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#### **Author**

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Disjuncture in Teacher Preparation as Rich Points for Developing Professionally: An ethnographic investigation of the inter-relationships of supervisor's and teachers'-in-preparation discursive construction of principles of practice

A Dissertation submitted in partial satisfaction of the requirements for the degree of

Doctor of Philosophy

in

Education

by

Ralph Adon Córdova Jr.

Committee in charge:

Professor Judith L. Green, Committee Chairperson

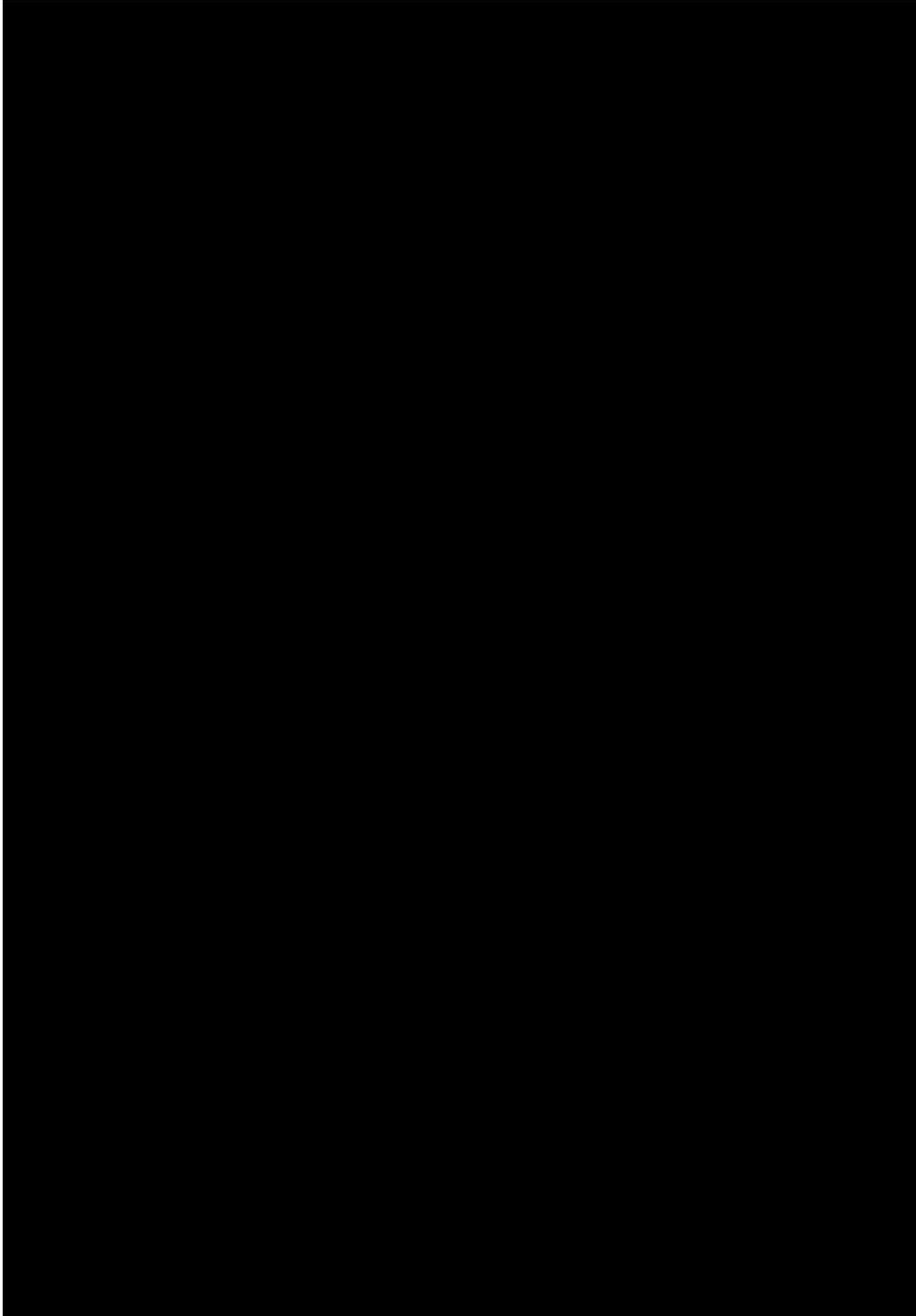
Professor Carol North Dixon

Professor Gregory Kelly

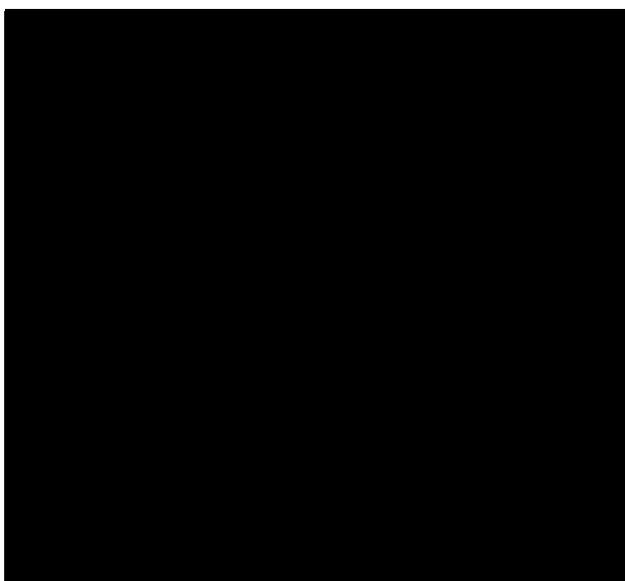
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is approved:



September, 2003

March 2004

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2004

## DEDICATION

For Dr. Monica Bedford Siegel. Thank you for reminding me to learn  
how to see 'from both sides now' during a time when I had forgotten  
how to do so

## ACKNOWLEDGMENTS

I wish to extend my gratitude to the members of my committee. They supported my growing understanding that I, with them and those who have come before us, are involved in processes of composing and recomposing our lives. In doing so, we can make collective differences in the world. You helped me develop a broader peripheral vision, wherein such margins all the important things happen.

Thank you, Judith, for your brilliance and for pushing me to dream and soar in BIG ways, for caring and believing that I could figure it out. And yes, you're right, 'there is no *there* there.' Thank you, Carol, for your patience, practical wisdom and intellectual support that grounded my thinking and thank you for reminding me that I cannot do it all. Thank you, Greg, for your integrity and wit that made me lighten up a bit on this journey. You are all amazing and wonderful people. I want to be like you someday.

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never known me outside of 'school.' Nor have I. I am grateful to Eric Hvolbøll for his patience, love and support. I am grateful for my best friend Zachariah, without whom, those long days at school and innumerable hours at the computer, would have been quite calm and sane.

I do not know what I would have done without my friend and colleague, Beth Yeager, who has shown me how to pave the paths with brilliant stepping stones to make sense of where we have come from and where we are going. We push each other. That's a good thing.

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My La Patera friends, colleagues, parents and students have seen me through every step of the way. Thank you Judy Hug for your support and laughter.

## VITA

### Education:

- |      |                        |   |
|------|------------------------|---|
| 2004 | Ph.D.                  | University of California, Santa Barbara<br>Gevirtz Graduate School of Education<br>Emphasis: Teaching and Learning          |
| 2001 | M.A.                   | University of California, Santa Barbara<br>Gevirtz Graduate School of Education<br>Emphasis: Teaching and Learning          |
| 1993 | Teaching<br>Credential | University of California, Santa Barbara<br>Graduate School of Education<br>Emphasis: Multiple Subject Professional<br>Clear |
| 1992 | B.A.                   | University of California, Riverside<br>Emphasis: German Literature and<br>Language  |
| 1990 | A.A.                   | Palo Verde College, Blythe, California<br>Emphasis: Liberal Studies with a focus<br>on German as a Foreign Language         |

### Professional Experience: Research

- |                |  |
|----------------|--|
| 2001 - Present | Associate Director for Research for the<br>Center for Teaching for Social Justice.<br>Directed by Drs. Judith Green, Carol Dixon,<br>Hsiu-Zu Ho and Sheridan Blau. |
|----------------|--|

**Professional Experience: Teaching**

- 1993 – Present      Elementary Classroom Teacher in the Goleta Union School District. Taught in a bilingual English/Spanish curricular setting for 5 years, then in “English-only” setting after proposition 227 was passed into law. I am currently on leave of absence.
- 2003 – Present      Instructor for Teacher Education Program 511, Language Arts Theory and Methods. Antioch University, Teacher Preparation Program, Santa Barbara, Ca.
- 2002 – Present      Instructor for Master’s in Education seminars to Multiple Subject and Single Subject credential candidates in the Gevirtz Graduate School of Education, UC Santa Barbara.
- 2001                  Teaching Assistant, Gevirtz Graduate School of Education, UC Santa Barbara. Classrooms as Cultures: Prof. Judith Green, spring 2001.
- 1997 – 2002        Facilitator of Master’s degree in Education in the Gevirtz Graduate School of Education Multiple Subject Teacher Preparation Program at UC Santa Barbara.
- 1997 – 2001        Academic Coordinator, Supervisor in the Gevirtz Graduate School of Education Multiple Subject Preparation Program at UC Santa Barbara.

**Areas of Specialization:**

Interactional Ethnography, Ethnographic and Sociolinguistic Research on the Social Construction of Knowledge in Elementary and Teacher Preparation Classrooms, Classroom Discourse Processes and Construction of Professional Practices.

**Language Fluency:** English, Spanish and German

**Publications:**

Submitted *Science Literacy and Academic Identity Formulation* by John M. Reveles, Ralph Cordova, and Gregory J. Kelly, 2003. Journal of Research of Research in Science Teaching.

**Presentations (Representative 1996 – Present)**

- 2004 Cordova, R. with Yeager, B.; Dixon, C. and Green, J. *Talk as Potential Resource for Constructing Professional Identities: An Ethnographic Study of Oral and Written Texts Over Time in a Teacher Education Setting* American Educational Research Association, San Diego, CA, April 2004
- 2004 Cordova, R. with Yeager, B.; Grace, E.; and Kim, M. *The Social Construction of Identity Potentials: Interactional Ethnographic Studies of Academic and Professional Identities*, The University of Pennsylvania Ethnography Forum Philadelphia, Pa, February 2004
- 2004 *Constructing academic and professional identities: The role of discourse in shaping potential identities in classrooms and in teacher education* Qualitative Inquiry Program, College of Education, University of Georgia, Atlanta, Ga., January, 2004

- 2003 Cordova, R. Talk as Potential Resource for Constructing Professional Identities: Border Crossings and The Discursive Role of Disjunctures in Teacher Preparation. (With Yeager, B. & Dixon, C.) *Constructing Academic and Professional Identities: The Role of Discourse in Shaping Potential Identities in Classrooms and in Teacher Education*, annual meeting of the National Council of Teachers of English, San Francisco, Nov. 20-23.
- 2003 Cordova, R. & Yeager, B., "Once You Start Approaching Things from an Ethnographic Point of View, There's No Going Back": International Conference on Teacher Education and Social Justice, Center for Anti-Oppressive Education, San Francisco, CA, June 13-15, 2003.
- 2002 Cordova, R.. (with Yeager, B., Desler, G. and Green, J.), *Interacting with the Lived Experiences of Others: Underlying Principles for Engaging with Complex Issues as Resource for Academic and Social Action*, National Council of Teachers of English Annual Conference, November, Atlanta.
- 2002 Cordova, R. The Making of Teachers: The Situated Co-Construction of Potentials for Professional Identities, (with Yeager, B. and Reveles, J.), *Constructing Identities in Linguistically Diverse Settings and Teacher Education Programs Serving Linguistically Diverse Settings*, annual meeting of the American Educational Research Association, New Orleans, April, 2002.
- 2002 Cordova, R. The Making of Teachers: The Situated Co-Construction of Potentials for Professional Identities, (with Yeager, B. and Reveles, J.), *Constructing Identities in Linguistically Diverse Settings and Teacher Education Programs Serving Linguistically Diverse Settings*, annual meeting of the American Educational Research Association, New Orleans, April, 2002.
- 2001 Cordova, R. and Nordyke, S. *Ethnographic Eyes: Using and Ethnographic in a Teacher Preparation Program*. Conference on Ethnography, Univ. of California, Santa Barbara and California State University, Los Angeles, Los Angeles, CA, April, 2000.

- 2000 Cordova, R. *What is Project Outreach Network?* National Writing Project Annual Conference, Milwaukee, WI.
- 1999 Cordova, R. *Project Outreach Network*, National Writing Project, Denver, Colorado, November, 1999.
- 1996 Cordova R. and Yeager, B., *Creating Interacting Communities: Classrooms, Research Communities and Writing Projects*, National Council of Teachers of English, Chicago, IL, November, 1996.

**Professional Activities and Service:**

- 2003-2007 Elected member of the National Council of Teachers of English Elementary Steering Committee Section. November 2003 – November 2007.
- 2003-2006 Member of National Writing Project's New Teacher Initiative Leadership Team (NWP's NTI). Collaborate for a funded initiative to research the challenges that beginning teachers face and support them as they grow professionally so that they remain in the profession. August, 2003-August, 2006.
- 2002-2005 Reviewer for National Council of Teacher's of English (NCTE) *Language Arts* journal. November, 2002 – November, 2005.
- 2002 Program Chair for the National Writing Project Urban Sites Network yearly conference, April 2002.
- 2000 Consulting with The Shoah Visual History Project ways the archive can be used by teachers to address issues of tolerance and social justice. July, 2000.

1995-present Presentations to South Coast Writing Project, Summer Institute, UC Santa Barbara.

- The Family Stories Writing Project
- Working with Linguistically Diverse Students
- Project Outreach Network

1996 - 1998 Co-coordinator for Project Outreach Network (PON) Leadership Team, UCSB, 1996-1998. PON is a network within The National Writing Project.

PON focuses on the education of low-income students, students of color and of linguistically-diverse backgrounds and their teachers. Currently co-leading an inquiry to learn how the South Coast Writing Project is addressing PON's foci.

1994 Advanced Fellowship, South Coast Writing Project, UCSB. Summer, 1996.

Closely examined issues central to emergent literacy in California in light of current political and educational trends. Planning professional development models for local schools in emergent literacy.

## ABSTRACT

**Disjuncture in Teacher Preparation as Rich Points for Developing Professionally: An ethnographic investigation of the inter-relationships of supervisor's and teachers'-in-preparation discursive construction of principles of practice**

In this study, the socially constructed nature of learning to become teachers is examined by analyzing the discursive processes through which opportunities for learning are constructed in the small group seminar of a teacher preparation program by the university-based supervisor. In this study, the researcher was the supervisor of the small group seminar who was researching his developing supervisor practice. This study adopts an interactional ethnographic approach, which combines theories from cognitive anthropology, interactional sociolinguistics, critical discourse analysis and literary theory, for examining the processes of the structuration of life of the supervisory small group seminar of teachers-in-preparation and the discursive construction of perceived disjunctures as these disjunctures were turned from negatives to potential rich points for learning.

Guided by the idea that the small group seminar is constructed over time by its members, this study adopts a view of the small group

seminar as a culture and text whose meanings are to be understood from the point of view of the participants. In order to support the production of this understanding, this study privileged the analysis of face-to-face interaction, written and spoken texts as the locus for identifying the rules and principles that guide participation in the group.

Through participant observation, data were collected in the form of fieldnotes, video and audio tapes and interviews during the 1999 – 2000 and 2000 – 2001 academic school years in a fifth year teacher preparation program in a university in Santa Barbara, California. Three telling cases were examined as a way of making visible the different types of disjunctures that the small group seminar participants perceived between the worlds and expectations of their university program and of their school site placement. Each of these telling cases provided a different analytical angle for examining the discursive processes of the construction of small group seminar events and actions taken by the participants in relationship to what was happening in the collective level of the small group seminar. The analysis of these cases provided a way to understand the close up situated nature of disjunctures that are made visible as teachers-in-preparation navigated the borders of their university program and their school site placement.

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## CHAPTER ONE

### PURPOSE AND CONTEXT FOR THE STUDY

#### Introduction

The worlds in which teachers are prepared can be characterized as comprising processes of constructing potential spaces for struggling with complex professional ideas. These struggles emerge from and are part of the everyday issues inherent to working in schools and with the diverse populations that schools serve. These struggles are often times conceptualized in the research literature as disjunctures between competing values of the fieldwork and university experiences of teachers-in-preparation. The role of the university supervisor has been directly identified as a critical element to mitigating the disjunctures for the teachers-in-preparation (Beck & Kosnik, 2002).

There have been various responses in different research-informed restructuring movements of teacher preparation programs in order to address these disjunctures. However, there has been no close up examination of what these disjunctures look like in the moment to moment lives of teachers-in-preparation<sup>1</sup>. Furthermore, the research

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<sup>1</sup> The research literature often refers to the credential candidates in a pre-service program as 'student-teachers' (Darling-Hammond, 1999; Zeichner, 1990, 1996; Bullough and Gitlin, 1995) to reflect a presumed teaching and

literature views disjunctures as negatives and sees them as hindering the ways in which teachers-in-preparation develop.

The daily struggles involved in the ways in which teachers-in-preparation learn theory-method relationships that guide teaching-learning processes in their fieldwork are not just limited to teachers-in-preparation, but rather, they can apply to the supervisor as well. These struggles can also be described as transformative spaces out of which all may emerge transformed through the act of struggling with complex ideas (Franquiz, 1999).

This study reconceptualizes disjunctures as locally situated phenomena and by doing so it offers a new approach to studying and conceptualizing what the supervisor and teachers-in-preparation *can* do with disjunctures, instead of what they *cannot* do. It draws on theories of culture, language and literature in order to understand the preparation of teachers as a cultural, discursive and textual social accomplishment (Santa Barbara Classroom Discourse Group, 1992 a; b).

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learning association ascribed to their role in their pre-service year. Credential candidates, therefore refer to themselves as 'student-teachers.' In this study, and for the purposes of representing the preparation or 'preparing' that takes place in the pre-service year, I refer to the credential candidates as 'teachers-in-preparation.' This reflects a dynamic nature of becoming a professional through preparation within the credentialing year at the Multiple Subject Preparation Program. I also use the term pre-service and preparation year interchangeably.

## Chapter Overview

In this chapter I introduce this study's focus and theoretical arguments. I present a discussion on the focus of the study, context for research site selection and the questions that drove the study. I briefly discuss the theoretical and methodological underpinnings of the study, which will be discussed in detail in Chapters Two and Three. I present a discussion on the contexts in which I as the researcher, who was also the teacher and supervisor of the small group, interacted with and learned the struggles my teachers-in-preparation and I were having with regard to the disjunctures between fieldwork and university coursework expectations. The ways in which we perceived these disjunctures and tried to resolve them, in turn, have influenced how I have come to conceptualize this study.

I then present a discussion on the under-theorized role of disjunctures as they are currently being conceptualized by scholars in the research literature on teacher preparation. In doing so, I then formulate a problem for study by presenting a re-conceptualization on the role of disjunctures as potential powerful opportunities for teachers-in-preparation and their supervisor to develop guiding principles of practice. I end the chapter with an overview of the dissertation arrangement.

## The Focus of the Study

This study examined the role that the supervisor's discourse played in how teachers-in-preparation in the multiple subject strand of a university-based teacher preparation program developed locally situated guiding principles of professional practice as they navigated (Frake, 1977; Spradley, 1980) within and across the everyday, moment to moment, life of their Small Group Seminar within the larger context of their teacher preparation program. This study also examined how the supervisor of a small group cohort of teachers-in-preparation jointly constructed particular opportunities for learning (Tuyay, Jennings & Dixon, 1995) to talk and act as professionals as evidenced in their conversations across their preparation year in the context of that small group. This study also examined the undertheorized nature of disjunctures that characterize the perceived conflict of value systems and philosophies between the teachers'-in-preparation fieldwork and university coursework. It reconceptualizes disjunctures as potential opportunities for learning to become professional educators as discursive constructions.

## Context for the Choice of the Small Group Seminar as the Focus of Study

This study focused on one aspect of the larger phenomenon of the MSTEP research site. While a two year corpus (1999-2000 and 2000-2001) was available for a broader study of this site, I chose to focus on the site-based Small Group Seminar. The pilot study (1999-2000) showed that the seminar was the site where the disjunctures and struggles were perceived and repaired. I selected the Small Group Seminar, ED 393, because it was the only course in the MSTEP that continued across the entire year in an unbroken chain of experiences. Second, it was the site where I as the teacher-educator/researcher planned, taught and spent the most time with my teachers-in-preparation as a collective. Third, as will be discussed in Chapter Three, the stability of the Small Group Seminar across time within the partnership model made possible the ongoing documentation and examination of the ways in which teachers-in-preparation potentially developed as professionals. As the analyses will reveal, the Small Group Seminar became the space where disjunctures, struggles and ways teachers-in-preparation developed guiding principles of practice was made visible.

I had an opportunity, therefore, to participate as the instructor and supervisor within this Small Group Seminar as well as to

document the talk within this community. This dual role of teacher and researcher enabled me to examine that talk for evidence of what was jointly-constructed over time in and through the actions and interactions of members and how what was constructed may have served as resource for future actions, including what teachers-in-preparation both said and inscribed in written texts. In taking this approach, I was able to examine multiple oral and written texts for evidence of members' growing understandings across time, how teachers-in-preparation may have used past experience to guide present ones and how they shared their experiences with each other in a context in which the supervisor sought to build collective resources. The Small Group Seminar is an integral component of the teacher preparation partnership program at the University of California at Santa Barbara.

## Questions Driving the Study

The initial question for this study then is *How do teachers-in-preparation construct guiding principles of practice?* Posing this question then precipitated the following overarching and posing questions that framed the parameters for this study as well as grounded it in the particular theoretical and methodological traditions mentioned earlier.

1. How does the supervisor's discourse shape teachers-in-preparation's interactional spaces that constitute opportunities for learning to become professional educators? What is the relationship between and among the adopted curriculum, planned curriculum and lived curriculum?
2. How do the interactional spaces initiated and constructed on the first day of the Small Group Seminar compare and contrast with those on Day 15 and Day 27?
3. What shifts in oral and written discursive choices, by Day 27, are evidenced in the ethnographic record and what are their natures, and, what view of professional work do these shifts make visible?

### Theoretical and Methodological Approaches of Study

The study is grounded in an interactional ethnographic perspective (Santa Barbara Classroom Discourse Group, 1995). This perspective draws on theories from anthropology (Frake, 1977; Gumperz, 1986; Spradley, 1980), critical discourse analysis, sociolinguistics (Fairclough, 1992; Ivanic, 1994) and literary theory (Bakhtin, 1986/1935) in order to examine the over time, historical construction of professional practices as well as the moment by moment construction of these practices. These orienting theoretical approaches will be discussed in Chapter Two.

The data collected for this study included audio and video records. The data also consisted of textual work samples and participant observation fieldnotes. As I was the supervisor, the fieldnotes also constitute in situ fieldwork observations of the teachers in preparation. A theoretical sample of three days were developed for a contrastive analysis of what disjunctures occurred and how they occurred. These three days were sampled and micro analyses were done on them.

Thus, in this study, I examined what teachers-in-preparation, within a supervisory group, *could* do instead of what they could not do. The professional literature reveals, as discussed above and in more detail in Chapter Two, that there are abundant discussions for the less

than successful approaches to preservice practicum supervision. These studies generally report a lack of clear articulation between the credentialing institutions and the fieldwork (Beck & Kosnick, 2002; Darling-Hammond, 1999; Goodlad, 1990b; Zeichner, 1990). Thus, I chose an alternative entry point to the study of the professional development of teachers in preparation by examining the nexus of the fieldwork and the university work, the space called the Small Group Seminar. By focusing my analytic lens on this nexus, I was able to explore the supervisor's approach to mitigating these disjunctures within the Small Group Seminar.

### Background of Study

Previously, I have argued for the need for the conceptualization of disjunctures as discursively constructed. I argued that such work had not been in previous studies that have instead focused on the programmatic level of the mismatch between fieldwork and university coursework. In this section I introduce a second set of routes/roots that shaped the need for this study — i.e., my experiences as I took on the positions as teacher-in-preparation, classroom teacher, supervisor and graduate student. This has been a developmental and transformational journey for me as a teacher, supervisor and a researcher. In order to understand the purpose of this study and its

significance, it is necessary to provide background information on how I arrived at studying the discursive construction of guiding principles of practice among teachers-in-preparation.

Coming to know the need for a theoretical language for teaching and learning has been a journey for me that began when I entered the very teacher preparation of this study. This occurred 11 years ago (1992), as a teacher-in-preparation, when I had the opportunity to work with Beth Yeager who was my Cooperating Teacher in my first field placement. I observed her and began to learn how to take an inquiry stance to teaching and learning in classrooms. These opportunities for learning alongside an experienced teacher what constituted acting and being a particular kind of teacher had consequences for my own developing teaching practice in my first years teaching.

It was not until the beginning of my second year teaching, in 1994, that I came to understand that I had been working within a misperception of what really went on in classrooms and what it was that constituted teachers' practices. At the end of a Program Quality Review (PQR) that my local elementary school had undertaken in order to study itself and better improve as a school, the entire staff gathered in the teachers' lounge to hear the report that was read aloud by one of our fellow teachers who served as the teacher-leader on the

PQR team. One recommendation was that as a school the teachers needed to implement more inquiry-based learning or portfolio-based assessments. It was not until a fellow staff member asked, "what is that...what is portfolio based assessment?" that I realized that what I had been doing in my classroom was not the norm of practice at the school. This is what anthropologist Michael Agar (1994) calls a 'rich point.' Rich points are interactional places where cultural frame clashes become visible and can potentially become resources for learning about differences in cultural practices and expectations. It made visible elements of fellow teachers' cultural knowledge of practice and of what was going on in classrooms that I had taken for granted. I was suddenly aware that what I had learned as a teacher-in-preparation, in my field placement and in Beth Yeager's classroom was not the norm of what happened in most classrooms at my school.

Becoming a teacher who researches his practice from an ethnographic perspective has been a developmental process for me that began with that early opportunity in my teacher preparation year. Developing a conceptual language that allowed me to understand that spoken discourse as a potential kind of text to be read and drawn on did not happen until 1995. At that time I began to work more closely with the Santa Barbara Classroom Discourse Group (SBSDG) and also joined national organizations where, e.g., National Writing Project's

Project Outreach Network and the National Council of Teachers of English. In my travels and work with NWP colleagues from all over the country I also came to understand that what colleagues in those organizations were calling “qualitative” research and “ethnographic” research was not what I was understanding these words to represent in my experiences of these research practices at my local classroom level. Further, those language and practices did not represent and match how we in the SBCDG conceptualized them at the local level. I was beginning to understand what James Heap said in 2002 at AERA, that we are many different tribes using similar words and doing different kinds of work that those words represent. He was saying that we are different tribes and we need to understand the consequences of the theoretical and methodological differences for knowledge construction.

I returned to graduate school in 1998 as I was seeking answers to questions I had begun to ask about what I saw happening in my classroom and also in contexts in my work with NWP. I thought it was ironic that I wanted to return to school, when after all, all I had ever wanted to do since I was 5 years old was to leave school as soon as I could. What I could not see at age 22 when I began teaching was that all my former schooling experiences had actually prepared me to understand and see in complex ways that I was not aware I was

actually doing at the time. I took an undergraduate degree in German literature and language because it would be challenging and I had already had a lot preparation and experience in that field. Nancy Atwell (1995) refers to a journey like the one I have been describing as “coming to know” as she describes the journeys various teachers have taken in a book she edited that was about teachers researching and understanding the role of writing in their classrooms.

When I began graduate school I was still teaching in the elementary classroom part-time. In 1997, the year prior to entering graduate school, I had taken a position as ‘academic coordinator’ in the multiple subject teacher preparation program (academic coordinator was the name MSTEP gave to the supervisor position). I struggled as a supervisor and teacher-educator during those first 2 years of working in this new space. I was navigating a tension between what I thought I should be doing and what I knew I could do. I found myself wanting to act like my own supervisor had acted with me in my interactions with my teachers-in-preparation. It was the memory of how my supervisor had interacted with me that served as the primary model for how I attempted to interact with my own teachers-in-preparation during the first two years of supervising. The fact that just earlier that day, in the context of my 3<sup>rd</sup> grade classroom I was acting in ways that

I had developed over 5 years did not seem to be a resource I was drawing on during this time.

It was not until the end of my second year that I realized that the theoretical approaches I had developed in the context of my elementary classroom were indeed resources for me. This awareness was not accidental, as I was taking a course on the scholarship of teaching by Dr. Patty Stock who was visiting our graduate school from the University of Michigan. I had 'forgotten' during that time of transitioning between the world of elementary classroom teaching and teacher education that the ethnographic perspective I had developed in my teacher preparation year with Beth Yeager and elementary classroom experiences could be a resource for both my supervision practice as well as for the teachers-in-preparation. I had forgotten that the scholarship of researching my practice and sharing my research with other teacher colleagues was a principle of practice that I needed to share with my teachers-in-preparation.

In reconstructing this personal journey for this text, I have come to understand the consequences of my own personal professional experiences in shaping my guiding principles of practice as a teacher and as a researcher. I have also come to understand how in the process of developing as a supervisor and researcher, I came to know how to draw on my previous experiences as resources from and with which I

could learn. I also came to know that my professional experiences were potential resources for my teachers-in-preparation and I learned how to act on making them accessible to them. Thus I came to understand that it is always critical to remember that human activity is not universal (Frake, 1977; Spradley, 1980). Thus, teacher preparation is not universal. An approach that both honors and is capable of viewing its situated construction is necessary if we are to learn anything about the everyday nature of teaching and learning within any teacher preparation program. This study draws on discourse analysis in combination with Interactional Ethnography to look at multiple kinds of texts, both oral and written in order to explore the questions driving this study.

#### Chapter Summary and Organization of Dissertation

In this chapter I introduced the dissertation's focus by formulating a problem for study that would examine the under-examined everyday discursive nature of disjunctures in the fieldwork and university coursework that teachers-in-preparation and supervisor experience. I argued for a reconceptualized view where disjunctures are necessary and potentially positive aspects on the route to becoming teachers. In doing so, then, I provided a brief discussion on the conceptual framework that undergirds this study.

In Chapter Two, I present a discussion on the research-based roles that have guided the restructuring of teacher-preparation programs in the last decade as a means to address the nature of disjunctures between the university and fieldwork. I also provide a conceptual review of research on supervision and teacher education in order to contextually situate the study in relation to the work of others in the field. I further problematize the role of empirical research against a backdrop of a national rhetoric where external governmental controls are the norm rather than possibilities for potential caution. Lastly, in Chapter Two, I present the conceptual framework that undergirds this study.

Chapter Three provides a discussion of the methodological approach to the research, including a discussion that problematizes the role of teacher-educator/ researcher (or the multiple overlapping, dynamically interrelated identities of the researcher). I also provide information about the MSTEP and Small Group participants in this study, the methodological choices made in the process of data collection and analysis (logic-in-use), and information about analytical procedures consistent with an Interactional Ethnographic approach.

In Chapters Four, Five and Six, a series of analyses are presented that explore the particular analytical angles of vision taken and illustrate the conceptual discussion developed in Chapters One

and Two. In these chapters, I present the analytical choices I made as well as what those choices, and the resulting procedures, made visible.

Finally, in Chapter Seven, I present a discussion of my findings vis-á-vis the theoretical goals of the study. As part of my discussion I will present the implications for teaching/supervision, teacher education, and the development of future research.

## CHAPTER TWO

### A REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This Chapter is organized into three sections. In Section One, I present a discussion of two research-based approaches to restructuring teacher preparation programs, Professional Development Schools (PDS) and Partnership Programs, in which the role of supervision is viewed a central element to mitigating and avoiding the disjunctures identified in earlier research on the experience of teachers-in-preparation. This review serves to locate the partnership program in which this study took place, Multiple Subject Teacher Education Program (MSTEP) at UC Santa Barbara's Gevirtz Graduate School of Education, in the national context.

As part of this section, I also discuss current national rhetoric and ideological positions on a perceived lack of empirical research on teacher preparation, related to increasing governmental control over the process of becoming credentialed. In doing so, I discuss contested and value-laden nature of research on teacher education and efforts to redefine it. In Section Two, I present a representative review of synthesis work on the research on supervision of teachers-in-preparation. This review will provide findings from research and will

examine the articulation of the conceptual and methodological approaches used in such studies.

In Section Three, I present the conceptual framework that undergirds this study. I provide a way of viewing the role of disjunctures as discursive constructions that are culturally necessary, consequential phenomenon that emerge when particular restructuring decisions in teacher preparation programs include overlapping the university world with the field site world of the public schools. I provide a detailed discussion of the roles that an interactional sociolinguistics and ethnographic conceptual approaches play in understanding teacher preparation as a social accomplishment. From this perspective it becomes possible to understand the particularities of disjunctures as a socially constructed and perceived phenomena. This reconceptualization of disjunctures in relation to the supervisor's discursive interactions with the teachers-in-preparation serves to inform the current research on supervision and teacher preparation by positing it as a discursively constructed phenomenon.

## Section One

### *Research-Based Teacher Preparation Reform*

The review of research on supervision and its role in teacher education shows that scholars have identified a pervasive problem — a perceived disjuncture between the school site where the student teaching field work takes place and course work within the teacher preparation program (Goodlad, 1990b; Zeichner, 1990, 1996). This disjuncture is attributed to the supervision aspect of the preparation program (Beck & Kosnik, 2002). For example, Bullough and Gitlin (1995) found that when consulted, teachers-in-preparation complained about “duplication and superficiality” in their course work, its lack of integration with the fieldwork, and inadequate supervision (p. 4).

One way that scholars have conceptualized this disjuncture is to view the two sites involved as different worlds each with its own philosophy, and little articulation between the two. Goodlad (1994) writes:

[Even if people in teacher education] were to come together to assemble the parts of the vehicle each has created, the composite result would not function well.” (p. 25)

This different worlds’ conceptualization in teacher preparation can also be seen in work of Beck & Kosnik (2002), Darling-Hammond (1994, 1999), Fullan, Galluzzo, Morris & Watson, 1994, 1999; Snyder

(1994, 2000), Teitel (1997), Whitford & Metcalf-Turner (1999), and Zeichner (1990), who have promoted the development of Professional Development Schools (PDS), and, University/School Partnership Teacher Preparation Programs as a means of bringing those worlds together.

Across this body of work a picture of a PDS emerges. A PDS is created when the university education faculty members move their coursework and instruction to a school site drawing on K-12 teachers and university faculty to serve as supervisors in the field placements. This approach is designed to mitigate the power relationship between the school and the university, to provide teachers-in-preparation with a grounded model, to enhance the cooperating teachers' knowledge of state of the art practices, and to provide university faculty with the opportunity to explore the feasibility of theory/practice relationships that they are recommending to teachers-in-preparation (citations needed here—multiple since there has been a lot of research on and in PDS's). In this model, all participants come together at a single site and are assumed to be learners in new ways, thus closing the gap among the different worlds (Casey & Howson, 1993).

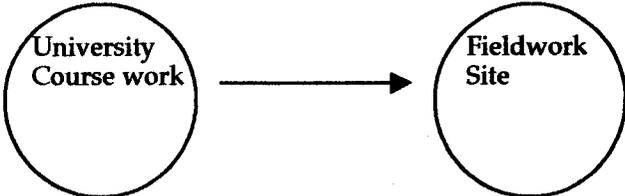
A second model seeks to redress the problem of the perceived disjuncture by creating a school-university 'partnership' approach (Darling-Hammond, 1994, 1999; Snyder, 1994). This approach differs

from a PDS in specific ways — courses are taught on the university campus, and each school has a teacher liaison drawn from the K-12 faculty who helps make placements and oversees the on site program, a university supervisor who meets with her/his teachers-in-preparation cohort on site, and, a principal advisory committee for the partnership.

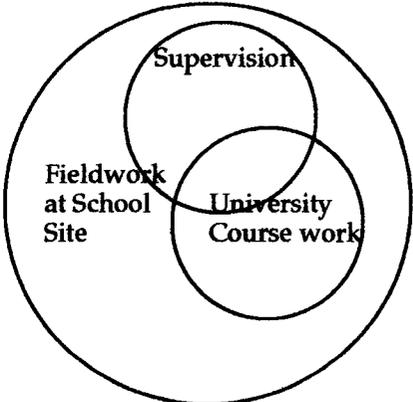
Figure 2.1 represents the two (“B” and “C”) teacher preparation program models previously described as well as a more traditional preparation program structure (“A”), which they were designed to replace. While there are many variations of these structures in how preparation programs are organized, this figure lays out the three basic approaches revealed in the research literature.

Figure 2.1 Three Approaches to Teacher Preparation Programs

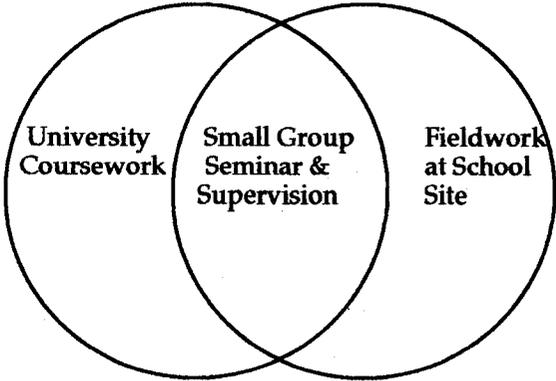
A. Traditional Preparation Program Model



B. Professional Development Schools Model



C. University-School Partnership Model



Recent research on these two new approaches (B and C) is beginning to show that teachers-in-preparation, university supervisors and faculty, and Cooperating Teachers no longer perceive a disjuncture (Darling-Hammond, 1999) between the K-12 school experience and the university program, as was characteristic in the past (Bullough & Gitlin, 1995). For example, Beck & Kosnik (2002) studied the perceptions of Canadian teachers-in-preparation in a newly-formed PDS, using a narrative analysis and participant observer approach (p. 10). They asked students to reflect on their perceptions of their teacher preparation program.

