THE BODILY BECOMING OF A TEACHER

by

RACHEL MONETTE

(Under the Direction of Stephanie Jones)

ABSTRACT

Student teaching is a time-honored rite of passage (White, 1989) into the teaching profession. With the field of education currently pushing for more surveillance of both students and teachers in combination with a desire for teachers to be doing similar things in the classroom, the bodies of student teachers (i.e. the ways that student teachers move in the classroom, talk to students, and set up interactions) are being greatly affected during this experience. If a student teacher chooses to do, say, move, or look different in the classroom, they risk being marginalized by an educational system that promotes sameness. This dissertation specifically focuses on the *bodily* becoming of five student teachers. That is, the study focuses on material-discursive entanglements involving student teachers having to do with the reproduction of narrow views of how bodies can be produced within the student teaching experience. The body has everything to do with the daily interactions of student teachers in their classrooms and their material-discursive practices that from moment-to-moment impact possibilities for change, equity, diversity, and justice. Using physicist Karen Barad's (1996, 2003, 2007) work, in analysis, I look for material-discursive practices, or entanglements, taking place in moment-to-moment interactions both inside and outside of the classroom. The data collected is theorized to

better understand how space affects bodily material-discursive practices, how nonhuman objects in the classroom work to limit and open up possible bodily practices, and the way that the student teacher and mentor teacher relationship is affected by material-discursive practices. The moment-to-moment material-discursive practices of the student teachers and mentor teachers are then connected to ideas of replication and innovation related to teacher bodies in the elementary school context. Material-discursive practices give student teachers the chance to change things they may not agree with; speak, act, and look an infinite amount of ways. Opening up material-discursive practices opens up the types of teacher bodies found in schools. This work has the potential to not only benefit students in classrooms across the country, but student teachers, and practicing teachers as well.

INDEX WORDS: Student Teaching, Body, Equity, Diversity, Material-Discursive, Change, Teacher Education, Reproduction

THE BODILY BECOMING OF A TEACHER

by

RACHEL MONETTE

BSED., The University of Georgia, 2007

M.Ed., The University of Georgia, 2010

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSPHY

ATHENS, GEORGIA

2015

THE BODILY BECOMING OF A TEACHER

by

RACHEL MONETTE

Major Professor:	Stephanie Jones
Committee:	Amy Parks Betty Bisplinghoff

Electronic Version Approved:

Julie Coffield
Interim Dean of the Graduate School
The University of Georgia
May 2015

TABLE OF CONTENTS

Page

CHAPTER 1

INTRODUCTION

After a group discussion with the five student teachers at Shaw Elementary, Laura, a student teacher in 2nd grade, and I sat down to discuss a lesson plan in which her students would do a hands-on activity about very basic fractions. Laura wanted to get my input on the lesson and see if I had any suggestions for her. She planned to read the story *Picture Pie: A Circle Drawing Book* written by Ed Emberley. After reading the story the students would take paper cups and trace two circles, the students would fold the circles together, dividing one circle into fourths and one circle into eighths. With these pieces cut out, they would make the mouse from the story using the eighths pieces and then use the remaining pieces to make something else to go in the picture such as cheese, etc. The next day the students would write a short story about how they used fractions to create their picture.

Later in the week, when I – a researcher working with Laura's university supervisor - went in to observe the lesson, it was nothing like the one she described in the interview. The students were all seated at their desks, bodies positioned towards the Smart Board[1]. Laura stood right next to the Smart Board and talked slide after slide after slide about fractions. Besides answering a handful of questions one at a time,

[1] Smart-board is a brand of interactive white board that utilizes a computer and a projector. Students can use their hands, fingers, remotes, or virtual pens to move, manipulate, and write on the board.

the students did not actively participate in the lesson. The students spent most of the lesson wiggling, laying their heads down, or playing with objects inside their desks.

After the lesson, I sat down with Laura to talk. I asked her what made her change her mind about the lesson, and she told me, "my mentor teacher looked at my lesson plan, and told me that this PowerPoint is what she always uses to introduce fractions". She went on to share that her mentor teacher was concerned that her lesson was "too much" for the students and things might get "out of control" with all of the tiny pieces. Laura told me that she took the advice from her mentor teacher and swapped her plans.

Situations like this concern me greatly. I would caution those who might call this interaction harmless, or dismiss it as a mentor teacher simply imparting knowledge from her own personal experiences to her less experienced counterpart. After Laura received this 'advice' from her mentor teacher the material-discursive practices of incorporating art and literature connections, moving bodies around the classroom, and encouraging abundant verbal interactions with students were not observed in the classroom. These material-discursive practices may have no longer seemed as possible for Laura to enact for the remainder of her experience. It is important to note that nobody in this story is asking what is best for the students or what practices are most responsive to their unique set of needs in the moment. It is about Laura doing the same thing her mentor has always done. In turn, it is interesting that her mentor teacher is using a Powerpoint that is the same for the entire grade level team. Everyone in 2nd grade at Shaw Elementary is doing the same thing to introduce simple fractions. Is this type of sameness good? Where is this desire for sameness coming from?

A Push for Sameness and Surveillance

With the passing of No Child Left Behind legislation in 2001 elementary school classrooms began to focus more intently on standards and testing. Currently, in 2015, students preforming well on standardized tests or showing calculable amounts of progress from year to year have become hallmarks of 'good' teaching. Mentor teachers I had the opportunity to speak with over the Spring 2013 semester reported days filled with paperwork, keeping up with strict pacing guides, and stress over standardized tests. As states are finalizing the implementation of Common Core, a set of nationalized standards, the next era in public education is underway. The move to national standards shifts what it means to be a 'good' teacher. 'Good' teachers under Common Core standards cover the *same* materials, stick to the *same* pace, and in many cases use the *same* lessons that come suggested with each standard to ensure that students score well on the *same* standardized tests.

The name 'Common Core' even speaks to the shift that education has made to associate sameness and quality. The hope of Common Core is that education will get better from coming together and agreeing that the same core curricula should be taught in each grade level across the country. Common Core actively works to circulate the ideas that sameness somehow promotes quality education. In other words, as the implementation of standards has become more and more central to education over the past decade, the link between sameness and quality has been continually reinforced. Proponents think that somehow everyone doing the same thing at the same pace with tight regulations is going to ensure that students across the country get a quality education. Once teachers and administrators have been flooded with the concept that

sameness leads to quality over and over, teachers who choose to do things differently in the classroom might get questioned or discouraged.

This shift linking sameness with quality is not always spoken outright. Those that support the Common Core would probably argue that there is room for teachers to teach the standards with the practices that they would like. However, it is in the implementation of the standards that the idea that sameness is positive spreads. In other words, teachers are told on one hand to be unique responsive teachers then in the implementation of the standards, they get handed strict guidelines on what standards to cover when, leaving little room for difference.

There are dangers that come with strict guidelines that promote sameness among teachers. In the name of sameness, tools such as pacing guides get put in place. Many schools and counties create pacing guides to ensure that teachers are all moving at the same speed through the standards. Some teachers find pacing guides helpful when they loosely outline units and the standards that need to be covered over a specified amount of time. Some educators say that the sameness provided by tools like pacing guides ensure that teacher's own interests do not let one teacher spend a month on a subject while another teacher spends only a week. However, in many cases, schools and counties have made pacing guides so regimented that teachers feel like every move they make is decided for them. This type of micromanagement reinforces the fact that it is sameness that is valued now in the classroom not difference.

Nationalized standards not only promote sameness, but they also lead towards a system in which teachers are more heavily surveilled. Teachers are not just expected to conduct units and lessons on specific days, but in most cases they are monitored to ensure

that it happens. Teachers not only have members of their own administration checking in on them, but in many cases individuals from the state visit frequently. These visits reinforce the idea that teachers need to be doing exactly what they have been told to do or planned to do in their lessons each day. Even if a lesson is failing or the students seem so excited they want to dig deeper into a topic, alternative options might not seem available to teachers who are worried that someone might come to check and make sure they are following their plans. Even when no one comes directly into the classroom to check up on teachers, endless stacks of paperwork are utilized to track and make sure teachers are doing everything they are supposed to. Many teachers in the current educational climate liken teaching to a long checklist of things to do each day. This checklist mentality pushes teachers to focus more intently on making sure they get each item done instead of responding in the moment to what needs to happen to engage students. When a teacher feels like they have a checklist to complete each day it is a symptom of the sameness that is pushed in education. In other words, teachers feeling overwhelmed with a specific set of things to do all day every day means there is little room for difference in their day to day activities.

Is this push in education toward sameness and surveillance positive or negative? Many argue that the push towards sameness and surveillance is positive because it ensures that students in all schools get at a certain base standard of teaching quality. Meaning, no group of students would miss out on key concepts over the course of the school year. Heavier surveillance ensures that teachers are doing their jobs and covering the things they are supposed to. So, the small percentage of teachers that might not have been working to cover as much or using practices that are not responsive to the needs of

their students would be held to a higher standard. Others argue for standards that push towards sameness and surveillance because the standards and suggested lesson plans that go along with the standards could introduce new practices to teachers that might not know of newer approaches to teaching certain curricula. In other words, since the standards and lessons tied to them are said to be research based, new research can be applied in classrooms where teachers might not have time to keep up with reading current research journals. Some teachers like having standards that are the same for everyone so that new students coming into the classroom will theoretically have covered the same materials in past grades to eliminate gaps or struggles to catch new students up. Though I do advocate for teachers to ground themselves in research, find new approaches to teaching to introduce into the classroom, and be able to integrate new students into the classroom easily, I do not think that these things should happen through rigid standards at the expense of freedom and difference in the classroom. The micromanagement of teachers is not the way to ensure quality educational experiences happen.

The Problem with Sameness and Surveillance

I believe that the promotion of sameness and heavy surveillance in the classroom is problematic. Heavy surveillance means that teachers are never free from the thought that someone could drop in at any time. These thoughts burden teachers because they impact decisions and interactions in the classroom every day. Interactions and decisions can't be made without giving consideration to thoughts of possible surveillance. For example, pressure to keep up with mandated paces and standards could mean that a unit that had potential to go into great depth might be cut short. Questions that students have that would expand on a concept might not be explored because of pressure to keep up and

move to the next topic. Heavy surveillance has the potential to make educators feel like they are no longer entrusted professionals. Heavy surveillance also leads teachers towards self-regulation in the classroom. In other words, teachers begin regulating their bodies, lessons, and words in the classroom to comply with what they think is acceptable because they know that someone could come in at any moment.

Key to this study is the idea that education's push for surveillance in combination with a desire for teachers to be doing similar things in the classroom impacts the bodies of teachers. Meaning, the ways that teachers move in the classroom, talk to students, set up interactions, and expect their students to behave are being greatly affected by the ideas of sameness and surveillance circulating constantly. If a teacher is choosing to do, say, move, or look different in the classroom, they risk being marginalized by an educational system that promotes sameness. For example, in her study of one secondary teacher's body within a professional classroom setting, Mallozzi (2012) documents the story of Buffy, a homosexual high school English teacher, who left teaching because dressing in pearls, feminine clothes, and make-up while "avoiding what she called 'dykie-looking' clothes" was all that she believed was acceptable at her school (p. 20). In Buffy's case, a tangled web of the material-discursive surrounding what is acceptable of a professional body in schools created a very narrow 'truth' of how she felt she could produce her body and how she could not. Buffy left teaching because she felt like she could not produce her body in line with the dominant material-discursive practices of being a teacher any longer. This story should be alarming to advocates who work to create diversity in the teaching population and schools. As teachers who might not exactly fit dominant material-discursive ideals of a professional teacher body, like Buffy, leave the field there

is a narrowing of the type of teacher bodies in schools. Buffy's story raises an extremely important question about who feels comfortable enough to stay in teaching and what impact a system grounded in standards, sameness, and surveillance has on Buffy's feelings of marginalization.

Youdell (2006) imparts how important it is to "demonstrate where injustices in education are located and/or challenge and change" them (p. 13). It is an injustice that Buffy felt like she could no longer teach high school because she believed that her body had to look a particular feminized way. It is also unjust to kids who may identify with her body. Literature across the field of education presses teacher education programs to diversify their pool of teacher candidates. In most cases the focus goes directly to increasing gender and racial diversity. While I encourage this type of diversity, I also encourage an opening up of what the body of a professional teacher might be. If the field of teacher education and education broadly recruits a more diverse population of teacher candidates only to communicate how their bodies must conform to the ever changing and elusive standard of dominant material-discursive expectations, diversity is not fostered but rather hindered.

Bodily Becoming

The student teaching experience, a future teacher's first full time experience in the classroom, is an ideal environment for inquiring into the ways future teachers perform their bodies in response to the many discursive messages circulating about what it means to be a teacher alongside the material influences in the educational system today. As a student teaching supervisor, it was always alarming to me how many student teachers, like Laura, would talk of innovative lesson plans in seminar meetings, but in the

classroom, I would only see them producing themselves exactly like their mentor teacher. Was this replication caused by the student teachers' self-regulating? Did they see or feel like there were opportunities to bring difference into the classroom? Laura changed her entire lesson plan instantly to the one suggested by her mentor teacher. For me, this not only reflects my concern about the narrowing of the way teacher bodies are produced in the spaces of schools, but it also leaves me wondering how this quick exchange changes the rest of Laura's student teaching experience. What types of material-discursive practices will Laura enact now?

This dissertation focuses on complex material-discursive interactions and practices like Laura's that impact the bodily *becoming* of student teachers. In order to begin examining bodily becoming, a Deleuzian ontology must be taken up to explain that people never *are;* they are always *becoming (*St. Pierre, 2013). Each moment of a person's becoming brings together new material-discursive entanglements that produce different phenomena. Becoming is a dynamic process; it doesn't move in a linear fashion. This means there is never a point where a student teacher *is* the teacher they will be for the rest of their career. Since being in the world is an ongoing, connected, and changing process, it is important to look at the entanglements and reconfigurations that take place from moment to moment that make up *becoming.* These entanglements are the material-discursive practices that the student teachers enact.

It is not just about recognizing the entanglements exist, "we must at-tend, as Deleuze and Guattari originally urged, to the ways these configurations are constantly constructed, undone and redone by the desires and becomings of actual people—caught up in the messiness, the desperation and aspiration, of life inidiosyncratic milieus" (Biehe

& Locke, 2010, 337). In other words, it is important to recognize *and* consider the constant reconstructing and reconfiguring of material-discursive practices because that is what *becoming* is made of. The enactment of material-discursive practices produces some phenomena and restricts others from happening. This dissertation will specifically focus on the *bodily* becoming of student teachers. That is, focus on material-discursive entanglements having to do with the reproduction of narrow views of how bodies can be produced within the student teaching experience.

This study's goal is to unpack material-discursive spaces and practices of the student teaching experience that work to produce a narrow concept of a professional teacher body to help examine the questions:

- In what ways does space impact and narrow the bodily material-discursive practices of student teachers?
- How do nonhuman material objects influence the moment-to-moment bodily material-discursive practices of student teachers?
- In what ways does the student teaching experience prepare future teachers for bodily reproduction or innovation?

Literature Review

Vital to this dissertation is the idea that material *and* discursive elements are always working alongside one another to impact actions and decisions from moment to moment. In order to understand how this is happening during the student teaching experience, it is important to discuss two thinkers outside of the arena of education, Jane Bennett, a political theorist, and Karen Barad, a physicist. Both provide significant insights into the material world and its relationship and connection to human beings and

discursive elements. This brief literature review will first discuss these important scholars to understand the importance of considering the material and to better understand the concept of *material-discursive*. Then, I will look more specifically at several studies focused on the body and the student teaching experience through a material-discursive lens. Additional literature significant to this research project is woven into each of the remaining chapters.

In Jane Bennett's 2010 book *Vibrant Matter*, she confronts "the idea of matter as passive stuff, as raw, brute, or inert" (vii). The book begins by discussing the example of a pile of debris (a black plastic work glove, a dense mat of oak pollen, a dead rat, white plastic bottle cap, and a stick of wood). Many walking by on the street might easily overlook this pile of debris. However Bennett writes about the power and agency the pile contains called 'thing-power'. The pile of debris has the power to *affect* people. Bennett writes about the feelings of repulsion at the sight of the rat. The pile also has the power to incite people into action (i.e. workmen, those needing to use the space where the pile of debris was located). This example illustrates the goal of the book: to "generate a more subtle awareness of the complicated web of dissonant connections between bodies" and nonhuman things that surround us (Bennett, 2010, p. 4).

Bennett (2010) uses the phrase "vibrant matter" to describe matter's ability to work alongside humans, act on its own, and influence human action. In this way, matter is equally important as discursive practices when considering decisions and actions made by human beings. The discursive and material can both be considered actants in every interaction that happens from moment-to-moment. Actants, as described by Bruno Latour, are "a source of action that can be either human or nonhuman; it is that which has

efficacy, can *do* things, has sufficient coherence to make a difference, produce effects, alter the course of events" (Bennett, 2010, viii). For example, each item in the debris pile has the ability to *do* something. Even though these elements are nonhuman they still can produce action, alter the course of people's day, and influence decisions. To Latour (1990), "an actant can literally be anything provided it is granted to be the source of an action" (p. 375). A person might be walking to get breakfast at a café when they see the dead rat outside and decide to go somewhere else. The owner of the café might be motivated to call someone to remove the dead rat from the street. A city worker may stop on her or his way to another job to pick up the items.

These nonhuman items are changing decisions, actions, and how people think about places/people. Take for example the person walking to the café. They had their opinion of the restaurant change in a split second when they encountered the dead rat. The nonhuman elements of the debris pile also have the ability to alter the bodies of humans. For example a person walking down the street may have a physical reaction of sickness when seeing the dead rat, or they might pull a muscle as they change the length of their stride suddenly in order to step over the pile. These examples demonstrate how nonhuman actants have great influence and must be taken seriously. Leaving nonhuman actants out of consideration gives an incomplete picture of the entanglement involved in an interaction.

In this study, to unravel the ways that bodies maintain structures and practices through moment-to-moment interactions in the classroom, both material and discursive actants will be taken into consideration. Though I have mentioned the material and the discursive as two separate entities for the sake of explanation, it is important to note that

material and discursive actants are intertwined with one another. The interconnected web of material and discursive actants that come together and change from moment-to-moment can also be referred to as an *assemblage*. Taking the previous example into consideration, it is not only the individual pieces of the debris pile that are important to consider but also how they connect with other elements outside of the pile. Bennett describes how she may have not even noticed the pile if it were not for the sun glistening off of the black glove that caught her attention. Then, in turn, she might not have noticed the white bottle cap if she had not seen the rat next. Everything in this assemblage is connected and each piece influences the entanglement. The term assemblage, from Gilles Deleuze and Felix Guattari's work, "establishes connections between certain multiplicities" (Deleuze & Guattari, 1987, 22-23). This means that actants, both human and nonhuman, are pieces of complex networks (assemblages), not individual isolated elements. An assemblage has no hierarchy and each actant within the assemblage cannot be considered alone. It is how the actants come together that must be considered. For the purposes of this study, using Bennett's work to unpack moment-to-moment interactions as assemblages of material and discursive actants allows for a more complex picture of what is going on in entanglements during the student teaching experience.

Karan Barad, in her book *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*, uses the helpful term, *material-discursive,* to account for the connectedness and equal importance of considering the material that echo's Bennett's work. However, there are slight differences between what Bennett and Barad argue. While they would both agree that the material *and* discursive impact interactions, Bennett would say that the human and nonhuman actants in an assemblage

exist before an interaction, and Barad describes how they develop *through* an interaction. For example, Bennett would say that the dead rat, white bottle cap, black glove, etc. were all living and nonliving actants that created an assemblage in that moment that impacted interactions. Barad might say these items are not 'things' coming together in the moment, but a phenomenon produced by a reconfiguration or entanglement. To Barad (2003), material-discursive practices are specific entanglements that produce phenomena "through which matter is differentially engaged and articulated" (p. 822). In the quote, the word matter includes things both human and nonhuman. Barad is saying that material-discursive practices are entanglements where phenomena gain meaning. Barad writes that the universe, in its becoming, can be discussed through the "primary… unit…material-discursive practices" (Barad, 2003, p. 818). For the purposes of this study, the unit of material-discursive practices will be utilized. Phenomena, produced by entanglements of matter, will be explored through material-discursive practices. Though Barad might not consider specific material and discursive 'actants' coming together, like Bennett, in what she describes as entanglements that produce phenomena, I think that the two can be thought together. For the purposes of studying the student teaching experience, I think that it is helpful to discuss the individual 'parts' of the entanglement that are producing phenomena. Considering 'parts' of entanglements from moment-to-moment illuminates what influences come together to impact interactions in the classroom. Labeling parts of the entanglement as material-discursive 'actants' outside of the interaction can help achieve this end even though they gain their meaning in the entanglement through the interaction as Barad suggests.

Entanglements are constantly changing from moment to moment. Barad (2003) explains that it is the ever-changing and dynamic quality of material-discursive practices that give them agency, because "agency is not an attribute, but the ongoing reconfigurings of the world" (p. 818). For Barad, nothing *has* agency. Agency is found in reconfigurations of material-discursive practices, new entanglements, which produce different phenomena. This understanding of agency is very important to consider in the world of education because each moment in the classroom can be seen as a chance to reconfigure. For example, student teachers that feel restricted in what or how they teach in the classroom because of their mentor teacher need to realize that in a split second a reconfiguration of their material-discursive practices can produce a different phenomenon. Barad (2003) writes that "particular possibilities for acting exist at every moment, and these changing possibilities entail a responsibility to intervene in the world's becoming, to contest and rework what matters and what is excluded from mattering" (p. 827). This active process of contesting and reworking that Barad refers to highlights the change that can come about through all of the possible material-discursive practices during the student teaching experience.

Teacher Education and the Body through a Material-Discursive Lens

As White (1989) explored the student teaching experience as a rite of passage from an anthropological perspective, she noted that many student teachers would change their appearance before student teaching began in ways that they thought would help them appear more professional, and during the experience, they would pick up a number of nonverbal attributes from their mentor teacher. In some cases "the student teachers physically imitate the posture, the voice tones, the 'dirty looks' and the ways their

teachers use space to establish a commanding presence" (White, 1989, p. 185). White's study is important to consider because student teachers were beginning to configure their material-discursive practices like their mentor teachers. Doing this repeatedly has the potential to create the same phenomena over and over. There are implications of creating the same phenomena repeatedly in the classroom through material-discursive entanglements that have not been seriously considered in the student teaching literature or in the broader field of teacher education. There need to be more studies focused on attending to the ways that structures, practices, and discourses are maintained through the moment-to-moment material-discursive practices of bodies.

Recently, a growing number of studies have worked to turn the field's attention toward theorizing the body in teacher education. O'Donoghue (2007) found in his study of Irish male teacher candidates that "certain bodily forms and bodily performances were recognized as possessing value; some were valued more than others, and certain bodily forms and performances carried a greater exchange value when it came to the awarding of grades" (p. 109). Male teacher candidates whose bodies were labeled as "manly" were rewarded and privileged. An un-manly body was labeled a "chief fault" for others in regard to their teaching (O'Donoghue, 2007, p. 109). Certain bodily material-discursive practices are shown in this study to be privileged over others in school settings. Barad discussed earlier all of the possibilities for action that exist in the moment to chose from to create new phenomena. However, this study suggests that some material-discursive practices are not encouraged. Specific material-discursive practices that are not privileged might *seem* impossible or less desirable in the moment for some teacher candidates to enact.

