, that this is an openly partial account of the seminar experience, governed by the indeterminacy of knowledge claims, even as I try to make them.

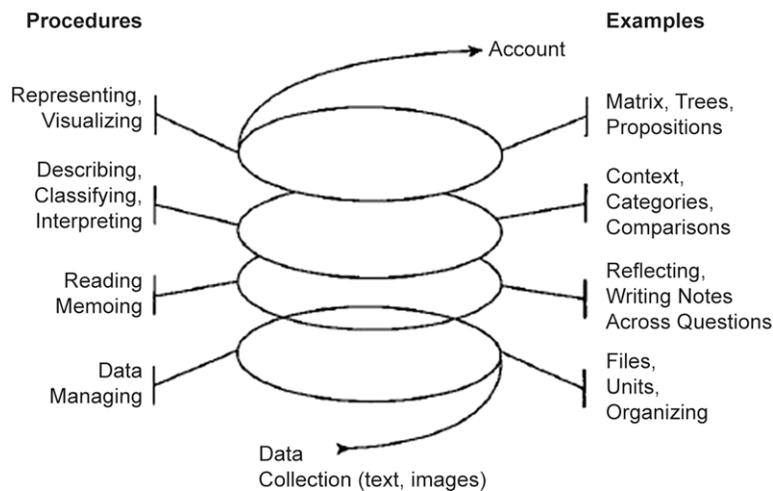
Table 3.1 Overview of data sources

Observations	Interviews and Dialogue	Documents
<p>Student teaching seminar</p> <ul style="list-style-type: none"> • 15 weekly sessions, three hours each • Field notes <p>* all seminar sessions were audio and video recorded.</p>	<p>Seminar Instructor</p> <ul style="list-style-type: none"> • 2 semi-structured interviews at the beginning and end of semester • Ongoing dialogue after each seminar session <p>Focal student teachers</p> <ul style="list-style-type: none"> • 3 interviews throughout the student teaching semester. • Ongoing dialogue after seminar session • Focus group interview <p>* all interviews were audio-recorded and transcribed.</p>	<p>Student teaching seminar</p> <ul style="list-style-type: none"> • course syllabi • course assignments • course handouts <p>Focal student teachers <i>Seminar</i></p> <ul style="list-style-type: none"> • course assignments • instructor feedback • eLC posts

Data Analysis

Data analysis in qualitative research can be as Thorne (2000) suggests, “one of the most complex and mysterious phases of a qualitative project” (p. 68). In order to guide my path through this mysterious phase, I engaged in a systematic approach to analysis. Specifically, I followed Creswell’s (2009) “data analysis spiral” (p. 150), which consists of organizing, reading, reflecting, interpreting, and comparing data. Figure 3.1 illustrates the analytic circles of this approach.

Figure 3.1 Creswell’s (2007) data analysis spiral



Source: Creswell (2007)

At the end of my research study, I was faced with a sizeable collection of field notes, interviews, and documents. Therefore, my first step, as Creswell suggests, was to assemble and organize the data I collected. I decided to organize the data into two binders. The first binder included information directly about the seminar: syllabus, field notes, course assignments, interviews and correspondence with Tim, and eLC posts. In the second binder I included all of the information on each of my focal student teachers: interviews, correspondence, and seminar assignments with instructor feedback. The decision to create two separate binders was based on the research questions that guided this study. I worked to answer two related, but somewhat different kinds

of questions in this study (*what* happens in a seminar and *how* learning to teach happen in a seminar). The nested nature of this case study suggested that separating the data collected during the seminar into two related parts would be beneficial for the analysis process. Since the first research question is more descriptive in nature (*what* happens in a seminar), the data set that spoke specifically to this questions were my field notes from direct observations of the seminar, course assignments, posts on eLC, and my interviews and correspondence with Tim. With the second question more of a process question (*how* does learning to teach happen in a seminar), the appropriate, corresponding data were gathered from interviews, correspondence, and seminar assignments from my three focal student teachers. Of course, this particular arrangement of data did not mean that data was mutually exclusive. In fact, because data collection and analysis is recursive and interactive (Maxwell, 2005; Merriam, 1988; Patton, 2002), looking across all forms of data was crucial for crystallization.

In addition to the research questions as a guide for my data organization, my decision to use different data sets to answer different questions was also based in part, as I mention above, on the recursive and interactive nature of data collection and analysis. As Merriam (1988) acknowledges, because the researcher knows the problem she or he is studying, decisions about analysis are often made while data is being collected. Spending fifteen weeks in a seminar and getting to know the experiences of my focal student teachers in that seminar, my lived experience as a researcher provided clues as to what forms of data would be best suited to answer particular research questions.

Once my data was organized, I continued to the next step of the data analysis spiral: getting a sense of the whole database. I began by reading through all of my field notes, then the interviews and correspondences, and finally I scanned the documents. This initial reading not

only reacquainted me with the seminar, but also provided a birds-eye view of the data I collected. After this initial reading, I undertook a second reading of the data sources. However, this time, I moved to the next data analysis spiral step, going back and forth between reading and memoing. At this point in the process, I began to jot down what I felt would be a good scheme to accurately describe both the descriptive and interpretive questions that guided this study. The best scheme that came to mind was to follow the structure of the activities and assignments within the seminar. I identified nine distinct structures: open forum; SURGE!-focused discussions; eLC discussion board; and the six major assignments in the seminar. I grouped the various kinds of data that I collected that spoke to each of those structures into separate files. For example, when looking at the alternative assessment assignment, I looked through all of the data that referenced that particular assignment and separated those conversation, field notes, or the actual assignments themselves into one file.

After I disassembled the data into these nine separate structures, I moved into the next phase of the data analysis spiral—describe, classify, and interpretation. Using an inductive approach, which Patton (2002) describes as an “immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships” (p. 41), I began the process of coding my data. I engaged in a two stage coding strategy for the data contained within each structure. The first stage of coding—initial coding—started by making comments throughout the data. This initial coding provided crucial insights and understandings of the explicit processes, hidden assumptions, and meanings generated in the data I collected. After compiling a substantial list for each structure in the seminar, I moved into a second stage of coding—focused coding—where I sifted through all of the initial codes and tried to consolidate codes by determining the adequacy of those codes. As I engaged in this focused coding process, I kept in

mind Auerbach and Silverstein's (2003) four concerns when sifting through initial codes: (1) does it relate to your research concern?; (2) does it help you understand your participants better?; (3) does it clarify your thinking?; and (4) does it simply seem important, even if you can't say why? (p. 48). In this process, certain codes such as "small group on 3b reports to large group" were left behind. With this smaller set of focused codes, I began to search for codes that converged, and sought to make connections across these converging codes in order to build a dense texture of relationships (Patton, 2002; Strauss, 1987). At this stage of the coding process, the question of *what* was happening became more evident. For example, although open forum topics varied from meeting to meeting, concerns about *being* a student teacher became clearer as I grouped codes like "coping with age differences," "perspective differences with cooperating teachers" and "insecurities and trepidation in the classroom." For each structure, I grouped focused codes around a coherent and common theme that expressed a perspective and interpretation on what happens in a student teaching seminar (see Appendix B for sample focused codes and corresponding themes).

With an understanding of *what* happens in the seminar, my next task was to unpack *how* the seminar facilitated learning to teach from my data set. Looking across all of the focused codes that emerged from my analyses of the different structures of the seminar, I returned to the theoretical frame of learning to think, know, act, and feel like a teacher (Feiman-Nemser, 2008). Based on my understanding of these theoretical frames, I began by grouping certain codes around these *a priori* constructs (Cresswell, 2009) and then returned to the original data to further understand the dynamics of how these codes evidenced certain processes. For example, when I returned to the data around the code "questioning each others' emerging perspectives," I explored the multiple occasions in which this process took place, and sought to further

understand how these occasions of questioning others' perspectives was facilitating learning to teach. As I returned to the instances that constituted certain codes, I wrote in integrative memos (Emerson, Fretz, & Shaw, 1995) my emerging understandings of the relationship between my coded data and my discrete observations of that data. I wrote separate integrative memos for each of the four processes of learning to teach. This recursive process of reducing and enlarging my perspective of my data helped provide a fuller understanding of the data behind these codes. I then used these integrative memos to establish patterns and convergence across the ideas I jotted down from my data. Moving back and forth between my data, the code clusters, and the integrative memos, I generated a metaphor for each respective *a priori* theoretical construct that helped express a coherent understanding of how a particular student teaching seminar facilitated teacher learning.

In the following pages, I provide the final stage of the data analysis spiral—an account—where I package what was found in my data through the report I've written. This step is important in the data analysis process because through my writing I've attempted to reconstitute the written, spoken, observed, and experienced text of the student teaching seminar. To that end, in packaging this data into narrative, I've committed as an analyst to this particular interpretation of learning to teach in this seminar.

Chapter Summary

This chapter highlights the route I embarked on to conduct this research study. I first introduced my epistemological perspective of interactive constructivism, a lens that emphasizes the construction of knowledge along with the discursive structures of power involved in intersubjective relationships like the student teaching seminar that I studied. I then reviewed how I arrived at my decision to conduct a qualitative case in teacher education research, and the

selection of the research site and participants featured in this study. The three forms of data collected for this study were then discussed at length, followed by a detailed description of my data analysis procedures. After contextualizing the research site and participants in this study, the remaining chapters discuss the findings from the methods I described in this chapter.

CHAPTER 4: CONTEXT

Context is important to the portrayal of the story of learning to teach in an inquiry-based secondary social studies student teaching seminar. Like painting, which requires shading in order to provide depth and volume, qualitative research necessitates context in order to bring some perspective to an interpretive experience. In dealing with lived experiences of three secondary social studies student teachers, the individual, social, and structural contexts in which these experiences occur matter.

The first section of this chapter details the nature and structure of Southeastern University's Social Studies Teacher Education Program. Although the teacher education program offers undergraduate and graduate degrees, because all participants were undergraduates in the program, the following description will only detail the Bachelor of Science in Education program. The second section describes my participant's personal and academic background, and provides a limited sketch of who they are as pre-service social studies teachers. In this section I also contextualize Tim, the seminar instructor, and myself, the university supervisor of the participants in this study. By providing an understanding of the lives and perspectives of the participants, teacher education programs, and teacher educators that played a role in this study, this chapter helps color the warranted assertions I make in the subsequent pages of this dissertation¹.

¹ All of the names and locations presented in this dissertation are pseudonyms.

Southeastern University's Social Studies Teacher Education Program

Organization

This study was conducted in an undergraduate pre-service teacher education program at Southeastern University, a “Doctoral Research University—Extensive” (McCormick, 2001) located in the southeastern United States. Southeastern University is a land grant university and has an undergraduate enrollment of 25,604. Approximately 43% are men and 57% are women. Among this population, 86.2% identify as White and 13.8% identify as Black (5.2%), American Indian (0.2%), Asian (5.3%), or Hispanic (1.9%).

Southeastern University's College of Education is located on the university's main campus. The College of Education is one of the largest in the country and recognized nationally as a top education school. The Social Studies Education Program is housed within the larger Department of Elementary and Social Studies Education, one of nine departments in the college. The college allows the Social Studies Education Program to control course requirements, sequencing, and admissions standards for undergraduate and graduate students. Ultimately, the Social Studies Program is responsible for oversight of the programs leading to secondary teacher certification (grades 6-12) in history, geography, economics, and political science. Given the horizontal internal organization pattern of the college, where units like the Social Studies Program focus solely on one piece of the teacher education curriculum (Tom, 1997; Zeichner & Conklin, 2008), the program also provides courses in social studies education to elementary and middle school education programs. The composition of the social studies faculty at the time of this study was: Tim, a tenured track associate professor serving as program coordinator, a tenured professor serving as graduate coordinator and chair of the Department of Elementary and Social Studies Education, a tenure-track assistant professor, and a full-time lecturer. Faculty

mainly taught graduate courses, while six doctoral-level graduate assistants were responsible for teaching most of the undergraduate courses and supervising student teachers.

Structure of Undergraduate Program

The undergraduate program in Social Studies Education at Southeastern University is considered a “high-demand” major, because they receive or expect to receive “more applications for major status from fully qualified rising juniors than the program can accommodate without endangering the quality of instruction offered” (Social Studies Education Program, 2007, p. 6). Therefore, enrollment in the undergraduate program during the academic year featured in this study was limited to 35 new students per year, and an approved plan to lower this number to 25 was scheduled for implementation the following academic year. Undergraduates who declare their intention to major in Social Studies Education spend their first two years completing the core curriculum, which consists of 60 hours of coursework. 42 credit hours are comprised of coursework in composition, science, mathematics, humanities, and social sciences. As intended Social Studies Education majors, undergraduates are required to take 9 additional social science courses, and courses in educational foundations, educational psychology, special education, and socio-cultural perspectives on diversity. Additionally, students must take an initial field experience and introduction to social studies education course (ESOC 2450/2450L) prior to admission. Once undergraduates apply and enter the program, they select a social science disciplinary area of emphasis such as history, political science, economics, and human geography and take an additional 24 credit hours in that area. The professional sequence in social studies education consists of 27 credit hours, 9 in a curriculum/methods/practicum in social studies education block, taken together in one semester, 15 hours of student teaching, and 3 hours of a student teaching seminar taken concurrently during student teaching.

Admissions Process

After completing the core curriculum and ESOC 2450/2450L, students wishing to apply to the major submit an application form and a written rationale for teaching social studies. The written rationale is the culminating assignment in ESOC 2450. The rationale assignment asks students to draw on their reflections on the texts and content covered in ESOC 2450, other research on social studies education, and field experiences to address the following questions in 6-8 double-spaced pages:

- What are the most important goals of social studies in terms of what students should know, be able to do, and value as a result of taking social studies?
- Why are these goals valuable for democratic society?
- How do issues of cultural diversity, power and privilege, and multiculturalism inform your thinking about the content and methods of social studies?
- Give and explain an example of what you might teach under your vision of social studies and how you might teach this. Make clear how this example relates to your answers to the three previous questions.

Admissions decisions are weighted based on academic achievement evidenced by content GPA in social science and education courses (60%) and the quality of the rationale (40%). Rationales are assessed on the depth of understanding and thoughtfulness of responses by social studies faculty who blind review and score them.

Views of Teaching, Learning, and Schooling: Program Mission and SURGE!

The mission statement of Southeastern University's Social Studies Teacher Education Program is suggestive of the perspectives and decisions made about what social studies teachers must know and be able to do in the classroom:

...to advance knowledgeable, reflective, and active democratic citizenship for the state, the nation, and the world through exemplary and rigorous social studies teacher preparation, scholarship, and service. Our work is framed by commitments to social justice, equity, and democratic principles in education and the world beyond schools. Preservice teachers in our program develop the dispositions, knowledge, and skills to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (Social Studies Program, 2007, p. 3).

A comparison of the mission statement and the rationale assignment/admissions document reveals visible conceptual links (i.e., commitments to democratic principles and equity in education) between the program mission and the admissions process. However, the mission statement is not the only artifact that reveals the internal discourses of the program.

As a state accredited program, the Social Studies Teacher Education Program is required to articulate a conceptual framework that details commitments and standards that guide its program. The conceptual framework for Southeastern University's Social Studies Teacher Education Program is named "SURGE!" The framework consists of 27 statements organized around six domains of accomplished preservice teaching: (1) content and curriculum; (2) knowledge of students and their learning; (3) learning environments; (4) assessment; (5) planning and instruction; and (6) professionalism (Appendix A). The SURGE! framework was adapted from another framework, State Systemic Teacher Education Program (S-STEP), that was commissioned and then later formally adopted as the State Framework by the state Board of Regents, Professional Standards Commission, and Department of Education as the document defining teacher quality in the state. The list of 42 statements in the State Framework was

organized around the same six domains, and expressed what accomplished teachers should know and be able to do. This framework sought to establish a “replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching” (Southeastern University College of Education website, 2008).

In 2007, two faculty members in the Social Studies Teacher Education Program modified the existing State Framework to reflect what accomplished *preservice social studies* teachers should know and be able to do. This new framework was called P-STEP (Preservice-Systemic Teacher Education Program), and then quickly renamed, SSEPFAT, Social Studies Education Program Framework for Accomplished Teaching). In 2009, the program decided to cut the original 42 statements to 27. Shortly thereafter, this new framework was rechristened as SURGE! As Tim, and others in the program will readily admit, the name SURGE! does not really stand for anything. The name caught on when a previous student teaching seminar expressed to Tim that the acronym SSEPFAT was not particularly motivating. Tim explained the brief history of the name SURGE! to the seminar I studied:

Tim: SURGE! which is like *Suurrg*e <Tim inflects word in order to reflect the forward sounding name of Surge. He also clenches his fist, pressing forward...students laugh>, that’s the name of the framework, we used to call it what it really is, SSEPFAT, and we wanted something more powerful, and we got surge. 10 bonus points to whoever creates an acronym with the letters (Field Notes, 1.21.10).

The exclamation mark at the end of SURGE! is of course a continuation of tongue-in-cheek nature of the moniker, indicating the exclamatory and powerful nature of the framework.

SURGE!, like earlier iterations of the program conceptual teacher education framework, was designed to provide a “common language used throughout the program” (Social Studies

Teacher Education Program, 2007, p. 22). Various parts of the framework are featured across the coursework that constitutes the Social Studies Teacher Education Program at Southeastern University. However, five particular standards are elevated to core themes:

- Use knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom.
- Organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning.
- Articulate clear and defensible rationales for curricular and instructional decision-making
- Systematically reflect on practice to improve teaching and learning.
- Engage in collaborative inquiry.

These five themes are elevated to this status because they represent the core ideals of the program, and what program faculty identified as the most valued learning outcomes for social studies teachers. As a result, these five themes are intended to appear across all courses and field experiences that comprise the undergraduate social studies education professional sequence.

Coursework

As mentioned earlier, admission to the social studies education major requires the enrollment in a combined field experience and introduction to social studies education course. After admission into the program, students take the professional block of social studies courses in methods, curriculum, and practicum. Students then complete student teaching with a concurrent student teaching seminar. Because each of the pre-service teachers featured in this study followed this route, I describe below the three main stages in the professional sequence: the initial field experience in social studies education, the professional block, and student

teaching and the student teaching seminar. Because Desmond, Zoe, and Rose, entered the program through different ESOC 2450 courses, the description of this course will be generalized. However, all three participants enrolled in the same professional block. Therefore, the descriptions of those courses are tailored to the particular semester of enrollment. Finally, because the focus of this study is on the last part of the professional sequence, I will provide only a brief overview of the context of this particular phase of the teacher education program.

ESOC 2450: Initial Field Experience in Social Studies Education. Although ESOC 2450 technically resides outside of the professional sequence, because the course is required for admission, all undergraduate secondary social studies teachers take the course. As a mixed seminar and field experience course, ESOC 2450 combines the opportunity to observe and experience social studies teaching with analysis of the of the historical and current philosophical and political debates that surround social studies education. In theory, the sixty hours pre-service teachers spend in the field are intended to encourage the observation of social studies teaching and learning through the lenses they acquire through discussion and readings in the university-based course. Likewise, the observations and reflections from the field are meant to inform the discussions that occur in the seminar.

The culminating assignment in ESOC 2450 is the development of the rationale, which as mentioned earlier, serves simultaneously as the admissions document into the program. While the program allows each ESOC 2450 instructor the flexibility to introduce and guide students through the discourse of the field, the rationale assignment is consistent across all semesters. The assignment reads as follows:

A rationale for teaching social studies is a statement of what you believe is the purpose of social studies. A social studies rationale addresses what social studies is supposed to

accomplish that other curricular areas do not. What will students know, be able to do, and value as a result of time spent in social studies classrooms? Going further, a comprehensive rationale situates your work as a teacher in the broader social context of schooling. What sort of contribution does social studies make to the realization of a more just and democratic society?...The Department of Social Science Education emphasizes a defensible rationale as a foundation supporting the broad range of decisions made by practicing social studies teachers (Social Studies Program, 2007).

Guided by the four questions noted earlier, students articulate through the rationale assignment, their individual reasons for the aims, purposes, and practices of social studies education.

However, the rationale assignment serves as more than a capstone/admissions document.

Developing an initial rationale for teaching social studies serves as an expression of one of the program's core themes: to articulate clear and defensible rationales for curricular and instructional decision making. The notion of developing a rationale for teaching social studies in this program is influenced by the work of Shaver (1977), Newmann (1975), and Dinkelman (2009). Simply put, these scholars argue that the process of personally examining the purposes of teaching and learning social studies can serve as a guide for the practices of teaching. Moreover, developing a rationale for teaching provides a foundation to defend curricular and instructional behavior. The purpose of developing a rationale in pre-service social studies teacher education, according to Dinkelman is to "serve as an initial catalyst to a long-term process of rationale-building, to the deep value of exploring the *why* of teaching" (emphasis in original, p. 92).

Therefore, assuming admission into the program, the rationale is not only revisited through the rest of the professional sequence, but also refined as the understanding of social studies teaching and learning broadens and deepens through the professional sequence. Ultimately, the rationale

for teaching social studies appears in the culminating project of the program, the e-Portfolio assignment.

Methods/curriculum/practicum block. After admission into the program, students take a series of three courses known as the professional block. The block consists of two three-hour seminars, Methods of Teaching Social Science in Secondary Schools (ESOC 4360), and Social Science Curriculum in Secondary Schools (ESOC 4350), and a mixed seminar/60-hour field experience course, Senior Field Experience in Social Science Education (ESOC 4450). In each of these courses, the instructor is given the latitude to select readings and make assignments based on their particular interpretation of the broad aims of each course. Because this professional block is taken immediately before student teaching, Rose, Zoe, and Desmond all participated in the same block of courses during Fall 2009. Therefore, I am able to provide a better picture of the goals, readings, and assignments in each course. As mentioned earlier, graduate teaching assistants primarily staff the undergraduate program. This particular semester was no different.

In ESOC 4360 (Methods), the instructor constructed the course around three focus questions:

1. What does it mean to teach for democracy? How is social studies uniquely positioned to teach democratic citizenship?
2. What instructional methods encourage active student engagement in pursuit of worthwhile learning? How do these methods relate to teaching for democracy?
3. How do the methods identified in this course relate to my rationale for teaching social studies?

Readings explored a variety of teaching methods that encouraged teaching for democracy (e.g., Parker & Hess, 2001; Rossi, 1996). Assignments included the creating of lesson plans, current

events discussions, and a shared project with ESOC 4360, the construction and presentation of a social studies unit plan. As the instructor noted in his syllabus, “this course takes a critical/exploratory look at how the teaching social studies encourages active, participatory citizens” (Social Studies Program, 2010a).

In Fall 2009, I taught ESOC 4350 (Curriculum), and built my course around seven focus questions:

1. What is democracy?
2. What social contexts help and hinder democracy’s implementation?
3. What does it mean to be a democratic person?
4. What are democratic values? How do these values play out in society and schools?
5. What are the purposes of public education? How do these purposes align with democracy and what it means to be a democratic person?
6. How does the social studies curriculum contribute to these public purposes of schooling? What should be the purpose of social studies?
7. What is democratic education? What does this “style” of education look like in schools?

Ultimately, the course was designed to foster an understanding of “how to design a social studies a social studies curriculum that encourages students to become active democratic citizens” (Social Studies Program 2009b). Course readings focused on infusing the social studies curriculum with deliberation and discussion (Hess, 2009), and constructing an issues-centered social studies curriculum (Ochoa-Becker, 2007). Assignments included critical summaries of the course readings, a revision of the rationale written in ESOC 2450 with insights gained from the professional block, and a controversial issues assignment that asked students to lead the course in

a discussion of one of six topics: (1) affirmative action; (2) illegal immigration; (3) national health insurance; (4) public financing of national campaigns; (5) warrantless wiretapping; or (6) torture of terror suspects. Additionally, the course shared the unit plan assignment with ESOC 4360.

The field experience course (ESOC 4450), like ESOC 2450, provided an opportunity to structure discussion around observations of social studies teaching and learning in schools. However, students in the “senior” practicum were asked to assist and engage teachers more in the daily activities of teaching. During Fall 2009, the course was co-taught, and framed to provide a “real world” context and experience for the methods and curriculum courses. As the instructors noted, the sessions of ESOC 4450 were to “provide an invaluable opportunity to explore and reflect upon any questions raised during observations and other social science courses” (Social Studies Program Website, 2009c). Course readings focused on the social context of schools (Kozol, 1992) and field experiences were leveraged to provide topics for conversation. The course featured two assignments, an institutional study of the placement site and a shadow study of a particular student.

ESOC 5560: Student teaching. After completion of the professional block, typically the very next semester, students take part in a coordinated 18 credit hour pairing of field and university based work. In the final semester of the program, students are placed in a local middle or high school within a 50-mile radius of Southeastern University. Although students are asked for their preferences, in terms of location, school type (middle or high), and subject area, the Social Studies Program has limited influence over the particular school and cooperating teacher assignments, received by student teachers. Thus, placements vary across location, grade level, and social studies subject area. The student teaching field experience takes place during the first

twelve weeks of the fifteen week semester. Student teachers are expected to assume primary instructional responsibility, preferably very early in the twelve weeks, and carry out this role for the duration of the placement.

Each student teacher is assigned a field instructor (the program's title is instead of the more traditional 'university supervisor'), who is considered the main liaison between the placement site and the university. Additionally, field instructors serve as field-based teacher educators, and visit student teachers three times during the twelve-week experience. The structure of these visits consists of three stages: (1) a pre-observation conference, structured by a pre-observation form completed in advance by student teachers that presents a series of questions intended to connect the field experience with program goals (e.g. Explain where and how you see students *actively engaged* in learning?); (2) the observation itself, a full class period, during which the field instructor takes notes; and (3) a post-observation meeting of the field instructor, student teacher, and occasionally the cooperating teacher, in which the field instructor "gives substantial attention to the student teacher's reflection on the lesson" (Social Studies Program, 2007, p. 18). After each observation, field instructors prepare a report of the observation, using an Observation Report form, which is forwarded to the student teacher, cooperating teacher, student teaching seminar instructor, and program coordinator.

ESOC 5560: Student teaching seminar. Concurrent with the student teaching experience is a fifteen-week student teaching seminar. This course is designed to help student teachers make sense of the student teaching experience, and further engagement with the program's vision of teaching and learning. In ESOC 5560, pre-service teachers collaboratively discuss and complete assignments that relate their lived experiences as student teachers with the program standards (SURGE!). In addition to time with the seminar instructor, an additional feature of the course is

the bi-weekly “field instructor breakout session” which provides field instructors additional time to meet with student teachers. These breakout sessions occur every other week during the initial fifty minutes of the three-hour student teaching seminar. Field instructors, depending on the needs and situational contexts of their student teachers, determine the structure and content of each session.

The main thrust of ESOC 5560 is the completion of a portfolio assignment. This capstone assignment asks student teachers to address each of the 27 SURGE! standards around their rationale for teaching social studies. According to the program website, the construction of a portfolio:

encourages systematic reflection on your developing competence as a teacher by challenging you to capture critical, representative teaching and learning experiences. These then serve as the basis for more sophisticated thinking on the complexities of learning, teaching, and learning to teach. Completed during the student teaching semester, the portfolio becomes an important tool to facilitate reflection about your philosophy of teaching and your actual practice in school contexts. This process should help you develop the knowledge, skills, and dispositions necessary to become an effective social studies teacher (Social Studies Program, 2010d).

Therefore, from the perspective of the program, the goal of constructing an electronic portfolio is not just putting together an electronic scrapbook of the highlights of student teaching, but a method of helping prospective teachers present their identities as effective social studies educators (Social Studies Program, 2007).

Each electronic portfolio is created using Google Sites, and consists of an introduction, resume, rationale for teaching social studies, a synthesis paper addressing each of the 27

SURGE! standards, and an artifact from the student teaching experience representing each of the six SURGE! domains. In keeping with the program's emphasis on collaborative inquiry, the portfolio is presented at the end of the semester using a discussion format with social studies educators at various levels (seminar colleagues, cooperating teachers, social studies program faculty, graduate teaching assistants, friends of the program).

Southeastern's Secondary Social Studies Inquiry-Based Program

Overall, the secondary social studies teacher education program at Southeastern University can be considered an inquiry-based program. Drawing on the three common orientations of teacher education programs outlined by Zeichner (1983) earlier in chapter 2, the teacher education program at Southeastern University resembles an inquiry-based program. Although how a particular program works together to meet program aims is complicated by the ways in which teacher educators enact pedagogy and curriculum (Dinkelman, 2010), the conceptual and structural orientation of the secondary social studies teacher education department at Southeastern University does provide some clues as to what secondary social studies teachers ought to know and be able to do. In particular, three important features stand out in distinguishing this program as inquiry-based.

First, the two common assignments all undergraduate prospective social studies teachers engage in—the rationale and portfolio—are forged in part by critical inquiry into the field of social studies (ESOC 2450, ESOC 5560). The interaction of experience and collaborative inquiry into the problems and realities of teaching social studies is designed to foster a reflective disposition in preservice teachers. Moreover, the rationale, as a document that is examined and re-examined throughout the program as new experiences and inquiries into teaching and learning social studies emerge, is intended to cultivate a disposition toward lifelong inquiry into practice

by asking pre-service teachers to align the broader implications of practice with the work of teaching.

Second, the expectations outlined in SURGE! draw explicit attention to inquiry through reflection (6b), collaboration (6a), and the continual re-examining of purpose for teaching and learning social studies (5a, 6d). Although this explicit charge may not guarantee its enactment in the courses that constitute the teacher education program, these goals are inevitably part of the discourse of the program. Finally, courses are paired throughout the program to help pre-service teachers (and teacher educators) weave lived experiences in the classroom (2450L, 4450L, 5560) with courses that spend time considering, discussing, and inquiring about those experiences (2450, 4450, 5460). These inquiry features of Southeastern's secondary social studies teacher education program suggest a way to understand the programmatic influences on the participants in this study and the expectations that shape the way the student teaching seminar and semester is structured.

The Participants: Rose, Zoe, and Desmond

While the influence of a teacher education program is one particular part of the learning to teach puzzle, perhaps a more important component is the beliefs and values of the pre-service teachers themselves. In this next section, I sketch the background of the three participants in this study: Rose, Zoe, and Desmond. Some understanding of the lives of pre-service teachers is important to interpret the ways in which they make sense of their professional preparation (Marsh, 2003). In this study, a description of my participants provides important context for understanding their experiences of learning to teach in the student teaching seminar.

Rose

Rose was a White female in her early twenties. She was born and raised in the state. In fact, she has lived in the same house all of her life. She spent only one year in public schools—kindergarten—before going to a Christian school for the rest of her K-12 education. Mostly, what Rose remembers of the Christian schools she attended in elementary, middle, and high school was their size. She graduated in a class with 66 other students. The total enrollment in her K-12 Christian academy was 500. Rose’s most salient memories of social studies, are unfortunately, too common: “when I think back about it, a lot of my teachers, even picturing them, it was like PowerPoint, movie, lecture, I remember taking notes, and mostly working on worksheets” (Interview 1.12.10). However, Rose did not think that the mostly rote pedagogy was as boring as many of her other classmates claimed. She found history fascinating. Rose pinpointed middle school as a time when her parents would take her across the country to historical sites, and she remembers falling in love with history during those trips. By high school, she decided she wanted to find an outlet for history and decided to become a teacher. The experience at her small Christian high school really helped solidify this desire: “I was so close to all my teachers, being at a school, being there for four years in a row where you just know everybody, it made me think, yeah, this is something I want to do” (Interview 1.12.10).

After high school, Rose enrolled at a Western State University and majored in history. She decided against majoring in history, because getting the social studies major at this university was essentially getting a double major. She decided that because of the length of the program, she would get her history degree and then come back and get a master’s degree in education. However, after a few classes into her history major, she decided to transfer to Southeastern University to be closer to her family. The transfer forced her to make a decision—

continue the history major or pursue her original goal of social studies education. She remembers the difficulty of the decision because at Southeastern, unlike her previous university, the requirements were essentially the same. Faced with this decision, Rose began to waver on her commitment to teaching, she thought about becoming a park ranger or museum curator. Her main apprehension about teaching was the “red tape and mechanics of teaching...I don’t want to have to grade...I love history, let me just go take someone on a tour of Washington; and this and that and this is great” (Interview 1.12.10). Eventually, for Rose her decision to major in social studies education at Southeaster was spiritual: “I was like, okay Lord you’re just putting it in my heart, I need to teach, so I went with social studies education, chose history as my emphasis, because I loved it” (Interview 1.12.10).

With her decision made, Rose enrolled in ESOC 2450 and was admitted into the program in the spring of 2009. About this course, she recalled her surprise at the debates that encompassed social studies education. Mostly, she equated history with social studies education and did not consider the broader democratic dimensions of teaching social studies. However, by the end of the course, she was able to “wrap her head” around some of the debates, and constructed a rationale that brought in some of the language of the course with her own purpose for teaching social studies. While Rose mentioned that she learned many things in the rest of her professional sequence, in an interview completed before the start of the student teaching, she identified the Teaching United States History (ESOC 4150) course as the most influential course in her professional preparation. Although not part of the professional sequence, Teaching United States History is a course that is taught by social studies program staff. Rose enrolled in ESOC 4150 during summer 2009, when I was co-teaching the course with another graduate student. She recalled that this course helped her focus on the debates and techniques in the subject area that

she loved and wanted to teach, US History. During the student teaching semester, Rose was placed at Hawk High School, the largest high school in the state, about 50 miles from Southeastern University. She was placed in an 11th grade US History classroom with Ms. M.

This brief sketch provides two important clues to understand how Rose perceived learning to teach. First, Rose's background had a significant effect on her view of social studies and its relationships to teaching history. On several occasions throughout our interviews and in her written documents, Rose expressed her love of history, and in particular US History. Most certainly, the visits to historical monuments with her family influenced her fascination with history. However, because of her passion for history, she never saw history as a social science, but as *the* social science. Taking her experiences into consideration, it makes sense that she would start off as a history major at Western State, ESOC 4150 would be among her favorite courses in her professional preparation, and that she would find ways to use social studies and history interchangeably in her writing, such as in the rationale she featured in her ePortfolio: "the biggest area of growth for me in this program was learning what type of approach I would take to teach social studies, particularly history" (p. 1).