Analysis of the student writing showed a contrast between their initial perceptions and expectations of the professors and their view of the professors upon graduation of their preparation program. Initially, teachers-in-preparation reported expectations that the professors would act similarly to those of their undergraduate experiences and that they would be isolated from them. At the end of the program, teachers-in-preparation showed a shift in this perception. Graduates reported that they had developed a close relationship with the education professors who had knowledge of their day to day experiences on site and that this relationship supported their professional growth.

This and related bodies of research (Darling-Hammond, 1994, 1999, Fullan, Gulazzo, Morris & Watson, 1998; Goodlad, 1994; Snyder, 1994; Teitel, 1997; Whitford & Metcalf-Turner, 1999) show a positive outcome of PDS and partnership approaches in addressing the disjuncture. It makes visible the powerful shifts in perception that organizing teacher preparation in these ways has precipitated. The previous studies assume that when the teachers-in-preparation report their satisfaction with their programs and a positive relationship with professors and program faculty, disjunctures have been avoided. Furthermore, these studies assume that when university faculty are brought into the PDS's, a harmony, in this discord of disjuncture, can be achieved.

However, this work does not make visible how these disjunctures are mitigated in and through the day to day actions of participants, what role(s) the on-site supervisor plays in this process, or what role students themselves play in the over all process within a cohort situation. My own experience as an on-site supervisor in a year-long partnership program suggests that this view of success of partnerships programs in addressing disjunctures, may mask the nature and potential role of perceived day-to-day disjunctures and their relationship to professional development of teachers-in-preparation. There is a need to understand if, how and when

disjunctures are addressed in the day to day life of the program and what the consequences are in creating opportunities for learning and promoting a positive climate for students to struggle with competing demands and interpretations of programmatic requirements as well as those from other sources (e.g., classrooms, cooperating teachers and state/national requirements. This issue is discussed further in Section Three).

*An Empirical Base for Research on Teacher Preparation*

In the following discussion I foreground a growing national rhetoric as characterized in the *Journal of Teacher Education* that serves to paint a broader picture of the ideological nature of teaching and learning, against which I will juxtapose a discussion of a recent Federal Government funded review of the state of research on teacher preparation. This discussion serves to ground the timely nature of this study's focus on the role of supervisor's discourse and disjunctures, and on the ways in which teachers-in-preparation develop guiding principles of practice within a larger political and rhetorical context of the local program as well as state and national debates.

Teacher education as an institution has taken on many roles. The role it plays in continuing to accomplish the preparation of future teachers is highly complex, given the current political climate where

research wars (Cochran-Smith, 2002), and ever increasing state governmental moves to instantiate standardized measures for both credential candidates and their respective credentialing institutions. As the following discussion of these debates will show, the role that teacher preparation plays, and many argue ought to play is a highly contested terrain.

Marilyn Cochran-Smith characterizes the intricate particular and overall features of the transforming nature of teacher education in everyday, (albeit unfortunate) popular terms of war. She likens the different perspectives on teacher education to battles over ideology, and asks whose children have the privilege of having the most highly qualified teachers as a consequence of these battles and whose agendas get the most 'air time.' As current editor of the *Journal of Teacher Education*, her editorials have followed closely the iterations of 'battles waged' between proponents of the professionalization of teacher preparation and of those who oppose it and in its stead advocate its deregulation and ultimately, its dismantling and demise (Cochran-Smith, 2001; Cochran-Smith & Fries, 2001; Langeland, 2001).

As if that current struggle were not enough, Cochran-Smith refers to *over-regulationists*, whom she characterizes as wielding their policy-waving pens, often times citing research as a weapon (Cochran-Smith, 2002) with the aim of passing into state policy, an

unprecedented barrage of bureaucratic external controls (e.g., AB 2042: Teaching Performance Expectations, Teacher Performance Assessments; language arts/ phonics exams for teacher, and so forth). Reform is not new, but the faces of it are. Cochran-Smith's critiques of national trends in the directions of teacher preparation and the actions of people are timely and necessary, in order to understand how quickly new policies can be put in place as a result of particular research models taking hold, or how such research, or lack thereof, is used by those with political power to legislate changes in credentials and standards for teacher education programs.

*Consequences for National Change and Teacher Preparation: What Counts as Empirical Research on Teacher Preparation and Ideology?*

To understand the potential consequences of Cochran-Smith's critiques of the highly contested terrain of teacher preparation research on teacher preparation and the kinds of opportunities teachers-in-preparation have to learn guiding principles of practice, I draw on the works of Wang (2000) and Apple (1990). These scholars conceptualize teacher preparation and research on it as ideological in nature. This discussion is necessary in order to discuss a recent Federal Government sponsored study that reviewed research on teacher education and to situate the theoretical perspective (see Section Three)

and decision-making process (see Chapter Three) taken in the present study.

Wang (2000) and Apple (1990) present a critical perspective on the nature of social institutions that views education and educational research on it as an institution and the research about it as a human creation focusing on the lives of people and their children. Both of these scholars see these endeavors as value-laden. Wang (2000) argues that any stance on teaching and learning is value-laden (cited in Cochran-Smith, 2002) and is consistent with a larger stance that all social practice — whether in medicine, law, or education — is value laden and ideological rather than neutral and *a*political (Kuhn, 1996; Apple, 1990).

Apple (1990) posits:

“Discussions about what does, can, and should go on in classrooms are not the logical equivalent of conversations about the weather. They are fundamentally about hopes, dreams, fears and realities — the very lives — of millions of children, parents, and teachers. ... Until we take seriously that education is caught up in the real world of shifting and unequal power relations, we will be living in a world divorced from reality.” (Apple, 1990, p. viii)

This value-laden view, and its consequences for developing what constitutes professional principles of practice, is often times not considered (Kelchtermans & Ballet, 2001; Zeichner & Tabachnick, 1982; Zeichner, Zeichner & Gore, 2001) with regard to teaching and learning

in schools of preparation, or in particular approaches to research (e.g., those that assume an objectivist, and value free-perspective). Further, Apple argues that theories, policies and practices involved in educating children and what goes on in classrooms are “intensely personal choices” (Apple, 1990, p. viii) and are not solely technical. They are inherently political and ethical in nature.

This next section is a discussion on a perceived lack of empirical research on teacher preparation as reported by a government-sponsored study. This discussion is necessary in order to draw the relationship between the ideological and subjective nature of research on teacher preparation, what a national study of such research on it can tell us, and ultimately how these two are about the opportunities teachers-in-preparation will have and how these professional opportunities are ultimately about the lives of people, their children and their children’s education.

#### *A National Rhetoric is Being Constructed*

In this section, I address a study co-sponsored by the federal government that sought to locate empirical and verifiable research on teacher preparation. In 2001, Wilson, Floden and Ferrini-Mundy published their review of research on teacher education. The authors were contracted by The United States of America’s Department of

Education, with funding from the Office of Educational Research and Improvement. They had an immense task of figuring out, *does teacher education work and who says so?*. To accomplish this task, they had to first develop a *defensible criterion* against which they would judge all available research on teacher education in order to learn what was available to be known in the 'professional literature' on the relationship between teacher preparation and the kinds of teachers they certified, and, ultimately their efficacy in the field. I included the authors' government-sponsored review in this study for what it represents. The scholars explicitly took on a particular approach, based on a set of criteria, and made conscious decisions to include and exclude particular theoretical perspectives that had particular consequences for what could be understood about research on teacher education.

Using the criteria they established, their first level of analysis identified 313 studies for review. The criteria they used to identify these studies were:

1. Directly relevant to the five questions posed by the U.S. Department of Education — We were asked to focus on research concerning five questions, which we explain in the next section.
2. Published in a scientific journal — We examined research published in journals that use independent peer review in deciding what research merits publication.
3. Published within the past two decades — Some relevant research was conducted in the 1970's or earlier, but many audiences are concerned that the research would not apply today.
4. Studies of the United States' teacher education — Differences in how teacher preparation is structured and conducted across continents and countries made it difficult to synthesize across international studies in this review.

(Wilson et al., 2001, p. 2)

One way to view these criteria is that they provided a public disclosure of the values that this team had and how these criteria therefore established a particular expressive potential for the field of research on teacher education within the federal government.

However, the authors did not use all 313 studies. In a second level of analysis, many studies were eliminated after further review of what the authors reported and how they reported the work of researching particular practices. For example, what did not make it to the review were book chapters because of length. They did so reluctantly as they acknowledged that such writing has an important place in the

literature and often includes empirical work that has been carried out according to scientific standards (Wilson et al., 2001, p. 3). They also did not include any research that did not "conform to what scholars characterize as disciplined inquiry, ... [and] describe the methods of investigation and analysis as well as the findings well enough that others can assess their validity" (Wilson, Floden & Ferrini-Mundy, 2002 pg. 6). In this way, they identified a small set of studies, within the larger group to examine and synthesize.

The authors reported five set of findings that addressed the five original questions which were asked of each of the 57 studies that met their criteria. They concluded with the weaknesses and gaps of the research they reviewed. They identified that we need to know more about what kind of subject matter candidates need; what course requirements are necessary in order for them to learn these requisite skills in subject matter knowledge; and that we need to learn more about the quality of subject matter preparation including the impact on teacher learning of various instructional methods in high quality, undergraduate and graduate discipline-based education (Wilson et al., 2001, p. 11).

As a result, they recommended that future studies must be done across teacher preparation programs in order to develop better systematic, analytic and rigorous descriptive tools to characterizing

teacher preparation programs and their policies. In doing so it may become possible to generate new knowledge on how teachers become teachers and its relation to their teacher preparation programs

Although the authors concluded a lack of research available on the efficacy of teacher education, this limited number of 57 cases identified does not signify that teacher preparation is not working. It does suggest, however, that as a field, we have limited information that was systematically collected that supports our claims that teacher education is working. One potential problem with their conclusions is that policy makers may use this review to impose a single model of teacher education, although this was not the conclusion of the authors. Furthermore, it can be viewed as an call for more studies that are (systematic, rigorous, etc. by their criteria) must be done.

This potential suggests that those of us in teacher education need to be cognizant of the basis for policy and its relationship to reforms and to the need for additional research on our particular programs that is systematic, theoretically sound and publicly accessible.

This report, therefore, informs how I can position my study to address the efficacy of teacher preparation, using both micro to macro levels of analyses. This report informs this study in as much as this study can provide a close-up view, based on a rigorous and systematic ethnographic approach, of the relationship between the role of

Partnership school's onsite supervisor's discursive choices and the kinds of principles of practice that his teachers-in-preparation became as well as the kinds of professional educators that they can potentially become.

In the following section I present a representative review of the research literature in order to characterize the research on the role of the Supervision and the supervisor's discourse and their relationship to the professional development of teachers-in-preparation.

## Section Two

### Representative Review on Research on Supervision and Teacher Preparation

In the this section, I review the role of research on supervision and teacher preparation during the past three decades with regard to how it has characterized how the disjunctures that emerge between the fieldwork and the university coursework. For this review, I examined syntheses of reviews of teacher education research in supervision that were done the last three decades, because it is across these decades that a focus on supervision emerged and the movements to re-conceptualize the design of teacher preparation (Darling-Hammond, 1994; 1999; Fullan, Galuzzo, Morris & Watson, 1998; Goodlad, 1994;

Teitel, 1997; Whitford & Metcalf-Turner, 1999) programs have occurred. This review is representative in nature, and not comprehensive, in order to trace major trends on research on supervision and its relationship to teacher-in-preparation development, across the last three decades. Research on supervision, its complexities and consequences for the discursive potential construction of guiding principles of professional practice did not emerge in this review. The importance of this finding will become visible in the third section in which I present a theoretical argument for examining supervision and the developing professional practices of teachers-in-preparation as discursive constructions within a partnership model.

#### *Research on Supervision from the 1970's to 1980's*

In review of teacher education literature, in the early 1980's, Griffin & Edwards (1981) identified a range of themes that focused mostly on teachers'-in-preparation field experiences. These centered on the characteristics and dispositions of teachers-in-preparation; interactions and how participants influenced each other; activities associated within the over all preparation of the field experience and supervision; as well as contextual considerations of teacher preparation (Griffin & Edwards 1981; Lock, 1979;). Zeichner (1984)

reports similar findings later in the mid 1980's. In 1987, Nancy Zimpher adds to this emerging picture in her review of this literature. She characterized research in teacher education as producing an overabundance of research on student-teaching as "excessive and exponentially redundant (p. 118)." In this review, she called for new directions that address other aspects of teacher education programs and professional development of beginning teachers, echoing the earlier calls for new research. In the following sections, I provide an overview of the work that they reviewed and work that grew out of these calls, with the intent of making visible research on the role of the supervisor and supervision as a process.

*There is a Relationship between Fieldwork Experiences and Development*

It was once believed that teacher preparation quality, and teacher quality in the field, had little or no influence on student achievement outcomes (cf. Coleman, 1966; Jencks, et al., 1972). This view is not surprising since the research literature (Davies & Amersack, 1969; Peck & Tucker, 1973; Zeichner, 1980; Griffen et al., 1983; Feinman-Nemser, 1983) related to field experiences in teacher preparation has consistently characterized the knowledge base related to the socializing process and its positive influence of these experiences as "weak, ambiguous, and contradictory" (Zeichner, 1987, p. 94). There

have been studies, although not systematic and qualitative, that used survey and interview where 'positive influences' of the supervisor on the teachers'-in-preparation development (Smith & Alverman, 1983; Seperson & Joyce, 1973) have been found.

*Supervision: From 'Peripheral' to a 'Focus of Study'*

Most studies in the decades published in the 1970's and mid 1980's, tended to view the role of supervision as peripheral to their studies (Zimpher, 1987; Griffin & Edwards, 1981). For example, in 1983 (Griffen et al., 1983), a comprehensive synthesis of a study undertaken by the Research in Teacher Education (RITE) group, identified the supervisory process as the most important aspect of the student teaching experience. This study also identified the Cooperating Teacher as dominating this process. A distinction identified from this particular review revealed that the existing research on supervision focused on the supervisor's interactions with the teachers-in-preparation and the Cooperating Teachers. It did not examine the ways in which the Supervisor influenced the development of the teachers-in-preparation through the face-to-face interactions across time and events constituting fieldwork and supervision..

These reviews did however identify a range of roles that supervisors played as intermediaries between schools and the teacher

education program. Zimpher (1980) and Koehler's (1984) in two separate studies reported that the university supervisor's role included being a liaison and support, however, often times Cooperating Teachers tended to ignore this support, and teachers-in-preparation resented the critical feedback. Zimpher (1984) studied supervisors from both smaller private institutions and larger public institutions. The private institution supervisors reported viewing themselves as school based and feeling a sense of efficacy. The larger institution supervisor, on the other hand felt they did not belong at the practicum school site and generally perceived themselves as holding low status at the practicum school site. These findings suggest a difference in program relationships that needs to be considered when examining and/or planning research on supervisor's roles and their relationships to what teachers-in-preparation learn as well as their satisfaction with their teacher education programs.

#### *Supervisors Have Belief Systems that Guide their Work*

Zeichner and Tabachnick (1982) were able to identify three different profiles of the supervisors involved in their study. Each profile represented a distinct belief system, which influenced their actions as supervisors. The three profiles were: (1) *Technical* (*instrumental supervision* that focuses on techniques of teaching. (2)

*Personal growth-centered supervision* that focuses on student identified goals. Its focus is on the content and its rationale. (3) *Critical supervision* that focuses the discovery of connections among the specific classroom participants, their relationship to the characteristics of the school, and how the teachers-in-preparation might become an agent of change within the school (pp. 43-48). This study is significant in that it identified a relationship between the supervisor's belief systems and the kinds of experiences that teachers-in-preparation experience (Zeichner & Tabachnik, 1982; Copeland, et al., 1982, 1980).

The nature of this relationship and its impact was further discussed in a major theme in a comprehensive review of the literature by Samson, Borger, Weinstein & Walberg, 1983. This review revealed a relationship between the field experiences teachers-in-preparation had and their development as teachers. However, Zeichner (1984) contended that in this synthesis, references to the goals and substance of programs, what he called structure and content, had still been infrequently and inadequately examined in most studies of 'student teaching' and field experience. Zeichner's (1984) contention that there is a relationship between the institution as a socialized and socializing process and the socialization of teachers-in-preparation foreshadowed directions that would be taken in research.

*Shifts in Research Directions are Consequential to what is Already Known*

Zimpher (1987) posited that there were “promising directions” for future research and that this new potential direction was necessary in order to counter the view that research on teaching had been largely void of theory (Shutes, 1975). Thus, the need for new theory to study the processes and outcomes of teacher preparation was identified as necessary.

*Drawing on Educational Philosophy to Guide New Directions on Research*

To understand where we are now revelations and new learning can occur when we look back at where we have been (Bateson, 1990). One response to the need to theorize practice was a renewed interest in the philosophical underpinnings of what could constitute a professional practice developed that was grounded in the work of John Dewey (Lock, 1984; Haberman, 1983). This argument draws on Dewey’s (1904) distinction between the following two ways in which the “habits of teachers” manifest themselves within two conditions for learning. Haberman (1983), drawing on Dewey (1904), addressed ‘training’ and ‘practice.’ Dewey drew a distinction between the two. Training is characterized as perfecting ‘behaviors,’ ‘tools of the trade,’ command of ‘knacks,’ and the technicalities of teaching as “qualities of

the apprenticeship." He also posited that monitoring one's own 'behavior', a characterization of 'practice,' is thoughtful and leads to independent teaching decisions. He also argued that *becoming students of teaching can be accomplished* through a quality "laboratory" approach within teacher education.

Dewey (1904) posited that "the habits of a teacher as a teacher may be built up" (p. 15). He suggested a distinction between two habits of teachers. Habit of teaching (as defined by Dewey) is of a much more utilitarian and technical nature, and could be (or not) manifested as part of a laboratory experience to preparation. He argued that then these laboratory experiences that the apprentice teachers have, can enable them to develop an evolved stance to personal inquiry and reflection.

Dewey's distinctions between the habitual technical nature of 'what works' in contrast to building upon these habits to become reflective thinkers of teaching, or students of teaching, have been drawn on as a foundation for scholars (Haberman, 1983; Lock, 1979, Emans, 1983) of teacher preparation and its conceptualization. The philosophical origin, then, of learning from teaching and teaching from learning is not new, but it as a focus related to empirical research in teacher preparation is relatively new to the scene. This feature of studying the relationship between supervision and teacher-in-

preparation development in relation to the institutional experiences in which they take place, is a consequence of a rather new phenomenon of the last decade to organize schools of teacher preparation into community-based partnerships between the school site and the university.

This new organizational approach in one MSTEP that took place in 1995, and can be historically situated and traced back to the early 1990's when new movements were nationally underway to re-conceptualize teacher preparation (Darling-Hammond, 1994, 1999; Fullan, Galuzzo, Morris & Watson, 1998; Goodlad, 1994; Teitel, 1997; Whitford & Metcalf-Turner, 1999). What can be historically traced, in the research literature, is the emergence of new ideas in teacher education that viewed providing the positive influence that a collective effort in restructuring and maintaining a teacher preparation program may have. The opportunities for participants to draw on each other's collective professional resources that PDS or partnership-school relationship offer (Darling-Hammond, 1999) were a hallmark of this movement.

#### *Research on Supervision in the 1990's and in the Early 21<sup>st</sup> Century*

In the last decade the role of supervision and how teachers-in-preparation experience supervision as a nexus between the university

and practicum has begun to be of interest to scholars. The findings of this body of research have not always shown positive relationships. As mentioned in Chapter One, Goodlad (1990b) and Zeichner (1990) have found that within the world of preparation programs there has been little communication between the academic program and its manifestation within the field placement, the practicum.

Canadian researchers Beck and Kosnik (2002) posit that often times the academic world in which teachers-in-preparation are situated, is largely separate from the practicum world that they are simultaneously inhabiting. Darling-Hammond (1999) and Zeichner (1990, 1996) argue that this juxtaposition of non-communicating entities is a consequence of not just lack of contact or opportunities to communicate on both parts. They have found that there rarely is a "coherent philosophy of teaching and learning that guides both the campus program and the practicum" (Beck & Kosnik, 2002, p. 7).

This body of research identifies mismatches in philosophical and epistemological bases between the university and the practicum. It also raises issues of who can be involved in supervision and what such perspectives and expertise supervisors bring to ongoing support and supervision of teachers-in-preparation. Additionally, this work raises questions the kinds of experiences teachers-in-preparation have in their preparation year and immediate consequences of the practicum

on their practice in their current placements and potentially in their future in-service years.

In 2000, Gánadara and Maxwell-Jolly, argued that the quality of teacher preparation programs are directly related to the kinds of teachers they prepare. The quality of a program also includes the type of supervision or mentorship it provides. Furthermore, they argued this preparation relationship to the quality of education students in order to address how preparation programs must provide candidates with training in the area of working with linguistically and culturally diverse students would have to succeed in school. They argued their positions against the backdrop of California educational legislation and how neither public schools nor credentialing programs have been, and unfortunately will not be, poised to meet the challenges that a diverse student population demands. The researchers reported that the large emergence of poor quality teachers is directly related to the state's class-size reduction legislation, since schools have been forced to hire teachers with less education than previously. Further, they argue that from the shortage of qualified (fully credentialed) teachers, there emerges a greater valley of inequity because the majority shortage of qualified teachers are in California's two largest urban cities, San Diego and Los Angeles. It is in these two cities where the majority of second language learners live.

In 2001, Feinman-Nemser argued that if the building of a new professional culture that focuses on developing an inquiry approach to teaching is to occur, then beginning teachers must be afforded opportunities to develop, early on, to “develop the habits of critical collegueship” (Feinman-Nemser, 2001). Furthermore, the notion that it is in the preparation program, and, in the first years of teaching experiences where the dispositions to become particular kind of professionals are impacted. The idea that in order to become an individual teacher who can think critically about her work, this teacher must participate within a culture of colleagues whose focus is on, for example, inquiry. This particular study, although not solely focused on supervision, does address directly the ways that teachers’ early experiences will shape how they come to see what constitutes being particular kinds of professionals who can inquire into their teaching.

*Beyond Teacher Preparation: Connections to the First Years of Teaching*

Much research attention has also been given to beginning teachers in their first years in the profession that has focused on their disposition to, acquisition and implementation of teaching strategies, content knowledge and ways of managing children as indicators of their success or failure, and by implication, the success or failure of their teacher education program (Darling-Hammond, 1999, 2000c,

2000d; Kelchtermans & Ballet, 2002; Lippincott, 1999; Zeichner 1992, 1999). In the last decade or so, research interest has grown focusing on ways of conceptualizing the teaching-learning relationships between beginning teachers and their schools as cultural processes, and, conceptualizing such cultural processes in relationship to how teachers perform in their first years (Grossman, P.L., Wilson, S.M., & Shulman, L.S., 1990; Hebert, 2001). Zeichner (1990), for example, views beginning teachers as active shapers of their professional worlds who are, in turn, shaped by it, and, not just passive recipients of information. He posits that they are equipped in ways beyond being at the mercy of predisposed ways of responding to classroom responsibilities and students, as has been the tendency of research on beginning teachers.

A general understanding of the ways beginning teachers develop guiding principles of practice as a discursively constructed phenomenon is not prevalent in research done on the first years of teaching. With the exception of Lippincott's (1999) study, in the context of MSTEP, that examined a cohort of beginning teachers' discursive interactions as they assisted each other in the context of working towards the completion of their Master's in Education (M.Ed.) degrees, I have been unable to locate other studies that were undergirded by a sociolinguistics and interactional view of knowledge construction. Furthermore, Lippincott's study is a first to be undertaken focusing on

an aspect of the MSTEP's curricular programs, the M.Ed. It focuses on beginning teacher to beginning teacher interaction, making visible the ways in which the beginning teachers served as experts for each other and displayed expertise often assumed to available only through expert-novice relationships with experienced teachers. This study focused on teachers in their first year of teaching.

The present study builds on this work by focusing on another aspect of MSTEP, the small group seminar during the year of preparation. The Small Group Seminar is the site in which students were cohort members during their own preparation year. This study, then, takes another aspect of MSTEP and examines through empirical data for the ways that knowledge construction and development of guiding principles of practice were consequential for students and made visible the opportunities for learning afforded teachers-in-preparation within the very preparation program.

#### *Summary of the Representative Literature Review*

This representative review of literature between the 1970's to 2002 revealed that earlier research on teacher education and fieldwork was abundant, yet the role of supervision was peripheral to those studies. It also revealed that in the 1980's a view emerged that considered the supervisor's own pedagogical understandings could

influence the kind of supervision experiences the teachers-in-preparation experienced. However, there were no studies that viewed the role of supervision and its consequences for the developing understandings of teacher-in-preparation and how these understandings and practices were discursively constructed phenomena, from a sociolinguistics and interactional ethnographic approach.

The review also revealed the relatively recent research focus and acknowledgement that there were disjunctures between the practicum and the university. It also revealed relatively new movements developed to mitigate the roles of participants involved that made way for professional development schools and partnership programs. Research on the first years of teaching for beginning teachers also revealed the ways in which the socializing processes that teachers in preparation experience may be related to their future performance as teachers.

Further, these reviews show that the role of disjuncture in the experiences that teachers-in-preparation have can play a variety of roles. Typically it was cast, in the research literature, as a negative obstacle that interferes with the teachers'-in-preparation ability to draw on their university course work in order to make sense of field work, thus creating an effective practicum. As discussed earlier, the

role of supervision was seen as an influence in how these disjunctures were perceived by the teachers-in-preparation.

In the last decade, when preparation programs were beginning to restructure themselves in order to address the role of disjuncture as mitigated by supervision, the reverse perception emerged. It appears that because there have been concerted efforts to bring university faculty, into the field site to act as supervisor in the context of the school site itself (e.g., in the PDS model) to avoid the former disjunctures. Furthermore, as in the Partnership model, for example, it also appears that because a cohort of teachers-in-preparation has been developed and assigned a supervisor, the traditional perceived disjunctures traditionally inherent in the nexus between university course work demands and field site applicability have been mitigated.

The emerging findings that the role of supervision plays in recent studies are important as they provide an empirical base to evaluate the consequences of these restructuring movements in teacher preparation programs. These studies make it possible to identify that the change has occurred in the perception of the gap. However, the approach used in these studies (often interview or limited observations) make it impossible to examine systematically the role that supervisor's discourse plays in relation to the ways in which teachers-in-preparation develop. For example Beck and Kosnik (2002)

used 'participant observation' and interviews without ever articulating more than that. They cited an Australian scholar, Punch (1998), known for his work in clinical observations to support their methodological approach but do not provide a description of what constitutes this approach or how it is undertaken. Thus methodological approaches adopted in order to study the nature of disjunctures must not be taken for granted.

Another aspect identified was that the conceptualization of the supervisor as a teacher of the teachers-in-preparation is not the dominant view represented in studies done to date. The research typically views the subjects' point of view, usually the teachers-in-preparation, in relationship to how they are supervised. I was unable to locate any studies that viewed the supervisor as a teacher of the teachers-in-preparation and the roles that they collectively play in knowledge construction. Studies have also been done that provide views of beginning teachers as social beings and co-constructors and engagers of reflective practices and reflexive outcomes (Darling-Hammond, 1999, 2000c, 2000d; Lippincott, 1999; Zeichner 1992, 1999), which indeed inform us about the teaching-learning relationships and opportunities afforded to them during the first years of teaching.

Lastly, the synthesis work of Gánadara and Mawell-Jolly (2000), revealed that the quality of teacher preparation and adequately

articulated programs are directly related to the kinds of 'professionals' teachers-in-preparation become and the quality of educational experiences that programs can provide their student. In their review, they identified a direct relation between preparation and teacher quality. They argue that the state's failure to recognize its teaching force's demographics and preparation means that teachers in classrooms today are not equipped, nor will be, to meet the demands of a public that has rapidly changed in demographics during the past 20 years. This report is significant because it specifically identifies part of the solution to improving teacher quality is the kinds of opportunities candidates have in their preparation directly impact the kinds of teachers they will become and the opportunities for educational success their students will or will not have.

As mentioned earlier, in the representative literature review, I was unable to locate a single study that conceptualized the role of disjunctures as a discursively constructed phenomenon. Furthermore, not represented in the research literature are studies that conceptualize the relationship between the supervisor's discursive interactions as consequential for how the teachers-in-preparation, within the context of the small group setting, and its relationship to the development of teachers-in-preparation's guiding principles of practice as evidenced in their own discursive choices. This study, then, generates further

knowledge on the specific nature of supervisor discourse and its relationship to teachers'-in-preparation developing guiding principles of professional practice.

### Section Three

#### Conceptual Framework

Building on the critical stance described by Wang (2000) and Apple (1990), I describe the epistemological bases that undergirds the present study of the role of the supervisor and supervisory cohort. This study seeks to uncover the epistemological and philosophical approaches that the supervisor took as he taught and supervised the teachers-in-preparation across the MSTEP year. In doing so, I am establishing the moral, ethical and political nature of this research on the preparation of teachers. From this perspective, I see to make visible the ways teachers-in-preparation came to understand that they had been afforded particular opportunities for learning to become particular kinds of professionals and to examine who contributed to this process, under what conditions (Collins & Green, 1992; Green & Meyer, 1991; Green, Dixon & Zaharlick, 2000) and with what outcomes and consequences.

In adopting a view of teacher preparation as a situated and discursive phenomenon, from a sociolinguistics and interactional

ethnographic approach (Castanheira, M., Crawford, T., Dixon, C., & Green, J., 2001), then the expressive potential (Strike, 1974) of what is available to be known through such theoretical routes/roots must be acknowledged. Strike argues that each program has an expressive potential that allows researchers to ask particular questions and not others, requires the use of particular methods (and not others) and lead to the construction of particular understandings (and not others).

From this perspective, if education and the choices of theories, and research that guide its everyday manifestations are value-laden and have expressive potentials, then the researchers and educators must account for the values that undergird their work, since these decisions affect the opportunities for learning afforded teachers-in-preparation in particular programs for acting and perceiving in particular ways. Strike's conceptualization of an expressive potential, therefore, need not apply only to a theoretical or methodological stance, rather it can also provide an understanding that the discursive and politically value-laden language of the MSTEP (or any teacher education program) has an expressive potential within which members' can act and perceive in particular ways. Thus, as a researcher I must pay attention to the everyday opportunities for learning to become particular kinds of professionals afforded teachers-in-preparation in their Small Group Seminar, as always being in

relation to the larger teacher preparation program that views that learning from teaching is not solely its curricular goal, but rather the act of teaching from that learning is expected.

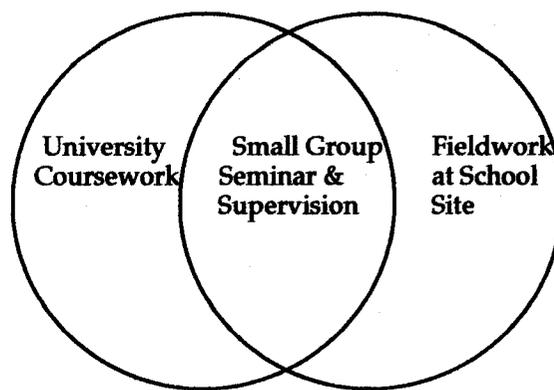
*Conceptualizing Multiple Subject Teacher Education Program as Intersecting and Interacting Spaces for Developing Professional Practices*

In this section, I present a way of viewing the partnership model, Multiple Subject Teacher Education Program, as sets of intersecting and interacting spaces. This representations is designed to make visible how MSTEP made possible the exploration of disjunctures and the role within the professional development of teachers-in-preparation. Figure 2.2 represents the specific focus of this study.

MSTEP is a Partnership model, which is designed to intentionally overlap the university course work and field site work as concurrent experiences that the teachers-in-preparation have. I have represented the MSTEP with the overlapping circles intentionally as the supervision is the nexus that bridges the world of the university coursework and the world of the fieldwork. This notion of overlapping worlds with marked borders, across which teachers-in-preparation travel every day will be the focus of the next discussion the theoretical underpinnings that reconceptualize the role of disjuncture as

discursive construction and potential space where professional transformations occur for the teachers-in-preparation and their supervisor.

Figure 2.2 MSTEP, a Partnership Approach to Teacher Preparation



The two circles represent the field site and the university as they are conceptualized in the Partnership model. They are overlapping and interrelated, though they are two separate cultural site in partnership with each other. I want to make explicit that each of the two site comprises many other complex sub-cultures. For example, as will discussed in more detail in Chapter Three, the MSTEP world that the teachers-in-preparation inhabit lasts thirteen months for them and comprises a variety of coursework that supports their professional development. The Small Group Seminar is the only course that is

unbroken and last across their year. I did not include these here as it is not the focus of this study.

Conversely, the field site also comprises many complex sub-cultures. For example, the supervisor met monthly with the Cooperating Teachers (CT) in meetings that were similarly designed, by him, to those of the Small Group Seminar. These meetings were designed to support the CT's in their work with their teachers-in-preparation. It was also a place where the CT's interacted with each other and were able to share resources. Although this is a potentially rich site for future research, I exclude it here in order to examine in more depth the role of the supervisor with the ongoing group of teachers-in-practice. I mention them solely to make visible that MSTEP is a complex partnership that involves the public schools in partnership with the university on many levels. However, the level of focus in this study is the Small Group, the nexus or the sustaining space that is created for teachers-in-preparation, when those two worlds overlap their borders.

### *Rich Points, Nepántla and the Role of Pivot as Central Concepts*

In this section I present the theoretical underpinnings that support this study's conceptual framework. I first begin with a discussion that reconceptualizes the notion of disjunctures as

discursive and cultural resources. In doing so, I draw on and extend Michael Agar's (1994) notion of 'rich points' and intentionally weave this extended understanding with Maria Franquíz' (1999) and Gloria Anzaldúa's (1993; 1987) notion of *Nepántla* in order to view disjunctures as 'rich points' of telltale cultural expectations that can provide a context for teachers-in-preparation to undergo transformations

*Towards a Re-Conceptualization of the Nature of Disjuncture as Professional Struggles and Opportunities for Learning*

If the university and the field site are two separate worlds each with vibrant cultures and situated ways of acting, being and interpreting, then I must draw on concepts that provide ways of examining these phenomena and uncovering how that are constituted. In order to understand the role disjuncture as a frame class between the cultural expectations of two separate worlds, I draw on anthropologist Michael Agar (1994), who conceptualizes potential cultural conflicts as frame clashes, between two parties or two cultures and so forth, that can lead to 'rich points' that can allow both parties to 'make up the culture that exists between the two' (Agar, 1995, p. 27). These rich points are places where these cultural frame clashes become visible and can potentially become a resource for learning about

differences in cultural practices and cultural expectations. In other words, the nature of disjuncture in teacher preparation, as conceptualized in the literature, need not necessarily be an all or nothing phenomenon, but rather may be re-conceptualized as an opportunity for learning (Tuyay, Jennings & Dixon, 1995) to navigate (Frake, 1977; Spradley, 1980) the complex terrains teacher preparation and the professional challenges inherent to classroom life and school demands. Agar's concept of 'rich point,' therefore is a beginning base necessary in order to conceptualize the disjunctures as necessary and potential cultural phenomena that emerge when two worlds come into contact with each other.

I extend Agar's notion of 'rich point' that can emerge in the overlapping of two cultural worlds in order to conceptualize the Small Group Seminar as a space where rich points become visible and ordinary as the teachers-in-preparation and the supervisor discuss their moves across times and spaces at the intersection of these two cultural sites (i.e., the university and the public schools). For example, as described in Chapter Three, the Small Group Seminar is a place where cultural conflicts that arise between a university assignment to be completed in the context of the field and the requirements of the field placement or supervisor's values for professional work are discussed and addressed.

By extending Agar's concept to include the space that the Small Group Seminar both navigates and in which it is situated, that is the nexus between the field site and university, we can develop an image of the developmental and dynamic nature of both worlds. They are not static, nor are they identical to the way there were last year or next year. They are human accomplishments and hold telltale signs of past utterances (Bakhtin, 1986) of the people whose earlier conceptualizations are articulated in words they display to others. For Bakhtin, any utterance has a history and therefore what is said has both traces of the past and evidence of its use in the present. Thus in the choices of utterances, people are making intertextual links between the past and present, while constructing the present and implicating or foreshadowing a future. (See also, Fairclough, 1992 & 1993)

*Struggling with Complex Professional Ideas as Transformative Processes  
Inherent to Crossing Two Separate yet Overlapping Worlds*

In this section, I build on this extended notion of the Small Group Seminar as a 'rich point' to explore the transformational nature of what it means to cross these two worlds' borders. Drawing on Gloria Anzaldúa's notion of *Nepántla* (Anzaldúa, 1993, 1987), a non-physical state of in-betweenness that people create as they navigate between and across physical borders, I extend this conceptualization to take into account the dynamic nature of actions within and across

these two larger cultural worlds. Anzaldúa, from a Chicana lesbian perspective, describes how she and the Mexicans that live within and across the borderlands of the U.S. and Mexico are always reconstructing themselves and being reconstructed by the countries and cultural expectations that members of those countries have of them. Culturally, they are neither solely Indian or Spanish, but rather a *mestizaje*, or mixture, of both. Thus they are a hybridized version of two former ways of knowing. Geographically speaking, they are neither Mexican in a sense because they have left their country, nor are they American for that country does not want them as immigrants, rather they are transformed versions of the people they once were as consequence of living among and navigating across cultural and geographical borders.