Cooks (2007) reflected as a college professor on her final course evaluations where her students commented on her body as "sick" and "too thin" leading the students to say that "the university should not allow her to teach" (p. 299). This study highlights how bodies are material-discursive in nature. Students are entangled with Cook, examining her, the matter that makes up her body, and simultaneously connecting words, social norms, and value within that entanglement. This material-discursive entanglement is producing the phenomena of Cook not appearing to be a person who should teach to the students. Barad (2003) writes that "bodies are not objects with inherent boundaries and properties; they are material-discursive phenomena" (p. 823). This means that the body is an entanglement that produces itself as a phenomenon that is always changing. If the way material-discursive practices of the body are produced in the classroom can affect the perceived professional competence of the teacher (Cooks, 2007) and the grades and evaluations of students as professionals (O'Donoghue, 2007), the body is always an entangled part of interactions producing phenomena that help to powerfully maintain certain structures, practices, and discourses in the classroom. Material-discursive practices that reinforce the idea of having a 'professional' body in the classroom are not only maintained by teacher candidates, supervisors, and mentors as discussed above, but also national organizations and initiatives.

National Trends to Define Teachers and Teacher Education

Located within student teaching literature, there are several instances in which organizations post explicit qualities they believe teachers should perform to be the 'right' type of teacher. For example, the National Counsel for Accreditation of Teacher Education (NCATE), before merging with CAEP, set forth professional standards for

teacher preparation institutions. Dictated in the standards, particular *professional dispositions* must be visible through verbal and non-verbal behaviors in order to be considered ready to be classroom teachers. Dispositions include traits such as "the ideal of fairness and the belief that all students can learn" (http://ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd1). Each of these descriptors serves as a code signifying what they want teacher's bodies to be (i.e. how they should move, look, sound, dress, and interact). These dispositions are thought by the organization to be observable in the material-discursive practices of the student teacher. In an NCATE news release in 2006, the organization states, "institutions are encouraged to measure dispositions by translating them into observable behaviors in school settings. For example, the caring teacher creates a classroom in which children respect each other. The collaborative practitioner works with parents and other teachers to help students learn. The life-long learner reads education literature and the reflective practitioner re-thinks how she teaches the unit on geometric shapes". While material-discursive is *not* a term used by NCATE, I will make an argument in this dissertation that all of these dispositions and ideas of what professional teachers look like, whether they are stated outright or never spoken, influence the material-discursive practices of student teachers, which produce the phenomena of thinking she or he needs certain bodily practices in order to be perceived as professional and ready for a classroom of her or his own.

As both professional organizations and local teacher education institutions define the type of teacher that is chosen to participate and succeed in their teacher education programs, there is a danger of moving towards replication and a narrowing of what is

acceptable of teacher bodies. Beginning in student teaching, if a future teacher has been made aware of the dispositions and believes that their body must look and act in accordance, only the few material-discursive practices that reinforce those ideals seem possible and the infinite amount of other material-discursive practices possible can be shut down. What if the material-discursive practices that get shut down are ones that would reach a student who is struggling or pique the interest of a student who does not respond as well to dominant material-discursive practices? The narrowing of the body and performances of teachers that these agencies define restricts possibilities for change.

Even more recently, edTPA, designed at Stanford University, is jumping in to define what it means for student teachers to be *ready* for a classroom of their own. edTPA is a "preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" (http://edtpa.aacte.org/faq - 51). The program promises to "provide a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom" (http://edtpa.aacte.org/faq - 51). It is alarming to me that the creators of this assessment protocol assume that there is such a thing as a *uniform* way to measure being ready for the classroom in the first place.

To me this is just another protocol/assessment that privileges some material-discursive practices over others. For example, with edTPA a student teacher does not go into student teaching open to the different types of material-discursive practices that could configure from minute to minute, but they go into student teaching being told about all these assessments and protocols and how they can be manifested by using certain material-discursive practices just so they can be checked off on a checklist. It seems

important to note here that the material-discursive practices that might align with dominant standards and protocols are not 'bad' in any way. It is just worrisome that organizations and companies that create these so called ways to measure readiness or ability in the classroom start to influence what material-discursive practices are seen as acceptable and desired in the classroom as well as those that are unacceptable. In essence, dictating which practices are valued and which are not narrow the type of material-discursive practices that seem possible, which narrows the type of teacher bodies that are recognized a 'good' or 'ready' to be in the classroom.

Engaging in research that begins to analyze the material-discursive practices producing the body of the professional in the student teaching experience not only opens up new ways of thinking about how teacher educators and mentor teachers decide who should move forward to become a teacher in a classroom of their own, but it can also give those in the field of teacher education the freedom to rethink everything they thought they knew about the time honored rite of passage of student teaching (White, 1989) in education and what the professional body might look like.

Theoretical Frame

Researching the material-discursive practices of student teachers and their connection to the narrowing of the types of bodies privileged in schools is a theoretically complex endeavor. This study draws on physicist and theorist Barad (1996, 2003, 2007), and social theorist Foucault (1977, 1990, 1991, 1992), amongst others, to frame and inform the bodily becoming of a teacher.

Barad helps theoretically to delve into the importance of considering matter and discourse as elements working in interconnected ways at all times. According to Barad

(1996), “nature is not a passive blank slate awaiting our inscriptions” (p. 181). In other words, matter is not something that sits in a place and waits to be manipulated by humans, but rather it is alive, enmeshed, and actively producing phenomena. From Barad’s theoretical position, matter and discourse must both be considered equally influential to researchers, because “to privilege the material or the discursive is to forget the inseparability that characterizes phenomena” (Barad, 1996, 181). Every interaction that takes place from moment to moment is impacted by the material-discursive. The goal of my research is to untangle the complex material-discursive entanglements and reconfigurations that influence teachers in their moment-to-moment decisions in the classroom to see how a phenomena like the narrowing of teacher bodies is taking place through these daily interactions.

Defining the Discursive

Barad defines discourse differently than many others who use the word discourse widely in educational research. She focuses intently on the inseparability of the material-discursive. Barad (2003) writes, “discursive practices are specific material **(**re**)**configurings of the world through which local determinations of boundaries, properties, and meanings are differentially enacted” (p. 820-821). In other words, discursive practices are ever-changing entanglements of matter (human and nonhuman) through which different values, confines, and understandings develop and are executed from moment-to-moment. Barad describes that within discursive practices one ‘piece’ of the entanglement becomes bound to another in, for lack of a better phrase, a ‘cause’ and ‘effect’ relationship. For example, when Julie stood in front of the class with her index finger to her mouth quieting the students in a straight line, it was not *just* the unspoken

words of her mentor coming to her mind, the fact that all of the other teachers in the school walk in quiet straight lines, or the pressure she felt to keep the students 'under control' impacting her decisions as described above.

From Barad's point of view, in this moment, the entanglement includes the above-mentioned 'pieces' as well as several others such as the hallway, the floor, student bodies, teacher bodies, the finger, etc. The unspoken words of her mentor coming to her mind, the fact that all of the other teachers in the school walk in quiet straight lines, or the pressure Julie felt to keep the students 'under control' were bound in the moment to the bodies of the students and teachers effecting them to preform a specific way. This entanglement, or material-discursive practice, produces the phenomena of having students walk down the hallway in a straight quiet line. The discursive cannot be separated from the material because the discursive is material in nature.

Defining the Material

Barad writes, "matter, like meaning, is not an individually articulated or static entity" (p. 821). For example, take the couch I am sitting on right now. Some people may think of a couch as a solid thing that sits in a space with no energy of its own waiting to be manipulated by a human. However, if we zoom in and look at the couch and its very make up of physical particles we would see a very different picture. Every particle of the couch is vibrating at variable speeds. The speed at which the particles are vibrating determines how hard or soft the couch is perceived to be. The movement of the particles creates the couch's own energy. The couch particles in the seats are not vibrating as fast as the particles on the armrest or the piping that goes around the edge of the cushions leaving the seat soft to the touch and the armrest and the piping feeling harder. As I sit on

the couch its energy and vibrations affect my body. I choose to sit in the middle of the cushion instead of in between the cushions because of the hard piping around the edges. I constantly reposition my body as I write every few minutes in response to the pressure the couch's particles are placing on the different parts of my body. Material objects are not stagnant and lifeless. The couch, like other material objects, has its own energy and the ability to act on bodies. The key idea is that objects are not simply a "support, location, referent, or source of sustainability for discourse" (Barad, 1993, p. 821). In other words, material objects are not just here to be talked about, referenced, or used by humans. Material objects are always a 'part' of entanglements and reconfigurations that produce phenomena.

Each 'piece' of an entanglement has agency and impacts moment-to-moment interactions. It is important not to privilege one over the other because the two are interconnected. Barad (2003) writes that "materiality is discursive (i.e., material phenomena are inseparable from the apparatuses of bodily production: matter emerges out of and includes as part of its being the ongoing reconfiguring of boundaries), just as discursive practices are always already material (i.e., they are ongoing material (re)configurings of the world)" (p. 822). In other words, material objects such as the couch are affecting bodies, which in turn create particular discourses. Discourses about where and what to do on a couch are produced by the material object. The material object therefore is discursive. Since the material is discursive and the discursive is material it is important to take up Barad's term material-discursive in order to signify the inseparability of the two. Barad (2003) writes, "the point is not merely that there are important material factors in addition to

discursive ones; rather, the issue is the conjoined material-discursive nature of constraints, conditions, and practices" (p. 823). Every interaction that happens inside and outside of schools is made up of material-discursive practices, which are entanglements and reconfigurations that produce phenomena.

Defining Agency

Material-discursive practices are important to investigate as a researcher because they are the constraints, conditions, and practices that allow both the reproduction of school spaces as well as the possibility to change school spaces. Using one material-discursive practice over another can re-write what is actively happening in the world from moment-to-moment. One material-discursive practice changes the way in "which matter is differentially engaged and articulated (in the emergence of boundaries and meanings), reconfiguring the material-discursive field of possibilities" (p. 822-823). In other words, material-discursive practices actively affect and can potentially change an interaction that is taking place in the moment to produce new phenomena.

Barad (1993) states that "the future is radically open at every turn" (p. 829). Agency lies in the enactment of material-discursive practices, so it is radically open because these reconfigurations are always producing new phenomena. Even in spaces that are "primarily reinforcing, agency is not foreclosed." (Barad, 1993, p. 829). As an educational researcher this concept is important to me because many teachers and student teachers talk about the restrictive nature of policies and programs and the way that those limit the possibility for doing the kinds of things they learn about in

Colleges of Education in schools. Even in the most restrictive spaces, material-discursive practices can actively create change in every interaction that takes place because "agency is an enactment, it is not something that someone has" (Barad, 1996, 183).

The Body in Student Teaching

Barad and Foucault both acknowledge that the discursive actively *produces* from a number of possibilities and does not just do the work of naming, defining, and explaining. In History of Sexuality, and also in Discipline and Punish the body and other materials are prominent in his notion of discourse. Foucault used the word "discourse" to refer to both the material and the linguistic. Foucault has many important concepts about the way that discourses function in institutions that are helpful in unraveling the phenomena of the narrowing of the types of teacher bodies in schools.

Foucault's (1977) construct of disciplinary punishment is one helpful concept in understanding the role of the body in the student teaching experience. Through a Foucauldian lens, there are ever-changing power relations going on between the student teacher, mentor teacher, administrators, and the university supervisor during any given student teaching experience. The student teacher, the mentor teacher, administrators, and the university supervisor are all disciplining themselves in relation to the subject positions they want to occupy. For example, previewing expectations and dress codes is an act that has become customary at the beginning of the student teaching experience. During these exchanges the mentor and university supervisor are disciplining themselves, through material-discursive practices, to fit the role of teacher or supervisor by setting guidelines and communicating what the body of a professional teacher looks like to the

student teacher who is expected to obey the expectations that are material-discursive. Some aspects of the professional body are directly addressed (i.e. dress code) while other bodily expectations are more open for interpretation (i.e. the university facilitator tells the student teacher to interact with the students in whatever capacity they feel comfortable with during the first week). Because the subjects are disciplining themselves, there is no need to severely or repeatedly punish the body of the student teacher for deviant behavior from what a professional teacher looks and acts like; the student teachers are continually doing it already to ensure they fit with institutional expectations. Foucault (1977) suggests that subjects in discursive fields begin to engage in a type of self-policing and regulation of their bodies, in this particular study, the student teachers enact certain material-discursive practices to look like a "professional" and "competent" teacher. It is vital to look at how those involved in the student teaching experience take up specific subject positions by using certain material-discursive practices at different moments in time and how student teachers continually discipline their own bodies to fit the ever-changing roles unfolding before them.

As the student teachers are moving through their experiences they are actively producing themselves from moment to moment through material-discursive practices. It is, in part, the bodily performances that are making the student teachers intelligible to others through their material-discursive practices. For example, when Julie is entangled in the material-discursive practice of holding her index finger up to her mouth, the students know to be quiet. It is important to explore the moment-to-moment interactions of student teachers where bodies are being "called upon to see themselves as particular types of "fixed" bodied-subjects, as if they are taking up a position that is already

established in culture and does not allow space to think about how it might be possible to intervene" (Mills, 2004). For example, the professional body/ unprofessional body dichotomy does not leave student teachers any room to become anything but either/or.

The iconic image of the ideal teacher looms large during the student teaching experience; White, heterosexual, female, "described by MacLure (2003) as a modestly dressed woman, standing in front of students, with a nearby blackboard or presentation surface" (Mallozzi, 2012, p. 2). Butler's (1997) idea of the multiple 'I' helps frame that student teacher bodies are not fixed, and in fact they are multiple, "constructed, contested, incessantly perspectival, and polyphonic" (Lather, 1991, p. xx). Their bodies are actively being produced through the material-discursive practices that they enact.

It is the goal of this study to disentangle the phenomena of the narrow type of teacher body seen as acceptable in schools through material-discursive practice and also identify how material-discursive practices can produce change in spaces where it may be needed. In order to do this work, several data collection methods were deployed.

Methods

Participants

Five student teachers, their mentor teachers, and six university supervisors agreed to participate in this study over their thirteen-week full time student teaching experience in the Spring of 2013. All student teachers doing their full time teaching in the Spring of 2013 were asked to participate in the study. The student teachers were selected because they were the largest group to volunteer for the study that was all placed at the same elementary school, Shaw Elementary (pseudonym). All of the student teachers at Shaw Elementary were white females in their early twenties. Only one student teacher, Beth,

was newly paired with her mentor teacher Ms. Floyd in 4th grade. The other four student teachers had spent time in the same classroom the previous semester. Emily remained in her Kindergarten classroom, Julie in her 5th grade classroom, Carly in her 1st grade classroom, and Laura in her 2nd grade classroom. Looking into the material-discursive practices of student teachers and mentor teachers is complex and having all of the student teachers in the same school space was useful in my being able to discuss the material-discursive practices that felt possible at different moments within that particular school (i.e. faculty meeting, grade level meetings). Additionally, I could more easily compare the student teachers material-discursive practices, because other schools would have had different policies and procedures and both spoken and unspoken rules impacting entanglements.

Data Collection

The focus of the study is unpacking the material-discursive practices creating what it means to have a professional body throughout the student teaching experience in hopes of unraveling what has become a narrow understanding of the teacher body. In order to accomplish this goal, the following data collection occurred over the thirteen-week study.

First, I conducted weekly one-hour observations of each participant during different times of the week and school days. During each observation, detailed narrative field notes were taken in order to record moment-to-moment verbal and non-verbal exchanges, patterns of movement throughout the room, descriptions about how participants were dressed, the objects in the room impacting interactions, and the material-discursive practices of participants. These observations occurred throughout all

of the spaces of the school (classrooms, hallways, lunch room, playground, etc.) in order to see what material-discursive practices were occurring in which places in and around the school. In many cases, the student teachers would meet with me after an observation if they had time in order to talk about their teaching. I would take notes in these post-observation meetings. Everything recorded during the observations is always an interpretation, but the observations allowed a way "to construct compelling representations of moments inside schools in order to untangle the discursive [and material] frames that guide meaning there" (Youdell, 1996, p. 56).

Observation notes and audio recording took place at the orientation meeting for the student teachers as well. Material-discursive practices that frame the entire experience are discussed at this important meeting before the student teachers even enter the classroom. Weekly seminar meetings with the student teachers were also observed over the thirteen-week experience. The seminars covered a range of topics from behavior management, creating units, to parental involvement, and many more. These meetings lasted about an hour each week. Notes were taken along with audio recordings at the seminar meetings. The seminar meeting notes helped during analysis to focus and attend to material-discursive entanglements from both inside and outside of the elementary classroom.

Second, four interviews were held with each student teacher, three of which were conversational and loosely structured while one was structured and included a map-making activity. The first conversational interview was spent discussing what the student teachers see as a professional body in teaching and how they have negotiated fitting that ideal. To open the interview, each student teacher was asked about a specific event from

my observations that directly focused on material-discursive practices impacting their body looking professional in the classroom. Following their response the conversation went in several different directions.

The second conversational interview did not have a specific focus. The interview was a conversation about anything the student teacher wanted to talk about in relation to the student teaching experience up to that point. This interview was a chance to really delve into the issues and experiences that the student teachers wanted to highlight. The material-discursive practices and elements of these events were recorded for me to later analyze in an attempt to unravel how the moment-to-moment interactions inside and outside the classroom were impacting the student teachers overall experiences and ideas about becoming a teacher.

The third conversational interview revolved around a new data management system that the student teachers were required to use by the university to collect data related to teacher preparation programs and state certification and accreditation requirements called Foliotek. The student teachers were given the opportunity to speak about their experiences with the new assessment protocol. This interview stimulated discussion about the material-discursive elements that systems like Foliotek look for to demonstrate that a teacher is ready for the classroom. These material-discursive practices can be connected to the phenomena of the narrowing of teacher bodies in the schools.

The last interview required student teachers to create a map of the locations in the school that were the most influential for them over the thirteen-week experience. The students labeled important people on the map and places where they felt as though they fit in, felt powerful, and felt powerless. Once the maps were completed, the student

teachers were asked several questions about the different material-discursive practices that occurred in all of the spaces around the map. The mapping interview was used to help identify the different types of material-discursive practices found around the school from the perspective of the participants and also locates where material-discursive practices were open for change and where they may be more likely to be reproduced. The words of the student teachers in the interviews will not be perceived as representing 'truth', but they will serve as a generative place from which to theorize how material-discursive elements came together to encourage particular material-discursive practices that perpetuate the idea that only a narrow type of teacher body is acceptable in schools.

Third, I attended bi-weekly, two hour meetings with all of the University supervisors. Notes were taken during these meetings only when conversations explicitly discussed material-discursive practices of student teachers and their mentor teachers, or when the issues of the replication and narrowing of the type of teacher bodies in schools was brought up. Meeting times would be used to discuss group readings, requirements and activities for the student teachers, and talk about situations that were happening across schools to make sure expectations were consistent. These conversations were rich and provided insight into the material-discursive practices happening across schools.

And finally, taking into consideration documents such as the student teaching syllabus that lays out all requirements for student teachers, documents the host school distributes that relate to what a professional looks like, written communication between the mentor, university supervisors, and student teachers, lesson plans, and the written daily reflections of the student teachers were important in untangling the material-

discursive elements that could illuminate the phenomena of the narrowing of the acceptable teacher body.

Using Barad (1996, 2003, 2007), in analysis, I looked for material-discursive practices, entanglements, taking place in moment-to-moment interactions both inside and outside of the classroom. The data collected was theorized in order to better understand how space affects bodily material-discursive practices, how nonhuman objects in the classroom work to limit and open up possible bodily practices, and the way that the student teacher and mentor teacher relationship is affected by material-discursive practices. The moment-to-moment material-discursive practices of the student teachers and mentor teachers were then connected to ideas of replication and innovation related to teacher bodies in the elementary school context.

Why Bodies Matter in the Pursuit for Diversity and Change

Foucault is helpful in understanding that nothing needs to be like it is (Youdell, 1996). The narrow acceptable teacher body is simply a concept that must be problematized because it is deployed during the student teaching experience in an effort to control and narrow diversity; problematized because it has come to represent a 'true' marker of a student teacher's readiness to graduate; problematized because student teachers are disciplining their own bodies through material-discursive practices in the name of it because it has become valued as real and important. To clarify, this work is not about throwing out the concept of a professional teacher body. It is an opening up the construct of the professional body to help educators better understand how to create new possibilities for change through material-discursive practices.

Tyack and Cuban (1995) argue "change where it counts the most - in the daily interactions… is the hardest to achieve and the most important" (p. 10). In the majority of the teacher education literature, most of the changes discussed in the moment-to-moment daily interactions of teachers and students have to do with the minds of the teacher or the student (i.e. teachers and students need to think or respond differently). hooks (1994) discusses the mind/body dualism in education that "dictates that instruction should take place solely between minds, which leaves no place for acknowledgment of the body's role in teaching and learning" (Johnson, 2005, p.133). As teacher educators and researchers, "we rarely ask, what do our bodies teach us and what do we know in and through our bodies?" (Cooks, 2007, p. 309), and even more rarely ask how the material-discursive practices, or entanglements, from moment-to-moment are impacting possibilities for change, equity, diversity, and justice.

This dissertation is organized in a way that illuminates different aspects of material-discursive practices in schools and their impact on student teacher bodies. In the next chapter, material-discursive practices will be discussed in relation to different spaces within the school. The chapter will look into student teacher created maps of the school and their potential to open up conversations about the material-discursive factors influencing their bodies across Shaw Elementary. Questions about institutional norms and reproduction of the same professional teacher body through material-discursive practices are examined.

In chapter three, I will zero in on three specific nonhuman objects in the classroom (Smart-board, furniture, and clothing) and analyze their material-discursive influence on the student teacher body. This chapter is important because it is not enough

to know that material-discursive elements impact daily decisions about practices in particular spaces or simply know that a new material-discursive practice *could* be used. A student teacher must be able to recognize all of the material-discursive 'parts' of the entanglement that are at work from moment to moment in order to reconfigure their practices to produce something new.

In chapter four, I will look at one material-discursive interaction between a student teacher, Beth, and her mentor, Ms. Floyd. This chapter confronts the questions: If the student teaching experience is not teaching student teachers about the openness of the material-discursive space of schools and giving student teachers an opportunity to use innovative material-discursive practices, then what is it doing? Without this focus, what are student teachers learning from the experience?

The concluding chapter of this dissertation will discuss major findings, implications of this research for theory, implications for practice, and give suggestions for future research.

CHAPTER 2

CONSIDERING SPACE: REPLICATIONS OF BODILY MATERIAL-DISCURSIVE ENTANGLEMENTS

Space: Producing, Restricting, and Reproducing Bodies

As I walk down the hall at Shaw Elementary going to an afternoon observation, a class of young students passes on my left. The students are lined up behind their teacher in a single file line. The teacher walks slowly and turns back to check on the students every few seconds. The students in the class were quiet, and many of them were looking down intently at a blue line on the ground. A few students were trying to walk on the blue line like tight rope walkers with their arms stretched out to the side for balance. I did not really put much thought into what I saw at the time. I arrived at my destination, Emily's kindergarten classroom. After observing about 35 minutes of center time, Emily let the students know that it was time to line up for art. After calling the students one by one to form a line at the door, Emily reminded the students of the rules for walking in the hall. She told the students that they must keep quiet, keep their hands to themselves, and stay on the blue line. When Emily said, "stay on the blue line", I realized that the students I had passed getting to the observation were not just randomly looking at the line or trying to walk on it for fun, it was a school-wide practice to walk on the blue line in the hallway. The material-discursive practice of walking in a quiet straight line is privileged – and expected - in the hallway. As shown in this example, space is an important part of the entanglement to consider that produces certain phenomena and restrict others.

In order to unravel the material-discursive practices that work together in the moment to produce the idea that certain bodies are acceptable in schools and others are not, space must be given consideration. Space is important to look at because in each different space at Shaw Elementary there are different material elements, humans, and discourses continuously coming together. Looking at space not only helps to showcase how dynamic material-discursive practices of bodies *can* be, but it can also demonstrate how some spaces prompt the same material-discursive practices of bodies over and over. For example, when the hallway is part of the entanglement, teachers and student teachers at Shaw Elementary tend to use the same material-discursive practices over and over again. Considering what is happening in some spaces as opposed to others seems worthwhile because the people, discourses, and material objects are continually affecting teachers and their material-discursive practices whether they are aware of it or not. If teachers and student teachers are unaware of spaces where material-discursive practices are repeated, they too may participate in the same practices without knowledge that a different material-discursive practice is just as possible to enact.