Another important facet of Rose's background is the importance she places on being a good student. As she mentioned in our interview, she "strives to be excellent in everything" (Interview 1.12.10). The importance of excellence extends into Rose's academic work. Entering her student teaching semester, Rose held a 4.0 grade point average. This commitment to excellence then provides some context for her indecision between pursuing another career besides teaching. Partly, Rose was apprehensive of becoming a teacher because of her experiences as a student. She recalled that as a high school student, she often knew how much work she put into an assignment and also how much work others put into that same assignment,

and that grading seemed too subjective. As described later, this concern with the subjective nature of assessment played out with her perfectionist impulse in complex ways during her student teaching semester not only as a teacher, but also as a student.

Zoe

Zoe was also a White female in her early twenties. Zoe was born, raised, and received most of her education in a small town in the southeastern part of the state. In kindergarten, Zoe remembers being fascinated by “the fact that teachers were able to have laminated posters and stick them on the wall with “ticky-tack” (ePortfolio Introduction). This fond memory is what she identifies as her first thoughts of entering the teaching profession. After graduating high school, Zoe attended the community college a few miles away from her home. Initially, she entered college as an accounting major, but after a bad experience with a professor in the accounting department, she decided to transfer to Southeastern University. With accounting out of the picture, Zoe decided to declare social studies education as her major. Her reasoning for choosing social studies education, beyond her early memories of ticky-tack, was the influence of her 9th grade World History teacher, Ms. H, whom Zoe described as the most influential teacher she ever encountered. Zoe remembers that Ms. H was a world traveler, “so everything we learned about, she had pictures for. She made it fun. We never hardly opened a text book, just to look up vocabulary words and she just—you were not bored in her class” (Interview 1.11.10).

At Southeastern, Zoe enrolled in ESOC 2450 in the fall of 2008. She gained admission into the program that semester, and after completing a few courses in history to finish her content requisites, she started the professional block in fall of 2009. When I asked her in an early interview about her most influential course in the program, like Rose, Zoe mentioned the Teaching United States History (ESOC 4150) course over the summer. She felt that this course

was particularly helpful in helping her think about pedagogy, “I guess the methods, but then also the different ways that you can go about teaching, like the different perspectives” (Interview 1.11.10). While she thought the professional block was beneficial, as a self-proclaimed perfectionist, she also expressed that ESOC 4150 was so enjoyable because it was isolated during the summer semester. Trying to hold a part-time job during fall 2009, Zoe thought the professional block was going to be one of her easiest semesters. Yet the semester became overwhelming once she encountered the readings and assignments across these three courses. She attributes the difficulty she had in this semester less to the complexity of the concepts featured in these courses, or even to the workload, but more to her self-described nature as a perfectionist. It is worth noting that Zoe at the time of this study, only had one blemish on her transcripts, a single “A-” earned in an upper-level history course.

For student teaching, Zoe was placed at Knight Middle School, a school in the largest school district in the state, about fifty miles from Southeastern University. Zoe worked in Ms. C’s 8th grade Georgia Studies class. By Zoe’s own admission, working in this middle school was a bit of a culture shock. After attending a very small rural school, she was shocked that this middle school was almost three times the physical size of her high school with almost three times the number of students. She noted that it took her about four weeks to find the cafeteria by herself (ePortfolio Introduction).

Zoe’s small town roots are important when considering how she learns to teach. Zoe attributes her strong work ethic to small town sensibilities, “work hard, keep your head down” (Interview 1.11.10). This approach to her studies is evidenced not only by her grade point average, but also by her struggle to keep a job and meet her own high standards of excellence in her coursework. Zoe also sees herself as humble and reserved, with not much to say, despite her

stellar academic record. Even when her friends in the student teaching seminar made fun of her by mimicking the banjo music from *Deliverance* when she mentioned to the class that she was from a small town, she smiled and played along with the joke. Yet, she took her life experiences seriously, and would find ways to interject the rural experience into her student teaching classroom. Thus, the small town sensibilities that Zoe carries around are important to consider when trying to understand her as a student of teaching.

Another noteworthy feature that Zoe emphasized in responding to interview questions about her earlier life experiences is the significant influence of Ms. H on her work as a social studies teacher. Zoe described the experience in her 9th grade World History class as the catalyst that helped her pursue a career in social studies education. Zoe saw Ms. H as particularly fascinating because her travels around the world opened her eyes to *the* world. However, the long shadow that Ms. H casts goes beyond simply telling great stories about her travels. What Zoe remembers mostly is that history was “fun” in this class. This phrase for Zoe appears over and over again throughout our interviews and comes to dominate her perspective of what social studies teachers should be able to do. Although she is much more elaborate in dressing up this core principle in her rationale and ePortfolio assignments, in our interviews and subsequent conversations, making learning fun, as she experienced in Ms. H’s class is key.

While research does point us to the fact that teachers make an impact on prospective teachers (Cole & Knowles, 1993; Lortie, 1975), the specter of Ms. H tells us something more about how Zoe came to understand teaching social studies. Unlike Rose, whose love for history dominated her understanding of social studies, Zoe’s positive experience was mostly with pedagogy. Because the teacher made the subject matter “fun” instead of the content itself being fascinating, this helped Zoe see social studies more as a “broad field encompassed by several

diverse subjects” (ePortfolio Rationale, p. 1). This perspective on trying to make learning “fun” for Zoe, as Ms. H did, helped her frame social studies as much more inclusively.

Desmond

Desmond was a White male in his early twenties. He was a life-long resident of a suburb located just north of a major metropolitan area in the Southeast. Desmond’s mother, an elementary teacher for 31 years in the county school system, was his initial influence in his consideration of teaching as a profession. His progression through the county elementary, middle, and high school was, as he described it, “typical” (Interview 1.13.10). He described himself as a model student through elementary and middle school and high school.

Because he applied late, Desmond was denied admission into Southeastern University, and instead decided to attend Northwest State University, an out-of-state four-year institution. With his recent experiences as a student-athlete in high school, Desmond enrolled as a kinesiology major, wanting to teach physical education or health and coach in a high school. However, Desmond always wanted to attend Southeastern University, so after a year at Northwest State, he moved back to his home state and attended, Southeastern State College, a two-year college that had a reciprocal agreement with Southeastern University for transfer and admission. At this new college, he changed his major to sports management, hoping to work for a major league sports team. However, sitting in an introductory course, he decided that sports management was not for him, and decided to switch his major to education.

After taking a few classes at Southeastern State College, Desmond transferred to Southeastern University as an intended social studies education major. He attributed the selection of social studies to two factors-- his family and his former social studies teachers:

I just always tended to gravitate toward it...I had always liked social studies because of history, because my dad likes history...Then, I just had, what I thought were good social studies teachers. More and more I can see how I use it every day, like if I'm looking on the news and I'll see stuff about politics and how that's relating to stuff and I'll be like, oh, that's more incentive for me to know about politics because I see how it's happening every day, and I had always just liked watching History Channel and that kind of stuff (Interview 1.13.10).

Although Desmond initially declared a history concentration, sitting in that first history course, he decided to change his concentration to political science. He made this decision based on the difficulty of that history course and his fond memories of his United States Government teacher in high school.

Desmond enrolled in the same section of ESOC 2450 in fall 2008 as Zoe. After gaining admission into the program, Desmond believed that the methods course in the professional block was the most influential course. He saw this course as providing the most practical connection to the classroom. Desmond often identified the lack of practical knowledge as his biggest grouse with Southeastern's social studies teacher education program. Speaking of the program's emphasis on democratic education, Desmond noted, "I'm not sold that we can really use this that often...We know this is something you [the teacher education program] wants us to know, but in practicality it won't work" (Interview 1.13.10). For student teaching, Desmond was placed at North County High School, a school located just a few miles north of the places of his primary and secondary education. He was paired with Ms. N and taught Sociology to 10th graders and United States History to 11th graders.

Desmond's background reveals two important features relevant to my subsequent examination of how he learns to teach. First, being a political science major changes the way he interpreted and thought about the aims and purposes of social studies. As he mentioned, his experience of a good United States government teacher prompted his move from history to political science as an area of concentration. Notably, Desmond was one of a handful of students who proceeded through the social studies teacher education program at Southeastern University and did *not* concentrate in history. As such, Desmond perceived an overwhelming emphasis in the social studies program on teaching history. He pointed to the fact that there is no Teaching Government course offered, but several sections of Teaching United States History. He also felt that when talking about social studies, the default subject in the professional block used to think about methods or curriculum was always history. Being a minority concentration in the teacher education program certainly influenced Desmond's understanding of the social studies. The idea that social studies as inclusive, and not just history stands out in his rationale:

Social studies is a collaboration of all subjects. I feel that if you are teaching History, you are not just teaching History. Your curriculum may be History based, but you are also teaching Geography, Economics, Sociology, Government, etc. Social Studies should not be defined by just the subject areas, but instead should be a blend of all subjects.

(Rationale Introduction, pp. 1-2).

Like Zoe, Desmond attributed the dynamism of history and government teachers in turning subjects he once found boring "into one filled with adventure and curiosity" (Rationale Introduction, p. 1).

Another important facet of Desmond's background is his focus on the practical dimensions of teaching. Desmond was focused mostly on gaining the technical expertise of

teaching throughout his program. This perhaps explains his aversion to theories of democratic education found in the discourse of Southeastern's social studies teacher education program. His gripe was not necessarily with the theories themselves, but with what he perceived as the impracticality of the theories in schools. Moreover, his focus on practice at least partially explains him pointing to the methods course, likely the most practice-oriented course of the professional block, as the most influential in his preparation for teaching. Consistent with familiar complaints from pre-service teachers that their teacher education program under-prepared them for the practical aspects of teaching (Cole & Knowles, 1995; Wideen, Mayer-Smith, & Moon, 2001), Desmond's frustration with what he perceived as inattention to the how of teaching factored significantly in the way he perceived and operated within the program. Additionally, he was placed in a sociology and United States history course for student teaching, a placement that stoked his feeling under-prepared by a program that placed inordinate emphasis on theory and history education.

The Teacher Educators

As I noted earlier, the enactment of pedagogy is as much a part of what constitutes a teacher education program as its conceptual and structural features. Therefore, it is important to spend some time exploring the backgrounds of those teacher educators who directly influenced the participants in this study. In particular, I will focus on two of the three major influential actors during student teaching: the student teaching seminar instructor and the field instructor. Given that this study explores learning to teach in a student teaching seminar, the approach to teacher education Tim brought to the seminar is an important feature of the context of this study. The approach to teacher education brought to the field experience is an important contextual feature of the student teaching semester more broadly, but less a part of this research due to the

scope of the study and its focus on the student teaching seminar. The influence of the cooperating teachers was significant for the study participants during the student teaching seminar, and this influence was occasionally referenced in seminar discussions, participant work samples, and interview data. However, in this work, I did not systematically take up the voices and perspectives of cooperating teachers, given their “distance” and lack of involvement with the student teaching seminar. The role of the field instructor vis-à-vis the seminar is a little different. Since field instructors have a more direct connection to the program and lead the bi-weekly “breakout sessions” that accompanied the student teaching seminar, I attempt to account for my role as a teacher educator and influences my relationships, pedagogy, and this study might have had on my participants understanding of learning to teach.

Tim

Tim has been involved in education for the last twenty-three years. He was raised in Lincoln, Nebraska and was certified to teach social studies at the University of Nebraska. During Tim’s student teaching semester, he had a salient experience with his university supervisor, Keith, which would place him on a trajectory toward teacher education. Tim described this experience to the seminar class on the first day:

In Nebraska, there was a field instructor, and that guy was the shining star....Keith, my field instructor and seminar instructor managed to turn my thinking around 180 degrees. He asked me important questions like, what are you teaching for? Questions that no one had asked me before. He asked me to think about how diversity is handled, how women and girls experience schooling, how poor people experience schooling, he started me on this trajectory [toward teacher education] (Seminar 1, 1.13.10).

After certification, there were very few jobs available, so Tim decided to “hedge his bets” and pursued a Master’s degree in Education Policy at the University of Illinois-Urbana Champaign, which according to Tim was a very strong and progressive program. After graduation, Tim taught social studies in Olathe, Kansas for three years. In this public school, Tim puzzled why the important questions that Keith asked him a few years back did not seem to matter to many of his colleagues, “weren’t on the radar, questions that were central to schooling, weren’t there” (Seminar 1, 1.13.10). As a result of this dissonance, Tim concluded that the absence of powerful preservice teacher education may have been the reason so many of his colleagues did not seem to care about question he considered central to the work of teaching and learn. He decided he would “go be a Keith” and enrolled in a PhD program at the University of Wisconsin-Madison in Curriculum and Instruction. After completing his doctoral work in Madison, Tim spent five years as a faculty member at a different research extensive university, but did not find the institution a good fit with his interests. In early 2002, he saw that Southeastern University had a position open. He joined the faculty at Southeastern in the fall of 2002. Currently, Tim is Associate Professor and Program Coordinator of the Social Studies Education Program.

While Tim now realizes that the process of teacher education is more complex than simply posing powerful questions and the “clouds will part and people will start thinking” (Seminar 1, 1.13.10), a belief in thinking about and being challenged by the powerful questions in social studies education continues to drive Tim’s work as a teacher educator. For example, in describing his objectives for the seminar in our first interview, Tim described his perspective on teaching and learning as an activity guided by asking questions:

I would like people to come out of our program who have adopted a stance towards teaching that sees it as mostly a set of rich and productive questions rather than a series of

technical accomplishments, that teaching is every bit as much about the stance you take as a reflective practitioner as it is about knowing repertoire of methods or routines to help you run a classroom (Interview 1, 1.7.10).

As a driving ethos behind Tim's pedagogy and catalyst for becoming a teacher educator, inquiry is featured as a means and an end to powerful social studies education during the student teaching seminar. Moreover, he has worked to more prominently establish an inquiry orientation as a core feature of the program, what some might call a signature pedagogy of the program (Shulman, 2005).

Alex

My journey as a teacher educator began on a marching band field. In 1997 after graduating high school I was asked by my former band director to teach the drumline. Since that first teaching "gig," I have been involved in some way, shape, or form in education. Most of my time was spent in music education, as a drumline instructor or assistant band director. However, the push toward teaching in higher education initially happened in the halls at the University of Miami. As a typical undergraduate, I followed the statistical certainty of changing my major five times. I finally decided on a double major in Religious Studies and Economics. I ended up in religious studies because I was fortunate enough to have some work-study funds from the federal government in my financial aid award, and spent a few years working in the office getting to know the staff and most importantly the faculty. My job was mundane: copies, filing folders, making coffee. Yet, the relationships I was able to build with those professors was significant. Not only did the faculty pique my intellectual curiosity by helping me grapple with ancient text or read the writings of the likes of Erasmus, Nietzsche, or St. Augustine, but they also invested in me personally, learning about who I was and letting me into their personal lives. In particular, I

became close to Dr. David Kling, who became a model scholar, friend, and mentor. My relationship with Dr. Kling and others in the department helped me not only see myself as someone who could do the work required in academia, but also encouraged and motivated me toward that direction. I still believe that if the Department of Religious Studies at the University of Miami offered a doctoral degree, that my path into higher education would have been much different.

After graduation, I pursued a social studies job, and found employment at Mater Academy Charter High School in Hialeah, Florida. I taught 8th grade United States History at Mater for three years while pursuing my master's degree and teaching certification in social studies education at Florida International University. At the conclusion of my master's degree, I decided to look for a graduate school to further my education. I was admitted to Southeastern University's Social Studies Education doctoral program, and pursued the degree full time through the help of a graduate teaching assistantship. My first experience as a teacher educator was as a university supervisor, and the curiosity that experience generated still animates my inquiries into teacher education. With virtually no frame of reference to consider my role as a university supervisor—because at Florida International I was not required to student teach—my initial salvo into the work of teacher education proved difficult.

Nevertheless, I learned from that experience, and combined with powerful conversations with colleagues and professors about the complex work of teacher education, I have constructed my own commitments to what social studies teachers ought to know and be able to do around the themes and perspectives (e.g., education for democracy, rationale-based practice, the power of collaboration and inquiry) that drive the social studies teacher education program at Southeastern University. In addition, bolstered by my lived experience of one department sparking the

intellectual curiosity of an undergraduate, I take my philosophical cues as a teacher educator from the works of Max van Manen (1991) and his approach to pedagogy as a thoughtful and tactful enterprise. Although this emphasis on relationships serves me well in the other courses I have taught in the department including ESOC 2450 (Introduction to Social Studies), ESOC 4350 (Curriculum), and ESOC 4150 (Teaching US History), it is particularly instrumental in the situated activity of student teaching. By grounding my pedagogical perspective in building a caring relationship with my student teachers, I used this relationship to guide my pedagogical action toward what I believe social studies teacher ought to know and be able to do.

Some Disclosure: The Tangled Web I've Woven

With the program, participants, and teacher educators that constitute this study sketched out, some disclosure is in order. As I mentioned in the previous chapter, I am currently a graduate teaching assistant at Southeastern University. Given this position, there are a series of pre-existing relationships that exist between my participants and myself, perhaps more accurately described as a tangled web of relations. First, I was the instructor in three program courses taken by Rose, Zoe, and Desmond prior to the student teaching semester. I taught Zoe and Desmond in ESOC 2450 (Introduction), Zoe and Rose in ESOC 4150 (Teaching US History), and was the ESOC 4350 (Curriculum) instructor for all three participants the semester prior to student teaching. Additionally, I served as the field instructor for all three participants. In one sense, these established relationships complicate this research. They risk challenges related to the power dynamic inherent in the field instructor/student teacher relationship, and to my position as a representative of the program as a whole. As I noted earlier, the questions I asked my participants about their experiences with SU's teacher education program both broadly and specifically always implicated me as a part of that process, and thus the power dynamics of being

an instructor who held grading power over my participants was an element of the milieu in which these conversations took place.

Acknowledging these risks though, I also see my prior experiences with Zoe, Rose, and Desmond as positive leverage in conducting this research. Entering interviews, for example, my existing relationship with my participants may have helped the process run much smoother. There was no awkward “getting to know you” small talk, and the questions that I asked were contextualized based on my prior experiences with my participants as students.

Another dimension that is important to note is the existing relationship between Tim and myself. Tim currently serves as my advisor and is the chair of my doctoral committee. The complex, multifaceted relationship I developed with Tim is certainly laced with power dynamics that might skew observation, interpretations, and understandings of the seminar. It is likely that this relationship might have subtly influenced me to read and write about the lived experiences of my participants toward more charitable or critical interpretations. However, I believe that although these pressures did exist, they were mitigated in part by the positives of studying Tim’s seminar. As I mentioned earlier, Tim’s is the most experienced faculty member with the student teaching seminar and has given this particular space in teacher education considerable thought, time, and energy. Therefore, his classroom served as the most advantageous space to conduct this study given my limitations as a graduate researcher. Also, knowing Tim provided some contextual knowledge that assisted in interviews and interactions throughout the study. Additionally, my experiences with Tim lead me to believe that he is thoughtful and reflective about his work as a teacher educator, which assuages concerns that as a researcher I would hold back because of the power dynamics inherent in the relationship of studying and disseminating the impact of my committee chair’s teacher education classroom.

Chapter Summary

The purpose of this chapter was to describe the places and people in this study. I began by detailing the nature and structure of Southeastern University's Social Studies Teacher Education Program. Given the conceptual and structural features of this program, I highlight that the secondary social studies teacher education program can be considered an inquiry-based program. This chapter also described the people who are involved in this study, the participants, Rose, Zoe, and Desmond, and the teacher educators, Tim and Alex. In these descriptions I surface some of the important facets of the participants' and teacher educators' backgrounds. Finally, I addressed in this chapter some of the pre-existing relationships that were present as I conducted this study. Overall, this chapter is meant to provide some contextual background to give depth to the findings I present in the following pages.

CHAPTER 5:

WHAT HAPPENS IN AN INQUIRY-BASED STUDENT TEACHING SEMINAR?

This chapter addresses the first of two research questions that guided this study: what happens in an inquiry-based secondary social studies student teaching seminar? My goal is to provide a thorough description of the expectations, composition, structure, assignments, and activities that occurred in a particular student teaching seminar at Southeastern University in Spring 2010. Through this accounting, I seek to provide for the reader what Geertz (1973) and Stake (1995) call a “thick description” of the student teaching seminar featured in this study. In other words, I attempt to convey for the reader, as best I can, what the experience of the seminar itself would convey. I begin my exploration of what happens in an inquiry based student teaching seminar by describing some of the initial expectations of Tim, Rose, Zoe, and Desmond for the student teaching seminar. These expectations about the seminar provide insight into the way the seminar was shaped and interpreted by my participants. Next, I explore the rationale, structure, and student composition of the student teaching seminar. Afterward, I examine the activities and assignments that Rose, Zoe, and Desmond engaged in during the seminar, and consider how each contributed to their understanding of learning to teach. As Denzin (2001) notes, qualitative reporting is in many ways performative writing. Therefore, through the description in this chapter, my intent is to provide verisimilitude, a space where given the descriptions to draw generalizations, the reader can imagine her or his own way into the experience of the student teaching seminar (p. 99).

Seminar Expectations

The student teaching seminar for Southeastern University's Social Studies Teacher Education Program is a relatively new course. When Tim arrived at Southeastern University in 2002, the course did not exist. In fact, students in the past were simply placed in a fifteen-week student teaching experience and the only contact with the program was an occasional visit by a university supervisor. In 2003, the student teaching seminar was added as a requirement for graduation, and Tim has taught the seminar every semester since then, with the exception of one or two semesters. According to Tim, the course continues to be a work in progress, and he sees the current form of the course as a direct product of its history. The course from its inception was about taking an inquiry-based approach to teaching social studies. However, for the first few years, without a conceptual framework for the program, Tim found himself just casting about in the course, trying to get prospective teachers together to think about social studies by presenting them with interesting readings. With the adoption of the SSTEP framework in 2007, the student teaching seminar evolved. Tim considered the adoption of the framework that eventually became SURGE! as a "big moment in the development of the course, because I fell into a pattern of basically structuring the course as a march through the framework" (Interview 1, 1.7.10). Although Tim noted that the larger aim of getting people to talk about their experiences and think deeply about the important questions of learning to teach social studies has remained constant, the framework was crucial in the development of the seminar, because it provided a "scaffold to attach our inquiry" (Interview 1, 1.7.10). As the centerpiece for discussion during the seminar, the twenty-seven SURGE! standards also serve as the conceptual anchors for the culminating e-Portfolio assignment in the seminar.

Tim's goals for the Spring 2010 version of the student teaching seminar were two-fold. First, Tim wanted to continue the longstanding commitment to collaborative inquiry in the seminar. A productive seminar according to Tim is one where student teachers are working together as a community of prospective educators to better understand teaching through support and critical inquiry. Applying one of the core themes of the program to his own practice as a teacher educator, Tim looked forward to actively engaging his students in the seminar, ultimately hoping his students would buy into the power of inquiry. As Tim mentioned, inquiry is the aim of the seminar, "you'll see lots and lots of questions being asked in the seminar" (Interview 1, 1.7.10). However, Tim not only used collaborative inquiry as an end goal for the seminar, but also as the means to generate powerful questions about teaching social studies. In the course syllabus, Tim laid out his expectation for collaborative inquiry in the seminar:

...we can expect to be challenged, critiqued, and supported as we ask and respond to powerful questions. The idea is to learn and grow together from our experiences both in and out of public school classrooms this semester...I expect you to make the most of your experiences by asking questions, taking notes of your experiences, listening, and being open to finding the unexpected in all situations. Our collective experience, like your individual experience, will depend greatly on how well we talk together. (Seminar Syllabus, p. 2)

Throughout the syllabus, Tim's commitment to collaborative inquiry is clearly a conceptual anchor for the course.

A second goal for Tim in this particular seminar was more personal, "I hope it's just an improvement over what I did last semester, which I hoped was an improvement over what I did the semester before" (Interview 1, 1.7.10). In particular, Tim was pursuing what he called, the

“sweet spot” in the seminar, “encouraging voices, giving them opportunities to talk about their experiences while also coaxing them to consider the framework” (Interview 1, 1.7.10). Although Tim acknowledged that this goal was partially out of his control depending on factors such as the particular constellation of students in his course, the kinds of discussions that occurred at different stages in the program, or how students position themselves and are positioned within the group, he hoped to be attuned to some of those factors, and manage what he could early in order for the seminar to be a productive space of inquiry.

In contrast to Tim’s expected clarity about his expectations for the student teaching seminar, Rose, Zoe, and Desmond were not as clear about the role of the seminar at the beginning of their student teaching semester. Some questioned what the point of having a student teaching seminar was. Rose and Zoe wondered what else was there to learn about teaching social studies. Rose asked rhetorically:

I don’t get it, I don’t really see its purpose....what more is Tim going to say?...Is it really going to do us any good at this point? I feel like we’re in it day in and day out. I don’t think we need to be lectured on methods anymore...I’m just trying to figure out what I would want out of it (Interview 1, 1.12.10).

Similarly, Zoe, pondered, “I have no idea what to expect from the seminar, because I feel like we’ve learned everything that we needed to learn” (Interview 1, 1.11.10). Another expectation of the seminar was that it was another opportunity to drill democratic education. Desmond was expecting the seminar to “reinforce the main principles of democratic education, checking up on whether we’re doing democratic education in our schools” (Interview 1, 1.13.10). Mostly, Desmond was dismayed by the idea of a seminar because he believed that it was going to be just more theory and not enough practice. He didn’t know how beneficial more theory would be to

his practice as a student teacher. Rose, repeating a familiar refrain, wondered what else Tim was going to say in the seminar about teaching for democracy: “I’m not sure how much more teaching for democracy we can take” (Interview 1, 1.12.10).

With few expectations for the course, the participants posited their thoughts on what goes on inside the student teaching seminar. Desmond, receiving some advice from a former program graduate working at his placement site was told that the seminar was an opportunity to see graduate students “sucking up” to Tim. Zoe, coming the closest to the actual structure of the seminar, guessed that it was going to focus on “those little standard things that we’re going to have to write about at the end” (Interview 1, 1.11.10). Despite the array of beliefs for students entering the seminar, all referenced their previous experience in the program with courses that tried to tie field experiences together with coursework, such as ESOC 4450L and ESOC 2450 as a model for the seminar. Although some student teachers believed that having readings, writings, and assignments due while trying to hold down what was technically a full time job, would be more cumbersome than the earlier practica in the program, all found the idea of talking with others about their experiences as student teachers as a promising part of what the seminar could offer. Rose looked forward to learning about the successes or troubles of teaching with others in the seminar. “I want to hear Zoe say, man this is hard for me, or my gosh, I used this lesson, or this tactic, or this discipline thing and it worked great” (Interview 1, 1.12.10). Desmond saw the talk in the seminar as potentially useful for his practice. “If a lot of people have different ideas and I can be like maybe I can jump off of that and tie those things into what I’m doing” (Interview 1, 1.13.10). Zoe looked forward to simply learning from the experiences of others, including Tim. “I want to talk about real world experiences, and hopefully we’ll be taught something from Tim” (Interview 1.11.10).

The expectations of the three student teachers before entering the seminar are revealing. First, the notion expressed by Zoe and Rose that there was nothing else left to teach is troubling, but not surprising. The structure of Southeastern's social studies program intimates, like many other programs around the country, a separation between the knowledge needed for teaching through coursework (i.e., the "professional block"), and the practical experience of the student teaching semester. By placing student teaching at the end of coursework, it is not surprising that Rose and Zoe saw little need to return to campus for a student teaching seminar. Additionally, the fact that student teaching is placed at the end the professional preparation of social studies teachers at Southeastern reifies the notion that doing the work of teaching and thinking about the work of teaching are two different kinds of activity systems. Therefore, even the aspect of the seminar all student teachers were looking forward to—talking with one another—was dominated by talk about doing teaching.

Another important aspect tied with the expectations of the student teachers entering the seminar was the potential positive and negative effect of the program entering student teaching. Two of three quipped about learning about "more democratic education." While this grouse is certainly connected to student teaching as being a "doing" activity, there is also something to be said about the possibility of a marginal return from program coherence. In the interest of full disclosure, I am implicated in this particular matter, because as the curriculum instructor I focused on democratic education and heard similar complaints not only from Rose and Desmond, but from the class as a whole. Returning to the description of ESOC 4350 and 4360 in the previous chapter, many of the guiding questions for both of those courses deal with education for democracy. While plausible arguments exist about Rose's and Desmond's understanding of what it means to educate for democracy or the pedagogical effectiveness of myself or the

methods instructor, the over-saturation of this concept positioned Tim, before he even stepped foot into his classroom, at a disadvantage. Although it is beyond the scope of this study to explore the real effects of conceptual over-saturation in teacher education, the aversion caused by “too much” of one concept certainly affected the receptiveness of some students entering Tim’s seminar.

The value all three participants attached to collaboration and discussion in the student teaching seminar was also telling. Wanting to hear the voices of others during the student teaching experience, whether it was for personal practical gain, like Desmond, social support, like Rose, or learning from the experiences of others, like Zoe, is significant. Certainly, having courses throughout the program like ESOC 4450L or ESOC 2450 that asked prospective teachers to discuss and unpack field experience had some effect on the affinity toward discussing experiences with others. In addition, because many of the other university-based courses in the program placed a premium on discussion and collaboration, these lived experiences also played a role in the expectation that a seminar best serves student teachers by engaging in discussions of experiences.

Seminar Rationale, Structure, and Composition

In the course syllabus, Tim described his rationale for the seminar based on the notion of “teaching against the grain” conceptualized by Marilyn Cochran-Smith. In short, Cochran-Smith (2004) believes that to teach against the grain, “teachers have to understand and work both within and around the culture of teaching and the politics of schooling...their ultimate commitment is to the school and lives and futures of children with whom they live and work” (p. 28). For Tim, unpacking what it means to teach against the grain in social studies is predicated on assumptions about both “how social studies *is* currently taught and how it *ought* to be taught”

(Seminar Syllabus, p. 1). Therefore, the central rationale for the seminar, through collaborative inquiry, is to make sense of what exactly “teaching against the grain” in social studies looks like.

The SURGE! framework served as a conceptual scaffold to consider “teaching against the grain” in social studies. Therefore, the general outline of the course featured a two-week focus on each of the SURGE! domains: content and curriculum, knowledge of students and their learning, learning environments, assessment, planning and instruction, and professionalism. The remaining three weeks in the semester were dedicated to introducing and concluding the seminar, and a focus on active student engagement and worthwhile learning. However, because the seminar is based in part on the school experiences and interpretations of the prospective social studies teachers enrolled in the course, Tim sought to balance the need to provide a space to collaboratively unpack these experiences with the structured inquiries around SURGE!. This balance manifests itself in the two-part structure of the seminar: (1) an open forum where student teachers talked about their experiences in social studies classrooms, and (2) a focused activity related to the SURGE! framework. On weeks when student teachers met with their field instructors in “breakout sessions,” Tim usually skipped open forum time.

Despite the commonsensical nature of this division of time in the seminar, this two-part structure, according to Tim was not without its problems. Striking a balance between the two parts of the seminar was another elusive “sweet spot” for Tim. In our first interview, Tim detailed this challenge:

I’m never quite sure what the proper balance is between the two big parts. Should I let open forum continue unabated for another 30 minutes, should I curtail it, that’s always been a big issue for me...course evaluations and anecdotal comments have suggested that some view [open forum] as the most productive and rich part of the seminar...but I’ve

also received the exact opposite comments, like that was a waste of time. I couldn't relate to what student x was saying because I'm not in her school context...the second part of the course presents its own challenges with trying to get buy in, trying to make sure that everybody's voice is included and trying to push the inquiry (Interview 1, 1.7.10).

The challenge of balancing the parts of the seminar is directly related to the question of purpose and intent of the seminar. For Tim, the seminar course is less about directly influencing the field placement and more about a place and time in teacher education where prospective teachers can collectively interrogate questions of practice and powerful social studies teaching and learning. In our discussion about the seminar in the first interview Tim noted:

I don't think of the course as primarily designed to benefit the immediate experience of student teaching. I think of it as kind of the culminating activity that compliments what they're doing in the classroom, but it's got its own agenda that says these are the program aims, this is our last experience to work together to consider what we think are the powerful ideas and questions of learning to teach social studies (Interview 1, 1.7.10).

Certainly, Tim understood that the seminar was a space built in part on the lived experience of the student teaching experience, thus the dedicated time to open forum where students shared their stories and experiences with others. In addition, activities and assignments asked student teachers to consider the ideas, notions, and concepts discussed in the seminar against their experiences in classrooms. Yet, the utility of the different parts of the seminar—focusing on experience generated topics in open forum versus enveloping experiences within the conceptual scaffold provided by SURGE!—remained an open question throughout the semester.

The seminar met in a sixth floor classroom in the education building on Southeastern University's campus. Upon entering the seminar for the first time, students found the classroom

set up as a seminar-style large rectangle. After this primer the first week, students took it upon themselves to set up the classroom in this manner, if it was not already in this shape. Tables typically had two students, with the occasional student sitting in the gap between tables or at the corners where the table-chain turned. Two whiteboards surrounded the seminar rectangle and the gray colored brick walls of the classroom were mostly bare, with the exception of an occasional student drawn poster from another course that broke up the monotony of gray brick. The room had a projection screen in the corner of the classroom, with a projector mounted on the roof. The computer station was a few feet to the right of the screen, and directly behind the station was a window, always closed because the mechanism to move the blinds was broken. With no natural light, florescent lights hummed quietly every seminar night. A stack of chairs sat undisturbed in two corners of the classroom, a surplus disturbed only when needed by a student who would come in late. Of course, there was the guy sitting in the corner typing on his Mac, cornered across from the projection screen, with a camera on a tripod pointed at the rectangle. Throughout the semester, most students sat in essentially the same seats. Tim also claimed his spot within the rectangle, but usually had one or two empty seats next to him that broke the continuity of students sitting next to each other around the classroom.