Anzaldúa's conceptualization of *Nepántla* provides an understanding of the transformative nature of what it can happen for individuals as they are both shaped by their environments and are simultaneously shaping them. The implications for Anzaldúa's conceptualization of struggling within and across spaces as a positive phenomenon was brought into educational settings by Franquíz (1999) who drew on Anzaldúa's *Nepántla* in order to explore how students' learning emerges transformed when afforded opportunities to struggle or grapple with complex ideas. Franquíz took a interactional

sociolinguistics and ethnographic approach to examine student-to-student interactions of learning about the holocaust in the context of a fifth grade classroom. She showed how students assisted each other in navigating the complex terrain of these social issues and how they applied understandings of inequity and racism to their everyday lives.

Central to the present study is the concept of the transformative nature of learning as a consequence of struggling with complex ideas. The recent work of Franquíz in this area serves as a foundational argument to make visible the particular nature of interactional spaces (Heras, 1993) as potentially transformational for Small Group participants. It challenges a linear explanation of learning processes by taking into account the in the moment, and, over time situated nature of learning within a particular social group. Building on the literary works of Anzaldúa (1993, 1987), and work of members in the Santa Barbara Classroom Discourse Group (Heras, 1993 and Floriani, 1993, Franquíz (1999) posits the Náhuatl (Aztec) concept of *Nepántla* as a transformative space that students and teachers construct, enter, and emerge transformed. Her view is particularly useful in the present study as it assists in characterizing the transformative nature of constitutive learning experiences in the Small Group.

Franquíz writes:

*Nepántla* means being positioned or positioning yourself somewhere “in the middle” ground between available positions (points of view about a subject). From this perspective, the in-between space is not a physical place, although it may occur in a physical space. Rather, a space of in-betweenness is an uncertain terrain an individual or group crosses as each moves from one state of understanding to another. (Franquíz, 1999, p. 31)

She proposes a way for understanding how students who have different language experiences “have different identity struggles” even when their content, tasks and cultural backgrounds are the same (p. 31). Franquíz expands the notion of struggle, away from cultural or racial identity, and applies it to the conceptualization of what it means to be a particular student in a particular classroom. Although, she does not offer a way to examine the discursive and situated nature of identities construction, she provides a framework with which to view how transformative spaces are both constructed by participants, and used differentially by them across space and time.

She argues that previous work on the notion of *Nepántla* has focused on individual transformation, and she offers an expanded view of those individualized notions of transformation that complements the present study’s theoretical underpinnings. She conceptualizes how transformations occur both for the individual and the individual-in-the collective. This particular view of the individual

and collective nature of what constitutes struggling with particular complex ideas grounds a central argument of my study. From this perspective, we can begin to view the transformative nature of what constitutes being and becoming particular kinds of professionals as part of cultural practice and has cultural meaning. Further, if we are to view the situated nature of teacher preparation, by taking into account the potentiality of the discursively constructed nature of transformative interactional spaces, I posit a view that learning in the moment and over time can also be understood as transformational and not linear. This particular view not only challenges the prescriptively developmental approaches to current assessment of teachers-in-preparation knowledge, but also offers a way to begin understanding how this knowledge is constructed over time and in particular place, under particular conditions, purposes, outcomes and consequences.

Specifically, I extend Franquíz' application of *Nepántla* in educational settings in order to examine what is involved in and results from struggling with disjunctures in the context of teacher preparation. This extended conceptualization of Franquíz' perspective on *Nepántla* begins by positing that the teacher plays a role in how opportunities for learning get shaped as potential resources for students' struggle. In doing so, I can examine how the teacher, in this case the Supervisor of the Small Group, shaped the opportunities for

learning that the teachers-in-preparation were afforded to struggle with the complex issues and ideas that emerged when participants go about traversing the borders that are created in the spaces where the university and field site worlds overlap.

By drawing on Franquíz' work on *Nepántla* as a way to conceptualize and understand the spaces created along the borders in which the fieldwork and supervision overlap, we can begin to see the potential transformative nature of these 'border crossings' (Anzaldúa, 1993; 1997) as they are drawn on as resources by teachers-in-preparation as they learned to navigate across the complex terrains of their university coursework and fieldwork. The ways in which teachers-in-preparation navigate within and across their Partnership program in their preparation year has yet to be conceptualized in the literature on supervision and teacher preparation. Thus, this study allows for a conceptualization that explores the transformative, and non linear, nature to teachers-in-preparation developing guiding principles of practice in the MSTEP model. The present study supports the need for a closer examination of how teachers'-in-preparation guiding principles of practice are constructed over time and in and through the moment-to-moment interactions against the backdrop of crossing the borders of the two major worlds that they inhabit simultaneously.

In order to understand the ways struggles are perceived, and how the disjunctures are used as a resource for reformulating the problem, exploring the differences in cultural assumptions, and in transforming frame clashes into opportunities to explore alternative ways of seeing, understanding and acting on the contested phenomena, I draw on a series of discourse practices and processes. I argue that these processes and practices constitute a repertoire within the group, as well as across group, that the teacher and other members use to transform frame clashes into rich points. These include, but are not limited to, the following concepts: pivot, intertextuality, intercontextuality, language as action, and identities inscribed in the text. Each of these will be discussed in turn.

*The Role of Pivot as Movement within and across Spaces*

Joanne Larson (1995) proposes the concept of pivot to help explain how information constructed in one dyadic situation (e.g., teacher – student or small group) migrates through a community and becomes available to others. She argues that the teacher plays a role in providing a text on which other students can draw by taking what is said in one context, e.g., in interactions between the teacher and one student while in the context of a whole group, and pivoting and ‘diffusing’ the content of the teacher to student interaction to the larger

group as a resource for them. Larson's pivot is a discourse strategy that allows for the knowledge construction in one moment to be made available to another group within the same moment. When a teacher or student(s) takes what is said in one space and made available to students in a larger context as a resource is known as 'diffusing' the knowledge to a broader audience.

I extend Larson's conceptualization of this discourse strategy and its pedagogical role to account for the way that the Supervisor of the Small Group pivoted within the moment as Larson argues, but to also pivot across time and space. I argue for an understanding that this discourse strategy need not be evidence within a localized setting to which all members are currently oriented. Rather, it can include one member (e.g., the Supervisor) who intertextually and intercontextually (Floriani, 1993) refers to an earlier or future experience and pivot the discourse of the group to that moment in time. This discursive structure is done in order to re-examine or make present to the group an otherwise invisible occurrence that has applications for what the Supervisor is trying to explain or make visible. Later, I discuss the discursive roles that intertextuality and intercontextuality play as theoretical constructs in order to understand the ways that Small Group members discursively move across time and space.

Here, however, I argued for how Larson's notion of pivot is applicable to the physical shift that the Supervisor makes from within a locally situated audience (e.g., the Small Group setting) to a larger historical setting. This discursive shift from the local to the larger historical, or potential future, moments serves as a way to make inaccessible resources accessible to the teachers-in-preparation. I argue that it is possible for the Supervisor to reformulate (Vygotsky, 1978) his understanding of those experiences and make them available to the teachers-in-preparation in the local setting as a resource for learning. Lastly, the role of pivot is not limited to the teacher, but rather it is a discursive strategy that people engage in as they navigate intertextually and intercontextually in purposeful and pedagogical ways.

#### On the Small Group Seminar as a Culture

The discursive nature of 'rich points', *Nepántla* and pivots can be understood as interacting with each other in the everyday cultural life of the Small Group. From this perspective it is necessary to account for this study's conceptual approach to culture. Since a foundational aspect of this study's orienting framework is grounded in cognitive and symbolic anthropology, it is possible to conceptualize 'culture' as the learned knowledge that people use to interpret experiences and

guide their participation as members of a social group (Spradley, 1980). This particular view of culture as constituted by learned knowledge of a group supports this study's perspective of the Small Group as a culture that is locally constructed in and through the actions and interactions of participants. Spradley characterizes his view of culture as having three features — what people do, what people know, and things people make and use (1980, p. 5) — which are grounded in his particular view of human experience.

A central feature of Spradley's perspective on culture is that culture is more than just a static cognitive map that people acquire and possess. He draws on Frake (1977) who defines people as not just map readers, but they are map makers (p. 9). Therefore, for Spradley, the interpretive processes in which people engage to make sense of explicit and implicit cultural knowledge are dynamic and guide participation in the group. Frake argued that people are not thrown into the world with a fixed cognitive map that enables them to interpret their experiences. Instead, he argues that people born into imperfectly charted, and continuously recreated and redrawn map sketches. Further, he argues that a given culture does not provide a cognitive map, but rather a set of principles of practice for creating maps and using them to navigate in their social worlds. So for him, "different cultures are like different schools of navigation designed to cope with

different terrains and seas" (Frake, 1977, p. 6-7; cited in Spradley, 1980, p. 9).

For Spradley and Frake's, culture is not an object to acquire and possess, but is constructed by people in their everyday actions and interactions. Additional views on culture further frame and support this study in particular ways. By adopting a variety of perspectives of culture, this broadening of understanding can potentially inform the researcher (Anderson-Levitt, 2000; Egan-Robertson & Willett, 1998) and further add texture to the dimensions of the orienting theories.

Agar (1994) argues that "culture is something you create, a coherent connection of differences" (p. 128). Culture happens in the spaces between people – in the actions in and through language and interactions within the cultural membership (languaculture). He posits that when clashes in frames, a potential 'rich point' is created; it is at these rich point that culture is constructed. He argues that culture is what people construct to fill in the spaces between them. He uses the metaphorical notion of 'frames' to explain that elements of a culture are eventually "hooked" together, particularly through language (p. 137) in an ever shifting coherence and they guide individuals within and across social groups.

These views and perspectives on culture support this study's perspective of culture as a set of guiding principles of practice or

frames of reference (Mehan, 1978; Santa Barbara Classroom Discourse Group, 1995). When we view culture from these perspectives, it is possible to conceptualize and draw on a coherent perspective of culture as a set of guiding principles of practice that are co-constructed across time and space by members in their ongoing establishing and renegotiating roles and relationships, norms and expectations, rights and obligations that constitute membership in the local group of the Small Group Seminar (Green, Dixon & Zaharlick, 2000).

Anderson-Levitt (2003) argues that teacher knowledge construction is not solely a matter of individual choice, nor is there a single kind of truth or knowledge to which individuals adhere. It is the shared meanings that such knowledge holds that localized to a group of people who share it. This notion of shared meanings, or ways of perceiving, understanding, acting and believing is the material resource to which anthropologist apply the word "culture" (Anderson-Levitt, 2002). Therefore, by hybridizing this perspective on culture with Anzaldua's and Franquiz' notions of *Nepántla* I can account for a new perspective that explains that the points for struggling with understanding in new ways are in part influenced by one's own cultural expectations.

In doing so, it become possible to view the analysis of cultural actions, language and professional practices that this study examines

are principally derived from the works of Spradley, Frake, Agar and Anderson-Levitt. However, the analysis was also oriented by complementary and related theories of cultural processes and practices identified through ethnographic work on classrooms as cultures and the social construction of knowledge in education. Guiding the work of this study, then, is a set of premises based on concepts from this work. These premises have been developed over a time as part of collaborative work of researchers within a larger, multi-site, multi-year ethnographic study (See Santa Barbara Classroom Discourse Group, 1992a and b; Floriani, 1993; Brilliant-Mills, 1993; Heras, 1993; and Lin, 1993 for initial work, and Yeager, 2003 for the most recent work). Together they constitute, as Heap (1991) argues, *a priori* claims about the nature of classroom [Small Group] life, grounded in, and derived from, empirical work that led to their identification. (Note I am using 'classroom' and 'Small Group' interchangeably).

- Members of a class jointly construct patterned ways of acting, interacting, perceiving, and interpreting everyday life.
- These patterned ways become both cultural practices and processes on which members draw as resources for participating and co-constructing everyday events of life in the Small Group.

- Through both of these cultural practices and processes, members develop a history of activity, practice and content as well as a language of the Small Group that becomes shared knowledge, and thus a material resource for members of the group.
- It is in the over time dimension of the Small Group, that such patterns and practices become ordinary and *invisible* to members unless a norm or expectation is broken or a member acts in unexpected ways (e.g., and explicit or implicit frame class occurs).
- When an overt or 'public' frame class occurs and is perceived as such, members signal to each other the expected norms and expectations, their intentions, and begin to repair the frame clash.
- When frame class is implicit, members may or may not view it as a difference in interpretation, understanding or knowledge of the expected processes, practices or content. Thus, they may not negotiate a repair.

From this perspective, the patterns and practices of everyday Small Group life are never fixed, but are always being formulated and reformulated, negotiated and renegotiated as teachers-in-preparation work collectively to construct the content, contexts, meanings, and the activity of everyday life necessary to meet both the individual and the individual-in-the collective goals. Although these premises are derived from a view that conceptualizes a classroom as a culture, it supports this study's view of the Small Group Seminar as a culture. The premises are provide an orienting framework in which life in the Small group is viewed as dynamic and developing, over time, through a recursive interrelationship between the individual(s) within the collective discussed in Chapter One.

#### A Situated Perspective of the Small Group as a Form of Teacher Preparation

Geertz (1983) posits a view that cultural knowledge is locally-constructed knowledge particular to a social group. This view, then, requires that the researcher's ethnographic approach examine life from such a situated perspective. Green and Meyer (1991) argue, that the actions and knowledge of a group are not owned by any one individual, but rather they are seen as constructed and "acquired" within and across the social activity of the social group. Thus "cultural

knowledge is held by the group and not by an individual" (p. 144). Therefore, from this point of view, teachers-in-preparation can be seen as learning what constitutes "appropriate literate actions" (Green, Kantor & Rogers, 1990) as well as what it means to be a particular kind of teachers-in-preparation in the Small Group within a particular program within a particular space and time. They 'construct the set of practices that constitute what being literate means and how spoken and written texts of the Small Group are read and interpreted.

#### On Frames of Reference

There is a referential system that members construct to conduct the everyday events and processes of Small Group life in what Lin (1993) conceptualizes as the *language of the classroom*. This referential system guides and shapes the language of the classroom and the subsequent construction of new knowledge among group participants. One way to understand the importance of differentiating the *language of the classroom* from other settings is to see it as constructed over time by members through their moment-by-moment interactions. Thus the language used in any group is both constructed by members and carries the history of the events that gave rise to it (Bloome & Egan-Robertson, 1993).

From this perspective, the Small Group Seminar has a history that cannot be ignored. This history becomes visible by considering:

- The referential system that members construct to conduct the everyday events and processes of classroom life in the language of the classroom. (Lin, 1993).
- The patterns of interactions within and across events and time in the cycles of activity (Green & Meyer, 1991).
- When talking in the group, members bring reference to other texts (oral and written) that they have lived together. In this way they engage in intertextuality (Bloome & Egan-Robertson, 1993).

From this perspective on the language of the classroom, we can begin to account for both the situated nature of learning in the Small Group within its historical interwoven references. Over time these reference become resources that members draw on to construct personal and collective *frames of reference* and *principles of practice* that they use to read and interpret the texts of classroom life and to take actions based on their personal, and at times collective, actions. Vygotsky capture

this process when he states: "Thinking, you see, denotes nothing less than the participation of all of our previous experience in the resolution of a problem (Vygotsky, 1997, p. 175)." These premise therefore constitute ways of viewing the whole of the Small Group experience, from the most particular, in its dynamic and ever evolving shape.

Building on Vygotsky (1978), it can be argued that what comes to constitute language and knowledge in the Small Group are mediated by the teacher (Supervisor) or more 'advanced other.' However, given the work of Lippincott (1999), just who constitute this 'advanced other' cannot be presupposed. Rather, it is necessary to ask who contributes what to the construction of the dynamic patterns and practices, under what conditions, for what purposes, and with what outcomes. Through these questions, it is possible to examine the intentions and understanding of the members that constitute teaching/learning relationships (Heap, 1991). What gets mediated by the teacher and other members, then, depends on what gets talked into being (Green & Dixon, 1993) in and through the moment-by-moment interactions. Such knowledge and language then are directly related to what constitutes the socially and discursively constructed textual life of the Small Group. Lastly, when taking a situated perspective, action and meaning are inherently interrelated and cannot be separated from

the context, *in situ*, of its occurrence. Thus, actions, and meanings constructed through those actions, can be viewed as socially constructed and situated within and across time and spaces. In this study I examined the contexts in and through which particular ways of being a student were shaped in the Small Group.

### On Opportunities for Learning and Opportunities to Learn

In order to examine how particular language shaped, and was shaped by, ways of being teachers-in-preparation (and members of a particular profession), it is necessary to understand how particular opportunities for learning are manifested in the Small Group Seminar in the actions and interactions of participants. Tuyay, Dixon and Jennings (1995) argued that opportunities for learning are “talked into being” by classroom participants (teacher, students, teacher assistant, student teacher) through their discourse (oral and written) as they engage with and negotiate their understandings of the norms and expectations, roles and relationships, and rights and obligations for accomplishing classroom tasks. Central to the construction of opportunities *for* learning and opportunities *to* learn is the nature of inferential/interpretive processes in which members discursively engage to interpret and understand what is happening in the classroom. In other words, members’ actions during the development

of classroom activities are mediated by cultural meanings produced in the very context of group interaction (Spradley, 1980; Santa Barbara Classroom Discourse Group, 1995; Green and Dixon, 1993; Edwards & Mercer, 1987; Gee & Green, 1998). This particular view allows for a broadened view of the general features of the MSTEP's potential opportunities for learning (Lippincott, 1999) as mediated by the Small Group. In turn, a more local view of this construct in action, for example are the opportunities for learning offered by the Supervisor within the context of the Small Group. Opportunities for learning, therefore can be seen as the means through which cultural meanings are mediated by the developing web of local cultural knowledge of participants.

Heap (1991) adds to this view by explaining how the frame of reference guiding the activity development may also inform how and when what was learned during activity development (Heap, 1980). In an analysis of a reading lesson, Heap show that what was available locally at a given point in a reading less, not students historical understandings, led the teacher to assess their performance and appropriate. For example, when asked a question about who helped the queen in the story they were reading, a student answered Rumpelstiltskin. The teacher said yes and then went on to restate the answer as the "little man" explaining that they (the students and

teacher) had not come to the name yet in the story. Thus what counted in this local context was what had been read to that point and not prior knowledge of the story. Heap's example shows the locally constructed nature of opportunities for learning. In this case, what was being learned was not what the teacher expected to be learned; rather, what the students had an opportunity to learn was that their knowledge of the story was not what counted but rather what counted was producing the answer that the teacher expected. This example makes visible how locally constructed actions signal local cultural meanings of one or more members of the group, and how these publicly visible meanings support members' understanding of what is to be learned, how, when, where, with whom, and for what purpose, or in Heap's words, what counts as knowledge and performance. This view supports the argument that ways of being a member and making sense of classroom activity are produced and learned through participation *as a member in the life of a particular classroom community.*

Situating learning within the Small Group Seminar offers a perspective that makes visible what becomes *potentially* available within the collective (collective possibilities [Castanheira, 2000]). A situated perspective enables the researcher to examine the discursive and interpretive processes in and through which particular opportunities for learning (Tuyay, Jennings & Dixon, 1995) are

constructed by participants as they interact over time and spaces. Further, in taking this perspective it is possible to inquire into what is potentially available to be learned by teachers-in-preparation through their engaging and participating in the actual construction of opportunities for learning within a particular Small Group setting. Other studies of classroom interaction have shown that more than academic content is available to be learned by students as they become members of a particular classroom community (e.g., Kelly & Crawford, 1998; Crawford, 1999; Brilliant-Mills, 1993; Floriani, 1993; Fernie, Davies, Kantor & McMurray, 1993).

By examining the discursive processes involved in the construction of what becomes potentially available within the collective (collective possibilities), it also becomes possible to examine the ways in which individuals-in-collective (Souza Lima, 1995) may differentially access and/or take up opportunities for learning (Tuyay, Jennings & Dixon, 1995). According to Tuyay and colleagues, the opportunities that a particular student might access and thus learn from vary. Fairclough (1992) suggests that among the discursive choices available to learners, there is always individual choice of their selection. Also, that there have been particular choices offered does not suggest that all learners had them available to them nor that all members would choose the same ones. "Not all common tasks will be

interpreted by and acted upon by students similarly [cf. Alton-Lee & Nutgall, 1992]" (Tuyay, et. al, p. 108). In other words, opportunities for learning are constructed interactionally as *collective possibilities* (Castanheira, 2000) and, in and through this process, may be accessed differentially by individuals-in-collective as opportunities to learn.

In taking a situated view of the local co-construction of opportunities for learning and opportunities to learn as representative of the reflexive/ responsive nature of the discursive and interpretive processes visible in and through classroom (i.e., Small Group) interaction, as well as of the interrelationships between the collective and individuals-in-collective (Souza-Lima, 1995; Putney, 1997; Putney, Green, Dixon, Durán & Yeager, 2000), enables the researcher to examine discursive processes for what becomes *available* to draw on for the collective. Significantly, it also informs examination of the ways in which teachers-in-preparation -in-collective draw on repertoires of actions constructed in and through particular kinds of opportunities for learning in order to take up those opportunities in particular ways (e.g., oral, written, visual texts).

#### On Context

Duranti and Goodwin (1992) make visible the challenge in providing a single, technical definition of context:

**“At the moment the term means quite different things within alternative research paradigms, and indeed even within particular traditions seems to be defined more by situated practice, by use of the concept to work with particular analytic problems, than by formal definition” (p. 2).**

**By understanding that context is interactionally constructed and dynamic, it is possible to examine how the Supervisor makes explicit what it means to be a teacher-in-preparation in a particular context/setting/event so that members can successfully and ‘competently’ participate. From this perspective, members orient to and are oriented to shifts in both contexts and requirements for competency, both of which set potentials for what is possible to know and do. This view of the dynamic and constructed nature of context also provides for possibilities of the development and display of different professional practices. To further understand how this process may occur, I examine four additional constructs related to a view of contexts as interactionally and intertextually/intercontextually constituted environments.**

### **On Intertextuality and Intercontextuality**

**By drawing on the notion that contexts are multi-layered and linked to each other, it is possible to account for the reflexive/responsive and interpretive nature of interactions within and across multiple contexts. What is particularly important for this study,**

as will be discussed in Chapters Three, Four, Five and Six, is the notion of multiple contexts and interactional spaces (Weade, 1992; Heras, 1993). From this particular perspective, it is possible to examine the actions of participants in classrooms as informed by cultural meanings constructed in other contexts that are carried out across different social settings (Erickson, 1982; Weade, 1992; Bloome & Bailey, 1992). Weade argues that members of a classroom “construct patterned ways of acting and interacting, perceiving the world, interpreting, and evaluating what is occurring, and believing what can and will occur ‘next’ [Green et al., 1991]” (Weade, 1992, p. 98). What is constructed, is, within an observable event and, is, relatively immediate and local, while simultaneously situated within “more distant and far-ranging places, both inside and outside the classroom, that share selected features of similarity and difference with the observed event” (p. 99). What appears to be a context ‘in the moment’, therefore, is not a closed system, but one that is related to larger whole(s) of other social contexts.

Lemke, building on the work of Halliday (1978) and Bakhtin (1935/1986), proposed, from a social semiotics perspective (meaning making), what he calls general intertextuality (Lemke, 1992):

“The discourse practices of a community both build systems of texts related in particular ways and establish the recognized

kinds of relationships there may be between texts or the discourses of different occasions." (p.257)

Emphasizing that no event or text is 'complete or autonomous' in itself, Lemke argues that "it needs to be read, and it is read, in relation to other texts [or contexts]" (Lemke, 1995, p. 41, as quoted in Dantas, 1999, p. 28).

From this perspective, the meanings constructed by members of a particular Small Group can be seen as informed by other meanings produced or experienced in other times and/or settings. By building on these concepts, it is possible to view what occurs across events, contexts and/or settings as interactionally constituted. Further, this is accomplished through a jointly constructed process by participants, within a history that is related to and influenced by outcomes produced in other social settings and their histories (Bloome, 1997; Bloome & Green, 1992) or linked to other events that are part of the local history of a Small Group Seminar (Floriani, 1993; Collins & Green, 1992).

According to Fairclough, intertextuality is constrained by and interpreted within the discourse of which it is a part (Fairclough, 1992; Bloome & Egan-Robertson, 1993). This then has implications for the ways in which members of a community not only construct social

practices, but to examine what other aspects of knowledge construction and social life are constructed in and through language.

Building on work in critical discourse analysis, Fairclough (1992)

discusses intertextuality in the context of the historicity of texts

“text responds to, reaccentuates, reworks past texts) helps to make history and contributes to wider processes and change (also as I [Fairclough] have said anticipating and trying to shape subsequent texts)” (p. 270).

In distinguishing interdiscursivity from intertextuality, Fairclough draws attention to the notion of resources on which actors, speakers, interpreters, can draw and discusses the “potential heterogeneity of texts in terms of the diverse discourse conventions, types of discourse, which can be drawn upon in their production” (Fairclough, p. 284)

(For a more complete discussion of the analytic system of which interdiscursivity is a part, see Fairclough, 1992.)

The particular notions of intertextuality in this study are of Bloome et al. (Bloome, 1989; Bloome, 1992; Bloome & Egan-Robertson, 1993) who build on the work of Fairclough, as well as Bakhtin (1935/1986) and Kristeva (1980) in order to define intertextuality in particular ways. It is the notion of intertextuality that they propose that I have adopted for this study.

Bloome & Egan-Robertson (1993) propose a view of the socially constructed nature of intertextuality as related to the ways people act and interact with each other:

[E]very text exists in relation to previous or forthcoming texts. But which texts are and will be related is not a given. People, interacting with each other, construct intertextual relationships by the ways they act and react to each other. An intertextual relationship is proposed, is recognized, is acknowledged, and has social significance. (Bloome & Egan-Robertson, 1993, p. 311)

This notion has implications for understanding that people “textualize” (Bloome & Egan-Robertson, 1993) their interactional experiences. It also supports the view, grounded in an interactional sociolinguistic perspective, of the evolving nature of classroom as ‘text’ that is available to be read by members and serves as resource for future actions. From this perspective, “events of classroom life can be viewed as texts that are written by the teacher and students in and through their actions and interactions (oral as well as written)” (Collins & Green, 1992). Thus, this particular view of intertextuality serves to examine the situated in the moment and over time nature of the life in the Small Group Seminar.

A second related concept is intercontextuality. Building on the work of Bloome et al. and Goodwyn and Duranti, Floriani (1993) posits the construct of intercontextuality. In discussing the *ways* in which

participants interact *with* texts (*contexts*), she proposes that contexts themselves are juxtaposable and interactionally evoked by members:

[P]rior contexts, with their socially negotiated roles and relationships and texts and meanings, become resources for members to examine past events, to resolve differences in interpretation and understanding and to lay the foundation for revising and modifying the present in light of the past and vice versa. In these ways, prior contexts shape the local context being constructed and implicate future contexts. (Floriani, 1993, p. 257)

The constructs of intertextuality and intercontextuality were used in this study to examine how situated opportunities for learning constructed by teachers-in-preparation (particularly in and through Supervisor discourse) are historically and socially related to each other. I examine those links and relationships as a way of understanding their consequences for the situated potential academic identities that were constructed over time as well as for their implications for what and how students inscribed themselves in and through multiple texts (oral and written).

## On Interactional Spaces

Heras (1993) discusses the concept of interactional spaces as a backdrop against which in understanding the construction of classroom language can be examined. According to Heras, an interactional space has four "distinguishing features" (p. 279):

"organizational pattern, time, physical space, and purpose. Interactional spaces are constructed by members of a group interacting in a particular place, at particular moments in time, and with particular configurations of participants (e.g., whole class, table group, pairs, individuals). . . . These organizational patterns are associated with different purposes, patterns of interaction, and tasks" (Heras, 1993, p. 279).

Weade provide further insights into the constructed and intertextual nature of interactions within interactional spaces. In considering how moment-to-moment, face-to-face interactions occur, Weade (1992) describes the way in which those 'moments' are situated in both time and space:

"What is occurring 'now' is constituted and realized out of *an a priori* set of conditions and historical realities, and in anticipation of what will occur 'next'. That is, as members of a classroom affiliate over time, they develop both a shared history and a shared set of expectations about whatever future they will spend together. . . . A 'moment' of face-to-face interaction is also situated in physical space. . . . [T]he ways members of a social group utilize space can be examined as a nonverbal feature of interaction in classrooms." (Weade, 1992).

How interaction is organized within particular contexts [as space], then, becomes important for examining what becomes available for participants in and through those interactions.

Both Heras and Weade (1992) offer us a way to understand that multiple interactional spaces (or contexts) coexist. Based on their work, it is possible to argue that there is variation, multiplicity and simultaneity of contexts that can be identified across time and space within the interactional spaces of the Small Group Seminar (e.g., Erickson & Shultz, 1981; 1997; Weade, 1992; Chandler, 1992). By developing a way to account for and examine the range of ways in which Small Group Seminar members' interactions are organized as well as the relationships among spaces, it is possible to examine what is accomplished in and through particular kinds of interactional spaces, when, where, for whom, how, and for what purposes with what outcomes and consequences.

### On Consequential Progressions

A final construct that contributes to the theoretical and methodological frame of this study is the notion of consequential progressions. It is derived from the perspective on contexts and spaces for struggles as constructed in and through the actions and interactions of people. Durán and Szymanski (1996) argued that the constructed

nature of context is consequential for participants. Putney and colleagues describe Durán and Syzmanski's perspective:

"They propose a view of a particular interaction as a negotiated production with an implicated future and an intertextual past (Bakhtin, 1986), which they call[ed] *consequential progression*" (Putney, Green, Dixon, Durán & Yeager, 2000, p. 91).

Central to Putney's and colleagues' view of consequential progressions, a view adopted in this study, is the perspective on individual-collective interrelationships (Souza Lima, 1995) discussed in Chapter One. Putney et al. build on and expand Durán and Syzmanski's concept to explore the within-event and across-event nature of such progressions, the intertextual relationships between and among such progressions, and how knowledge constructed in one context becomes socially and academically consequential in others (Putney, Green, Dixon, Durán & Yeager, 2000; Putney, 1997).

To expand the Durán and Syzmanski definition of consequential progression, Putney et al draw on the constructs of intertextuality (Bloome & Egan-Robertson, 1993) and intercontextuality (Floriani, 1993), and the notion, proposed by Bakhtin (see Chapter One) of a 'delayed response', a "silent responsive understanding . . . responsive understanding with a delayed reaction" (Bakhtin, 1986, pp. 68-69). This possibility of a delayed response has implications for

understanding the over time nature of consequential progressions and what is available to be understood in the utterances of participants.

Putney further elaborates the notion of the delayed response, consequential progressions, arguing that “interactions in activities, [are] signaled by members as a negotiated production that is academically and socially consequential within and across past, current, and implicated future events” (cf. Putney, Green, Dixon, Durán and Yeager, 2000; in Wink & Putney, 2002, p. 149).

By understanding the ways in which interactions are linked within and across events, from their perspective, it becomes possible for the researcher to examine the discursive choices of participants over time for evidence of the ways in which patterns of practice are first formulated and then re-formulated in consequential ways for the collective and become available to individuals-in-collective.

### The Small Group Seminar as Potential Text to be Read: Professional Identities in and of Practice

The previous sections have built a perspective on the constructed nature of opportunities for learning and how such opportunities intertextually tied, and are shape particular potential texts and positions in relationship to these text. In this section, I bring this work together to construct a rationale for examining the Small

Group Seminar and the actions constituting everyday life in this group as texts to be read and how this process of text construction also influences the identity potentials that members have to develop and display both professional practices and identities.

The sociolinguistics micro analysis in this study serves to describe and provide an understanding of how the occasions of moment to moment interactions are both organized and sustained (Corsaro, 1984). This micro level of analysis also provides another way for accessing and understanding the agency of people (Hymes, 1974) in their process of recursively jointly constructing a particular iteration of the educational system of which they are members (Anderson-Levitt, 2000). Thus, from this perspective this study can account for the situated nature of and examine the roles of professional teacher identities as discursively constructed resources.

Drawing on the work of Yeager (2003), conceptualization of *multiple* (Gee, 2001; Mishler, 1999; McCarthy & Moje, 2002; Castanheira, 2000; Green & Dixon, paper presentation, 2001) *professional* identities constituted in professional principles of practice, in this study comes from a sociocultural perspective that draws on traditions grounded in cultural anthropology (Spradley, 1980; Geertz, 1983) and interactional sociolinguistics (Gumperz, 1986; 1992). This orientation is in contrast to a view of identity as fixed or static, as

belonging to an individual (Erikson, 1968), something students have, develop, or acquire in fixed tangible sense, e.g., race, gender, ethnicity, nationality, and so on (e.g., Cameron, 1999; Yon, 2000; Weiler, 2000). From this perspective, it becomes possible to argue that professional identities within a Small Group Seminar are not givens, nor are they attributes of members as individuals (Moita Lopes, 1998a), rather they are constituted in and through the developing discourses, practices and ways of structuring interactional spaces (Heras, 1994) for both collective and individual activity.

Orienting this study, then, is a view of identities as professional practices as discursively constructed (e.g., Cameron, 1999; Castanheira, 2000; Green & Dixon, paper presentation, 2001; Holland, Lachicotte, Skinner and Cain, 2001) and locally situated, yet always within a larger context. Yeager's (2003) review in area of classrooms as cultures, argues that "members construct situated definitions of what it means to be a student in each classroom (Fernie, Kantor, Klein, & Elgas, 1988), a teacher, a historian (Floriani, 1993), a mathematician (Brilliant-Mills, 1994), a writer, a scientist (Kelly & Crawford, 1997), a community member (Heras, 1993), a group, a reader, or an artist (Baker, 2001) in and through their actions and interactions within and across the events of everyday life."

This study, therefore in part addresses how teachers-in-preparation constructed potential professional identities from a perspective that accounts for the discursively constructed nature of classroom life (Collins & Green, 1990; Santa Barbara Classroom Discourse Group, 1992; Rex, 1997). To narrow my lens to the teachers-in-preparation, the Supervisor and the Small Group Seminar and the written texts they constructed, I draw on the work of Roz Ivanic. Ivanic's interest is in the ways in which writers are "positioned by the discourse(s) they draw on as they write" (Ivanic, 1994, p. 4), defining positioned as perhaps being "given a particular identity" (p. 4) suggest that an identity is fixed in the sense that a student instantiates in a particular moment what it means, for example to be a writer.

To further understand how a view of language as action and text contributes to an understanding of the construction of professional identities, the work of Fairclough (1992) broadens the expressive potential of what Ivanic's perspective allows to be conceptualized. Although Ivanic's view is in contrast to the dynamic and evolving nature of professional identities in this study, her work can inform the ways in which individual Small Group members drew on particular discursive choices as material resources in order to position themselves as particular kinds of professionals in the written texts they produced. The view that group members inscribe particular discursive practices

from developing repertoire of practices, Fairclough (1992) indicates that not all discourses are available to all writers or are equally preferred in any situation.

Fairclough (1992) defines discourse practice as the practices of producing, distributing, and consuming texts and defines discursive events as texts, instances of discourse practice, and as instances of social practice. This particular view of talk as text to be interpreted or 'read' informs this study's view on the situated role of talk and its relationship to written and spoken texts constructed by the Small Group members. He draws attention to the notion of the historical and in the moment constructed text as resources on which actors, speakers, interpreters, can draw and discusses the "potential heterogeneity of texts in terms of the diverse discourse conventions, types of discourse, which can be drawn upon in their production" (Fairclough, 1992, p. 284).

By applying on both Ivanić's and Fairclough's theories of written and spoken discourse to the historical construction of what constituted being a member of the Small Group Seminar, we can begin to pay attention to particular features that members constructed and that have influenced how they interpret moment to moment experiences. Building on this argument, Bloome and Egan-Robertson propose that members of a group become engaged in a process of

discursively and interactionally 'textualizing' the world (1993). From this perspective, then the Small Group can be conceptualized as an evolving text, discursively constructed, that becomes available to members to be read and that shapes and is shaped by the actions members take. Therefore, the Small Group Seminar is constituted of chains of discursive practices and events, which I argue, the participants as a collective and individuals-within-the collective, drew on as a potential text to be read, interpreted and re-shaped, out of which teachers-in-preparation are, too, shaped.

Although principally grounded in literary theory, Bakhtin, in his later work, discusses language as "realized in the form of individual concrete utterances (oral and written) by participants in the various areas of human activity" (1986, p. 60). Through its "thematic content, style and compositional structure" (p. 60), an utterance reflects the "specific conditions and goals of each area (of human activity)" (p. 60) in which participants are engaged.