The idea is *not* that all repeated material-discursive practices are 'wrong' in some way. The purpose of this chapter *is* to open up the idea that there are endless possible material-discursive practices for student teachers to enact no matter what space they are in. Opening up these possibilities may guard against student teachers reproducing certain material-discursive practices in particular places simply because they are unaware that other material-discursive practices *could* be enacted. Boundaries created by material-discursive practices produce a 'truth' about how bodies can act, participate, and interact within certain spaces. These boundaries produce limits that appear so rigid that enacting

different material-discursive practices seems impossible. This is problematic because enacting different material-discursive practices is what produces new phenomena. If new phenomena are never produced, interactions in the classroom will become stagnant and unresponsive to the needs of student in the moment.

Within this chapter, I will first explore the important shift into thinking about how material-discursive elements impact practices on a daily basis. Then, I will discuss how material-discursive practices and space connect to narrow the types of material-discursive practices that some student teachers see as possible. Finally, three student teachers' maps of Shaw Elementary will be analyzed to see if both the creation and discussion around the maps can serve as a pedagogical tool in teacher education for change and diversity that has the potential to rupture dominant material-discursive practices and lead to more productive possibilities that pull student teachers toward difference instead of sameness.

Recognizing Material-Discursive Actants Affecting Bodies

Orientation and Space

Being aware of material objects is completely different than the acceptance that those objects are not simply in space, but they have the ability to affect bodies. To make the step from the recognition of material objects to the acceptance that they are actants with agency, Ahmed's (2010) concept of orientation is helpful because it illustrates the connection that the body has with material objects and space. Ahmed writes about orientation pointing out that the closer in proximity an object is, the more of an impression it can make, and that the body repeats certain actions and has an orientation to certain objects and not others. For example, Ahmed describes the bodily affects writing has had on her body such as the dent in her finger from the pen. Ahmed not only is

oriented towards the pen because of her writing, but the pen acts on her hand as she does the material-discursive action of writing. “Bodies hence acquire orientations through the repetitions of some actions over others, as actions that have certain ‘objects’ in view, whether they are physical objects required to do the work (the writing table, the pen, the keyboard), or the ideal object that one identifies with” (Ahmed, 2010, p. 247). In other words, how a student teacher is oriented is not only affected by what objects are in proximity to them, but also how the objects are used and how the object might work upon them as well. Some student teachers might be more oriented to some objects than others (i.e. chairs, rugs, computers, presentation screens, manipulative, markers) and the ones that they are less oriented to are those that then begin to make up the background. The objects that student teachers are more oriented to are more often reconfigured into entanglements for moment-to-moment.

Ahmed (2010) suggests historically that things have happened in order to make an object ‘arrive’ in particular ways. For example, a Smart Board in a classroom is *not* just an object hanging on the wall. The Smart Board has history, discourses, and economic elements tied to it that make it ‘arrive’ in certain classrooms and demand attention (Parks, 2013). Objects like the Smart Board that demand attention in a particular space may make student teachers more oriented towards them, therefore bringing them to the forefront instead of the background. Being oriented towards certain material objects and not others impacts the material-discursive practices that seem available in a particular space. A student teacher might stand in front of the class and lecture in front of a Smart Board because of their orientation towards that object instead of working closely with small groups in a lesson that incorporates manipulatives.

Orientations are also said to have an impact on how spaces form around certain bodies. Body positions and orientations must be considered; because the more a body does a particular type of repetition with material objects the more likely it is to continue to do it. Here lie the political implications. Ahmed (2010) describes how some bodies 'inherit a place" while other must do "painstaking labor" to inherit a place (p. 253-254). In other words, some bodies are oriented to the 'right' material objects in certain spaces making their material-discursive practices and bodies more acceptable while it may be a struggle for others who might be oriented towards material objects and material-discursive practices that are not as common or deemed unacceptable in a particular space.

Nomos and Space

Just as the concept of orientation provides a way in for student teachers to understand how material actants in different spaces might affect their bodies, the concept of nomos may be helpful for student teachers to become aware of how discourses circulating within different spaces can affect their bodies as well. Bourdieu's (2000) notion of *nomos* plays an important role in understanding how some student teachers take up specific bodily material-discursive practices that have become valued and others do not. For example, within the school, children walking down the hall wiggling and speaking loudly might be considered 'bad' behavior. In that case, certain material-discursive practices might be expected of student teachers to change the students' behavior. However, on the playground, wiggling and loud children are typically viewed differently causing other material-discursive practices to be viewed as acceptable. The dominant discourse circulating within the school that students should be quiet and still in

the building and loud and active on the playground influence what material-discursive practices a student teacher may see possible in the moment.

In the context of the classroom, Jones (2011) explains the concept of *institutional nomos* playing out as follows, "some students are perceived as those who 'get it' and others as those who don't - and those who seem to get it are rewarded in the system without recognizing how their bodies and minds have been actively shaped by the institution to seem as if they 'fit' into the order without even trying" (p. 167). With the construct of the professional body operating as a marker of a student teacher's ability to have their own classroom, those who 'get it' are comfortable performing material-discursive practices of the body of the institutional professional because they were already leaning that way and most likely believe that it is important. For example, a conservative dresser who believes technology is important in the classroom. Others might "try" to look and act professionally but may never be recognizable or intelligible in those performances as professional because their material-discursive practices do not line up with those that are commonly enacted in the elementary classroom. Valued bodily behaviors are continually rewarded whether the student teachers know that they are actively being produced in a certain way by doing them or not. Different spaces across Shaw Elementary reinforce particular material-discursive practices. Once student teachers can acknowledge that material-discursive elements influence the decisions made each day within schools, material-discursive practices can be examined more deeply and how they are connected to space.

Material-Discursive Practices: Reproducing Student Teacher Actions

Material-discursive practices are essential to examine in schools because they work to produce and maintain certain assumptions within a space. If the same material-discursive practices continue to be uncritically accepted, the same practices can be reproduced, and possibilities to act differently will continue to seem like they do not exist. For example, Laura, a student teacher in 2nd grade, told me in an interview that the cafeteria discipline system "is not going to change". However, critiquing the material-discursive practices that exist in a space may help to show that *different* material-discursive practices could result in change. After I asked Laura if this practice could be changed in any way, she responded that teachers could "go sit with their kids" in the cafeteria. This differing material-discursive practice has the power to change the students' interactions in the lunchroom. However, the material-discursive practice of having duty free lunch is considered the norm, so the option of altering the material-discursive practices that govern the cafeteria by teachers sitting with the students doesn't seem like a feasible option. In other words, material-discursive practices can come to be seen as agreed upon in certain spaces, which influences the teachers to reproduce the same practices over enacting practices that are different.

It is the act of reproduction that makes material-discursive practices seem static and repetitive when in fact they are constantly being created. If it is the material-discursive practices that are maintaining certain assumptions within the school that pull the student teachers towards sameness, it is important to find activities that student teachers can engage with to more closely examine the material-discursive practices throughout the school. I propose that making maps with student teachers opens up

opportunities to explore the different spaces of the school along with the material-discursive practices that occur daily in order to discover new possibilities.

Mapping Shaw Elementary

What Can Maps Do?

Many geographers and cartographers have had to tackle the question of what maps can tell us, and why they are powerful tools. Cosgrove's work involves "exploring not just the cultural process that shaped landscape but also the constitutive role that landscape plays in shaping the lives of those who engage with the landscape or landscapes" (Lilley, 2011, 121). For Cosgrove, landscapes have the power to shape life and culture, and they, in turn, are shaped by life and culture. In other words, material-discursive practices are actively shaping culture and the landscape (itself a material element) is actively influencing material-discursive practices. For example, in one of the interviews for the study, I asked each of the student teachers to draw a map of Shaw Elementary and we used the map to discuss material-discursive practices in different spaces. As the student teachers drew their maps in the interview, material-discursive practices impacted the landscapes of the school they drew. In turn, the landscapes drawn shaped each one of the student teacher's material-discursive practices as they discussed in the interviews. The landscapes drawn by the student teachers were not just static images of places in the school, because landscapes are "not merely the world we see, it is in construction, a composition of the world" (Cosgrove, 1984, 13). The landscapes that the student teachers drew were of spaces that were multiple and open: they are produced and reproduced by material-discursive practices occurring from moment-to-moment. The maps were not a "true" representation of specific places since spaces are always open and

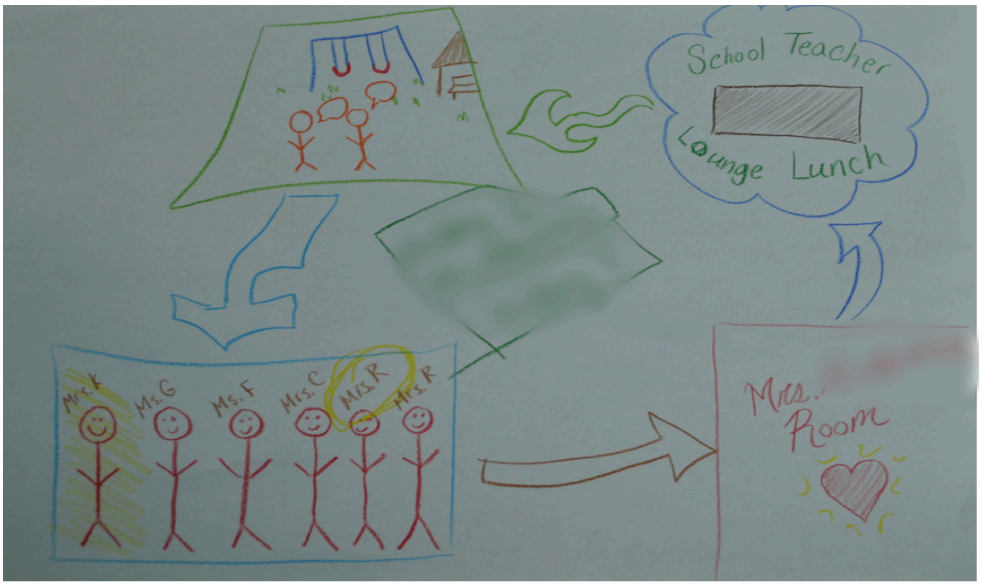
changing and there is never one truth of a space or landscape that can be represented on a map. However, maps can work to highlight the material-discursive practices continually working to produce and reproduce the landscape of Shaw Elementary and give insight into the ways in which the landscape of the school impacts the material-discursive practices of the student teachers.

The Mapping Activity

In an effort to help the student teachers unpack the material-discursive practices that occurred within the different spaces of the school, all five student teachers were asked to engage in a mapping activity and interview that was completed in a one-on-one setting. The interviews were conducted in a meeting room in the library and each of the five student teachers was asked to draw a map of the places at the school that had been the most meaningful to them over their experience. Four out of the five student teachers also spent the previous semester at the same school, so they were asked to think about their entire year at Shaw Elementary. The maps did not have to be geographically correct or uniform to the other student teachers' maps in any way. Once the student teachers had drawn their initial maps, they were asked a series of questions such as why they chose the spaces they did for the map; where people influential to them were located on the map; where they felt like they 'fit'; and which spaces they felt most powerful and least powerful. Three student teachers' maps and interviews are examined below to explore material-discursive practices and the flows of power that impact how bodies are produced and reproduced within the school. I also theorize ways that bodies are maintaining norms within the school through the reproduction of material-discursive practices.

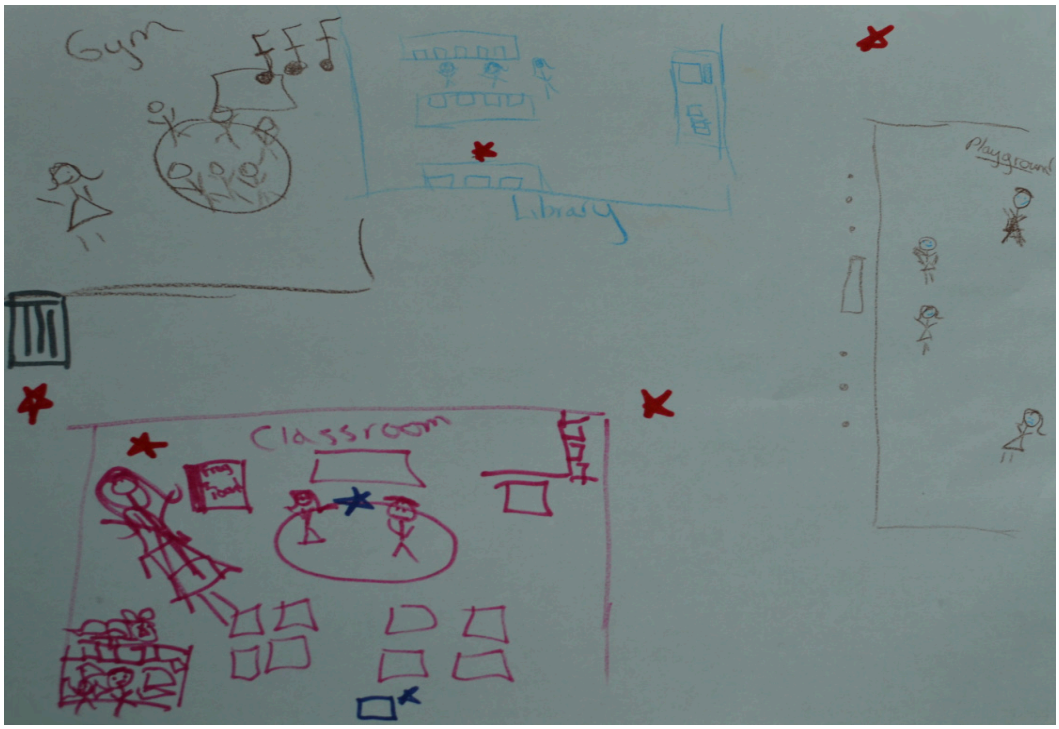
Beth

Beth, a student teacher in fourth grade, spoke very highly of her mentor teacher Ms. Floyd throughout the student teaching experience. She communicated several times over the semester that she felt she had a great deal to learn from her. Beth made efforts to keep her mentor's routines in place, even during her full time two weeks of teaching when she was the lead teacher the entire day. During the map interview Beth discusses several spaces throughout the school. First, Beth contrasts practices used inside and outside the classroom describing how she feels she has more power over what material-discursive practices get enacted inside the classroom than outside. Next, Beth talks about interactions with teachers in main office meetings vs. the teacher's lounge. Beth explains how she produces her body as an "observer" in main office meetings, but feels like she can produce her body as an active participant in the teacher's lounge. Last, Beth shares about her interactions on the playground. On the playground, Beth talks about enacting the same material-discursive practices as her mentor teacher and the feeling of power it gives her.



Laura

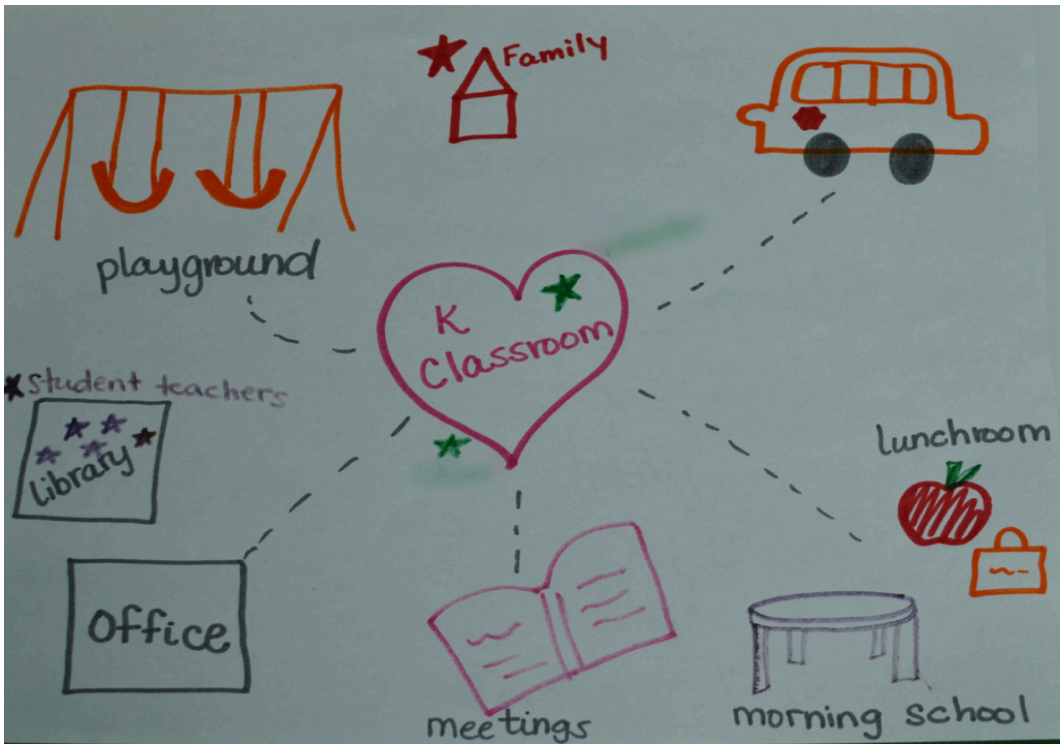
Similar to Beth, Laura, a student teacher in second grade, wanted to keep many of her mentor teacher's material-discursive practices in place during her full time student teaching. During the map activity, Laura shares, "whatever she is doing, I need to follow her example." This was Laura's orientation throughout her entire student teaching experience. During the map-making activity and interview, Laura first discusses her intense desire to enact the same material-discursive practices as her mentor teacher both inside and outside the classroom. Then, Laura spends a great deal of time speaking about the regulation of student bodies through material-discursive practices in various spaces.



Carly

Carly, a student teacher in 1st grade, had very similar material-discursive practices to her mentor teacher. From my discussions with Carly she communicated that she and her mentor teacher had very congruent ideas about how to format lessons and interact

with students. During the map-making activity Carly, like the other student teachers, focused on discussing the dominant discourse circulating among the student teachers about having less decision making power and authority in more formal and official spaces. She spoke specifically about the space of faculty meetings vs. grade level meetings.



The Spaces of Shaw Elementary

Inside vs. Outside the Classroom

During the mapping exercise the student teachers all drew spaces throughout the school they reported to be important to their thirteen-week experiences. Each student teacher spent a great deal of time during the interview discussing their mentor teacher's classroom. Specifically, both Beth and Laura speak about the space of inside their mentor's classroom compared to the spaces of Shaw Elementary outside of their mentor's classroom. Though these two student teachers make distinctions between the spaces of

inside and outside the classroom, their material-discursive practices replicate those of their mentor teachers in all but one case.

Beth.

During the map interview, Beth communicated to me multiple times, "I know my place. I know my place as a student teacher". She went on to say that in public spaces, "I am not going to take charge, like give input to conversations that I don't have a say in…Um, so yeah, I don't have control". In the spaces outside of the classroom, Beth felt as though she had very little power and control, and those feelings of powerlessness made certain material-discursive practices seem less possible.

All of Beth's practices outside of the classroom were reproduced from her mentor teacher, possibly because of this perceived lack of power and options for different material-discursive practices. For example, Beth's material-discursive practices in the hallway, the way she interacted with students on the playground, and interactions in the cafeteria were all replications of her mentor teacher.

Although many of Beth's material-discursive practices in the classroom were also replications of her mentor teacher, there were some instances, such as her two-week unit plan, in which Beth enacted her own material-discursive practices within the classroom. The unit plan was a requirement of the university in which student teachers would conceptualize and carry out a two-week unit stemming from student interest and choice. The two-week unit was specifically framed to mentor teachers, by university supervisors, as a space where the student teachers could be innovative in their practices outside of their mentors' boundaries and carry it out on their own. Within the unit plan Beth felt that some new material-discursive practices could be produced in the classroom. Beth's unit

on the economy was much different than any unit her mentor teacher had ever done. The lessons tied in multiple subject areas in each lesson. The students were much more active in lessons. The students and their interests determined the direction of the unit. For example, the students got to choose their own product to create and market through a filmed commercial for the class. The unit culminated with a market day where students could buy and sell products to better understand concepts like supply and demand. The students in Ms. Floyd's class had never done anything like this before. Beth's new material-discursive practices in the classroom produced such a positive impact on the students that the entire grade level team then wanted Beth's plans to use with their students. The possibilities to enact new material-discursive practices, like the unit plan, were always there for Beth, both inside and outside of the classroom.

Laura.

Laura discusses in her interview that she feels like she needs to produce her body in line with her mentor teacher in order to show respect, and because she feels like it is what she is supposed to do as a *student* teacher. In my observations of her, she conducted her lessons in similar ways to her mentor teacher, and when asked why she did an activity in a particular way, she would say it was the way the students were used to doing it because it was how her mentor did it. Laura made a conscious effort to reproduce her body in similar ways to her mentor teacher such as sitting and standing in the same spots to teach inside the classroom, having the students congregate in the same places, and requiring the students bodies to move and interact in the same ways. As Laura reproduces the material-discursive practices of her mentor teacher, she is working to maintain the norms of her mentor teacher's classroom as well as her fellow grade level teachers who

collaboratively plan. For example, Laura talks about discipline on the playground by saying, "I feel like we are all pretty much on the same side. If one teacher says that a kid needs to sit out… then the other teachers are going to support that". Regulating the students' bodies in similar ways among the grade level teachers helps to reinforce the idea that they share these beliefs are shared amongst those that she collaborates with. A student teacher coming into a situation where it seems like the teachers agree on a discipline strategy makes different material-discursive practices seem less possible. When fewer possibilities seem available, there is more of a chance of reproducing the same practices without consideration for any inequalities that they might maintain. This is dangerous because Laura is perpetuating a very narrow idea of what a teacher body can look like in the space of Shaw Elementary.

Laura spent a great deal of her map discussion talking about the regulation of student bodies outside of the classroom through material-discursive practices, which happen to be the same material-discursive practices that her mentor teacher uses. The first location on the map where students' bodies are regulated was the hallway. She shares, "well for my room, we walk on the blue, and we walk on the right side, I mean, typical". The fact that Laura labels this practice as 'typical' shows her belief in the *institutional norms* where all of those around her that seem to 'fit' into the space believe this is the way that students need to walk down the hallway. She explains that this routine is in place "to keep them in line, so they are not way over here, or way over there, not touching the wall, so that keeps them in line, eyes forward, lips closed, because they are not supposed to be talking, and not even whispering in the hallways, because that is one of my mentor teacher's things". The reproduction of this practice is exactly what makes

the practice of walking in a straight line, eyes forward, on a blue line seem like the one 'right' or typical way to walk down the hallway.

The lunchroom was another space that Laura talked about the regulation of student bodies. Laura talks about the traffic light system that lets the students know when they are able to talk and when they need to be quiet. The traffic light is used to regulate the bodies of the students when they are in the cafeteria. There is also a silent table in the cafeteria where students can be moved to if they are talking too loudly, acting rambunctious, playing with food, etc. At that table the students cannot talk even when the traffic light is on green. Laura shares that at some points the students don't even know the light has changed and continue to talk and get in trouble even though they did not know the light had changed to yellow or red. Laura says, "I saw students who usually don't have any trouble sitting at the silent table". Instead of serving as a sign that something may be wrong with the material-discursive practice, it is simply reproduced. Laura explains that she doesn't "have a lot of control" over how things are done in that space. The idea that there is a school-wide shared belief and norm might work to make Laura feel like she has very little control over what material-discursive practices can be used in spaces outside the classroom.

Innovative material-discursive practices inside and outside the classroom.