The composition of the students in the course varied on numerous dimensions. The seminar consisted of 20 students, nine females and 11 males. Two students were minorities (one Hispanic and one Black), 18 were White. 16 identified themselves as born in the state, while four were born in other states in the continental United States. Thirteen students were enrolled in the undergraduate program and seven were in the graduate program. Although all student teachers were pursuing initial certification, 19 were pre-service and one was employed as a full-time teacher. Fourteen students were placed in high schools, six were in middle schools. Thirteen

students were teaching one social studies subject and seven were teaching two subjects during the school day. The subjects student teachers taught were United States History (5), State History (2), Legal Studies (1), American Government (6), Geography (3), World History (3), and Sociology (1). These courses were taught by student teachers at various tracking levels, from college preparatory (the lowest track) to Advanced Placement (the highest track). As with any social setting such as a classroom, the dynamics of race, gender, power, and history, to name a few, all played a role within the seminar. Both overtly and tacitly, these dynamics influenced the kinds of conversations and inquiries that were possible in the seminar.

Seminar Activities and Assignments

Guided by the rationale of considering what it means to “teach against the grain” in social studies through collaborative inquiry, in this section I will unpack the activities and assignments that constituted the seminar. I begin by exploring the numerous discussion spaces that existed in the seminar: open forum, SURGE!-focused large and small group discussions, and the electronic discussion forum (eLC). For each of those spaces, I describe the kinds of talk that occurred, followed by the perspectives of Rose, Zoe, and Desmond. Next, I examine the SURGE! related reflections and assignments and the capstone e-Portfolio assignment. Because the scope of this research limits me to three participants, the discussion of the assignments focuses primarily on the experiences of my focus students. Overall, in this section, I not only seek to describe the activities and assignments of the seminar, but also consider the role each activity and assignment played in learning to teach social studies.

Open Forum

After the introductory week in the seminar, the second seminar started with Tim explaining to class the very nature of his struggle to balance both parts of the seminar, providing

space to talk about the field experience and also providing ample time to discuss the SURGE! framework. Tim described open forum as a space where students had an opportunity to share what was on their minds. He asked students to “think of something you’ve experienced that you want to share, ask, complain about, celebrate, one of those stories that would be appropriate to share with people who are in the same space you are” (Seminar 2, 1.20.10). In previous years, this is where Tim would usually ask his students to begin sharing their experiences. However, in this seminar, Tim decided to ask his students to reflect on their experiences and attach them to one of the six SURGE! domains. This particular move was guided in part by Tim’s uncertainty in previous semesters’ open forums about how certain experiences relate to program aims. Because the relationship was not always clear for Tim between the open forum time and “how students are thinking about certain program aims or about learning to teach” (Interview 1, 1.7.10), he decided to incorporate some talk about SURGE! into the open forum section. Tim also reasoned that having students scaffold their experiences via the SURGE! framework would also familiarize them with the standards.

Like most conversations among a group of people, there was an ebb and flow to the open forum discussions throughout the semester. In Tim’s seminar, there were certainly times when open forum was dominated by a small band of students discussing their experiences or providing advice for others. There also existed a group of students who contributed minimally to the conversation. Aware of these differences, Tim constantly encouraged more participation from the group.

The nature of talk during the six open forum sessions varied each week. Mostly, conversations revolved around three interrelated issues: the technical and philosophical concerns with teaching, expectations of students, and the experience of being a student teacher. The open

forum session typically started with a student sharing a story or asking a question about a procedure in the classroom. Classmates often responded by either asking clarifying questions to gain a greater sense of context, or by sharing a similar story. When students shared a similar story, the classmate would offer her or his own take on the situation or circumstance. Based on those stories and reflections conversations took a variety of turns in and out of each of the three themes I detail below.

Technical challenges and philosophical puzzles. The many technical and philosophical challenges of teaching, as expected in a group of novice educators, were the topics many conversations inevitably veered toward in open forum. The challenges most student teachers in this seminar faced were two-fold. First, discussion often revolved around technical concerns with teaching. Student teachers would often ask for others' advice on issues such as what to do when a lesson goes wrong, test construction, what others thought about note-taking in class, or how to plan around a lunch period. There were also more philosophical puzzles about the challenging nature of teaching, such as Mercy's concern about getting too close with students. Mercy began an open forum session by talking about her dilemma with a student that shared with her that she was pregnant. Although she gave this student, whom Mercy identified as one of her favorites, the standard line, "I can't talk to you about that" (Seminar 8, 3.3.10), she could not help feeling like a hypocrite. When Nancy suggested she just say the generic line, "I'm not qualified but my advice is to make an informed decision," Mercy indicated that she was unsure what an informed decision, because she didn't know what exactly went into an "informed" decision. Joe then talked through the dilemma out-loud with the class: "It's tough. Let's say you're pro-life, your advice would be I don't believe in abortion. Then, you're going to have half the people say that what you said was outrageous, but it's the same on the other side." A few others then jumped in,

including Tim who advised Mercy that this issue was beyond her scope of practice, and she should she compassionately refer her to a counselor.

Another philosophical puzzle discussed in open forum was how to deal with race and culture in classrooms. In particular, the third open forum session (sixth seminar meeting) was replete with examples about how pre-service teachers negotiated with issues of race and culture. Zoe opened one open forum by recalling a story about a black student who asked her why Black Tuesday had to be black? She explained to the seminar:

I said, well, let me think, when things don't go as planned, they are considered—then a white kid says dark and looks at the black kid, and I just thought, we're not going to address this. Then, someone asked me, why don't you call on the white girls? I felt like I dug myself into a hole (Seminar 6, 2.17.10).

Several students jumped in after Zoe's story, reasoning that the question the student asked was not about race. Then, Traci entered into the conversation: "I think her question is valid, if I knew more about demonizing people and categorizing things as black, she had a valid point, there's a history there" (Seminar 6, 2.17.10). This comment by Traci motivated others to join the conversation. Several agreed that the question was legitimate because there is a history of stereotyping, therefore, with a group of students who had been traditionally alienated, it made sense that every time half the story was told, that they would constantly be looking for the rest of the story. Tim also jumped into this discussion, agreeing that we had to honor students' perspectives, even if we're not sure as teachers if the question is legitimate.

After the conversation moved away from Zoe's story, students returned to the issue of race in the classroom, this time with the history curriculum. Nancy told the seminar that 70% of her class is not white, and that her students didn't perceive US history as their own. She felt that

it was important to address this and encourage conversation about this issue in our classes. Some students added supporting comments. This comment also prompted Tim to share with the class an activity he did as a 9th grade teacher called star power, a simulation that ultimately taught that power corrupts.

Although Tim was afraid that his entrance into open forum would quell discussion, Traci continued the discussion in a different direction. She reflected on how most of the teachers in her school use the 1970s *Schoolhouse Rock* video on how a bill becomes a law. She wondered if it was culturally responsive to show that video to kids, which has the bill clasping its hands, hoping and praying that it will become a law, to show that video to a population of students who might not be Christian. She asked the class, “am I being too sensitive?” The question of sensitivity to students raised a variety of responses. Jesse attempting to affirm Traci’s dilemma asked a question of his own, “yeah, I’ve got to use sample legal scenarios for immigration, should I use Carlos or Charles?” Rose thought that Traci was being too sensitive, and Mercy brought up the fact that teachers are now being encouraged to be too politically correct. Some students tried to suggest analyzing the video as an artifact of 1977 to not only learn how a bill becomes a law, but what features, like the bill praying, were normalized in 1977.

Annie continued the conversation over religion, and told a story about her initial reaction when her cooperating teacher tried to plan a visit to a mosque and the vociferous reaction she received by her mostly conservative and religiously monolithic parents. Consequently, Annie noted that she didn’t feel safe discussing issues of religion or even race in her classroom. Bill brought up his view that all of his students know where each other attends church, and that becomes a problem because it often leads to groupthink. Jay acknowledged his silence in the classroom about religion: “I’m not saying anything. Something goes wrong, one kid decides that

Islam speaks to him, and then the education system is an accomplice. No thanks.” (Seminar 6, 2.17.10). Tim concluded this open forum discussion because of time constraints, and highlighted Traci’s initial comment, and asked the class to consider other ways to think about the bill going up the steps in the video, such as if the bill was dressed up in a suit, would that be an issue of class? He then encouraged the class to continue embracing questions like these in their practice and the political nature of social studies education.

Implicit in the conversations about the technical and philosophical puzzles of teaching and learning were the discourses of power that made these puzzles salient enough to engage in a conversation about. In the case of Zoe, she was a White female from a rural town in the South who admittedly had encountered very few minorities in her schooling experience (Interview 4, 3.2.10). Thus, the dissonance she experienced when a black student asked her about Black Tuesday was situated in a social, historical, and cultural discourse of power that permeated both Zoe and that particular student’s experience of school. The puzzle for Zoe was not merely located in the technicality of teaching, but more broadly in the discourse of race in society.

Expectations of students. A second major challenge teachers discussed in open forum, intimately related to issues of race, class, and power in classrooms, was dealing with keeping and enacting high expectations during student teaching despite the perception of varying ability levels. In the second seminar meeting, Andy reflected on his initial thoughts about the differences he observed at his placement site:

An idea I’ve been wrestling with, I teach two AP World History courses, and I think third period is better than fourth...third period has some bright kids, and whatever I teach, they’re all over it, but they also have kids that sleep no matter what, it’s like extremes. My question is, the smart kids are engaged, I don’t think I have to teach to them, because

they'll get it no matter what, and I don't teach to the bottom, because they're just sleeping. So, am I teaching to the middle, and maybe the bottom comes along, I mean, how do I grasp the kids in the middle so that the kids in the middle are engaged (Seminar 2, 1.20.10)?

Andy's question was greeted by more questions by classmates wondering aloud about how to balance the pace of classroom with students from different ability levels. Joe chimed in and shared a similar story about his class filled with seniors, and the difficulty of trying to motivate them, despite a case of "senioritis" among the students. Mercy, challenged part of Andy's supposition, and advised, "I don't know your class, and you go for your expectations, but kids will surprise you" (Seminar 2, 1.20.10). Tom, brought in his own perspective on Andy's expectations for his students:

To say what I want them to learn, you're treating them like objects...kids recognize expectations, and if they're not high, they know it. I think any kid can learn, I'm going to teach every kid in the same manner. That stuff is established early by the tone you set, your expectations for them. If I was in sitting in that 7th grade class, I'm teaching in, I would be miserable if my opinion was never asked, and I was just expected to do the work. I would not survive (Seminar 2, 1.20.10).

With some brief silence after this comment by Tom, the topic of expectations and varying levels was shifted by a question a student raised about texting in schools.

A few weeks later, Mercy, who intimated to Andy that his kids just might surprise him, had her own story to share in open forum. She recalled, "I have a kid who refuses to do anything, he'll do stuff when forced, but I talk to him and he'll shut down, and I don't know how to address this, when my CT talks to him, he gets ignored, and I don't know how to address that"

(Seminar 4, 2.3.10). Several ideas surfaced as students provided their perspectives through similar stories, such as Bob saying to Mercy, “get to know them better, I have a kid who doesn’t do anything, but he’s crazy smart” (Bob, 2.3.10). Mercy also provided more context as she responded to those suggestions through stories, and more context, such as the fact that the student is 20, or that he is 6’7 and plays basketball, led to more suggestions (and stories) from classmates like contacting the coach, the school psychologist, or the parents. A classmate then shifted this conversation by asking a question about negotiating activities with students.

Toward the end of the seminar, the topic of enacting expectations in light of the perception that students don’t care came up again. Bill chimed in:

Fourth period my students come in and cuss, they say mf this, and n word that, everyday, all day. We’ve written them up, sent them to the hall. We got to the point where we just lecture and say copy this. I don’t know what to do. Me and my CT just don’t even care anymore. You can’t do activities with them, there are one or two that want to learn, you just can’t do anything. It really gets frustrating (Seminar 10, 3.24.10).

Much like in Mercy’s situation, students tried to offer advice. Bob suggested having a stern conversation about the kind of classroom they were trying to create and how these problematic students were hindering the experiences of others. When Bill said that it just wasn’t some students, but the class as a whole, Jay shared a story about how he encountered a similar situation, and split the class into those who cared and didn’t care, and once the not-caring students realized that he didn’t care them, they came around.

After Tim and others in the class asked some contextualizing questions, about the makeup and attendance patterns of the class, Bob offered another suggestion—contacting the administration. Some student teachers, like Wesley, wondered if the problem with students who

don't care is simply that they know that there is nothing that can be done to them. As he noted, "they realize you're handcuffed." Tim asked if Bill had tried to contact parents, and he did, but found that numbers were often disconnected, or some parents didn't really care if their children are suspended. The conversation then returned to Wesley's issue of being handcuffed. Jay noted that he thought the system was set up to accommodate failure, by letting students recover credit in multiple ways, therefore students who don't care don't need to pay attention during the school year. He thought that perhaps the system of credit recovery should be discarded, to which Tim replied, "so you would just let kids drop out?" Jay remained adamant that the various forms of recovery didn't keep student accountable. Because the career consultant who was speaking to the seminar that day walked in at the tail end of this conversation, Tim asked Bill to express his final thoughts, which he replied about teaching, "some days, few, it's fun...this class, just makes you not want to do it" (Seminar 10, 3.24.10). Admittedly, Tim told the class that while that wasn't the most exciting note to segue into the career consultant, he had to move on to the next part of the agenda.

Being a student teacher. Given that the seminar is a space that relies partly on the lived curriculum of the student teaching experience, it is natural that some conversations in open forum related directly to being a student teacher. At times, conversations related directly to aspects of the student teaching experience such as relationships with cooperating teachers. Most described their relationships positively in seminar discussions. Student teachers often noted that their cooperating teacher mentored them through issues they had such as classroom management, lesson planning, and instruction. However, despite the generally positive sentiment of cooperating teachers, some students did bring problems with cooperating teachers into open forum. For example, after a discussion on student expectations, Alice commented that she saw

herself fighting against her CT's expectations of students, which she felt was very difficult. Later in the semester, Alice made another general comment in the midst of discussion that her CT "put her two cents in" (Seminar 12, 3.31.10) everything Alice did throughout the semester. Nancy also brought in some disagreements with her cooperating teacher into the open forum discussion. Nancy started off one open forum session by describing an episode with her cooperating teacher where she wanted to eliminate the multiple-choice items and add more writing on a test, but her CT did not let her. She felt that the class discussion was so productive that having a multiple choice test would not be an effective way of assessing learning, and that she now had to "cram all that discussion into multiple choice questions" (Seminar 10, 3.24.10). When some students asked whether she was worried about graduation tests or testing in general, she believed this was probably an influence. Tim then asked her about what the cooperating teacher thought about the alternative assessment assignment and Nancy responded:

She's grain and she's not, when she feels pressured she reverts to the grain, so I'm not sure. I told her about the alternative assignment, and she was like, oh that's dumb, they put you through so many hoops at Aderhold, and she scoffed. I actually thought it was a good assignment (Seminar 10, 3.24.10).

Although the conversation then moved on to testing, and eventually to other student stories, the cooperating teacher as a figure that essentially all student teacher shared provided a common topic of conversation that was identified as unique to the experience of being a student teacher.

Another common discussion theme during open forum was the limits of being a student teacher. Certainly, being tethered to the expectations of a cooperating teacher, as Alice expressed was one limit. Inexperience was also a limiting factor distinct to the student teaching experience. While some in open forum discussed the anticipated difficulties of being first year teacher, the

inexperience of being a student teacher was often the foil for many student teachers when lessons did not go exactly as planned. Rose, Wesley, and Bob all shared stories in an open forum exchange early in the semester about lessons that went awry, and all credited their inexperience with teaching as a part of the reason for a lesson's ineffectiveness.

Age for some in the seminar also emerged as another limit of being a student teacher. Jay brought this concern up in open forum, when he recalled a story of a fellow teacher who told the students they both share his age. He recounted:

I don't think she did it on purpose, but now it's a known fact, and it's ruined my cred.

They tell me, you lied to us, why did you make it such a big deal, you're only four years older. This has totally disrupted class (Seminar 8, 3.3.10).

When Tim asked if this was a shared concern, many agreed. Alice responded, "Some kids will guess, and do what I say, I am 21 years old. I'm so close to their age, they think they can get away with things." After a few others agreed, Tim stated, "I find this a curious concern, someone that is disconnected from being 22 and a student teacher, doesn't the authority you claim come from the position?" Rose responded, "it doesn't make a difference" and Zoe continued the discussion in the affirmative, "I told my kids 21, and someone challenged me on it, and the dynamic has completely changed." Zoe later added, "one kid told me that I'm not a teacher yet." Joe added, "we are student teachers, you come in the middle of the semester, they know you're an outsider." Tim recast the main theme of this discussion as the relationship between age, authority, and position as a student teacher. As this conversational episode illustrates, age and the temporary status of student teaching was a concern of that was important to being a student teacher.

Perspectives of Rose, Zoe, and Desmond about open forum. In the case of Rose, Zoe, and Desmond, participation in open forum varied. At some point all claimed that open forum discussions were valuable. All three student teachers noted that listening to the experiences of others helped them think through their own practice. Rose often asked herself during this portion of the seminar, “how could I incorporate that, or I wouldn’t really do that...so yeah, open forum helps me visualize myself in the classroom” (Interview 2, 2.4.10). Zoe echoed Rose’s sentiment:

It’s helpful to listen to what other people have to say about their experience, what’s going on in their schools, and then talking. I get more out of that than just sitting there, listening to Tim talk, which he hasn’t done a lot, but I feel like learning about everybody’s experiences and hearing about everybody’s experiences helps me because I’m thinking in my mind, okay so have I seen anything like that...is there something like what they’re talking about that I could do (Interview 2, 2.1.10).

Desmond also saw the same advantages of open forum, “it gives me a glimpse of what other people are doing, I can see some problems that they might be experiencing that I myself might be experiencing and say okay, how would I do that” (Interview 2, 2.5.10). Later in the semester, Desmond also pointed out that open forum was also a time where students could just “sit back and vent” (Interview 6, 4.22.10).

However, despite the generally positive sentiments toward open forum, some of the dynamics of open forum time affected the participation of Rose, Zoe, and Desmond. Rose and Zoe initially saw the seminar as a time to share stories and receive advice from others. In fact, Tim had pitched the seminar and open forum in this manner. However, when Rose and Zoe opened themselves up to the group, the reactions weren’t exactly what they were expecting. In Rose’s case, she shared a story with the seminar about an assignment that failed:

Rose: I assigned my students a project, the 1920s, you're in groups and you teach the class, movie, skit, magazine, and it had to have another aspect. I gave them plenty of class time, and it was a disaster. My CT was so upset and disappointed at students, so we gave them some more time, the weekend, and we come back, and the projects are still awful, and now it's turned into this ordeal, have you tried to do something that is worthwhile, that was fun and engaging, but the majority dropped the ball (Seminar 4, 2.3.10)?

To this prompt, two student teacher recalled their experiences with a student-teacher activity that failed. Then, students jumped in and provided advice for Rose.

Nancy: I think you have to plan your activity and give them prep materials, give them the exact thing that they have to read, give them sources, and a list, a study guide, these are the thing they're responsible, and then it's fair game.

Mercy: Nothing has really tanked off course for me...what I've learned is that students need hand holding...

Joe: one thing that might sound generic and cheesy is give them questions, how can I improve this class.

Rose: I really like that idea, We gave them a rubric, very clear, but my CT was so upset, the kids were lazy and they dropped the ball, and now I don't want to do such a complicated activity again.

Nancy: Yeah, they're probably being lazy.

Alice: You probably want to just want to give it to them day by day, I will grade your progress every day.

Tim: Those are always lame, the idea of students teaching other students, almost always boring (Seminar 4, 2.3.10).

After Tim weighed in, a few students seconded Alice's suggestion of giving students milestones to accomplish tasks in order for an activity not to go off track. Although these suggestions were in response to the prompt Rose brought up, and were seemingly well intentioned, the response from the class caused Rose to reconsider divulging stories in the seminar. Rose shared her reaction when I asked her about that moment the following day in an interview:

Alex: In the seminar last night you expressed your frustration with an activity that—

Rose: I wish I hadn't brought that up.

Alex: Why?

Rose: It didn't go anywhere and it was really pointless. I think what's frustrating is that it didn't go like I thought it was going to go, which is fine, but I felt like everyone was like well you should have done this or that.

Alex: What were you expecting?

Rose: My question was trying to get at what do you do when an engaging activity bombs?...How do we get students to be engaged if they're not?...I was trying to mix it up...we've been looking at active student engagement, we tried this, it was supposed to be engaging, it bombed. What do you think? Instead, it became a personal attack, well you could have done this or this, this, and this...I got nothing out of those suggestions, I feel like it made me look bad...its just one of those things, with anything you try to explain something, no one is really in your classroom and understands...Now people know something about me that they didn't really need to know (Interview 2, 2.4.10)

True to her word, for the remaining open forums, Rose did not initiate a discussion topic. She participated during the semester, but her entrance into the open forum discussion was limited to responding to comments made by other students.

Like Rose, Zoe had a salient moment in the seminar that caused her to retreat in subsequent conversations. Zoe kicked off one open forum by asking the class how they would have reacted to a situation she encountered earlier in the week. When she shared with the seminar her story about the black student who asked her why Black Tuesday had to be black, the turns in the conversation were frustrating. She recalled that moment in an interview a few weeks later:

I was starting to come out of my shell to talk a little bit and then the week I shared about the kid asking me what does it have to be black Tuesday, the initial reaction that I had, I can just hear this guy laughing about what I said—that moment has totally turned me off from seminar, so now I'm just sitting there. I'm not saying anything else...I thought I was the worst teacher on the planet...since that Wednesday, I went back in my shell, I know participation is a grade, but maybe in a few weeks (Interview 4, 3.2.10).

Like Rose, the reaction she received from others was off-putting. The idea of getting the perspectives of others, in both circumstances, turned into a tutorial, which neither student teacher appreciated. While the open forum is set up to have students share experiences, in these cases, what seemed as a personal attack on their work shut them down to future conversations and engagement in the seminar.

Another important factor that contributed to participation in the open forum and seminar discussions was the different preparation pathways. For Zoe and Desmond, the students pursuing

their master's degrees seemed to always dominate the conversation. Talking about the conversations in open forum, Desmond noted:

I'm getting more bitter towards the seminar...because we're in there with master's students and there is a gap between them and us, it's almost like they're saying we have more of this education, we have more knowledge, so they push it, they're quoting things, saying, well when I had this class or this class, this is what we learned..." (Interview 5, 3.1.10).

Zoe expressing a similar sentiment, recalling in an interview that she thought the graduate students were just plain rude. She observed that many of her undergraduate counterparts were not talking as much in the seminar.

Rose doesn't talk as much as she did last semester and she's trying to say something and then she's just interrupted, [others say] oh well I think she's trying to say this, then Rose is like, no I'm not...There's just this group of graduate students. I feel like Jesse was really vocal last semester. Now, me and Desmond normally do not have a lot to say, but Rose has a lot to say or used to, and Jesse would talk a lot too, even Wesley, but it's like you hardly ever hear them now (Interview 4, 3.2.10).

As Zoe and Desmond observed, there were certainly a group of student teachers that dominated the conversation from week to week. While a good number of graduate students seized opportunities to provide their own perspectives on situations or bring up stories about their experiences during open forum, the dominant voices were not completely comprised of graduate students. Nevertheless, the blending of undergraduates and graduate students did have some effect on the apprehension of some to engage in discussions during open forum and other parts of the seminar.

Overall, the open forum discussions stirred some interesting conversations about teaching and learning. The organic conversations that emerged over particular topics throughout the open forum sessions certainly provided opportunities to learn from others experiences. As several of the focal student teacher observed, open forum provided an opportunity to consider the experiences of others. Nevertheless, despite these opportunities, the organic open forum conversations also had some negative repercussions. The salient negative experiences of Zoe and Rose or the perception that graduate students dominated the conversation quelled participation in the seminar. Although the lack of participation in open forum does not delimit the possibilities for engagement and potential to gain something from the discussions, the silence of Rose, Zoe, and Desmond is important to consider. Extending what the three focal student teachers described as the benefits of open forum to the rest of the participants in the seminar, the limited participation of Rose, Zoe, and Desmond deprived others of learning from and about their experiences. Furthermore, the reluctance to enter into this initial conversation about teaching also resulted in additional negative assumptions that self-fed into subsequent discussions after open forum.

SURGE!-focused Discussions

After each open forum or breakout session, seminar students engaged in a focused inquiry on one of the six SURGE! domains. Tim approached the domains and the standards that constitute the SURGE! framework as inquiry spaces, not as self-evident statements or indisputable facts about teaching and learning. Therefore, conversation and collaboration through different pedagogical strategies and activities in the seminar were leveraged to support inquiry about the SURGE! framework. Although there were a variety of strategies used in order to engage students in collaborative inquiry, there were essentially two kinds of configurations of

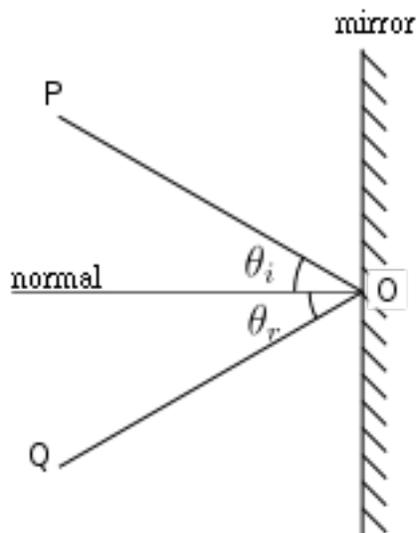
SURGE! related discussions, small and large group conversations. Many post-open forum classroom activities engaged students in smaller group discussions of two or more attempting to explore the meaning and/or application of a particular standard. Conversely, large group discussions included the entire class in one of two forms. Some large group conversations emerged as smaller groups reported back about the task they were assigned, while other conversations were prompts by Tim, meant specifically for the entire class to engage in a discussion about. Table 5.1 lists the SURGE! domain and standards discussed each week, and describes the kinds of activities seminar students participated in. The small and large group SURGE!-focused discussions featured two common occurrences: reflection and questioning, which I detail below.

Reflection. In teacher education literature, reflection is a vogue term. Numerous scholars have devoted time and energy to writing about cultivating reflective practitioners. Typically, models of reflection in teacher education are based on the work of Schon (1983) or van Manen (1977). While these typologies would suffice to sketch out the kinds of reflection that occurred in the SURGE!-focused discussion, I wish to draw on a different conception of reflection, a more scientifically grounded metaphor. In physics, reflection is simply defined as the redirection of a wave between two media. For light waves, this redirection is exhibited in two common ways: specular and diffuse reflection. The most widely recognized form of reflection is specular reflection, when light hits a medium and is reflected back at a coplanar angle (Figure 5.1). A common example of specular reflection is the reflection of an image from a mirror, smooth surface, or still body of water. A second kind of reflection is diffuse reflection, which is when light hits a medium and is scattered (Figure 5.1). Our vision is a result of diffuse reflection, as the objects we observe in the physical world are a result of light scattering from their surfaces.

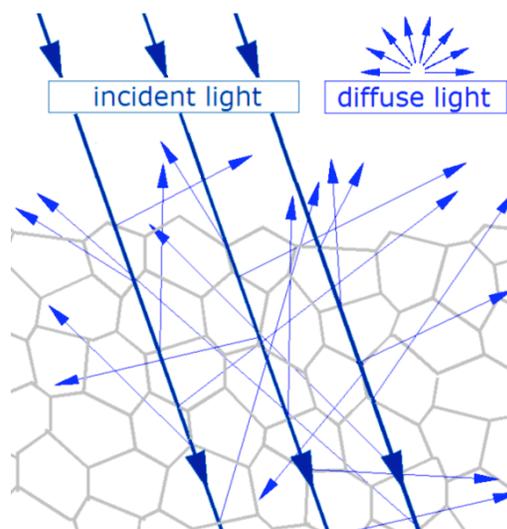
Because SURGE! provided a conceptual scaffold for the student teaching experience, numerous reflections in the seminar emerged about self, teaching, and learning. These reflections were closely related to the physical properties of reflecting light.

Figure 5.1 Specular and Diffuse Reflection

Specular Reflection



Diffuse Reflection



Specular reflection. Many conversations in the seminar revolved around the self-image of these developing teachers. Like reflections that form an image in the mirror, when confronted with thinking about concepts such as active student engagement, worthwhile learning, culturally responsive teaching, or how students learn, inquiry around these topics led to reflections and verbal descriptions about themselves considering or enacting these concepts. For example, early in the semester when students discussed active student engagement and worthwhile learning, many considered themselves inferior to their cooperating teacher. In one small group, Rose shared with Zoe, “I gave a lecture today, and I feel like I failed, this isn’t what I wanted, I want to be the teacher that incorporates activities, but it’s just so daunting when you see how good your cooperating teacher is at this.” While specular reflections revealed what can be considered common difficulties for novice teachers, they also provided a window into how concepts were

being appropriated. Tom shared the following about being responsive to students as whole people (2c) with members of his small discussion group:

You have to be caring, my approach is caring about kids. I've been at Knight Middle School, and everyone comes to me...you have to be empathic about what's going in [students'] lives, when you are a genuinely caring person people will recognize that...I respond to them, I show them that they're important to me, I'm open to whatever you want to talk about, it's been successful (Seminar 6, 2.17.10).

Similarly, in a large group discussion about relating worthwhile learning (3c) and rationale-based practice, Joe reflects on the influence of his rationale on practice:

When I'm teaching, practical applications, that's the thing, as part of democracy, asking kids to paint their own picture of history. I want kids to paint their own picture of their place in the world. When I taught the Cuban Missile Crisis, I wanted them to get a sense of how dangerous this is, and that you put someone in office who has access to these weapons (Seminar 4, 2.3.10).

When engaged in a specular reflection, student teachers sketched an image of self and thus assisted others in contextualizing the lived experience of student teaching. Interestingly enough, specular reflections went mostly unchallenged by those listening to the reflecting student teacher. Certainly, difficulty lies in negating or challenging the lived experiences and subsequent reflections of others. However, unlike other dimensions of the seminar, where statements and perspectives were questioned, challenged, or complexified, reflections of self were immune from those kinds of conversational moves.

Diffuse reflection. Most of the optical world is made visible through diffuse reflection. The computer screen or piece of paper you're reading these words on is made possible by the

reflection of light scattering in various directions. Similarly, in the seminar many student teachers engaged in diffuse reflection about teaching and learning. Unlike specular reflections where students reflected on self in action or self in thought, diffuse reflections were more propositional in nature. Therefore, diffuse reflections provide perspectives on the emerging understandings of student teachers about the structure and nature of teaching and learning. Diffuse reflections covered numerous developing understandings, such as evaluating the effectiveness of teachers, the importance of content knowledge in teaching, the conduciveness of school architecture for student learning, or dealing and negotiating with administrators. One prevalent diffuse reflection students often shared was about standards and testing. In one large group setting, Rose expressed to the group plainly, “I hate state standards and end of course tests” (Seminar 3, 1.27.10). This statement brought up a response from Nancy who expressed some ambivalence toward standards:

Nancy: As far as the standards, I feel as if there is not enough, I have no idea what geography is supposed to be about. The standards are too general and broad, and that’s not helpful...I’m feeling like maybe it’s not as bad, to have some standards.

Tracy: Isn’t that liberating?

Nancy: Liberating but terrifying. They’re not as detailed as I wish they were...It’s interesting we talk bad about the standards so much, and I’ve been with that battle, but now that I don’t have standards, I don’t know what to do, it’s ironic (Seminar 3, 1.27.10).

Later in that same seminar continuing on the content and curriculum topic, Zoe and Wesley return to the topic of state standards and testing:

Zoe: According to the state standards I have to teach 40 years in two weeks. I can't spend two days on something, because I've got something else that I've got to cover. I have to get my students to a certain goal

Wesley: For me, I like the end of course tests, and dislike them. Right now, I'm teaching economics, and since I have to google words before I teach them, I don't see it as something that's necessarily bad. Now, if I get to teach history next year, then that will be a different story (Seminar 3, 1.27.10).

As these two brief conversational exchanges illustrated, the nature of diffuse reflections in the seminar were propositional. Moreover, because these statements were grounded in experience, they retain a reflective quality.

Another set of standards that brought forward diffuse reflections were those on the nature of students and their learning. In particular, discussion of respecting and responding to students as whole people (2c), gave way to several reflections on students and how they learn. In a small group discussion, Sam explained her understanding of the phrase whole people, "kids have other things going on beyond school, they're people and we have to be aware of what's going on outside of the classroom...you can gain respect by being responsive to students, if my students know that I'm aware, it creates a better classroom environment" (Seminar 6, 2.17.10). Later in that same small group discussion, Jesse provided his understanding of whole people, "as far as students as whole people, I don't think we look at them that way. The way education works now, we have an economic model, and I don't know how successful it is to get teachers to buy into getting to see students beyond standards and tests."

These diffuse reflections about students, like those on standards and testing, revealed some of the emerging perspectives some student teachers were constructing in light of their

student teaching experience. The propositional nature of diffuse reflections, unlike specular reflections made challenging and questioning these reflections possible, as exemplified by the exchange between Nancy and Tracy, or Zoe and Wesley. Furthermore, because the seminar is a course grounded in the lived experience of student teaching, these diffuse reflections were more than just simple opinions about teaching and learning. Because the SURGE! conceptual framework prompted focused inquiry, the diffuse reflections revealed how students were making sense of the structures and nature of schooling based on the experience of teaching and being immersed in a school culture. In inquiring together, these diffuse reflections revealed in many ways, what the “initial forays into teaching” (Seminar Syllabus, p. 1) looked like for this particular group of student teachers.

Questioning. As expected, questions were a central feature of an inquiry-based seminar. In the seminar, questions served two purposes. First, questions were used by students to broaden understanding and complexify concepts. Across the SURGE!-focused discussions, many of the activities were designed to draw out the opinions of others and encourage collaborative inquiry about particular strands in the SURGE! framework. In virtually all SURGE!-focused discussion settings, the questioning spirit of the seminar animated the dialogue (Burbules, 1993). For example, in one small group tasked with coming up with a few burning questions about the relationship between social studies and democracy (1a), the conversation led to a more unstable understanding of democracy:

Rose: What do you think Desmond?

Desmond: Well, when I look at this standard, can we get content to always fit democracy? Will there always be a link to democracy? Can it always be connected? I

don't think it can be. Does this make sense? Everything we do, will always be connected to democracy?

Nancy: Should you be doing it if it doesn't connect? If it doesn't connect to democracy or the foundations [of social studies], then why bother with it?