Drawing on his work, it is possible to argue that the researcher might look at the thematic content, style and compositional structure of a text (oral and/or written, for example) for *evidence* of the conditions, goals, and/or the linguistic, social and cultural presuppositions it reflects. Thus, by drawing parallels between his conceptualizations of finding evidence in text for the utterances of the

cultural presuppositions it reflects, further broadens the expressive potential of this study's theoretical orientation. Thus, the Small Group Seminar as a form of teacher preparation is a potential text to be read belies in its utterances all participants' individual and collective previous experiences in a resolution of a current problem (Vygotsky, 1997, p. 175). This study demonstrates the socially constructed discursive nature of the Small Group Seminar as a form of teacher preparation.

### Chapter Summary

In this chapter I presented a representative review of the research on supervision and teacher-in-preparation development in teacher preparation. This study's view was positioned as potentially offering new knowledge to the particular situated nature of supervision as a form of teacher preparation as a potential text to be talked into being and to be read was also presented. This chapter also presented a conceptual review of constructs that serve as the key orienting and explanatory theories that guide the research in this study. The goal of this conceptual review was to broaden and deepen the expressive potential (Strike, 1974) of the set of orienting theories that guided data collection, analysis and interpretation of findings.

## CHAPTER THREE

### DESIGN AND METHODOLOGY

#### Chapter Overview

The purpose of this chapter is to present an overview of the design and methodology for data collection and analysis. This overview is presented in three parts. Part I contains a brief discussion on the role of Supervisor as teacher researcher, and the in situ nature of the methodology adopted and the theoretical/methodological relationships that guided the study. Part II presents the research site, participants and the how gaining entry as teacher researcher was accomplished. Part III presents the research design including procedures for data collection and data analysis.

#### Part I

##### Problematizing the Role of Researcher as Teacher-Supervisor/Researcher

To understand how the orienting theoretical framework will guide the methodological decisions I made in studying the social construction of authoritative shifts in developing guiding principles of professional practice, it first necessary to discuss my role as teacher educator and researcher within the Small Group Seminar. In this

section, I will discuss the nature of this relationship in more depth in light of the overall research design, data collection and analysis in subsequent sections of this chapter.

During the year selected for this study (2000-2001, I was an instructor in the MSTEP at UCSB. In 1998, had begun to work towards an advanced degree. In the fall of 1999, I decided that researching my practice as Supervisor, or 'Academic Coordinator,'<sup>1</sup> would be the site and focus of my study. Throughout most of my doctoral program, I also was a part-time classroom teacher. I had been a bilingual classroom teacher in a local school district, since graduating with my teaching credential from UC Santa Barbara MSTEP in 1993.

I entered the doctoral program with an initial interest in researching my practice and the consequences for student learning with regard to my elementary school teaching. I knew this was possible as my colleague Sabrina Tuyay (2000) was working toward completing her dissertation as I entered graduate school. At that time, I had not considered that the practices I had been engaging in as an elementary teacher researching his practice could be applied to the role of teacher educator. I had entered my career as an elementary teacher

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<sup>1</sup> Academic Coordinator is the official institutional title for the role of Supervisor. I referred to myself as supervisor, and the MSTEP and T.I.P.'s also referred to me as supervisor. The situated title of Supervisor, therefore, is synonymously used with "teacher" through this study.

with the disposition to research my own practice and make take professional action based on what I learned. During my preparation year, I had worked with a Cooperating Teacher, Beth Yeager, for whom researching her teaching practice and learning from her teaching was what I perceived teachers just did. Therefore, when I decided to enter graduate school I had poised myself to pursue an advanced degree with a focus on my elementary teaching practice.

It was not until my advisor, Dr. Judith Green, suggested that I take a course on *the Scholarship of Teaching*, which was offered by Dr. Patricia Stock who was a visiting professor from the University of Michigan, that what counted as my view of teacher research began to unfold. It was through class discussions with works by Lee Schulman and Ernest Boyer on the evolution of the view that researching one's teaching as a form of scholarship, that I decided to focus on my practice as Supervisor and teacher-educator of teachers-in-preparation (T.I.P.'s).

The data collected for this study (2000-2001) was preceded by a pilot study I conducted in 1999-2000 that has influenced the way data collection and analysis were undertaken in this dissertation. This study enabled me to see that whether I as a teacher and the teachers-in-preparation co-constructed the everyday live that occurred in our Small Group Seminar class. It enabled me to understand that in higher

education this phenomenon does not change simply because the students are adults. Further, it enabled me to develop ways of seeing see over time and exploring what was being accomplished by classroom members. It also helped me to understand the role of 'head notes,' I recorded, which acted as a memory trace for later analysis of written or remembered forms of documentation. Head notes, complemented the formal ethnographic notes and audio-video recordings the 27 meetings of the Small Group Seminar during the year of this study.

That I am distanced by space and time from the year in which I formally acted as Supervisor and collected the data (2000-2001), poses a tension between the in situ role of teacher educator as researcher and the distanced role of researcher teacher, who is post hoc examining his practice and consequences for evidence of shifts in the professional practices of the teachers-in-preparation learning. This tension can be viewed between my multiple identities in multiple settings; productive leading to particular angles of vision and particular actions. I, as the analyst, will demonstrate these angles of vision and actions, and through an understanding of the data I collected and what I am able to theorize as I systematically engaged in representing, analyzing and interpreting, what took place that year.

## Research Methodology: Theoretical/Methodological Relationships

In Chapter Two, I presented an argument that accounts for a sociocultural orienting theory that served to guide this. I discussed the characteristics of Interactional Ethnography as a lens in and through which to better understand the locally situated construction of everyday life (Heap, 1991) and the take up of professional practices in teacher preparation programs. By making a choice for a particular orienting theory for this study, I acknowledge that theoretical frames and the language that characterizes particular frames have an expressive potential and allow me to ask some questions and not others, to explore phenomena using particular methods and not others (Strike, 1974; Green, Kelly, Castanheira, et al., 1996; Green, Dixon & Zaharlick, 2000). Given this view of theoretical/methodological relationships, I discuss briefly the use of an interactional ethnographic perspective for this study and its relationship to procedures for data collection and analysis.

### The Interactional Ethnographic Approach

In order to study the everyday life a Small Group Seminar from the point of view of the participants, it was necessary to adopt an ethnographic approach. This approach enabled me to shift angles of vision from what was possible to be seen and understood as a

participant (the Supervisor of the Small Group) to what was able to be examined as a researcher/ analyst distanced, from the moment, by both time and space. This approach enabled me to produce a grounded view of what constituted learning and being a teacher-in-practice. The need to account for the central role of discourse, both oral and written, in the ways in which patterned ways of being in the Small Group Seminar were shaped and reshaped (Green & Dixon, 1993; Hicks, 1995; Santa Barbara Classroom Discourse Group, 1992) was an additional reason for adopting an ethnographic approach. In and through this approach, it was possible to examine the visible shifts in the guiding principles of professional practice that were being developed.

The deliberate act of combining an ethnographic perspective with discourse analysis, as discussed by Gee and Green (1998), has advantages. This approach enabled me to develop an emic understanding of what constituted being a teacher-in-practice and Supervisor in this Small Group Seminar (Spradley, 1980) in this particular academic year, and how these ways of acting and being (Fairclough, 1992; Ivanic, 1994; Yeager, 2003) that were formulated and reformulated across time and spaces through discursive choices. According to Gee and Green, this approach requires identifying “what members of a social group (e.g., a classroom or other educational

settings) need to know, practice, predict, interpret and evaluate in a given setting or social group to participate appropriately” (p.126).

Guided by this approach, I examined a series of guiding questions: who can say or do what, to or with whom, when, where, for what purpose, under what conditions, with what outcomes (Collins & Green, 1992; Green & Meyer, 1991; Green, Dixon & Zaharlick, 2000). To address these question, I engaged in two ethnographic practices: the exploration of whole to part and part to whole relationships, and, the use of contrastive relevance (Gee and Green, 1998; Erickson, 1979; Hymes, 1977). These practices enabled me to develop a holistic, methodological approach that entailed a range of methods of data collection and analysis. This methodological approach enabled me to account for the historical, cultural and social contexts constituting life with in the seminar, rather than coding discrete actions, events or strings of vocalizations (Erickson, 1977; (Erickson, 1977; Putney, Green, Dixon, Durán & Yeager, 2000). This perspective allowed me to situate (Heap, 1991) and make visible the often invisible patterns of everyday life, by making the ordinary extraordinary (Erickson, 1986).

The interactional ethnographic approach is relevant to teacher researchers and researcher teachers, who examine their own practice and classroom settings from multiple angles of vision. It allows for me to examine what was visible and available to be known in the moment,

available as represented in the discourse and actions of participants, and, what was *invisible* for them and other participants to know, because of its very 'ordinariness', in that moment. Therefore, through analyzing participants' choices of words and actions across time, space, and events, as researcher-teacher, I produced a situated view (Heap, 1991) of what meanings cultural practices (e.g., acting as teacher, T.I.P., Supervisor) have for the members of the group studied.

To located the approach used in this study, I return to the distinction, by Green and Bloome (1997), among "doing" ethnography, "adopting" and "using" ethnographic tools. They explain that "doing ethnography" is "framed within a discipline or field," and that a researcher uses associated ethnographic tools in long-term fieldwork of a cultural group (Green & Bloome, p. 183). Adopting an ethnographic perspective implies less than a "comprehensive ethnography" and allows a researcher to take a more focused approach to study "particular aspects" of the cultural group studied, a kind of topic-centered approach (Hymes, 1982; Green, 1981). "Using" ethnographic tools implies methods and techniques usually associated with ethnographic fieldwork but not necessarily guided by cultural theories.

Using the Green and Bloome's three distinctions as criteria to account for the kind of ethnography used in this study, it can be

argued that this study is characterized by adopting an ethnographic perspective. I adopted a more focused look in how I analyzed how shifts in opportunities for learning professional principles of practice were constructed as a consequence of the actions taken by Small Group members as they interacted with each other in the Small Group Seminar across time. Cognitive anthropological approaches informed the theories of culture that guided the analysis of this aspect of adopting an ethnographic perspective and guided the analysis of the development of principles of practice as situated within and constituted by the cultural meanings or shared knowledge produced within the particular community of the Small Group Seminar.

This ethnographic perspective was combined with methodological approaches to the study of discourse, interactional sociolinguistics (Gumperz, 1986; Green, Dixon & Zaharlick, 2000) and critical discourse analysis (Fairclough, 1992), as discussed in Chapter Two. These approaches, and the disciplines they represent, offered complementary perspectives to account for language in use as inferential processes and discourse as social practice. These two approaches informed each other and broadened the expressive potential (Strike, 1974) of this study. These perspectives produced a basis for understanding contexts for developing guiding principles of professional practice were both created and informed by the criteria

and principles for appropriate and expected language use established within the Small Group Seminar.

The interactional sociolinguistics approach guided the examination of the language *in* the Small Group and the language *of* the Small Group (Lin, 1993). In doing so, it becomes possible to study how what is constructed over time between material resource (Collins & Green, 1992; Kantor, Green, Bradley, & Lin, 1992) for members to draw on in order to participate discursively in the community studied. The critical discourse analysis approach guided the examination of participants' positions in relation to others (e.g., T.I.P., Supervisor, Cooperating Teacher) were both constructed and constituted by content and form of different dimensions of discourse. Taking an interactional sociolinguistics approach complemented by critical discourse analysis, it was possible to explore the ways in which Small Group members' spoken and written texts were interactionally constructed as well as to examine these texts for evidence of material resources (lexical, referential, discursive) on which members drew in order to construct the texts. This approach also provided a basis for examining how members inscribe themselves, their developing professional principles of practice, and their worlds in situated ways.

## Part II

### Research Site and Participants

This study was conducted during the 2000-2001 academic year in a fifth year graduate level multiple subject teacher preparation program at a university in Santa Barbara, California. The sites for data collection spanned three contexts, or courses, within the larger whole of the MSTEP: ED 392 Field Site Practicum, ED 393 The Small Group Seminar and ED 394 Interactional Classroom Ethnography (see Figure 3.1). Although data collection occurred within and across these three sites, ED 393 The Small Group Seminar was the localized site for this

**Figure 3.1**  
**Contexts for Overall Data Collection: Timelines for Teachers-in-Preparation in this Study in MSTEP**  
**August 2000 to July 2001**

| Contexts |   | 2000 |      |      |     |     |     |     |       |       |       |      |      | 2001 |     |       |       |     |      |      |  |  |  |    |     | Total Days Data Collected | Approximate Hours of Video and Fieldnote Records |
|----------|---|------|------|------|-----|-----|-----|-----|-------|-------|-------|------|------|------|-----|-------|-------|-----|------|------|--|--|--|----|-----|---------------------------|--|
|          |   | Aug  | Sept | Oct  | Nov | Dec | Jan | Feb | March | April | May   | June | July | Jan  | Feb | March | April | May | June | July |  |  |  |    |     |                           |  |
| <b>A</b> | The Small Group Seminar ED 393                        |      |      |      |     |     |     |     |       |       |       |      |      |      |     |       |       |     |      |      |  |  |  |    |     | 27                        | 73   |
|          |   | x    | xxxx | xxxx | x   | xxx | x   | xx  | xxx   | xx    | xxxxx | x    |      |      |     |       |       |     |      |      |  |  |  |    |     |                           |  |
| <b>B</b> | The Interactional Classroom Ethnography Course ED 394 |      |      |      |     |     |     |     |       |       |       |      |      |      |     |       |       |     |      |      |  |  |  |    |     | 5                         | 15   |
|          |   | x    | x    | x    |     | x   | x   |     |       |       |       |      |      |      |     |       |       |     |      |      |  |  |  |    |     |                           |  |
| <b>C</b> | The Field Site Practicum First and Second             | 0    | 5    | 7    | 6   | 3   |     | 5   | 7     | 5     | 9     | 5    | 0    |      |     |       |       |     |      |      |  |  |  | 52 | 390 |                           |  |

study and will be discussed later in this chapter. During the data collection I developed an extensive corpus of video records, textual and spoken data across all three sites. These data allowed me often times to trace features made visible in the context of the Small Group to their point of origin, in the program, outside of the Small Group.

As indicated in Table 3.1, ED 393 The Small Group Seminar, that is the site of this study comprised 5 teachers in preparation. They ranged in age from 21 years to 37 years. The majority of the graduate students in the MSTEP during that academic year were women of European origin with an average age of 25 years. See Table 3.1 for a description of the demographic breakdown of members<sup>2</sup> the Franklin Small Group Seminar in 2000-2001 academic year.

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<sup>2</sup> The T.I.P. names used in this study are pseudonyms.

**Table 3.1 Demographic Information of Teachers-in-Preparation**

| <b>Name</b> | <b>Gender</b> | <b>Ethnicity</b>   | <b>Age</b> | <b>Family generation to attend a graduate level program</b> | <b>University Experience</b>   |
|-------------|---------------|--------------------|------------|---|--|
| Aurora      | Female        | Colombian-American | 21         | 1 <sup>st</sup>   | B.A. from Cal State Los Angeles  |
| Jane        | Female        | European-American  | 21         | 2 <sup>nd</sup>   | B.A. from UCSB   |
| Shelby      | Female        | European-American  | 29         | 1 <sup>st</sup>   | B.A. from Cal State Northridge   |
| Stephie     | Female        | Irish-American     | 21         | 3 <sup>rd</sup>   | B.A. from UCSB   |
| Ray         | Male          | Mexican-American   | 37         | 1 <sup>st</sup>   | A.A. from Santa Barbara City College, B.A. from UCSB   |
| Supervisor  | Male          | Mexican-American   | 30         | 1 <sup>st</sup>   | A.A. from Palo Verde Community College, B.A. from UC Riverside, Credential from UCSB, M.A. from UCSB |

Each candidate, and the supervisor, had a range of prior university experiences. Two of them, the men, had both entered their a UC school after having first attended a city college. Shelby and Aurora both entered UCSB via the route of completing their B.A.'s at a Cal State University. Jane and Stephe both had graduated, the previous

year with B.A.'s from UCSB. This aspect that they had alternative entry points to MSTEP ranging from city college, through a UC or Cal State university, and onto UC for graduate studies in MSTEP, is consistent with Gánadara and Maxwell-Jolly's (2000) findings of the multiple educational backgrounds and routes of entry to a teacher preparation program. Further, an aspect that has been ignored in most teacher preparation programs is posing that necessity to learn the expertise necessary to work with linguistically and culturally diverse student populations. They further suggest, that although studies have shown (Buchanan, 1999; Foster, 1997; Rivera, 1993) the positive impact of teachers who share linguistic and cultural background with students, have on their achievement outcomes, there is a great shortage of teachers who in fact share these features with students. Although they acknowledge the positive impact of sharing a language and culture, this is not the reality for most teachers in California because "overall, 61 percent of the state's students are ethnic minorities while only 22 percent of teachers are from minority groups" (Gánadara & Maxwell-Jolly, p. 4). Therefore the preparation institution must provide the necessary course work to provide candidates with experiences to learn the features and complexities of working with students whose language backgrounds differ from theirs.

A conjecture I make, based on the observation of the various educational backgrounds of the five teachers-in-preparation, is that within MSTEP the California colleges have provided these candidates and their supervisor with the preparation to meet the UC graduate school and state requirements for entering the preparation program. Furthermore, 50% of the group was of Latino origin and 50% were of European American origin. This type of diversity is not representative, in general of the larger MSTEP where the population was approximately 88% of European descent, 7% of Latino descent and 5% of Asian descent. This Small Group Seminar gender distribution of 60% female and 40% male, did not reflect the gender representation of the entire MSTEP of approximately 85% female and 15% male.

In the 2000-2001 academic year the UCSB MSTEP had a partnership with seven elementary schools in Goleta and Santa Barbara Districts where 48 teachers-in-preparation performed their pre-service fieldwork each year. Approximately 5 to 12 pre-service teachers performed their student teaching fieldwork at one partnership school and remained there for the duration of the pre-service year. They were required by the California Commission on Teacher Credentialing to teach in two different grade levels. The MSTEP is a 13 month program that offers a the opportunity to complete a Master's in Education degree concurrently with the satisfactory completion of all

requirements for the California Clear Multiple Subject Teaching Credential. MSTEP is designed so that teachers-in-preparation take graduate courses, in methods and procedures, concurrently as they perform their fieldwork.

In the Fall, typically the teachers-in-preparation serve as student-teachers four mornings a week, Monday through Thursday. The Franklin Small Group met for the first time at UCSB on Tuesday, August 29, 2000 (the second day of analysis). In the afternoons and evenings, Monday through Thursday, they took their course work at UCSB. Fridays, from September through the end of December, comprised a variety of Whole Group Seminars on teaching and learning that all 48 MSTEP teachers-in-preparation are required to attend. Additionally, on Friday afternoons, the Small Group Seminars met during this period in time. December 18, 2000 to January 3, 2001 was the winter break.

During the month of January, after they returned from the winter break, they did not return to their respective partnership school. Instead, during the month of January, they were at the university full time, taking a variety of whole-group seminars. During this period, they visited their second placement once for the whole day. They also met as a Small Group once during this month, however

it is important to note that when they met as a Small Group they had not yet begun their pre-service fieldwork.

On February 9, Day 15 of the Small Group Seminar (the first day of analysis in this study), the Franklin Small Group re-convened at the UCSB. They were again student teaching half time during the mornings, and taking university course work during the afternoons and evenings. Fridays, again, comprised whole group meetings in the morning and Small Group Seminars in the afternoons. They went on spring break from March 31, 2001 to April 9, 2001.

In the spring, from April 9, 2001 until the end of the academic elementary schools' year, the teachers-in-preparation are student teaching full time Mondays through Friday at Franklin. Wednesday afternoons were times for planning with the Cooperating Teachers. Only one course was offered at the university during this period, the CLAD course (Cross Cultural Language and Development) a requirement for the credential. In the spring, the data record shows that the Franklin Small Group Seminar met on a variety of days during the week, since they the teachers-in-preparation no longer had all their coursework in the afternoon. In spring, therefore, times for the Small Group to meet were more flexible, e.g. on Day 27, June 7, 2001, (the final day of analysis) they met in the Franklin teacher's lounge at 9AM.

### *School Partnership Selection Process*

The MSTEP selected potential partnership school through an application process. Each candidate school had to demonstrate that it offered opportunities to work with students who reflect the rapid growth in diversity in ethnicity, language and socioeconomic status that is characteristic of California. Second each partnership school had to demonstrate that it had cohort of teachers willing to dedicate the amount of time and commitment to work with the teachers-in-preparation.<sup>3</sup> Further, the principals of each school were also required to demonstrate a commitment to the support of the Cooperating Teachers and teachers-in-preparation by observing and participating in the MSTEP Cooperating Teachers and Supervisor meetings across the academic year.

As mentioned earlier, during the year of this study, T.I.P.'s were required by the State of California to demonstrate competence in achieving six teaching standards, The California Standards for the Teaching Profession (CSTP). These standards can be demonstrated by performance in the field placement in the public schools and at the

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<sup>3</sup> My first year as Supervisor, 1997, was the first year that Franklin Elementary School acted as a partnership school under the new MSTEP partnership school model. Prior to the partnership school model, Franklin like many local schools, was a place where T.I.P.'s were placed for only one placement. Therefore, this was a first for Franklin and a first for the Supervisor.

university during the pre-service year. An assessment feature of the MSTEP requires the teachers-in-preparation to assemble a credential portfolio twice, once at the end of their first placement, and then at the end of their second placement. In this portfolio, they were asked to articulate their growth over time, in relationship to the CSTP, using artifacts of self-selected work.

The Franklin Small Group seminar members met across a variety of physical spaces across the year (see Chapter 4, Table 4.2) in a range of these locations. The Seminars typically lasted from two to two hours and forty-five minutes in length. The supervisors during the MSTEP year attended bi-monthly supervisory meetings that were facilitated by the coordinator of the MSTEP. During the interim between supervisor meetings, the supervisors and the entire faculty and staff of the MSTEP met once per month to discuss programmatic issues as well as any issues regarding the teachers-in-preparation partnership schools, course work, etc.

#### *Candidate Placement Selection Process*

MSTEP is a fifth year teacher preparation program. All candidates who are admitted were screened with regard to having prerequisites met, e.g., completed or will complete upon entry a B.A. undergraduate degree, passed the 'moral fitness' requirement

accomplished by police background check of fingerprints, and also a variety of state exams that must be passed before, or during the program, in order to complete all requirements for the professional clear teaching credential.

Although, it is a general feature of the program to randomly place the teachers-in-preparation in their cohorts assigned to particular partnership schools, there are exceptions. One exception is language. If a teacher-in-preparation is pursuing their BCLAD (bilingual emphasis in Cross Cultural Language and Development) credential, then they must be able to work with linguistically diverse students *and* with a BCC (Bilingual Certificate of Competency) or a BCLAD certified cooperating teacher. Aurora and Stephie identified on their application to the MSTEP that they were interested in working or were going to work on their BCLAD emphasis, however they had not officially met these requirements. Usually, positively identified BCLAD candidates who have met all requirements to pursue this emphasis, are consciously placed at a particular partnership school. This school is a 'charter' school that identifies itself as having a dual language immersion program. Therefore, students, like Aurora and Stephie, who were not officially identified as having met these requirements, were not placed at the charter school, but instead at Franklin. During this placement process, I made the argument for why we needed a balance

in language and cultural background of the candidates placed at Franklin. It had been my experience that students of Latino descent could learn to appreciate and learn from the diverse challenges that Franklin offered. However, this was not always the case with candidates of European descent, who eventually came to resent being placed at 'that school.' I made a conscious effort, therefore, that year to make a case for why there should be a balance of language and cultural backgrounds of candidates at the school. Acknowledging the impossibility of this for all schools, my supervisor peers and coordinator, consented and I was intentionally able to place Aurora and Stephe at Franklin, along with Jane, Shelby and Ray.

Another feature, I believe that is not always acknowledged for its potential is the generational university experiences that a candidate represents. Many of the students of European descent are sometimes not the first to attend a university. Shelby grew up on a farm here in Southern California, and was the first in her family (she was the youngest child, too) to attend the university. This aspect of cultural knowledge and family expectations that may influence a candidate's understanding and navigating through the university institution, as a resource, is not often times valued in the placement process. Although Shelby was of European descent, something she did have in common with Franklin students was that she came from a family in which she

was the first to earn a B.A. and then enter a graduate program.

Therefore, with this respect, when she was in school, like the Franklin students, no one in her immediately family had attended a university.

Ray, on the other hand, was of Mexican descent, but told me in his "Thought You Should Know" letter about how he struggled in school because he never learned to read as well as the other students. Further, he mentioned that it was not until high school that he developed fluency and comprehension as a reader. He also disclosed that he decided to enter the armed services once graduating from high school. He had taken advantage of the city college system and told me he finally realized he did have a place in school, and eventually made his way to UCSB. Thus, he was a returning student, with an atypical (to the other candidates) background when he came to MSTEP.

This sketch of the ways candidates are both positioned by the institution upon admittance to MSTEP, and also the personal decisions that go into the placements of the candidates, has consequences. In this case, as the analyses will show, both the diversity of teachers-in-preparation perspectives and backgrounds, and the shared professional perspectives they have the opportunity to develop across time in the program, are considerations that cannot be ignored in this study.

### *'Negotiating' Entry*

The year of this study was my fourth year of working as a Supervisor in MSTEP and as instructor of the ED 394 Interactional Classroom Ethnography course. As a result of this ongoing relationship, I was already an established Supervisor. Further, my pilot study provided the basis for the approach that I used and led to permission from MSTEP to video tape my Small Group Seminars as well as to collect audio records of the meetings.

On the first day of the Small Group Seminar, in August 29, 2000, I talked to the members of my Small Group Seminar about my study and describing how I took an inquiry stance to my practice as part of my everyday stance to teaching and learning at the elementary level. however this time I informed them that was researching my practice as a teacher educator. I also informed them that I would not conduct formal analysis until after the MSTEP year was over and would not use the data to assess their performance. A day earlier, August 28, in the context of ED 394, Interactional Classroom Ethnography, I also spoke with the entire 48 teachers-in-preparation in my class, about my research project. I received the informed consents from all participants in MSTEP. At the beginning of my data collection, I had not yet formalized the focus on the study, therefore my data collection goals were to capture as much as I possibly could. I took ethnographic field

notes, digital stills and audio-video recordings, of whatever I did in the normal course as a Supervisor and instructor that year,

### Part III

#### Design of Study

Based on the ethnographically oriented approach, this study's research design is comprised of a set interactive-responsive cycles of inquiry (Zaharlick and Green, 1991; Spradley, 1980). From this perspective, the questions guiding the data analysis grew out of the process of studying how the opportunities for developing guiding principles of practice were constructed by participants in the Small Group Seminar. The original focus of this study was broad, involving studying the ways that teachers-in-preparation co-constructed guiding principles of practice across their preparation year. I had to re-examine this interest to what that focus supported and/or constrained.

The questions guiding the initial process of data collection were of a more general nature.

- How is life organized in this Small Group Seminar?
- How do participants use time and space across what constituted their 'classroom' during year?
- How do participants talk to each other?

- What do the Supervisor and T.I.P.'s do as they interact with each other?
- What kinds of activities do the members develop when they are working together?

These questions provided a basis approach to ground my understanding of what of what was being constructed in the Small Group at the collective level and what kinds of opportunities were made available. It was through analyses associated with these questions, that I was able to produce grounded knowledge of how participants organized their daily lives in the Small Group and how this organization supported a situated view of what constituted being a teachers-in-preparation in this Small Group setting. I also came to that I had neglected to examine in depth the role I had played as Supervisor and its relationship to what was being socially accomplished. The examination of these aspects, including the role of the Supervisor, became necessary for creating a basis for the next level of analysis the focused on the identifying similarities and differences related to what counted as being a member with authority and what counted as being a professional.

*Teacher-Educator as Analyst: Developing Understandings*

Because I was the teacher, I had to navigate a tension between teaching and supervising as well as collecting data for future analysis. I was a participant observer who was also the person responsible for teaching the teachers-in-preparation and supervising them. As the process of data collection proceeded, new questions were generated. Some questions also resulted as I, in the role of instructor, who made immediate decisions based on what I had learned, and used that information to provide my students informed opportunities for learning and professional development. Other questions resulted in the understandings of community characteristics that were identified during the post hoc process of analysis.

One possibility created for constructing grounded knowledge was my participation as Supervisor and member of the group (see Figure 3.1 for a time line of data collection). Other possibilities were created through the process of data analysis; discussions with my advisor, other researchers, and teacher researchers about my experiences as a teacher researcher in that particular setting; and readings of work on our MSTEP (Lippincott, 1999). These possibilities constituted one form of triangulation and supported my

understanding of the daily routine of the Small Group within and across days and added different pieces of an ongoing construction of a puzzle in understanding, mapping and representing the culture of the Small Group Seminar.

I developed an understanding during the data collection phase of a range participants' discursive and referential choices that then enabled me to further narrow my focus on the nature of shifting stances in authority across physical spaces as evidenced in teachers-in-preparation and supervisor's interactions across time. It was at this time that my process of data collection was guided by a concern for capturing the instances when these interactions would allow me to see what kinds of professional principles and shifts among them, if any, were constructed in the Small Group Seminar. From this perspective, the process of data collection was guided by a concern for producing data resources for further examination of how the construction of guiding principles was informed by what members of the Small Group needed to know, understand, produce, interpret and predict in order to participate in and contribute to everyday life within this group (Heath, 1982; see also, Collins & Green; Santa Barbara Classroom Discourse Group, 1995).

### *Data Analysis: Selecting the Focus for This Study*

There were two general phases in the data collection, a general phase and a focused phase (Spradley, 1980). The general and focused phases corresponded to the data collection across the entire year, yielding approximately 73 hours of videotape and field note data. The three days enclosed in a dark-edged rectangle in Figure 3.2 represent the days identified for this study.

The particular days were selected purposefully. Day 15, February 9, 2000, was selected as the first day for analysis because it was the time when the Small Group re-convened and re-invoked itself in relationship to the teachers-in-preparation entering their second placements. It would data to examine what potential 'rich points' were made visible between them and the members of their new classrooms. Day 1, August 29, 2000, was selected as the second day for analysis. It was used to examine similarities and differences in interactional and cultural patterns between Day 16 and Day 1. Day 27, June 9, 2001, was selected as the third, and last, day for analysis because it was the last day of the Small Group and there participants engaged in a discussion on the opportunities for learning they had been afforded.

**Figure 3.2**

**Time Line of Data Collection: Small Group Seminar, 2000-2001 Academic Year**

**Small Group Seminar Context**

| 2000 |      |       |      |       | 2001 |      |       |       |       |      |      | Total<br>Days<br>Data<br>Collected |
|------|------|-------|------|-------|------|------|-------|-------|-------|------|------|------------------------------------|
| Aug  | Sept | Oct   | Nov  | Dec   | Jan  | Feb  | March | April | May   | June | July |                                    |
| x    | xxxx | xxxx  | x    | xxx   | x    | xx   | xxx   | xx    | xxxxx | x    |      | 27                                 |
|      | 9/7  | 10/6  | 11/8 | 12/1  | 1/19 | 2/9  | 3/2   | 4/13  | 5/3   | 6/7  |      |                                    |
|      | 9/15 | 10/13 |      | 12/8  |      | 2/23 | 3/9   | 4/20  | 5/11  |      |      |                                    |
|      | 9/22 | 10/20 |      | 12/15 |      |      | 3/23  |       | 5/17  |      |      |                                    |
| 8/29 | 9/29 | 10/27 |      |       |      |      |       |       | 5/25  |      |      |                                    |
|      |      |       |      |       |      |      |       |       | 5/31  |      |      |                                    |

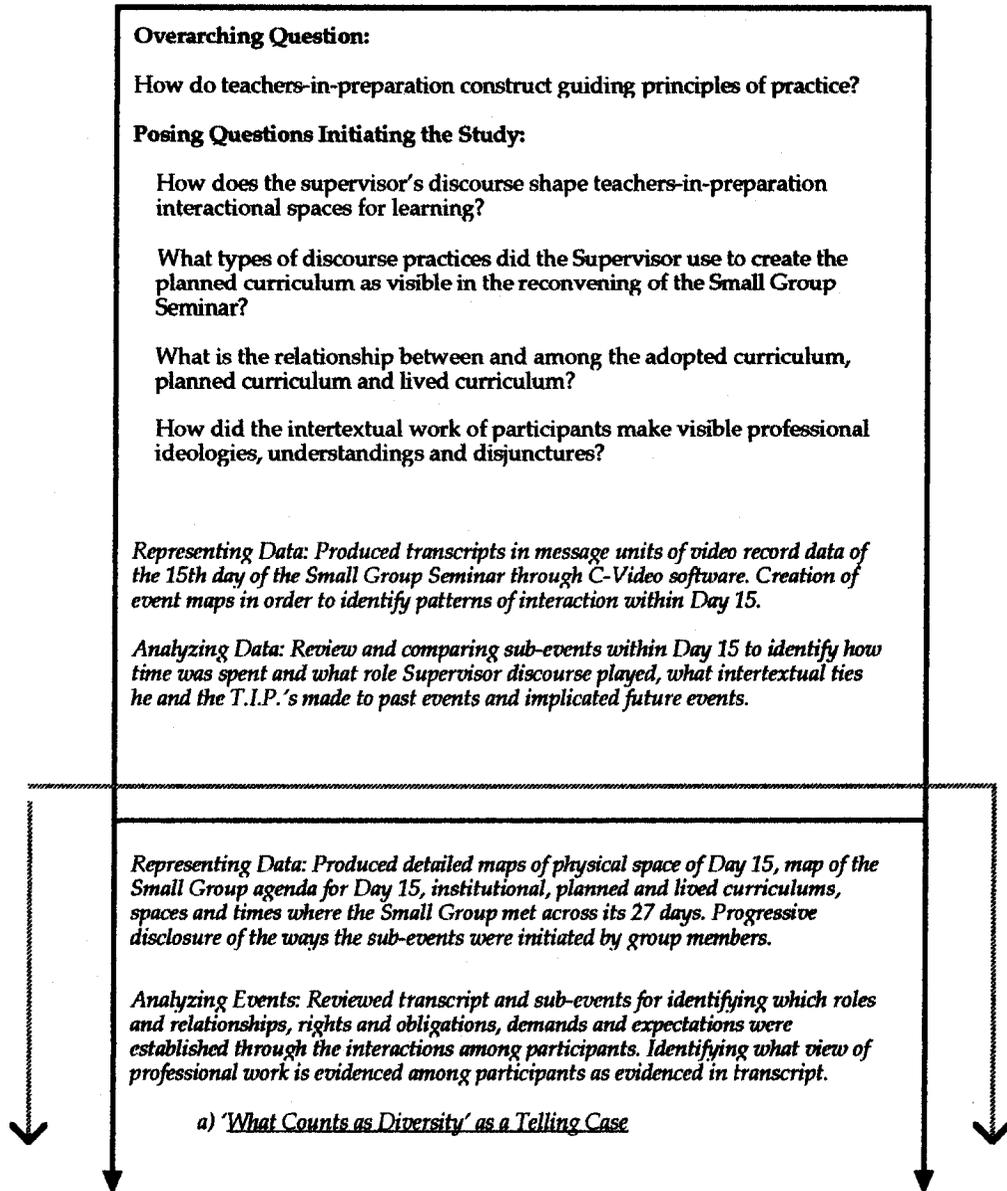
Figure 3.3 represents the characteristics of the interactional ethnographic approach guiding this study. It corresponds to an interactive-responsive process of inquiry and data analysis for this study. From this perspective, it becomes possible to account for the series of data representation steps and analysis that were taken and, as a consequence, new questions emerged and new analytical steps were taken in order to address them.