It is problematic that Beth and Laura both leaned more toward the replication material-discursive practices of their mentor teachers both inside and outside the classroom. Exploring space has the potential to help both Beth and Laura see how their own material-discursive decisions are impacted by different spaces and the introduction of new practices. New material-discursive practices could be enacted any moment to

produce change as Beth exemplified in her unit plan. Opening up new possibilities by highlighting the space of the unit plan within the classroom might help student teachers see the limitless material-discursive practice available each moment even when they feel like they don't have 'control' over what is happening. The idea of not having control in certain spaces also came up as the student teachers describes formal versus informal spaces at Shaw Elementary.

Formal vs. Informal Spaces

A distinction was made within the student teacher interviews between formal and informal spaces and the material-discursive practices that seemed available to enact in each. Formal spaces were described as places where administrators were present or meetings including the entire faculty. Informal spaces included those where teachers casually interacted or the student teachers were meeting with those close to them in the experience (i.e. mentor teacher, grade level team). In formal spaces the student teachers report producing themselves as observers while informal spaces allowed them to enact a variety of material-discursive practices.

Beth.

Beth mentioned in the interview that the teachers have weekly meetings in the main office because of CRCT testing. She communicates, "I am more of an observer. I just sit and I listen and soak in what they are talking about". Beth produces her body as an 'observer' because it seems like the only option available to her in her 'place' as a student teacher in the main office, a formal space.

All five student teachers at Shaw Elementary similarly communicated that the position of *student* teacher was in many ways less than that of a teacher at the school. The

student teachers were thought to be able to make fewer decisions, have less knowledge about school happenings, and have less authority generally. When discussing the map that Beth made, she was able to talk about the spaces that she felt more powerful and less powerful. She revealed that she did not feel like she needs to produce her body as 'observer' in all spaces where she interacts with the teachers and administrators. Beth specified that in the teachers' lounge she is "more comfortable to chime in and give [her] opinions". Beth produced her body as a silent observer in spaces where she felt less powerful (main office), and she produced her body as a more active participant in the spaces where she felt more powerful in (teachers' lounge). Discourses circulating about what it means to be a *student* teacher also circulate and influence Beth to feel like she is allowed to speak more openly in certain spaces and not in others. In this particular case, Beth feels that as a *student* teacher, she cannot speak at the meeting held in the main office space where administrators are seen as powerful people within a school who are "in charge". These 'parts' influence Beth's material-discursive practices in the space of the main office by her letting administrators run the meeting and participating only as an observer.

From my own observations, I know that the physical space of the main office is materially different from the teachers' lounge. The office is much more formally set up than the teachers' lounge. In the office, participants in the meeting are around a large conference table where there are not only more people with complete focus on the speaker, but there is a great deal more space between people across the table creating a less intimate feel. The distance between people makes participants in the meeting have to project their voice to the others in the room. With all five student teachers reporting in the

interview that they feel they should just be observers in formal meetings, it may be very difficult for student teachers to speak in the way the material objects in the room require. From observations, I have seen that bodies in the office are also almost always seated with little movement. The lack of movement from my observations seemed to make student teachers feel like they are under heavier compliance of institutional norms. In other words, institutional norms such as letting those with the most power and influence lead the conversation or speaking one at a time seem much more 'real' in a meeting where everyone in sitting still focused and talking about the same topic.

On the other hand, while in the teachers' lounge, people are moving around, some are standing and some are seated. The student teacher's report that conversations in the space focus is on several different topics. Everyone is not having one single discussion, leaving the space open for individual or small group interactions. These interactions can be held quickly or they can last a long time. I have spent time in this space, and from my observations, the conversations held in the space are also less formal in nature. More personal conversations about life outside of school are held here. The fact that more interactions seem possible in the space leads to more opportunities for student teachers to feel comfortable enough to participate. The student teachers may have just as much of an opportunity to speak in the main office meetings, but the material-discursive entanglements in the office space do not produce the conditions under which it seems possible for student teachers to be equal participants.

While exploring the informal space of the playground on her map, Beth constructs how her body is reproduced through material-discursive practices when she feels powerful as well as powerless. Beth's mentor teacher, Ms. Floyd, put a system in place in

the classroom at the beginning of the year in which her students have to walk laps around the playground rather than play with the other children if they get in trouble in the classroom. Instead of sitting out for a certain number of minutes, the students are asked to walk so they have the opportunity to exert themselves physically, but also have the consequence of not being able to play freely.

During Beth's full time student teaching, she kept this system in place for the students. She described feeling as though her opinions counted for something and could be freely shared in the space of the playground. Beth shared, "we do this thing where like if students don't behave they have to keep walking, and Ms. Floyd and I would feel comfortable if I noticed a student misbehaving while they are walking their laps, I can just say, hey you need to keep walking, even though she (Ms. Floyd) might not have been the one who said it (to keep walking). She is going to respect that decision".

As Beth replicates the material-discursive practice of her mentor teacher by making the students walk laps and not goof around while doing it, she reports feeling powerful. In the office Beth feels as though she needs to produce her body as an observer because she knows her place, but she feels respected and powerful out on the playground even though her 'place' as a student teacher has not changed. Beth wields power over the students' bodies while on the playground. It seems as though whatever adult is in charge on the playground, student teacher or other teacher, will gain respect for enacting the material-discursive practices that work to maintain that power over the student bodies. Even though Beth says she feels powerful on the playground, she is reproducing the same material-discursive practices as her mentor teacher, which may position her as

"powerful" over the bodies of students, but does not necessarily position her as having power over how she, herself, will enact the role of teacher.

Laura.

In official meetings (Faculty Meetings, Professional Learning Community Meetings, and State Test Meetings) Laura states that she feels powerless much like Beth. Laura shared that in official meetings she felt "like a student teacher, I am very careful to make suggestions, or sharing or anything like that… I don't want to take on a role where I am like, I have that authority, so I am very careful, especially with other teachers". Discourses circulating about the importance of these official meetings make Laura feel like she cannot give input as freely as a student teacher than she would as a classroom teacher or administrator. In this example, the flow of power in the meeting is functioning to maintain material-discursive practices that keep Laura reproducing her body as she thinks a student teacher should act, in her words, in a role where she doesn't have authority in those official situations. The reproduction of the same student teacher body as less-than that of the other teachers and administrators is problematic because different material-discursive practices that student teacher might want to enact could be labeled as less-than also. Laura's case, student teaching seems to be an experience in which particular material-discursive practices are valued and rewarded, and others not. As Laura repeats the same material-discursive practices, she is not producing anything new, she is replicating the same.

Carly.

Discussions about power and knowledge and the production of bodies lead to "Foucault's work on how subjects are 'produced': on how their characters, beliefs and

conducts are profoundly shaped by the social and institutional settings in which they find themselves, turning them into thoroughly 'disciplined' citizens with little capacity for independent action" (Philo, 2011, 163). The student teachers are disciplining their bodies themselves through their material-discursive practices whether they are conscious of it or not. Foucault also "emphasized the shaping of human subjects from without, through anonymous forces inserting individuals into disciplinary apparatuses of one kind or another" (Philo, 2011, 164-165). In other words, each student teacher is operating within differing disciplinary apparatuses, but, in common, they are all disciplining their bodies and producing themselves in specific ways through material-discursive practices.

While talking about her map, Carly shared that in "the faculty meeting, I definitely just listen. I don't want to be called on or looked at or anything like that, but the regular meetings where it is just grade level and the teachers are just talking and coming up with plans and making decisions, that I feel fine with". Materially, the spaces where these meeting are held are very different. On the one hand, the faculty meetings are held in the library. From my own observations, I know that during these meetings the space is very crowded. Teachers are seated in hard wooden chairs all facing one direction. All bodies are oriented towards the individual speaking, usually an administrator. The space is organized much like an undergraduate course lecture at a large university. Grade level meetings are set up – materially and discursively - quite differently. The teachers from the grade level, along with any student teachers, convene in one of the teacher's rooms once a week for a meeting to discuss lesson plans and ideas to improve instruction. The teachers usually gather at a large table in the room. Chairs in

this meeting face towards one another in a circle or oval around the table leading to material-discursive practices that are more conducive to interaction.

In a faculty meeting, several discourses influence how those at the meeting produce themselves. For example, discourses circulating about what it means to be an administrator versus a teacher affect the interactions that take place. In other words, dominant discourses about administrators communicate that people who hold administrative positions wield more power than teachers, reproducing a hierarchical discursive practice that their policies, words, and practices carry more weight and should be followed. Discourses also reinforce the evaluative role of teachers by administrators. If administrators are widely recognized through these discourses as powerful people in the school who are evaluating every move of teachers, the material-discursive practices of the teachers and student teachers in their presence may significantly be altered. It is the material-discursive working together that makes some actions seem possible and others seem impossible in the different meeting spaces

Carly describes that, as a student teacher, producing her body as a listener is her only choice in faculty meetings. She does however feel like she has other possibilities when she is meeting with her grade level team. The fact that Carly feels it is an impossibility to speak up in faculty meetings reproduces her body as a listener over and over in that setting even if there is something discussed in the meeting that she does not agree with or has an opinion on that others would benefit from hearing. The faculty meeting has the potential to be a space where all teachers and administrators can come together, share ideas, improve instruction, and collaborate for the good of the school and the students. Differences in opinion should be able to be expressed, but because many of

the teachers and student teachers feel like those material-discursive practices are an impossibility to produce themselves as anything but listeners their opinions will never be shared.

Carly clearly states how the student teaching experience as a whole has helped her to have learned "a lot about having [her] teacher body in another area" outside of the classroom. The process of learning about how she can produce her body in different spaces outside of the classroom is a huge part of the student teaching experience. Exploring the map that Carly made helps to bring to light the material-discursive practices she uses to produce her body in various spaces with different flows of power. Map making seems to carry with it the possibility for teachers to recognize the material-discursive practices that occur and repeat in certain spaces within the school.

Moving from observation to participation.

What material-discursive practices seem possible differs from teacher to teacher. For example, teachers and student teachers in a faculty meeting setting can enact enumerable material-discursive practices. However, dominant practices work in several ways that make speaking up in a formal meeting seem like *less* of a possibility for many. In order for student teachers to see the possibility of moving from observers to participants in formal setting, they can examine material-discursive factors that influence decisions in informal spaces to recognize their availability in formal spaces as well.

Recognizing Material-Discursive Practices of Spaces to Foster Diversity

The Openness of Material-Discursive Practice in Space

In the cases of Beth, Laura, and Carly, limited material-discursive practices seemed available for them to enact in certain spaces throughout the school as student

teachers. Restricted material-discursive options led to the reproduction of certain practices without much thought to the consequences and impact those practices had on themselves or others. Though they may seem that way, the material-discursive factors influencing the reproduction of student teacher bodies are not inflexible.

Future Map Making Activities

In future map-making activities with student teachers, each student teacher could be pushed to critique the material-discursive practices and the practices of others in different spaces further. The student teachers could also do an analysis of power through bodily discourses. The activity as it was done in the study did lead to the recognition of certain material-discursive practices that occurred in different spaces in order to brings these productions to a conscious level for the student teachers to examine. However, the student teachers could have been pushed further to think about the consequences of the reproduction of material-discursive practices and the possibility to use different material-discursive practices in the moment to challenge or change institutional norms.

The Potential of Map Making in Student Teaching

The potential for the challenging and changing of institutional norms through the map-making activity can be illustrated in the following example. Laura discussed the lunchroom discipline system in great detail during her mapping activity. Through the discussion, she identified the material-discursive practices she used and those of the other teachers at the school. Recognizing how little power she felt over the situation and the way that all of the teachers just went along with the system pushed her to think about other material-discursive practices that could change how things are conducted in that space. Laura offers the idea that going to sit with the students, as a different material-

discursive practice, is in fact a possibility that may lead to a different outcome. After recognizing this option, Laura still felt as though she needed to follow what her mentor teacher did, which was have lunch away from the students. However, pushing further into the powerful dominant discourses and flows of power that led her to believe she needs to follow her mentor's material-discursive practices so closely might have allowed Laura to feel as though sitting with the students was a possibility. Once inequalities in power and differences in beliefs are examined, student teachers might be able to recognize that material-discursive practices are constantly in motion and always available to incite change.

The mapping activity has the potential to provide opportunities to break up assumptions about similar beliefs by delving into discussions opening up new possibilities for the way that student teachers can produce themselves, fostering diversity instead of hindering it. There are endless material-discursive practices available to student teachers. The challenge comes in finding ways to break down the idea that there are any agreed upon material-discursive practices that need to be followed in order to see the possibility of alternate material-discursive practices that can lead somewhere new. For example, once student teachers no longer assume that all teachers accept school-wide discipline systems, or that bodies should be produced as observers and listeners in faculty meetings instead of active participants, material-discursive practices that disrupt the dominant become available.

Mapping the school with student teachers might be one small step towards discovering new productive possibilities that pull student teachers toward difference instead of sameness. Coming into a new school as a student teacher can be an

overwhelming experience. Establishing with student teachers that they have endless material-discursive practices to enact from moment-to-moment in the classroom seems like an important first step through mapping or another exercise. However, it is important to remember that understanding the space of student teaching as material-discursive can be an extremely complex idea to grasp. It may be difficult for some student teachers to acknowledge material objects as having power, agency, and influence over the way that they produce their bodies in the classroom. In chapter three, I will focus in on the Smart-board, furniture, and clothing in the classroom and analyze their material-discursive influence on the student teacher body.

CHAPTER 3

CONSIDERING THE NONHUMAN: THING-POWER AND BODILY MATERIAL-DISCURSIVE PRACTICES

A Familiar Lesson On the Smart Board

Laura gathers her students on the round blue rug. The students' bodies squirm as they readjust over and over again trying to get comfortable. She does not sit down. Instead she stands and orients her body towards the Smart Board. A colorful slide appears on the board and Laura begins talking about clocks. The students' heads are tilted back as they strain to see what their teacher is talking about. After a brief moment of focus there is more readjusting. Some students pick at their shoes, some make eye contact with other students and hold conversations without making a sound, as some try to lie down. Meanwhile Laura's body is still turned towards the Smart Board pulling pictures to different places on the screen and occasionally writing words next to the pictures (i.e. minute hand, hour hand, etc.).

This lesson felt familiar. I had seen this before. Not only in Laura's room but also in all four of the other classrooms I visited on a weekly basis. Students gathered in a small space on the floor that was usually demarcated by a brightly colored rug. The rug usually with desks or tables on all sides so that at least one or two students were always stuck sitting on the sides almost underneath them. The teacher oriented towards the Smart Board and the students with their heads tilted up to look at what the teacher is manipulating in front of them. Students are constantly re-adjusting themselves as the

lesson progresses. After several weeks of seeing this recognizable scene, I started to ask myself, what it was about the Smart Board, this material object, that influenced the teachers and students in their rooms to act and interact in particular ways?

Looking at Material Actants in the Classroom

The purpose of this chapter is to look at material actants in the classroom, like the Smart Board in Laura's room, and unpack the material-discursive elements working together to influence what material-discursive practices seem possible for student teachers and which ones do not. This work not only helps to establish that student teaching experience as an equally material and discursive space, but it also helps illustrate how much power material objects in the classroom hold. If a student teacher is told that they have endless material-discursive choices to make from moment-to-moment in the classroom, but objects that hold agency and power in the classroom are never analyzed, certain material-discursive practices might be abandoned more quickly because of the unacknowledged resistance that the material objects create.

This chapter will first discuss the material-discursive elements impacting Laura's lesson from the opening story. Then, the chapter will discuss the concept of 'thing-power' (Bennett, 2010) and the agency that material actants possess. Finally, the material-discursive elements surrounding three material actants (Smart Board, clothing, and furniture) in the classroom will be analyzed to help illustrate how exactly material objects in classrooms affect moment-to-moment material-discursive practices of student teachers. This analysis zooms in to demonstrate that every object a student teacher surrounds themselves with can impact interactions in the classroom. The goal of this chapter is to disentangle how objects in a classroom are both restricting and allowing

certain material-discursive practices to seem more possible than others. Connections to how the possibility of practices informs the phenomena of the narrowing of teacher bodies will also be discussed.

Material-Discursive Elements in Laura's Lesson

Discourses Impacting Laura's Lesson

In Laura's classroom, Discourses influence her pedagogy to utilize the Smart Board so regularly with students. In other words, Laura is influenced to use the Smart Board in the ways that she does in the classroom because certain techniques to interact with the smart board have been communicated as socially acceptable and desirable to her. Smart Technologies, the maker of Smart Board, produces materials that refer to their products as advanced, sophisticated, cutting-edge, and transformative (Parks, 2013, p. 205) adding to the circulating discourse about the value of using the Smart Board in the classroom. Laura's lessons even seem to share many of the same characteristics of other interactive white board lessons that researchers such as Parks (2013) analyzed. Parks (2013) found that the use of interactive white boards, such as the Smart Board, usually involved "visual graphics, minimizing intellectual and emotional engagement, limiting access to materials, and promoting the watching of others as they interact with the technology." (p. 210) Discourses circulating work to create an idea of what types of material-discursive practice are acceptable when it comes to using the Smart Board.

In Laura's case, discourses that the Smart Board technology available is advanced, sophisticated, cutting-edge, and transformative makes it very hard to be in a classroom with the technology and not use it (Parks, 2013, p. 205). Teachers may also feel influenced by pervasive discourses concerning the monetary weight of investing in

Smart-Board Technology. For example, if the school has used a substantial amount of money to buy Smart Boards, there will be increased pressure on teachers to use them. Sometimes this pressure is unspoken, but in other cases teachers are told explicitly that they must use the Smart Boards in their classroom every day. Discursively the Smart Board demands use because of its expense and promise of delivering curriculum in a superior interactive way.

Material-Discursive Elements Impacting Laura's Lesson

Material-Discursive elements of the Smart Board are influential in Laura's moment-to-moment decisions to use the Smart Board over other teaching strategies. Physically the boards are large. In order to find room to hang them, many classrooms place the Smart Board over a large section of the white dry-erase board. All of the student teachers at Shaw Elementary had Smart Boards that covered different portions of the dry-erase board. The implication here is that the Smart Board is literally taking the possibility of using the white board in particular ways away from student teachers. The Smart Board in Laura's room is centrally located, and all of the desks in the room face towards it. The Smart Board makes student teachers, like Laura, physically orient themselves to it and position student bodies in specific ways in order to interact with it. Material-discursive elements of the Smart Board are in fact impacting the interactions that Laura has with her students in the classroom. Laura's classroom cannot be considered without thought to the matter in the room because "matter and meaning are not separate elements" (Barad, 2007, p. 3). Not only must matter and meaning be considered together, but Barad (2007) goes on to say that "they are inextricably fused together" (p. 3). In other words, when looking for meaning in any space, material-discursive elements must be considered. The material

is discursive and the discursive is material. They are only discussed here as separate for the sake of explanation.

Material-Discursive Assemblages in Laura's Lesson

Jane Bennett speaks to the material and discursive working together in inseparable ways in her 2010 book *Vibrant Matter*. Bennett (2010) writes that "the elements of this assemblage, while they include humans and their (social, legal, linguistic) constructions, also include some very active and powerful nonhumans: electrons, trees, wind, fire, electromagnetic fields" (p. 24). Assemblages can be seen as a type of web of interconnected elements that together influence interactions. Bennett (2010) is pointing out within these assemblages (webs) there are both material and discursive elements to be considered.

As Laura stands in front of the Smart Board and moves through her lesson, a web of interconnected material-discursive elements are affecting how she chooses to proceed from moment to moment. These discursive factors and material factors cannot be organized in a hierarchical structure. The elements of the assemblage are entangled on the same plane horizontally. Neither is more important than another or foundational in any way. Laura and the students in the classroom are in no way superior, or cause any greater effect on the interactions that take place than the Smart Board in the classroom. It may be difficult at first to think about the material objects involved in the classroom as equally important to the human beings, but this shift in thought is key in order to begin to understand the agency that material objects hold.

Thing-Power: Effects of Material Objects on Bodies in the Classroom

Bennett (2010) introduces the concept of 'thing-power' to help think about material objects having power and agency in the world. In order to even think 'thing-power' there has to be a shift in which "a primordial swerve says that the world is not determined, that an element of chanciness resides at the heart of things, but it also affirms that so-called inanimate things have a life, that deep within is an inexplicable vitality or energy, a moment of independence from and resistance to us and other bodies" (Bennett, 2010, p. 18). From this perspective matter is not just something there that humans simply manipulate or utilize, matter has a power of its own to act. Thing-power is described as "the curious ability of inanimate things to animate, to act, to produce effects dramatic and subtle" (Bennett, 2010, p. 6). For example, the pull that I sensed the Smart Board had on those seated around it could be considered 'thing-power".

The Bodily Effects of 'Thing-Power' in Laura's Lesson

Even the rug the students were seated on in Laura's story has 'thing-power'. In other words, the rug produces effects on the student's bodies. For example, the shape and size of the rug determines how close together or far away the students' bodies are from one another. If students are too close together there could be arguments about touching one another or just a general discomfort that causes a student to become distracted from the lesson. The thinness of the rug could be causing students to constantly re-adjust their bodies because of the impact or pressure it has on certain body parts. This could lead to a teacher disciplining a student for not sitting in the position (ex. legs crossed) that they would like them to sit in. The distance that the rug is away from the teacher talking determines how far back students' heads must tilt to make eye contact. If a student has to

look upwards at the teacher talking for any substantive amount of time, their neck is most likely going to get tired and hurt. This might lead a teacher to believe that a student is not paying attention if they are looking somewhere else in the room or have their head looking down for a moment. This does not mean that every time a student's head is down while they are sitting on the rug it is due to this strain, but it is a possibility that should be considered.

The 'thing-power' of the rug is real and it is impacting interactions that go on in the classroom on a daily basis. If the rug's 'thing-power' is ignored, certain possibilities may seem possible to a teacher while others may not. For example, if a teacher is not thinking about the way the rug acts on the students' bodies she may take the above actions of her students and think that they are misbehaving, wiggling, or not paying attention. If the teacher thinks those thoughts her material-discursive practices might look very different than if she thinks about the rug acting on the students and chooses to let the students go into other places of the classroom to adjust their bodies to be comfortable. Different material-discursive practices open up as material objects' 'thing-power' in the classroom is considered.

Recognizing and Opening up to 'Thing-Power'

'Thing-power' can be hard to recognize and accept as a person in the world who may have only considered humans to hold power. However Bennett (2010) helps here by writing that:

> thing-power perhaps has the rhetorical advantage of calling to mind a childhood sense of the world as filled with all sorts of animate beings, some human, some not, some organic, some not. It draws attention to an efficacy of objects in excess

> of the human meanings, designs, or purposes they express or serve. Thing power may thus be a good starting point for thinking beyond the life-matter binary, the dominant organizational principle of adult experience. (p. 20).

The idea that the power humans wield sets them apart from other things both living and non-living is engrained in most adults. By recalling a childhood sense of the world adults may become open to the possibility that material objects hold power also.

I like to think about the way that eating in our formal dining room made me feel as a child. Each day when I was young my family would eat at the kitchen table, but for holidays or special occasions we would always eat in our formal dining room. The objects in the dining room, the large table, the ornate rug, the china cabinet, the fancy silverware, dishes, and serving trays all had 'thing-power'. As a child that 'thing-power' impacted my body, my thoughts, and my actions when I was in that space. For example, my family sat farther apart at this table because of its size, so we had to speak more loudly to one another, re-adjust our bodies to pass things around, and move our bodies more forcefully to adjust the chairs because of their weight and stature. It was the table physically acting on us that changed our interactions. As a child I felt this energy, but as an adult I find myself less attuned to it. Recalling this childlike sense of the world has the potential to open adults up to 'thing-power' in a way that simply talking about it cannot.

Bennett's (2010) concept of 'thing-power' cannot be considered without discussing the bigger concept of vital materialism in which Bennett talks about material objects and their place in relation to anthropocentric ideas of power and agency. Bennett (2010) says that there are of course differences between objects and humans, but "there is no necessity to describe these differences in a way that places humans at the ontological

center or hierarchical apex" (p. 11). In other words, neither objects nor humans can ever be placed above the other in terms of importance.