Rose: Yeah, what do you do if your standards don't fit? I mean, how do we look at 1a when we're planning and when we teach?

Desmond: It's that balance, teaching for democracy, and having to meet the state standards.

Nancy: How do you balance your own curriculum ideas with standards, and always maintain the goals for teaching with democracy?

Rose: That's a complex question. I don't know the answer, are we teaching for democracy or through democracy?

Nancy: For me? Both, ideally.

Desmond: That's a good question, what is democracy?

Nancy: When I wrote my rationale, I wrote what I think it means.

Desmond: Yeah, but what I feel is important to teach for democracy isn't the same as Rose.

Nancy: So, how qualified are we to judge this stuff? To judge what matches up with democracy and what methods are used (Seminar 4, 2.3.10).

As this conversational episode illustrates, the act of questioning not only provided an entry into the perspectives of these different student teachers, but also complicated the relationship between democracy and teaching social studies. Collaboratively questioning the SURGE! framework also allowed these student teachers to consider the implications of issues like educating *for*

democracy or *through* democracy in social studies, or the limits of teaching for democracy given the authoritative discourse of standards. These conversations, forged by inquiry and animated through questioning, allowed these student teachers to juxtapose their work as practitioners in the field with their understandings of social studies education. Although this contrasting kind of work does not necessarily lead to consensus about the objects of inquiry, the task of making the work of teaching more complex through the act of questioning did seem to set up teaching as a pursuit continually in need of investigation and re-examination.

Beyond its intentional use to unpack the concepts of SURGE!, students in the seminar also used questions as aporias. In rhetoric an aporia is a statement of puzzlement or an expression of doubt. Because the work of teaching features chronic uncertainty about effectiveness (Labaree, 2004), the conceptual scaffold of SURGE! and the inquiry-based environment of the seminar provided a space to doubt and wonder aloud. The above conversation certainly is an example of questions used as aporias, as student teachers tried to work through the relationship between democracy and social studies. In other instances, questions would surface in the midst of conversations. For example, Rose interjected into a conversation about teaching against the grain: “Are there not moments when we need to teach with the grain” (Seminar 2, 1.20.10)? When discussing 2c, demonstrate an understanding of how students learn, Jay asked his small group, “how do I apply culture and race all at once? Are we really supposed to just teach to the minority and exempt others” (Seminar 6, 2.17.10)? Jesse expressed doubt in a large group setting that coherent long-term goals (5b) in teaching were attainable: “Its impossible. We can’t put stuff together to connect like Lego’s can we” (Seminar 13, 4.14.10)? In many instances, the essence of these questions went unanswered. Likely, aporetic kinds of questions reflect an impasse with the object, and questions were used to counter

the complexity or difficulty of operationalizing SURGE! concepts. It is quite possible, that in the questions many students raised in the seminar, we find the nexus between the seminar as an element of teacher education attempting to educate and student teachers trying to make sense of that education. Although the variety of inquiry-based activities cultivated a culture of questioning in the seminar, the applicative criticality that shot through these questions was as telling as the fact that these questions were allowed in the seminar.

Perspectives of Rose, Zoe, and Desmond. Given the variety of small and large group activity combinations that comprised the SURGE!-focused discussions, Zoe, Desmond, and Rose participated much more actively in this segment of the seminar. As Zoe mentioned in an interview, the activities like speed dating, the carousel of fun, or March madness all made the conversations more manageable by targeting the talk on SURGE! (Focus Group, 5.6.10). Although the large group discussion did feature some dynamics that carried over from the open forum session, such as certain members dominating the conversational turns, the interspersing of small and large group discussion mitigated some of those concern in the SURGE!-focused segment of the seminar. Also, the nature of the discussions helped assuage some of the concern about members in the seminar trying to “fix” each other. Setting up SURGE! as an inquiry space as opposed to a list of things to complete before the end of student teaching made the conversation more about exchanging propositions than about providing advice. Zoe observed that the SURGE!-focused discussion were “much more pleasant, I was in some really good groups and they had some really good ideas that I wrote down that made me... think about the way I thought about these standards” (Interview 6, 4.21.10).

Like open forum, Rose, Zoe, and Desmond credited the SURGE!-focused discussions with helping them think about teaching and learning. However, unlike open forum where the

benefit of the discussion was in hearing the experiences of others, and considering what to do if placed in the same situation or set of circumstances, listening and thinking about the propositional understanding of others created a different set of considerations about the nature of teaching. The collaborative inquiry around the SURGE! concepts required Rose, Zoe, and Desmond to engage in discussions and subsequently think about teaching and learning in different ways than the more organically evolving open forum conversations. For these three student teachers, the culture of inquiry and more specifically, the prevalence of questions in the SURGE!-focused discussions provided an opportunity to reconsider practice from a different conceptual vantage point. As Rose suggested:

Seminar forces you to think about questions. Like when we were going around doing the speed dating and talking with people, it made me think, why am I teaching like this? I started asking myself questions like what is the purpose of me actually teaching, is it active student engagement or worthwhile learning? I remember thinking to myself after that discussion, I need to start asking myself is this worthwhile (Interview 2, 2.4.10)?

Similarly, after an exploration of standard 1a, which asked student teachers to consider the foundations of social studies, Zoe noted:

The questions people ask in the seminar has made me stop and think about things. Like when we talked with others about the three traditions and then Tim explained it using the Boston Tea Party. I was like, oh, well, is that how I'm talking about state history? Am I just being a transmissionist or am I really getting my kids to think critically? I think that's something that maybe I would have eventually figured out, but the seminar just accelerated that (Interview 2, 2.1.10).

The culture of inquiry in the seminar also influenced Desmond's view of his practice. When I asked him to reflect in his final interview on his initial comments in our first interview on the fifth domain, planning and instruction, he stated the following:

Back then I was pushing more standards based, AKS based instruction and not thinking, why am I making that decision. Back then, I would say, well I'm making that decision because the AKS says I need to do it, but now I see that the AKS isn't a definitive framework, it's more of a guideline...I guess what I'm saying now is that you use the AKS as guideline, but you also have your rationale and you can say, well maybe I should include this and this and it's back up in my rationale for teaching (Interview 6, 4.22.10).

When I asked him to provide a numerical equation to reflect how much the seminar and the field experience contributed to that understanding, Desmond replied, "70/30." I asked him specifically to elaborate on what in the seminar led to this understanding, he responded that the "discussions with others and using the rationale in practice and about planning and instructionally really changed the way I looked at the state standards" (Interview 6, 4.22.10).

As each of these student teachers intimated, some of the ideas in the SURGE! framework provided a conceptual moor to consider and reconsider the nature of teaching. The collaborative inquiry around the SURGE! domains and standards required students to address these concepts not just as intellectuals asking questions about what teachers should know and be able to do, but also as practitioners asking questions of themselves and of others about what teachers should know and be able to do. The conversations and inquiries about concepts like culturally relevant teaching, active student engagement, or worthwhile learning that occurred in the seminar did not revolve around some anticipated future practice like in other teacher education courses. Instead, the reflections and questions featured in the SURGE!-focused discussions were around a lived

experience. This subtle shift in positioning made the influence of the SURGE!-focused discussions quite powerful.

In addition to thinking and talking differently about the work of teaching, the SURGE!-focused discussions also influenced Rose, Zoe, and Desmond's perceptions of their own learning about teaching. As Rose succinctly put it, "working through SURGE! helped me to make more sense of the stuff we did in methods and curriculum...it's all come together in a way" (Interview 6, 4.20.10). When I pressed her specifically about how things were "coming together," she noted:

Well, the difficulty in trying to align what you're doing in the classroom with what you want to be doing. Jack (her methods instructor) would always remind us that there was this dance between what I wanted to accomplish and what the state standards were asking me to do, and I was thinking about that when we talked last week about the differences between long term and short term goals (Interview 6, 4.20.10).

Like Rose, Zoe also recalled a moment when the program began to cohere as a result of the inquiries around SURGE!. For her, this was a discussion of the first standard, demonstrate understanding of the foundations, aims, and practices of social studies education (1a):

When we were talking about the three kinds of social studies, I was thinking back to some of the things we did in your [ESOC 2450] class, and I remember thinking then, wow, what is he talking about? I mean, it made some sense, but now, after talking about them a little bit more, I think I'm beginning to see a how those three traditions actually play out in what teachers do at Knight Middle School (Interview 3, 2.16.10).

In many ways, the collaborative inquiry around SURGE! provided an opportunity to create resonance with other experiences in the program. However, these perspectives also speak to the

delicate balance between conceptual resonance and over-saturation in a teacher education program.

Looking back at the way that Rose, Zoe, and Desmond spoke about a concept like democracy or democratic education versus short term and long term planning (5b) or the foundations and aims of social studies (1a), questions emerge about why one concept and not others became a source of resistance. When I asked Desmond, who exhibited perhaps the most audible resistance to the democratic education theme in his teacher education program about the differences in his professional block and the seminar, his answer was revealing:

I guess my thought process is that there was less push for democratic education and more thinking about it, which worked for me. I mean the SURGE! standards barely talk about democratic education, and certainly not in the way we talked about it in 2450 and the block, it being almost the main concept...I think because we spent time just thinking about them and less pushing that it was generally good for me (Interview 6 4.22.10).

The theme of “pushing” versus “thinking” apparent in Desmond’s responses speaks to the leveling effect of inquiry in the seminar, and hints at the fine line that separates over-saturation and resonance. Certainly, Desmond’s use of the word “pushing” reveals the power laden in the authority of the discourse of particular teacher education programs. The involuntary nature of a term like “pushing” highlights the limited agency Desmond felt as a student in his prior coursework. In contrast, Desmond’s experience in the seminar, his use of “thinking” counters the sentiment he deployed to describe his earlier experience. As such, the culture of inquiry in the seminar provided a different and possibly less threatening experience with the concepts that constituted the teacher preparation program at Southeastern University. This leveling effect of the authority of the discourse of a program is worthy of note, not only because of its impact

within the seminar, but also because of its possible contribution to other parts of the program prior to the seminar. A more concerted effort to inquire about issues related to the framework and program discourse before this seminar perhaps offers some clue to hedging against the saturation and consequent resistance Desmond entered the student teaching seminar with.

For these three student teachers, the SURGE!-focused discussions asked them to shift between two different roles—*student of teaching* and *student teacher*. The convergence and divergence of these two roles is evident in the conversations that occurred in the SURGE!-focused discussions and the perceptions of what happened in these conversations. Seemingly, the authority of experience was manifest in different forms. Sometimes, student teachers would call on the lived experience of student teaching, while at other times beckon the experience of being a student in a teacher education program to filter their understanding of the SURGE! framework. Both of these experiences, however, can be considered catalysts and obstacles to learning to teach.

At times inquiry around SURGE! created resonance that furthered not only the conceptual understanding as students of teaching, but in many ways, how student teachers began to understand their practice. For example, the SURGE!-focused discussions around standards 1a changed the way Zoe saw her practice when she questioned whether she was a transmissionist or not. This same discussion also led her to make some connections between herself as a pre-service learner and a practitioner. Rose made similar kinds of connections between the implications as a practitioner and student of learning with the inquiries around worthwhile learning (3c) and short term and long-term goals (5b). Conversely, Desmond illustrates that while inquiry may not necessarily lead to outcomes of resonance as expressed by Rose and Zoe, that inquiry is still a powerful tool in the education of prospective teachers. The culture of inquiry in the seminar and

around the SURGE! framework allowed for Desmond to perceive the work inside the seminar as “thinking about” and not being “pushed upon.”

eLC Online Discussions

The electronic platform (eLC) in Tim’s student teaching seminar served mostly as a communications hub. All assignments handed out in class were posted on eLC. The most widely used feature of eLC was the “discussions” section that allowed seminar participants to begin or carryover conversations from the seminar. On occasion, Tim required students to make a post on eLC, and at other times, students used eLC on their own accord. In total, there were roughly thirty-five different discussion threads garnering no responses to ten responses. Many of the postings were directly related to practical or logistical concerns about the classroom or teaching. For example, thread topics included: make up work, giving tests, cheating, dealing with substitute teachers, and the state teacher certification exam. In most of these threads, students expressed a concern and asked classmates for assistance, thoughts, or reflections about that concern. Typically, students would answer the post in the affirmative, letting the original person posting that they agreed or sympathized with their situation and then proceeded to share a tip, idea, or thought that either worked for them or thought could possibly work. For example, Stacy responding to a thread about make up work wrote the following:

I agree with all of you that make up work is difficult for the teacher. Joe, I think that your school having a shared drive is a brilliant idea...I think that Tracy and Zoe’s idea about the folder is a good idea as well. One of my friends who is a teacher has each student make their own folder, and that is what the student checks to get any of their assignments. She will grade the assignment and put it back, so that the student has his/her own folder

of all their completed work, so that it is easy to show the student, his family, and the administration if there is a problem with his/her grade (eLC Discussion Board 1.24.10).

Like the open forum discussions, questions were rarely raised of the more practical and logistical posts. Instead, those who entered the conversation, like Stacy, simply provided support and shared her or his perspective on a similar situation.

Other threads continued conversations that began in the seminar. Some students posted on ideas discussed in previous seminars such as “teaching against the grain” or “playing school.” One particular thread titled “Lingering Questions from Seminar” was based on the following large group discussion the night before on the standard, preservice social studies teachers will respect and be responsive to students as whole people (2c):

Bob: I wrote some things down, how do you respect the child who doesn't respect you? What Jerry was saying, about body build, gender, sex, it's definitely true, how you present yourself, you can't help that, kids will treat you differently. Tom, your voice, you sound like a narrator.

Mercy: Like Morgan Freeman (class laughter)

Brian: When you (Tom) say something deep, it comes out deep.

James: Tom and I talked about it, he is a black male, you can identify with some of those kids, and I think, that's part of it...

Nancy (to Tom): What do you do? What are the ways...

Tom: It's your approach. I agree with Sandy, I talk to kids, I love talking with kids...they respect that you took the time to talk to them. Kids care about that. It's worked for me.

Even as a probation officer, it's the same thing. I've never locked a kid up. I've never had issues, because my approach, we can get to the meat and potatoes. It's your approach,

talking to them, going to their basketball games. Not school, but rec games as well. It's those type of things. That builds the relationship.

Jay: For me, because I don't have the commanding voice, the kids realize that...I exert authority through content. I'm not a physical presence in the school.

Mercy (to Tom): You're in a unique situation, you're older than us, I think, kids can smell new meat.

Tom: I don't think so...they don't know my age.

Mercy: I really think being a father, you have this innate love of children. It's just innate, not having a child yet, it's a different level of connection, a different respect level...since we're not mother's and father' yet, we don't have that connection...I'm not a parent, but I have students that I don't want to look at as whole people.

Tom: It's the way I would like to be treated because I remember how I was treated.

Mercy: There is a different relationship there, I'm not saying it puts you at disadvantage, it's just a different perspective (Seminar 6, 2.17.10).

Tom bothered by the assertion by Mercy and others that being a parent was the key to his caring and effective approach to teaching, wrote on eLC seventeen hours later:

I just need to throw something out that is still bothering me from seminar last night. The assertion was made that my success and concern for students is due to my age and the fact that I have children. So, my question is this, about 95% of the teachers that I run into are older than I and also have kids; Why do they not have the same attitude and concern that I have for students? If age and parenting is a prerequisite for being a respectful and responsive teacher, what are so many teachers that fill these requirements failing?

Feedback please...(eLC Discussion Board, 2.18.10).

The first response to Tom's lingering question was Andy, who posted later that day:

I though you brought up an excellent rebuttal to Mercy's argument about being responsive and respectful...I think you have training and a disposition that aids you in dealing with students and situations...I am certainly not a parent, but I think if I were I would look at education differently than I do now. Your experiences as a parole officer certainly shapes the reason you teach from mine or any other teacher for that matter. I do not claim to know your story or past, but from what you've shared in class is much different than the majority of other student teachers...Do I think one has to be a parent to see the whole student? I believe the answer is no, but the experience of being a parent or patrol officer are ones that can benefit the classroom (eLC Discussion Board, 2.18.10).

Tom responded to Andy's post by noting that he often gets disheartened when he hears certain comments that chalk up effectiveness to factors beyond teachers seeing the potential in every child. He closed his response to Andy by writing, "I will say over and over again, we as teachers have to be willing to check our attitudes and enthusiasm level because if we would rather be at home, so will they..." (eLC Discussion Board, 2.18.10). A couple of days later, Jerry weighed in on Tom's initial post.

Okay, so after listening to the class discussion and reading this thread, I can certainly see how you are frustrated Tom, but to be honest, I think some wires are getting crossed in everyone's communication. Tom, I think that you have obviously made an effort to connect with the kids in your school, and from what you have told us, you have had great success. That is great...However, I also think that it does have something to do with your physical nature (your voice, your presence, and your exceptional ability to create a personal relationship with each of your confidence) as well as your experience (your

time as a PO, your experiences as a father, your background). What I am getting at is that I think (and please do not think I am taking sides, I am only trying to mediate) you are viewing the difficulties that others are having in connecting with their students as a lack of effort. I do not think this is always the case...I guess my point is that, I think it is hard for Tom, who has had such great success with his students, to understand how or why others simply cannot institute the same methods and see the same results...(eLC Discussion Board, 2.20.10).

Mercy got the last word on Tom's original post:

In response to your post- I did not say that being a parent makes you a better teacher. Nor did I say that it is a prerequisite. In class last week, I was expressing that the student teaching experience of those who are parents in our cohort is dramatically different from those of us who are not. If anything, being a parent, and especially coming from a previous field that deals with constructing the lives of kids, you would have a different perspective on this. I did not say that to be a parent makes you a good teacher. If that was the case then the education profession would be extremely difficult. This comment was actually meant to be a praise...however, it appears that you did not take it that way (eLC Discussion Board, 2.23.10).

By continuing the conversation that started in the seminar into the electronic discussion space, some of the possible misconceptions that occurred in the course of conversation were aired out. Tom's perception from the seminar conversation that many thought that parenthood equated good teaching was challenged by all respondents to his post. This understanding for Tom and for those who felt Tom might have misinterpreted them was made possible by this electronic space. As such, the electronic platform of eLC also provided seminar participants an opportunity to

wield power in ways that sometimes were not possible because of individual or social dynamics that limited classroom discussion. For example, eLC provided Tom an opportunity to challenge the seemingly collective understanding that his effectiveness as a teacher was simply due to his life experiences (e.g., parenting, parole officer). This space to talk back to a somewhat collective characterization by the class allowed Tom to wield the power define himself and not be defined by others.

Moreover, as the above thread illustrates, the eLC discussion forum allowed those who didn't voice their perspectives or opinions in the original conversation, like Andy or Jerry, to enter the conversation. Writing responses also provided a much more nuanced view into the thoughts of others. Unlike the much shorter conversational turns in seminar discussions, the unlimited space provided in the electronic discussion threads allowed students in the seminar much more freedom voice concerns and elaborate thinking.

For Rose, Zoe, and Desmond, the eLC discussion forum was identified as the least beneficial "conversation" space in the seminar. The reason for this varied across all three participants. Desmond, who participated the least of the three with only two posts throughout the semester was troubled by the online experience itself. He recalled, "I don't like the online experience...because I like to be able to talk to someone face to face and get their immediate feedback about it, rather than just type it and hope they respond" (Interview 6, 4.22.10). Rose, who totaled six posts across the semester felt that the conversations in the discussion forum were often inconsequential: "I'm not really sure I got anything out of those discussions, I mean, they really weren't discussions, just people offering their opinions or people talking about something that was happening in their school" (Interview 6, 4.20.10). Zoe, with five posts during the semester thought the discussion forum had a forced feel to it. She noted, "if [posting] wasn't

required for participation nobody would post” (Interview 6, 4.21.10). However, unlike Rose and Desmond who could not identify any particular advantage to the eLC discussion forum, Zoe felt that despite its limitations, posting on eLC did help her feel better about a particular situation.

In early February after a prompting from Tim to post on the discussion board, Zoe shared with the seminar on eLC the following concern with “substitute teachers”:

Since the start of student teaching, I have had 3 different substitute teachers. One lady I had for an entire day and then again for half a day. She was great! She let me do my own thing, because my CT left a note saying I was in charge of the lesson and knew what to do. The next lady was also for half a day. Again the teacher told the substitute I was in charge, and that I made the lesson so she would not be required to do anything except make sure everything (basically behavior) stayed under control. To make a long story short, the substitute was up walking around the room which I didn’t mind. But, then in one class she interrupts me when I am debriefing the lesson with the students and answers the question I am asking the students. Which would be okay, except she answered the question wrong. I didn’t want to call her out and be like “No,” so I kind of tried to avoid what she said. I was standing with my CT and the substitute when my CT said I was in charge, but after my CT left it was as if the substitute had trouble with allowing me to control the class. I was just curious if anyone else has experienced anything like this? Or what should you do in a case when a substitute does something like this? And how do you handle situations when the substitute doesn’t understand that the student teacher does have some control in the classroom? (eLC Discussion Board, 2.9.10).

Zoe received several responses to her post each sharing a similar experience or expressing sympathy with the situation and then providing an opinion on the matter. Jesse wrote in his response:

In all honesty, I don't know how I would have handled the situation you experienced. To tell the truth, it would probably have been kind of hard for me to bite my tongue, though in the larger scheme of things, it's something I think we would all probably just get over in time (eLC Discussion Board, 2.22.10).

Alice similarly unsure of her response, provided a different suggestion:

I am not sure how I would have handled the situation you were in. I think I would have simply stated the question again beginning with some to the effect of "What do you think, class? Is she correct?" That way they understand and can formulate an answer of their own and she will hopefully understand that these questions were meant for the class, not for her (eLC Discussion Board, 2.24.10).

Zoe felt that these responses really helped her think about what she would do if this situation happened again in student teaching. She recalled, "somebody I think said that they would have said something to the substitute teacher and I was like, wow, I don't know if I have enough guts to do that... Then other people were like you just have to kind of bite the bullet. Although I wasn't really happy with either response, there probably isn't a happy medium, so I was glad to get the opinions of others and hear that they thought it was a tough situation too" (Interview 6, 4.21.10).

SURGE!-focused Assignments

As detailed in Table 5.1, the seminar featured a somewhat systematic march through the SURGE! framework. Accompanying this march were assignments that asked students to further

explore a particular standard or domain. In what follows, I discuss each of these assignments as they appeared chronologically in the seminar: active student engagement/worthwhile learning assignment; SURGE! worksheets; equitable and culturally responsive teaching in practice reflection; peer observation assignment/activity; alternative assessment assignment and response; and ePortfolio/ePortfolio night. Again, because the scope of this research is limited, I only focus on the experiences and perspectives of my three focal students.

Active Student Engagement/Worthwhile Learning Reflection. A core theme of the program, active student engagement and worthwhile learning (3c), was the first major SURGE! theme student teachers approached in the seminar. At the end of the first seminar session, Tim handed his student the following assignment:

This assignment asks you to work with this idea of good teaching because ASE and WL are so prominently featured in the work of the student teaching semester. Look for good teaching in your school this coming week. As you observe and reflect on your teaching, and/or your cooperating teacher's teaching, think, and then write, about the following questions:

- Are students actively engaged in learning?
- How often are they? How often are they not?
- How can you tell the difference-- if they are or aren't?
- What specific evidence do you see as you answer these questions?
- How worthwhile is what they're learning?
- Which is more difficult to judge—*active student engagement* or *worthwhile learning*?
- Finally, give a good teaching ranking, using a scale of 1 (low) to 10 (high) that

represents your *overall assessment* of the good teaching occurring in your classroom. Discuss your answers to these questions in a several page reflection paper. Your paper will be read with an eye toward its thoughtfulness, insight, intellectual grounding, and focus on your own development as a social studies teacher (Week 2 Assignment, 1.13.10).

Tim's verbal direction to the seminar for this assignment were simple: "I'm intrigued by authenticity and honesty, I'm interested in what you know as much as what you don't know. Feel free to write in an easygoing style...don't feel like this is a formal paper, I want to see thoughtful engagement with these questions" (Seminar 1, 1.13.10).

Not surprisingly, in the first assignment of the semester, each of the students followed the format outlined in the assignment and answered each question sequentially in their papers. Rose and Desmond framed their discussion on active student engagement and worthwhile learning around an observation of a lesson by their cooperating teacher, while Zoe recalled a lesson she conducted. For Rose and Zoe, active student engagement was closely related to students paying attention or showing interest in class. Desmond considered active student engagement as much more of a deliberative engagement with content. The idea of worthwhile learning seemed much more elusive for all three student teachers. Each student teacher spent considerably less time on the notion of worthwhile learning and expressed difficulty in grasping the concept. Rose, troubled by the demands of the state standards in determining the official knowledge of her social studies classroom, considered the decision of what is worthwhile as after the fact. Zoe, defined worthwhile learning vaguely, as "learning anything that will help further one's education and/or learning anything that is essential for one's participation in everyday life" (Zoe,

ASE/WL Assignment, 1.20.10). Desmond considered worthwhile learning as a very subjective venture, posing the question—worthwhile to whom?

Overall, the assignment was identified as very valuable by the accounts of each of the three student teachers. As Desmond recalled, the ASE/WL assignment:

made us examine how we grow as teachers by looking having us look at our practice...It wasn't just reflecting on things that happened. I was reflecting on things that might happen, too, and asking what is worthwhile learning, or what is learning in general. What is worthwhile for the students...and then how are my students engaged and how can I see that they are actually engaged and how do I know that they are engaged (Interview 6, 4.22.10)?

For each of the three student teachers, this paper seemed to feature an initial effort to understand what active student engagement and worthwhile learning meant for them as teachers and what these concepts looked like in practice. In doing so, the assignment seemed like an initial step in helping Rose, Zoe, and Desmond synthesize these concepts into their professional language.

Although the notion that this was the first time Rose, Zoe, and Desmond were encountering terms like active student engagement and worthwhile learning was disappointing because of the deliberate attention I paid to these terms as their curriculum instructor. The apparent novelty of these terms to my participants caught me somewhat off-guard. Yet, it was in these moments that I understood that I was also implicated in what happened during the seminar. It was times of disappointment like this or when listening to the resistance Desmond and Rose shared about core program themes like democratic education which I took seriously and personally as a teacher pedagogue that helped me realize that my identity as a teacher educator is always linked to my work as a teacher educator.

SURGE! Worksheets. For the discussions on domains 2 (knowledge of students and their learning) and 5 (planning and instruction), students were assigned a series of questions about the standards within each domain. The “SURGE! worksheets” as the student teachers called them, asked the same four questions for each standard within domains 2 and 5:

- Another way of saying what this standard means is...
- Three burning questions I have about this standard...
- Examples of what I’ve already done/will do as a student teacher in this standard...
- Ideas of what I might do as I develop my practice in our induction years and beyond that would indicate we meet this standard...

The SURGE! worksheets were generally identified by Rose, Desmond, and Zoe as helpful for two reasons: (1) making SURGE! applicable to practice; and (2) as a primer for the ePortfolio. Desmond felt that the SURGE! worksheets were the most influential assignment simply because they directed him to consider the seemingly “abstract ideas” of SURGE! in practice. For Desmond, writing down examples of how he met or might develop his practice in the future to meet particular standards allowed him to better understand what these standards were trying to convey. He noted:

They’re very directed. I mean, there’s questions of how did you apply this, how are you going to apply it, so it is going to make us think about how did each standard actually apply to us, how did we meet that, and being able to reflect back and really think about how I’ve met that standard (Interview 6, 4.22.10).

Given Desmond’s focus on the practicality of teacher education, the SURGE! worksheets proved particular value because they asked him to consider SURGE! standards through the lens of his experiences and his perceived trajectory as a social studies educator. Both the applicability and

the forecasting found in the SURGE! worksheets provided some stability to concepts which he admitted were either abstract or never truly answered.

Like Desmond, Zoe found utility in the applicability of the SURGE! worksheets. In particular, she saw the value in considering how to meet standards in the future: “I really have to stop and think with the SURGE! worksheets...I have to think, so how am I going to do this when I’m in a classroom, and that’s making me a better teacher in the future” (Interview 6, 4.21.10). Zoe also found helpful that the SURGE! worksheets didn’t give the impression that these standards were concepts that should have already been mastered by the time she entered student teaching. In particular, she saw the final question in the worksheet as an indication that meeting the SURGE! standards will always be a “work in progress” and that student teaching was merely a stop on that route.

Another value of the SURGE! worksheets were as primers for the ePortfolio assignment. As I detail later in the chapter, the capstone ePortfolio assignment loomed as a seemingly overwhelming assignment throughout the seminar. The SURGE! worksheets served to mitigate some of this tension by requiring student teachers to capture their understanding of the standards in two of the six domains. Because the ePortfolio asked teachers to frame their reflections about each of the 27 standards in a similar fashion as the SURGE! worksheet assignment, all three student teachers noted that the worksheets provided them with an excellent resource to help them write their ePortfolio. In a group interview, when Zoe stated that she wished she had a SURGE! worksheet for all six standards instead of just two, Rose and Desmond agreed with her. Desmond noted, “having worksheets for all six domains would have given us better resources for us to reflect back on when we were writing the ePortfolio...it would have made it less burdensome on us for the standards we didn’t have worksheets for” (Group Interview, 5.6.10). Moreover,

because Tim framed the ePortfolio as an assignment that necessitated honesty and authenticity, Rose saw the SURGE! worksheets, which were written before discussing a particular standard, as an artifact that captured her most authentic reflections. She noted, “I felt like the worksheets were what I really thought about those standards. With the others, it was more a collection of what other people said” (Group Interview, 5.6.10). Providing a snapshot of the thinking and reflections of these three student teachers about certain standards, the SURGE! worksheets were an invaluable resource for the immediacy of the student teaching experience as a student (e.g., helpful in writing the ePortfolio) and practitioner (e.g., the applicability of SURGE!) and also in thinking about these standards in relation to future practice.

Equitable and Culturally Responsive Assignment. Another core theme of the program reflects a commitment to help pre-service teachers to use knowledge of social, linguistic, and culturally diversity to create an equitable and culturally responsive classroom (SURGE! 3a). In order to unpack this standard, students were assigned a reflection on their experiences with cultural responsiveness and equity. The assignment asked student teachers to “use diversity, cultural difference, multicultural education, and equity as lenses through which to examine practice. How are these ideas treated in your school setting, in your social studies teaching?” In particular, student teachers were asked to reflect on two stories drawing from the following categories: social class, ethnicity, race, gender, sexual orientation, religion. The assignment noted:

These stories should be a mix of one good story (i.e. a story that deals with difference done right) and one not-so good story (i.e. a story that deals with difference done wrong). For each story, make clear which cultural category you are dealing with, and provide your own interpretation and discussion of the situation/event. To help you locate stories

worth telling, a reminder— cultural diversity, multicultural education, culturally responsive and equity education—all are apparent in *what* is taught, *how* it's taught, and *why* it's taught (Week 7 Assignment, 2.24.10).

In addition, students were asked to provide an explanation of how this particular assignment helped develop their thinking about multicultural education.

Mostly, the stories of Rose, Zoe, and Desmond were observations about or experiences with race and/or sexual orientation. Good stories featured an observation of a cooperating teacher assisting a student who had difficulty sharing her sexual orientation with her parents; self-reflection about the use of the word “black” to describe African-American students; and an activity that asked students to look beyond the heroes during Black History month and examine the contributions of other less famous African-Americans to US history. Bad stories featured a white student who faced no repercussions from the cooperating teacher when as a part of an assignment on the Constitution, he painted a picture of African-Americans going to Kentucky Fried Chicken to get free fried chicken; a student teacher mistakenly using a student from Iran as a bomb-maker during a lesson on the Manhattan Project; and a student teacher freezing when an African-American student asked why bad things in history had the name “black” attached to them, such as Black Friday.

In writing about the good and bad encounters with cultural diversity, this assignment prompted significant reflections of self. Desmond in his paper discussed being a WASP, and that because of the limited curricular agency he faces as a student teacher, he feared being perceived as the “white man” failing to provide an appropriate accounting of a monumental historical event for minorities such as the Civil Rights Movement, which his department decided should only take three days. Rose addressed her own uneasiness when students made inappropriate

comments regarding race, culture, or sexual orientation, and felt unsure when to address those statements, fearing that she would make a bigger issue or cause more dissension within the classroom. Zoe, also identifying and troubling her position as a WASP, reflected on her experience when a student asked her a poignant question about race and society and she froze:

As someone who attended a high school that was ninety-seven percent white and three percent black, sometimes I feel that I am not confident when dealing with racial issues...I first noticed my unease when talking about the New South...I noticed a total change in my conversation when I started talking about Jim Crow Laws and Plessy versus Ferguson. I suddenly went from telling everything I knew about the subject, because I did not want to make anyone mad or make anyone, including myself, uncomfortable...this feeling of unease did not come up again until that question came out of my student's mouth. A thousand things were running through my head, and by not handling the situation, as I feel I should have, I feel like I've done a disservice to that student, as well as, all the other students in that classroom (Equitable and Culturally Responsive Assignment, pp. 4-5).

As these reflections illustrate, the student teachers expressed openly what they considered as their limitations as novice social studies educators. Recounting both good and bad stories from the field not only opened up the prospect of culturally responsive and equity work being done in schools, but also surfaced assumptions and challenged actions based on those assumptions.

Desmond saw the value of culturally responsive and equity assignment in the systematic reflection it required him to partake in. He noted that the assignment ultimately asked him "how can I better myself as a person based on a particular experience?" He noted that:

when I was teaching, I wasn't thinking about what I had said and the unintended consequences that it had, so being able to go back and reflect...and actually analyzing that, what happened, why did it happen, and just analyzing it in general I think was the key for this assignment...I think I was able to reflect more on it and grow instead of just saying, well what happened just happened, so whatever (Interview 6, 4.22.10).

Rose thought that the assignment was one of the more challenging assignments during the semester, because she was apprehensive about making judgments about her cooperating teacher's actions. Although she saw some value in that kind of reflection, she felt uncomfortable with the assignment. Zoe initially did not find the assignment beneficial. However, when she received her paper back with Tim's comments, she felt better about the circumstances and situation she addressed in her assignment. Tim wrote back to Zoe: "I hope you can go easy on yourself. Listen when you're uncomfortable...there's a lesson there...and know you don't have to have the complexity of teaching social studies figured out by next week...or next year." She recounted that Tim's feedback really helped her deal with what she saw as a failure on her part:

[Tim's] feedback helped me in terms of me not feeling comfortable dealing with racial issues and even though I've heard it several times, it's okay that you don't know, I feel like him telling me if you don't have it figured out by next year, really put me at ease and helped me to not feel like such a bad person, but like he said, to just make sure that I'm asking questions about it, and that it's a process (Interview 6, 4.21.10).