As represented in Figure 3.3, cycles 1 – 3, each phase of analysis was guided by a three different cycles of series of questions, posing representing and analyzing, that required particular analytical tools and procedures. The initial overarching cycle that initiated and guided the study were related to constructing an understanding of what

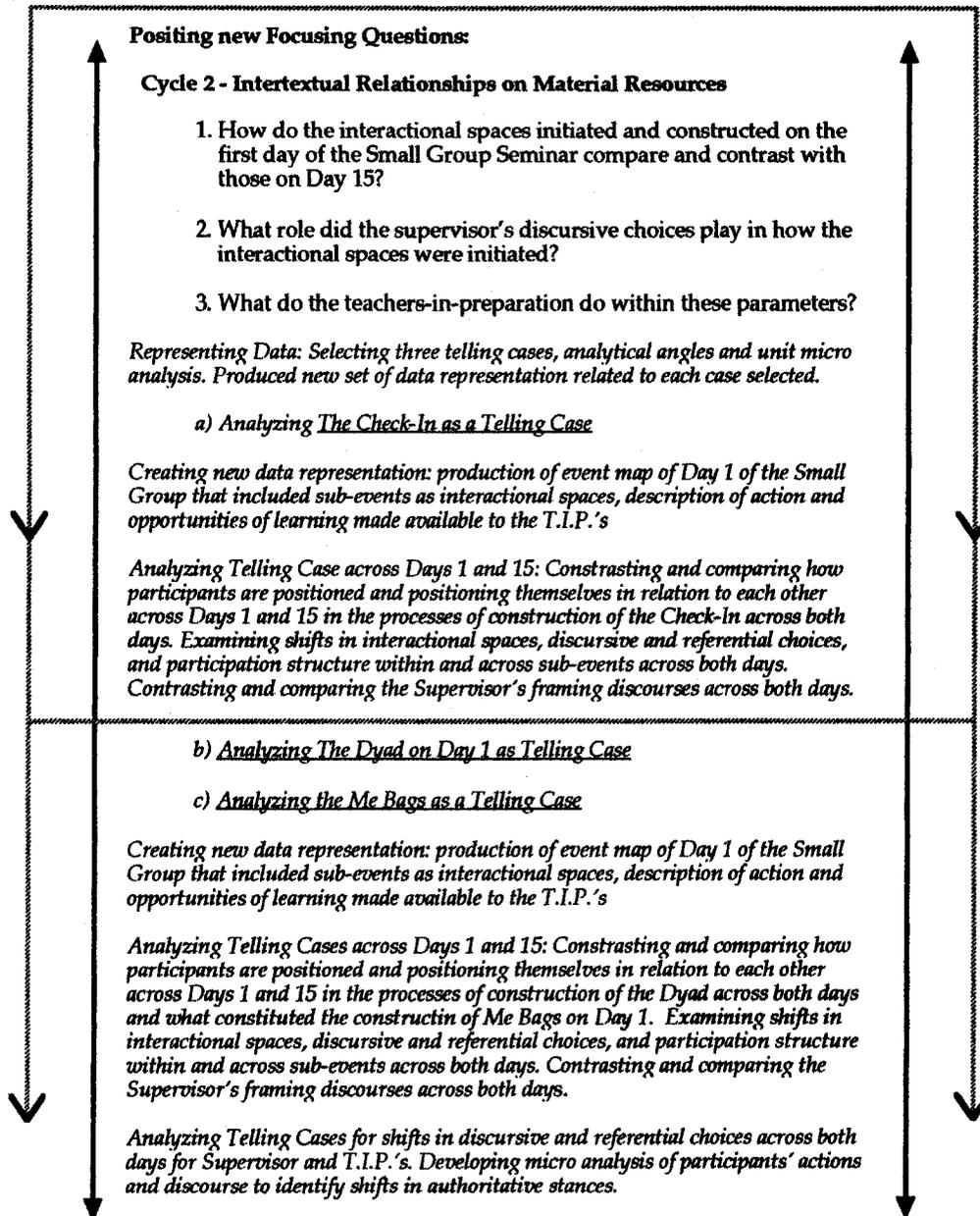
participants were constructing on their fifteenth day together as a Small Group. This particular day was the pivot of the analyses. It was selected because it represented a day on which the teachers-in-preparation engaged in describing their first week back in their second placements. These questions were also focused on examining how the Supervisor's discourse shaped teachers-in-preparation interactional spaces for learning and the opportunities for developing professional principles of practice afforded to members of this group. A new set of analytical questions were posed to examine the kinds of intertextual links made by both Supervisor and teachers-in-preparation. To address these questions more detailed event maps of the day were produced, describing participants' actions within and across interactional spaces, and eventually across days.

This interactive-responsive approach and process of data analysis described above was used throughout the study providing a basis for the successive production of more questions and analytical procedures, that led to a redefinition of the study's focus. This redefinition is represented in Figures 3.3. It was through

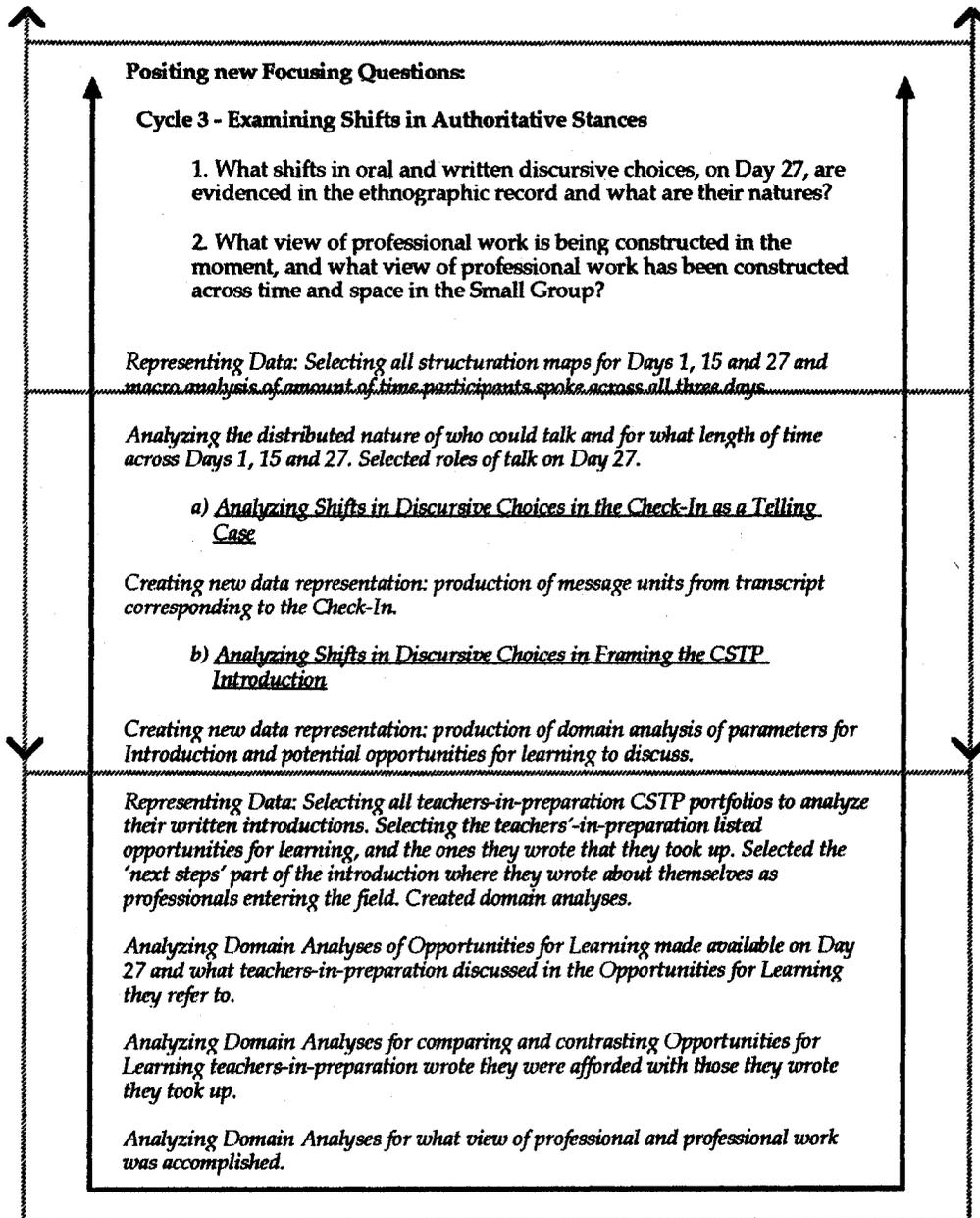
**Figure 3.3 Representation of the process of Inquiring Data Collection**



**Figure 3.3 Representation of the process of Inquiring Data Collection (Continued)**



**Figure 3.3 Representation of the process of Inquiring Data Collection (Continued)**



this approach that I eventually identified the role of Supervisor discourse, its relation to the development of T.I.P.'s towards becoming particular kinds of professionals and the nature of transformative spaces and shifts in authority, as the foci of this study. All questions were related to how opportunities for learning to become particular kinds of professional, across time, were constructed in the Small Group during the preparation year as consequence of all participants' contributions, and to the ways in which these contributions could be represented.

I made decisions related to the kind of analytical procedures to develop in order to address the new set of questions. Therefore change in analytical focus corresponded to macro analytical descriptions and of events constructed by group members to micro analytical representations of how these events were constructed as a consequence of participants' actions (vocalized and others) in the moment, by, moment interactions. I also decided that key events (Gumperz, 1986) or events identified through macro analysis should be selected and analyzed as "telling cases" (Mitchell, 1984).

Mitchell (1984) proposed the concept of telling cases and argued that ethnographically described events can be presented to make logical inferences or generalization that can serve to illuminate and exemplify obscure aspects of general theory. Analysis of telling cases

and their selection is informed by the researcher's knowledge of connections between them and the contexts out of which they arose and by which they are informed (Rex, 1997). In the case with this study, the researcher's dual roles of Supervisor and distanced analyst that guided identifying seven selected telling cases was grounded on the intensive nature of the in situ process (within the role of Supervisor) of data collection and participant observation, post hoc process of data selection and field notes as memory trace that constituted the interactive-responsive cycle of inquiry that was presented in Figures, 3.3, 3.4 and 3.5. Therefore, the research knowledge generated informed the evaluation of the significance of the seven telling cases in this study:

- Day 15
  - 1) What counts as diversity: Jane challenges MSTEP's *Demographic Profile* assignment.
  
- Day 1
  - 2) The Check-In: Framing and theorizing discourse and in the moment shifts.
  - 3) The Dyads: Framing and Theorizing discourse.
  - 4) The 'Me Bags': Framing and Theorizing discourse.
  
- Day 27
  - 5) The Check-In: Shifts in authoritative stance.
  - 6) Framing the CSTP credential portfolio's introduction: Shifts in authoritative stance and opportunities for learning and to learn.

Each of these telling cases is respectively represented in Chapter 4, 5 and 6. The discussion of the significance of each of these telling cases within the large set of data collected and the reasons that grounded their selection as exemplifying case are respectively presented in the introduction of each chapter's analysis.

### Describing the Study's Analytical Procedures

The logic of inquiry discussed above required developing various types of levels of analysis. Some examples of these analyses are: the production of transcripts of video-audio record data, the production of different kinds of structuration and event maps, and semantic analysis. Examples of each of these levels of analysis were specifically and purposefully used to analyze each telling case will be progressively disclosed in Chapters 4, 5 and 6. Following is a brief description of how these levels of analysis were developed. Most of the data collected in this study was in the form of video-audio records. The transcription and representation of this potential data in the video record was purposefully made and theoretically driven (Ochs, 1979; Green, Franquiz & Dixon, 1997) that represented variations that relate to the different questions posed to the data.

Throughout the analyses I use the metaphor of the microscope to develop a characteristic image of how I went about selecting,

representing and analyzing data. As with the use of a lower power lens on a microscope, the expressive potential (Strike, 1974) of these guiding theories allow for developing the more general features of the Small Group Seminar. Conversely drawing on a stronger power lens on the microscope broadens this expressive potential in what such micro analysis can show. Navigating between both lens powers is purposeful and necessary in order to maintain the part to whole, and, whole to part, relation among all units of analysis. I describe this metaphor in more detail in Chapter 4.

#### *Transcription of Video-Audio Record*

Transcription of video and audio record was necessary in order to create a data record. The approach to producing a written transcript from the video record constituted transcribing using a computer software program called C-Video. Table 3. presents an excerpt of transcript produced by using this software program.

The sample presented in Table 3.2 will be used to discuss the different dimensions involved in the process of transcribing and representing video record as data. Notice the times stamps in the sample. They correspond to the segment of interaction between the Supervisor, Shelby (a teacher in preparation) within the collective of

the Small Group and time of over a minute. These time stamps were used to mark different aspects of this spoken interaction.

Table 3.2 Sample transcript of raw transcript using C-Video

|              |  |
|--------------|--|
| Supervisor:  |  |
| 00:09:02     |  |
| 07.          | William handed these out to everyone           |
| 08.          | You see these survey evaluations?              |
| 09.          | These 50 page evaluations?                     |
| 10.          | I have to get them to the CT's                 |
| 11.          | I don't know when they'll get done             |
| Shelby:      |  |
| 12.          | Why didn't he take care of that?               |
| Supervisor   |  |
| 13.          | Do you remember that show from the 70's        |
| 14.          | I was in that room, and Rob Keck said          |
| 15.          | Man you can tell the body language has changed |
| 16.          | I looked at William and said                   |
| 17.          | <i>What-choo Tahk-in' 'Bout, William?</i>      |
| 18.          |  |
| 00:09:15     |  |
| All members: |  |
| 19.          | All members laugh out loud                     |
| Supervisor:  |  |
| 20.          | So, I'm feeling pretty good                    |
| 21.          | I'm in the midst of my exams at UCSB           |
| 22.          | and um let's see                               |
| 23.          | I'm in the midst to bringing all this          |
| 24.          | to closure with all of you guys                |
| ...          |  |
| 00:10:11     |  |
| 29.          | I'm ready to                                   |
| 30.          | ready to push through                          |
| 31.          | and get this done                              |
| 32.          | so that's how I am                             |

The “...” ellipsis is added to represent an omitted aspect of the transcript that was lengthy and was not contributing to the heuristics of this selection. The process of transcribing and inserting time stamps within the running record allowed for a navigation of the transcript across time. Without the time stamps, the dimension time played would be lost. Transcribing required that I watch and listen to the video record repeatedly. There were times when the what members said were inaudible, and marked as such “[inaudible].” Thus, this initial step of transcription involves a post hoc and repeated analysis of the video record in order to produced a data record.

### *Message Units*

Notice that in Table 3.2 the spoken talk is presented in smaller chunks and not in complete grammatical sentences or paragraphs. This format of representing the talk is the smallest level of analysis, or message units, identified in a speaker’s talk. A message unit is defined as a unit of linguistic meaning (Bloome & Egan-Robertson, 1993; Green & Wallat, 1981; Kelly & Crawford, 1996), which in turn is defined by the boundaries of the utterances that are identified through contextualization cues (Gumperz, 1992). These message units are not only defined by the words themselves, but also to cues of

contextualization such as pitch, stress, intonations, pause, etc.

(Gumperz, 1992).

Message thus are viewed as a minimal social unit, rather than a linguistic unit (Green and Wallat, 1979) and identifying semantic relationships that exist among them enables the researcher to interpret the intended acts of speakers (Green & Wallat, 1979; Gumperz, 1986; Kelly, 1999). The analysis of semantic relationships between message units within a day made it possible to identify other analytical units of discourse (e.g., action units, transitions across interactional spaces, etc.). In Chapters 4, 5 and 6, these units of analysis are discussed in more detail as I explain their use in analysis of interactions among participants. Because the transcript was made from video records, non-verbal cues were also used to identify the marking of message units. In the transcripts used in this study the message units are presented as in the sample in Table 3.2, in actual tables, in text boxes in message unit forms, or when they are used outside of tables and within the body of the document for illustrative purposes they are separated by using the / symbol.

The sample transcript in Table 3.2 also contains line numbers that correspond to their line number in the master video transcript for that particular day. These kinds of transcripts were used as starting points for other levels of data representation and analysis. Some of the

analytical representations that I constructed using this type of message unit transcript were event maps, and transcripts organized in form of tables and columns for different speakers. How these analytical representations were constructed is discussed in Chapters 4, 5 and 6, however in the following sections of this chapter, I provide a general description of some of these approaches to analysis.

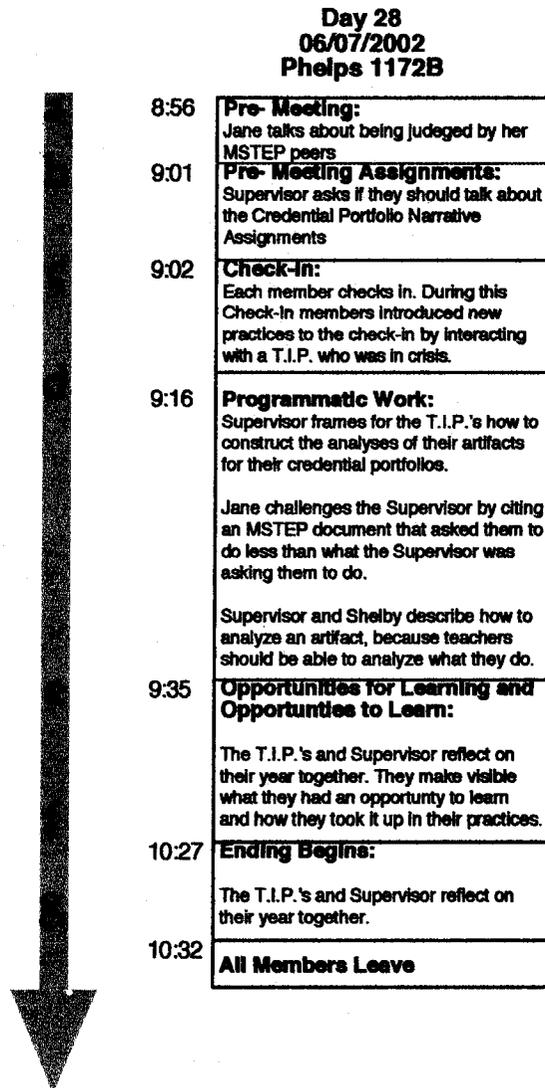
### *Event Mapping*

Structuration maps that represent how the interactions among Small Group participants were organized were constructed using the type of transcript discussed above as well as other data sources (e.g., field notes and other written texts collected). One type of structuration map produced was an event map. These event maps represent the different interactional events that resulted from the interactions among participants. In this study, an event is defined as an interactionally bounded set of activities around a common theme on a given day. An event is defined as a product of participants' interactions, and not *priori*. It is analytically constructed by observing how time was spent, by whom, on what, for what purposes, when, where, under what conditions, with what outcomes and consequences and by how members signal shift in activity (c.f., Green & Meyer, 1991; Bloome &

Bailey, 1992; Santa Barbara Classroom Discourse Group, 1992; Castanheira, Crawford, Green & Dixon, 1998).

I constructed events maps through analyzing the discourse and actions of members of a group in a particular place and time. It allows me as the researcher to examine, post hoc, the ongoing stream of Small Group interaction (Erickson and Shultz, 1981), to represent the episodic nature of Small Group life (Castanheira, Crawford, Green & Dixon, 1998) and lastly, to identify the boundaries between activities developed by the participants. An example of a structuration event map is presented in Figure 3.4.

**Figure 3.4 Sample Structuration Event Map**



The structuration event map presented in Figure 3.6 presents various elements identified through the participants' interactions on a given day. It is designed vertically for heuristic purposes of demonstrating the temporal and spatial interactional features of

participants' interactions. This example comes from a retrospective examination of Day 27 of the Small Group Seminar, where I represent what was accomplished by the participants in their moment by moment interactions. Particular sub-events are demarked by horizontal lines and are labeled alphabetically. This labeling facilitates discussion of particular elements within particular analyses. The sub-events are then further qualified by the particular interactions that occurred within each one. These boundaries were analytically determined through identifying, among other aspects, changes in purposes of activities constructed by participants. A more in depth discussion is presented in Chapter 4.

Structuration event maps constitute an analytical instrument for identifying patterns of interaction among participants in space and time. Interactional patterns can also be identified by contrasting event maps across different days of the Small Group Seminar. In doing so, analyzing the nature of the activities constructed by the participants allows for an identification of recurrent events, similar structures of activity or the predominance of themes across days. These aspects will be further discussed in the analysis chapters of this study.

*Tracing Individual Students within the Collective Flow of Activities*

I also used event maps in this study as a way of situating the activities constructed by particular participants, in this case T.I.P.'s demonstrating shifts in authority or the Supervisor's framing discourse, within the very flow of activity developed at the collective level of the Small Group. An example of this procedure is presented in Table 3.3.

**Table 3.3 Sample Tracing Individuals within The Collective**

| <b>Actors and order in which they "checked-in"</b> | <b>Time Spent on Day 1</b> | <b>What Each Member Said</b>   | <b>Shift in Check-In</b>  |
|--|----------------------------|--|---|
| Ray  | 10 seconds                 | Um<br>Uh<br>I uh<br>I feel challenged<br>And I want to feel strong   |   |
| Shelby   | 5 seconds                  | I'm excited<br>And I want to feel prepared   |   |
| Jane   | 4 seconds                  | I feel better<br>And I want to feel better   |   |
| Supervisor   | 4 seconds                  | I feel um excited<br>And<br>That we're finally here<br>And I would like to feel started  | The Supervisor implicates a relationship between the Small Group and their potential year                       |
| Aurora   | 10 seconds                 | I feel<br>Excited<br>Also<br>And I feel like I want to<br>Feel more like<br>Relaxed<br>Relaxed like I fit<br>More<br>Into this | Vocalizes wanting to feel more relaxed and want to fit in to the potential space that the Supervisor intimates. |

This example presented in Table 3.3 is a partial presentation of this kind of structuration event map and does not represent the totality of the sub-event "Check-In." This analytical procedure enabled me to identify what was happening at the collective level within this sub-event of "Check-In" while accounting for individual participant's

contributions to the initiation of their participation as they invoked the "Check-In." The left column represents the participants. The column to the immediate right of the participants represents the amount of time that elapsed as they verbally entered the "Check-In" and concluded their verbal participation. The next column represents participants' talk both collectively and individually. The last column represents shifts in referential and contextual cues that Aurora and Stephe made in the string of meaning that was being constructed within the "Check-In." The nature of their participation showed a shift from the first T.I.P.'s to share. This table represents shifts in the nature of T.I.P.'s discursive choices and its relationship to the Supervisor's discursive choices.

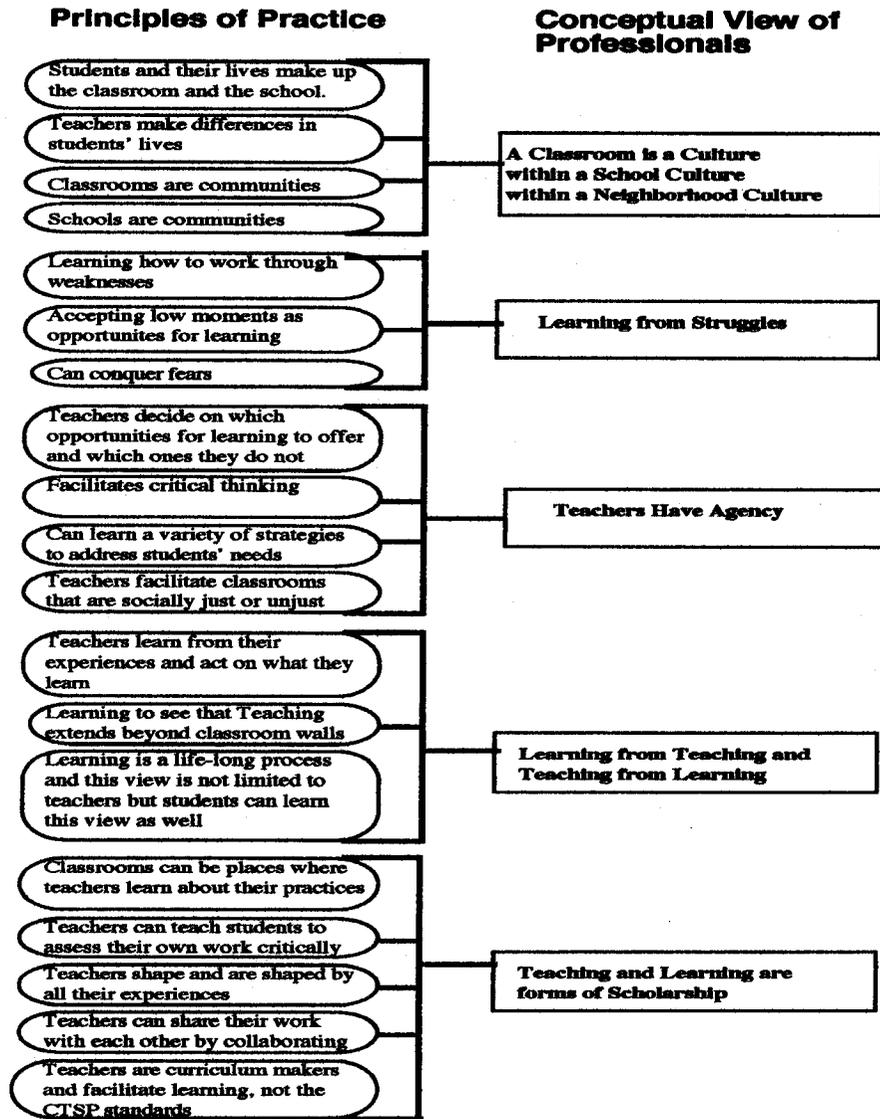
The contrast at a collective level of the Small Group between what the individual T.I.P.'s were saying made visible, for example, shifts in talk. The cross-examination of collective and individual activities during the construction of other events (e.g., Jane's role in challenging the 'Demographic Profile' on Day 15, Aurora teaching Jane on Day 15) supported the same conclusion. This analytical procedure was particularly used as ways of examining the ways that T.I.P.'s were included and how they included themselves as participants in the activities and events constructed in this Small Group Seminar.

### *Domain Analysis*

Another procedure that I used in different moments and levels of analysis was the development of domain analysis and representing them. Domain is defined as an analytical procedure that allows for identifying, sorting, categorizing and examining the relationship between different elements that constitute the culture of the group from the most macro level to the most micro level (e.g., artifacts, actions, discursive themes, referential choices).

Figure 3.5 is a sample domain analysis whose construction is guided by adapting the semantic relationships proposed by Spradley (1980) (e.g., x is a kind of y, x is a way to do y). In doing so, it becomes possible to categorize theme for: what kinds of topics were introduced or discussed by whom, when, what professional roles were available to be taken up, kinds of professional practices and kinds of texts written by T.I.P.'s throughout the year. The development of domain analysis enabled me to map the shared meanings, common knowledge or cultural frames that guided participation in this Small Group studied as they were manifested in participant's actions and interactions (verbal and others).

Figure 3.5 Sample Taxonomy of Domain Analysis



### *Analyzing written texts*

As discussed in Chapter 2 and later, in Chapter 6, the approach to analyzing written text adopted in this study views that text as a form of discourse. This theoretical and methodological view requires the adoption of analytical procedures similar to those used with oral discourse and grounded in the work of Fairclough (1992) and Ivanic (1994; 1997) in critical discourse analysis. To accomplish that, I examined the referential and discursive choices T.I.P.'s made in producing the written texts of their CSTP credential portfolios' introductions. Referential or thematic choices enable the researcher to identify potential resources on which writers draw in order to construct those texts. Furthermore, as is discussed in Chapter 6, through analysis of written texts with the above procedures combined with domain analysis, I can identify situated views of the kinds of professionals the T.I.P.'s are inscribing in these written texts.

Working with the spoken text on Day 27 that was constructed in the Small Group as members accomplished, in The Programmatic Work, what could constitute a written CSTP credential portfolio introduction, and, the actual written texts that T.I.P.'s produced, Table 3.4 represents the process of planned contrastive (and comparative) analysis I used to examine written texts.

Table 3.4 Domain Analysis of Range of Contrasted Features Identified by T.I.P.'s in Credential Portfolio Introduction as Opportunities for Learning and Quantity of Instances in Which They are Referred by all T.I.P. as a Collective

| No° | Opportunities for Learning Inscribed in the CSTP Introductions  | Quantities of Instances to Which They are Referred | Percentage of Instances Referred in Introduction | Total amount per Domain |
|-----|---|--|--|-------------------------|
| 1   | <b>I. MSTEP Program as a Whole</b>  | 4  | 5%   | 21 or 25%               |
| 2   | Serena's Language Arts Class  | 1  | 1%   |                         |
| 3   | Friday Whole-Group Seminars   | 1  | 1%   |                         |
| 4   | The Ethnography Class   | 12   | 15%  |                         |
| 5   | CLAD and ESL (Cross Cultural Language and Academic Development/English as a Second Language) course         | 2  | 2%   |                         |
| 6   | Science Methods Class   | 1  | 1%   |                         |
| 7   | <b>II. Small Group Seminar</b>  | 6  | 7%   | 30 or 37%               |
| 8   | Learned how to Conduct Class Meetings in Small Group  | 4  | 5%   |                         |
| 9   | Making Moon Journals and other Journals   | 4  | 5%   |                         |
| 10  | Taking Informed Action  | 3  | 4%   |                         |
| 11  | Small Group Seminar Peers   | 5  | 7%   |                         |
| 12  | Collegial Coaching  | 1  | 1%   |                         |
| 13  | <i>The Supervisor</i>   | 7  | 9%   |                         |
| 14  | <b>III. Being placed at Franklin School</b>   | 5  | 6%   | 22 or 27%               |
| 15  | The Cooperating Teacher   | 4  | 5%   |                         |
| 16  | Students in their placements  | 4  | 5%   |                         |
| 17  | Students' Families  | 4  | 5%   |                         |
| 18  | The Franklin Community  | 5  | 6%   |                         |
| 19  | <b>IV. A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</b> | 4  | 5%   | 4 or 5%                 |
| 20  | <b>V. Struggles as Opportunities for Learning</b>   | 5  | 6%   | 5 or 6%                 |
|     | <b>TOTAL Number of Instances Referred</b>   | 82   | 100%   |                         |

This model enables the researcher using an ethnographic perspective to examine texts across students for similarities (within a contrastive strategy for analysis) and to construct taxonomies based on a domain analysis of identified patterns (discussed earlier). Table 3.4 represents the findings from the process of contrastive/ comparative analysis was used with written texts in this study.

### Chapter Summary

This chapter served to establish the methodological approach, Interactional Ethnography, developed in this study, which is consistent with the orienting theoretical framework presented in Chapter Two. The purpose of the study as discussed in Chapter One casts light on the discussion on the role of teacher as researcher and teacher-educator as researcher that I presented in this chapter. Against the backdrop of the discussion of teacher-educator as researcher, I provided information about the setting where the study was developed and the process of gaining entry to the site. I presented a discussion on the research methodology adopted, whose characterization of the study's design, also presented in this chapter, involved the presentation and discussion of the logic of inquiry developed in the process of collecting and analyzing data, and a general description of the analytical

procedures that were adopted and used throughout the study. In the following three chapters, I present the analyses that were precipitated by the exploration of the theoretical and methodological approach in relationship to the phenomenon of the Small Group Seminar and teacher preparation as discussed in Chapters One, Two and Three.

CHAPTER FOUR  
THE ROLE OF SUPERVISOR DISCOURSE: CONSTRUCTING  
SPACES FOR PROFESSIONAL WORK

Introduction

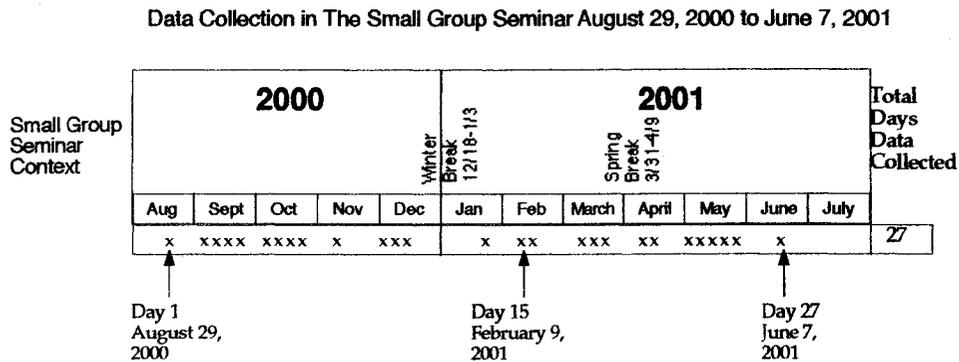
This chapter examines Day 15, February 9, 2001, as a key event (Gumperz, 1986) in the life of the Small Group Seminar. The analyses presented were initiated by the question: *How does the Supervisor's discourse shape teachers'-in-preparation interactional spaces for learning?* This question undergirds a series of investigative questions, addressed shortly, that provided a means of examining the ethnographic data records available on Day 15 in relationship to the larger corpus of data from across the preparation year.

Analyses include an examination of the Supervisor's and teachers'-in-preparations discursive interactions and their relationships with each other; physical and interactional spaces where they met as a Small Group Seminar; and the roles of institutionally-adopted, planned and lived curricula. A micro examination will be presented on the role that the Supervisor played in orienting Group members to a particular conceptualization of professional work and how this process was socially accomplished. Also examined is the Small Group seminar as a context for struggling with perceived

disjunctures between university work and school practices and with complex ideas as evidenced in the talk and interactions of Small Group members.

The data to be examined were drawn from the larger data set and include all video records, field notes and artifacts related to Day 15, February 9, 2001 of the Small Group Seminar, ED 394. Figure 4.1 represents this part-whole relationship.

**Figure 4.1**



Analysis of these data was initiated by re-reading the Teacher-researcher's field notes for Day 15, which indicated that this day was a key event for the Small Group in two key ways. First, this was the first time that the teachers-in-preparation re-convened in their Small Group after having begun their Second Field Practicum assignments and after having been in these new placements for one week. Furthermore, the fieldnotes of this day indicated that Aurora, Shelby and Jane acted in

particular ways -- using "ethnographic perspectives," as they discussed their experiences during this first week in their Second Field Practicum assignments.

The second reason for initiating analysis on Day 15 was to examine a feature of the Multiple Student Teacher Education Program discussed in Chapter Three; that is, as an institution, it oriented its candidates to fulfilling a requirement for credentialing by entering a second classroom. For these reasons, the data from Day 15 were defined as constituting a key event of life within the Small Group (cf. Gumperz, 1986; Santa Barbara Classroom Discourse Group, 1992a). This marked event provided a basis for examining the resources members used to describe their new placements, and the practices they used to make sense of what was occurring in this placement. Additionally, as this was the first time this group had met since beginning their new placements, it constituted a unique moment in the relationships between the Supervisor and the teachers-in-preparation, one in which the Supervisor initiated a new set of discussions with the members of the Small Group.

Rather than rely on memory, I read the record as a text for evidence of how I, in my role as Supervisor, had planned for that day. Inscribed (Ivanic, 1994; Fairclough, 1992) in the fieldnotes were the Supervisor's referential and lexical choices and understandings of the

event as it unfolded. I interrogated the data record to address the following questions:

1. What types of discourse practices did the Supervisor use to create the planned curriculum as visible in the reconvening of the Small Group Seminar?
2. What is the relationship between and among the adopted curriculum, planned curriculum and lived curriculum?
3. How did the intertextual work of participants make visible professional ideologies, understandings and disjunctures?

The analyses are presented in three parts, each addressing one of the three questions. Before presenting the analyses, I provide a rationale for selecting Day 15, as an analytic starting point.

### Day 15 as an Analytic Starting Point:

#### Criteria for Focusing on this Particular Case

When studying the interactions and accomplishments of group members, its history cannot be ignored (Lin, 1993; Green & Meyer, 1991). The selection of Day 15 as an analytic starting point builds studies that have been undertaken of the first days of school for particular groups. These studies have show that the ways in which members construct the patterns and practices constituting everyday life in a classroom leads to the construction of ways that support and or constrain their future work as a community of learners (Castanheira, 2000; Lave & Wenger, 1991; Lin, 1993; Santa Barbara Classroom Discourse Group, 1994).

The analytical starting point in this study was exploration was a type of first day, the reconvening of a Small Group Seminar. The Seminar group had completed their first field placements, and had had a six-week break in meetings. The first two weeks was a holiday break in December. The next four week were the result of reconvening of an intensive (daily) program course-work period on the UCSB campus. Teachers-in-preparation were not in the public schools. Day 15 constitutes a new first day, the first day back as a small group after one week in their second placements. Thus, this new first day can viewed as a key event (Gumperz, 1996) in the life of Small Group Seminar's

fifteenth day as a community of learners. Analyses of data from this day, therefore, provide insights into how members reformulated both group and curriculum as they worked together on this day.

Central to understanding the significance of the work of members at this mid-point in their preparation program is the work of Michael Agar. According to Agar (1994), the characteristics of what constitutes a group's cultural norms often are invisible to group members on a day-to-day basis. Agar and others (e.g., Santa Barbara Classroom Discourse Group, 1992a and b; Gumperz and Tannen, 1981; Mehan, 1979) have shown that within and across cultural groups, frame clashes occur when people holding different interpretations, expectations, and experiences of an event interact. However, Agar (1994) that such clashes can become "rich points", if the persons interacting examine the respective cultural assumptions that the frame class makes visible. Agar (1994) states that:

"Because of your languaculture bent, you'll see the rich points as signals of frame differences that you don't know about yet, differences that'll teach you about frames that you've never been conscious of, as well as new frames you'll build that you'd never imagined existed (Agar, 1994 p. 256).

Here, Agar, places an emphasis on how one sees potential rich points as signaling of frame differences as related to one's "languaculture." In other words, people see the world through lenses that represent their

cultural orientations. When people from different cultural backgrounds interact, the opportunity for cultural frame clashes become possible. Their 'richness' exists, according to Agar (1994):

"When you run into different meanings, when you become aware of your own and work to build a bridge to the others, 'culture' is what you're up to. Language fills the spaces between us with sound; culture forges the human connection through them. Culture is language, and language is loaded with culture."  
(Agar, p. 27)

Agar's notion of languaculture signifies the interrelated relationship between language and culture, in which they are inseparably, recursively and mutually related. However, Agar also writes that although potential rich points arise all the time in social interactions, they are not rich points unless the members of a group view them as such and take some sort of action. In this way, he is arguing that frame clashes and potential rich points can occur within a group as well as across groups/ cultures. He states that a rich point is only so if we view cultural conflicts as opportunities to learn what counts as culture for the group(s) involved.

I apply Agar's notion of frame clashes and rich points to work of members of the Small Group Seminar in two. The first is to understand that when teachers-in-preparation entered their second placements, they entered classroom communities with existing cultural patterns that they did not share (Lin, 1993; Castanheira, 1998).

However, these teachers-in-preparation had developed a set of cultural expectations for ways of being, doing and knowing from their previous placements. These expectations served as frames that they brought to the second placements to guide their professional work. Second, in reconvening as a group on Day 15, the teachers-in-preparation brought with them frames for being group members. Whether either set of frames was adequate to guide their work was not known.

The analytic implications of the notion of frames and frame clashes meant that I needed to explore how the group as a collective was being re-convened, what frames were being used, and what occurred when frames of reference clashed. These issues were the focus of the analyses undertaken of the work of the group on Day 15, the reconvening of the Small Seminar.