'Thing-Power' in Student Teaching

When considering the material-discursive practices of student teachers material objects are intertwined in all of it. Each material piece holding its own vital force and 'thing-power' that has agency and impact in the entangled becomings of each student teacher. In the next section, the 'thing-power' of three actants that have played an important role in the bodily becoming of the five student teachers at Shaw Elementary: the Smart Board, their clothing, and the classroom furniture will be explored. The analysis will emphasize that matter is not in fact a brute thing, but something that is "dynamic, unstable, and contingent" and has the power to alter material-discursive practices in the classroom (Ahmed, 2010, p. 234). Looking at the material-discursive elements surrounding each object will highlight the idea that "all matter can be understood as having agency in a relationship in which they mutually will change and alter in their ongoing intra-actions (Taguchi, 2010, p. 4)". The sentiment that "the only thing that does not seem to matter anymore is matter" must be reconsidered as researchers work to highlight the inseparable nature of matter and meaning and the thing-power that material objects possess (Barad, 2003, p. 801).

Entangled Becomings

The material actants discussed in the next three sections of this paper all hold agency. Bennett (2010) articulates "actant and operator are substitute words for what in a more subject-centered vocabulary are called agents. Agentic capacity is now seen as differentially distributed across a wider range of ontological types." (p. 9). Some people

believe that a human agent must be present to set an action in motion, or that a human agent must be involved in some way when something happens. The use of the term actant instead of agent in describing the three material elements is purposely done to speak to a different type of thinking in which nonhuman elements can do things just as human beings can.

Though the three material actants are highlighted for organizational purposes as separate, it is important to understand that they are always enmeshed and "an actant never acts alone" (Bennett, 2010, p. 21). As mentioned previously these elements are part of a larger web that they can never be removed from. Each interaction discussed later on in the chapter has endless and changing elements that are entangled even if only a portion of the entanglement is discussed in the chapter to highlight a theoretical point. When considering the actants in this chapter, their "efficacy or agency always depends on the collaboration, cooperation, or interactive interference of many bodies and forces" (Bennett, 2010, p. 21). Across all of the actants connected together agency is spread. Bennett (2010) writes:

> agency is I believe, distributed across a mosaic, but it is also possible to say something about the kind of striving that may be exercised by a human within the assemblage. This exertion is perhaps best understood on the model of riding a bicycle on a gravel road. One can throw one's weight this way or that, inflect the bike in one direction or toward one trajectory of motion. But the rider is but one actant operative in the moving whole (p. 38).

Taking this idea into account the interactions discussed involving the student teachers will include both the humans as actants because they are elements within the larger

connected web, but also the non-human actants because they produce effects that are just as powerful as student teachers enact different material-discursive practices in their bodily becoming.

The Smart Board Affecting Bodies in the Classroom

Bodies Centered Around the Smart Board

As discussed in the opening story about Laura, the Smart Board seems to have an immense amount of 'thing-power' that alters the course of events in the elementary school classroom. The use of Smart-boards in elementary classrooms is certainly nothing new. In my thirteen weeks at Shaw Elementary, while observing the five student teachers, the majority of the instruction that I saw from both the student teachers and the mentor teachers was centered around the Smart-board. Not only were the *lessons* centered on the Smart-board, but the *bodies* in the room were centered on the Smart-board as well. Observation notes taken in the five classrooms recorded where student, student teacher, and mentor teacher bodies were in the classroom. During Smart Board lessons, bodies were positioned in very similar ways across classrooms. The teacher tends to be standing next to the board changing slides while the students either gathered on a rug or carpet like Laura's students or they sat at their desks with all their bodies directed to the board. It was as if the board had a magnet and all of the bodies in the room were compelled to be oriented towards it. The board as a material object was producing an effect on the humans in the classroom, whether conscious or not. The human actants' bodies could only be positioned in certain ways when the board was part of the interaction happening in the classroom. The implication here is that only certain material-discursive practices seemed to be used when the smart board is involved. In this way, the Smart Board limits the

possibilities of material-discursive practices that can be used in the classroom. Limiting possibilities of material-practices is dangerous because it often leads to teachers using the same material-discursive practices over and over again (as I saw at Shaw Elementary).

The Smart Board: Limiting Possibilities for Bodies

Students, who may not excel when one material-discursive practice is used, may succeed when another is utilized. Parks (2009) discusses the need for diversity of practices in mathematics teaching and learning. She challenges readers to consider different classroom strategies like genres of books. One genre might be good for some things while other genres are better for other things. The whole idea is that a variety of genres, or strategies, are needed in teaching, not just one. I believe that the same is true about material-discursive practices across all subject areas. I encourage a variety of material-discursive practices get enacted inside and outside the classroom in order to produce a new phenomena or reconfiguration for students. If a teacher only uses a limited number of material-discursive practices because an object in the room like a Smart Board only allows them to see limited possibilities certain students might continue to struggle over and over.

The lessons on the smart board also had similar elements across all five rooms. The first few slides would be filled with content knowledge that the student teacher would stand and read to the students while they asked the students some questions. Then, the student teacher would proceed to several slides that had students come up to the board, usually one at a time, and either write and answer on the board, click something, or move a picture around. The Smart-board here, as an actant, altered the course of the lesson, because the minute a teacher decides to use the Smart Board there are limitations

on how interactions can take place. The board can only function in so many ways. The technology allows for certain experiences to take place and not others. Teachers can always pair activities with the Smart Board to create experiences for students that the technology does not allow for on its own. For example, Carly, in 1st grade, enacted a lesson where the students did a interactive matching game where students matched addition facts with their answers one at a time on the board and then they broke off into partners where one person made up an addition problem and the other solved it with bear counters. The students took turns making up problems.

The Smart Board: Contributing to the Production of Sameness

I did not see lessons like Carly's happen in the classroom very often. The majority of lessons would be completely Smart Board based. I noticed that the younger the grade level, the less central the Smart Board was to lesson planning. The students in kindergarten still used the Smart Board, but not as often and there were actually lessons that did not include it at all. For the students first grade and higher, the most common pairing that I did see from the student teachers included a Smart Board portion to deliver the content, followed by a worksheet or short activity to let the students practice on their own. There are endless material-discursive practices that can be used while discussing content in the classroom, but observations of the student teachers would not have led me to believe this because I saw the same material-discursive practices over and over. This is an example of the production of sameness, outlined in chapter one, that is privileged in classrooms today. In other words, the ways that the teacher and student teachers interact with the Smart Board, move in the classroom, talk to students, and set up interactions are greatly affected by the ideas of sameness circulating entangled with the 'thing-power'

and boundaries configured by the Smart Board. Just having the Smart Board hanging in a classroom has an affect on the body of a student teacher (how they interact, move, etc.). So, the Smart Board has to be considered as a part of the entangled assemblage of elements affecting how the student teachers are producing their bodies as teachers.

The Smart Board: Making New Material-Discursive Practices Seem Impossible

The Smart-board has 'thing-power' because its very presence or absence in a room can cause other actants in the assemblage to change their course of action. What seems important to think about is whether the Smart Board is chosen for instruction because is really is the best way to present a certain concepts, or if the Smart Board is simply used because it invokes the material-discursive practices most widely accepted and rewarded by those in positions of power. For example, Laura, a student teacher in first grade, invited me to come and observe a review lesson in math. I arrived and quietly sat in the back of the room as Laura pulled up a Smart Board project file. The students were slowly called to the carpet two at a time. Laura instructed the students as they came to the carpet to sit 'criss-cross' and face the board. Once all of the students were gathered together in front of the board, Laura reminded all of the students how they are expected to sit while on the carpet (keeping hands away from neighbors, sitting up straight, etc.). The lesson, which consisted of one student at a time going to the Smart Board to each answer a review question, lasted for about 35 min. After the first five minutes, most of the students had begun to wiggle, talk to their neighbors, or lay down. Laura addressed these students throughout the entire lesson telling each student that they needed to sit the 'right' way and pay attention to the Smart Board.

After the students had been lined up for specials, Laura came up and let out a huge sigh. I asked her if she wanted to talk about the lesson, and she eagerly agreed. After asking her how she thought the lesson went, Laura shook her head and said that she thought the lesson went "terrible". After quickly explaining how we could look at this as a learning opportunity, I asked her how she had come to decide on this type of review activity. Laura said first that the students had done this type of review activity before with the Smart Board, so she thought it would be something familiar to them. Then, Laura told me, "we are really lucky to have the Smart Board in the room, and I use it as much as I can". I asked what Laura would do to potentially change the lesson if she were to do it again. Laura mentioned that there were other review games on the Smart Board that were more interactive. She also mentioned that she could split the students up in two groups, one at the Smart Board and another at a small teacher-run table doing review questions. Even though presenting the review material on the Smart Board went 'terrible', all of the plans that Laura had for future lessons involved the Smart Board in some capacity. The 'thing-power' the Smart Board seems incredibly strong in Laura's case. Not using it did not even seem like a possibility to her.

Our meeting left me wondering what Laura's lessons would look like if the 'thing-power' of the Smart Board were absent from her classroom. Not only were the *bodies* in the classroom centered on the Smart Board, but the *pedagogy* was as well. The Smart Board is but one actant in of many in the classroom. Too often, what happens in the student teaching classroom is contributed to the power, thoughts, and interactions of the mentor teacher, the student teacher, and the university supervisor. However, the material actants the student teachers interact with in the classroom can have just as much

influence and 'thing-power' in the classroom as the human actants do. Material objects, such as the Smart Board, must be considered when looking at the student teaching experience of Laura because they are actively limiting her view of what material-discursive practices are possible in the classroom. The Smart-board in no way acts as the 'most' important factor in Laura's experience, it is simply a material-discursive actant that has agency that cannot be ignored when trying to consider Laura's student teaching experience jut like clothing.

Clothing Affecting Bodies in the Classroom

In a meeting of all the student teaching supervisors, there was a discussion about the job fair that was happening the next week. Many of the student teachers were interested in attending. One of the supervisors asked if the event has been helpful in the past for student teachers to attend. In response, another supervisor says, "I really found that they did not get much out of the experience. They went home from school, changed clothes to feel more professional, and really ended up just going and handing out some resumes". The going home to 'change clothes to feel more professional' part of the supervisor's story really draws attention to the 'thing-power' of the clothing that we wear. The idea that someone can put a piece of clothing on and feel and act completely differently demonstrates clothing's power as an actant. Wearing an article of clothing has the potential to change the course of events, and in that way, clothing is in fact a material actant that has agency. Taguchi (2010) writes "material objects and artifacts can be understood as part of a performative production of power and change in an intertwined relationship of intra-activity with other matter or humans" (p. 4). The clothing in any interaction is a part of the production of the power that changes the material-discursive

practices of the student teachers and their relationships with others.

Clothing: Narrowing Student Teacher Bodies to look like 'Professionals'

Caroline, a student teacher at a nearby school, wore clothing to school that she said reflected who she was as a person. Caroline was aware that she did not dress like the other teachers at the school, but she continued to wear the clothes made her feel comfortable and confident. Caroline's clothes consisted of many colorful patterns, wearing lots of accessories in her hair, scarves that were frayed, and large bulky jewelry. Administrators at the school contacted her supervisor in order to communicate that the clothing choices Caroline made on a daily basis did not make her look professional. The supervisor kindly listened to the administrator but never directly addressed this issue with Caroline because she felt as though the administrators needed to open up their idea of what dressing professionally might look like in a classroom. Caroline's supervisor knew that the clothes Caroline wore to school had 'thing-power' and affected the way that she acted in the classroom. A few weeks later a student went up to Caroline and said, "I have never had a teacher that looks like me". With more probing Caroline found out that the student liked to wear the same types of clothes and accessories, but had never seen a teacher wear these items before. The students in the classroom with Caroline are connected to her clothing. They too can be affected by the 'thing-power' of the clothes that Caroline chooses to wear.

In Caroline's situation there are several discourses circulating about what it means to dress 'professionally' and what it means to look like a teacher. These discourses are affecting the interactions between both the human and nonhuman actants. Discourses circulating about what it means to feel and look like a professional are coming into play

and affecting the types of clothing that the student teachers put on to change the way that they feel and act. What discursive practices say about what it means to look like a professional teacher are important to think about when considering clothing as a material actant. Using the word 'professional' gives many people the false impression that there is a single understood meaning of what a 'professional' body looks like. If asked what a 'professional' teacher's body looks like, people may respond that the teacher should be dressed in modest clothes as Mallozi (2012) discussed in her study of Buffy the secondary English teacher who left teaching, use material-discursive practices that place them in close proximity to the students as they work, and using a calm and caring voice. All of these attributes created and repeated in discourse come together to create an ideal teacher body that becomes labeled "professional". All of the things that teachers do opposing these norms automatically get placed as "unprofessional". As the words "professional" and "unprofessional" become overarching and replace all of the smaller actions and material-discursive practices in the classroom, they gain a singular assumed meaning.

Currently in the world of education, the word 'professional' runs rampant. Almost every evaluation of teachers from their training into the field uses "professionalism" as an indicator of performance. However, it is important to consider these practices in order to examine the material actant of clothing and its material effects. Clothing as a material actant has an ever-changing role. Certain clothing may have a very different effect if worn in different places or for different events. The entire idea is that the clothing does have agency, and it plays an important role when talking about the interactions that occur during the student teaching experience.

Clothing: Affecting the way Student Teachers see Student Bodies

Clothing as a material actant also greatly impacts the interactions between the student teachers and the students. The clothing that students come to school in have agency, just as the clothes that the teacher wears, and both are important to consider. Carly, a student teacher in first grade, discusses her experiences with a young girl in her classroom whom she refers to in her daily reflections as 'Rapunzel'. Carly comments that Rapunzel "doesn't realize she is dirty and her clothes are mismatched. Nor does she seem to care that her shoes are too big or too worn out" (Daily Reflection, 2/13/13). The clothes that this student wears to school have 'thing-power' and it affects the material-discursive practices of Carly as her teacher. For example, Carly compares 'Rapunzel' to another student in the classroom that she refers to as looking like a "Barbie doll" in her daily reflections. When Rapunzel "didn't seem happy" a counselor was sought out to call her home to make sure everything was ok. In the classroom, Rapunzel is described as a child that "doesn't want to do her work" and is "stubborn". Carly and her mentor teacher wrote a note home to her mother because of her "outbursts" in the classroom. However, 'Barbie's' outbursts at the beginning of the year are described by Carly as her having a "flare for the dramatics". Notes were not sent home to 'Barbie's' parents to make sure everything was ok. Clearly different material-discursive practices were used in response to the same behavior of two students. Discourses circulating may tell Carly what a student 'should' look like when they come to school. Clearly 'Rapunzel's clothing does not line up with that expectation. Clothing is a material actant that impacts Carly's understanding and impression of a young student in her classroom. However, it is *not* the only actant that might have influenced the material-discursive choices of Carly and her

mentor teacher to contact her home. For Carly to mention the clothing and appearance of both students in connection with their behavior indicates that the clothing is an important actant influencing the material-discursive choices in the classroom. The young girls' clothing has 'thing-power' that affects all of those who come in and out of interactions with her. If the 'thing-power' of her clothing is ignored, as it usually is in traditional research paradigms, a major actant that impacts material-discursive practices will continue to be disregarded in the student teaching experience.

Clothing is powerful and always part of material-discursive entanglements from moment-to-moment. Clothing can change how a person feels about themselves and those around them as illustrated in the previous section. Clothes have the power to influence interactions between student teachers an their mentors as well as their students. Clothing makes some material-discursive practices seem possible and others seem impossible which has the potential to lead to the narrowing of the type of teacher bodies in schools.

Furniture Affecting Bodies in the Classroom

The furniture in a teacher's classroom is interesting to consider because teachers often see the furniture in a classroom as something that is there to be manipulated by human actants, but at the same time acknowledge that setting up furniture in different ways affects learning in the classroom. The 'thing-power' of furniture appears to be easier to accept as a concept. It seems as if it is easy to discuss the affect that furniture has, but not necessarily attribute any direct agency to the furniture. The sentiment seems to remain that the human actants still hold the agency, and their actions upon the furniture have effects on those in the classroom, as opposed to both the teacher and the furniture having agency and effects on the classroom and material-discursive practices.

Typically, a teacher walks into their classroom at the beginning of the year and there are pieces of furniture assigned to the room. As a teacher, I remember the process of placing the furniture throughout the room was strategic, and I put a great deal of thought into where every piece should go. Describing the process in this way makes the furniture in the classroom seem lifeless, as if it's only function is to be moved around. Discourses circulating about what particular set up is best for what type of material-discursive practices impacts the interaction that happens between the human actant and the furniture as a material actant. If a school has circulating discourses that student collaboration is important to learning, the furniture in the classroom may more likely be set up in pairs, groups, or with all of the desks facing one another. On the other hand, if a school has discourses circulating that teachers are those with the information to pass on to students, the desks may be set apart individually all facing one direction so that the teacher can keep everyone's attention.

Furniture Affecting the Way Bodies Convene

The 'thing-power' of the furniture is powerful. For example, placing a table in a certain space allows for bodies to convene in that space in different ways than if you leave the space empty or place individual desks there instead. The table can produce subtle affects on the material-discursive practices of those at the table. For example, students at the table might be more likely to work collaboratively with each other because of their proximity. The fact that there are no gaps breaking up the workspace might mean that students feel connected or can share manipulatives with one another. When sitting at a table, students are usually closer to one another and facing everyone, so talking to one another might seem more possible. Students might be able to more easily physically point

to parts of problems to explain to others if they are near or facing another student as well. Having a table may allow for a teacher to sit very close to a student while helping them, which could have a more subtle affect on the student's body and foster feelings of security or caring.

Furniture Affecting the Way Bodies Feel in the Classroom

During a final meeting with the student teachers, they were asked to draw maps of the places within the school that were meaningful to their experience (see chapter 2). Each one of the student teachers picked their mentor teacher's classroom as a space to draw somewhere on their map. Although the pictures varied in size, colors, and amount of detail, each one of the student teachers took the time to draw out the furniture in their classrooms on the map. I found this very interesting and decided to ask them about the ways in which their classrooms were set up and its affect on their body as the teacher, along with the bodies of the students. All of the student teachers communicated that the way the classroom is set up is of great importance. They each spoke about the furniture in the classroom as though it could produce effects on the material-discursive practices that they used in the classroom. For example, Carly said the smaller chairs around the reading table allowed for the Kindergarten students to be more comfortable during their small group work and that the bright colors of the chairs made the room seem more bright and happy. These smaller chairs have a particular 'thing-power' that affects the bodies and material-discursive practices of the students and the teachers in the classroom. These small chairs can subtly alter what happens in interaction with students who go back to the table to participate in small group work.

Furniture Limiting Bodies in the Classroom

Laura's fellow student teacher, Julie, placed in 5th grade, describes how the way her mentor set up the furniture in the room created problems for the ways that she wanted to interact with the students. Her mentor teacher had the students in separate desks that were all facing the wall in the room with the Smart Board. No desks were connected whatsoever. Julie describes how the way the desks are set up inhibits interaction in small groups among the students. Julie wanted to employ different material-discursive practices than her mentor teacher and allow students to break several times within a lesson to turn and discuss things with a partner or small groups. Although these practices still could have happened, the 'thing-power' of the individual desks produced a subtle effect that affected the bodies of the teacher and the student teachers and made certain types of material-discursive practices seem impossible.

The Material-Discursive Matters

The 'thing-power' of material actants cannot be ignored when thinking about material-discursive practices influencing interactions that occur in the classroom. Material elements are acting in powerful ways, just as the actions of human actants do. The Smart Board, clothing, and the furniture in the classroom will always be entangled with the material-discursive practices of student teachers, their mentor teachers, students, and supervisors. Even beyond the Smart Board, clothing, and furniture, there are countless other material actants in the classroom that have their own forms of 'thing-power' that can affect the bodies and actions of student teachers. Highlighting these three simply works to illustrate that material actants are influential when considering the material-discursive practices of student teachers and their entangled becomings. The

material-discursive does matter, and giving material actants serious consideration helps to disentangle how exactly objects in a classroom are both restricting and allowing certain material-discursive practices to seem more possible than others.

Student teachers need to feel as though all material-discursive practices are possible in the classroom because it leaves them open to the fact that they have the power to enact practices in each moment that can change the course of any interaction. Feeling restricted to certain types of material-discursive practices, whether it is because of human or material actants, can lead to a much more narrow set of material-discursive practices that gets used in the classroom. The more narrow a set of material-discursive practices that get used in the classroom, the more the practices of repetition and reproduction take place.

The repetition and replication of practices become problematic when it contributes to phenomena such as the narrowing of teacher bodies that are acceptable in schools. Take for example a student teacher like Julie, who felt her material-discursive practices were restricted by the furniture in the classroom. She began to use the material-discursive practices of her mentor teacher because others did not seem possible. The fact that her material-discursive possibilities seemed limited led to the repetition and reproduction of her mentor's practices instead of innovative ones of her own. As Julie used the same material-discursive practices of her mentor teacher, her body was produced in a similar way contributing to the phenomena of the narrowing of teacher bodies in schools. Reproduction is not necessarily a bad thing in all cases, but in many, like Julie's, she wanted to use different material-discursive practices, but did not feel like it was possible, and that is of great concern. Students, like Julie, do not see the opportunities to

enact innovative material-discursive practices during student teaching. If possibilities seem restricted, the entire experience can be filled with enactments of the same narrow bodily material-discursive practices. The next chapter will look at one material-discursive interaction between Beth and her mentor teacher, Ms. Floyd. This interaction will serve as an illustration to consider whether the student teaching experience leads more towards reproduction of the same narrow material-discursive practices or innovation.

CHAPTER 4

CONSIDERING MATERIAL-DISCURSIVE ENCOUNTERS IN STUDENT TEACHING: REPRODUCTION VS. INNOVATION

A Student Teacher Body Changes From Excited to Discouraged

I notice something is different as I walk into Beth's fourth grade reading lesson. The students are all behind their desks in three neat rows stretched across the classroom with a copy of the story that Beth is reading. Several students are standing with their books up at eye level, three stand but lean forward onto the face of their desk, the rest of the students are seated, some have their hands inside their desks, many are turned sideways, and others have their heads down. Beth is busy weaving in and out of the rows of desks never standing in one place for more than a minute.

She encourages the students to speak and participate during the story, "Who thinks they know what is going to happen next?" Two students begin to answer at the same time. One student pauses as the other continues to makes his prediction, "I think that he is going to go back to the farm". Beth acknowledges the other student who wanted to make a prediction and says, "Ok, Claire, would you like to share your prediction with the class?" Claire nods yes and says, "I think that he is going to stay in the city". Beth smiles, "we will have to keep reading and find out. If you didn't share your prediction out loud, make a prediction in your head right now, and then we will keep reading to see if you are right." As Beth's reading continues, students begin to make noises indicating whether their predictions were correct. One student shouts, "yes, I knew it!" while

another hits his hand on his desk and says “awww”. Beth looks up and smiles at the students as they react to the events of the story.

Beth continues to move amongst the rows and deliberately stops and places her hand on the shoulder of one student who is writing on a piece of paper. The student stops writing, and Beth continues her reading. Moments later she asks the entire class, “who’s prediction was correct?” The students all burst out speaking over one another to say whether their prediction was correct or not. Beth calmly asks the students to turn to a neighbor and share what their prediction was and if it was correct. Beth visits several pairs to engage in conversation. The movement and noise of the students does not seem to bother Beth in the slightest. She asks the students to close their books when they are done sharing. Groups that finish sharing first close their books and continue to talk about the story or connections that they made with the story line. Some pairs begin to speak about topics not related to the story at all. As the last pair closes their books, Beth asks the students to line up at the door by calling them one at a time.

As I begin to pack up my notebook in order to leave, an interesting conversation springs up between Beth and her mentor teacher Ms. Floyd. Ms. Floyd asks, “how do you think it went Beth?” Beth smiles and says, “I thought that it went pretty well. I think that some of the students had a bit of trouble making predictions, but I can keep talking about it in the rest of the lessons this week. I think they just need more practice.” Ms. Floyd responds, “I think that would be a good idea. What about the kid’s behavior?”