For at least two of the three student teachers, the culturally relevant and equity assignment challenged them to think about race and the relationship between teacher, student, and subject in more nuanced ways. Ultimately, as Zoe and Desmond noted in their ways, the assignment helped them believe they would become better teachers in a future setting.

Peer Observation Assignment. With a significant emphasis placed on collaborative inquiry in the seminar, the peer observation assignment sought to further cultivate this mode of inquiry. The assignment asked student teachers to make arrangements twice during the semester to observe and deliberate with a peer about each other's practice. One visit consisted of an observation of a peer, and the other of a peer making the observation. The rationale behind this assignment was that these collaborative visits would not only encourage professional dialogue, but also help develop student teachers' appreciation for the diversity of different placement sites. For each peer collaboration students were expected to write a report that addressed the following questions:

- 1) Very briefly describe the context for the visit by addressing the school setting, subject, lesson, instructional methods, and how you structured your collaboration.
- 2) What insights did you gain from the shared deliberation with your colleague?
- 3) What aspects of your rationale did the peer observations help you think about more deeply?
- 4) Was peer observation experience worthwhile to you? Why or why not? (SU's Social Studies Website, 2010e).

Ultimately, the aim of the assignment was to help student teachers develop new insights into their developing practice.

When observing others, Rose, Zoe, and Desmond focused on the differences between the architecture of schools, the relationship between the cooperating teacher and the student teacher, and the contrast between middle and high school classrooms. These observations and subsequent conversations led to insights about rationale-based practice, methods in the classroom, and future

work as social studies educators. When being observed by a peer, Rose, Zoe, and Desmond reported a less beneficial experience. The reports of being observed featured mostly descriptors of the lesson, and few insights from the conversations after the lesson. As Zoe wrote in her second report, “I almost feel that observing someone was more beneficial to me than being observed...I took more away from the first peer observation, where I was able to see how different students acted in a different environment” (Peer Observation 2 Assignment, 4.14.10). Desmond echoed the same sentiment, noting that he thought being observed was less beneficial because “you might know what works for you students, and if they are critical of what you are doing, you will just ignore what they say because ‘they do not know your kids’” (Peer Observation Assignment 2, 4.14.10).

Mostly, these assignments featured a much more robust discussion of the description of the observation and very little about the conversations afterwards. Even in those reports that did share conversation, they mainly featured giving advice and providing encouragement to a peer. While the experience of observing another peer proved powerful by helping student teachers think about schools, teaching, and learning outside of their own placement site, the dialogue about those observations, which was an equally important dimension of this assignment did not seem to materialize in the written reports.

The reflections of Rose, Zoe, and Desmond about the assignment essentially echoed what they wrote in their reports. For the most part, observing a peer was more beneficial than being observed. Zoe, who ranked the peer observation assignment as the most beneficial for her development as a teacher recalled:

I feel like I got a lot out of the peer observation assignment, because I was in another classroom seeing how another classroom worked and seeing how another teacher

interacted with her students....I was able to see that it was possible for students to make connections without having to pry it out of them...in my class I have to ask like 10 questions to get them to finally be like, aha. But her kids, she was teaching the same thing I was, and they got everything right off the bat, they were talking about something and one kid shouted, “oh, that’s just like when we talked about this” and I was like, wow, they can do it, they really can (Interview 6, 4.21.10).

Rose, who observed Zoe teach a lesson that was outside of the purview of the state standards, saw the peer observation assignment as an encouragement for her to make similar kinds of decisions:

I watched Zoe just forget about the standards and say that she wanted to teach the Holocaust, and I was like, wow, you can just do that? I think it was helpful for my own growth to see her not let the standards control drive her and take charge. She was able to make the content more interesting, and I left thinking, wow, I’ve really got to get back trying to be the teacher I thought I was going to be during student teaching (Interview 6, 4.20.10).

Although the conversations that followed these observations did not necessarily lead to the counterhegemonic spaces that collaborative inquiry holds the potential to tap into (Cochran-Smith & Lytle, 2009), working with a peer proved powerful enough to make some inroads into the thinking of these student teachers.

SURGE! 4/Alternative Assessment Assignment. Because the grammar of schooling has traditionally defined assessment narrowly, usually in the form of a test to measure learning, the alternative assessment assignment was meant to expand student teachers’ understanding of assessment. Moreover, Tim contended that the assessment domain (SURGE! 4) was usually the

most difficult for students to understand. In his rationale for the assignment, Tim paraphrased some of the typical responses from students who had difficulty looking past traditional forms of assessments:

- I can't shake the idea that every unit must have a unit test.
- My CT insisted we have a Multiple Choice, Fill In The Blank, True False, Etc. Tests (hereafter MCFITBTFET) for every unit.
- The Big Tests (e.g. EOCT and CRCT) are MCFITBTFET. Since I'm obligated to prepare students for these types of tests, I should give them in my class.
- I think MCFITBTFET are objective. Non- MCFITBTFET are subjective.
- MCFITBTFET worked for me as a student, it should work for others too.
- MCFITBTFET fit perfectly with a rationale centered on preparation for democracy!

And probably the number one reason offered for dogged adherence to MCFITBTFET...

- I don't know any better.... I haven't seen enough examples of fair, meaningful assessments of student understanding, critical thinking, perspective taking, interpretive skills, value judgments, etc, to know how to use them.

In order to provide a starting point to discuss the standards that constitute the assessment domain, the alternative assessment assignment asked student teachers to create or locate an alternative assessment and write a one to two page response that included the following:

- the particular state standard this alternative assessment assesses.
- a description of the alternative assessment (what the teacher does, what students do, what's the final product)
- a statement about what makes this alternative assessment both alternative and worthwhile

- some explanation of how this assessment relates to a particular aspect of your rationale (Week 10 Assignment, 3.24.10)

In addition to turning this assignment into Tim, students were also required to share their alternative assessment with the other members, either in class or on the eLC discussion forum. As such, students had a resource of other kinds of assessment, responding directly to the “number one reason” given for adherence to MCFITBTFET kinds of assessments.

Rose, Zoe, and Desmond showcased three different pedagogical and assessment strategies in their alternative assessment assignment. Rose wrote about an assignment she gave to her class called Dr. Cause, which asked students to identify and figure out why or how, the 1920’s economy led to the Great Depression. Students were then asked to create a concept map by drawing eight different pictures around a central cause of the Great Depression. The concept map was used as the assessment instead of a traditional multiple choice or matching format for the Great Depression in her classroom. Desmond wrote about an assignment he used during the unit on the Civil Rights Movement. His students were divided into groups around themes such as the impact of the assassination of Martin Luther King on civil rights, President Johnson as a “civil rights president,” or the Freedom Summer, and tasked with finding sources on the internet that addressed the assigned theme. Groups were then directed to a website called Museum Box, a free website that provided a digital space to collect and present an assortment of texts, images, videos, and audio from the internet, and asked to present their museum box to the class. According to Desmond, the digital presentation was used to assess students’ understanding of particular elements of the Civil Rights movement and their ability to research and unearth primary sources on the internet. Teaching about state history from 1945-1970, Zoe wrote about a lesson she conducted in her classroom where she placed students in one of 10 centers. Each

center covered an important event, person, or period in history, and asked students to complete a variety of activities, such as creating a skit on life in the 1950s, reading and answering questions about a biography of a United States president from the state, analyzing a post WWII song, and creating a list of things now possible for women that were not fifty years ago. At the end of the centers activity, each student would have a portfolio of ten assignments that would be assessed. Because students were able to work at their own pace and allowed students to engage the material, Zoe felt that using the portfolio as an assessment was a powerful tool in the classroom.

After submitting these alternative assessments, Rose, Zoe, and Desmond were assigned a corollary the following week in the seminar. Students were asked to write a “robust paragraph” about what they wanted to know most about any of the standards in assessment domain. In addition, students were placed in groups of five and asked to review and critique each other’s alternative assessment based on three questions:

- How well does this assessment match worthwhile instructional goals?
- How adaptable is this assessment to numerous social studies teaching contexts?
- How convincing is the explanation provided of how the assessment relates to the rationale? (Week 11 Assignment, 3.31.10)

The robust paragraph mainly questioned feasibility of alternative assessments in the classroom. Rose, openly questioned her own intentions to be a powerful social studies teacher with the pressures she faced teaching:

Even though I desire to implement alternative assessments, I am hesitant to do this because I fear that I will be too stressed grading, yet I know that the growth of my students is more important than my stress levels (right?) (Alternative Assessment 2, 3.31.10).

Desmond also questioned how viable the use of alternative assessments were. He posited:

I think one reason why teachers use more standardized testing type of materials is that they are easy to grade...I would like to know how much extra time a teacher would need to allot to grading this alternative assessment since it needs to be in depth enough to help “promote student growth” (Alternative Assessment 2, 3.31.10).

Unlike her other classmates, Zoe did not use her robust paragraph to focus on the additional time or effort needed to construct and grade an alternative assessment, but rather spoke to a realization during student teaching: “assessment can come from almost any activity used in the classroom, and what the assessment assesses depends on what the teachers wants to know from the students” (Alternative Assessment 2, 3.31.10).

Although the words, “alternative assessment” do not appear in the SURGE! 4 standards, the prevailing perception as Desmond wrote in the beginning of his robust paragraph was that, “SURGE! four talks about alternative assessments.” While SURGE! 4 did ask student teachers to think about how to “employ different types of assessments based on knowledge of their characteristics, uses, and limitations to promote student growth” (4a) or “implement assessments that match instructional goals” (4c), the alternative assignment shaped the way Desmond and Rose to a certain extent understood this domain. Zoe was the only one of the three who seemed to frame the standard not using the alternative assessment assignment.

The critiques of peers were mostly cordial. While there was some contention as to whether peers’ assessments were adaptable or the strength of the connection between assessment and rationale, critiques were mostly positive and reassuring. Desmond believed that the assignment didn’t really help him grow as a teacher, simply because the assessment was done in the past, and simply became a “retrospective” assignment. He also felt that receiving and writing

the critiques were of little value simply because of the contextual differences in each placement site. He noted, “I don’t know what they’re [classmates] thinking, I mean what their premise is, yeah, they maybe wrote a paragraph about what they did, but I’m not really sure I grasp what’s really going on their classroom, and they probably didn’t really know what was going on in mine either” (Interview 6, 4.22.10). On the other hand, Zoe and Rose found that creating, reading and critiquing alternative assessments not only influenced their thinking about assessment, but also provided a repertoire of assessments. Zoe stated:

I like the alternative assessment assignment because I really would have never thought of all of those kinds of assessments...it gave me stuff that I could use as a teacher. Like, I could pull those assignments out of eLC and make them fit in my classroom (Interview 6, 4.21.10).

Similarly, Rose saw value in the assignment in giving her “more options in the classroom” (Interview 6, 4.20.10). Although she was still hesitant that non-traditional assessments were time consuming and often difficult to implement with the pressures of high-stakes testing and standardization, she still pictured herself as the teacher that wanted to engage in the assessments offered by her classmates.

In creating and reading about others’ alternative assessments, the assignments directly addressed ways to work around the traditional understandings of assessment in social studies classrooms. Although the perceived value of the assignment varied, the inquiry into the nature of assessment in classrooms seems like a goal worth pursuing in order to achieve the against the grain goals of the seminar.

ePortfolio/ePortfolio Night. The description of the ePortfolio assignment on the course syllabus is as follows: “The capstone assignment of the secondary social studies teacher

education program is the completion of an electronic professional portfolio. The electronic portfolio accounts for 50% of the final grade” (Seminar Syllabus, p. 4). Despite this rather haphazard description, the ePortfolio assignment, as the capstone assignment for the seminar and for Southeastern’s social studies teacher education program, significantly influenced the life of the seminar. Tellingly, the first question after having a chance to review the syllabus the week after the first seminar session was about the e-Portfolio. Joe asked Tim, “what’s the ePortfolio about?” Tim’s response provided the first glimpse of what the ePortfolio encompassed:

That’s a good question, this is a document that tells us who you are as a teacher... You’re going to make a website using Google Sites that consists of seven different integrated papers. They are integrated because they are about you. You will have your rationale, the primary document that many of you have already written, that you should continue to develop throughout the semester, and a paper that covers each of the domains of SURGE...you will write about what you’ve learned about each of those domains. Those six documents will develop during the class. You take your rationale and then you take us through the six SURGE! standards, you use the portfolio to discuss who you are in relation to the rationale, that’s your ePortfolio...The idea of a portfolio is that you would be writing this throughout your time in the program. We’re not there yet. Most try to survive student teaching and try and put it together during the last three weeks. I’ll be giving you examples as we go through the semester (Seminar 2, 1.20.10).

Despite Tim’s efforts to reassure students that this was a process and that the ePortfolio assignment would become more clear as the semester progressed, because the ePortfolio was an end goal of the course, fashioned mostly by and during the seminar, the ePortfolio assignment was not simply tabled for discussion at a later time for students.

After the introduction to the portfolio in the second seminar meeting, Tim did not discuss the portfolio formally with his students until the eighth seminar meeting (3.3.10), when he showed the class an exemplar ePortfolio from the previous semester. Tim picked a standard at random and read the exemplar student's writing to the class. He then shared some of his expectations with the class:

What I like about it...it's well written, she talks about what it means, what she might do, and would want to do....I wanted to give you an idea of the text, you can say I, this is about you. Another feature is that I don't want you to fake it, it's fine to say I don't know what this standard means yet, we struggled for a class and a half and I don't know what this means. This assignment is a bear, and I don't assign it because I want to give you something difficult. We assign it because this is the last time to consolidate your ideas, and we think that it's legitimate to say, this is who I am (Seminar 8, 3.3.10).

After this explanation, Tim answered a variety of questions related to writing the ePortfolio, such as how to cite sources, the use of stream of consciousness, and the process of ePortfolio night. Through most of this discussion with students, Tim was adamant that he was looking for authenticity and honesty in the writing of these portfolios.

Although there were some comments about the portfolio made briefly in the next few seminars, the portfolio did not receive formal attention again for five more weeks (4.21.10). After a brief discussion of the sixth domain, and two students in the seminar provided a Google Sites tutorial for the class, Tim opened up the rest of the seminar for some final questions about SURGE! and the portfolio assignment. Questions were asked about Tim's expectations of the length of certain sections, clarification about certain SURGE! standards, the design of the Google Sites website, and the upcoming ePortfolio night.

The ePortfolio, in many ways, was meant to capture the reflections, thoughts, questions, and experiences of student teachers as they systematically marched through SURGE and talked about their field experiences during the seminar. However, because the seminar was essentially the first time students heard about and interacted with the “little standard things” as Zoe contended, the relationship between SURGE!, seminar, the student teaching experience, and the ePortfolio assignment was nebulous at times. For all three student teachers, the seminar was simply a vehicle to complete the portfolio. Desmond early on saw the portfolio as interfering with the value he saw in the seminar. He explained:

I really don't know what the point of the seminar is right now. It seems to me like all we're doing is getting ready to write the thing, but I can't tell you what we're supposed to write or what we're saying. What we're doing, what we're talking about is all nice, and sometimes I wonder how relevant it is to my practice, but I think focusing so much on the portfolio lessens the practical stuff we can get out of the seminar (Interview 3, 3.1.10).

Echoing a similar sentiment, Zoe for several weeks saw the point of the seminar as simply preparation for writing a portfolio. When I asked her how useful the seminar has been six weeks into her student teaching semester she answered:

I feel like the seminar is useful, but it's useful only for my e-portfolio. I know I'm supposed to be using these standards in the classroom, but sometimes I'm not even paying attention to what someone is saying because I'm so busy writing something else down for the portfolio (Interview 3, 2.16.10)

Rose also felt that the seminar was geared specifically toward completing the ePortfolio assignment. After the fourth seminar session, Rose expressed the following concern:

If you were to say, what's the point of the seminar? You know what I'd tell you? The point of the seminar is to write a portfolio at the end of the semester. To me that doesn't make sense. Why am I spending three hours of my week, when we're just trying to write a portfolio which probably won't do me much good during student teaching anyhow (Interview 2, 2.4.10)?

With little to no pre-existing understanding of the SURGE! framework as a set of domains that guided the program, the systematic march through SURGE! and the capstone ePortfolio assignment became inextricably linked. Consequently, the goals of the seminar, such as using SURGE! as a conceptual scaffold to consider the work of teaching and learning about social studies or teaching against the grain, were often confounded by the looming ePortfolio assignment, which became difficult to distance in the minds of Rose, Zoe, and Desmond, during the seminar. While some of these concerns lessened when Tim showcased the exemplar ePortfolio, and even though formal attention to the portfolio was given only once or twice throughout the semester, the goal of the seminar in relation to the ePortfolio was seen as one in the same for the study participants. Another possible way to read the frustration I describe with the ambiguity of the ePortfolio can also be tied to my personal frustrations with the portfolio. Because I served as field instructor and researcher, part of my task as a field instructor was to help my student teachers make sense of the ePortfolio. Yet, my experience in the program and the conversations I had with Tim about the ePortfolio always left me somewhat perplexed about how to describe what was required for the ePortfolio to my students. Every semester I was a field instructor in SU's program, student teachers shared a similar frustration, and Rose, Zoe, and Desmond were no different. Thus, it is quite possible that in my interpretation, the ambiguity charge of the ePortfolio resonated a little clearer because of my own experiences and

misunderstandings of how students should approach the assignment. This concern once again illustrates the complex roles and power relationships I navigated between Tim, my participants, and myself.

Nevertheless, because the ePortfolio and seminar were essentially fused from the beginning, part of the challenge with the ePortfolio was the tension it created in the seminar space between the roles student teachers assumed for themselves. The ePortfolio as an assignment forged essentially by the conversations during the seminar and the experience of student teaching, created a duality between being a student of teaching and a practitioner of teaching, that was often difficult to negotiate. For example, Zoe, offered the following explanation as to why she was anxious about the portfolio during the seminar:

I guess because I know somebody who went through the program, so I know how big it is. It's huge, and it's a big part of your grade and it affects your grade, like it affected this person's grade anyway. Then it's going to be like a huge document and I feel like it's going to be so much and like I could be working on it as I go, but that's not how I do things, so I'm going to save it more towards the end so that I have more time to devote to it, because right now, I feel like I have stuff for class, I have stuff for this [her placement site], and this trumps everything right now (Interview 5, 4.21.10).

For Zoe, who maintained a high grade-point average, the ePortfolio as a half of her grade mitigated some of her actions and reactions during the seminar. As she noted, her concern for writing something good for the portfolio in her notes at times overrode her concern for engaging in the conversations happening during seminar. While this doesn't necessarily mean that whatever she wrote that was "good" didn't influence her thinking about teaching or her work, the ePortfolio seemed to force the shift between student of teaching and student teacher.

The tension between student and practitioner for Rose also surfaced mainly around concern for the ePortfolio assignment. Her main challenge was the project of inquiry itself as a means to arrive at the ePortfolio. As I've detailed above, the activities and assignments, including the ePortfolio, were designed as inquiry spaces. For Tim, inquiry was closely related to the act of asking questions:

The view I have of teaching is in part an inquiry activity, so you'll see lots of questions being asked in the seminar. Inquiry is kind of the aim. I would like people to come out of our program who have adopted a stance towards teaching that sees it as a set of rich and productive questions rather than a series of technical accomplishments (Interview 1, 1.7.10).

For Rose, however, the ethos of interrogativity in the seminar was frustrating with a graded ePortfolio assignment at the end of the course. After discussing a comment Mercy made about her belief that exceptionalism also included home life, Rose and I engaged in a conversation about the portfolio, worth quoting at length:

Rose: Let's say Mercy said that, so she's going to write that in her portfolio. Did Tim ever go against that? No, like he never said out loud that's wrong, but he could totally be thinking oh my gosh, that's not what the standard is going to be, but she's going to go and write that.

Alex: So how do you deal with that?

Rose: He's going to have to accept that this is how I'm going about the portfolio...at this point, I feel based on the weeks we've already been in the seminar and how Tim is running the class, I can write whatever damn I want to write, to a point. That's how he's coming across, he's basically saying do whatever you want...it's kind of frustrating

because Tim isn't very clear, so again it goes back to the idea, I love discussion but sometimes I want answers...I'm here to learn from Tim. I love the questions, but come on. It would be nice to get a, well this is what Southeastern University was thinking about with this standard. Let's just take Mercy's point. Mercy, great point, you're right, or you were really kind of stretching though---if that's what he was really thinking, like maybe he wasn't....What do you really want, Tim, because I could be completely wrong. What if I feel like no one would ever tell me if I'm wrong in that class? Like what if I'm completely bogus in my thinking, like well I don't think you should differentiate at all?

Alex: Do you ever get the sense that someone is told, that's not right?

Rose: In that class? Not really. I know people who disagree...I mean, we have the portfolio. If there was no portfolio, well then, does it really matter if I'm right or wrong? Well it kind of does though because you all are supposed to be teaching me the right way, but it probably wouldn't be as pressing because what if I—I'll be upset if Tim comes in and grades it like—I've heard he's a hard grader. That's the word around town (Interview 4, 2.26.10).

The ePortfolio as an assessment of her work as a student created an obstacle for Rose to value the importance of inquiry as a practitioner. While Rose used inquiry as a means in the seminar, inquiry as an end seemed incompatible with the more pressing end goal of an ePortfolio. Like Zoe, the ePortfolio assignment for Rose, unlike any other assignment in the course, surfaced the simultaneity of being a student and practitioner of teaching in the seminar.

As Tim predicted during the introduction to the portfolio in the second week, Rose, Zoe, and Desmond finished student teaching and then spent the last three weeks of the semester trying to write the ePortfolio assignment. For the most part, the three focal student teachers followed

the same formula, for each standard they wrote about: what they thought each standard meant, what they did with the standard during student teaching, questions they still had about the standard, and what they will do in the future with each standard. Each portfolio laced together reflections about teaching, learning, student teaching, and the seminar. All student teachers also heeded Tim's request for honesty and authenticity. Often times, student teachers expressed the challenging nature or failure in meeting certain standards in their portfolio. For example, Zoe plainly wrote about the standard on self-assessments to help students develop as learners (4d), "honestly, I did not do much during student teaching involving self-assessment" (ePortfolio, 5.5.10). There were also times when student teachers expressed that they were still unsure of certain standards. Writing about modes of inquiry (1b), Desmond wrote: "I am unsure of what a mode of inquiry is. I have thought about this and I still have no idea. The best I can come up with is that a mode of inquiry is how you teach/what your goal for teaching is" (ePortfolio, 5.5.10). Rose, writing about collaborative inquiry (6b), expressed her uncertainty with the nature of inquiry, and wrote openly about how she felt about inquiry in the seminar:

After looking over the entire semester I feel that many questions were asked and seldom were answered. I feel like there needs to be a point where the questions are answered somehow, for how else am I even learning if the response is just more questions... I believe that we learn through asking questions, but I just became very frustrated with seminar when I felt like my questions were never answered and I did not know how to find the answers (ePortfolio, 5.5.10).

Although the burden of expectation for honesty and authenticity seemed "frightening" for Rose and Zoe or "somewhat confusing" for Desmond, these students ultimately trusted that Tim would

value the risks they were taking as practitioners by honestly talking about their successes and failures in the classroom and with the ideas expressed in the SURGE! framework.

While the ePortfolio was often described as overwhelming or abstract before and during the writing process, there was some fondness for the assignment after its completion. The most important feature identified by all three student teachers was that the ePortfolio successfully facilitated reflection about their work in schools. The reflections prompted by the assignment, helped Rose, Zoe, and Desmond reconcile some of the ambiguity they initially encountered with SURGE! standards by forcing them to connect what they thought the standard meant with how they enacted a particular standard. Additionally, the ePortfolio helped Rose, Zoe, and Desmond reflect on the student teaching experience in ways that they could not while engaged in the act of teaching during the semester. In a group interview, Rose, Zoe, and Desmond expressed what they felt the writing portfolio contributed to their development as social studies teachers:

Rose: The portfolio forced me to think back, I was having to look back through my student teaching and see, well gosh, I guess I did kind of do that, so that was encouraging...like last semester in methods, I had no idea how to use interdisciplinary methods, then we talked about it in seminar and I expressed out loud, Tim said it was so easy, and I said I was struggling with it, and he was really surprised by that, but by the time I got to write about that in my ePortfolio, in writing about it, I saw much more of a connect about how it's used in the classroom, taking that theory and making it into practice, so the portfolio really did help me out.

Zoe: When I first started out with the assignment, I just glanced over all the standards, and started thinking for examples, and I was like, well, I don't really know and when I'd write what I thought it meant, like treating students as whole people, I was like yeah, well

I treated them like they were individuals and not just my students that you're here, you're going to learn this and then you're going to go home...so yeah, the portfolio did help me to see that I had done some of the stuff I didn't think I did in the first place.

Desmond: As a start, I started to draw connections, writing the portfolio helped us think about it and see it, because a lot of it, when you're teaching, you're not saying oh, right now, I'm drawing on interdisciplinary connections between this and that. I guess going back and reflecting on it really helped solidify the things that we thought we might not have done or weren't doing in the first place (Group Interview, 5.6.10).

The ePortfolio assignment was ultimately seen as a useful task, despite the challenges it created during the seminar. Although the magnitude of the assignment forced student teachers to constantly shift between student and practitioner of teaching, and consequently, shift their relationship with the ethos of inquiry in the seminar, the value of the ePortfolio assignment as a platform for reflection emerged retrospectively. Forged in part by the conversation, assignments, and collaborative inquiry in the seminar, the ePortfolio at the end seemed to create appreciation for the experience, and served to further cultivate the dispositions found in the SURGE! framework and those of the seminar.

At the conclusion of the semester, every student teacher in the seminar participated in ePortfolio night. This gathering allowed student teachers in the seminar to share and discuss their ePortfolio assignment with peers and a variety of social studies colleagues. Each student teacher was assigned four to five "reviewers" (e.g., program faculty, local social studies teachers, other seminar classmates, cooperating teachers) who read the ePortfolios of the student teacher in advance. On ePortfolio night, the student teacher and the assigned reviewers sat together and discussed the ePortfolio in one of Southeastern University's classrooms. Tim described

ePortfolio night to his class as follows: “ePortfolio night will happen in early May...you guys will assemble here, present, discuss, share conversation about your work, celebrate, and then you go off into the sunset” (Seminar 8, 3.3.10). He later explained the rationale behind ePortfolio night:

ePortfolio night has gone through different forms, first you would be standing in front of a room, and...talked for 20-25 minutes. That worked well, but it was stressful. We were bothered by famous episodes of people getting too intense...so we moved to a safer, friendlier environment, where we had a panel of four [student teachers]...those were presenting at the same time, and we'd get people together to talk social studies, that was cool. However, we had mixed feelings about that, because some audience members dominated discussion, so people's work didn't get attention. So, our current thinking is a modified roundtable, where a student teacher will have a smaller, roundtable, just five people and sit down together and all six of you will talk about the portfolio, we're trying to hit the sweet spot...the idea is that no one should feel intense, we like the ritual, it's not just, I survived, goodbye. It's our last chance to share in collaborative inquiry (Seminar 8, 3.3.10).

On May 5th, Rose, Zoe, and Desmond participated in ePortfolio night. The following afternoon, we sat together as a group to discuss ePortfolio night. The initial impression of ePortfolio night was tepid. All agreed that given the amount of time spent on thinking about and writing the ePortfolio, the night seemed almost anticlimactic. Also, because the questions originated from the reviewers, the energy spent on the portfolio versus what piqued the interest of the reviewers took the conversations in directions that were disproportionate.

Zoe: I felt like there were tons of tangents, like the common assessment, yeah, I talked about that in my ePortfolio, but we got into a whole conversation about that, I was like, I could be talking about something else.

Rose: I completely agree with that...I think it could be tweaked a little only to figure out a way to kind of keep it more at what we think social studies is. I was having to answer questions that he [a social studies faculty member] was having me think about, but that I didn't write in my portfolio, so why are you having me think about this now? This is great, but not for ePortfolio night.

Desmond: Yeah, there seems to be a lot of questions directed at you that you may not feel as strongly about.

When I asked them what was beneficial if anything from the experience, the responses were mixed:

Rose: I think I learned from the experience maybe from some of the questions that were asked, but I thought the point was for me to tell you guys what I learned, maybe not. Maybe it's for me to learn something.

Desmond: I don't think it made me reflect on my ePortfolio more deeply than I thought that it could have. The questions that were asked didn't really—I didn't go away going wow, that was really thoughtful. It was more of well explain it more and defend what you've said, so I don't think that I gained that much.

Zoe: I liked listening to other people. Tim and another faculty member sat in Jay's session with me and Stacey, and it was interesting the questions they asked. I was like, what if they asked me that question? What would I say? I guess that was the most beneficial to me (Group Interview 5.6.10).

Beyond the presentation of the ePortfolio, Rose, Zoe, and Desmond were asked on ePortfolio night to assess classmates' work. This role during ePortfolio night seemed to provide the most utility during ePortfolio night:

Zoe: When I read other people's portfolios, I was like wow, they've thought about this totally different than I did, so that gave me new perspectives. I mean, there were some points when I was just going blahblahblah, reading it so I can assess it and get it over with, but still...

Rose: I thought so too, when I was reading your's (pointing to Zoe) and Andy's they were good. It was just like I didn't take this spin on this standard, so it was very interesting to see how even though we sat in the same seminar class, week in, every single week, I picked up on another word and ran with it in my own way, so it was beneficial to see that (Group Interview 5.6.10).

Although the gap between expectation and reality of the ePortfolio night probably led to some disappointment, the chance to talk social studies and engage in one final act of collaborative inquiry during a teacher preparation program seemed influence some thinking and generated different considerations, whether as reviewer or respondent, about the work and nature of teaching social studies.

Chapter Summary

This chapter presented the findings of this study in relation to the first research question: What happens in an inquiry-based secondary social studies student teaching seminar? I began describing the varying expectations of Tim, Rose, Zoe, and Desmond entering the semester. While Tim entered with distinct expectations for inquiry during the seminar, Rose, Zoe, and Desmond believed that the space was primarily designed to benefit their practice during the

student teaching semester. Afterward, I explored the rationale, structure, and student composition of the student teaching seminar. I then unpacked the activities of the seminar: open forum, SURGE! focused discussions, and eLC discussions; and I examined the assignments required in the seminar: active student engagement/worthwhile learning assignment; SURGE! worksheets; equitable and culturally responsive teaching in practice reflection; peer observation assignment/activity; alternative assessment assignment and response; and ePortfolio/ePortfolio night. In my retelling of what happened in the seminar, I am sure that in subtle ways, my interpretations of the experience and the sentiments shared about Tim were in some way shaped by my experiences as a colleague and student of Tim. Although I tried to be reflexively aware of how my subconscious understandings of and frustrations with Tim and his pedagogical style and choices influenced my interpretations of the data and what I saw in the seminar, the mere existence of the power differential between Tim and me surely played out in some manner. The next chapter highlights the second research question that compromised this study, how did the expectations, activities, and assignments described in this chapter facilitate learning to teach?

Table 5.1-Activities and Assignments in the Student Teaching Seminar

Week	Date	Open Forum/Breakout Session	SURGE! standard(s) discussed	SURGE!-focused activities
1	1.13.10	Introduction		
2	1.20.10	Open Forum	3c	Speed Dating/Large Group Discussion
3	1.27.10	Breakout Session	3c	Speed Dating/Large Group Discussion
4	2.3.10	Open Forum	1a,b,c,d	Carousel of Fun/Large Group Discussion
5	2.10.10	Breakout Session	1c, 1d	Large Group Discussion
6	2.17.10	Open Forum	2a, 2b, 2c	Fishbowl/Large Group Discussion
7	2.24.10	Breakout Session	2c, 2d	Large Group Discussion
8	3.3.10	Open Forum	3a	Pair Peak (Cross Partner Discussion)/Large Group Discussion
9	3.17.10	Breakout Session	3b,c,d	March Madness/Large Group Discussion
10	3.24.10	Open Forum	-	Career Consultant
11	3.31.10	Breakout Session	4a,b,c,d,e	Alternative Assignment Small Group/Large Group Discussion
12	4.7.10	Open Forum	5a,b,c,d	Large Group Discussion
13	4.14.10	Breakout Session	5b	Large Group Discussion
14	4.21.10	Open Forum	6a,b,c,d,e	Large Group Discussion/Google Sites Demonstration/ePortfolio Potpourri
15	4.28.10	-	-	Me and the Grain/Effective Teacher PowerPoint

CHAPTER 6:

HOW DOES AN INQUIRY-BASED SEMINAR FACILITATE LEARNING TO TEACH?

This chapter addresses the second of two research questions that guided this study: how does an inquiry-based secondary social studies teaching seminar facilitate learning to teach? The findings presented in this chapter are built upon on the framework for learning to teach explored earlier: learning to *think* like a teacher, the cognitive work required in teaching; learning to *know* like a teacher, the different kinds of knowledge that good teaching depends on; learning to *feel* like a teacher, the process of forming a professional identity; and learning to *act* like a teacher, the repertoire of instructional skills, routines, and strategies to promote student learning. Four different themes emerged from the study's multiple data source: (1) refraction; (2) friction, (3) homeostasis; and (4) exchange.

The first theme, refraction, explores the influence of the seminar on how student teachers thought about and reflected on teaching, learning, and the student teaching experience. The second theme, friction, unpacks the role of inquiry in developing different forms of knowledge about teaching and learning during the seminar. The third theme, homeostasis examines the regulatory function the seminar played for emotions and professional identities. Finally, the fourth theme, exchange, accounts for the various skills and strategies provided by the seminar space throughout the student teaching experience. Together these themes point to the various ways in which the seminar facilitated learning to teach for secondary social studies student teachers. Moreover, through the discussion of these four themes, the intent of this chapter is to argue for new ways to consider the potential and possibilities of student teaching seminars for the broader work of teacher education.