Creating the planned curriculum:

Reconvening and Reformulating the Small Group Seminar

The first analysis examined the pattern of placements to provide the context for understanding the experiences that members of the Small Group brought to Day 15. This analysis involved identifying where students were placed, with whom they were placed, and what the prior history of that placement was with regard to teachers-in-preparation. Table 4.1 represents that patterns identified.

Table 4.1 First and Second Practicum Placements

| First Practicum Placement<br>August 27, 2000 to December 14, 2001 |                        | Second Practicum Placement<br>January 17, 2001 to June 8, 2001 |                        |
|---|------------------------|--|------------------------|
| Cooperating<br>Teacher  | Teacher-in-Preparation | Teacher-in-Preparation   | Cooperating<br>Teacher |
| Ms. Fiel  | Ray                    | Aurora   | Ms. Fiel               |
| Ms.<br>Anderssen  | Jane                   | —  | Ms.<br>Anderssen       |
| Ms. Davison   | Shelby                 | Stephie  | Ms. Davison            |
| Ms. Arches  | Aurora                 | —  | Ms. Arches             |
| Ms. Ozzie   | Stephie                | Shelby   | Ms. Ozzie              |
| Ms. Conner  | —                      | Jane   | Ms. Conner             |
| Ms. Joneston  | —                      | Ray  | Ms. Joneston           |

As indicated in Table 4.1, from August 2000 to December 2000, all five teacher-in-preparation had been classroom community members of their first placements. However, in January 2001, they began their second placement in classroom communities where they

were newcomers to an already existing classroom culture. Because the teachers-in-preparation were not yet members of these new communities, they shared limited emic/ cultural knowledge with the classroom members. As indicated in Table 4.1, three of the five teachers-in-preparation entered their Second Placements, which had had teachers-in-preparation in the fall: Aurora entered Ray's previous placement; Stephe entered Shelby's placement, and Shelby entered Stephe's placement. The remaining two teachers-in-preparation (Jane and Ray) entered second placements, which did not previously have a teacher-in-preparation.

This difference in community experience was important because each classroom that had a teacher-in-preparation in the Fall brought expectations of what counted as being a class community with a teacher-in-preparation. This made entry complex for both the community and the entering teacher-in-preparation. Although not examined directly in this study, the potential for clashes of this type was considered. Those entering a class without a previous teacher-in-preparation may also have had expectation, but not one grounded in recent experience. Therefore, the potential for frame clashes here was also considered. In the final section of this chapter, this issues was examined when a clash in expectations was made visible.

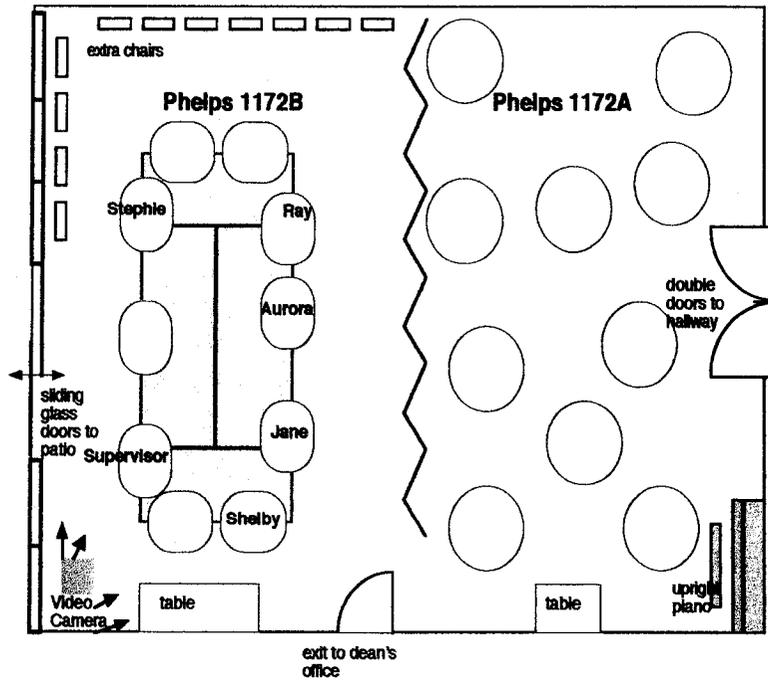
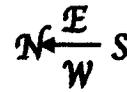
## Reconvening the Small Group: Formulating The Physical, Curricular and Interactional Spaces through Sharing the Planned Curriculum

In following sections, I present a series of analyses that examine the organization of physical space where the Small Group Seminar met. This is followed by an exploration of the roles of different types of curriculum — the adopted, planned and lived curriculums. The section concludes with an examination of two frame clashes that make visible the role of intertextuality as a material resource for group members.

### *Analysis 1: The Organization of Physical Space in Reconvening the Group*

This first analysis makes visible the physical layout of the assigned space where the Small Group convened on Day 15. The Small Group Seminar Meetings, Days 1, 15 and 27, occurred in eleven different spaces. On Friday, February 9, 2001, Small Group Seminar members met for the 15<sup>th</sup> day. The setting was at UCSB, in Phelps 1172B. Phelps 1172 can be converted into two separate rooms (1172A and 1172B) by drawing the accordion screen across the width of room. Figure 4.2 provides a graphic representation of this 1172, with the configuration of seating when all members were present.

Figure 4.2 Phelps 1172 A & B  
Small Group Meeting 2/09/2001



As indicated in Figure 4.2, 1172 was not designed for small group seminar, but for large meetings of the entire faculty. Thus, examine of how the space was configured for the Small Group Seminar was necessary to consider.

The Supervisor had arrived at 11:30 to set up the room for the meeting. He set up the video camera, labeled the videotapes, which were to be used, and placed the camera in the northwest part of the room. The camera was oriented to capture the Small Group members' interactions as they sat at the tables. Teachers-in-preparation entered

1172B via 1172A through the small opening in the accordion wall. They began to arrive at 12:01 PM. Stephie and Aurora arrived together. Ray arrived soon thereafter. Stephie sat her backpack and notebook on the northeastern part of the table and sat herself down; whereas Aurora placed her materials on the southwest part of the table and sat down. Ray found a place at the southeastern most part of the table. Jane arrived and found a place between Aurora and Ray. The Supervisor sat at the northwestern most part of the table. He laid out before him on the table various materials. Shelby was the last to arrive at 12:04 PM; she found a place to sit to the right of the Supervisor. Analysis of the data records across the 27 days indicated that group members arrived "on time" for each meeting.

During the first 29 minutes, from 12:01 PM to 12:30PM, the Supervisor and teachers-in-preparation remained seated. At 12:30 PM the teachers-in-preparation's and Supervisor re-oriented themselves in relationship to the physical space, when they reconfigured themselves into "dyads." At 12:42 PM, all group members reconvened around the large table in their original spaces. They remained seated in these spaces until 1:08 PM when the Supervisor oriented them to an art and writing project where they began to make the covers for their moon journals.

This level of analysis served make visible how the members were physically oriented in relationship to time and physical space (Spradley, 1980). Space to come together as a Small Group was a resource afforded the Supervisors and teachers-in-preparation's by the directors of the credential program. Although space was provided via reserving rooms and meeting spaces across the entire year, as indicated above, the members reconfigured the physical space to create a space for the work they would do together. Further, the space was reconfigured in threes on this day. Each new configured supported particular types of small group work that the Supervisor had planned. This shows the dynamic, purposeful and constructed nature of space within assigned formal spaces.

However, through this level of analysis, it was not possible to understand how the spaces were used, as resources for social interaction by the Small Group members. Therefore, the next level of analysis examines the ways in which social interactions occurred within the spaces as members reconfigured them and repositioned themselves to accomplish new types of work. This following analysis was guided a theoretical construct I refer to as *curriculum as socially constructed* (Dantas, 1999, Posner, 1995). The use of this conceptualization of curriculum made possible the exploration of the

various levels of human interaction and interactional spaces (Heras, 1993) that constituted the curriculum on Day 15.

*Analysis 2: The Small Group Seminar Curriculum as Socially Constructed*

The analysis in this section examines the ways in which the Supervisor's decisions, discourse choices and other social actions shaped the parameters and directions of what member of the Small Group Seminar had available to construct as curriculum. As part of this analysis, I distinguish between three dimensions of curriculum discussed in the literature (e.g., Dantas, 1999; Posner, 1995). The institutionally adopted (or the official curriculum), the planned curriculum, and the jointly constructed curriculum (Weade, 1987).

These authors argue that what is planned, at one level, as "the" curriculum, is different from what gets constructed at the face-to-face level in the classroom. That is, the "official documents" can be viewed as establishing guidelines that define the parameters of what is available to be taught. But as Weade (1987) argues, when meaning making processes are considered, then it is important examine what members do with each other across times and events. From this, perspective, it is necessary to understand that the institutionally adopted (official) curriculum is a text that the Supervisor read, interpreted, and reformulated for members of the Small Group. His

actions, therefore, can be seen as constituting a planned curriculum at the local Small Group Level. In turn, the work that members do together guided by these plans, is, itself, a reformation and joint construction that I call the *living* curriculum.

Before turning to an analysis of what members jointly constructed and how this was accomplished, I provide an overview of the Multiple Subject Teacher Education program across the year as a background for understanding what teachers-in-preparation and the Supervisor had available to them as a guide for their work together. In order to examine the ways that different aspects of the curriculum were used to construct the work on Day 15, I present a timeline of the courses in the program (Weade, 1992). Through this analysis, I show that the UCSB Program, with its institutionally adopted curriculum approved by the State of California's Commission on Teacher Credentialing (CCTC) and by the UC Regents, was at times used by members to guide their work and at other times posed points of disjuncture for members of the Small Group. Central to this analysis, then, is a conceptualization of the institutionally adopted curriculum as a potential text, which was being socially re-constructed in and through the actions of different instructors and administrators within the program. Thus, even at the programmatic level, the institutionally adopted curriculum can be viewed as a formulated and reformulated

text across time(s), actors, and events (Weade, 1986; 1992). My goal is not to analyze the curriculum but to make visible its existences and potential influences on and resource for members of the small group.

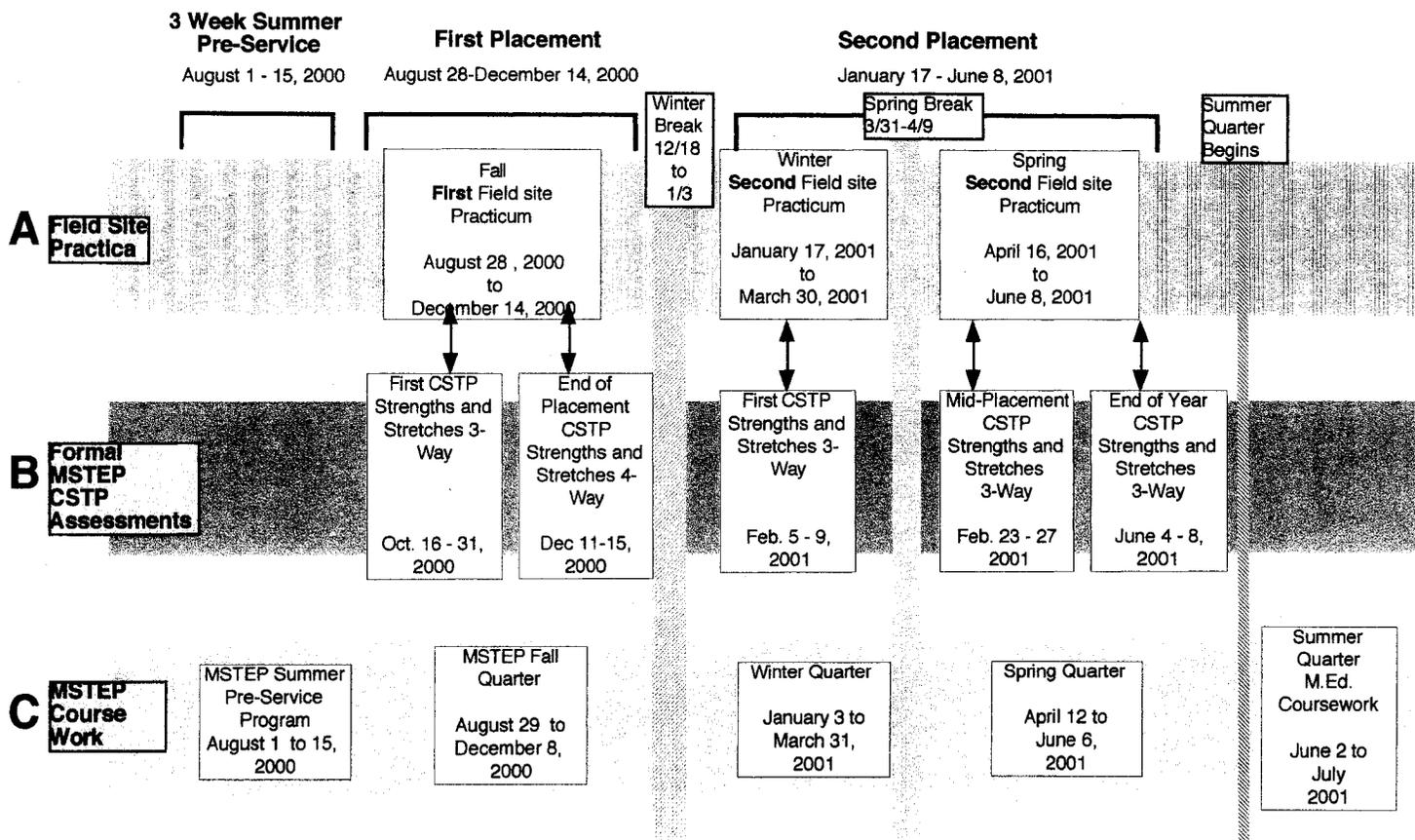
### The Adopted Curriculum

The State of California's Commission on Teacher Credentialing required UCSB's Multiple Subject Teacher Education Program to provide each Multiple Subject Teaching Credential (MSTC) candidate with two supervised field site practicum experiences-- one in a primary grade placement (kindergarten through 2<sup>nd</sup> grades); and one in an upper grade placement (3<sup>rd</sup> through 6<sup>th</sup> grades). In addition to the field site practicum requirements, The Commission on Teacher Credentialing required the program to provide coursework in child development theories, methods and procedures courses as well as to engage in an on-going assessment of each multiple subject teacher credential candidate.

In UCSB's Multiple Subject Teacher Education Program, these requirements have been adopted in the form of a twelve-month curriculum. This curriculum had multiple parts. The first part was comprised of a three week pre-service program beginning in the first week of August, followed by a "transition to student teaching" which

began on August 27. The overall sequence of the program's curriculum is represented in Figure 4.3.

Figure 4.3 MSTEP Adopted Programmatic Curriculum 2000-2001



As indicated in Figure 4.3, the curriculum consisted of a series of sequential and intersecting course parts. Timeline A represents the sequence of the planned field site components of the curriculum. Timeline B represents the sequence of planned assessments within the curriculum. And, Timeline C represents the sequence of course work that the teachers-in-preparation were afforded. From an institutional perspective, the ED 393 Small Group Seminar existed, as indicated by Timeline C, within the required course work. By placing it within the coursework element, the program marked its academic value. Had it been placed in the field site timeline, the value would have been different. The Supervisor, therefore, was viewed programmatically as an academic instructor, not simply as an assessor the students in the field or merely the liaison with the schools. Therefore, within this program, the Supervisor held multiple roles and was the recognized authority on the curriculum for this course.

For example, as indicated in Figure 4.3, field site practicum experiences and coursework occurred from August 27 to December 14, 2000. In the Fall, the teachers-in-preparation were in the schools in the mornings Mondays through Thursdays from 7:45 AM until their classroom's lunch hour, and on the UCSB campus for their coursework. The Supervisor was present at the field site three days a

week, observing the teachers-in-preparation and talking with the Cooperating Teachers during the first placements.

The winter coursework began on January 3, 2001, and the second field site practicum began on January 17, 2001, when the teachers-in-preparation went into the site of their second placement to visit for the entire day. Their full-time participation in their second placements began on January 29 and continued until February 2, 2001. During this period they were in their placements for the whole week, all day long. Their half-time participation in their second placements began on February 5, 2001. They were in their field site placements from 7:45AM until school lunch hour. At lunch, they moved to UCSB for their coursework, just as they had in the Fall.

Spring coursework began on April 12, 2001. Teachers-in-preparation's began full-time participation in their second placements, Monday through Friday. This full-time placement began on April 15 and continued until the last day of the academic school year for the public elementary school where they are placed, June 14, 2001. In each of these different configurations of field site placement and course work, the Supervisor played a critical set of roles that will be examined further in the sections that follow.

One final area to be discussed is the role of assessment in the Program and the role of the Supervisor in this dimension of the

Program.. As indicated in Timeline B, concurrent with field site practicum and university coursework, the Multiple Subject Teacher Education Program has developed a formal and systematic assessment process of the teacher-in-preparation's performance in the field and at the university. These formal assessments revolve around the six domains of The California Standards for the Teaching Profession. The teachers-in-preparation were expected to demonstrate how they have met these competencies five times during their preparation year. At such times, they were to demonstrate their developing understandings of the relationship of their field-site practice to university coursework in a series of assessment conferences held by each Cooperating Teacher with her/his Teacher-in-Preparation and the Supervisor (see Row "B" on Figure 4.3).

The first such meeting was called the "Strengths and Stretches 3-Way" which as the master calendar indicated took place during the second half of October, 2000. In preparation for this conference, each person (the teacher-in-preparation, cooperating teacher and Supervisor) prepared three areas of strength and three areas for professional growth in relationship to the 6 Standards for the Profession. A result of this conversation was to set goals for the teacher-in-preparation.

In mid December, during the final week of the first placement, a practice similar to the October “Strengths and Stretches 3-Way” took place; this time it was called “the Credential Portfolio” conference. In this meeting, all three original members attended, in addition to a new member who was invited to attend– the Cooperating Teacher with whom the teacher-in-preparation would be working in the winter and spring. With the new Cooperating Teacher present, the teacher-in-preparation demonstrated, through a portfolio collection of artifacts and analyses, her/his developing understanding of her/his teaching practice in relationship to the course work at UCSB. At this time, the teachers-in-preparation were required to address only three of the six California Standards For The Teaching Profession, in their portfolios.

This meeting initiated interactions between the new Cooperating Teacher and her new teacher-in-preparation. This conference also provided the Cooperating Teacher with an opportunity for learning about the teacher’s-in-preparation teaching strengths, and areas for professional growth as well as curricular interests. It also made it allowed the teacher-in-preparation to establish a day within that week that he/she would enter the new field

site to be introduced to the students with whom she/he would be working during the second placement.<sup>2</sup>

A similar process of assessment to the one described above for December took place in the beginning of the second placement. In the first week of February, the new Cooperating Teacher, the teacher-in-preparation and the Supervisor met to review the goals set during the December meeting, to modify them, and to set goals for this second placement.

In April, the Cooperating Teacher, Supervisor and individual teachers-in-preparation met once again to review the goals set and to identify ones. The final meeting associated with the California Standards For The Teaching profession took place during the last week of school, mid-June, 2001. This meeting was similar to the assessment meeting that took place at the end of the fall placement. However, at this June meeting, the teacher-in-preparation had an opportunity to look back at her/his performance across the entire span of the preparation year. This time, the credential portfolio addressed all six of the California Standards for the Teaching Profession, whereas at the

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<sup>2</sup> The placement of teachers-in-preparation was a collaborative process that involved the school site principal, two In-House Coordinators and the University Supervisor. In the summer they met to place the teachers-in-preparation for their Fall practica. In November, they met to place them in their Winter/Spring practica.

end of the fall placement, the teacher-in-preparation was expected to address only three of the California Standards for the Teaching Profession.

In summary, during the period of this study, the Multiple Subject Teacher Education Program had organized a systematic unfolding of two field site practicums, formal assessments and coursework, which were, when seen from a socio-cultural perspective, opportunities for learning the institutional requirements of what counted as being a teacher-in-preparation. This adopted curriculum, although in part delineated by the California Commission on Teacher Credentialing and the UCSB Teacher Education Program, served as a potential meta-text that defined what was required and available to be learned.

According to Tuyay, Jennings and Dixon (1995), "access to the academic curriculum is both the result of the ways in which these opportunities for learning occur and the basis upon which they occur" (Tuyay, Jennings and Dixon, 1995). Given the importance of the roles of the Supervisor as indicated in the analyses above, and that there was no formal curriculum document for the Small Group Seminar dimension, I now turn to an analysis of the ways in which the Supervisor created the planned curriculum as represented on Day 15.

## The Planned Curriculum

During the part of the preparation year where Day 15 was situated, the teachers-in-preparation had just spent four full days in their second placements. In preparation for the Small Group Seminar that took place on February 9, the Supervisor had planned for his small group seminar in a similar way to ones he had planned in the past. Considering that this was their first time together as a group since they had begun their second placements, he wanted to give them an opportunity for sharing, describing and discussing their experiences in their second placement. By looking back at the available data records, I was able to retrieve what the Supervisor had planned and to identify a series of activities and events that were similar to those in earlier Small Group seminars.

After identifying these activities and events, I then engaged in an analysis of the plans (texts) describing these events on each day of the Winter-Spring placement. Drawing on the work in critical linguistics by Ivanic (1994), I examined the written data texts (agendas) for evidence of the Supervisor's referential and register choices and how these created particular inscriptions of what it meant to be a professional. The analysis examined the language choices to identify the kinds of professionals he was expecting the teachers-in-preparation to be as represented in how and what he asked them to prepare for

their meeting. Furthermore the following analysis interrogated the roles of agendas, and their construction as cultural artifacts, and how they signaled to the teachers-in-preparation the re-convening of their Small Group seminar in Winter.

As the analysis revealed, the living curriculum was initiated upon receipt of these agendas in advance of their actual meeting date. The Supervisor prepared an agenda and handed it to each of his teachers-in-preparation prior to the onset of Day 15. This contact set in motion a series of actions required of the teachers-in-preparation, established a future time for the meeting, and described what would occur.

According to the agenda for the Small Group Seminar on Day 15, the meeting was to take place in Phelps 1172A at 11:45 AM and last until 2 PM. On the same 11" x 8.5" sheet of paper, just above the agenda was a letter, which preceded the actual agenda. As indicated in Figure 4.4, this letter was written in a text box, preceding the actual agenda for the day.

Figure 4.4 2/09/2001 Letter Framing the 2/09/01 Small Group Meeting

**HEY YOU!**

"9. February 2001  
Dear Franklin Superstars Extraordinaires!

Congratulations on your first full week in your new placement! I hope all is going well and I'm looking forward to start visiting classroom for observations, etc.

I'll be coming in to visit next Tuesday 6. Feb from 8:30 – 11 AM and Thursday 8. Feb from 8:30 – 9:30. During these two visits, you, your CT and I will schedule our first 3-way. Please discuss a tentative time to meet with your CT before I get there, K? I will not begin to "officially" observe until Tuesday 13.

Our Small Group Seminar for 9. February 11:45 – 2:00 will take place in Phelps (unless I tell you otherwise). Please read the agenda and come prepared!

It seems like such a loooooong time since I've seen you all!"

Examination of the discourse used by the Supervisor to structure of the agenda showed both a formal and informal register. I examined this artifact to explore the ways in which the Supervisor set the parameters for the seminar. Central to this analysis is the notion that the author, in and through the choices of lexical items, discourse practices, and social processes inscribes a particular ideology that draws on the discourses available to members (Ivanic, 1994 ; Fairclough, 1992 & 1993; Lakoff & Johnson, 1980). I examined the format and discourse register shifts to identify the ways in which the Supervisor communicated the agenda and potential curriculum to the teachers in preparation. In so doing, I explore ways in which the social

dimensions of the small group were re-established and the formal/programmatic dimensions were presented to members.

These two dimensions were the primary focus of this analysis. The first explored the shifts in discursive choices of the Supervisor who navigated the formal world of Multiple Subject Teacher Education Program. The second examined his role as Supervisor across the boundaries of the informal world of group membership, where the use of humor and informality was an everyday occurrence, as evidenced across all 27 agendas.

As indicated in Figure 4.4., the Supervisor began the agenda with a letter addressed to, "HEY YOU!" This opening was handwritten in capital box letters, each letter about 2" high. The choice of this informal language was purposeful. By beginning with handwritten text and an informal register, the Supervisors created a view of the Seminar work as personal and interpersonal. The choice of colloquial language, HEY YOU, could be seen as invoking an informal context, not an academic or professional one. However, the Supervisor's use of this initiating form of address is meaningful for this group and established a particular frame of reference—it signaled that the group had an interpersonal dimension. The choice of this register and the print mode made visible this identity for the group and the supervisor in relationship to the group.

To understand the purpose that this register and choice of heading served, I examined all twenty-seven agendas for the year, each agenda contained hand-drawn pictographs of smiling faces, dinosaurs, dogs and various other symbolic representations in the heading or opening. These symbols were used to communicate membership and affiliation with his students. This practice supports the interpretation that there was a person, and interpersonal as well as programmatic nature of the Seminar for the Supervisor.

In the second part of the agenda, the text of the letter, the Supervisor used a discourse style that moved between structuring and programmatic statements, and more personal statements designed to create a more personal connection. For example, he used references to time and events that were to take place to foreshadow working spaces and institutional spaces for the group. He also signaled that he would visit their work places, their new classroom placements. However, analysis of the sequence of spaces inscribed showed that this was more than a listing of times and places; it served to locate the work of the individual members, including the Supervisor's work as well as the collective's work. For example, prior to informing his students that he would be visiting them in their new placements, he congratulated them on their first full week in their new placements.

In electing to use this discourse practice, he signaled his position as different from theirs and as support for their work. It also showed that he was aware of the demands on them and importance he placed on the process of entering the second placements as an accomplishment. His statement also showed that he acknowledged that this week was more than merely a new place to do the same work; it was a place they had successfully entered. The use of “congratulations” therefore, provides evidence that he understood the complexity of this week and their work demands.

In the next part of the agenda, he shifted to programmatic work that he needed to take up. This was evident in his choice to foreshadow his future actions; he wrote that he was looking forward to visiting them for observations. He laid forth specific time references when he would make his visit. In taking this action, he began the process of structuring another space for professional work and his relationship to each of them in these spaces.

To explore whether this practice of foreshadowing times and spaces for professional work was unique to this agenda, I examined the references to times and spaces in all 27 agendas. Table 4.2 shows the types of time references used and the types of professional work related to each.

**Table 4.2 Time References across Agendas and Professional Work**

| Agenda Date | Time Reference   | Professional Work Being Referred  |
|-------------|--|---|
| Aug 29      | When assignments are due   | Being a member of this group will mean using an agenda and coming prepared  |
| Sep 7       | When assignments are due   | Coming prepared   |
| Sep 15      | Supervisor coming into placements to observe the teachers-in-preparation<br><br>When assignments are due                               | Teachers-in-preparation are to invite the Supervisor and create a schedule for being observed<br><br>Coming prepared                      |
| Sep 22      | Setting schedule for formal and informal observations by the Supervisor of the teachers-in-preparation<br><br>When assignments are due | Small Group members set schedule for formal and informal observations as a collaborative process<br><br>Coming prepared                   |
| Sep 29      | When both Small Group and the ethnography class assignments are due  | Overlapping two courses and drawing on both as resources  |
| Oct 6       | When assignments are due<br><br>'What constitutes a classroom community?'<br><br>Setting a time to visiting the curriculum library     | Coming prepared<br><br>Theoretical discussions on the nature of classroom life<br><br>Understanding extant theories as resources          |
| Oct 13      | Scheduling 'collegial coaching' observations<br><br>Scheduling 3-way meeting between CT, TIP and Supervisor                            | Understanding each other as professional resources<br><br>Preparing and articulating professional development of self to other colleagues |
| Oct 20      | When assignments are due<br><br>Constructing inquiry journals  | Coming prepared<br><br>Developing curriculum supported by the   |

|        |  |  |
|--------|--|--|
|        | Supervisor announces he will be in Illinois and the TIP's will hold their own for the next meeting   | Supervisor's own classroom experiences<br><br>TIP's take responsibility for conducting their own Small Group while Supervisor is away.   |
| Oct 27 | Pre-letter announces that each Small Group seminar is a community and that it is not fair to compare each of them and claim sameness<br><br>When assignments are due and to come prepared<br><br>Re-visiting classroom map and management plan in preparation for the 4-day take-over<br><br>Scheduling videotaping of each other while being observed and viewing of the video tape | Making part to whole relationships based in an ethnographic language<br><br>Coming prepared<br><br>Looking into the past in order to make resources present.<br><br>Observing each other, collecting data  |
| Nov 8  | When assignments are due<br><br>Discussion about how new placements are made<br><br>Supervisor will be coming into placements to photograph TIPs for a program slide presentation<br><br>Scheduling Advisory Council meeting with Sadie, coordinator of MSTEP  | Coming prepared<br><br>Becoming informed about programmatic decisions<br><br>Sharing images of in situ work outside of the placement with other TIP's<br><br>TIP's take responsibility in representing their Small Group and voicing concerns to the MSTEP |
| Dec 1  | Supervisor misses not meeting with the TIPs over the past 2 weeks  | Absence of Supervisor and re-invoking of the Small Group upon his return   |

|        |   |  |
|--------|---|--|
|        | <p>while in Milwaukee and Thanksgiving holiday</p> <p>Scheduling observations during Take-Overs</p> <p>Scheduling formal 4-way between CT, new CT/ TIP and Supervisor</p> | <p>TIP's and Supervisor collaborative schedule observations</p> <p>Involving current CT and enculturating new CT into the professional development journey of the TIP as a collaborative process</p> |
| Dec 8  | <p>When assignments are due</p> <p>TIPs scheduling a time for them to introduce new TIPs to the new placement</p>   | <p>Coming prepared</p> <p>TIP's as cultural guides of new TIP's who will student teach in classrooms which formerly had TIP's</p>  |
| Dec 15 | <p>Supervisor congratulated them on a semester completed</p> <p>Scheduling time to discuss their post-take over reflections with the Supervisor</p>                       | <p>Acknowledging professional development accomplished by all group members</p> <p>Debriefing collaboratively the Take-Over experience with the Supervisor</p>                                       |
| Jan 19 | <p>When Assignments are due</p> <p>Scheduling triangulation of an event observation for the ethnography class</p>   | <p>Coming prepared</p> <p>Drawing on ethnographic theoretical concepts to observed and corroborate data collected</p>  |
| Feb 9  | <p>Supervisor coming into placements to observe the teachers-in-preparation</p> <p>When assignments are due</p> <p>Work on creating moon journals</p>                     | <p>Supervisor re-invokes practice of coming into the placements to observe</p> <p>Coming prepared</p> <p>Developing curriculum supported by the Supervisor's own classroom experiences</p>           |

|        |  |  |
|--------|--|--|
| Feb 22 | <p>When assignments are due</p> <p>Choosing a representative for the Student Advisory Council</p> <p>Bring moon journals to work on them</p>   | <p>Coming prepared</p> <p>Selecting a representative to voice the Small Group's concerns to the MSTEP</p> <p>Ongoing work with developing curriculum supported by the Supervisor's own classroom experiences</p> |
| Mar 2  | <p>When assignments are due</p> <p>Scheduling an interview of a family member about the moon</p> <p>Items to consider for upcoming agendas:</p> <ul style="list-style-type: none"> <li>• mock interview</li> <li>• beginning teachers' tool box</li> <li>• Language arts work</li> </ul> | <p>Coming prepared</p> <p>Ongoing work with developing curriculum supported</p> <p>Collaboratively developing future agenda items</p>  |
| Mar 9  | <p>When assignments are due</p> <p>Setting 2<sup>nd</sup> collegial coaching cycle</p> <p>Setting early April 3-way between CT/TIP and Supervisor</p>  | <p>Coming prepared</p> <p>Observing and providing each other feedback</p> <p>Preparing and articulating professional development of self to other colleagues</p>   |
| Mar 23 | <p>When assignments are due</p> <p>Setting future Small Group Seminar dates</p>  | <p>Coming prepared</p> <p>Collaboratively developing future agenda items</p>   |
| Apr 13 | <p>When assignments are due</p> <p>Take over dates and requirements</p>  | <p>Coming prepared</p> <p>Meeting programmatic requirements for the Take Over and selecting dates</p>  |
| Apr 20 | <p>When assignments are due</p>  | <p>Coming prepared</p>   |

|        |   |   |
|--------|---|---|
|        | Scheduling a meeting with Technology guy to transcribe their observation videos of their collegial coaching   | Drawing on programmatic resources to work with data collected in their placements   |
| May 3  | When assignments are due  | Coming prepared   |
| May 10 | When assignments are due<br><br>Meeting in UCSB Qualitative Lab to transcribe and analyze C-Video collegial coaching observation tapes<br><br>Plan to write a collaborative reflection on the process of coaching and analyzing | Coming prepared<br><br>Drawing on programmatic resources to work with data collected in their placements<br><br>Looking into the past in order to make resources present. |
| May 17 | When assignments are due<br><br>Scheduling 4-ways with old CT/current CT/ TIP and Supervisor  | Coming prepared<br><br>Involving current CT and enculturating former CT into the professional development journey of the TIP as a collaborative process                   |
| May 25 | When assignments are due<br><br>Planning a time to learn how to do in depth analysis of artifacts for the CSTP portfolio  | Coming prepared<br><br>Examining and representing the cultural artifacts in order to support TIP's developmental claims in the CSTP portfolio                             |
| May 31 | When assignments are due<br><br>Imagining and preparing for their first week of school<br><br>Setting time to have post-take over reflection  | Coming prepared<br><br>Orienting to the future and drawing on co-developed resources to do work in the future<br><br>Having a professional conversation with the          |

|       |  |  |
|-------|--|--|
|       | interview with the Supervisor  | Supervisor on the TIP's experiences across their preparation year  |
| Jun 7 | When assignments are due<br><br>Planning final discussion on data analysis and organization of CSTP credential portfolio | Coming prepared<br><br>Discussing what constitutes a good CSTP portfolio with proper analysis and narratives |

As indicated in Table 4.2, this practice of foreshadowing time references was present in all 27 agendas and the letters that often preceded them (25 of the 27 agendas had letters or messages). All agendas contained specific references to times outside the Small Group and inside the Small Group, where particular kinds of professional work would take place. For example, in the earlier part of the year, the teachers-in-preparation were asked by the Supervisor to invite him into their placements so he could observe them. By asking them to invite him, the Supervisor signaled that rather than simply presume that he would come in and observe them without any consideration of how and when he would enter the classroom, he viewed their classrooms as their spaces for professional work. He placed professional responsibility on the teachers-in-preparation to enter him into their worlds. Thus, although he had the institutional authority to simply come in unannounced and to begin observing, he positioned himself as a visitor who must be invited, and one who wanted to be told ahead of time what the teachers-in-preparation wanted him to observe.

These analyses showed that in the agendas across the year, he inscribed a range of acts associated with preparing for and doing professional work— e.g., coming prepared, scheduling observations, taking responsibility for visits, analyzing classroom artifacts, and

collecting data. Analyses across the year also led to the identification of another aspect that references to time made visible -- the non-institutional and non-programmatic practices that the Supervisor introduced and that the teachers-in-preparation developed across time. For example, on October 20, the Supervisor introduced making moon journals. This was not a programmatic or institutionally adopted requirement. That he took these actions demonstrated his ability to navigate both the institutional requirements as well as his personal expectations for what it meant to be a professional for him, and how he wanted the teachers-in-preparation to take up their positions.

These analyses and examples showed that time, as a structuring practice for the group, supported both the preparation for the Seminar ahead of the face-to-face meeting as well as the work that would take place when the seminar convened. The shifts in the ways in which members interacted with different content, both programmatic and personal, and its relationship to their professional lives, as defined by the Supervisor, were significant occurrences across all agendas.

*Reconvening the Group: Examining the Role of the Agenda*

With this understanding of the role of time as a structuring practice for the group, I return to an analysis of the actual agenda of Day 15 to explore further the events foreshadowed and their significance that was made visible to the teachers-in-preparation. However, before turning to this analysis, it is necessary to consider additional theoretical perspectives needed to understand the relationship between the letter and the agenda that framed the reconvening of the group and the ways that the Supervisor wanted the agenda to be read.

As discussed previously, Ivanic (1995) argues that writers inscribe and position their identities in the written texts they create. While Ivanic's focus was on individual writers and the choices they make among the discourses available to them, her analysis focuses on individual written texts, not on dialogic writing that are intended to engage others in collective actions. The letters and agendas in this study are such texts and therefore I need to expand her concept of the inscription of identity to explore what is being inscribed between and among members. Here, although the main text can be seen as the agenda itself, the way that the agenda was being foreshadowed, or framed if you will, is significant for both the writer and the potential readers.

I extend Ivanic's work on written text (1995), with theoretical constructs about the social nature of talk and language from work by Dentith. I draw on Dentith's (1995) assertion when discussing Bakhtin and in particular Voloshinov [i.e., his book on Freud]<sup>3</sup>, that

"language is a social phenomenon, that it exists between people, and that it carries the values and accents — the ideology — of social beings in real situations. [Further] that the psyche, like the utterance, is a 'borderline' phenomenon, located between the organism and the outside world (Dentith, 1995, p 110)."

Dentith's argument about the relationship between the self and the outside world provides a way of understanding how the language of the Supervisor's letter to the teachers-in-preparation constituted a recognizable familiarity to them and marked the beginning of their second placement as well an upcoming opportunity to reconvene as a group, where this new experience would be discussed.