Beth seems a little surprised; she pauses for a moment as though she doesn’t know what to say. Instead of waiting for Beth’s response, Ms. Floyd says, “behavior management is very important in the classroom. If the students are not sitting still and

answering questions over one another, it can be distracting and make it hard for some of the students in the class to learn". Beth nods at Ms. Floyd, a bodily acknowledgement presumed to signify that she is listening to her. Ms. Floyd continues, "I do not allow students to stand up, put their hands in their desks, or put their heads down either. I just feel like they are not fully paying attention to what I am trying to say when they do these things."

By this point in the conversation, Beth's body had completely changed. At the beginning of the conversation, Beth was smiling and projecting her voice with confidence as she sat up tall on one of the student's desks. However, at this point in the conversation, Beth stands in front of Ms. Floyd in silence, slightly slumped over with her hands picking at her clothing. From where I was sitting, she looked like a small child being scolded.

Ms. Floyd did not stop here though; she proceeded, "there are lots of different things that I do when the students are getting out of control". First, she tells Beth, "I am not afraid to stop a lesson if I feel like the behavior in the classroom is out of control and needs to stop immediately". Then Ms. Floyd tells Beth about her next strategy, which involves bringing the students down on the rug in front of the Smart Board. She says, "this one really helps when the students are not acting appropriately at their desks. If the students are not at their desks, they cannot put their hands in them or lie their heads down". Last, Ms. Floyd shows Beth a hand motion that she explains gets the students to settle down and be quiet if the classroom is too noisy.

She walks to the middle of the room raises her hand straight into the air and just stands there. She looks at Beth and says, "when I do this the students know to be quiet".

Beth walks over to the center of the room where Ms. Floyd is standing and positions herself right next to her. Beth says, "ok", and she begins to lift her hand up into the air. As she begins to lift her hand up, Ms. Floyd takes her own hand and helps guide Beth's arm until it is fully extended and says, "just like that". Beth nods as if to acknowledge she understands the embodied expectation. Ms. Floyd ends the conversation by saying, "I don't know why it works, but it just does".

In this chapter I will briefly review existing literature on the student teaching experience and explain a theory of student teaching as a material-discursive space. Then, I will analyze Beth's interaction with Ms. Floyd as a powerful material-discursive experience that leads Beth towards replication instead of difference in the classroom. Next, I will analyze a weekly summary form for student teachers and explain its use as a material tool that creates a particular discourses about the types of material-discursive practices are encouraged in the classroom. Last, I will discuss both practical and theoretical implications for the student teaching experience moving forward. The goal of this chapter is to make two main arguments. First, teacher education has privileged time over space when thinking about student teaching experiences. And, second, that student teaching is a powerful material-discursive space that leans more toward reproduction than innovation.

What Research Has Said About the Student Teaching Experience

Various aspects of the student teaching field experience have been troubled since its inception. Beth's case is a clear example of "one of the central problems that has plagued college and university-based pre-service teacher education for many years; the disconnect between the campus and school-based components of programs" (Zeichner,

2010, p. 479). In my research, individual discussions and seminar meeting interactions meant to emphasize other aspects of the student teachers' experiences would more times than not end up centered around the tension between what each student teacher learned in the University classroom and the expectations of their mentor teacher in the 'real' world of the elementary school. Issues related to the disconnect between the classroom and University expectations came in at 11 of the 12 seminar meeting conversations. If University-based programs want student teachers to go into the space of an elementary school and use the material-discursive practices that they feel respond to the needs of the students from moment-to-moment, something drastic needed to be done, because it was far from what was happening in the field.

The student teaching experience is filled with troubling practices such as the fact that placements are most often made by external offices that do not know the student teachers or mentors, mentor teachers get student teachers without any type of training or support themselves, and student teachers are put under pressure from school administrators and mentor teachers to maintain the practices of the school already in place (Zeichner, 2010). Even though many universities work hard to create partnerships with local elementary schools and advocate for student teacher freedom and space for new or different material-discursive practices in the classroom, "the disconnect between what students are taught in campus courses and their opportunities for learning to enact these practices in their school placements is often very great even within professional development and partnership schools (Bullough et al, 1997; Bullough, et al., 1999; Zeichner, 2007)" (Zeichner, 2010, p. 483). Student teaching as it currently stands seems to create a disconnect for student teachers, even in partnership schools, between the

desire to create and implement new material-discursive practices and the pressure to replicate the material-discursive practices already in place.

Spending thirteen weeks in a classroom where there is no connection between education courses, personal beliefs, and material-discursive practices in the classroom does not seem like the type of experience anyone would want for a student teacher. If the material-discursive space of the student teaching experience creates such a disconnect for student teachers and leaves them without abundant opportunities to produce their bodies in innovative ways it becomes important to consider why some scholars are pushing to extend student teachers' time in the field.

Time vs. Space in the Conceptualization of Student Teaching

Edward Soja (1989) writes about the privileging of time over space in his book *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. He writes that "space still tends to be treated as fixed, dead, undialectical; time as richness life, dialectic, the revealing context" (Soja, 1989, p. 11). Scholars that focus on the amount of time spent in student teaching may find the avenue appealing because of the richness that many believe comes with spending a long length of time in an experience. However, as I point out through the studies mentioned in the rest of this section, more time does not seem to have positive impact on enacting innovative material-discursive practices. I argue that it is not more time with greater mentor support in the classroom that is going to empower student teachers to practice and experiment with innovative material-discursive practices that are good for students. Empowerment comes from things like giving student teachers the freedom to change the material-discursive *space* of the classroom that allows

for a "greater understanding of complex situations rather than … simplistic formulas or cookie-cutter routines for teaching" (Darling-Hammond, 2000).

Advocates for school-based teacher education **(**Koster et al., 1998; Dill & Stafford, 1994**)** would like to see more, if not all, instruction of undergraduate teachers occur while teachers are out in the field. This 'on the job' training strategy requires mentor teachers to take on a much larger commitment and role than they have in shorter field based programs. The specifics vary between programs, but for most, University teachers go out to the schools to teach their courses, and the students spend the remainder of the day in the classroom with their mentor teacher. In some cases, especially internationally, school-based teacher education means "the curriculum and environment… are developed collaboratively by master teachers, who also serve as the primary deliverers of instruction" (Dill & Stafford, 1994, p. 620). In these programs, universities have little to do with the teacher education that the students receive.

There seems to be a general discourse circulating in society that 'more' of something usually equals 'better', and I think this persuades some teacher educators to believe that more time in classrooms somehow means more learning opportunities and chances for student teachers to grow and utilize innovative material-discursive practices that benefit students. However, thinking about the events in Beth's classroom, more weeks would probably not have meant more opportunities. In the literature supporting school-based teacher education, "giving personal support is not often described as a function for the cooperating teacher, but it is often mentioned by student teachers as very important" (Koster et al., 1998, p. 81). Student teachers want to be supported by their mentor teachers. In the cases that student teachers do feel supported to use innovative

material-discursive practices, extra time *may* not be harmful, but for students like Beth, more time in the field doesn't seem like it would do anything but serve to replicate the same material-discursive space through her enacted embodied performances.

It may be that less time in the field would have been more beneficial for Beth. Velzen & Volman (2009) found that "participation alone (even when guided) is…not an adequate basis for actually becoming a teacher who meets the requirements of the profession" (p. 347). This means that student teachers will not inherently gain anything from simply participating in the material-discursive space of student teaching no matter how long it may last. Saying that student teachers must gain experience in the field before graduating suggests that they *need* this experience. It is important to realize that for some student teachers, more time in the student teaching experience might just mean more time replicating the material-discursive space and practices, nothing else. Time is privileged, so it seems like time in the classroom is important. However, it is more about the spaces that student teachers are in. Supervisor should be asking, does the space allow student teachers to enact a variety of material-discursive practices?

In student teaching experiences where students receive less on campus instruction because of extended field experiences, it is assumed that the mentor teacher will guide and support the student teacher in an increased capacity to make up for missing out on more time in the University classroom. However it was found that increased support and mentorship did not always happen for those student teachers (Darling-Hammond, 2000). In these cases, students are placed with their mentor teacher for an extended period of time, but receive little to no extra advice, guidance, or support. Those that support a greater role by the mentor teacher usually support mentor-training programs so that

mentors are more prepared to give the support necessary to their student teachers. However, Sinclair (1997) found that the mentor teachers that she trained "did not result in a significant change in mentor supervision and teaching practice except upon an individual or short-lived basis" (p. 317). Maybe more time in the student teaching experience is not the answer to opening up possibilities of enacting innovative material-discursive practices.

In Beth's case, her mentor teacher offers her simplistic material-discursive practices for getting the students to settle down and be quiet, when the situation really is much more complex than that. Most likely, multiple more weeks in Ms. Floyd's classroom would not have meant anything but more repetition of the same material-discursive practices for Beth. If more time is not likely to help Beth's experience, maybe the space of student teaching needs to be looked at more closely to see the possibilities there.

Student Teaching as a Material-Discursive Space

The context of the student teaching experience must be viewed as a fusion between the material-discursive. Shifting to think about the student teaching experience as a material-discursive space helps get at the complexity of the experiences and events that take place. For example, the student teaching literature discussed previously states that there is a disconnect for many student teachers between what goes on in the University classroom and what happens in the classroom practices of the mentor teacher. Theory currently used throughout the literature reviewed might suggest that the 'structure' of student teaching makes it difficult for student teachers that want to cultivate their own teaching 'style' and philosophy to try new techniques when their mentor

teacher has a different 'style' of teaching and utilizes strategies that conflict with those of the student teacher. The problem with this language is that it is too general, it does not get at the specificity and complexity of the interactions, and it ignores non-human influences on the student teaching context.

If the problem of the disconnection between the University and the classroom is viewed through the lens of the material-discursive, language becomes available to describe the complexity of the experience that was not available before. Now, the problem of disconnection between the University and school classroom is not only seen as being influenced by dominant discourses influencing the mentor and student teacher, but also the material objects present. Leaving these material elements out is exactly where other theories of how to view student teaching fall short. For example, Julie, a fifth grade student teacher wanted to gather her students together more often in a group together on the floor. She felt as though this may be a better space for reading from novels, doing demonstrations for students, and having students interact and work with one another. Her mentor teacher had the students in the classroom seated at individual desks that were all separate from one another. The desks, material objects, took up all of the space in the room which made it practically impossible for Julie to find a space big enough to seat the whole class on the floor that she could use on a daily basis. As the last chapter described even more in depth, the furniture in the classroom was playing an important role in the practices of Julie as a student teacher. Discourses indicating that older elementary students needed to learn to work more independently and that instruction should come from the teacher to students and not between students may have also influenced the choice to not have a space in the room that the students could gather

on the floor. It was not just one of these factors influencing the material-discursive practices of Julie, it is all of them combined. Seeing the student teaching experience as a material-discursive space allows for a more in depth look at what goes on moment-to-moment in the classroom and consider all of the factors, both human and non-human, that play a role in influencing what happens including how student teachers use their bodies to reproduce practices in the classroom.

Beth and Ms. Floyd: A Bodily Material-Discursive Encounter

Beth and Ms. Floyd's interaction exemplifies the power of the material-discursive space of student teaching and its tendency to lean more toward reproduction than innovation. As I left Ms. Floyd's room, I asked myself, what had just happened. I saw an energetic student teacher implementing different material-discursive practices 'corrected' into using the same practices as her mentor teacher. Ms. Floyd's ideas about behavior management were not presented as suggestions of what Beth could do if she felt the students needed to regain focus. Ms. Floyd's ideas were presented in a way that very clearly laid out what was acceptable behavior in that classroom and exactly how to correct students who were not meeting those standards. This ten-minute interaction caused a shift in Beth's student teaching experience. This interaction was before Beth's full time two-week teaching experience, any chance that Beth could feel free to produce her body in ways outside of Ms. Floyd's bodily expectations were limited.

Power Dynamics

Beth, as a student teacher, is in a unique position. The power relationship between Beth and Ms. Floyd cannot be ignored. Beth is a *student* teacher, while Ms. Floyd is labeled a *mentor* teacher. This discursive distinction is important to attend to. At the end

of the experience, it is Ms. Floyd, along with Beth's university supervisor, who will determine if she is 'ready' to graduate and have a classroom of her own. Ms. Floyd has the title of *mentor* that discursively invokes a sense of experience and wisdom to judge Beth's readiness to be a teacher. The discursive distinction between *mentor* and *student* teacher may have influenced the way that Beth reacted to Ms. Floyd's suggestions.

During her reading lesson, Beth was already choosing to use different material-discursive practices than her mentor teacher by letting students in the classroom move around, engage in overlapping talk, and lay their heads on their desks. Outside of the material-discursive space of student teaching, Beth's decisions to use these practices might never become the focus of any discussion or disapproval. However, in the material-discursive space of student teaching, where Beth is a *student* teacher and Ms. Floyd is her *mentor*, her differing material-discursive practices are open to critique by her mentor. Discourses circulating around what it means to be a *student* teacher influence Ms. Floyd as well. For example, Ms. Floyd's believes that a student comes into a classroom to get guidance, support, and critique from more experienced mentor. In a meeting with Beth and Ms. Floyd at the beginning of the semester to discuss the research project, Ms. Floyd made numerous statements about her role as a mentor. For example, Ms. Floyd said, "I want to share my experiences with Beth and teach her as much as possible over the next thirteen weeks", and "I want to help her in any way that I can". These statements suggest that Ms. Floyd does not see the student teaching experience as one where there is an exchange of ideas and practices, but as one where she needs to impart her experience and knowledge on Beth who needs the help and guidance. In the material-discursive space that Beth entered, Ms. Floyd sees the different material-

discursive practices that Beth uses as something to correct and help with instead of something to foster.

Beth's Personal Feelings

Ms. Floyd's material-discursive practices are only one piece of a complex web that makes up the entire material-discursive space of Beth's student teaching experience. Beth also influences the material-discursive space of her student teaching. For example, her views about authority and learning that she brought to the experience are influential. In an individual discussion I had with Beth, she described her enthusiasm to learn from others. Beth said, "I want to soak up as much as I can while I am here", and "my mentor is a fountain of knowledge, and I can learn a lot from her". Dominant discourses have influenced Beth to believe that having been in the classroom a long time, gave Ms. Floyd authority and knowledge that she needed to have in order to be a 'good' teacher. This once again exemplifies the privileging of time over space. It may be true that Ms. Floyd had a lot to offer Beth because of her time in the classroom, but Beth did not value her own knowledge gained from her university classes about students and material-discursive practices that she brought with her into the classroom. It seems as though Beth quickly discredited her own material-discursive practices for those of her mentor. In the material-discursive space of student teaching, Beth thought Ms. Floyd must know the 'better' way to do things as a 'professional' and mentor. Beth's willingness to accept the practices of her mentor teacher instead of advocating for her own demonstrates the power of the material-discursive space of student teaching and its tendency toward reproduction rather than innovation.

Differing Mentor and Student Teacher Practices

The material-discursive space of student teaching is also influenced by the material-discursive practices that both the mentor and student teacher want to use in the classroom. Ms. Floyd believes in the idea that students need to be still and quiet for learning to happen. Beth, on the other hand, thinks learning happens when students are talking, moving, and participating. Beth's material-discursive practices are distinctly different from the dominant discourses about what material-discursive practices are valued in the space of Ms. Floyd's classroom. Ms. Floyd steps in when she sees different material-discursive practices than the ones that she regularly uses and shares her practices to get the student's attention. To Ms. Floyd it may have seemed like harmless guidance from an experienced mentor teacher to her student teacher. However, Ms. Floyd having this intervention, not only communicated to Beth that the level of interaction and talking during the reading lesson was unacceptable, but it also showed Beth the bodily performances that should be used in the future if that behavior happens again. Ms. Floyd and Beth came into the space of student teaching with different ideas of what material-discursive practices should be used in the classroom.

Lasting Bodily Effects of the Encounter

Throughout the rest of the experience, as Beth's material-discursive practices become more like those of her mentor teacher, there were not interventions like the one described anymore. As Beth started to use similar terminology as her mentor teacher like "get in your self control positions" and body management techniques like moving the students to the carpet to get them to settle down, Ms. Floyd no longer critiqued Beth's material-discursive practices. Beth reproducing her mentor teacher's material-discursive

practices more closely led to less critique. In later discussions about how lessons went the focus of the conversations were more on content or the behavior of the students and less on the practices of Beth. For example, one day Beth was doing a science lesson discussing chickens and the eggs that they lay. She had brought in an egg for the students to look into with a flashlight when the lights were turned off. The students were very excited to look at the egg and see inside. The level of movement and noise was very similar to that of the reading lesson described at the beginning of the chapter. However, during this lesson Beth stopped and addressed the behavior of the students several times. She raised her hand to get the students to settle down. The students got quiet for a moment, but then became very excited when she started walking around the room again showing the egg. Beth stopped again and said that she would only be able to show the students the egg if they were in their "self control positions". The students adjusted themselves temporarily, but as soon as Beth started to walk down the rows showing the egg, the students they were moving around again to get a better view. After the lesson, I noted a discussion between Beth and Ms. Floyd. Beth said, "I think they really liked that, but they were a little out of control". Ms. Floyd responded, "They definitely were really excited. Maybe next time, I would do it in small groups so that the students didn't have to wait so long to see the egg". There was no mention at all about the behavior of the students from Ms. Floyd even though it was very similar to the behavior in the reading lesson. In fact it was Beth that brought it up first showing that it was clearly something she was thinking about.

As Beth utilized more of Ms. Floyd's material-discursive practices, Ms. Floyd had a more positive outlook on how a lesson went even if the behavior was very similar.

The reproductions of material-discursive practices, in this case, led to a more positive response from the mentor teacher. Because the space of student teaching is one where a student teacher needs the approval of the mentor teacher in order to pass the course, more positive responses than negative are desired by student teachers. If reproducing practices inside of the material-discursive space of student teaching leads to more positive responses from the mentor teacher, it would be very hard for a student teacher to continually push back and use different or more innovative material-discursive practices in the classroom.

Common Student Teaching Rationales: Promoting Bodily Sameness

To make the interaction between Ms. Floyd and Beth even more complicated there are several other aspects of material-discursive space of student teaching that impact Beth's freedom to use different or more innovative material-discursive practices. Student teachers are generally viewed as a temporary part of the classroom. In Beth's case, Ms. Floyd had half the year with the students before Beth even walked in the classroom in which she set up her routines and expectations for the students. Then there is the fact that Beth will be in the classroom for thirteen weeks. This means that the students will end the year without her there too. The fact that the student teacher is only going to be in the classroom for a short number of weeks profoundly impacts the interactions that are possible in the classroom. Again, it is not about time. Just as it is not about how long the student teachers spend in the classroom, it is also not about having the student teachers go earlier or leave later in the year. If a student wants to use different material-discursive practices for behavior management or a morning routine, the mentor teacher may be more likely to discourage the student teacher, because the students have

been used to certain material-discursive practices already used regularly before they arrived and again after they leave. For example, Ms. Floyd regularly used the word "consistent" with Beth. "If you do it that way it will keep things more consistent for the kids", or "I have them turn their papers into this box. If you do that, it will keep things consistent for them". The student teachers are just temporary visitors that are pressured to keep material-discursive practices consistent for the students' sake, and not professionals who might bring in new practices that could replace the ones currently being utilized. This material-discursive idea circulating leads many teachers, like Ms. Floyd, to push for the reproduction of material-discursive practices during student teaching instead of new and innovative practices that would vary from those already used on a regular basis.

Similarly, mentor teachers see themselves as the person who must take responsibility for the kids in the classroom and their learning. Though student teachers take over responsibilities on and off throughout the entire thirteen-week experience, the mentor teacher is still the students' teacher who is charged with covering the material set forth and held accountable for the students' test scores. Teachers are pressured in this era of high-stakes testing to make sure as many of their students achieve passing scores as possible. This in turn puts more pressure on student teachers to cover particular amounts of the material. Student teachers may not feel like it is a possibility to use different material-discursive practices because of the chance that it may not be as effective as their mentor teacher's practices. In Beth's case, Ms. Floyd acts as though she believes students learn best when they are silent and seated facing forward. It does not seem like she is willing to take the chance that the students are learning just as much by moving around or

calling out without being asked to respond. This is demonstrated by Ms. Floyd's intervention immediately after the lesson and detailed suggestions of other material-discursive practices that could be used instead. It is hard to ask a teacher who has so much pressure placed on them to give up the material-discursive practices they believe should be used in the classroom for a set number of weeks so that their student teacher can have the space to try new ways of being in the classroom.

With interactions like the one that Beth and Ms. Floyd had, there is a controlling and narrowing of diversity happening in the material-discursive space of the student teaching experience. In my observations after the discussion between Beth and Ms. Floyd, Beth's bodily ways of being in the classroom were much more similar to Ms. Floyd's. I saw all three of the material-discursive practices that Ms. Floyd had suggested to Beth in this one material-discursive interaction. It no longer was okay for students to all answer at the same time or have their hands in their desks during a lesson. It is important to clarify that this analysis is not about Ms. Floyd's material-discursive practices being 'bad' or 'incorrect', or other material-discursive practices being 'good' or 'right'. It is about the power of the material-discursive space of the student teaching context, and how that space tends to reproduce practices and bodies.

Evaluative Forms as Material-Discursive Tools Narrowing Bodies

There are numerous reference and evaluation forms requested and completed within the material-discursive space of student teaching. These forms all serve as material tools that create a particular discourse about what schools want in teacher bodies. One form will be analyzed in this section, the weekly summary form filled out during student teaching. The bodily expectations and the material-discursive elements

created by the form will be analyzed. The material-discursive come together through these forms to communicate desires for teacher bodies to be alike and utilize similar material-discursive practices. The push for teacher bodies to become similar speaks to the power of the material-discursive student teaching space and its push towards replication instead of innovation.

The Weekly Summary Form in the Material-Discursive Space of Student Teaching

The weekly summary form (Appendix A) is a document that has to be filled out jointly each week by the student teacher and the mentor teacher. The form only has four questions. The first two questions are meant for the student teacher. The questions state, "What new and helpful insights about teaching and learning occurred for you this week? Do you have any questions for your mentor teacher?". The next two questions for the mentor teacher state, "What suggestions and/or celebrations would you like to offer your student teacher this week? Do you have specific helpful feedback for your student teacher?". Then, the form states its official purpose; "The purpose of this form is to provide continuous documentation about the needs and accomplishments of our student teachers. The (University) supervisor will rely on this form to confirm understandings developed by the student teacher and mentor teacher related to "professional growth".

The language used in the questions on the weekly summary form reinforces bigger discursive ideas circulating in the material-discursive space of student teaching. The student teacher is asked on the form to come up with questions and say what they have learned, and the mentor is asked to provide helpful suggestions and feedback. This language suggests that asking questions of their mentor teacher and stating what they have learned can somehow gauge a student teacher's "professional growth". The language supports dominant discourses that student teachers are there to learn from their

mentor teacher and gain insight from their experience instead of being in the classroom to use new or differing material-discursive practices. In other words, the student teacher is *not* asked to provide suggestions to her mentor, nor is the mentor teacher asked what practices they have seen from their student teacher that they might want to implement in the future. The form also does not ask student teachers about experimenting with different configurations of the room, lesson formats, or power between student and teachers.

Bodily Replication Rewarded

The weekly summary form reinforces discourses that do not value or highlight innovative material-discursive practices of the student teacher. Having this material-discursive element used every week seems to perpetuate discourses that lean more towards replication of the mentor teacher's practices instead of innovation on the part of the student teacher. For example, Beth and Ms. Floyd's first weekly summary form Beth commented that, "I saw multiple times where Ms. Floyd changed her lesson to fit the students needs". Here Beth is studying the material-discursive practices of her mentor teacher, even if that is not what she might have named it, and listing it as and 'insight' for her future practice. Ms. Floyd responded that Beth was, "very quick to pick up our routines – great questions about our behavior management and routines. Super professional". This comment praises Beth for her ability to replicate and ask how to do the routines already in place in the classroom labeling it as "super professional". It is important to analyze these forms from the perspective of the material-discursive in order to see the phenomenon that is produced from the entanglements these forms are a part of.