Refraction

The student teaching seminar, and more specifically, the conceptual scaffold of SURGE!, played an important role in providing a heuristic medium for student teachers to think about the work of teaching. In many ways, the student teaching seminar refracted student teacher' thinking, as beliefs, propositions, and experiences were examined in light of SURGE! grounded assignments and activities. In physics, refraction refers simply to the change of speed in a wave when it enters a different medium. Because the work of teaching and learning to teach is a complex task, the seminar served as a medium to unpack the complexity of this work. Much like light waves slowing down as they pass through the medium of a clear glass of water, or white light slowing down through a dispersing prism and revealing different colors that constitute white light, the student teaching seminar and the centrality of SURGE! in the life of the seminar refracted student teachers' observations of, experience with, and thinking about the work of teaching. Because the standards were always considered inquiry spaces, and not ends themselves, the cognitive work of filtering experience and thought through SURGE! intertwined the experience of teaching with thinking about teaching. In particular, the seminar refracted student teacher's thinking in three important ways: (1) helping student teachers examine their beliefs; (2) assisting in the development of in-action pedagogical thinking; and (3) developing self-awareness.

Entering student teaching, the pre-service teachers in the seminar had varying conceptions about the work of teaching. When asked about assessment at the beginning of the semester Zoe stated:

I'm sure there will be tests that she'll make me give them, but other than that, I guess every other day, or a few days out of the week, I'll ask them questions and see if they can

recall the stuff without me having to stand there and tell them the answers (Interview 1, 1.12.10).

Looking back at this response at the end of the semester, Zoe noted:

With assessment, I was thinking assessment equals test. Now, I think assessment means, well, it can mean anything. I mean, after the alternative assessment [assignment], I was able to see how many ways we can assess students. It could be an assignment, it could be a short little something at the beginning of class where I just ask them if they know something. Seminar helped me think about assessment differently, and about the other kinds of assessments that were possible (Interview 6, 4.21.10).

Zoe's attribution of the influence of the seminar on initial beliefs is important. As she claimed, the activities and assignments in the seminar helped change her initial beliefs about what kinds of assessments were available to her as a teacher. As evidenced by Zoe's response, the refractive medium of SURGE! and the activities and assignments tied into this framework played some role in this change.

The SURGE! framework also served to refract Desmond's thinking about the role of rationales in instructional decision making. At the beginning of the semester, he believed he had very little agency to make curricular and instructional decisions:

I have the state standards that I have to meet, students should know this, this, and this. If I say screw the state standards, I'm going to do what I want to because this is what I think the students need to know, that's not going to come off that great (Interview 1, 1.13.10).

However, by the end of the semester, when I asked Desmond to reread this response and gauge his thoughts on decision-making in the classroom, the following interview segment illustrates his current perspective:

Desmond: Back then I was pushing more standards based, not thinking, okay, why am I making that decision? Back then I would say well, I'm making that decision because the state standards says I need to do it, and the state standards aren't a definitive framework. It's more of a guideline. I have to cover this, this, and this, but that's not all I have to cover...I mean I can do different things...I guess now what I'm saying is that using the AKS as a guideline, but you have your rationale and you can say well maybe I should include this and this and this and it's backed up in my rationale for teaching and for what student need to know.

Alex: Numerically, how much do you think the seminar contributed to that versus just the field experience?

Desmond: 70/30 seminar.

Alex: How so?

Desmond: Because the seminar helped me think about the fact that you have to think about what your rationale says when you're teaching, and that you can't compromise that. I think that the discussions, worksheets, and reflecting on having clear and defensible rationales really got me to look at what was going on in my school with the state standards (Interview 6, 4.22.10).

The progression from having virtually no voice in what kinds of instructional decisions are made toward a more active role in interpreting state standards was a significant shift in Desmond's thinking about practice during the semester. This shift was also evidenced in the concluding paragraph of his ePortfolio rationale:

We as teachers need to stick to the reason why we want to teach. If we push for the "why" in our beliefs, then we can do anything we set our minds to. It is about being able

to conform what we believe in what we can actually do. I believe this rationale is an ever changing body of work. I am a firm believer that my rationale for teaching will never be complete...as long as I continue to reflect back on my practice and make changes that push towards my goal of teaching, my rationale will continue to follow me and be the building blocks for my practice (ePortfolio, 5.5.10).

By constantly filtering the lived experience of student teaching through conceptual language of the SURGE! framework, the conversations and assignments in the seminar refracted Desmond's initial beliefs, and consequently cultivated a broader understanding about the work of teaching.

Linking the experience of student teaching with the SURGE! framework also created opportunities to examine the transitions student teachers made toward pedagogical thinking. As noted in the previous chapter, Rose attributed the seminar with helping her think about the work of teaching social studies. Rose noted:

Seminar forces you to think about questions. Like when we were going around doing the speed dating and talking with people, it made me think, why am I teaching like this? I started asking myself questions like what is the purpose of me actually teaching, is it active student engagement or worthwhile learning (Interview 2, 2.4.10)?

In her ePortfolio assignment, Rose discussed her experience when thinking about active student engagement during student teaching:

There would be times throughout student teaching that I realized that my students were not engaged and I could not stand the feeling. There would be times that I felt like an awful teacher when while I was presenting material through a PowerPoint, some students looked as though they were about to fall asleep or had their heads down. Another time, I reflected in my notes from student teaching the following statement: '3rd period, good

lesson, trying to get students engaged, but it ended up being more passive engagement. Need to tweak to get students more engaged, still may not work, but try.’ (ePortfolio, 5.5.10).

Taking her interview and ePortfolio comments together, the refractive medium of the SURGE! standards in the seminar provided a language (e.g., active student engagement, worthwhile learning) for Rose to think about the work of teaching. Moreover, the refraction of pedagogical thinking made its way into Rose’s practice, as she tried to link instructional means with the ends of active student engagement.

Like Rose, Zoe credited the seminar with influencing her thinking about student engagement in her classroom. After the third seminar session, Zoe wrote the following in an electronic exchange, worth quoting at length:

I feel like the open forum and the speed dating conversations [SURGE! focused activity] provided me with further insight about active student engagement...The open forum helped me realize that students grow and learn through thinking and playing with ideas, and if there is no active student engagement normally the student is not learning. This helped me realize that I need to present material in a way that students want to ask questions, like how and why, so that they not only copy down notes, but go more in depth with learning the material...I came into the speed dating activity believing that if students were participating, they must be actively engaged...However, when discussing with other people, I realized that participation did not necessarily mean active student engagement. This activity was definitely beneficial in making me think about active student engagement. I went in thinking I had a pretty good understanding about how to judge if my students were actively engaged, but left the activity realizing that judging active

student engagement isn't as easy as I had believed. This activity also made me rethink the lessons I will use in the upcoming week to teach my unit on the New South to make sure they in some way engage my students (Electronic Correspondence, 1.26.10).

When I interviewed Zoe a few days later and asked her about her progress in thinking about active student engagement, she noted:

I watched my students, and with some of the assignments, I was like, okay, this isn't active student engagement, or this is... Were my students just completing certain assignments because they are trained, so they know that okay, she asked a question, I give an answer, so are they really paying attention and are they really interested or are they just working with the system? (Interview 2, 2.1.10).

For Zoe, the discussion of active student engagement in the seminar assisted in the transition toward pedagogical thinking. More specifically, the refraction caused by the heuristic of active student engagement led Zoe to ask deliberate questions about her practices as a social studies educator and make certain adjustments as a result of the answers to those questions. As a result, the reflection and action prompted by the seminar helped further Zoe's pedagogical thinking during student teaching.

Another important way the student teaching seminar refracted student teachers thinking was by influencing their metacognitive awareness. Through the assignments and activities in seminar, student teachers were often asked to interrogate and think about their own thinking. As a result, the seminar helped student teachers become more active monitors of their own learning. As Hammerness et al. (2005) suggest, "effective teachers become increasingly aware of the complexities involved in teaching and learn how to think systematically about them so that they can better assess their own performances" (p. 375). In many ways, the refraction created by

filtering observations, reflections, and propositions about teaching through SURGE!, facilitated the development of such an awareness. Rose, referencing a story Zoe shared with the seminar about a failed classroom activity, discussed what she gained from hearing that story:

I walk into seminar and they're having me think. Like the story Zoe shared, well it makes me think, if I was in that circumstance, what would I do or Tim even, he'll bring up all these questions or how can you actively engage students, so I feel like I'm constantly thinking in that class...what would I do?...In that moment, Zoe, as a teacher, had to make that decision. Me as a teacher, I have to think, okay that activity didn't work in first period, how can I change it? So I think through things at seminar, thinking how can I actively engage students or what can I do to improve so that thinking can cause me to make actions in my classroom (Interview 3, 2.19.10).

Similarly, Desmond shared how the seminar influenced the way in which he went about thinking about his thinking as a teacher and the development of his rationale for teaching:

We have the SURGE! standards, so it's learning to think like that...how can I see this in what other teachers around here [his placement site] are doing? How are the gears in their head moving, and I think that by us breaking down the standards in the seminar and saying okay, what is this, and getting other people's opinions about it, I'm seeing, okay, now I can see Nancy's thinking, I can see what Tom is thinking about, or how Joe is thinking and seeing things. Then, I can apply those type of things to teachers and see how Mrs. M is thinking, or Coach S., or Mr. B., so just by seeing that, I'm starting to see how they're thinking, and then in turn develop my own, because going over these standards, we have our rationale, and while some of us may have not felt that strongly about it when

we wrote it, I'm now starting to see it, and I'm starting to develop more of what my core rationale can be, rather than simply what I wrote (Interview 3, 2.18.10).

In both of these responses, the metacognitive awareness created by the seminar not only helped Rose and Desmond develop an understanding of their own thinking, but also developed a sense of self-regulation where students teachers were able to set goals and gauge their own progress in achieving the goals that emerged from such an awareness. By unearthing some of the problems of practice through the narratives of others or through the SURGE! framework, the thinking of student teachers' was refracted toward being able to learn from practice.

Friction

Inquiry, as a means and an end of the student teaching seminar, was the *modus operandi* of the course. Throughout the semester, student teachers worked together to interrogate their own experiences and propositions and those of others. By bringing together student teachers with diverse voices, perspectives, and experiences to inquire about the work and nature of teaching and learning, the seminar provided a site capable of challenging emerging understandings of schooling. The juxtaposition of inquiry *about* schools and experience *with* schools allowed for the development of knowledge that was qualitatively different than the typical knowledge *for* practice advanced in teacher education coursework or the knowledge *in* practice promulgated during the field experience. The seminar in many ways was capable of fostering knowledge *of* practice, which Cochran-Smith and Lytle (1999) describe as an image of knowledge that emerges when teachers "make problematic their own knowledge and practice as well as the knowledge an practice of others" (p. 273).

In raising fundamental questions about curriculum, teachers' roles, and the ends and means of schooling, the student teaching seminar leveraged collaborative inquiry to invite pre-

service teachers to be co-constructors of the knowledge necessary for teaching. While the seminar is positioned as a university-based course during the field-experience, the culture of inquiry in the seminar, for the most part, leveled the hierarchy of knowledge typically associated with a university-based course. Given the opportunity to systematically and collaboratively inquire about teaching, the seminar at times altered or transformed student teachers' frameworks for practice by surfacing the intellectual, social, and cultural contexts of teaching.

The knowledge *of* practice in the seminar was often forged through the friction of ideas espoused through discussions. In physics, friction refers to the relative motion of two opposing surfaces. Inquiry during the seminar created a kind of friction with the experiences in the field, testing perceived truths, observations, and maxims. The countervailing motion between inquiry and experience, propositions, and paradigms in the seminar created friction by problematizing knowledge and practice. Below, I explore how collaborative inquiry in the seminar created: (1) experiential friction; (2) propositional friction; and (3) paradigmatic friction. I couch my explanation of this kind of friction in one of three corresponding interrelated dimensions of education: (1) teaching; (2) subject matter; and (3) students.

One aspect of teaching that was discussed in the seminar was instructional planning. Discussing the development and implementation of short and long term goals that progress coherently towards learning goals (5b), students in the seminar first surfaced their varying understanding of the seminar:

Zoe: I'm not sure I understand this standard.

Wesley: Planning long term as opposed to the night before.

Tom: I think it's every lesson should build on the previous lesson, you should have a goal in mind, and develop it, every lesson should build.

Nancy: Not plan everything ahead of time, my goal is the unit.

Jesse: You plan your route.

Jay: I understood this to mean, at the end of the year.

This first attempt to collaboratively unpack this standard surfaced varying conceptualizations of what element was most important in this standard: the time frame (short and long term), the means (coherently), or the end (goals) of instructional planning. The conversation then moved in an out of these three elements

Tom: Are those things mutually exclusive?

Tim: Coherence means that it all fits together.

Jay: That's what I thought, the unit makes sense, but I feel like my kids are suffering because I skipped around, I just spent too much time talking about one thing, and I'm just kicking myself, it wasn't coherent.

Nancy: Coherence can have different meaning.

Jay: If I had to give them a final test, they would probably fail it.

Joe: They can't build a coherent picture if you put things in different order.

Tim: That's powerful insight. I can sit in a curriculum class and map it out, maybe where coherence matters is with my students...

Rose: I took long term to mean a year or two, in a semester, I have to cover short term goals. I need to plan this, this, and this. My short term is how I'm going to get there.

Joe: It's impossible, if I can come up with five days of quality stuff it's a victory, but to put a month to connect like Lego's?

Jesse: I was consumed with trying to get my kids engaged and coherence was in the back of my mind, I wanted it to flow, but I was worried about getting them engaged, and coherence took a back seat.

Tom: But when you chose what you wanted them to know, wasn't that setting a goal?

Jesse: Yeah, but I spent most of the time on the how.

Tom: But you have an idea of where you want to go?

Jesse: Yeah (Seminar 13, 4.14.10).

For Jay, Jesse, and Joe, the collaborative inquiry around 5b opened up a space to share their experiences as they encountered the concept of coherence in instructional planning.

As a result of inquiry meeting experience, the practice of teaching was problematized. In admitting the challenge of incorporating coherence into planning and instruction, the work of teaching for Jay and Jesse was expanded to include coherence as a consideration. Even in Joe's skepticism that the idea of coherence beyond a few days was farfetched, we see the friction in the seminar creating frames of thinking that trouble and expand the complexity of teaching. The above exchange also illustrates how other members in the seminar, like Tom interrogated others to add complexity to the work of teaching. By asking questions about the goal of the lessons and less about the coherence, Tom shed light on another aspect of the multifaceted nature of teaching. Following this exchange, Tim jumped to highlight his thoughts on the exchange and pondered aloud about his own work in teacher education, positioning himself also as a co-creator of this knowledge *of* practice:

Tim: How great is it to claim that this is unrealistic. How redeeming is that? This is what gets me about teacher ed. I can hold this up and say that our kids know how to implement this, but we have to be honest about how difficult this work is. I'll complicate this more.

Instructional plans are about arranging content. Some of you have learning goals about critical thinking, considering alternatives, that's part of it too...

Rose responds, and the conversation continues to add layers of complexity to instructional planning:

Rose: You said that instructional planning can also mean critical thinking, but when I tackled 5b, I took my rationale of little historians, I took that to be my learning goal.

Joe: Isn't it both?

Nancy: You have to have lessons that get at those.

Rose: If my goal is to look at the how and why of history, my example would be using primary sources in my lessons.

Tim: I think you're on the right path. If you want them to get historical inquiry, your plan would be to include opportunities to do that kind of work.

Joe: That was the hard part, standards and rationale goals within that, we've got that mapped out, January through May, but I don't know how long things take, so sometimes it takes me an extra period, and then I'm cutting and adding, so I've got to take account of how much I've pushed back, or how bad I did at pushing stuff back.

Tim: How are you going to see that?

Joe: You have certain standards to hit, and if I don't get to them, then we will never see them. Tests are important, I might hit my rationale, but if they fail, they can't go into the world, and that's important whether we like it or not.

Jesse: I think that's a good problem to have...there are times when I had three or four things, then we had ten minutes in class. The more you try different things, the better you will feel.

Nancy: You need to get to know your students to be able to make those calls.

Jesse: Yeah, it's teacher centered, I know how long it's going to take me. If it's student centered, I need to know how long it's going to take them.

Tim: The thing I'm most cautious about, you said 'I have to hit things.' That mentality of covering content for the sake of covering content doesn't make sense to me. You can say you covered it, unless they haven't learned it, then you haven't covered it. I'm not accusing, but that language makes me...

Jesse: What I mean is that I have these sort of things I have to teach them...you can time things out on a list, but there's no way to know how much time that takes (Seminar 13, 4.14.10).

From the conversation that started with Zoe asking a simple question about not really understanding 5b, the student teachers in the seminar added layer upon layer of complexity to the task of instructional planning. The notions of time, coherence, and goals were each troubled by the situated challenges of practice. In the above exchange, for example, Rose added the rationale-based practice to consider as goals for planning, and Joe continued this thread by describing and adding the tension between the goals of rationale-based practice and the pressures of accountability. Jesse while providing support for Joe, prompted Nancy to add another layer to planning, the responsiveness needed in the classroom. Finally, Tim questioning Joe's assertion of covering content further problematized what was possible in the classroom with planning.

Surfacing the nested nature of the considerations needed with an act of practice such as instructional planning allowed members of the seminar to enter into a different relationship with practice. Not only were student teachers in the seminar practitioners, they were also theoreticians of practice. This dynamic forged by the friction of inquiry against lived experience, led to a

knowledge *of* teaching that expanded understandings of teaching by adding complexity to this already complex work.

The next related area where the seminar created friction was when propositions about social studies subject matter met inquiry. In a small group discussion, three students were tasked with unpacking the meaning behind standard 1b, demonstrate knowledge of content and modes of inquiry that are central to the subjects they teach:

Nancy: What this standards really means, know subject matter.

Rose: Obviously, inquiry is about asking question.

Nancy: I think it's teaching methods...it can be the way to get students to think.

Rose: I think it's really just about asking questions in social studies.

Nancy: Yeah, but what about historical thinking? Historians think differently from geographers, and you have to know that about your subject. Which sucks for me, because [teaching geography] I don't know how they think.

Desmond: Yeah, that's what I thought about it too, but I just don't know how sociologists think, so I fly by the seat of my pants in my classroom.

Rose: I just had a light bulb moment, within each subject is how that group of social scientists think.

Desmond: Yeah, it's not just teaching in general.

Rose: For me, I'm historical thinking, asking how, why, just like historians do.

Desmond: For me, the political science aspect, why did this happen, we have this and this, why did this happen.

Nancy: The outside politics, content.

Rose: Couldn't someone take it too literal, would you be, pretend in your US history class. If I want them to become historians, and you say you don't want to do that, can you still abide by standard 1b?

Nancy: This is about what we have to know and we have to know about that mode of thinking. Whether we want to force our students to do that is another question.

Rose: What if I don't want to be the historian.

Nancy: I don't know, then you won't be a good teacher?

Rose: There is another way to go about this, it just seems confining.

Desmond: Are we saying that this [standard] all talks about this. I mean, can't you be a reflective thinker?

Nancy: I guess, but in terms of teaching social studies, you can't be as effective if you teach history as an economist, your going to miss out on the way to teach your kinds how to think about history.

Rose: What if, I don't have a choice, my county tells me to teach geography. I mean, why can't you teach geography as a historian?

Nancy: I don't know. I haven't thought about it like that before (Seminar 4, 2.3.10).

The conversational exchange between these three group members reveals how the notion of modes of inquiry in social studies was complicated. Both Rose and Nancy challenged each other on what modes of inquiry meant. Even when Rose, who started with the idea that inquiry was simply about asking questions, found herself in a "light bulb" moment and started moving toward Nancy's proposition that inquiry is about modes of thinking in the social sciences, she continued to complicate the notion. This move by Rose, not only made the idea of modes of inquiry bigger for Desmond, who now questioned whether "reflective thinking" was also part of

inquiry, and not just confined to social sciences (his original position), but also ultimately troubled Nancy's premise throughout the conversation, as her last utterance reveals. As a result of this propositional friction, the concept of modes of inquiry in social studies became more multifaceted, creating a broader knowledge base for teaching and thinking about social studies subjects.

The final kind of friction created by the seminar was paradigmatic friction. The inquiry in the seminar would often collide with the existing paradigms of student teachers. In particular, inquiry in the seminar challenged views of diversity, students, and schooling. Unlike the propositional friction illustrated in the previous example, the perspectives forwarded in the following conversation dealt with worldviews about race, children, and schooling. In a discussion that had students share their reflections about their Equitable and Culturally Responsive Assignment, Tim interjected in the conversation, which led to a lengthy exchange on race and schooling:

Tim: That's what this standard is about, it is about a big profound issue. Go to County Central and tell me that race doesn't matter. Look at the Encore and AP classes. It's not because white kids are smarter than black kids...how do you account for the different ways students experience schools? It's not just about race. Poor kids are way more unlikely to go to post-secondary education than middle class or wealthy kids, it's not because they were born smarter or dumber. Here's that powerful notion of being who you are, this is a culturally determined space. I was successful, I was just in the flow of every category, but lots of kids were not. I didn't have to code-switch. I don't have to code-switch when I step into a school and that makes things easier. Schools are hard enough, when you have to go into an environment where your parents might not care, you don't

do well on tests, and you don't really get excited about the dioramas you have to do in class, school goes harder. So, these categories of social, linguistic, and cultural diversity matter.

Rose: I have a question...is it our responsibility to accept everybody? I mean, in high school there is a difference between who is in the gifted class, and who isn't, there's diversity in there right?

Mercy: Can we even control who is in those classes? It's the kids' conscious decisions.

Rose: I feel, based on what other teachers have said, that there is this one kid who is African-American, but we're saying he is looked down upon by his friends, they shun him, this kid is amazing, and I've notice this tension within their own culture.

Jay: How do you defeat that when that starts to pop up?

Tim: How you defeat that, that's a tall goal. To overcome systems of power. One of the reasons I'm in education is that helping people understand that those codes exist, I don't know, talk about linguistic diversity, a kid who grows up in a Black English Vernacular, they use be, use ain't, that kid goes into a school system that says that's wrong. But what you don't see, all of this is driven through what's natural and what's not. It's not sent from the gods up high, there are reasons 'ain't' got kicked out, and 'isn't' stayed. The Black English Vernacular is capable of expressing the whole gamut of expressions as standard english, but it's not valued. You're told you're wrong, and you began to internalize, maybe that explains why you hate school.

Tom: You know, I completely reject that it's a cultural thing. I reject that completely, I think we try to put this thing in a box. This has occurred over centuries, the idea that black people teach English poorly, it's the same ideas as Booker T. Washington is an ass

kisser. These conversations are fed into schools. To put anyone in a box, these ideas are passed down for generations. Until these things are discussed in schools, things will never change. In these other kids' minds, maybe that kid is an ass kisser, because he is part of the system, so f him, and as a result, it comes out as them being negative. It's a tough situation to get a hold of... You all went to better school than me, and I'm still here, my advice to that one kid, even in the face of negativity, embrace others.

Joe: My cooperating teacher has this thing on her board that's called cultural capital, and I think that it's important to highlight that, there's a way I talk to my friends and that's not acceptable, maybe it's not right, but if you don't ever say anything than your doing them a disservice, and there are times when you have to code switch, you can't pretend that doesn't exist...

Brad: the first time I saw that on Joe's cooperating teacher's board, I said, wow, I couldn't do that, people would kill me, and that's why often times I don't correct students about grammar, I take issue that we're trying to shove this language down kids throats.

Joe: This is about navigating those extremes in our country. I'm glad we've had this discussion. While having this imaginary barrier, you have to acknowledge that the barrier is there, the barrier is the notion that there is a dominant culture, navigate the stream (Seminar 7, 2.24.10).

The inquiry involved in unpacking how to use the knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom exposed several perspectives on diversity in the classroom. Implicit in this conversation are the social, cultural, and historical positions of the students engaged in this discussion, and the power and privileges associated with these positions. However, these positions and perspectives borne at times out of power of

privilege, not only facilitated friction, but also generated opportunities for change. Again, as each participant in the seminar, including Tim, took a conversational turn, the nature of teaching was problematized and complicated. Referencing the above conversation in class, Rose noted in an interview:

What Tim and Tom had to say about cultural diversity really helped me become more aware of some of the things that are going on in my class. Like, it's about me as a teacher validating my students, and making sure that I'm seeing all the things that I might not be doing to do that. Even with what I said about the African-American kid in class, Tom's perspective made me think, oh, well, yeah, that's probably what's going on there, and I'm not even picking up on that (Interview 4, 2.26.10).

For Rose, the seminar helped change her perspective, and I would argue, her paradigm. In becoming more aware or being able to pick up on things she didn't before this conversation in the seminar, her worldview on the challenges of race in schooling expanded, and the friction between her paradigm and inquiry in the seminar created, in her words, an "awareness," that was not present before.

The conversation over diversity sparked conversation beyond the seminar classroom. Nancy, who didn't really participate in the exchange above, was struck by the nature of the conversation, and shared with Tim, her discussion and thoughts afterward in an e-mail message:

After class, Tracy, Bob, and I stood outside of the education building and continued our discussion from class for almost an hour, before we finally went home....After long conversations between us and Bob, we hit upon the concept of personal agency, the idea that individual people have the power and ability to make changes...it sounds really simply when you write it out like that, but I feel like it's actually a really difficult concept

to grasp...I feel like a light came on in my head. I finally understand what 'agency' actually is, and what I can do with that concept as an educator.

Nancy captured her thoughts in a journal she shared with Tim in an attachment to the message.

In part, it reads:

Democratic citizenship is all about teaching people that they have AGENCY (emphasis in original). People have the power to make change, or just DO things. For example, if you don't like collaborative 'planning' and you want to do something different from your department, then just do it! What are they gonna do, slap your wrist?...Clue your students in on the fact that you're doing something different, and that it's necessary to pay lip service to the system every once in a while...It's been hard for me to give up my idealism/naïveté and realize that I should be pleasantly surprised when the government/system manages to change something for the better, but not really expect much other than the status quo from the powers that be...it's shameful that it's taken me until I'm almost 24 to grasp this seemingly simple concept. Everything I've been writing here boils down to simply the word "agency." It's a word that I thought I understood, but until tonight I really didn't. However, now that I do, everything else we've been learning in this program has clicked into place...It's like one small thing has shifted, and now the entire world looks different to me. And it's inspiring me to want to pass this concept on to my students, because it's empowering...I feel like disenfranchised students are the most primed, the most ready to grasp this concept quickly/easily and run with it. They're not served/helped by the system, and more than likely they don't buy into it and they're already resisting it or rebelling against it in some way or another. There is no idealism or investment in the system as a machine that gets things done, because for these students it

doesn't. So there isn't anything to 'unlearn' before they can really understand agency (Electronic Message to Tim, 2.25.10).

The message and journal not only shed light on the fact that conversations in seminar held the potential to reverberate beyond the classroom, but also that the friction between inquiry and paradigms for Rose and Nancy resulted in an altered understanding of practice, and the knowledge needed to enact practice.

As Cochran-Smith and Lytle (1999) suggest, inquiry in teacher education is necessary in order to achieve the outcomes of agency and ownership. Through the collaborative inquiry in seminar, the work of teaching was often problematized. The friction of inquiry with experience, propositions, and paradigms all helped shape and broaden a knowledge *of* practice, a knowledge base that wasn't academic geared *for* practice or tacitly situated *in* practice. Moreover, student teachers co-constructed these understandings through listening to, dialoguing with, and questioning each other. By problematizing and complexifying practice through collaborative inquiry, the friction of inquiry in a very real sense, expanded what was possible with the work of teaching for those in the student teaching seminar.

Homeostasis

The student teaching experience is a time when the professional identities of pre-service teachers are forged. These identities are shaped by the relationships student teachers form with teachers, students, school personnel, and community members. As Rodgers and Scott (2008) suggest, "relationship is essential to identity formation primarily because to have an identity, one must be recognized as a particular 'kind of person' by others" (p. 735). In responding to the relational realities of student teaching, student teachers constantly co-construct their professional identities as they engage with others in the cultural practice of teaching (Smagorinsky, et al.,

2004). However, because teaching is a situated activity, the professional identities of student teachers are fluid. As the interplay of relationships during student teaching change, identities shift. Student teachers' professional identities also shift as a result of the emotions that arise from these social relationships. Responding to the social, cultural, political, and historical forces that shape the socially constructed practice of teaching in particular contexts, student teachers' emotions play a role in how professional identities are shaped. The social contingency of professional identity formation as student teachers are learning to teach is, as Cole and Knowles (1995) suggest, akin to an "emotional rollercoaster" (p. 286).

Drawing on the lived experience of student teaching, the seminar provided an environment to surface the kinds of relationships and shades of emotions that emerge during student teaching. In other words, the students enrolled in the seminar were at various points of the "emotional rollercoaster" of student teaching. Given the variety of experiences, and the flux in professional identities of student teachers, the seminar served a homeostatic function. Biologically, homeostasis refers to the ability to regulate an inner environment in response to fluctuations from an outer environment. By providing a space for student teachers to (1) effervesce; (2) author; and (3) reconcile, the seminar helped regulate the internal development of a professional identity from the external relationships and emotions of the student teaching experience.

Given the numerous relationships student teachers have to negotiate while learning to teach, the student teaching experience naturally leads to a range of emotions concerning the work of teaching (Gratch, 2000; Lima, 2003). Unfortunately, because the power dynamics and "performance" of student teaching limit the expression of these emotions in the field, the development of a professional identity is often skewed toward a rugged individualism (Britzman,

2003). In the seminar, student teachers were able to openly express these emotions and the situations and circumstances that evoked these emotions. As an outlet for the emotions associated with student teaching, the seminar provided opportunities for effervescence—the release of the emotions associated with the relational nature of teaching social studies. A space like the bi-weekly “open forum” or the invitation to openly question experience and the problems of practice provided numerous opportunities for effervescent experiences.

One effervescent moment in the seminar was during an open forum, when Nancy released her frustrations about giving tests:

I was making my test on Asia, and they only have 40 minutes. What I wanted to do was eliminate multiple-choice and make them do ID's, and write short answers, and my CT vetoed me. She said to make it all multiple-choice, because they can't handle that...the funny thing is that I've been asking my students to do more writing, and their scores have been increasing. Now they do better on the ID's than on the multiple-choice tests, so that sucked...(Seminar 10, 3.24.10).

This simple conversational turn illustrates the kinds of relationally contingent emotions that were effervesced throughout the student teaching seminar. Nancy's resistance and feeling that the experience “sucked” was animated by interactions with her students and her cooperating teacher. As evidenced by Nancy's acquiescence, this resistance was mostly likely not expressed. However, in the seminar, Nancy had an opportunity to claim her professional identity to others. This space provided Nancy an opportunity to regulate the emotions of the field experience through the effervescence afforded during the seminar.

In the week after the conclusion of the field placement, students had an opportunity to discuss their experiences. In these reflections, the interindividual nature of teaching was

surfaced, and the effervescence of these reflections helped student teachers square the challenges with the rewards associated with teaching. Brad, who was a student teacher at his own high school, responded to Tim's prompt about what students were thinking as they ended the student teaching semester:

Lots of stuff, it was my last day today, and it was a really weird feeling, a bittersweet feeling...one of the more weird things, my more difficult class gave me a much more touching farewell, a lot more emotions, and I thought that was interesting, even a little touching. I wish I could see that during the year, because you kind of need. It's a ridiculous roller coaster ride, and hard to handle it. It helps you cope with it, and I wish it was not at the very end, instead I wish I could get doses of that throughout (Seminar 12, 4.7.10).

Providing a space for the effervescence of emotion allowed Brad to recount the touching farewell from what he considered his more difficult class. Describing the experience as "bittersweet" provides a window not only into the challenges he faced with a particular set of students, but also the impact this farewell had on his professional identity as a teacher. Although he lamented not seeing more of those emotions from his students on a daily basis, the contrast between a class who challenged him but ultimately cared for him during student teaching seemed to leave its mark on Brad's identity. The seminar provided a place to draw this contrast and surface this relationally contingent emotion of teaching (Seminar 12, 4.7.10).

Closely related to the idea of effervescence is authoring. By talking about the emotions that arose from the relationships formed during student teaching, the students in the seminar were also authoring their identities through the stories they were telling. As Rodgers and Scott (2008) contend, identity is "both interpreted and constructed through the stories that one tells..."

(p. 737). By positioning themselves within the stories they told in the seminar, student teachers were authoring a professional identity. For example, Bob, entered an ongoing conversation about religion and schools with the following:

Where I'm at in South County, you can't avoid the issue of religion and lots of things get said in my class because it's assumed you're a Christian and everyone knows where everyone else goes to church. It's hard. We did religion the second week I was there, and kids talked about situations where they were making fun of Muslims. I tried to get at why they feel that way, and that people are people, but it was really hard. It didn't get through. You find out that you talk about Islam and the kids think that it's a country in the Middle East...I tried, that's all you can really do, sometimes you have to let it out there...(Seminar 6, 2.17.10).

In this brief story, Bob authored himself into the story he shared with the seminar. By contextualizing the Christian discourse at his school and the moves within this discourse, Bob authored his professional identity as a teacher who tried to counter the dominant narrative.

Another instance of authoring in the seminar was when James shared a story about conducting a self-assessment in his classroom:

I did a student evaluation and for the most part there were good comments, the one that stuck out to me was the one that wasn't so great, it made me evaluate myself. The question was on a scale from 1 to 10, grade my fairness to students. For the most part, I got 9's and 10's, and she put a 5.5. I was reflecting on the semester, and she was the student who always did her work and never said anything. However, her evaluation made me think about the student that you might know it all or doesn't really need the attention.

That's the student who might need the extra compliment. It was a different take, the one that stuck out the most.

Describing the dissonance between his expectations and the realities of his practice based on a not so favorable evaluation, James was claiming who he was as a teacher. James's awareness of his understanding at that particular moment helped voice his identity as a teacher. By providing a venue for James to author himself as proactive in seeking student feedback and as a reflective practitioner, the student teaching seminar conferred on James the agency to regulate his identity by allowing him to express his awareness of the nature of teaching.