From this perspective, it was possible to view the letter as setting the context for reading and understanding the agenda. The letter served to mediate the distance that the Supervisor felt from them as well as the distance between and among members since their last seminar meeting in December. In other words, in this letter the Supervisor created a way of reconnecting himself with the group. In

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<sup>3</sup> I am referring to Bakhtinian Thought by Simon Dentith, in which Dentith lays forth a navigating through the many thoughts of Bakhtin, Medev and Voloshinov.

other words, the letter served to initiate the group meeting and to set a frame for reading the agenda that followed the letter, which foreshadowed what the group would do when physically together.

With the understandings gained from analysis of the letter that was attached to the agenda, I now turn to an examination of times for professional work and the types of professional work inscribed in the agenda itself. As indicated in Figure 4.5, the agenda contained a single reference to time and space. This is in contrast to the letter which inscribed a range of times and spaces for professional work. This single reference can be seen as establishing temporal and physical boundaries where the group would meet. The time schedule of 11:45 – 2:00 in Phelps 1172A directed the teachers-in-preparation to the room and set an expectation for the amount of collective time they would need to accomplish their collective work.

Figure 4.5

Part II

2/09/2001 A Facsimile of the 2/09/01 Small Group Meeting Agenda

| <b>Small Group, ED 393</b><br><b>9. February, 2001</b>   |   |
|--|---|
| <p>11:45-2:00 in Phelps 1172A (me thinks, unless I tell you otherwise)</p> <ol style="list-style-type: none"><li>1. Go-Round</li><li>2. Share about First Week of Back in dyads. Share out</li><li>3. Upcoming CT/ST/SUP February 3-Way on week of 12. FEB.<br/>We'll discuss your Professional Growth from your Dec 4-Way CSTP Conference in order to set short and long-term goals for this placement</li><li>4. The Expectations Folder. Setting Time with your CT to: 1) Review its contents and assignment dates;<br/>2) Weekly Planning times; 3) Your initial responsibilities...We'll Have Group Discussion on :<ul style="list-style-type: none"><li>• How Are You Easing Yourself into Your New Placements?</li><li>• What Initial Responsibilities Do You Have?</li><li>• How Do You See These Responsibilities Increasing?</li></ul></li><li>5. Discussion on Classroom Maps. Make sure you Bring your current Map!<ul style="list-style-type: none"><li>• Comparing Last Placement's Map with New Placement's Map.</li><li>• How Are you Looking at the "Classroom" Now versus back in September?</li><li>• Implications for learning, your own classroom, etc...?</li></ul></li><li>6. We'll Begin Making our Moon Journals</li></ol> <p><b>NOTE: Please bring your Journal Reflection on My First Week Back, Classroom Map, Triangulation of Event and Demographic Profile.</b></p> | <p><b>REMINDER:</b></p> <ol style="list-style-type: none"><li>1. Bring your Developmental Continuum per Sarah Jacobs...I still don't have all of yours.</li><li>2. Reflection on Your First full week back!</li><li>3. Fall Placement (completed) Student Teacher Performance Record. I still don't have all of yours. I need them to complete your Fall file!</li><li>4. DUE: A. Triangulation of Event; B. Classroom Map and Spradley (Matrix) Analysis; C. Demographic Profile</li></ol> |

As indicated in Figure 4.5, the Supervisor had planned a series of activities that were to take place in the event called Small Group, ED 393. The first item on the agenda was "Go-Round." The second topic on the agenda was sharing about the teachers'-in-preparation first week back in "dyads". The third topic listed was the upcoming 3-Way conversation (Cooperating Teacher, Student- Teacher, and Supervisor) in February to discuss the teacher's-in-preparation's professional growth. This was followed by the fourth topic, "the Expectations Folder" and setting time to discuss the portfolio with their

Cooperating Teachers. The fifth topic on the agenda was a discussion of the classroom maps of their second placements that the teachers-in-preparation were to create and to bring to the first meeting, foreshadowing the event that would be constructed. It also indicated that they would compare and contrast the second placement's classroom map with their first placement's classroom maps. This was followed by the 6<sup>th</sup> and last topic, which stated that the members would begin making their "Moon Journals."

These inscriptions represented the Supervisor's interests and types of experiences that he perceived the teachers-in-preparation needed at that point in time. The topics created a statement of the importance of their first day back and foreshadowed programmatic requirements and events that would occur on the first day of the Small Group Seminar for Winter quarter and on other days in the future—i.e., the California Standards for The Teaching Profession conversation and a discussion of their Expectations Folder. Two items, the first item on the agenda, "Go-Round" and the last item "Moon Journals," were not programmatic requirements, but were practices that he created to support the re-initiation of the group and their ongoing professional work, respectively.

The analysis of the agenda as a cultural artifact, therefore, showed ways in which references to time supported the construction

of the Small Group Seminar prior to the physical convening of the group, in ways similar to those identified in the analysis of the letter. It also led to the identification of additional understandings of the ways in which references to both past and upcoming curricular requirements created links between the Seminar and the programmatic requirements delineated by the Multiple Subject Teacher Education Program and the State of California's Commission on Teacher Credentialing (CCTC). The analysis also showed how the communicative choices constituted a form of meta-discourse that the Supervisor used with teachers-in-preparation and how this discourse constituted a situated plan for the curriculum. This use of a meta-discursive framing was evident across all of 27 agendas, thus showing how the discourse choices, and the resulting texts that the Supervisor constructed became material resources that defined professional expectations.

The analysis of the planning of this day suggested that the future curricular content and practices in which that content would be experienced, was in part decided by the Supervisor based on his assessment of the group members' needs as well as program requirements. Analysis of the letter and the agenda showed that the Supervisor oriented (Yeager, 2003; Heap, 1991) his students to the significance of these potential curricular content and experiences.

Analysis also showed that there were intertextual references to the past, present and implicated future events and experiences (Wink & Putney, 2002; Durán & Syzmansky, 1996). For example, when the Supervisor asked the teachers-in-preparation to bring their fall classroom maps and their second placement classroom maps, he was privileging a view that looking back and comparing the past with the present was important.

Moreover, when he wrote, "How are you looking at the 'classroom' [now] with [the] new placement's map?" he was asking the teachers-in-preparation to choose among culturally appropriate ways ones to use in the proposed assignment. He did not explicitly state how to go about doing "looking back", but he did ask them to orient themselves to this by "comparing last placement's map with [the] new placement's map." In this example, the Supervisor created a meta discursive link via intertextual and intercontextual (Floriani, 1993; Heras, 1993) references to earlier experiences that the teachers-in-preparation had shared during their first placement. Lastly, when he stated that they were to think about "implications for learning, [in] your own [present and future] classroom, etc..." he was positioning them to understand that the practice of creating intertextual and intercontextual links was a resource for their professional work in the present and the future.

In order to understand whether the patterns identified in the analysis of the agenda were practices and processes used on other days, I once again contrasted Day 15 with those on the remaining 26 agendas. As in the analysis of the letter part of the agenda, a cross-case analysis was necessary in order to make visible the assigned physical spaces , where the Small Group Seminar met, and, how the interactional spaces that the Supervisor had planned for the Small Group meetings shaped a particular set of expectations about the professional work of the group.

In summary, the analyses in this section showed that the Supervisor signaled to the teachers-in-preparation the parameters in which their professional work would be formulated and reformulated (Vygotsky, 1978). This level of analysis was important and necessary in order to be able to view the agenda for Day 15 as situated in a patterned history (Bloome & Egan-Robertson, 1993) of agendas prepared through the professional work of the Supervisor. It also served to make visible the Supervisor's decision-making processes and the ways in which he moved between formal and personal registers. Analysis also showed that as he moved within and across the roles, he re-constructed the worlds of the Multiple Subject Teacher Education Campus-based program and the part of the program that occurred at the Franklin field site, where he played different roles. Further analysis showed that the agendas provided a potential curriculum as

planned by the Supervisor and that this potential curriculum framed what would be potentially constructed as the living curriculum on Day 15. Furthermore, the analyses revealed that experiences directly referred to or implied in the text were not unique or discrete across the agendas. They were related within and across a chain of agendas (Green & Meyer, 1991) that reflected the planned curriculum.

### The Living Curriculum

This previous level of analysis provided insights into how a planned curriculum was shaped by and re-shaped the adopted curriculum. In this section I explore the third perspective on the curriculum as socially constructed, the Living Curriculum. I use the term living, rather than more traditional designations such as enacted, experienced, or even lived, in that the curriculum from a social construction point of view is produced by members in and through their actions across times and events as they seek to making meaning of and from those actions. As Weade (1987) points out, these other views ignore the dynamic, constructed and constructing nature of the relationships between curriculum and instruction. She argues for the blurring of the categories between curriculum and instruction to create a single view of curriculum' n' instruction.

I extend this argument, drawing on work on Critical Discourse Analysis and sociocultural theories to argue that the curriculum is “alive” in two senses. First, it is a living entity in that it is created and produced by humans, often in a collective, not by an individual. Thus a human production model not a factory production model is appropriate. Second, once constructed, it becomes a potential text that members interact with to construct the patterns of everyday life. These two ways of conceptualizing a curriculum as “living” are interconnected. One contributes to the development of the other.

The analyses of the construction of the Living Curriculum will be presented in two parts. Part one presents an exploration of the day as a lived event that was, in turn, contrasted with the ways in which the Supervisor had planned for what would occur on that day. Part two presents findings from the analysis of a disjuncture made visible when a teacher-in-preparation challenged an institutionally adopted assignment. The latter analysis was needed to explore the living curriculum made visible at a point of disjuncture, and how the discourse about the disjuncture served as ‘rich points’ (Agar, 1994) for expanding their understanding of their professional work and practices.

Central to the analyses of the ways in which discursive work of the members made visible disjunctures between personal

understandings and institutional expectations and requirements is the notion of part/whole and situated perspectives (Green, Dixon & Zaharlick, 2000). Whereas the earlier analyses examined the Supervisor's inscription of the structure of the program and the expectations for participation, this analysis focuses on the ways in which members signaled to each other, in and through their talk, how they understood, interpreted, took up and reformulated the Planned Curriculum. The analyses are presented in two phases. Phase one is focused on how times and spaces were constructed by members through their interactions. This analysis forms a basis for examining what members accomplished and provides a broad description of the living curriculum members constructed. Phase two presents an examination of what occurred among members as they identified a point of disjuncture between the institutionally adopted curriculum and the living curriculum. This was necessary to make visible the ways in which the Supervisor's discourse and actions provide an opportunity for an individual and the group to revisit the issue of what counted as diversity in their local placement.

*Phase One: The Construction of a Living Curriculum*

Figure 4.6 represents the events of the day constructed by members in and through their actions (cf. Green and Meyer, 1991; Kelly et al., 1997).

Figure 4.6 Structuration Map for Day 15, February 9, 2001

**Day 15  
02/09/2001  
Phelps 1172B**

|          |       |  |
|----------|-------|--|
| <b>a</b> | 12:01 | <b>Pre- Meeting</b><br>Jane talks about being judged by her MSTEP peers  |
| <b>b</b> | 12:02 | <b>Pre- Meeting Assignments</b><br>T.I.P.'s discuss upcoming and outstanding assignments.  |
| <b>c</b> | 12:09 | <b>Onset: Check-In</b><br>Supervisor asks T.I.P.'s to share about how they are feeling.  |
| <b>d</b> | 12:19 | <b>Submit Assignments Due</b><br>Supervisor announces that assignments should be submitted now.  |
| <b>e</b> | 12:21 | <b>Franklin is a Monoculture</b><br>Supervisor leads discussion on "What Counts as Diversity" across partnership schools and the programatic assignments. He names Franklin ST's as developing a "pedagogy of diversity" |
| <b>f</b> | 12:27 | <b>Dyads</b><br>Supervisor introduces that group will be dividing into dyads.  |
| <b>g</b> | 12:28 | <b>Frame Dyad Discussion</b><br>Supervisor asks: "What is the 1st Week Back like? Members pair off.  |
| <b>h</b> | 12:30 | <b>In Dyad Groups</b><br>Shelby w/ Supervisor<br>Aurora with Jane<br>Stephie with Ray  |
| <b>i</b> | 12:42 | <b>Debrief Dyads</b><br>Each T.I.P. reports what they heard their partner share.   |
| <b>j</b> | 12:47 | <b>Programmatic Assignments</b><br>Sup introduces 2nd Placement programatic assignments.   |
| <b>k</b> | 12:55 | <b>Valentine's Day Secret Pals</b><br>Members exchange names to give secret Valentines to each other.  |
| <b>l</b> | 01:08 | <b>Begin Making Covers for Moon Journal</b><br><br>Day one of the Moon Journal Project   |
| <b>m</b> | 01:58 | <b>Ending begins</b>   |
| <b>n</b> | 2:07  | <b>All members leave</b>   |

As indicated in Figure 4.6, members constructed thirteen distinctive events. Each of these events served a particular purpose and made particular content and practices available. Each event is described, in turn below, in order to establish what constituted the Living Curriculum. This analysis also serves to describe and set the contexts for the disjuncture analysis in the next two phases of analysis.

As indicated in Figure 4.6, on this day, the Living Curriculum was initiated 12:01 pm and ended at 1:58PM for the Small Group. The Supervisor arrived at 11:30 am to prepare the room and spaces for the Small Group Seminar. As indicated in the Supervisor's plan, this event was originally scheduled to begin at 11:45 am, but was postponed until 12 pm because the earlier part of the whole-group seminar, which was to end at 11:30, ran late. The delay was purpose, resulting from a decision made by the Supervisor to give the Teachers-in-preparation's time to go buy some lunch and bring it back to the Small Group meeting. This is an example of how what was planned was not what actually happened and how beginning times were flexible and reformulated to respond to local situations and needs.

As indicated in Figure 4.6, at 12:01, Jane initiated the day's events by talking in a frustrated manner about how she was being judged as a particular kind of learner by peers outside of her Franklin Small Group. This discussion occurred in the context of the Whole

Group Seminar for the Program that took place that morning. This seminar dealt with Howard Gardner's theory of multiple intelligences. Her comment, therefore, showed an assumption on her part that members of the Small Group Seminar would understand what she meant by the reference to "a particular kind of learner." Since they had all attended the morning session, she assumed common knowledge (Edwards & Mercer, 1987) of the meaning of this reference (i.e., Gardner's theory of multiple intelligences).

These statements preceded a formal event for sharing feelings that began at 12:09 pm. Thus, Jane's comment anticipated this event, and created a potential beginning for the "Go-Round." Analysis of the video record show that after Jane's comments, the Supervisor initiated a "Go-Round" where each member was asked to describe how she or he was feeling. This "Go-Round" lasted 10 minutes. All members, including the Supervisor, shared how they were feeling. As indicated previously in the agenda, the Go-Round was planned and therefore available to Jane prior to the meeting of the group. Her actions, when examined within the whole of the Supervisor's actions, showed the ways in which events were anticipated, linked and then reformulated from individual to group actions.

At 12:19, the Supervisor described the assignments that were due and asked the members if they wanted to know who still had

outstanding assignments. This lasted 2 minutes. At this time of describing the assignments, at 12:22 a discussion initiated by the Supervisor in response to Jane's claim that there is no diversity at Franklin School. The comment was unanticipated by the Supervisor. Jane's comment referred to the Multiple Subject Teacher Education Program's requirement for a "Demographic Profile," which must be completed by all candidates for both placements. It asked the teachers-in-preparation to gather information on students' linguistic, cultural and special needs backgrounds. Jane was questioning the relevance of the form and its appropriateness because she perceived that at Franklin, whose population is predominantly Latino and of Spanish-speaking descent, there was no diversity. Therefore, completing this form was difficult for her.

Aurora and Shelby quickly commented by challenging Jane's claim. Using this interaction as a point of disjuncture, the Supervisor led a discussion on what counted as diversity. This event lasted 6 minutes.

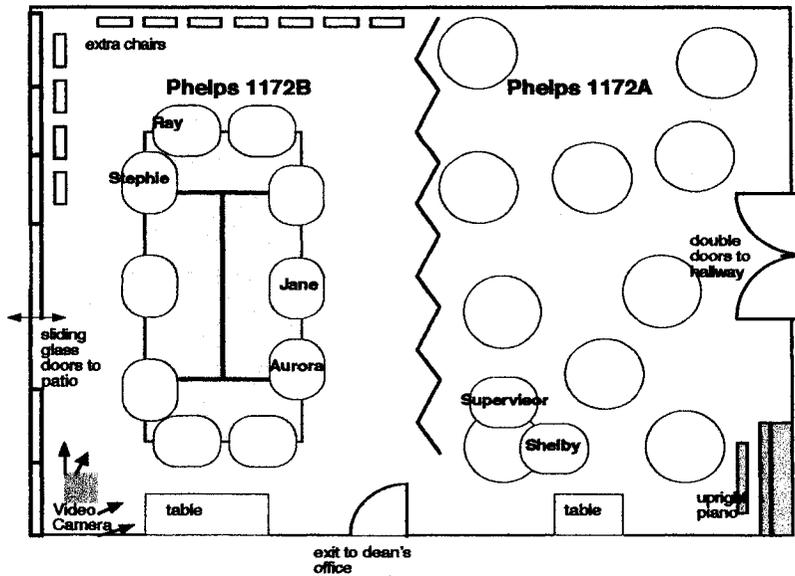
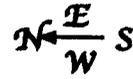
This series of actions among members provided evidence for the dynamic and living nature of the curriculum. The ways in which the supervisor built on the discursive actions of members of the group created new opportunities for developing professional knowledge and to clarify their understandings of local situations and particular

concepts. This unplanned event demonstrated the possibility of jointly constructing, formulating and re-formulating particular parts of everyday life within the group.

At 12:30, the Supervisor framed (Yeager, 2003) the dyads topic of conversation. He asked the members, "What is the first week back like?" Shelby paired with the Supervisor; Aurora with Jane; and Stephie with Ray. As Figure 4.7 indicates, they moved to various parts of the room and worked there until 12:42.

Figure 4.7

Dyad Groupings 2/09/2001

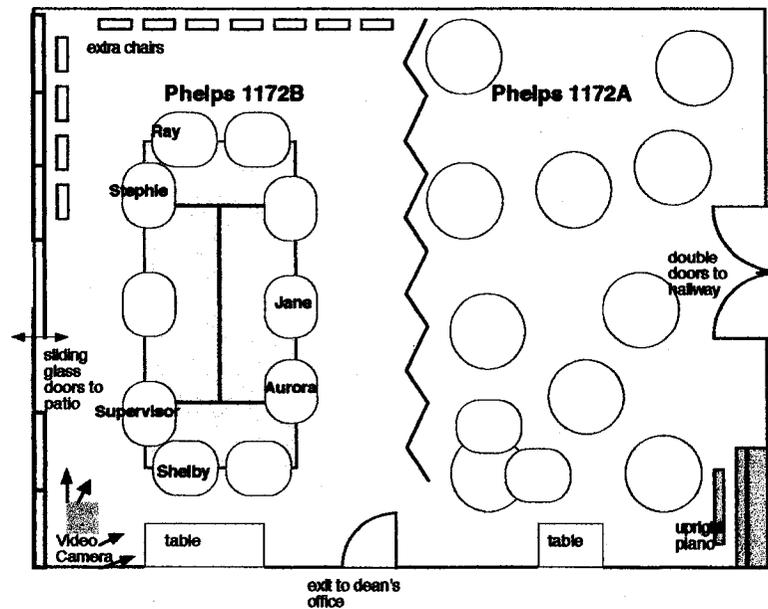
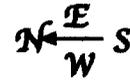


At 12:42, they reconvened as a whole group to report what they each heard their partner say about her or his first week back. Figure 4.8 represents how the Small Group members physically re-oriented themselves upon their return from their time in their Dyads.

Figure 4.8

Reconvening as a Whole  
Group after Dyads

2/09/2001



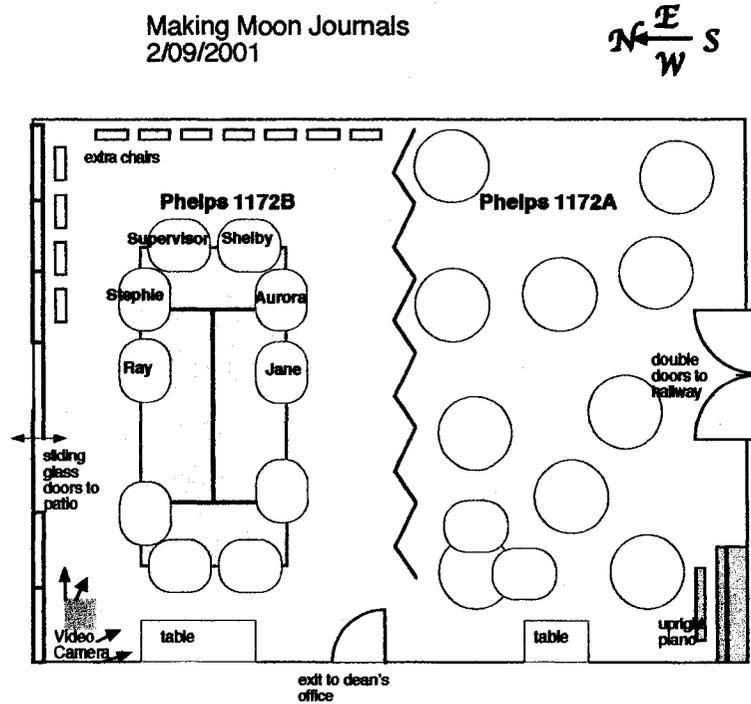
At 12:47, the Supervisor introduced a second set of assignments required by the Multiple Subject Teacher Education Program for the second field site placements. These assignments were similar in purpose to those the members had already completed for their first placement in the fall. One was their "Expectations Folder," which contained important assignment due dates, such as drawing and analyzing a classroom map, completing particular kinds of

observations, and setting formal times to plan with the cooperating teacher.

At 12:55, the Supervisor asked if the members would be interested in “exchanging Secret Valentines,” to which they verbally agreed. He handed each of them a strip of paper on which they would write their names. He placed all strips with names written on them in a cup and each member drew a strip in order to learn who would be their “Secret Valentine.” This process had to be repeated, when Aurora announced she knew who her Secret Valentine was. This was part of the social world that the Supervisor initiated to create a sense of community and inter-relationships. It also provided an approach to celebrating a holiday that they could use when they had their own class, one that meant all had equal access to Valentines, thus mediating what is often a competitive context in elementary classrooms. This event, therefore contributed to the living curriculum being formulated by members.

As Figure 4.9 indicates, the group members re-oriented themselves in the room when the Supervisor began to introduce how they would begin making their Moon Journals at 1:08 pm. The reconfiguration of the group to in new, more closely spaced, seating arrangement is represented in Figure 4.9.

Figure 4.9



As indicated in Figure 4.9, the Supervisor moved to the northeastern part of the room and organized the materials to be used on the table. Shelby sat down to his left. Aurora and Jane sat down next to each other. Stephanie and Ray sat down across from Aurora and Jane. They also then reoriented to the Supervisor, who began to introduce a rationale for creating what he called "Moon Journals". He planned to have the teachers-in-preparation use these journals for the

next month to document the phases of the moon, as a means of constructing a practice-based approach to inquiry, science, writing and art. Through this activity, he provided them with a unique opportunity to extend their knowledge of individual areas of the curriculum and to develop understandings of how curriculum could be integrated across disciplines using everyday phenomena as base. Although this activity was not part of the institutionally adopted curriculum, it supported and was in concert with the one of the program's overall goals, which was to develop an integrated approach to the curriculum.

At 1:58 the Small Group members ended their session together. The Supervisor initiated this closure event by telling them to clean up. As part of this event, he announced what they would be doing during the next meeting times, thus creating an intertextual tie between the present and the future activity of the group.

The contrastive analysis of the *adopted*, *planned*, and *living* curriculums on Day 15 is summarized in Table 4.3. Although, adopted and articulated in many official documents, both by the Multiple Subject Teacher Education Program and California Commission on

Table 4.3

The Adopted, Planned and Lived Curriculums for Day 15

| <b>Content</b>   | <b>Adopted Curriculum</b>   | <b>Planned Curriculum</b>  | <b>Lived Curriculum</b>                               |
|--|---|--|---|
| <b>Meeting Times</b>   | <b>Meet as a Small Group Seminar</b>                                    | <b>Tentatively in Phelps 1172A</b>   | <b>Phelps 1172A</b>                                   |
|  |   |  | <b>Sup. Set up the Room</b>                           |
|  |   | <b>Go-Round</b>  | <b>Go-Round</b>                                       |
|  |   | <b>Share About First Week Back</b>   | <b>Dyads</b><br><b>Broke Out</b><br><b>Reconvened</b> |
| <b>The California Standards for the Teaching Profession Credential Portfolio</b> | <b>Upcoming California Standards for the Teaching Profession 3-Ways</b> | <b>Discussion on Upcoming California Standards for the Teaching Profession 3-Way between the teacher-in-preparation, CT and Supervisor</b> | <b>Set Dates for the Upcoming 3-Ways</b>              |
| <b>The Field Site Practica</b>   | <b>Expectations Folder</b><br><b>Classroom Map Outside Observations</b> | <b>The Expectations Folder</b><br><b>Classroom Map Cross Analyses</b><br><b>Upcoming Observations</b>                                      | <b>Discussed upcoming observations</b>                |
| <b>The University Course Work</b>  | <b>Expectations</b><br><b>Classroom Map Outside Observations</b>        | <b>Discussion on Classroom Maps</b>  |   |
|  |   | <b>Making Moon Journals</b>  | <b>Made Moon Journals</b>                             |
| <b>Total Time Listed and/or Elapsed</b>  | <b>2 hours 30 minutes</b>   | <b>2 hours 15 minutes</b>  | <b>1 hour 57 minutes</b>                              |

Teacher Certification, these analyses show that the stated curricular content serves as a potential curriculum. It is potentially available to be read, interpreted and re-formulated by individual members as well as

the group (Yeager, 2003; Wink & Putney, 2002; Durán & Syzmansky, 1996).

The constructed and reformulated nature of the events on Day 15 is summarized in Table 4.3. The contrastive analysis made visible the content that the Supervisor had planned for Day 15 are: Sharing as a go-Round; sharing about the first week back in the second placement; discussing upcoming strengths and stretches conferences; reviewing assignments in the Expectations Folder; and discussing the classroom maps that the teachers-in-preparation had made. Although, he had planned for these events to occur, how these events would occur and what they made available to group members could not be anticipated, as indicated in the previous discussion and in the living curriculum column of Table 4.3. The planned events were not fixed. They were what could potentially occur within a range of patterned possibilities of interactional and discursive resources that were salient to the Small Group members (Dantas, 1999; Fairclough, 1992; Weade, 1992; Yeager, 2003).

The adopted curriculum was talked (Green & Dixon, 1993) and acted into (Yeager, 2003) being as part of the living curriculum when the Supervisor planned what would take place, inscribing the potential living curriculum into an agenda which he distributed to the members prior to that day. This contrastive analysis and the analysis of each set

of events showed that the institutionally adopted curriculum was mediated by the Supervisor's understanding of his small group's developmental needs. Not until the members received the plan and/or came together on Day 15 were the institutionally adopted and planned curriculum drawn on and jointly constructed by the members, thus creating the living curriculum that constituted their meeting on that day.

The Living Curriculum column of Table 4.3 provides the evidence for the content the Supervisor and the teachers-in-preparation jointly constructed during this meeting. This column, when contrasted with the Institutionally and Planned content columns, showed that the Supervisor was not merely repeating what was told to him in his weekly and bi-weekly Supervisory meetings, or by the California Commission on Teacher Credentialing. This column showed the living nature of the curriculum as socially constructed by the Small Group members.

The contrastive analyses made visible the role that the Supervisor played in preparing the agendas and initiating and guiding the development of the living curriculum. The choices he made in planning the day's events were grounded in the history (c.f., Weade, 1992) of planning the events across the previous 14 meetings and were grounded in the particular language used with and by the Small

Group Seminar (c.f., Lin, 1993). What this level of analysis showed is that the institutionally adopted curriculum was only a potential curriculum. When the curriculum was planned, it was shaped by the Supervisor's knowledge of his students' developmental needs in relationship to the institutional requirements as well as the institutionally adopted curriculum. Therefore, there was a tension that the Supervisor navigated as he was aware of what the Multiple Subject Teacher Education Program required, and what his teachers'-in-preparations developmental needs were.

The active role that the Supervisor played in formulating what could potentially and did occur on Day 15 became visible through analysis of the agendas he prepared and event maps of what actually occurred. What was visible from a contrastive analysis at the macro level, or event level, was the ways in which the Supervisor had reformulated (Vygotsky, 1978) with the teachers-in-preparation what had been a potential opportunity into a living one.

From this level of analysis, I examined the patterned ways in which the Supervisor had planned for the Small Groups across all 27 agendas. This analysis showed that the actions inscribed as "Go-Round" and "Dyads," served as types of cultural interactional patterns and spaces (Heras, 1993) on which members drew (Fairclough, 1992) "to do" Small Group across the year. These analyses showed that

although the physical spaces where they met varied across time, these two patterns of interaction and the types of interactional spaces remained stable, becoming predictable, and thus material resources for the group.

What was not visible from this level of analysis was how the Small Group meeting on Day 15 was initiated and by whom, and what constituted patterns of interaction within the developing Small Group events. To examine the particularities of Day 15, its initiation and how these initiations framed what was available to be experienced by its members, a higher level of magnification was needed.

*Phase 2: Re-examining Diversity: Franklin Is A Monoculture*

In this section, I present a focused examination of unplanned event, "Franklin is a Monoculture." By examining the ways in which members proposed, took up and reformulated information, I make visible how "Franklin is a Monoculture" became a site for learning to re-envision what constituted diversity by individual group member and the group as a whole. This analysis also makes visible how this unplanned event became a rich point for learning to reexamine personal views of diversity. Through this analysis, I make visible how Jane's claim served to move the group's attention to another place, one that was not on the agenda, and how discursive choices made visible

intertextual resources members used to build on in order to reformulate what counted as diversity in relationship to the local setting.

Central to this analysis is the distinction between vertical and horizontal intertextuality proposed by Kristeva (1980) and the idea of intertextuality as socially constructed by Bloome & Egan-Robertson (1993). Kristeva (1988) distinguishes between horizontal (in the moments of the group), and vertical (historical ties) intertextuality. This distinction provides a basis for exploring how the text being constructed between and among members served as a resource for the group, and for identifying past texts on which members drew to make their claims and points.

Additionally, Bloome & Egan-Robertson (1993) argue that intertextuality is more than an analyst's task; it is a process members use to textualize their world. Therefore, by examining the text as it was constructed for evidence of take-up of utterances of others, I was able to explore the ways in which what a member proposed were viewed as socially significant in the moment. I was also able to show historical texts as socially significant by identifying references to those texts that were brought into the present. In this way, I examine the texts that members inscribed as socially significant and made visible the worlds inscribed in, and the ideologies at work in constructing

these texts. These theoretical concepts enabled me to explore the professional work being undertaken by members and how that represented shifts in understandings. Finally, by examining the intertextual relationships, I show how the analysis of this unplanned event made visible resources on which members drew from across time and events.

By focusing my analysis on the part of the transcript containing the interactions precipitated by Jane's claim, I have localized two significant findings: First, in the members' utterances there was evidence of the ways members heard and interpreted what others said (Heras, 1993; Yeager, 2003). Further, since there was a delayed response in how this particular interactional topic emerged over a relatively small amount of time, I show how small moments of discourse can become the basis at later points in time for group learning (Wink & Putney, 2002; Bakhtin, 1986), and thus creating a vertical intertextual link. As Bakhtin (1986) argues:

Sooner or later what is heard and actively understood will find its response in the subsequent speech or behavior of the listener. In most cases, genres of complex cultural communication are intended precisely for this kind of actively responsive understanding with delayed action. Everything that we have said here also pertains to written and read speech, with the appropriate adjustments and additions (p. 60)

A second set of findings that showed that members made a range of referential (Fairclough, 1992) choices as evidenced in their

talk. There were a number of references to a larger set of experiences (; Heap, 1991; Weade, 1992) that the members signaled to each other.

Table 4.4 represents the discursive interactions among the members on Day 15 that marks the onset of the “Franklin is a monoculture’ event. This analysis provides a telling case (Mitchell, 1974) to make visible resources that were made available in interactions among members on this day, and how members used these resources to display professional knowledge to each other and to revisit concepts that they were learning.

Table 4.4 Franklin is a Monoculture Across Interactional Spaces February 9, 2001 Day 15

| Time  | Space       | Actors     | Transcript   | What is being Referred  | What is being Challenged  |
|-------|-------------|------------|--|---|---|
| 12:20 | Whole Group | Jane       | Franklin is a monoculture<br>what's up with<br>the demographic profile?<br>how do I fill in the blanks?                                      | MSTEP requirement to<br>complete a 2 <sup>nd</sup> Demographic<br>profile   | Notion of diversity<br>at a school where<br>97% are<br>hispanophones and<br>are of Mexican<br>descent   |
|       |             | Supervisor | I hear you totally<br>would be interesting to<br>have all students come up with<br>their own<br>definitions of what constitutes<br>diversity | Listening to her point of view<br>A notion of multiple points of<br>views that are situated within<br>every small group seminar.<br><br>A notion that these points of<br>views can be a focus of study.<br><br>A notion that the small group<br>can study itself in relationship<br>to other Small Groups in the<br>MSTEP | The unexamined<br>nature of completing<br>a demographic<br>profile and for what<br>purposes it is done. |
|       |             | Aurora     | students are diverse there   | Franklin's student population's<br>demographics   | She challenges<br>Jane's claim about<br>monoculture-ness  |
|       |             | Shelby     | we have segregation<br>in the Santa Barbara schools  | Jane's claim and Aurora's<br>challenge on Jane's claim  | Segregation in the<br>Santa Barbara public<br>schools   |

As Indicated in Table 4.4, the onset of this event was jointly constructed by Jane and the Supervisor. Jane made a claim about an institutionally adopted assignment, to construct a demographic profile of the students and the school. The Supervisor, having institutional power had a range of referential choices from which to choose in order to make his response. He could have remained silent, but he did not. Instead, he acknowledged Jane's challenge to the demographic profile when he said "I hear you totally." In so doing, he opened the accepted the topic of diversity as appropriate and in responding signaled the possibility of this as a topic for the group. His action, therefore, served as a pivot, moving the interaction from Jane, to the group as a whole who until this point had been part of what Larsen (1995) called "the overhearing audience."

However, he did not agree with her claim that Franklin was a monoculture as evidenced by what he said on line 2, "It would be interesting to have..." On line 2, he proceeded to draw on her claim and to reformulate its meaning in the context of the Small Group seminar (Larson, 1995; Goffman, 1981). He then suggested that while it might have been interesting to allow students to come up with their own definitions of diversity, this was not the assignment. Two of Jane's peers, Aurora and Shelby took up the issue and its relationship

to Franklin Elementary School, arguing that the students were diverse. The Supervisor made available through his discursive choice(s) that Jane's had the right to state her claim and that it was acceptable to enter the claim into the public space.

Supervisor:

22. I hear you totally
23. It would be interesting to have
24. all student teachers come up
25. with their own definitions of
26. what constitutes diversity

His choice of the possible alternative to the assignment, for students to come up with their own definitions, signaled to the group that differences in definitions were possible. One way to view the work that this statement was doing is through the concept of 'diffusing' (Larson, 1995). In suggesting that different definitions were possible, he provided information to the larger collective group that they could respond to the content of his one-on-one discussion with Jane. His practice, therefore, served to move the discussion from a one-

to-one discussion to a one-to-many discussion through his act of pivoting (Larson, 1995), physically and discursively.

His interpretation of what that claim meant to him and to the members can be found in his reply and in the immediate responses by Aurora and Shelby. When he spoke, he was not only responding to Jane, but to an implicated set of hearers and towards an implicated future (Fairclough, 1992; Bakhtin, 1986). This is evidenced in the chain of interactions that unfolded, as members created individual contributions to creating a collective response to Jane's claim. First, Aurora claimed "Students are diverse" immediately after the Supervisor finished his statement.

|        |                                |
|--------|--------------------------------|
| Aurora | 27 Students <i>are</i> diverse |
|--------|--------------------------------|

Aurora's response with stress on the intransitive verb "are" signals disagreement with Jane's claim and simultaneously provided an alternative view that could now be contrasted with Jane's.

In the next response, Shelby offers still another perspective, .

|        |                         |
|--------|-------------------------|
| Shelby | 28 We have segregation. |
|--------|-------------------------|

Shelby's response occurred within the context of this developing text and can be viewed as drawing on both of the previous utterances. Shelby's claim was qualitatively different from the one Jane had made, and with which the Supervisor and Aurora had been engaging. She stated that there was segregation. Although her utterance does not specify to whom "we" referred, in the context of the developing text and the previous contributions, her contribution can be understood as referring to the local school site, "the we", since this school is 95% Latino. The "we" could also include the Multiple Subject Teacher Education Program, where the Franklin Small Group is the most diverse, and to the Santa Barbara School District, in which 65% of the students are minority. Three of districts schools had higher than 90% English Language Learners and students on free or reduced lunch. Therefore, when her claim was viewed as a response to what has been proposed, it can be viewed as relating to the topic of the demographic profile, not only of the school, but of the district and the program. Her claim therefore constitutes a horizontal intertextual tie (c.f., Fairclough, 1992; Kristeva, 1990)

Another way to view what Shelby was doing at this point is that she was engaging in the act of pivoting (Larson, 1995), in which she opened another direction for the argument about what might count as diversity for the group. In this way, she took actions similar to those

taken by the Supervisor, just shortly before. This interpretation is supported by what happened next.