In my opinion, the form does not document "professional growth" in any way, nor does it work to create a dialogue between the student teacher and mentor teacher that encourages innovative material-discursive practices. Looking over the thirteen weekly summaries between Beth and her mentor teacher, her own material-discursive practices unique to her mentor were only mentioned three times. All of which referred to her unit plan she created as part of her university requirements. The rest of the forms consisted of Beth writing a few short sentences about something she had learned from her mentor teacher, and her mentor teacher agreeing with her and telling her that she is doing a great job. For example, on the week five weekly summary, Beth wrote, "I discovered alongside my teachers input and reflection that teaching is a constant job of the teacher being flexible to adapt and change her management and teaching style to meet the needs of the students. My teacher explained that each year you change as a teacher to fit your students needs". Ms. Floyd responds, "You are so right! You continue to be insightful and try to stay two steps ahead with your planning. You are making decisions based on what is best for the students".

Beth simply repeats what her mentor teacher has told her over the week. It is not to say that what her mentor teacher is untrue or 'bad' advice for Beth to hear, but none of it relates to her personally and how that teaching insight manifests itself in material-discursive practices from moment-to-moment in the classroom. The form isn't helping to open up anything new; rather it functions to promote enacting material-discursive practices. Ms. Floyd's comments back to Beth serve to validate her own thinking, because she is praising Beth for listening to her advice and encouraging her that she is doing the right thing. For Beth, using the material-discursive tool of the weekly summary

every week works along with material-discursive encounters in the classroom to encourage reproduction of material-discursive practices. When there is no encouragement to examine diverse material-discursive practices happening in the classroom it becomes easy for student teachers to follow and repeat the material-discursive practices of their mentor teacher, as illustrated in Beth's encounter and weekly summary comments.

Student Teaching and the Replication of the Body

Ms. Floyd shut down Beth's use of new material-discursive practices in the classroom. She probably did not mean for this to happen, but the fact is, this material-discursive encounter lead to Beth seeing certain practices as less of a possibility in the classroom. Material-discursive practices that replicated those of Ms. Floyd were privileged and rewarded by praise both verbal and written. The phenomena of the narrowing of the type of teacher bodies in schools is directly connected to the tendency for the student teaching experience to encourage reproduction instead of innovation. If teachers, like Beth, are going through the rite of passage of student teaching and continually being placed in spaces that encourage reproduction and doing activities that encourage reproduction, it is not surprising that the type of teacher bodies in schools is narrowing. This chapter shows how Beth's body did in fact become more narrow because of this material-discursive encounter.

When considering student teaching, time has been privileged over space. Discourses circulating about time somehow equaling better quality experiences or possibilities are dangerous. More time does not guarantee anything but more time. It is the space that is important. Student teaching, as it is traditionally structured does not give many future teachers any room to enact the material-discursive practices they would like

to. Teacher education students need to be in spaces where they can enact a variety of material-discursive practices and see the openness of teaching from moment-to-moment. The ability for teacher to have the space to enact a variety of material-discursive practice leads to new phenomena in which bodies can be produced differently.

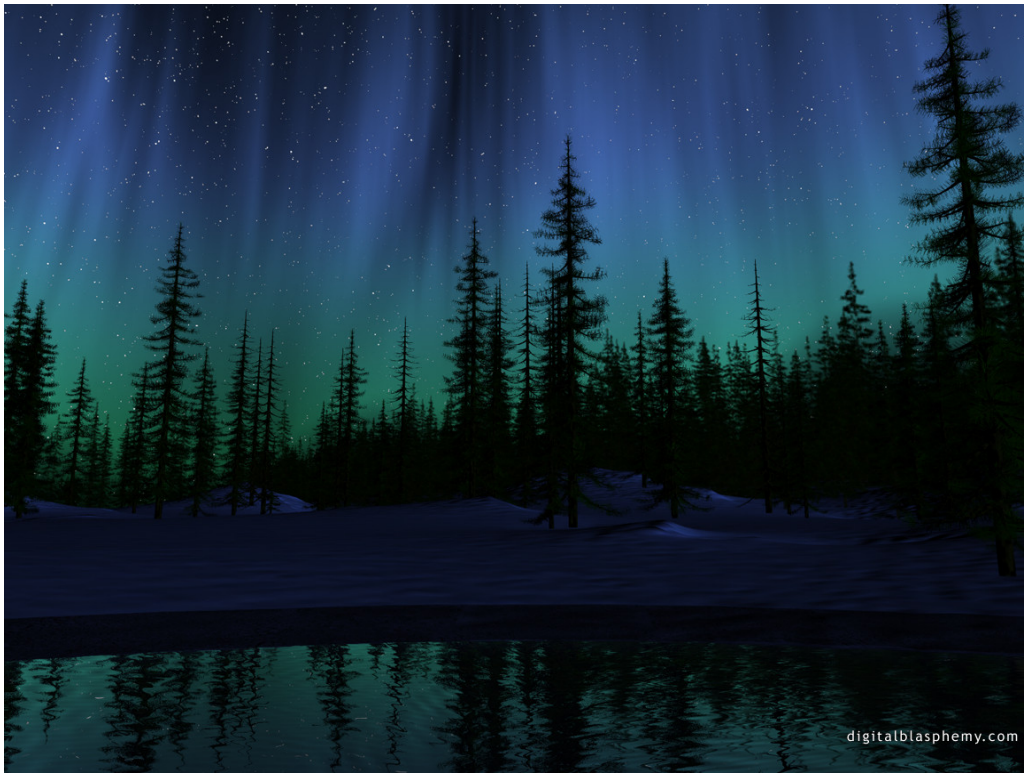
The concluding chapter will explore these implications further and discuss future research that needs to be conducted to continue to unravel the phenomena of the narrowing of the type of teacher bodies in schools.

CHAPTER 5

CONCLUSION

The Grid and Active Creation in Student Teaching

If someone were to ask you to describe the image below, what would you say?



One person might describe that the picture consists of trees under the night sky along a body of water. Others might talk about the rich colors or the way that the light shines from above to illuminate the night sky. When you look at an image, you feel as though it is describable; that the image is unchanging. There is the impression that, if you came back to this picture an hour later your description would still hold true. A general outline of what the image consists of can be communicated.

In very much the same way, student teachers get an outline of what the image of the student teaching experience will consist of. Not only do they get an outline from their university supervisor, but they also get an outline from their mentor teacher. The university facilitator gives the student teacher a syllabus on the first day and outlines what activities they are expected to complete and how they can participate successfully in the experience. The meeting outlines how they are to dress appropriately, take over responsibilities in the classroom, and what forms and paperwork need to be filled out when. Then, a day later, their mentor teacher outlines the experience for the student teacher. Though there is no official syllabus from the mentor, they outline expectations and rules all the same. This outline usually includes the procedures of the classroom, where student teachers can help out immediately, daily schedules, and discussions about the space of the classroom (i.e. where 'their' space is, where supplies are, and where certain activities take place).

As student teachers hear these outlines from their university facilitator and mentor teacher, a type of grid begins to form for the student teachers that includes all of the expectations, responsibilities, and activities that come with student teaching. The image of the experience starts to take shape. All of a sudden there is a tree on the grid, then water, and stars in the sky. As the grid begins to fill, the image of student teaching seems describable, static, and one-dimensional (i.e. the experience I am about to go through includes these things…1, 2, 3). The image seems fixed, with elements that are unchangeable. With this static perception, the experience can becomes about moving through the weeks describing the elements of the grid instead of actively creating and changing the grid from moment-to-moment as teachers have the power to do.

Actively creating and changing the grid is possible because the image was never fixed or stable in the first place. The grid, or world, is in fact always changeable. Take the picture above from digitalblashemy.com as an example. It is a digitally created image called Skysong. The image is 1152 × 864 pixels and consists of 242,449 bytes. Each byte is a packet of code that tells the computer what color to make each pixel on the grid. The person that created this image actively wrote the code and from moment-to-moment the grid changed. With new code the grid can always be actively changed. You could write anything you could imagine into the grid. The same can be said for the grid of student teaching, and schools in general. Though the image may *seem* fixed or unchangeable, the grid is always being created and can always be transformed. Although different material-discursive elements are coming together in unique ways continuously to change the grid, it is the reproduction of certain practices over and over again that makes it seem so stable. Material-discursive practices are the code student teachers can use to actively write or change the grid of schooling from moment-to-moment. However permanent a grid feels, new material-discursive practices from moment to moment create phenomena. So, instead of going into the student teaching experience with an outline of a grid that is flat and static, student teachers should to go into teaching experiences thinking about how the grid is theirs to actively create and change through their material-discursive practices from moment-to-moment.

Major Findings

This study's goal was to unpack material-discursive spaces and practices of the student teaching experience that work to produce a narrow concept of a professional teacher body to help examine the questions:

- In what ways does space impact or narrow the bodily material-discursive practices of student teachers?
- How do nonhuman material objects influence the moment-to-moment bodily material-discursive practices of student teachers?
- In what ways does the student teaching experience preparing future teachers for bodily reproduction or innovation?

The following sections will discuss the major findings related to each research question.

Space: In what ways does space impact or narrow the bodily material-discursive practices of student teachers?

The examination of space as part of the entanglement that impacts decisions and interactions in the classroom helps to uncover the multiplicity of bodies and space. It also highlights the idea that different material-discursive practices can lead to the production of new or different phenomena instead of the reproduction of practices that can work to continually include some and exclude others in certain spaces. Material-discursive practices are essential to examine in schools because they work to produce and maintain certain assumptions within a space. If the same material-discursive practices continue to be uncritically accepted, the same practices can be reproduced, and possibilities to act differently will continue to seem like they do not exist. Laura saying that the cafeteria discipline system "is not going to change" but admitting that enacting an alternate material-discursive practice of sitting with the kids could create change shows that material-discursive practices can come to be seen as agreed upon in certain spaces, which influences the teachers to reproduce the same practices over enacting practices that are different.

Making maps with student teachers opened up opportunities to explore the different spaces of the school along with the material-discursive practices that occur daily in order to discover new possibilities. The reproduction of Beth's body was important to explore through the map activity because the feeling that there is a 'place' for a student teacher and a particular way that things need to be done, opens up the complex ways in which reproduction happens at the school and classroom level and emphasizes all of the different ways her body *can* be enacted in a school context. The map-making activity illuminated how Laura spends a great deal of time speaking about the regulation of student bodies through material-discursive practices in various spaces (i.e. walking on the blue line, the cafeteria discipline system). Repeating material-discursive practices that regulate student bodies not only narrows the types of teacher bodies in schools, but student bodies as well. During the map-making activity, Carly described that she feels it is an impossibility to speak up in faculty meetings which caused her to reproduce her body as a listener over and over in that setting. Feelings of impossibility can lead to the narrowing of teacher bodies through repeated material-discursive practices. Student teachers have endless material-discursive practices they can enact from moment-to-moment in all spaces of the school. However, if space is not considered as part of the entanglement of school and classroom interactions it can work to narrow the bodily material-discursive practices of student teachers.

The Nonhuman: How do nonhuman material objects influence the moment-to-moment bodily material-discursive practices of student teachers?

Matter is not just something there that humans simply manipulate or utilize, matter has a power of its own to act. The Smart Board, clothing, and furniture (along with

countless other nonhuman actants) in a classroom all influence the moment-to-moment bodily material-discursive practice of student teachers.

Lessons, pedagogies, and *bodies* in the classrooms of the five student teachers were centered on the Smart Board. Observations of the student teachers led me to see the same material-discursive practices used over and over when the Smart Board was involved. It was noted that the very presence or absence of a Smart Board in a room causes other actants in the assemblage to change their course of action and interact in particular ways. Even after thinking a Smart Board lesson went "terrible" Laura brainstorms that she can just enact a different Smart Board activity next time. Not using it did not even seem like a possibility to her. This nonhuman actant worked to narrow the bodily material-discursive practices that Laura saw as possible.

Clothing also worked to narrow the bodies of student teachers at Shaw Elementary. Caroline's lack of the 'right' clothing and accessories not only illustrated that nonhuman actants like clothing impact daily material-discursive practices, but it also helped show how diversifying teacher bodies in school can be beneficial to young children who might identify with it. Clothing is powerful and always part of material-discursive entanglements from moment-to-moment. Clothing can change how a person feels about themselves and those around them as illustrated in the previous section. Clothes have the power to influence interactions between student teachers an their mentors as well as their students.

The 'thing-power' of the furniture is influential because it helps to dictate how bodies can convene in certain spaces. Furniture can produce subtle affects on the material-discursive practices of those interacting around it. The smaller chairs around the

reading table for the Kindergarten students not only made the room seem more bright and happy, but they also alter what happens in interaction with students who go back to the table to participate in small group work. The material-discursive does matter, and giving material actants serious consideration helps to disentangle how nonhuman objects in a classroom are both restricting and allowing certain material-discursive practices to seem more possible than others.

Reproduction or Innovation: In what ways does the student teaching experience preparing future teachers for bodily reproduction or innovation?

Beth and Ms. Floyd's interaction exemplifies the power of the material-discursive space of student teaching and its tendency to lean more toward reproduction than innovation. In the material-discursive space of student teaching, where Beth is a *student* teacher and Ms. Floyd is her *mentor*, her differing material-discursive practices are open to critique by her mentor. After their encounter about how to get the students to quiet down, throughout the rest of the experience, Beth's material-discursive practices become more like those of her mentor teacher. Beth started to use similar terminology as her mentor teacher like "get in your self control positions" and body management techniques like moving the students to the carpet to get them to settle down, Ms. Floyd no longer critiqued Beth's material-discursive practices. Beth enacted material-discursive practices that reproduced those of her mentor. As Beth utilized more of Ms. Floyd's material-discursive practices, Ms. Floyd had a more positive outlook on how a lesson went even if the behavior was very similar to the lesson that she critiqued. Forms used within the student teaching experience, like the weekly summary form, also promote replication over innovation. The phenomena of the narrowing of the type of teacher bodies in

schools is directly connected to the tendency for the student teaching experience to encourage reproduction instead of innovation. If teachers, like Beth, are continually being placed in spaces that encourage reproduction, it is not surprising that the type of teacher bodies in schools is narrowing.

Implications for Theory

Theoretical implications of this study include 1) the concept that student teachers can use different material-discursive practices to create new phenomena 2) that more time in student teaching might just mean more time 3) and the less possibilities for diverse material-discursive practices a student teacher sees the more likely they are to reproduce the material-discursive practices of others.

Different Material-Discursive Practices to Create New Phenomena

The process of using a material-discursive practices from moment-to-moment to actively create and change any aspect of teaching is in essence what the bodily becoming of a teacher is all about. It is a process that is never finished. The creation is ongoing because with each passing minute new material-discursive elements are coming together in interactions and endless material-discursive practices are available for use.

In this era of high-stakes testing, teacher surveillance, and standards the grid may seem more rigid than ever. It has become even more vital for those going through teacher education programs to explore the grid and their power to actively create and change it through material-discursive practices. Student teachers have to learn that they are writing their experiences one material-discursive practice at a time. How they produce their bodies through these practices can either be in response to all of the things they have been told that teaching is (testing, standards, protocols) or in response to a complex look at

what is affecting their interactions from moment-to-moment in the classroom. It is not that the standardized test somehow disappears, but the material-discursive practices of the student teachers are not driven by that element alone. Responding to and taking into consideration all elements affecting every interaction opens up more options for material-discursive practices, which produce bodies differently in schools. Standardized tests become only one small part of what it means to look, speak, and act like a teacher instead of the driving force behind all of the material-discursive practices that occur in the classroom.

More Time Means More Time

I argue that it is *not* more time with greater mentor support in the classroom that is going to empower student teachers to practice and experiment with innovative material-discursive practices. Giving student teachers the freedom to change the material-discursive *space* of the classroom allows possibilities for enacting new material-discursive practices that create new phenomena. Time does not mean a better or more quality student teaching experience; it just might mean more time. As the encounter between Beth and Ms. Floyd exemplified in chapter four, the time that Beth spent in the classroom after the interaction was not brimming with possible material-discursive practices. Many possibilities seemed shut down, and extending her time as a student teacher was not going to change that. As Soja (1989) argues, it is time that gets continually placed over space. I maintain that space needs to be privileged over time when it comes to the student teaching experience. Teacher educators must realize that sending student teachers out for a certain number of weeks "full time" to do their student teaching doesn't guarantee anything. It could just mean a certain number of hours in a

material-discursive space that leans towards the replication of the material-discursive practices of others.

Fewer Possibilities leads to More Replication

The more teachers perceive the grid as open and fluid, more diverse practices and bodies become a part of the make up of schools. Part of the bodily becoming of a teacher is recognizing the seemingly set grid of the school or of student teaching as place of active creation. If student teachers were equipped to recognize the material-discursive elements narrowing possibilities, and used different material-discursive practices to actively create instead of replicate the phenomena of the narrowing of teacher bodies might change. However, if student teachers cannot see the possibility for enacting countless material-discursive practices they may be left to replicate those around them. All of the student teachers at Shaw Elementary replicated the material-discursive practices of their mentor teacher at some point over the full time experience. In some cases this was a good thing. What is problematic is when a student teacher can't see any other options for action and resorts to replication simply because it is all they think they can do.

Implications for Practice

This study points to four major implications for practice that include: 1) giving student teachers access to diverse material-discursive spaces 2) more directly focusing on material-discursive practices when student teachers are in schools 3) challenging student teachers to move beyond one-dimensional teaching 4) and allowing student teachers to interact with students outside of the material-discursive space of schools.

Diverse Material-Discursive Spaces

One of the biggest complaints that I came across in my semester with the student teachers at Shaw Elementary was that their University classes never talked about a lot of the day-to-day routines, transitions, and discipline problems that they had to face while working in the elementary schools. In these cases they deferred to the mentor teacher's policy or the school's policy, simply replicating these material-discursive practices. I think that it is important to see all of the possibilities for the routines and protocols of elementary schools by not only visiting many different school, teachers, and administrators, but also having time back in the classroom to discuss even more possibilities than the ones observed. If University faculty could identify classrooms and schools with varying approaches to these everyday routines and policies, the cohort could be sent out to observe the specific material-discursive practices that different schools and teacher's use from moment-to-moment and then come back for discussions about the material-discursive elements coming together to influence the practices being used. The point here would not be to collect a list of material-discursive practices that they could use here or there. The point of this exercise is to explore and highlight the openness and possibility that material-discursive practices can bring to every aspect of teaching.

Direct Focus on Material-Discursive Practices in Schools

Student teacher could be sent out individually to different classrooms across different schools to observe the material-discursive practices used to manage behavior, in the classroom, in the halls, and on the playground. Then, the students would come back and spend several days in the classroom unpacking the experiences. Students with the help of a University faculty member could talk about the material-discursive elements

impacting these moment-to-moment interactions in the classroom and what other possibilities might have spawned something completely different to occur. The student teachers could come away with a much more broad understanding of the fact that there are an infinite amount of material-discursive practices possible that they could use every day. In this example, student teachers are equipped with the knowledge to go out into their first year of teaching and not only have the ability to recognize the material-discursive practices being used from moment-to-moment, but also have the confidence and knowledge to challenge that material-discursive space through the use of different material-discursive practices. Instead of Beth having Ms. Floyd tell her how to get the attention of the students and readily agreeing, Beth may tell her colleague as a first year teacher that she respects her use of that material-discursive practice, but she likes to think about all of the elements influencing an interaction in the moment and choose a material-discursive practice that she thinks will respond to the needs of the students at that time.

Moving Beyond One-Dimensional Teaching

By sending students out several times over their last semester in this purposeful and methodical way, students can begin to really conceptualize the openness of their classroom for their first year teaching. Every second is an opportunity to create something new through their material-discursive practices. Student teachers would no longer need to be stressed about decisions like what morning routine they want to put in place, how they are going to handle transitions, how to walk in the hall, deal with standards, resist test pressures, and communicate with parents, because the process of educating teachers is not about coming up with any 'best' practice for these topics. Picking a 'best' practice is one-dimensional, and teaching is much more complex than

that. Teaching one-dimensionally would consist of a student teacher picking out what they thought was a 'best' practice and using that practice in all interactions. A student teacher thinking one step more complex would think about how a 'best' practice used in an interaction is going to impact an outcome (i.e. if I use this practice…this result will occur). Student teachers thinking even more complexly than that would acknowledge that there are multiple material-discursive practices that can result in a variety of outcomes in the classroom. However, teachers thinking about teaching in its most complex form would not only acknowledge that multiple material-discursive practices can result in various outcomes in the classroom, but they would also recognize that each moment in the classroom is an opportunity to create something new through their material-discursive practices. Instead of worrying about what morning routine will work the best for students, a student teacher thinking in a complex way would realize that there would never be one morning routine that will work the best for the students. Teaching becomes a matter of continually examining material-discursive elements impacting the classroom in the moment and, through material-discursive practices, creating a space that will meet the needs of the students. The key is that teaching needs to be seen as a dynamic process that is ongoing and never static.

Interacting Outside the Material-Discursive Space of Schools

As the student teachers start to conceptualize the openness and fluid nature of teaching, it is important for them to interact with students. This would help student teachers practice recognizing material-discursive elements at play and using different material-discursive practices in the moment that respond to those elements. After-school programs in the local community could be a productive space for this to take place. Here

the student teachers would have complete autonomy. They also would not be plugged into the grid of 'school', which would allow student teachers to hone in on their moment-to-moment material-discursive choices without the elements that pressure some student teachers into replication. Each student teacher could be in charge of several students. Though the student teachers would not be in an actual school setting, they would be required to operate within a few broad guidelines (ex. the lessons they taught would have to cover standards).

Beyond those broad guidelines, it would really be up to the students as to how they interact with the students and what material-discursive practices they want to use from moment to moment. It would be essential to come back together and meet after these experiences to discuss how the student teachers are beginning to see teaching as open and fluid, and how that openness and fluidity might work in a school setting. The exploration of the openness and fluidity of material-discursive practices is ideally what the full time two-weeks of student teaching should allow for in a traditional format, but having these interactions outside of a school walls would allow the student teachers a place to be creative and grasp the possibilities in a space of their own. There still would be time limitations on interactions and things of that nature making the experience fairly similar to how they might feel during a packed day in the classroom. I think that the benefits of allowing student teachers to grow into teachers that can understand teaching as material-discursive space and see the openness and possibilities in the classroom that can be manifested through material-discursive practices is so much more powerful than learning about procedural tasks that will change depending on what school they end up teaching in anyway. As these student teachers go forth into classrooms of their own, they

have diverse material-discursive practices that actively create new and unique possibilities for bodies in schools.

Future Research

The research done for this study focused on the importance of looking at material-discursive practices in the student teaching experience. Through material-discursive practices a few of the many contributors factoring into the phenomena of the narrowing of teacher bodies were explored. The idea that some material-discursive practices seem more possible in some spaces of schools and classrooms than others is key to the experience leaning towards the replication of a certain type of teacher body. The impact of material objects on the material-discursive practices of student teachers also leads towards the reproduction of a particular teacher body. And finally, the material-discursive space of student teaching as a whole in many cases moved student teachers towards replication of the same teacher body. These three threads all contribute to the larger phenomena of the narrowing of the type of teacher bodies in schools, but the phenomena is very complex and made of many more threads yet to be explored. These three threads are just one piece of the bigger picture. Further research must be conducted in order to more fully understand this troubling phenomenon.