The student teaching experience often brings into perspective pre-service teachers' images of teacher with the realities of teaching. Like many other teacher education programs, SSU's program places student teaching at the end of the program. Leading up to the student teaching experience, pre-service teachers encounter numerous ways of thinking about teaching and learning in their preparation. Through these experiences with pre-service teacher education, images of "self as teacher" are shaped (Darling-Hammond, 2006; Feiman-Nemser, 1990). However, these images of self are significantly changed by the realities of the work of teaching. Cole and Knowles (1993), suggest the metaphor of field experiences "shattering" the initial images of a professional self. The student teaching seminar served to reconcile some of these shattered images of self. Rose in particular, shared with me the dissonance she was experiencing between her images of self before student teaching and during student teaching. Her foil was the pressure of testing and accountability at her school:

Rose: I really don't feel like I'm being the teacher I thought I was going to be

Alex: Why?

Rose: Well, everything is about testing. I'm just so pressed for time when I do things. I mean, I've got to waste time doing an end of course question every day, and then our faculty decided to cut time from our pacing chart because we have to fit in time to review for the test. So, I'm just really frustrated with the whole timing thing. I really thought it wouldn't be an issue when I was taking classes with you guys. I remember some of the awesome lessons we looked at that summer. But, now you don't have three days to do something like that. You've got to be kidding me (Interview 3, 2.19.10).

Rose used the student teaching seminar as a platform to express her concerns. In one small group conversation with Zoe, Rose shared the resultant emotion from this dissonance: "I gave a lecture today, and I feel like I failed, this isn't what I wanted, I want to be the teacher that incorporates activities, but it's just so daunting..." (Seminar 2, 1.20.10). At other times in the seminar, Rose would simply effervesce about her frustrations. In a large group discussion she shared the following with her classmates:

Today, I had a chalk talk, things take so long, it's hard to like, there are these ideas I want to get across, but if you use 30 minutes to do something like a chalk talk, you can't get through everything. Then it's hard for me to justify that, they won't be tested on that, on the end of course test. I just hate the state standards, they drive me up a wall (Seminar 3, 1.27.10).

Seemingly, in her attempt to try something other than lecture, the pressure of pacing at her placement site reconfigured the act of teaching in unexpected ways. Without a space like the seminar to express these frustrations with others, the dissonance she was experiencing, more likely than not, would have significantly shaped her professional identity. However, Rose saw the seminar as a space that helped her work through some of the inconsistencies she was feeling.

In our final interview, I asked Rose if she ever found the Rose from the summer? She responded with, “yeah, kind of, in ways, here and there, really more and more as the semester went on.” I then asked if the seminar contributed to this, and she noted:

Well, my big problem was standards, and I’m still having issues with them, but two things kind of stick out... first it was Tim talking about how the standards are tied to stinky tests, and how that’s the real problem with standards. I thought, ok, maybe I should be upset at the stinky tests not the standards. Then, it was Nancy saying that the standards gave her direction, and that they’re not all that bad to her because, I guess for her, it’s a nice place to start. I still don’t find them liberating, like Tim said, but, I’ve learned not to take it out so much on myself. I’m not loving the fact that we’re still so tied to tests or that I’ve strayed from who I wanted to be as a teacher, but I have realized ways to work through that and find my style despite that (Interview 6, 4.20.10).

For Rose, the seminar helped her reconcile the “shattered” image of herself as teacher entering the student teaching experience. Through collaborative inquiry, the seminar, as Rose admitted in her ePortfolio assignment, helped her “have a new outlook on the standards, rather than hating them” (ePortfolio, 5.5.10). Thus, her professional identity and relationship with the pressures of accountability in teaching are significantly different with the influence of a student teaching seminar. By providing a space where the problems of practice were discussed, Rose was able to work through the dissonance caused by the student teaching experience. As a result, this reconciliation helped shape her professional identity.

The student teaching experience for Desmond also caused dissonance between his image of self before and during the semester. In particular, the student teaching experience disturbed his image of teaching social studies. As Desmond admitted in an initial interview, during his teacher

preparation he saw himself teaching US history or political science. Although his major was political science, he felt confident enough in his knowledge of US history to teach the subject. However, the student teaching experience, as Desmond noted, threw him a “curveball” (Interview 1, 1.13.10), as he was placed with a teacher who taught sociology and US history. Admittedly, the idea of teaching sociology never crossed Desmond’s mind, and his image and identity of being a social studies teacher, which was someone who was “knowledgeable about certain subjects” (Interview 1, 1.13.10), was shattered. In seminar, Desmond shared his limitations with sociology during a small group conversation:

I don’t really know what I’m doing with something like sociology, so I just stand up there and do what my cooperating teacher tells me to do, I just follow her lesson plans. Not exactly what I thought I’d be doing this semester, but it is what it is (Seminar 3, 1.27.10).

When I asked him about his struggles with teaching sociology, he said,

I’m a little overwhelmed by it. My cooperating teacher said something about preparing ahead of time, but I’m not exactly sure what I’m supposed to do. I’m much more of a cut and dry political science or history guy, so the way that I’m dealing with it is that I’m opening the book and saying, okay, this makes sense and this makes sense. But even with that, I don’t feel real confident when I’m up there. I always thought I would have a good sense of what I was talking about when I was teaching, but I guess not (Interview 2, 2.5.10).

Through the discussions in the seminar, the idea of teacher as master of knowledge slowly changed. Discussing the influence of the seminar on his teaching of sociology, Desmond pointed out the following change:

I guess the seminar helped me see that everything kind of morphs. I mean, we spend a lot of time talking about teaching, and the kinds of things we need to think about while we're teaching, and that isn't really specific to any subject. So, what I'm doing now is trying to bring up some poli sci or history kinds of things, occasionally where I see it fits in. In the seminar we've talked about active student engagement or having a rationale for what we're doing, so I'm just really teaching now things that I think they're going to be interested in, no matter what the subject matter (Interview 5, 3.1.10).

Evidenced by the changes in his instructional thinking, Desmond's identity changed as a result of the student teaching seminar. Most likely, the discussions, activities, and assignments in the seminar helped Desmond reconcile his image of "teacher as all-knowledgeable" with the realities of teaching an unfamiliar subject. Moreover, through this reconciliation, the seminar helped Desmond respond to the external uncertainties in the field, and ultimately helped him regulate his professional identity.

Exchange

Before student teaching, pre-service teachers develop a repertoire of practices in their teacher education coursework by "becoming familiar with a limited range of good curricular materials, learning several general and subject specific models of teaching, and exploring a few approaches to assessment that tap student understanding" (Feiman-Nemser, 2001, p. 1018). The student teaching experience provides an opportunity to refine and continue to develop this learned repertoire. Through the interaction of this repertoire of practices with the situated realities of teaching, the enacted work of teaching is forged. Moreover, as student teachers come into contact with other stakeholders in the experience, such as the cooperating teacher or the university supervisor, this repertoire is further developed.

While the development of this repertoire of practice is where many pre-service teachers often find the value of student teaching, the student teaching seminar's goals were much broader than simply as a place to trade practical ideas. However, because the seminar was drawing on the lived experience of teaching, there were moments when repertoires of practice were developed through the exchange of pedagogical tools that occurred in the seminar. According to Grossman, Smagorinsky, and Valencia (1999), teachers use pedagogical tools to “guide and implement their classroom practice” (p. 13). More specifically, two kinds of tools are essential for teachers—conceptual and practical. Conceptual tools are frameworks, ideas, or theories about teaching and learning that help guide instructional decisions. Practical tools are instructional activities, strategies, or resources that help teachers enact their intentions. Throughout the student teaching semester, the seminar served as an exchange for both kinds of pedagogical tools. In particular, the seminar facilitated the exchange of pedagogical tools through two central kinds of processes: endorsement and expansion.

The most common way pedagogical tools were exchanged in the seminar was through the endorsement of a peer, when students shared stories formally and informally from the field. Embedded in some of these stories were successful instructional strategies or ideas that teachers enacted in their classrooms—the practical tools of teaching. Often, when a strategy would peak the interest of another classmate, they would share these strategies, and the endorsement of a classmate was often enough to export a pedagogical tool. After conducting a “speed dating” activity a week earlier, where students share their thoughts on a certain topic in five minute rounds with each other, Tim asked: “Think back to last week...when we sped dated, I wanted to know if this was an activity that you could do in your class that can stand a pretty good chance?” The following conversation ensued:

Alice: I did this yesterday, used your worksheet, they did fabulous.

Tim: What is your setting?

Alice: 8th grade, sectionalism, they had to come up with why did they think it happened, then they had to explain to each other. They came up with the greatest arguments, some kids were so passionate.

Tim: We have other 8th grade teachers? Are you inspired?

Zoe: I am

Tim: We have a resounding yes. Zoe buys it (Seminar 3, 1.27.10).

When I asked Zoe about that specific moment, she recalled the following:

I guess what sold me is the fact that speed dating in an 8th grade classroom actually worked, and the fact that Amanda said she had received good answers/thoughts from her students. Prior to this class, I had tried to think of something to do with my students that would allow them to move around, because they love to be out of their seats, without doing something we had already done in the short time I had been there. But until this class, I had not even considered speed dating an option. My biggest fear is failure, so as soon as she said it worked I was willing to give it a try (E-mail, 2.5.10).

A few weeks later, Zoe enacted this activity, and throughout her e-Portfolio mentions how successful this activity was in her classroom. Seemingly, Alice's endorsement of the lesson played a role in Zoe's appropriation of the lesson in her own classroom. This endorsement ultimately aided in adding a pedagogical tool to Zoe's repertoire of practice.

A few weeks later, Zoe returned the favor by endorsing a lesson of her own. During a small group activity, Zoe shared a lesson she conducted with her middle level state history students using multiple sources to corroborate a historical event. A few days later, Alice e-mailed

Zoe about the lesson and asked for the specifics of the lesson and the chart she gave her students to collect the various perspectives. Zoe recounted, “Alice seemed really excited about how well the lesson went in my class, and how perfect it would be for her class when she taught the same content” (Interview 5, 3.30.10). For the peer observation assignment, Zoe witnessed Alice conduct the lesson. Zoe wrote in her paper about Alice’s enactment of this lesson and how odd she found it that Alice’s cooperating teacher “was not happy that she borrowed this lesson from me” (Peer Observation Assignment 2, 3.5.10). As was the case when Zoe enacted a lesson endorsed by Alice, Zoe’s endorsement added a pedagogical tool for Alice to use now and in the future.

In another small group conversation a few weeks later, Desmond shared the following lesson with three other classmates:

When we had to do fireside chats, we allowed our kids to use their cell phones. We used drop io, a website that let our kids record messages they had written out the class period before. The website gives you a number and you can record it. The kids really took it on. It was an opening for them to use their cell phones and get engaged with the lesson (Seminar 5, 2.10.10).

Rose, was a member of this small group, and wrote the name of the website in her notes. A few weeks later when encountering the same material in her own US history classroom, she used the website in the design of one of her lessons. She noted in an interview: “It was Desmond who talked about the drop io website, and gave me the idea to use it in my classroom...he thought it went so well that I thought I’d give it a try” (Interview 4, 2.26.10). Like the other student teachers in the seminar, the endorsement of a classmate facilitated the exchange of pedagogical tools. This exchange function in the seminar, allowed student teachers to endorse and hear others

endorse successful practices. Ultimately, this process provided numerous opportunities to appropriate and broaden pedagogical repertoires.

Another way the seminar facilitated the exchange of pedagogical tools was by expanding what was possible in the classroom through the exposure of ideas. As student teachers were engaging in the work of teaching, either their limited experience or their positioning in schools seemed to limit what was pedagogically possible in social studies classrooms. However, the exchange of conversation and collaborative inquiry in the seminar expanded the boundaries of these limitations by exposing the life-world of other classrooms. For example, the alternative assessment assignment exposed student teachers to a variety of ways to assess students. As noted earlier in this chapter, Zoe mentioned how the alternative assessment assignment helped her rethink what was possible: “With assessment, I was thinking assessment equals test. Now, I think assessment means, well, it can mean anything. I mean, after the alternative assessment [assignment], I was able to see how many ways we can assess students” (Interview 6, 4.21.10). Being exposed to multiple forms of assessment from other classmates expanded the practice of assessment for Zoe, and as a result, provided more pedagogical tools for her repertoire.

The student teaching seminar also exposed students to different ways of thinking about the work of teaching. The shift Desmond experienced in the seminar toward rationale-based practice described earlier in this chapter can be considered an expansion of the conceptual tools he used to carry out his practice. Additionally, the shift Nancy made toward agency can also be considered an expansion of the conceptual tools that are part of the act of teaching. For Zoe, her pedagogical repertoire was expanded during a particular conversation that helped her re-think her understanding of the role of culture in her classroom:

Before the seminar I had a real shaky definition of culturally relevant teaching in my head. But, now I see that I have to make my students' cultured lives more relatable in the classroom because of the comment that Tom made last week or maybe the week before about the fact that there are kids who don't really want to be in the classroom because their culture is not being talked about. I was like wow...to think that there were actually kids that could have been sitting in my classroom when I was talking about the New South before we got to the early civil rights issues that could have just been totally tuning me out because it was a bunch of White people we were discussing (Interview 6, 4.21.10).

For Zoe, this realization provided a new conceptual tool, a working theory about the role of culture in students' learning. The exposure in the seminar to Tom's perspective provided for Zoe an expanded understanding of the work of teaching that would not have been possible without the exchange that occurred during the student teaching seminar.

Chapter Summary

In this chapter I documented four processes that I believe facilitated learning to teach in an inquiry-based secondary social studies student teaching seminar: (1) refraction; (2) friction, (3) homeostasis; and (4) exchange. Each section detailed two to three characteristics of these processes using the multiple data sources for this study. Based on the theoretical framework described earlier in this dissertation, I see these four themes assisting the ways in which the student teachers enrolled in the seminar were helped to think, know, feel, and act like a teacher. As a heuristic medium, the student teaching seminar served to refract students teachers thinking as beliefs, propositions, and experiences were examined in light of SURGE! grounded assignments and activities. The seminar also forged a knowledge *of* practice by creating friction

between the experiences, propositions, and paradigms of student teachers. By allowing student teachers openly discuss the challenges of the work of teaching, the seminar also served as a way to regulate the feelings, emotions, and fluctuating identities of student teachers by providing an environment to express themselves, render their identities, and reconcile with the changes.

Finally, the seminar provided an exchange for student teachers where the endorsement of others and the exposure of others' ideas created new ways think and act about the practical work of teaching. Overall, these processes provided an opportunity to develop as educators within the auspices university-based teacher education. In the following chapter I will describe what student teaching seminar broadly offers to the work of teacher education.

CHAPTER 7: DISCUSSION

The student teaching experience is often extolled by pre-service teachers as the most valuable component of teacher education. At the same time, many teacher educators lament the problems associated with field experiences conducted in school settings that often share little in common with university-based teacher education. Seemingly, the two-worlds pitfall (Feiman-Nemser & Buchmann, 1985) is a pervasive problem for the work of teacher education. Using case study methodology, I have detailed the experience of one effort in teacher education to reconcile the varying aims and visions of teaching in academic and field based settings—the use of a student teaching seminar. In particular, I explored how this space in teacher education facilitated learning to teach. Although the student teaching seminar is not a new idea in teacher education, relatively few studies exist that address this space in teacher education or explore the possible contributions of the simultaneity of student teaching with university coursework. In the previous two chapters I presented the descriptive and interpretive findings of my analysis—accounts of what happened in the seminar and how learning to teach was furthered by the seminar.

This chapter presents a broader perspective of these results. At the onset of this study I detailed three interrelated problems that arise from the two-worlds pitfall in teacher education. First is the problem of colliding expectations. Generally, teacher educators see the student teaching experience as a time to think about the work of teaching, while student teachers are looking to enact or “do” the work of teaching. These aims often collide in problematic ways. Another common issue is the problem of setting. Engaging in two vastly different activity

settings during teacher education, the lessons learned as a student of teaching in university-based settings become difficult to enact in a field-based setting where student teachers assume the role of teacher. Finally, the two-world pitfall leads to a problem of countersocialization. Often, university-based preparation is unable to effectively countersocialize the conservative and transmissive forms of teaching and learning in schools. Because the metaphor of “doing” during student teaching is so strong (Rosaen & Florio-Ruane, 2008), the goals and values of teacher education are many times discarded in favor of the lessons from the field. In this final chapter, I discuss how the student teaching seminar worked to resolve these problems. Afterward I explore the implications of this study for teacher education. Finally, I examine the limitations of this research and highlight future lines of inquiry.

The Problem of Perspective

Not surprisingly, the student teachers featured in this study had vastly different expectations about the nature of learning to teach during this experience. Confirming what research indicates, Rose, Zoe, and Desmond considered the student teaching experience a time to “do” the work of teaching, while Tim, through the use of a seminar was in part, trying to get his student teachers to think more deeply about the work of teaching. This collision of perspective was manifest in the frustrations my three focal students shared during the first few weeks of seminar. While student teachers saw little need for the seminar, Tim considered the seminar as a space to ask questions about what it meant to teach social studies.

Two prevailing expectations about the seminar existed for student teachers at the beginning of the semester. First, there was no need for a student teaching seminar. As Zoe expressed: “I have no idea what to expect from the seminar, because I feel like we’ve learned everything that we needed to learn” (Interview 1, 1.11.10). Since the student teaching experience

was a place to enact her learning from the methods/curriculum/practicum block, Zoe saw little utility in the seminar. Second, if the seminar did serve some purpose, it would simply serve as a place to swap stories and ideas. Despite thinking that the seminar would not be “enjoyable,” Desmond initially saw the value of the seminar in being able to “get knowledge of stuff that might actually work” (Interview 1, 1.13.10). From both of these perspectives, the seminar was seen as extracurricular to the work of student teaching. Although Tim understood that learning to teach during the student teaching semester was to an extent, about technical accomplishments such as methods or routines in a classroom, he placed more value in helping pre-service teachers see teaching as a set of rich and productive questions or become reflective practitioners (Interview 1, 1.7.10). This collision of perspectives exacerbated the two-worlds pitfall for the first few weeks of the seminar.

The collision between these student expectations for the seminar and Tim’s view that the seminar served as a space to ask questions about what it meant to teach social studies resulted in frustrations about the purpose of the seminar and naturally led to complaints about the time being spent driving to SU, or the length of the seminar. Consequently, the dissonant expectations were becoming obstacles to learning to teach. However, slowly, the purpose of the seminar began to make sense. With routine time to effervesce about experiences or to endorse and exchange pedagogical tools, the seminar began to conform to their expectations. However, the seminar also continued to press student teachers to think more deeply about the work of teaching. Moreover, the culture of inquiry in the seminar required student teachers to interrogate and frame their work as a set of problems.

Although the seminar itself was incapable of assuaging the initial collision of expectations between the students and instructor, the different views about what kind of

knowledge was needed to teach during the student teaching seminar were ultimately reconciled. It is important to note that both instructor and students moved toward each other's perspectives in order to construct a more woven understanding of teaching. Knowing the practical expectations of the seminar, Tim carved out the open forum space to make room for problems, fears, and successes from the field. While at times open forum seemed too de-contextualized for some of the student teachers in this study, this space ultimately served an important function in allowing students to effervesce and author themselves through the stories they told. By using life-world experiences from the field, the seminar in many cases complicated the clear expectations student teachers entered the semester with between "thinking about" and "doing" the work of teaching.

Students also moved toward Tim's understanding of practice by engaging and participating in a culture of inquiry apparent during the seminar. Certainly, the power dynamic inherent in any classroom setting coerced some of this initial participation in inquiry. However, over time, questioning practice, thinking more deeply about the nature of teaching, schooling, and learning, and the language of SURGE! became engrained in the work of these student teachers. Seemingly, shifts toward rationale-based practice or the appropriation of the language of active student engagement or worthwhile learning into the professional speech genres of these student teachers meant that the work in the seminar was internally persuasive enough to manifest itself in language. Therefore, the seminar was able to reconcile some of these initial expectations about the nature of teaching and learning to teach, and ultimately brought together the thinking and doing of the work of teaching in very real ways.

The Problem of Setting

Like many other programs, student teaching at SU is placed at the end of preparation. Unfortunately, this positioning reified the divide between the academic and practical work of teacher education. By concluding teacher preparation with student teaching, the message often sent to pre-service teachers is that the academic coursework is simply the necessary training in order to enact the behavior of teaching. As a result, university coursework and the field experience are bifurcated by the curricular placement of student teaching in pre-service preparation. Rose appropriated this message, as evidenced by the following contrast she draws:

I think the student teaching experience is going to me a chance to put things into practice. I was telling my cooperating teacher that I've created all of these lesson plans, but I've never put one into practice. I can't wait to finally create a lesson plan and use it in the classroom and see how did it work out, was it successful, what did I need to change, because we talk a lot at SU about how you're really in a vacuum, but here, I'm not. I'm in the classroom and I get to see how it works out (Interview 1, 1.12.10).

In Rose's response, the idea that her university-based preparation was for thinking about teaching, and student teaching was a place for "doing" this work was clearly received. Although theory and practice are woven together during the enacted work of teaching, the preparation route often leads student teachers to divide their education into two somewhat unrelated parts.

Studying the student teaching seminar provided a tangible opportunity to explore the ways in which the different activity settings in teacher education affect learning to teach. As a graded university-based course, the seminar was in many ways constructed by the student teachers as a course much like their other teacher education courses, a place to think about the work of teaching and to assume the role of student, whereby success was measured by academic

achievement. The placement site on the other hand, had a different set of expectations, where assuming the role and responsibilities of teacher were seen as the standards of success. Although the placement of the student teaching at the end of preparation seemed to pre-dispose student teachers to fragment their preparation as teacher, the simultaneity of the seminar and the student teaching experience served to enhance and shape learning in both of these activity settings.

As noted throughout this study, the seminar was animated in part by the lived curriculum of the student teaching experience. While expectations for success were certainly different across the activity settings, student teachers navigated this dualism successfully by weaving together their thinking and experiences across both settings. The seminar in many ways served as a bi-directional space that utilized the duality of roles during student teaching advantageously. Because the seminar tapped into experiences from the field, and unpacking and critically examining these experiences was the expectation in the course, the student role was in part determined by the teaching role in the field. Likewise, the seminar provided a framework through refraction and friction to think about and enact the work of teaching in powerful ways. This framework simultaneously amplified the process of learning teach the student teaching semester by helping teachers adopt particular frameworks, practices, and ways of thinking to solve specific problems within and across both settings.

Having to move between both settings created a much more sophisticated understanding of the realities of teaching. Unlike the bifurcation of the settings of teacher education at the start of the semester, the seminar influenced teachers' thinking about the ways in which university-based teacher education helped the field and how the field helped broaden the ideas at the university. Interlacing the settings of their education developed a much more sophisticated understandings of the realities of teaching. The bi-directionality of the seminar created a more

nuanced perspective of teaching that otherwise would be missing if the fragmentation of teacher education were left undisturbed.

The Problem of Socialization

According to Zeichner and Gore (1990), teacher socialization is the process whereby an individual becomes a participating member of the society of teachers. Because the organizational culture of placement sites situate pre-service teachers in the act of teaching, studies often indicate that placement sites hold considerable influence in the socialization of student teachers (e.g., Hoy & Woofolk, 1990; Knoblauch, 2008). As a result, the introduction of certain knowledge, skills, and dispositions about the nature of teaching and learning during university-based teacher education may be challenged by the significant socialization that occurs during student teaching.

The student teaching experience, unlike other field-based experience courses in SU's secondary social studies teacher education program (i.e., ESOC 2450 practicum or ESOC 4450L practicum), provided unique grounds for learning to teach. Rose, Zoe, and Desmond each admitted that their previous practica had very little influence on their thinking about the work of teaching. The student teaching experience on the other hand, created a sense of accountability to the cooperating teacher, students, and school. Although the discourse of conservative and didactic thinking and practice about teaching in some of these placement sites were significant, bringing the metaphor of "doing" into the seminar provided an advantage in countersocializing some of this discourse and practice.

Bringing together a group of student teachers on a weekly basis, the collaborative inquiry around the promises and problems of teaching in general and based on experiences in the field provided a unique space unlike any other during campus-based teacher education. Because all of the student teachers in the seminar were actively student teaching, the seminar created a

community space to talk about (student) teaching. As discussed earlier, the seminar often refracted these conversations toward a progressive and against the grain focus. The inquiry spaces of SURGE! provided a conceptual frame to work through the experiences. Moreover, opportunities to work collaboratively in peer observation assignments or the general culture collaborative inquiry in the seminar provided a counter to the often conservative narrative about teaching and learning found in schools.

Because student teachers were coming together to discuss teaching, the seminar provided an alternative space to socialize pre-service teachers into the work of teaching. In one seminar, Tim troubled the aims of the course and asked, “should we be complexifying the work of teaching at a moment when you don’t want to see teaching as a complex act?” The students in the seminar engaged in the following conversation:

Jesse: If not now, when? Once we’re finished, who is going to have this once a week meeting. Honestly, I don’t think this is going to happen again. There are things that we wouldn’t consider if we weren’t coming here. We’re examining things, and forced to think about how things are working, that we otherwise wouldn’t see.

Mercy: In correlation with that, if we didn’t come once a week, we would lose insights. Just from the different responses I get from school, they ask me, why do you go every Wednesday and talk about this crap? At our lunch time table it’s negative to talk about theory, and when we go into the profession, it’s going to be hard to keep up with how we’re feeling.

Jake: I had some advice from a teacher that said don’t bring your stuff home, if you don’t have time, it doesn’t get done. He said, dude, have a life. But, there’s collaborative inquiry time and that’s important here, and it reminds me of things, and refreshes me,

gets me thinking about things that I haven't thought about before. I don't know what I'm going to do without it (Seminar 7, 2.24.10).

As evidenced by the above exchange, the community of practicing student teachers in the seminar created a counter to the community encountered in schools. Countervailing the rejection of theory (Mercy) or the suggestion to release concerns with teaching (Jake), the seminar provided utility for these student teachers by providing an alternative space to talk about teaching.

By refracting, creating friction, regulating professional identities, and providing opportunities for exchange, the collaboration in the seminar afforded resistance to the discourse of teaching and learning cultivated in many of the placement sites. While the seminar certainly did not countersocialize every didactic or conservative message cultivated in placement sites, the space as a community of practicing teachers provided an opportunity to collaboratively create tension with these messages. Resultantly, this tension in the seminar created opportunities to think differently about what was possible in the classroom.

The Seminar: Creating Hues of Teaching

An important question underlying this research study is: does a student teaching seminar effectively bridge the worlds of campus-based and field-based teacher education? While drawing this distinction might create a false dualism about the work of teaching, the differences in perspective, setting, and culture provide some validity for this bifurcation of teaching. Like Goodman's (1983) early study of the student teaching seminar, I echo his sentiment that the seminar is certainly not a panacea for teacher education. Although there were many positive aspects of the seminar for the broader work of teacher education, the complex process of teacher learning was not streamlined simply by simultaneously positioning academic coursework with a

field experience. The numerous and intersecting individual, historical, and social aspects involved in learning to teach still played a role in shaping teacher learning despite the possibilities afforded by this space in teacher education. Although the seminar facilitated learning to teach in very important ways, simply casting the course as a bridge understates what happened in the seminar.

The ethos of collaborative inquiry in the seminar seemed to create resonance between university-based and field-based teacher education. This collaborative resonance (Cochran-Smith, 2004) led to a seminar experience that intertwined theory and practice. More than simply serving as a bridge between the constructs of theory and practice, the student teaching seminar contributed to a deeper understanding of the relationship between theory and practice and provided a more nuanced perspective of the act of teaching. By blurring the distinction between theory and practice, the student teaching seminar amplified how the three focal student teachers involved in this study learned how to teach.

Drawing on a metaphor from the art world, the bifurcation of theory and practice by the discourse of teacher education (e.g., placing the student teaching experience at the end of preparation) or pre-service teachers perceptions (e.g., the student teaching is a place to “do” the work of teaching), created two distinct primary colors. Much like in painting, where a primary color is a base color that cannot be separated into other colors, the separation of theory and practice before student teaching seemed elemental. However, through refraction, friction, homeostasis, and exchange, learning to teach in the seminar mixed the primary colors of theory and practice to create new hues about the work of teaching. In other words, teaching became much closer to the color orange, a blend of the primary colors red and yellow, than the distinct colors of red and yellow.

For Rose, Zoe, and Desmond, the constant move between theorizing practice and making practice theoretical in the seminar created hues of teaching that made theory and practice relational. As a result, the hues of teaching came to life when Rose or Zoe would bring concepts like active student engagement or worthwhile learning into their classrooms, or when Desmond would use his experience to make propositions about the work of teaching in the seminar. Quite possibly, without the seminar, the dichotomy between theory and practice would be left undisturbed. Therefore, the value of the seminar was more than just a medium between theory and practice. The seminar served to create new understandings of teaching that created an amalgam of these two constructs, forging new hues about the work and nature of teaching.

Given the position of the student teaching experience at the end of SU's secondary social studies teacher education program, the seminar added considerable value to the overall teacher education of Rose, Zoe, and Desmond by providing a space to create the hues of teaching that blended theory and practice together. By using the SURGE! framework as the conceptual scaffold for this work, the seminar also effectively provided a final opportunity to ground the values of a program through the proxies of inquiry and experience. With an opportunity to theorize practice and apply theory to practice in the seminar, the primary color of theory student teachers in this program brought to practice were the values and principles of SU's teacher education program. Although the program ideals were not rooted simply by the interaction between theory and practice, the relational reciprocity between these ideals and practice forged in the seminar created a shade of teaching that was qualitatively different than simply leaving theory and practice as primary colors.

Implications, Limitations, and Future Directions

Given the relatively few studies on the student teaching seminar, this study sought to explore specifically what and how a seminar contributed to learning to teach. In this section I explore the broader implications of this study. First, I discuss the implications of this research for pre-service teacher education. Then, I turn to the preparation of secondary social studies teachers. Finally, I address the limitations of this research and the questions this research raises for future inquiries into student teaching seminar.

Pre-Service Teacher Education

This study showcased the demonstrable influence of a teacher education course in the preparation of teachers. Asking pre-service teachers to think and act across and between coursework and fieldwork, the student teaching seminar provided a space for pre-service teachers to construct a more indivisible understanding of theory and practice. While the position of the seminar in the sequence of courses was advantageous to create this kind of resonance, the culture of inquiry in the seminar and the ownership of experience afforded by student teaching were essential in helping teachers traverse and ultimately create a more nuanced perspective of teaching. Although this research looked at one particular seminar in one particular teacher education program during one particular semester, what this study reveals about the influence of the seminar on learning to teach is important for the broader teacher education literature on several counts.

First, this study highlights the possibilities of a course in teacher education to effectively create resonance between the lessons of the field and the lessons learned in preparation for practice. Moving beyond the conception of teacher education as a training problem (Cochran-Smith & Fries, 2005), where the lessons of teacher preparation are exhibited as behaviors in the

field, the seminar created a space where teacher preparation and behavior were related in recursive and complex ways. Through the processes of refraction, friction, homeostasis, and refraction, the seminar forged perspectives about teaching that placed thinking about and doing the nature of teaching in dynamic interaction. This resonance between field and academic ways of thinking, feeling, knowing, and acting as teachers created perspectives about the work of teaching that were situated, individually and collaboratively constructed, and contingent on the context of schools.

Second, this study illustrates the possibilities of a space like the student teaching seminar as a valuable addition to the ecology of a teacher education program. A perennial problem with student teaching has been the considerable disconnect between the aims and goals of university based programs and placement sites (Guyton & McIntyre, 1990). Tapping into the duality of being a student of teaching and a practicing teacher, the activities, assignments, and conversations in the seminar revolved around the aims and goals of the program found in the SURGE! framework. By asking pre-service teachers to collaboratively inquire into the work of teaching, the seminar engaged students in rich conversations about questions, problems, and challenges in light of program-based aims. Thus, the centrality of this framework provided both an opportunity to explore the aims of the program in the field, and also to interrogate the assumptions about teaching and learning found in the program framework itself. By allowing pre-service teachers to examine the aims of a program in light of the practicality of experience, students were provided a powerful opportunity to nest these aims within the experience of learning to teach.

Third, the student teaching seminar cultivated a sense of agency about the professional work of teaching that is important for the broader aims of teacher education. Often, the student

teacher is cited as ineffective because the aims of reform-based teacher education are overshadowed by the conservative lessons learned in the field. However, the student teaching seminar carved out a space during this experience to examine and reflect on those lessons being learned in the field. In fact, each student teacher featured in this study attributed the seminar with the opportunity to stop and think about what they were doing in the field. In many cases, this opportunity to stop caused a reconsideration of action or perspective. As a result, the seminar cultivated a sense of agency that encouraged pre-service teachers to not only critically examine what was going in the social and cultural school contexts they were engaged in, but also provided a personal stake in the process of learning to teach.

Fourth, this research suggests that a teacher education course can create a sense of buoyancy during the student teaching experience. A metaphor often used to describe student teaching is as a “sink or swim” experience (Feiman-Nemser, 2001; Kang, Levin, Null, & Lawrence, 2008). As an individual experience, the work of learning to teach in field placements during student teaching often takes an emotional toll. However, providing a space for others who were engaged in the same kind of experience, the community of the seminar provided a support to counteract the isolation of learning to teach during the student teaching experience. This buoyancy is important because the stability afforded by the seminar allowed student teachers to focus on other aspects of learning to teach during the student teaching experience.

Finally, this research confirms something quite visceral to many teacher educators—the work we do matters. Given the numerous challenges teacher education faces to prove its value in the national discourse (Duncan, 2009; Farkas & Duffett, 2010), this study suggests that teacher education had very real effects on the lives of three pre-service teachers. Although understanding what teacher education “does” (Britzman, 2003) in a wholesale sense is often difficult to

pinpoint (Labaree, 2001), taking a fine-grain look at experiences of three pre-service teachers, this research offers some respite that teacher education “does” something. Of course, the burden for teacher education research is whether what we find when we look at what teacher education does is desirable. And ultimately, this research suggests that the ways in which the seminar helped pre-service teachers think, know, act, and feel like a teacher were desirable given the aims and goals set out by the program.

Secondary Social Studies Teacher Education

Social studies teacher education research is virtually devoid of studies that explore the role of a student teaching seminar in the preparation of social studies teachers. This study serves as an attempt to address this gap in the literature. While at times the inquires and conversations in the seminar used social studies more as the context for talking about the problems of teaching rather than directly addressing the problems of teaching social studies, the results of this study highlight some important contributions for social studies teacher education.

First, the descriptive analysis of what happens in a secondary social studies student teaching seminar provides a window into the inner-workings of social studies teacher education. As several reviews of social studies teacher education denote (Adler, 1991, 2008; Armento, 1996; Banks & Parker, 1990) we do not know much about what happens inside of social studies teacher education classrooms. This detailed look at the assignments, activities, and conversations within a social studies teacher education space provides such an accounting. Moreover, this research highlights the interrelationship between the practices used to prepare pre-service social studies teachers and the appropriation of those lessons. Through the perspectives provided by Rose, Zoe, and Desmond on the seminar, knowing what worked and what didn't work for them as developing social studies teachers provides a valuable perspective for the field.

A second contribution of this study is that social studies teacher education makes a difference beyond the walls of colleges of education. According to Adler (2008), an appropriate goal for social studies teacher education is that it makes a difference in social studies classrooms. Given the position of the seminar to immediately influence the work being done in social studies classrooms, the seminar seemingly made a difference. By facilitating different ways to think, know, feel, and act about the practice of teaching social studies, the seminar provided a space in teacher education to directly affect powerful forms of social studies education. Because several of the ideas and notions found in the seminar served both as a means and an end for meaningful practice, these ideas were often exported directly into the field. As evidenced by Alice or Zoe taking a method experienced in the seminar into their classrooms, or the conversations in the seminar providing new perspectives on social studies teaching and learning for Nancy, the seminar made a difference in the immediate contexts of its student teachers' social studies classrooms.

Finally, this research raises questions about what social studies teacher education contributes as a field. At first glance, the fact that this study is about a secondary social studies teacher education program might get lost in the details. Indeed, some of the student teachers in this study noted that the seminar, unlike the other courses in the program felt less like a social studies course and more like a general education course. This sentiment is understandable. After all, the seminar focused more on cultivating reflective and inquiry-based stances, dispositions, and perspectives about teaching social studies instead of social studies specific subject or content knowledge. Certainly, this reflective inquiry stance was intentional, as Tim considered social studies education/teacher education a reflective and inquiry-based endeavor. As such, Tim's definition of social studies education guided the design, enactment, and experience of the student

teaching seminar featured in this study. Yet, in a field that suffers from definitional inconsistency, it is quite possible that other definitions of social studies would change the construction and experience of a social studies student teaching seminar. Seeing social studies as citizenship transmission or the mastery of social science concepts in a student teaching seminar would fundamentally change the kinds of conversations, topics, and aspects of teacher learning possible. Perhaps then, a question this study raises is whether inquiry-based social studies teacher education is a desirable goal for social studies education? Nevertheless, taking stock of this study and its focus on inquiry-based understandings of social studies teacher education, the relationship between teacher education and social studies teacher education is provocative.

Because the conceptual scaffold for the seminar, SURGE! was built on the adaptation of a generic teacher education framework, were the results of this study a result of good teacher education or good social studies teacher education? What separates these two constructs, and how do we delineate the differences between preparing good teachers and good social studies teachers? If social studies holds a unique place in the school curriculum, are there dispositions, values, or stances that exist that are singular to social studies that social studies teacher education programs need to prepare pre-service teachers? Although this study showed the promise of a seminar space to create powerful understandings of teaching, the question of whether these powerful lessons were unique to social studies remain.

Limitations and Future Directions

In this study, I sketched a descriptive and interpretive account of a secondary social studies student teaching seminar. Because the nature of qualitative research is often particularistic, the results of this study are not replicable. However, an obvious question this

study raises is whether the experience reported in this research is a feature of other teacher education programs. Yet, that very question raises two interrelated limitations of this research.

First, because teacher education “seems to feel that it needs to be special, singular, or unique” (Shulman, 2005, p. 5), the aims of a return-to-campus course during student teaching, or even the existence of such a course in other teacher education programs is uncertain. Second, the same issue Shulman identifies also leads to a nomenclature problem in teacher education, as the names and configuration of the educative spaces in teacher education often vary from program to program. Both of these problems represent a limitation for this research given that the space provided for a student teaching seminar in Southeastern University’s secondary social studies program might not be available given the variety of ways to construct a teacher education program. Despite these limitations, hopefully the results of this research will motivate others involved in the design of teacher education programs to incorporate such a space to consider the ways in which theory and practice can interact.

Even with the problems of singularity or nomenclature in teacher education, the idea of tying coursework with fieldwork is not novel. In many programs, field experiences occur throughout the program (Zeichner & Conklin, 2008), and often these experiences are tied to university coursework. Thus, a future direction for scholars is to examine the comparisons and contrasts between seminar spaces earlier in teacher education during practica and later during student teaching. While I have posited that the ownership provided by the student teaching experience is a feature that made this particular seminar successful, finding ways to provide the same kind of ownership in other spaces that ask pre-service teachers to traverse coursework and fieldwork is an important line of inquiry to pursue in future research.

Because the student teaching seminar was a significant influence on learning to teach during the student teaching semester, studies that incorporate the influence of the seminar amidst the numerous other factors that constitute the student teaching experience are necessary. Mostly, studies of student teaching either isolate the components of influence such as the relationship between cooperating teachers and student teachers or university supervisors and student teachers. However, recent studies have begun to take a more holistic view of the various actors and activity settings involved in the student teaching experience (Grossman, Hammerness, McDonald, Ronfelt, 2008; Valencia, Martin, & Place, 2009). Yet, these studies do not account for the influence (or existence) of a student teaching seminar. Again, while the variance in the construction or nomenclature of teacher education programs may contribute to this gap, given the findings reported in this study, exploring what kinds of resonance are possible between the various other processes involved during student teaching is an important research avenue to pursue.

As with much of teacher education research (Zeichner, 2005), examining whether the lessons of teacher education continue to reverberate into professional practice is important. Although this research provides some clues as to how the lessons of teacher education were appropriated and enacted during student teaching, will these lessons continue to hold value in the future classrooms of Rose, Zoe, and Desmond? This research also raises the question of what teacher educators can do to procure the perspectives that were available to me as a researcher of the student teaching seminar. Although there is always a power dynamic involved in any teacher-student relationship, knowing what I knew about the seminar during the semester I researched seemed to me as a teacher educator a powerful perspective. I often wondered during this study what I would do differently in the course or how my pedagogical moves would differ if I taught

this same course and was privy to the perspectives of Rose, Zoe, and Desmond. Thus, my own duality of being a researcher of teacher education and a teacher educator leads me to wonder what a methodology like self-study of teacher education (Dinkelman, 2003; Loughran, Hamilton, LaBoskey, & Russell, 2004) would provide for teacher educators looking for systematic ways to access the same kinds of perspectives I was afforded. I also believe the perspective of the teacher educators of student teaching seminars accessed through self-study research would be a significant addition to the literature of these kinds of spaces in teacher education.

Finally, as noted in the previous section, this research raises questions about the place of social studies teacher education in the landscape of teacher education. What are the unique contributions that social studies teacher education needs to cultivate in order to not only make a difference in social studies classrooms but also in schools and communities. Is the cultivation of inquiry as a stance enough to sustain powerful social studies education? Or is more needed to develop a particular stance on social studies education that leads to powerful forms of social studies education. Moreover, what pedagogies of social studies teacher education are necessary to achieve the ends of powerful social studies teacher education? What can a course like a secondary social studies student teaching seminar contribute toward these ends?

As noted in several places throughout this research study, the student teaching seminar is not a panacea for teacher education. Moreover, an important facet of this study to keep in mind is my own position within the program and my personal perspective on the work of teaching and teacher education. I am certain that this report was influenced by my belief in the power of teacher education as a transformative good. Although my efforts were to be as faithful to the experience and recount this experience as accurately as possible, there are certainly aspects of researching my profession and in my own backyard that influenced my retelling. I am sure that

in many subtle ways, I saw what worked in the seminar so vividly because I wanted it to work. I wanted the seminar to work not only for the meaning I would gain because I was personally invested in a program and in several of the students in that seminar, but also because of the broader implications for my identity as a teacher educator and a researcher of teacher education. Nevertheless, the possibilities of a space that asks pre-service teachers to dynamically interrelate dualities like theory and practice, the identities of being a student of teaching and a practicing student teacher, or coursework and fieldwork, are powerful enough to warrant further investigation. Although this research surfaced what happened in one particular seminar in one particular teacher education program during one particular semester, the findings of this study are ultimately meant as an invitation to continue to interrogate what this space offers and does not offer for teacher education and social studies teacher education.

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APPENDIX A: SEMINAR SYLLABUS

Department of Elementary and Social Studies Education Social Studies Education Program

ESOC 5/7560 Student Teaching Seminar

Spring, 2009

Wednesdays, 5:00—745 pm

Marilyn Cochran-Smith discusses the challenges of “teaching against the grain” in *Walking the Road: Race, Diversity and Social Justice in Teacher Education* (2005). Her words speak to both the conceptual framework and rationale for our work together in the student teaching seminar:

"Teachers who work against the grain are in the minority. Often they must raise their voices against teaching and testing practices that have been “proven” effective by large-scale educational research and delivered to the doorsteps of their schools in slick packages. Often they must provide evidence that their students are making sufficient progress according to standard measures of learning, despite the fact that they place little stock in those measures and believe, to the contrary, that they work against the best interests of their children. It is not surprising that teachers who work against the grain are sometimes at odds with their administrators and evaluators.

“To teach against the grain, teachers have to understand and work both within and around the culture of teaching and the politics of schooling at their particular schools and within their larger school systems and communities. Unlike researchers who remain outside the schools, teachers who are committed to working against the grain inside their schools are not at liberty to publicly announce brilliant but excoriating critiques of their colleagues and the bureaucracies in which they work. Their ultimate commitment is to the school and lives and futures of the children with whom they live and work. They have to be astute observers of individual learners with the ability to pose and explore questions that transcend cultural attribution, institutional habit, and the alleged certainty of outside experts. They have to see beyond and through the conventional labels and practices that sustain the status quo by raising unanswerable questions. Perhaps most importantly, teachers who work against the grain must wrestle with their own doubts, fend off the fatigue of reform, and depend on the strength of their individual and collaborative convictions that their work ultimately makes a difference in the fabric of social responsibility.

“Teaching against the grain is challenging and sometimes discouraging work. In most student-teaching placements, there are few opportunities for experienced teachers or student teachers to participate in thoughtful inquiry, reflect on their daily decisions, or collaborate with others. In most of their encounters with school and university supervisors, student teachers are encouraged to talk about “relevant” and technical rather than critical or epistemological aspects of teaching (Hursh, 1988; Zeichner et al., 1988). Finally, in most of their pre-service programs, the role of the teacher as an agent for change is not emphasized, and students are not deliberately socialized into assuming responsibility for school reform and renewal.

“As this [course will illustrate], however, student teachers’ relationships and collaborations with teachers who are themselves struggling to teach against the grain make for a different kind of experience. Working and talking regularly with experienced teachers who share the goal of teaching differently allow student teachers to participate in their ways of knowing and reforming teaching. Despite their inexperience, student teachers do learn about teaching against the grain when they talk with experienced teachers in learning communities where questions are urged, answers are not expected, and the tentative forays of beginners are supported.” (pp. 28-29)

The very notion of "teaching against the grain" is predicated upon assumptions about both how social studies currently *is* taught and how it *ought* to be taught. In this seminar we will explore both assumptions through dialogue, deliberation, and reflection on problems of practice related to social studies. Our aim is to draw upon the power of collaborative inquiry, where "questions are urged, answers are not expected, and the tentative forays of beginners are supported" (p. 29). We will make sense of what it means to "teach against the grain" in social studies, as well as what it means to work "within and around the culture of teaching" to create the conditions for powerful social studies teaching and learning.

I expect that we may disagree about what these ideas mean. Indeed, our diversity of viewpoints will be one key factor that will determine the success of our time together. Another key factor is how well we develop *collaborative inquiry*—a core theme of the Social Studies Education Program. The seminar asks that you allow yourself to live with uncertainty, and to "trust the process." In this seminar, we can expect to be challenged, critiqued, and supported as we ask and respond to powerful questions. The idea is to learn and grow together from our experiences both in and out of public school classrooms this semester.

Throughout the semester, you should expect to feel tired, stressed, confused, and challenged. You also should expect moments that leave you feeling engaged, appreciated, supported, and connected. Most everyone who will be working with you (cooperating teachers, field instructors, faculty, and anyone else involved in this course) has been where you are and likely has felt many of the same ways you have. This seminar assumes that each of us is still in a process of becoming.

Because this seminar establishes collaborative inquiry as both an outcome and a method of the class, each member has a responsibility to create the conditions for the success of this class. I expect you to make the most of your experiences by asking questions, taking notes of your experiences, listening, and being open to finding the unexpected in all situations. Our collective experience, like your individual experience, will depend greatly on how well we communicate. In this sense, it's not only true that the more you put into the course, the more you will get out of it. It's also true that *how* you put what you put into it matters a great deal. I want to assure each of you that your thoughts, questions, fears, and successes will be taken seriously, and we will work together to see them as learning opportunities for all.

Objectives

According to the approved course description for this class, students completing ESOC 5/7560 will...

- 1) apply arguments from scholarship in the foundations of social studies education in crafting their own defensible rationales for practice as social studies teachers.
- 2) carefully reflect on student teaching experiences in light of the Social Studies Education Preservice Framework for Accomplished Teaching (SSEPFAT).
- 3) develop collaborative skills in working with other professionals to frame, analyze, and seek solutions to problems of professional practice in social studies education.
- 4) use appropriate technologies to support their work as social studies educators.
- 5) develop a professional portfolio that demonstrates accomplishments vis-à-vis SSEPFAT objectives.
- 6) demonstrate powerful understanding of the ways in which various forms of cultural diversity influence teaching and learning contexts in social studies education.
- 7) demonstrate an understanding of curriculum and instruction reflecting a vision of teaching social studies responsive to the demands of educating for democratic citizenship.

As a seminar, this class is largely a discussion-based class. Although the instructor will set the agenda for most class meetings, your school experiences, your interpretations of what's happening in the schools, and your questions

will provide a good part of the substance of the course. For this reason, you share the responsibility with others in this class to make our time together productive. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Your participation in this course should reflect the same professional manner you should exhibit in the schools. That is, your manner should be responsible, open-minded, thoughtful, and earnest. These dispositions suggest far more than “just talking” in class, but speak to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Stated differently, your responsibilities extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understand teaching and learning in social studies through mutual, supportive, and critical inquiry.

Finally, several seminar meeting dates this semester include time scheduled for you to meet with your Field Instructors. Usually, these meetings will occur in “break out” sessions at the start of the seminar. These break out sessions are intended to help better integrate the work you do with your field instructor and the work we do in seminar. These seminar dates are identified with an asterisk in the schedule below.

Schedule and General Outline

The general outline is a rough guide and subject to change.

Class 1	Wednesday, January 14*	Seminar introduction
Class 2	Wednesday, January 21	ASE in WL
Class 3	Wednesday, January 28*	SSEPFAT 1, Content and curriculum
Class 4	Wednesday, February 4	SSEPFAT 1, Content and curriculum
Class 5	Wednesday, February 11*	SSEPFAT 2, Knowledge of students and their learning
Class 6	Wednesday, February 18	SSEPFAT 2, Knowledge of students and their learning
Class 7	Wednesday, February 25*	SSEPFAT 3, Learning environments
Class 8	Wednesday, March 4	SSEPFAT 3, Learning environments
Class 9	Wednesday, March 18*	SSEPFAT 4, Assessment
Class 10	Wednesday, March 25	SSEPFAT 4, Assessment
Class 11	Wednesday, April 1*	SSEPFAT 5, Planning and Instruction
Class 12	Wednesday, April 8	SSEPFAT 5, Planning and instruction
Class 13	Wednesday, April 15	SSEPFAT 6, Professionalism
Class 14	Wednesday, April 22*	SSEPFAT 6, Professionalism
Class 15	Wednesday, April 29	Seminar Conclusion

* Field Instructor breakout sessions

Requirements and Grading

1) Attendance and Participation

This course is based on the contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. Please notify me, via phone or email, if there are any occasions in which you will not be able to meet these expectations. Participation is expected in seminar meetings, and via a minimum of four postings to the class WebCT discussion board. The attendance and participation grade will be determined at the end of the semester based on an assessment of the frequency, nature, and quality of your contributions to the course and its aims. This requirement accounts for 25% of the final grade.

2) Reflection Papers and Other Assignments

Reading and writing assignments will be made throughout the semester. Criteria for assessment of these papers will be provided in seminar or included on the assignments. Reflection papers and other assignments, including peer observation reports, account for 25% of the final grade.

Requirements and Grading (contd.)

3) Electronic Portfolio

The capstone assignment of secondary social studies teacher education program is the completion of an electronic professional portfolio. The electronic portfolio accounts for 50% of the final grade.

Letter grades are determined according to the following version of the +/- SU grading scale (in percentage terms):

%	up but not equal to	grade
91	100	A
90	91	A-
87	90	B+
81	87	B
80	81	B-
77	80	C+
71	77	C
70	71	C-
67	70	D+
61	67	D
60	61	D-
0	60	F

ESOC 5/7560 is a required course in the program leading to a recommendation for initial certification. Please be aware, the State Professional Standards Commission does not accept grades less than a "C" for initial teaching certification.

Course Texts

- A LiveText account is required and available for purchase at livetext.com.
- Other readings will be made available as pdf attachments available via WebCT, email, or as handouts distributed in seminar.

Social Studies Education Preservice Framework for Accomplished Teaching, aka SURGE!

The following standards are the learning outcomes for pre-service teachers in the Social Studies Education Program. These standards focus attention on a broad range of professional learning goals and help to create a common language used throughout the Program. In the student teaching semester, this framework serves as the basis for the Student Teaching Mid-Term and Final Evaluations, the Electronic Portfolio Assignment and Evaluation, and a rough outline of the Student Teaching Seminar.

Five of these standards represent Program “core themes.” These core themes are indicated by a double asterisk (**).

PRESERVICE SOCIAL STUDIES TEACHERS....

I) Content and Curriculum	IV) Assessment
1a) demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy	4a) employ different types of assessments based on knowledge of their characteristics, uses, and limitations to promote student growth
1b) demonstrate knowledge of content and modes of inquiry that are central to the subjects they teach	4b) use pre-assessment data to develop and support appropriate student learning goals
1c) help students to make interdisciplinary connections	4c) implement assessments that match instructional goals
1d) interpret and create curriculum that reflects state, local, and national content standards	4d) involve students in self-assessment to help them develop awareness of their strengths and needs as learners
	4e) develop and use valid, equitable grading procedures

II) Knowledge of Students and their Learning	V) Planning and Instruction
2a) demonstrate that all students can learn at high levels by providing supportive and challenging learning experiences for all students	**5a) articulate clear and defensible rationales for curricular and instructional decision-making
2b) demonstrate understanding of how students learn	5b) develop and implement short and long term instructional plans that progress coherently towards learning goals
2c) respect and are responsive to students as whole people	5c) vary their instructional roles (e.g., instructor, facilitator, audience), instructional strategies and materials to support active student engagement in worthwhile learning for all students
2d) design instruction that adapts to students' development, learning styles, and areas of exceptionality	5d) adjust instruction appropriately according to student response

III) Learning Environments	VI) Professionalism
**3a) use knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom	**6a) systematically reflect on their own practice to improve teaching and learning
3b) create democratic learning communities characterized by collaboration, mutual support, and shared decision-making	**6b) engage in collaborative inquiry
**3c) organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning	6c) advocate for teaching and learning that support equity and high expectations for all students
3d) manage classrooms effectively to promote student learning and safety	6d) examine and further their knowledge of the history, ethics, social conditions, and practices of social studies and schooling more broadly
3e) draw on parent, school, district, and community resources to foster students' learning and well-being	6e) adhere to appropriate professional expectations, codes of conduct, and laws related to rights and responsibilities of students, educators, and families in support of student learning

Notification of Teacher Research

As a teacher researcher, the instructor routinely collects, analyzes, interprets and reports on data as it concerns his courses. This allows him to improve the way he teaches as well as to add to the larger body of knowledge about teacher education pedagogy. Data collection methods such as observation, recording of class member exchanges, teacher-initiated journals and field notes, sample of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding about teaching. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to the instructor, who is available and willing to answer all questions about the research.

Academic Honesty

Southeastern University seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for Instruction and familiarize yourself with these policies...

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

APPENDIX B: SAMPLE FOCUSED CODES

Open Forum

Theme	Sample Focused Codes
Technical and Philosophical Puzzles	<ul style="list-style-type: none"> -lesson construction/execution -personal proximity to students -classroom management issues -emotions associated with being a teacher -confronting difference in the classroom
Expectations of Students	<ul style="list-style-type: none"> -culture shock entering schools -uncritical perspectives of students -challenges of the “difficult” student -successes with students
Being a Student Teacher	<ul style="list-style-type: none"> -perspective differences with cooperating teachers -coping with age differences -balancing accountability to cooperating teacher and schools with learning to teach -insecurities and trepidation in the classroom -dealing with the speed and pace of planning and instruction

SURGE!-focused Discussions

Theme	Sample Focused Codes
Specular Reflection	<ul style="list-style-type: none"> -expressing personal feelings of failure -doubt about being a teacher -describing self within the culture of schools -individual victories -articulating personal rationales for action -articulating personal rationales for instruction -engaging in collaborative inquiry during the seminar -inadequacy as novice teachers
Diffuse Reflection	<ul style="list-style-type: none"> -challenges/opportunities of teaching with standards. -outside influences on children’s learning -school and societal structures that challenged student learning -other teachers’ perspectives on students and schooling
Questioning	<ul style="list-style-type: none"> -applicability of SURGE! concepts -each others’ emerging propositions

	<ul style="list-style-type: none"> -prior understandings of concepts or ideas -the merit of SURGE! concepts -Tim's understanding of SURGE!
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eLC Discussion Forums

Theme	Sample Focused Codes
Practical/Logistical Concern	<ul style="list-style-type: none"> -assigning and dealing with make up work -constructing effective tests for students -cheating in the classroom -substitute teachers and student teaching -teacher certification/taking the teacher certification exam
Continuing Conversations	<ul style="list-style-type: none"> -“teaching against the grain” -need for relationships with and concern for students -cultivating interest for student learning -student socialization in schools -cultural capital in schools -“playing school”

ASE/WL Assignment

Theme	Sample Focused Codes
Elusive Concepts	<ul style="list-style-type: none"> -ASE as paying attention -ASE as interest in topic -ASE as production of right answers -WWL as relative -WL as individual -missing rationale perspective (Tim Feedback)
Valued Assignment	<ul style="list-style-type: none"> -value of reflection -value of being challenged -value of observation

SURGE! Worksheets

Theme	Sample Focused Codes
Applicability	-straightforward worksheet questions -prompting real time reflection -forward looking perspectives -provided new perspectives on program themes
Primer for ePortfolio	-restating standards -questions emulate structure -reduced anxiety -collection of personal insights

Equitable and Culturally Responsive Assignment

Theme	Sample Focused Codes
Focused Observation about Equity and Culture	-cooperating teacher interactions with difference -acceptance and rejection of students who are unlike teachers -student interaction around culture and issues of equity in schools -school culture and equity and/or culture -societal values and schools
Systematized Self-Reflection on Equity and Culture	-observation of situations prompting personal questions -acknowledgement of own shortcomings -personal defense mechanisms against inequity -surfacing personal stances on inequity in schools

Peer Observation Assignment

Theme	Sample Focused Codes
Mainly Descriptive of Observation	-who students are/student capabilities -peer curricular choices -structure of school day -classroom/school environment -normative assessments of peer -lesson descriptions
Benefits of Observation/Collaboration	-contrast differences in personal rationales for teaching -opened up perspectives on what is possible -comparisons of student bodies -encouragement from peer -different perspective on similarly shared situations -affirming problems are shared across settings

Alternative Assessment Assignment

Theme	Sample Focused Codes
Structured Constructive Critique	<ul style="list-style-type: none"> -critique pushed thinking in new directions -prompted thinking about others' assessments for own classroom -reassuring critiques -usefulness of being a retrospective assignment
New Assessment Possibilities	<ul style="list-style-type: none"> -showcased multiple ways of assessment -adaptability of assessment into new curricular and instructional spaces -challenged traditional assessment perspectives -challenged culture of high-stakes testing

ePortfolio Assignment/ePortfolio Night

Theme	Sample Focused Codes
Portfolio as Obstacle	<ul style="list-style-type: none"> -relative outcomes of inquiry -inquire as a student or practitioner? -seminar as portfolio preparation -utility of the portfolio -what goes in my notes?
Tensions Created by Portfolio	<ul style="list-style-type: none"> -struggles with "honesty" and the "right answer" -the nature of inquiry as a student and a practitioner -"are there answers to the question we raise?" -anxiety about the uncertainty of the portfolio -Tim as a difficult grader -portfolio as 50% of the grade
Opportunities Through Writing	<ul style="list-style-type: none"> -juxtapose ideas with experiences -required reflexive reflection -theory/practice intersections became evident -helped students stop and think about the experience as a whole -created a sense of appreciation of the student teaching experience
ePortfolio Night Missed Opportunities*	<ul style="list-style-type: none"> -little time, big project -readers took conversations outside of portfolio topics -readers focused on elements of the portfolio not endearing to the student teachers

ePortfolio Night Capitalized Opportunities*	<ul style="list-style-type: none"> -listening to others' summarize experiences -hearing others ask questions -reflect on answers to potential questions -reading other interpretations on SURGE! standards
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* Because data for the ePortfolio night was drawn only from the Focus Group Interview (5.6.10), the initial codes also served as focused codes.

APPENDIX C: FOCAL STUDENT TEACHER INTERVIEW PROTOCOLS

Interview 1: Biographical Sketch/Initial Impressions

Pre-Teacher Education Coursework Experiences

- To begin, please share some information about yourself, when and where you born?
Where did you grow up?
- What elementary, middle, and high school did you attend? Describe these schools.
- What are some experiences as a student that remain strong in your mind?
- Describe your favorite teacher. Why was this person your favorite teacher?
- What kind of student were you in school? Describe some experiences that helped you learn the best?
- What were your experiences in college before entering the social studies education program? What coursework did you take? What kinds of instructors did you have in these courses? What did you get out of these experiences?
- Ultimately, why did you want to become a teacher? Were there any experiences that pushed you closer or farther away from the profession?
- What is it about social studies that you like as a subject?
- Why did you choose to become a social studies teacher?

Teacher Education Experiences

- What coursework have you completed in preparation for student teaching?
- What experience/class/project/activity do you feel has most prepared you to student teach?
- What were some of the challenges and opportunities of your teacher education training?

Student Teaching Experience

- What are your general expectations of the student teaching experience?
- What do you hope to learn from the student teaching experience?
- What are the similarities that you see between teaching as described within your teacher preparation program and your experience so far as a student teacher?
- What are some of the differences that you see between teaching as described within your teacher preparation program and your experience so far as a student teacher?
- In what ways, if at all, do you think student teaching will help you think like a teacher?
- How do you see yourself developing the knowledge a teacher needs to teach during the student teaching experience?
- In what ways, if at all, do you think the student teaching experience will help you understand the affective dimensions of teaching, the emotional and relational side of teaching?

Student Teaching Seminar Experience

- What are your general expectations of the student teaching seminar?
- In what ways, if at all, do you think the seminar will be beneficial to you as a developing teacher?

- In what ways, if at all, do you think the seminar will constrain your development as a teacher?
- How do you think the student teaching seminar will help shape your overall student teaching experience?
- What do you think is worthwhile to talk about during the student teaching seminar?

Interview 2: Helpful Activities and Conversations, ASE/WL, and Learning to Teach

What do you think the seminar has contributed so far to your understanding or thinking of teaching?*

What do you think the seminar has contributed so far to your understanding or thinking of social studies?*

What do you think the seminar is failing to do for you as a student teacher learning to teach?*

When do you find yourself writing notes down during the seminar? What do you find yourself writing about?

During the seminar, what (activity/conversation/discussion) has been the most helpful to you?

In seminar the last few weeks, activities, assignments, and conversations have centered on the idea of ASE and WL. Do you see yourself applying any of those lenses to the content or curriculum you teach?

Here are four different processes that I've identified as crucial to learning to teach. Can you rank from most to least, what you believe the seminar will help you accomplish this semester.

Interview 3: Curriculum Decisions, Realities of Student Teaching and the Seminar

I wanted to talk about curriculum and instruction decisions in this interview. Can you describe how you see yourself making these kinds of decisions during the student teaching semester?

Has the seminar contributed to how you see yourself making these kinds of decisions in the field?

Tell me about your expectations coming into the student teaching experience and the realities you face? Has the seminar helped you think about this in any way?

Interview 4: SURGE! 3a and Complexifying Teaching

Following the conversation on 3a in the seminar, I'd like to go back to your original comment in our first interview. How (if at all) has your initial perspective on 3a changed because of the seminar?

Tim mentioned in class that part of what is happening in the seminar is to complexify teaching at a moment when you may not necessarily want to see teaching as a complex act. What is your

perspective on Tim's statement? Is this something you feel that should be done during student teaching?

Interview 5: Collaborative Inquiry Assignment, Learning to Teach

I wanted to ask you about your thoughts specifically about the collaborative inquiry assignment. Was it helpful for you? If so, what was helpful about the assignment? How has it helped you in your thinking about the work of teaching and your own situation here at _____ School? If not, why not?

I'd like to go back to an activity we conducted earlier this semester. I asked you to sort these four concepts in order of what you think the seminar was contribution to your learning as a student teacher. Here is how you ordered them in our second interview. How would you order them today? What has changed (if any)? And why (if at all)?

Interview 6: Retrospective, Influences of Student Teaching, Seminar Goals, and Assignments

I'd like to ask you about the goals of the seminar. The seminar had six goals stated in the syllabus, and I'd like you to think about if and/or how the seminar met that goal for you.

1. Explore the assumption of how social studies is taught or ought to be taught.
2. Reflecting on the problems of practice through dialogue, deliberation and reflection
3. Draw upon the power of collaborative inquiry where questions are urged, answers are not expected, and the tentative forays of beginning teachers are supported.
4. Make sense of what it means to teach against the grain.
5. Make sense of what it means to work within and around the culture of teaching.
6. Be challenged, critiqued, and supported as you collaboratively asked and responded to powerful questions.

I'd like to look back at your initial responses during our first interview about the six domains that constituted the SURGE! frameworks. I'd like you to think about your response in light of where you were at the beginning of the semester and where you are now. What has changed, if anything at all, and why?

Now, I'd like to play a different "card game." Here are the different kinds of structures and influences on the student teaching experience. How would you rank these in order from most to least influential to your development as a student teacher.

Finally, here are a few cards that indicate the different activities and assignments in the seminar this semester. Can you rank them in the order, most to least influential to your development as a student teacher.

* These questions were asked at the beginning of every interview 2-6.

APPENDIX D: INSTRUCTOR INTERVIEW PROTOCOL

Interview 1

What are some of your expectations this semester for the student teaching seminar?

What previous experiences do you have teaching the seminar? How do you think these experiences will influence your approach this semester?

How do you structure the student teaching seminar? What is your purpose in this structure?

What do you believe is the value of the student teaching seminar in relation to student teaching?

In what ways do you believe the student teaching seminar shapes the overall student teaching experience?

What should student teachers gain from the seminar experience?

What kinds of conversations in the past have you found most interesting or revealing about the student teaching experience during the seminar? Can recall any examples?

Do you believe there are any limitations to the student teaching seminar? If so, what are they?

How do you perceive the role of the “breakout sessions”? Do they help or detract from your goals for the course?

Interview 2

One of the things that you said in our first interview was that what you expect from this semester is an improvement of what you did last semester. I wanted to ask you about the status of the “sweet spot” in the seminar, what progress have you made in meeting that broad goal for yourself?

I’ve distilled the syllabus into kind of six major goals and I’m curious to know kind of from your perspective if you think the seminar accomplished the goal, or didn’t accomplish the goal for your students and why you think that? Here are the goals, can you talk about each of them:

1. Explore the assumption of how social studies is taught or ought to be taught.
2. Reflecting on the problems of practice through dialogue, deliberation and reflection
3. Draw upon the power of collaborative inquiry where questions are urged, answers are not expected, and the tentative forays of beginning teachers are supported.
4. Make sense of what it means to teach against the grain.
5. Make sense of what it means to work within and around the culture of teaching.
6. Be challenged, critiqued, and supported as you collaboratively asked and responded to powerful questions.

Here are the activities of the seminar, please rank them from your perspective, which ones created the most powerful collaborative inquiry to the least in the seminar. Then we'll talk through them.

Now, here are the assignments in the seminar. From your perspective can you rank them in order of which ones you think provided the most powerful opportunities for students to think about student teaching from most to least. Just like the last sort, we'll talk through each.

I wanted to get your perspective and reaction to the following quote by Rose about her frustration with inquiry in the seminar. This is what Rose said during ePortfolio night: "This program is really good at asking questions all the time. I'm all for inquiry, if you read my ePortfolio. But I feel like there has to be answers given sometimes. I'm here to learn at UGA and if all I get is questions thrown at me and I know Tim's whole philosophy is you learn through questions, because you're not gaining any information if you're not thinking through questions but anyway, for me, I would get into the school and all these questions are running through my head. This program and I've found myself doing this in other places in my life, has made me ask questions all the time. I'm always asking questions even as a teacher, but in school's I was like someone help me, I'm a first year teacher. Sometimes I feel like I was drowning in questions and no one is helping me get out. I think questions are great, but at the same time, I mean no offense, I'm paying a lot of money for you to teach me."

Another comment raised by a student teacher was the lack of social studies in the seminar. One student made the following comment during an interview: "In the methods, curriculum, and practicum block, we spent all of our time on social studies and it was all day social studies and thinking about social studies. In the seminar there wasn't much of that." How would you respond to that student?

My curiosity was piqued in our first interview when you talked about whether the seminar contributes directly to the field experience or whether it compliments the field experience and you kind of strongly sat on the fact that it compliments the field experience. I'm wondering, do you still kind of hold to that you sentiment that the seminar only compliments the field experience, but it doesn't directly contribute to it?