Looking further into Material-Discursive Practices

First, I think more research needs to be done within the student teaching experience because it is such a rich site to unravel how teachers come to move, think, speak, and act like teachers with the 'right' bodies. Future studies need to be done that include working directly with student teachers helping them discuss, identify, and use material-discursive practices. My study simply looked at the student teachers' material-

discursive practices that took place without direct attention placed on talking with student teachers about what they were or how they were used from moment-to-moment. There were also no components of the study that helped student teachers enact new material-discursive practices consciously.

Taking the theoretical ideas found in this study as a foundation for this next round of studies would help give a more complex understanding of how material-discursive practices are being used and can be used within schools. These new threads would give empirical 'data' to help understand why the types of teacher bodies are being narrowed in schools. In these studies, teachers would explicitly learn about material-discursive practices and then think about and discuss how they function in schools in everyday interactions. Student teachers would be asked to think about their own material-discursive practices in the moment and identify times that they enacted new material-discursive practice. The student teacher would be asked to describe how using new material-discursive practices felt, where, if anywhere, they felt resistance, and how this impacts their teaching in the classroom.

Broaden the Activity of Map-Making

Second, I believe there needs to be more research into the use of the mapping activity with student teachers to open up direct discussions about material-discursive practices and their connection to how different spaces of the school may limit the material-discursive practices that seem possible in the moment. Zooming in where student teachers might feel limited seems important when the goal is the opening up of possibilities for teacher bodies. The mapping activity done for this study had the student teachers discussing the practices that occurred in different spaces of the school, but they

were never explored as specifically material-discursive in nature. The student teachers also were not asked to directly engage with questions of what other practices they saw as possible in each space. Participants were also never asked to implement any new material-discursive practices to actively create a different kind of space for themselves and their students. Allowing student teachers the opportunity to explore these questions, have these discussions, and actively practice using new material-discursive practices may help open up what their bodies can do in all of the spaces around the school. Conducting this research would add more empirical 'data' to untangle the complexity of how space is connected to the narrowing of the type of teacher bodies.

Expanding to Study Material-Discursive Practices of Veteran Teacher's

Third, material-discursive practices need to be studied among practicing teachers as well since the phenomena of the narrowing of teacher bodies is not just happening in student teaching, but it is happening in all the years that follow as well. Teachers at all stages of teaching must be considered for this research (i.e. first year teachers to 25+ year teachers). This research would include asking teachers about their material-discursive practices from moment-to-moment in the classroom, asking them about how the material and discursive come together to impact what practices they choose to use, and discussing factors that make certain material-discursive practices seem possible and others seem impossible. Activities could also be included where the practicing teachers pick a space that once may have seemed limited and consciously work to actively create a new possibility through their material-discursive practices. As teachers begin to realize their power to actively create something new every moment, the possibilities for looking, speaking, and acting like a teacher open up as well. Conducting this type of research may

provide an avenue for changing the narrow concept of teacher bodies that are acceptable in schools.

Research into Reconfiguring the Student Teaching Experience

If the material-discursive space of student teaching privileges leans towards replication, which has a hand in the narrowing of the types of teacher bodies in school, it may be time to drastically re-think the experience. Future research needs to be done into new ways to reconfigure the student teaching experience in order to allow student teachers freedom to enact a variety of material-discursive practices.

Reconfiguring the "time" spent in spaces.

Research in this area is already taking place. The Rounds Project out of the University of Michigan has taken steps to re-imagine undergraduate course work and the student teaching experience for middle and high school teacher candidates (http://rounds.soe.umich.edu). The project bases their students' undergraduate course work closely on the clinical model of doctors. The Rounds Project is different than the majority of student teaching experiences in seven ways: (1) In the Rounds Project model, specific master teachers are hand selected for the teacher interns to spend time with; (2) Instead of only spending time in one or two classrooms total, teacher interns visit five different classrooms in five different school environments (i.e. rural, urban, private, public) over two semesters. In the program "they chose the teachers and the schools with care to provide the teaching interns with a breadth of experiences" (Brustman, 2011, p. 7); (3) The program stresses program coherence between the instructors of course material throughout the three semesters and the field experiences by holding weekly meetings; (4) Mentor teachers are called 'attending' teachers, and they are asked to work

more closely in real time with teaching 'interns' than other student teaching experiences might require. Mentor teachers might just observe student teachers and give feedback after a lesson or even hours later. 'Attending' teachers are asked to have more interaction as the lesson is happening. Field supervisors even go into classrooms to help model how to intervene during a lesson without undermining the authority of the attending teacher or student intern; (5) In the Rounds Project, education course work specifically correlates to the particular round they are currently in. This works because separate teachers teach all the disciplines once you get to the high school level. The idea is that the students can take what they learned in the course work, immediately apply it in the classroom, and then go back into the university classroom and talk about it; (6) In the final semester of the Rounds Project model, teacher interns develop cases from their experiences and spend time with fellow interns and field instructors discussing them. In the discussions teacher interns can work together as a group to come up with strategies to handle certain situations as future teacher. The cases also give teacher interns a chance to think about situations or context that they did not experience in their five placements; (7) Last, the Rounds Project model utilizes 'handovers' from one semester to another. Handovers document the activities, practices, learning needs, etc. of each student. The handovers are passed to the next set of instructors each semester so that course material and activities can be specifically molded to fit the learning needs of the group.

Overall, the Rounds Project model is groundbreaking in the sense that significant changes have been made to the student experience of undergraduate teacher candidates. The model privileges space over time, and teacher interns interact with several different teachers and contexts over their three semesters. It is not about the amount of time they

are in each place; it is about the space itself and the material-discursive interactions that go on within that space. The Rounds Project Model also helps work against the reproduction of certain material-discursive practices through exposing the teacher interns to several different spaces in which different practices are used. Students are able to come back together from their unique material-discursive spaces and share their experiences with one another helping all student teachers see the innumerable material-discursive possibilities from moment-to-moment they have in the classroom.

The Rounds Project model is *not* a clear cut solution to the issues of student teaching discussed in this study, but the overall direction the model takes is positive as it helps work against the issues of privileging time and the reproduction happening during student teaching. It is also important to note that the program is very small. Applying the same model to a larger teacher education program may be problematic. Thinking about the project helps the teacher education community see outside of the box in terms of what a different type of student teaching experience might look like.

Reconfiguring to focus on material-discursive analysis and practices.

Thinking about a material-discursive approach to student teaching might open up new possibilities in teacher education. First, addressing problematic language would be necessary. Instead of 'student' teachers working with 'mentor' teachers, it may be helpful to call both in the pairing partner teachers. This removes some of the material-discursive weight that comes with using 'student' and 'mentor' and the material-discursive practices those terms reinforce.

Second, a material-discursive approach to student teaching would work against privileging time. This means that student teaching experience would not be focused on

the amount of time teacher candidates spend in the classroom, but the material-discursive spaces that the student teacher candidates have access to. Teacher candidates could move in between placements throughout the semester to get a diverse look at material-discursive spaces. They could move to a different placement each week, visiting each place twice over a semester. For example, teacher candidates could have six spaces that they visit twice over a semester (i.e. when going to the PDS school twice in the semester they might have different partner teacher each week). Each week the student teachers would do a weeklong project with the students much like the unit that Beth did (Chapters 3 & 4). The classroom partner teacher would have an hour to two hours each day set aside for the partner teacher coming in to do their unit. These spaces could possibly include elementary classrooms at a Professional Development School, private school classrooms, Montessori classrooms, after-school programs, and even connecting with homeschool students.

Movement between a variety of spaces not only fosters diversity of material-discursive spaces, but also allows larger teacher education programs to have more placements. The teachers in each of these spaces would have to be willing to allow future teacher to come in and use the material-discursive practices that they wanted. Relationships with PDS schools would be utilized to ensure this could happen. The combination of spaces is also important because it gives teacher candidates opportunities to be partner teachers in schools, but also engage with children more independently through after-school programs and possible connections with homeschooled students.

Third, instead of filling out paperwork such as the Weekly Summary Form (Chapter 4) that privileges replication of practices, student teachers could engage in activities

focused on the opening up of material-discursive practices. For example, the partner teacher moving between material-discursive spaces could share with the working partner teacher the material discursive practices that they have used or seen in the different spaces over the semester. Engaging in these types of focused conversations allows for diversity and possibility to emerge instead of sameness. The partner teachers could also do an activity where they analyze where or when they are getting resistance to certain-material discursive practices and work on strategies to use other material-discursive practices to create change. Activities identifying material-discursive elements affecting their material-discursive practices would be important as well.

When engaging in a material-discursive approach to student teaching it would be important to bring teacher candidates together at least once a week to discuss the material-discursive spaces and practices occurring as well as where they are finding material-discursive resistances. In some meeting students could be divided into groups based on placements and others everyone could benefit from conversations across spaces. These conversations once again foster the conceptualization of the openness of teaching and possibilities available to teachers in every moment. University faculty could also facilitate these conversations with those who are in school hosting partner teachers.

These suggestions are the first steps towards building a program based on a material-discursive approach. Making these changes and conducting further research is an important part of teacher education moving forward.

Diverse Bodies through Diverse Material-Discursive Practices

The narrowing of the type of teacher bodies in schools is an issue that is complex in nature. This study helps to unravel how material-discursive practices are important to

this phenomenon. As student teachers reproduce the material-discursive practices of their mentor teacher or fail to see the open possibilities for material-discursive practices in the classroom, reproduction of practices begins to take place. As teachers reproduce material-discursive practices, teacher bodies begin to look, act, and speak more and more similarly. Reproducing material-discursive practices is not inherently bad, but the failure to think about or see other possibilities in the moment is a problem.

As discussed in the introduction, taking up a Deleuzian ontology means that student teachers never *are;* they are always *becoming.* Student teachers are involved in active creation each moment in the classroom. The awareness that student teachers have the ability to actively create might have helped the student teachers at Shaw Elementary to realize that they can choose different material-discursive practices every moment and begin to change what seems permanent. Feeling restricted to certain types of material-discursive practices, whether it is because of human or material actants, can lead to a much more narrow set of material-discursive practices that get used in the classroom. This study has considered space, human, and nonhuman 'parts' of the entanglements that make up the bodily becoming of student teachers. Each 'piece' critically matters to the meaning produced through ongoing material-discursive practices. Studies in teacher education cannot ignore the complexity of entanglements in the classroom. Leaving out or privileging any 'piece' is dangerous because important influencing 'parts' can get ignored. Material-discursive practices can then be impacted by these ignored 'parts' leading to certain phenomena such as the narrowing of student teacher bodies.

Classrooms across the country are filled with students from diverse backgrounds, cultures, religions, and economic situations. These students learn in different ways and at

different speeds. This diversity is celebrated, researched, and written about often in the field of education. Not one practice in the classroom reaches all students in the same way. So my question is why the narrowing of the type of teacher bodies in schools is not more alarming.

If teachers' bodies in schools are looking, acting, and speaking in more and more similar ways, but students need a diverse range of practices to learn, there is an injustice happening for students. It is an injustice for teachers to feel like the material-discursive they want to use do not seem like a possibility. A focus on how to encourage a diverse range of teacher bodies through material-discursive practices needs to be a major focus in teacher education.

Seeing how complex and connected everything is in the classroom can be empowering. Knowing that teaching is an open, fluid, and ever-changing process makes it exciting. In this mentality it is never about how restricted a teacher feels because of standards, tests, or other pressures; it is about their chance in each passing minute to create experiences for the students in front of them. Material-discursive practices give teachers the influence to change things they may not agree with as a teacher; speak, act, and look an infinite amount of ways. Opening up material-discursive practices opens up the types of teacher bodies found in school. Further research into material-discursive practices has the potential to not only benefit student teachers in classrooms across the country, but practicing teachers, and students as well.

References

Ahmed, S. (2010). Orientations matter. In Coole, Diana & Frost, Samantha. (Eds.), *New materialisms: Ontology, agency, and politics* (234-257). Durham, NC: Duke University Press.

Alvermann, D. E., Commeyras, M., Young, J. P., Randall, S., & Hinson, D. (1997). Interrupting Gendered Discursive Practices in Classroom Talk and Texts: Easy to think about, difficult to do, *Journal of Literacy Research*, 29(1), 73-104.

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (revised edition). London: Verso.

Barad, K. (1996). Meeting the universe halfway: Realism and social constructivism without contradiction. In Nelson, L. H. & Nelson, J. (eds), Feminism, Science, and the Philosophy of Science, Great Britain: Kluwer Academic Publishers, 161-194.

Barad, K. (2003). Posthuman performativity: Toward an understanding of how matter comes to matter. *Journal of Women in Culture and Society*, 28(3), 801-831.

Barad, K. (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning. Durham, NC: Duke University Press.

Barnes, T. J. (1998). *Political economy III: confessions of a political economist, Progress in Human Geography*, 22: 94-104.

Bennett, J. (2010). *Vibrant matter*. Durham, NC: Duke University Press.

Biehl, J. & Locke, P. (2010). Deleuze and the Anthropology of Becoming. *Current Anthropology*, 51(3), 317-351.

Bordo, S. (2003). *Unbearable weight: Feminism, western culture, and the body*. (10th anniversary ed.). Berkeley, CA: University of California Press.

Bourdieu, P. (1977) Cultural Reproduction and Social Reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487-511). Oxford, England: Oxford University Press.

Bourdieu, P. (2000) *Pascalian meditations*. Stanford, CA: Stanford University Press

Brustman, R. (2011). The whole is greater than the sum of its parts: The learning and teaching the disciplines through clinical rounds project produces better teachers by connecting and improving disparate parts of teacher preparation, *Innovator,* Spring, 3-9.

Bullough, R., Hobbs, S., Kauchak, D., Crow, N., &Stokes, D. (1997). Long-term PDS development in research universities and the clinicalization of teacher Education, *Journal of Teacher Education*, 48(2), 85-93.

Bullough, R., Birrell, J., Young, J., Clark, D., Erickson, L., Earle, R., et al. (1999). Paradise unrealized: Teacher education and the costs and benefits of school-University partnerships, *Journal of Teacher Education,* 50(5), 381-390.

Butler, J. (1997). *Excitable speech: A politics of the performative.* London: Routledge.

Butler, J. (2009). Preformativity, precarity, and sexual politics. IBR. Revista De Antropología Iberoamericana, 4(3), 309.

Burr, V. (1995). An introduction to social constructionism. London: Routledge.

Cooks, L. (2007). Accounting for my teacher's body: What can I teach/What can we learn? *Feminist Media Studies*, 7(3), 299-312.

Chavez, L. R. (1994). The Power of the Imagined Community: The Settlement of Undocumented Mexicans and Central Americans in the United States. *American Anthropologist*, 96(1), 52-73.

Clifford, J. (1986). Introduction: Partial truths. In J. Clifford & G. E. Marcus (Eds.), *The poetics and Politics of Ethnography* (pp. 1-27). Las Angeles, CA: University of California Press.

Cosgrove, D. (1984). *Social Formation and Symbolic Landscape.* London: Croom Helm.

Darling-Hammond, L. (2000). How teacher education matters, *Journal of Teacher Education,* 51(3), 166-173.

Davies, B. (2000). *(In)scribing body/landscape relations*. Walnut Creek, CA: Alta Mira Press.

Deleuze, G. & Guatarri, F. (1987). *A thousand plateaus: Capitalism and schizophrenia.* (Brian Massumi, Trans.) Minneapolis, MN: University of Minnesota Press. (Original work published 1980).

Derrida, J. (1978). *On writing and difference.* London: Routledge.

Derrida, J. (1981). Positions: Jacques Derrida. (Alan Bass Trans.). Chicago: University of Chicago Press.

Dill, V., & Stafford, D. (1994). School-based teacher education, *Phi Delta Kappan,* 75(8), 620-628.

Emberly, E. (1984). *Picture pie: a circle drawing book.* New York, NY: Little Brown & Co.

Foucault, M. (1977/1995). Discipline and punish: The birth of the prison. New York, NY: Vintage Books.

Foucault, M. (1981). The order of discourse. Inaugural lecture at the College de France, given 2, December 1970. In R. Young (ed.), *Untying the text: A poststructuralist reader*. Boston, London and Henley: Rouledge & Kegan Paul: 48-78

Foucault, M. [1976] (1998). *The History of Sexuality Vol. 1: The Will to Knowledge*. London: Penguin.

Foucault, M. (1992). *The History of Sexuality Vol. 2: The Use of Pleasure*. London: Penguin

Foucault, M. [1984] (1990). *The History of Sexuality Vol. 3: The Care of Self*. London: Penguin.

Ferguson, A. A. (2005). From bad boys: Public schools in the making of black male masculinity. In E. R. Brown & K. J. Saltman (Eds.), *The critical middle school reader* (pp. 311-*328*). New York, NY: Routledge.

Gibson-Graham, J. K. (2006). A *Postcapitalist politics*. Minneapolis: MN: University of Minnesota Press.

Gore, J. M. (2002). Some certainties in the uncertain world of classroom practice: An outline of a theory of power relations in pedagogy. Paper prepared for presentation at AARE, in Brisbane. http://www.aare.edu.au/02pap/gor02317.htm

Grumet, M. R. (2003) 'Afterword: my teacher's body', in The Teacher's Body: Embodiment, Authority, and Identity in the Academy, eds D. P. Friedman & M. S. Holmes, State University of New York Press, Albany, pp. 249–258.

Hague, E. (2011). Benedict Anderson. In P. Hubbard & R. Kitchin, (Eds.), Key *Thinkers on space and place* (2nd ed.) (pp. 18-25). London: Sage.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

Hughes-Decatur, H. (2011) Embodies literacies: Learning to first acknowledge and then read the body in education. *English Teaching: Practice and Critique*, 10(3), 72-89.

Johnson, T. S. (2005a). *(No)bodies in education: Blurred boundaries in teacher student Relationships* (Doctoral dissertation). Available from ProQuest Digital Dissertations and Theses Database.

Johnson, T. S. (2005b). The "problem" of bodies and desires in teaching. *Teaching Education*, *16*(2), 131-149.

Jones, S. (2011). Bodies before me. In S. Scherrf & K. Spector (Eds.), *Culturally relevant pedagogy: Clashes and confrontations* (pp. 165-179). Lanham, MD: Rowman & Littlefield Education.

Koster, B., Korthagen, F.A. J., Wubbels, T. H. (1998). Is there anything left for us? Function of cooperating teachers and teacher educators. *European Journal of Teacher Education*, 21(1), 75-89.

Lather, P. (1991). *Getting smart: feminist research and pedagogy with/in the postmodern.* New York: Routledge.

Latour, B. (1990). On actor-network theory. A few clarifications plus more than a few Complications, *Soziale Welt*, 47, 369-381.

Lilley, K. (2011). J. Brian Harley. In P. Hubbard & R. Kitchin, (Eds.), Key *Thinkers on space and place* (2nd ed.) (pp. 227-233). London: Sage.

Mallozzi, C. (2012). *The personal has become political: A secondary teacher's perceptions of her body in the classroom.* AERA Presentation

Mallozzi, C. (2012, April). *"The Personal has become political:" A secondary teacher's perceptions of her body in the classroom*. Symposium presentation at the Annual Meeting of The American Educational Research Association, Vancouver, BC.

Massey, D. (1994). *Space, Place, and Gender*. Cambridge: Polity Press.

Massey, D. (2005). *For Space*. London: Sage.

Mills, S. (2004). *Discourse: The new critical idiom*. New York, NY: Routledge.

Mitchell, D. (2000). *Cultural Geography: A Critical Introduction*. Oxford: Blackwell.

National Council for Accreditation of Teacher Education. (2008). *Professional Standards for the Accreditation of Teacher Preparation Institutions*. Washington, DC: National Council for Accreditation of Teacher Education

National Council for Accreditation of Teacher Education (2006). A Statement from NCATE onProfessional Dispositions. Retrieved from http://www.ncate.org/Public/Newsroom/NCATENewsPressReleases/tabid/669/EntryId/34/A-Statement-from-NCATE-on-Professional-Dispositions.aspx

Norris, S. (2004) *Analyzing Multimodal Interaction: A Methodological Framework*. London: Routledge.

Norris, S. (2006). Multiparty interaction: A multimodal perspective on relevance. *Discourse Studies,* 8(3), 401-421.

Norris, S. (2011). Three hierarchical positions of deictic gesture in relation to spoken language: Multimodal interaction analysis. *Visual Communication*, 10(2), 129-147.

O'Donoghue, D. (2007). Part II: Un/structure: Narratives of Bodies and Schooling: Teaching Bodies Who Teach: Men's Bodies and the Reconstruction of Male Teacher Identity in Ireland. In S. Springgay and D. Freedman (Eds.), Curriculum and the Cultural Body, (pp. 91-113). New York: Peter Lang.

Oliver, K. L., & Lalik, R. M. (2000). *Bodily knowledge: Learning about equity and justice with adolescent girls.* New York, NY: Peter Lang Publishers.

Orbach, S. (2009). *Bodies*. New York, NY: Picador.

Parks, A. N. (2009). Teaching by Genre Embracing a Diversity of Practices in Mathematics. *Phi Delta Kappans*, 90(8), 601- 606.

Parks, A. N. (2013). Smart Boards, Money and the Pedagogy of Watching. In M. P. Clough, J. K. Olson, & D. S. Niederhauser (Eds.), *The Nature of Technology: Implications for Learning and Teaching* (pp. 201–216). Rotterdam, Netherlands: Sense Publishers.

Philo, C. (2011). Michel Foucault. In P. Hubbard & R. Kitchin (Eds.), Key *Thinkers on space and place* (2nd ed.) (pp. 162-170). London: Sage.

Santos, A. P. (2006). Book Review: Analyzing Multimodal Interaction. A Methodological Framework. *Discourse Studies,* 8(5), 714- 716.

Sinclair, C. (1997). Redefining the role of the university lecturer in school-based teacher education, *Asia-Pacific Journal of Teacher Education,* 25(3), 309-322.

Soja, E. W. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso Press.

Spivak, G. C. (1993). *Outside in the teaching machine*. New York: Routledge.

St. Pierre, E. A. (2013). The posts continue: Becoming. *International Journal of Qualitative Studies in Education.*

Taguchi, H. L. (2010). *Going beyond the theory/practice divide in early childhood education: Introducing an intra-active pedagogy*. New York, New York: Routledge.

Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

Velzen, C. V., &Volman, M. (2009). The activities of a school-based teacher educator: A theoretical and empirical exploration, *European Journal of Teacher Education,* 32(4), 345-367.

Warf, B. (2011). Nigel Thrift. In P. Hubbard & R. Kitchin, (Eds.), Key *Thinkers on space and place* (2nd ed.) (pp. 407-413). London: Sage.

White, J. J. (1989). Student teaching as a rite of passage. *Anthropology and Education Quarterly*, 20(3), 177-195.

Youdell, D. (2006). *Impossible bodies, impossible selves: Exclusions and student subjectivities.* Dordrecht: Springer

Zeichner, K. (2002). Beyond traditional structures of student teaching. *Teacher Education Quarterly*, 29(2), 59-64.

Zeichner, K. (2007). Professional development schools in a culture of evidence and accountability. School-University Partnerships. 1(1), 9-17.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college and university-based teacher education. *Educacao,* 35(3), 479-501.

.

Appendix A

WEEKLY SUMMARY FORM

Weekly Summary

Student Teacher: _____

Grade Level: _____

Mentor Teacher: _____

Date: _____

The purpose of this form is to provide continuous documentation about the needs and accomplishments of our student teachers. The UGA supervisor will rely on this form to confirm understandings developed by the student teacher and mentor teacher related to professional growth. Please feel free to continue writing on the back of this form or on additional pages.

To be completed by the student teacher:

What new and helpful insights about teaching and learning occurred for you this week? Do you have any questions for your mentor teacher?

To be completed by the mentor teacher:

What suggestions and/or celebrations would you like to offer your student teacher this week? Do you have specific helpful feedback for your student

teacher?

Lesson plans for the week were reviewed and signed by the mentor teacher.

Mentor Teacher Signature: _____ Date: _____

Student Teacher Signature_____ Date: _____