Immediately following Shelby, the transcript shows that the Supervisor began an extended response that moved the discussion that was to this point a series of claims and counter claims to a more profession discourse on issues of diversity. Table 4.5 represents the continuing discussion of the topic among members that resulted this shift occurred.

Table 4.5 Supervisor's response to the chain of interaction February 9, 2003, Day 15

| Actor                  | Line No <sup>o</sup> Transcript | What is being referred  |   |
|------------------------|---------------------------------|---|---|
| Supervisor             | 1 I was thinking about this     | The present is being referred. The supervisor thinks about his practice and issues relevant to the T.L.P.'s outside of the Small Group meetings.  |   |
|                        | 2 As I was in the shower        |   |   |
|                        | 3 this morning                  |   |   |
|                        | 4 boy this Franklin gang        |   |   |
|                        | 5 and the groups that are       |   |   |
|                        | 6 really working with           |   |   |
|                        | 7 teachers at diverse schools   | The future is being referred. Groups that have experience working with diverse students, classroom and their teachers will have an advantage in learning how to work with diverse students. Respecting diversity and believing in these students is being referred. |   |
|                        | 8 that have culturally diverse  |   |   |
|                        | 9 classrooms                    |   |   |
|                        | 10 and not just that            |   |   |
|                        | 11 but who have a               |   |   |
|                        | 12 culturally diverse           |   |   |
|                        | 13 pedagogy                     |   |   |
|                        | 14 who believe                  |   |   |
|                        | 15 and know how to teach        |   |   |
|                        | 16 kids                         |   |   |
|                        | 17 from different               |   | A particular kind of pedagogy is being referred.  |
|                        | 18 backgrounds                  |   |   |
|                        | 19 and value them               |   | The MSTEP and opportunities to or not to work with diverse populations is being referred. |
|                        | 20 are set                      |   |   |
|                        | 21 I mean you guys are          |   |   |
|                        | 22 going                        |   |   |
|                        | 23 to have                      | Experiences as shaping our practice and understandings is being referred.   |   |
|                        | 24 to have                      |   |   |
|                        | 25 a really broader and         |   |   |
|                        | 26 deeper experience            |   |   |
|                        | 27 as compared to some of       |   |   |
|                        | 28 your                         |   |   |
|                        | 29 colleagues                   |   |   |
| 30 who won't have      |                                 |   |   |
| 31 some of those kinds |                                 |   |   |
| 32 of experiences      |                                 |   |   |

He began his response to the group as a whole by saying “I was thinking about this.” He made clear that the present conversation was not the only time he had thought about this. His chain of utterances indicated an intertextual connection to the members of the group—the connection between the current discussion and one that he had while taking a shower. The intertextual (Bloome & Egan-Robertson, 1993) tie marked the topic as socially significant for him. His continuing of the discussion also marked as socially significant for the group, since this was an unplanned part of the living curriculum.

What occurred next made visible another choice that the Supervisor made, the choice to end the discussion. He did this by making a summary statement about the nature of the group discussion and what it meant to be teachers-in-preparation at this particular school site. He said:

|             |   |
|-------------|---|
| Supervisor: |   |
| 45.         | boy, this Franklin gang                 |
| 46.         | and the groups that are                 |
| 47.         | really working with                     |
| 48.         | teachers at diverse schools             |
| 49.         | that have culturally diverse classrooms |
| 50.         | and not just that                       |
| 51.         | but who have a                          |
| 52.         | culturally diverse pedagogy             |
| 53.         | who believe                             |
| 54.         | and know how to teach                   |
| 55.         | kids                                    |
| 56.         | from different                          |
| 57.         | backgrounds                             |
| 58.         | and value them                          |
| 59.         | are set                                 |

When I contrasted what he said with how this unplanned event began, what became visible was the ways in which he attempted to move the group from a clash between perspectives on diversity back to a more collective orientation. In doing this, he turned a clash in interpretations of diversity into a potential rich point in which the teachers-in-preparation could see different points of view and understand that this topic as one that any professional has to think about over time, both in formal and informal settings. Through these actions he signaled to the group members that they would not resolve this issue today. Further, his extended discourse linked these teachers-in-preparation to others working from a common approach, critical pedagogy.

His discourse at this point in time brought closure to this unplanned discussion. In doing so, he re-inscribed what it meant to be

a professional, who teaches from a critical pedagogy frame, and that this critical pedagogy frame entails professional experiences, understandings and commitments that teachers'-in-preparation are developing in the context of the local Franklin group.

To conclude this analysis of this unplanned event, I conducted a domain analysis of the practices inscribed in the members' discursive choices. As indicated in Table 4.6, from this analysis, I have classified the practices into three categories. One category, I am calling *methodological* because the pattern that emerged suggested that Small Group members have a principled method for how they go about navigating what they are doing. For example, on line 1, Jane made a claim that Franklin is a monoculture. Later, Aurora's challenged Jane's claims that there was no diversity. Here she is implicitly referring to her experiences at her school site, the very same school site of course, to which Jane is also referring. Shelby also made a claim about diversity, adding the issue of segregation among the schools in Santa Barbara to the discussion. The pattern of interaction showed that disagreements in points of view were accepted in this exchange. Analysis across the year, showed that such patterns were part of the professional discourse practices that the Supervisor promoted. His

**Table 4.6 Three Categories of Practices Evidenced in Members's Discursive Choices**

| Actor      | Line   | What Actors Say   | Methodological Practice  | Intertextual Practice   | Intercontextual Practice   |
|------------|--|---|--|---|--|
| Jane       | 1.   | Franklin is a monoculture   | Observing<br>Presenting data   | Demographic Profile   | Making a claim to her peers on her interpretation of the assignment.   |
| Supervisor | 2.<br>3.<br>4.<br>5.<br>6.                           | I hear you totally<br>would be interesting to have<br>all student teachers come up<br>with their own definitions of<br>what constitutes diversity   | Re-contextualizing<br>the demographic<br>profile to suggest<br>an alternative use to<br>its perceived use<br>among the Small<br>Groups                       | Other Small Group<br>Seminars<br><br>The fact that they are<br>all filling out their<br>own demographic<br>profile. | Elaborating the<br>demographic profile<br>assignment to include the<br>points of views of the<br>various Small Groups.                     |
| Aurora     | 7.   | students are diverse  | Observing<br>Presenting<br>alternative data<br>building on<br>Supervisor's<br>suggestion   | Pointing out that<br>there is diversity<br>among a seemingly<br>monocultural group.                                 | Drawing on the<br>Supervisor's comment to<br>Jane. She supports the<br>supervisor's suggestion by<br>adding data from her<br>observations. |
| Shelby     | 8.<br>9.   | we have segregation<br>in the Santa Barbara schools   | Observing<br>Presenting<br>supporting data   | Pointing out that<br>Franklin is<br>predominantly<br>Latino.  | Suggesting that the schools<br>are segregated as<br>evidenced by Franklin's<br>dominant Latino<br>population.                              |
| Supervisor | 10.<br>11.<br>12.<br>13.<br>14.<br>15.<br>16.<br>17. | I was thinking about this<br>as I was in the shower this<br>morning<br>boy, this Franklin gang<br>and the groups that are<br>really working with<br>teachers at other schools<br>that have culturally diverse<br>classrooms | Showing that he<br>thinks about these<br>issues outside of the<br>Small Group<br>Seminar context.<br><br>Claims that T.I.P.'s<br>will construct<br>different | Referring to an<br>earlier outside<br>experience while in<br>the shower   |  |

|  |   |   |   |   |
|--|---|---|---|---|
|  | <p>18. and not just that<br/> 19. but who have a<br/> 20. culturally diverse pedagogy<br/> 21. who believe<br/> 22. and know how to teach<br/> 23. kids<br/> 24. from<br/> 25. different<br/> 26. backgrounds<br/> 27. and value them<br/> 28. are set<br/> 29. I mean you guys are<br/> 30. going<br/> 31. to have<br/> 32. a really broader and<br/> 33. deeper experience<br/> 34. as compared to some of your<br/> 35. colleagues<br/> 36. who won't have<br/> 37. some of those kinds<br/> 38. of experiences<br/> 39. um so<br/> 40. I was just thinking<br/> 41. about that this morning</p> | <p>experiences on<br/> what constitutes<br/> diversity based on<br/> their field-site and<br/> Small Group<br/> Seminar<br/> experiences.</p> | <p>Referring to a future<br/> that is consequential<br/> to the present<br/> experiences.</p> | <p>The Supervisor<br/> recontextualized the<br/> content of the disjuncture<br/> on what constitutes<br/> diversity and<br/> reformulated it into a<br/> context of what it means to<br/> be a developing and future<br/> professional.</p> |
|--|---|---|---|---|

acceptance of the disagreement and the fact that he allowed the conversation to continue supports this interpretation.

If we examine Aurora's and Shelby's actions once more, they can be seen to be taking up the right to disagree that was initiated by the Supervisor as visible in his response. What they did and how they responded were similar to the Supervisor's response. From a Vygotskian standpoint (1978), what we see here suggest these members had acquired 'literate actions' (Green, Kantor & Rogers) from the Supervisor who served as a more capable other. These actions helped students draw relationships between the locally situated frame clash to the more globally situated nature of the phenomenon.

They had identified a disjuncture that Jane made visible by her challenge to the institutionally adopted assignment. They assisted Jane to consider a larger aspect of what might constitute diversity and how it is socially constructed and influenced by where the teachers-in-preparation were placed. They navigated the disjuncture that Jane was perceiving by offering alternative ways of thinking.

This disjuncture made visible an un-anticipated aspect of the assignment requirements of completing a second demographic profile. Jane's presentation to the group of her interpretation of the assignment indicated that she equated diversity with difference. It is true that Franklin was 95% Latino, which might be construed as the students

were “all the same”, that no differences existed. This appears to be how the others responded to Jane’s claim. Their statements in response provide two alternative views of diversity, one related to understanding that diversity exists even within a group that may “look alike”, the other related to the broader issue of segregation, with diversity outside of the local setting. That none of the members challenged the two alternative perspectives, including Jane, suggested that, at least on the surface, these alternative viewpoints were appropriate ways of thinking about diversity.

A second referential choice, I am calling *intertextual* because the group members were referring to assignments and experiences that had occurred in the past, were occurring in the present, or might potentially occur in the future. Group members made intertextual references about and to salient features in their understanding of their experiences in the Multiple Subject Teacher Education Program. An example of this was Jane’s initial comment during the Pre-meeting about the program

The third category of referential choices identified, I am calling *intercontextual* because when group members referred to past experiences, they are bringing those experiences to the present group as ways of exemplifying a practice to each other. For example, in a later event, Jane asked Aurora how she was making sense of her new

classroom and what resources she was relying to make sense. Aurora responded by sharing how she had to learn to observe systematically using an ethnographic lens in order to make visible the patterns of interactions in her old placement, not just what she thought was chaos. This lens was now serving her as she entered the new placement. In sharing the ways of observing the patterns of interaction, Aurora made inter-contextual ties and helped Jane develop new ways of understanding and new practices for making sense of what was occurring in the new placement. Thus Jane and Aurora were able to use the practices developed in one context to enter and understand the professional demands of a second context, their second placements.

#### Chapter Summary:

To conclude this chapter, I present a summary of findings. First as the day was initiated and as it progressed, the members took up and engage in a set of planned practices that they held constant as revealed by the macro analysis of all 27 agendas. Furthermore, evidence for this interpretation comes from several sources. First, the Supervisor never once justified or explained why they were doing any of these activities, with the exception of the new activity, which was to create the Moon Journal covers. The existence of this new activity, therefore, raised questions about when such rationales were provided for these events

that appeared so seamless. This issue of when and how rationales are provided will be examined in Chapter 5.

Second, the teachers-in-preparation never questioned or challenged the activities, except for the demographic profile, which suggests that for them too, what they were engaging in on Day 15 was a common everyday set of practices for participation in that group. Third, evidence was also visible in the ways in which physical spaces were constructed and how members entered and used such spaces to support their collective professional work. Fourth, by examining the role of the Supervisor's discourse in reconvening the group and recontextualizing what occurred both within and across events, I demonstrated situationally spontaneous, negotiated and instantiated nature of life within the group.

Fifth, analyses presented showed that the Supervisor acted as a cultural guide. He assisted teachers-in-preparation to consider their professional lives as informed by their Franklin Elementary student teaching experiences and that these experiences had consequences for how they interpreted the Program assignments. Through analysis of how he contextualized and pivoted the discussion, and, how the teachers-in-preparation took up roles similar to his, I was able to show that the Small Group Seminar create texts to be read, written, interpreted and used as material resources. In other, words, the

actions of this similar textualized the world of the seminar for members.

Six, what became visible in the ways in which the Supervisor spoke with the members is that he created a type of meta-discourse that wove ties between a hypothetical scenarios, theory and everyday life and practices for them. In the next chapter the issue of the types of meta-discourse used and how this functioned for the group will be examined further.

Taken together, the analyses in this chapter revealed how the Supervisor's talk framed the parameters for the Small Group and how the frames were consequential for the ways in which the teachers-in-preparation interacted with each other and with the content of Small Group in relationship to the larger Program. These analyses also made visible the nature of curriculum as socially constructed and why the three types of curriculum proposed were needed to understand what was being accomplished.

Finally, the analyses of planned and unplanned events, made visible the need to examine who initiated such events, when, where and for what purpose(s) and with outcomes/consequences. Specifically, the analyses led to the identification of disjunctures as potential rich points for making visible, the often invisible frame clashes and misunderstandings of key concepts.

In the next chapter, I examine the onset of the small group seminar and contrast the practices, events, and content with those identified on Day 15. The contrastive provides a systematic basis for examining further the role of the Supervisor's discursive choices in shaping the opportunities for professional development of the Small Group members. Chapter 5 will build on and extend the findings presented in this chapter.

CHAPTER FIVE  
THE ROLE OF SUPERVISOR DISCOURSE:  
TEACHER PREPARATION AS A POTENTIAL TEXT TO BE READ,  
REVISED AND RE-WRITTEN

Introduction

In Chapter 4, I examined the ways that the Supervisor's discursive choices shaped and potentially re-shaped the interactional spaces for learning. This chapter, examines the onset of the Small Group Seminar on Day 1, in order to reveal and further examine the developmental nature of the opportunities for learning that the Supervisor provided in the context of the Small Group. Drawing on Wink and Putney's (2002) analytical and conceptual approaches of consequential progression, I focus my metaphorical microscope on what was constructed on Day 1, while holding in the background, on another slide if you will, the cultural practices made visible on Day 15. This forward and backward mapping approach (Green & Meyer, 1991; Tuyay, Floriani, Yeager, Dixon & Green, 1995), from the anchor day of Day 15 to Day 1, enabled me to explore the genesis of the Small Group Seminar as a community with a locally situated and constructed set of practices and to make visible the role of Supervisor discourse in this process.

## Chapter Overview

This chapter's analyses were guided by the following initiating questions:

1. How do the interactional spaces initiated and constructed on the first day of the Small Group Seminar compare and contrast with those on Day 15?
2. What role did the supervisor's discursive choices play in how the interactional spaces were initiated?

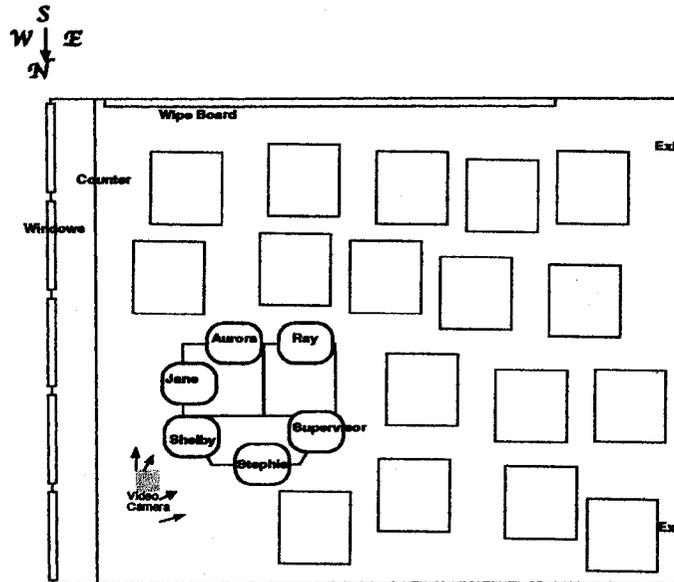
The analyses are presented in two Parts. Part 1 presents an analysis of the physical space constructed on Days 1. These analyses are then contrasted with those in Day 15 to set the stage as well as the physical and interactional contexts for the subsequent analyses presented in Part II. Part II presents a discourse analysis of the first three initiating moments of three events of Day 1: the Check-In; the Dyads; and the Me Bags. As part of this analysis, I examine how the Supervisor's discursive choices framed what the teachers-in-preparation could do and say within these spaces. Parallels between Day 1 and Day 15 were examined to identify ways in which the practices initiated on Day 1 were consequential for what occurred on Day 15.

## Part One

### Examining the Interactional Spaces across the Living Curriculum of Days 1 and 15

To identify the ways in which the Supervisor constructed Day 1 with the teachers-in-preparation, I constructed a physical organization map and structuration map of the events constructed by members on this day. Figure 5.1 represents the ways in which the first Small Group Seminar was physically organized on August 29, 2000 at 3:00 pm. The physical location was Phelps 2536 in the Gevirtz Graduate School of Education.

Figure 5.1 Organization of Physical Space on Day 1 in Phelps 2536



As indicated in Figure 5.1, the teachers-in-preparation met as a group for the first time in a large classroom. They located a two-table space at the northwest quadrant of the room, creating a circle-like formation around the table. On this day, as on Day 15, the physical structure reflected the part-whole relationship of the day. The group began with a whole group approach, then moved to dyads, and returned to a whole group structure. The consistency of the pattern across Day 1 and 15 suggests that by Day 15 this pattern had become a cultural practice for this group.

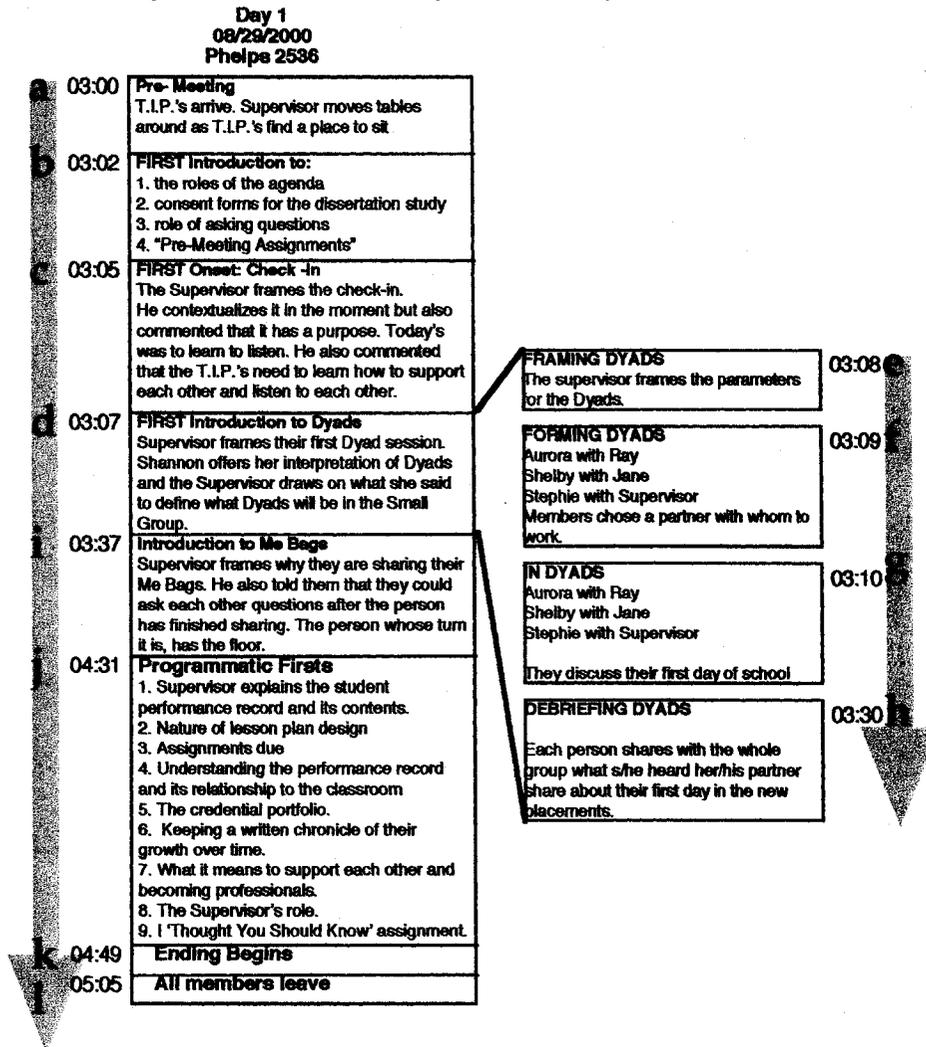
To test whether this pattern held across days, I examined all 27 days of the Small Group Seminar once again, confirming that this pattern occurred on all of the 27 days. The stability indicates that the Supervisor used differing structures to enable the students to explore issues and information. This pattern provided members personal and collective opportunities for taking up and exploring ideas.

Building on this analysis, I then constructed a structuration map of the events constructed on Day 1. Examination of video records of Day 15 revealed that twelve separate sub-events were initiated by group members, within a 2 hours 6 minutes period as indicated in Figure 4.6 in Chapter Four. On Day 1, group members also initiated 12 sub-events within almost the same time period, for a total of 2 hours and 5 minutes.

The events initiated on Day 1, as argued in Chapter 4, constituted the living curriculum. Figure 5.2 represents all twelve sub-events that constituted Day 1. The swing-out part of this figure represents a set of sub-events of the larger Dyads event. The use of the swing-out chart shows the inter-contextual ties between these sub-events, demonstrating the way that the Supervisor constructed part-whole relationships across some sub-events, and not others. Analysis of Day 15's events showed a similar pattern of sub-events within the

Dyads that will be examined further in the contrastive analysis of the two days.

Figure 5.2 Structuration Map for Day 1, August 29, 2000



The consistency in the number of sub-events was surprising suggesting the need for further analysis. It can be argued that the difference between Day 1 and 15 resulted from the fact that all events

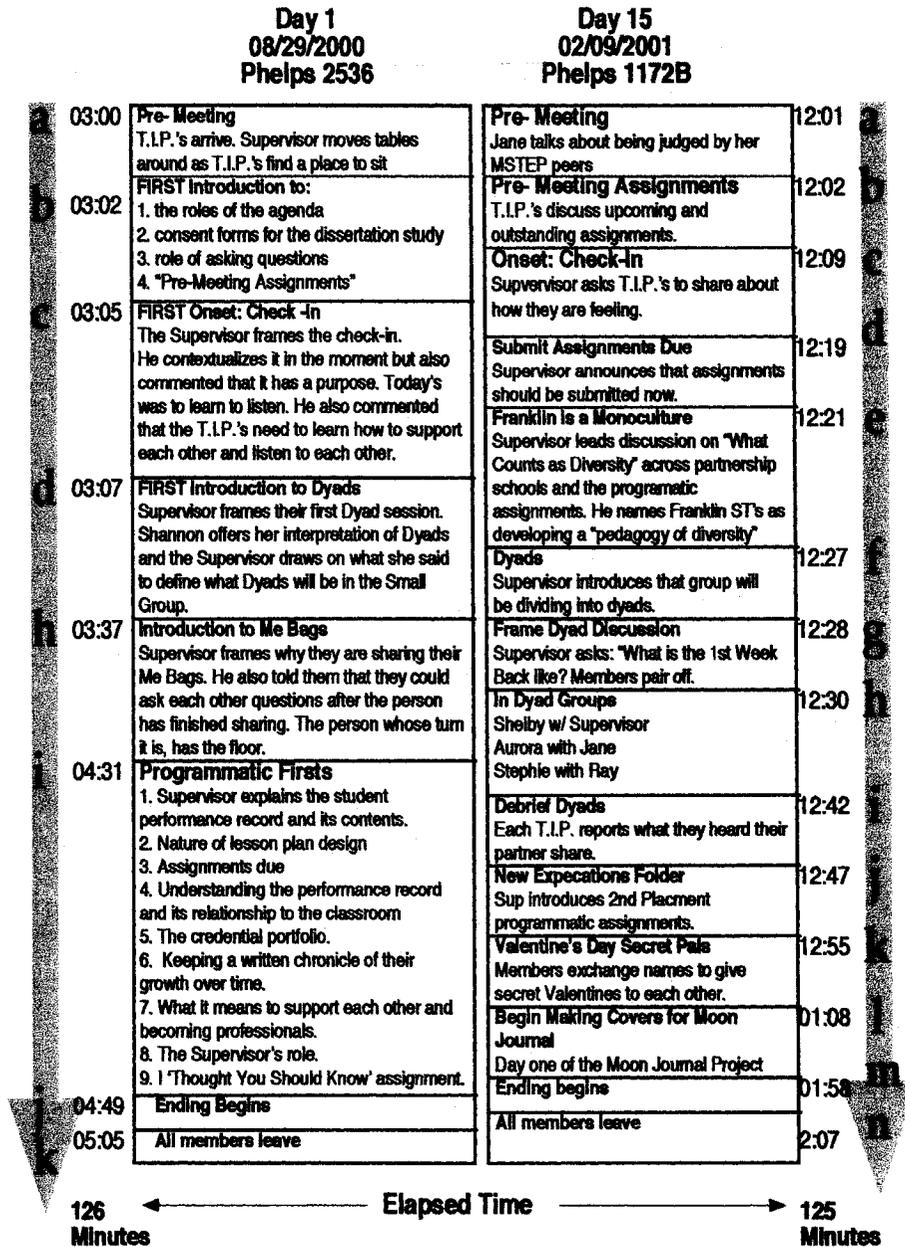
on Day 1 were 'firsts' for the Small Group members. However, as the analysis of Day 15 showed, there were two planned first events: the Moon Journal event that took 40% of the time and the Valentine event which took an addition 10% of the day. The contrastive analysis revealed the need to keep open the possibility of firsts on other days and the dynamic and constituted nature of life within the small group. These analyses made visible the centrality of the role of the Supervisor in planning and initiating key events of the living curriculum across the preparation year.

To explore the similarities and differences between the living curriculum on these two days, I engaged in a systematic contrastive analysis of the events and sub-events of the day. Figure 5.3 presents the two structuration maps side-by-side so that a visual contrast of amount of time taken and content of the sub-events could be identified. What was striking was the similarity of structuring and types of events on the two days and how, by Day 15, practices that were initiated on Day 1 were in place and used as interactional spaces for similar types of events. This consistency meant that the structure of the Small Group Seminar had predictable elements that the teachers-in-preparation and the Supervisor could use as a material resource for engaging with complex professional issues, such as diversity and professional ways in which they were entering the second placement.

Additionally, the fact that there were personal spaces on both days, “Me Bags” on Day 1 and “Secret Valentines” on Day 15, confirmed the Supervisor’s goal of creating community and mediating the distance between formal program and personal sense of relationship and connection. This analysis made visible the genesis of the Supervisor’s discursive choices, suggesting ways in which these choices shaped what was made available to be learned by the teachers-in-preparation. The analysis also showed how these choices also shaped the emerging view of what constituted being a professional in this Small Group.

Before presenting the results of a discourse analysis of how the interactional spaces were initiated, I present an analysis that contrasts the practices of the lived curriculums for Days 1 and 15. Figure 5.3 contains the structuration maps for both Days 15 and 1. This approach to contrasting the events provided a means of examining similarities and differences more directly.

Figure 5.3 Structuration Maps for Days 15, February 9, 2001 and 1, August 29, 2000



As indicated in Table 5.1, both days lasted approximately the same amount of time, 2 hours and 5 minutes on Day 1 and 2 hours and 6 minutes on Day 15.

Table 5.1 Contrasting Sub-Events Across Days 15 and 1

| Cumulative List of Sub-Events Across Days | Day 15 | Day 1 |
|---|--------|-------|
| Pre-Meeting                               | X      | X     |
| Pre-Meeting Assignments                   | X      | X     |
| Check-In                                  | X      | X     |
| Submit Assignments Due                    | X      | X     |
| Dyads                                     | X      | X     |
| Framing Dyads                             | X      | X     |
| Forming Dyads                             | X      | X     |
| In Dyads                                  | X      | X     |
| Debriefing Dyads                          | X      | X     |
| Me Bags                                   | —      | X     |
| Programmatic                              | X      | X     |
| Valentine's Secret Pal                    | X      | —     |
| Making Moon Journal Covers                | X      | —     |
| Ending Begins                             | X      | X     |
| All members leave                         | X      | X     |

Examining the ethnographic video data record for these two days revealed that with the exception of the personal events discussed above, all of the remaining practices identified on Day 15 were present on Day 1, the day on which they were initiated. Although by Day 15 Small Group members had met across a variety of physical places, as discussed in Chapter 4, the practices they enacted (the living curriculum) were held constant.

Fairclough (1992) argues that when we start a discursive text, we are shaping and being shaped by it. We do not merely live in texts, or social discourses, but we are active weavers of these texts. Therefore, the physical spaces notwithstanding, when the Small Group members met across the year, the interactional discursive spaces they had initiated on the first day had consequentially progressed (Wink & Putney, 2002) as they were shaped and reshaped by the Small Group members across time and spaces, who in turn were being shaped by the discursive text they were in the process of constructing. On Day 15, Group members were not, therefore, solely acting mechanically to enact structures that were in place, but were actively and collectively reformulating those spaces as they interacted with each other in the group.

The recurrence of types of events indicated that members of the Small Group Seminar were acting within a developing languaculture (Agar, 1994) that was being constructed within and across discursive spaces, bounded by cultural norms and expectations, roles and relationships, rights and obligations (Green, Dixon & Zaharlick, 2000). However, the possibility existed for constructing new practices and opportunities for learning were reconstructed across time, as the initiation of the unplanned events in Day 15 indicated. Thus, while members were shaping and being shaped by their history within and

across contexts, they were also reading, interpreting and contributing to the developing texts (Weade, 1992).

## Part Two

### Examining the Role of the Supervisor's Framing Discourse in the Genesis of Interactional Spaces

In this section, I examine the ways in which the Supervisor's discourse became a material resource for members and helped to establish the parameters of what members did and could do. As part of the analysis, I examined how, through this discourse, the members of the Small Group Seminar created particular ways of being together in the community, of being individuals within the community, and particular views of what counted as being a member within the Small Group Seminar. To accomplish this analysis, I examined the transcripts of the entire day and revisited the events maps to explore what was being accomplished in and through the discourse and practices constructed within the developing events. Throughout this section, I examined the relationship between the practices identified on Day 1 and those previously identified on Day 15 to identify potential consequential progressions (Wink & Putney, 2002).

### *The Check-In*

A feature that became immediately visible in this contrastive analysis was the temporal aspect of accomplishing tasks. On Day 15, the amount of time spent on key sub-events increased. As indicated in Table 5.2, the time spent on some common sub-events increased while others decreased when Day 1 was contrasted with Day 15. For example, the "Pre-Meeting" where teachers-in-preparation talked while preparing to begin the Small Group, increased by one minute. One contributing factor to the increase in time that was discussed in Chapter 4 was Jane's initiation of an unplanned interaction on Day 15 when she raised a challenge to a program assignment, the demographic profile. Although taken up and discussed later in its own sub-event, the Supervisor did interact with her during the pre-meeting time. The second event, Check-In, increased by 8 minutes on Day 15. Analysis of the discourse within this event indicated that this increase was due to the fact that on Day 15, each teacher-in-preparation explained much more about how they were feeling and what they would like to feel than on Day 1. On Day 1, when this practice was introduced, teachers-in-preparation adhered to the one-word descriptions that the Supervisor used to frame the event.

**Table 5.2 Time Spent on Each Sub-Event by Group Members on Days 15 and 1**

| <b>Cumulative Sub-events on Day 1 and Day 15</b> | <b>Time on Day 15 (minutes)</b> | <b>Time on Day 1 (minutes)</b> | <b>Difference in times Spent: Day 15 to Day 1</b> |
|--|---------------------------------|--------------------------------|---|
| Pre-Meeting                                      | 2                               | 1                              | Increased 1 min.                                  |
| Pre-Meeting Assignments                          | 5                               | 3                              | Increased 2 min.                                  |
| Check-In   | 10                              | 2                              | Increased 8 min.                                  |
| Submit Assignments Due                           | 2                               | 54                             | Increased 52 min.                                 |
| Dyads  | 1                               | 2                              | Decreased 1 min.                                  |
| Framing Dyads                                    | 1                               | 1                              | Stayed the same                                   |
| Forming Dyads                                    | 10 sec.                         | 1                              | Decreased by 50 seconds                           |
| In Dyads   | 12                              | 20                             | Decreased 8 min.                                  |
| Debriefing Dyads                                 | 12                              | 7                              | Increased 5 min.                                  |
| Me-Bags  | 0                               | xx                             | New sub-event                                     |
| Programmatic Required Assignments                | 5                               | 18                             | Decreased 13 min.                                 |
| Valentine's Secret Pal                           | 8                               | 0                              | New sub-event                                     |
| Making Moon Journal Covers                       | 50                              | 0                              | New sub-event                                     |
| Ending Begins                                    | 9                               | 6                              | Increased 3 min.                                  |
| All members leave                                | 0                               | 0                              | same  |
| <b>Total Time Elapsed</b>                        | <b>125</b>                      | <b>126</b>                     |   |

By examining the role of elapsed time on initiating and completing sub-events across Days 1 and 15, the importance of examining the role of Supervisor discourse with regard to how he framed the sub-events was made visible. To explore further the work of the Supervisor that

was visible in and through his discourse choices, I engaged in a more focused exploration of the discourse during the "Check-in" sub-event.

Table 5.3 represents how the Supervisor framed the "Check-In" on both days. As indicated in Table 5.3, on Day 15, no frame was provided. In contrast, on Day 1, he provided an extensive rationale for this activity that was to become an ordinary type of event as indicated by the actions of members on Day 15.

Table 5.3 Theorizing and Framing the “Check-In”

| Day 1  | Day 15               |
|--|----------------------|
| <p>Supervisor:</p> <p>109. so</p> <p>110. typically we begin</p> <p>111. a small group seminar</p> <p>112. with a check-in</p> <p>113. and that means</p> <p>114. we’re going to hear from</p> <p>115. everybody</p> <p>116. what is going on</p> <p>117. and</p> <p>118. there is um</p> <p>119. a formal format for that</p> <p>120. and that format changes all the time</p> <p>121. but it’s always a formal way</p> <p>122. and reason is</p> <p>123. everyone has a chance to be heard</p> <p>124. without being interrupted</p> <p>125. and</p> <p>126. you know</p> <p>127. someone might come up</p> <p>128. with real exciting thing</p> <p>129. someone might want to</p> <p>130. ask you a question</p> <p>131. there are times for that</p> <p>132. but in the check-in</p> <p>133. we just listen</p> <p>134. and um</p> <p>135. we’ll learn different ways</p> <p>136. to do that</p> | <p>None provided</p> |

As indicated in Table 5.3, analysis of the transcript shows that on Day 1 the supervisor provided an elaborate description of what a Check-In was to look and sound like, and what it could be used for across their year together. The supervisor took 38 seconds to explain the Check-In. Check-in was defined as a formal space in which members would hear from everyone about what was going on in their professional worlds, could speak without being interrupted, ask

questions of others, at times just listen to others, and learn ways to do this (discourse practices). Thus, Check-in was a formal and specifically created space for members to learn to share professional information and to interact professionally about personal, yet professional experiences. As indicated in Table 5.3, no theorizing or framing discourse was used at the on-set of the "checking-in". What occurred in lieu of this practice is represented in Table 5.4 and discussed in the next section.

#### Summary: Patterns Identified

This analysis of the discursive work on Day 1 revealed that in the act of framing the parameters (Yeager, 2003) as he initiated the interactional spaces, two distinct patterns emerged. First, on Day 1, all practices were being initiated for the first time, and all events, like the "Check-In" were prefaced with an elaborate explanation that theorized and rationalized by the Supervisor.

The second pattern identified was that once the Supervisor gave a rationale and theory for why a feature would be introduced, he then proceeded to explain what the particular practice would look like. On Day 1, therefore, all interactional spaces and sub-events were talked into being (Green & Dixon, 1993) as potential professional practices through the Supervisor's use of framing discourse that included theorizing and providing a rationale for the practice(s). For example, in

Table 5.3, lines 120-135, the Supervisor said the Check-In has a formal format. Therefore, this cultural practice can be viewed as the onset of a formal ritual that this group would use as a material resource for the group (Spradley, 1980) across time. It can also be viewed as a formal onset to beginning the Small Group. When reviewing the ethnographic data record, a form of checking-in was evident across all 27 days.

The distinction I drew here between the practice of theorizing and the practice of initiating an event was helpful in making visible an underlying principle of practice with which the Supervisor engaged whenever he introduced new events and their practices to his Small Group members. For example, on Day 1, after he theorized the Check-In, he gave the specific information for how to physically orient to the Check-In and what the content would be.

Table 5.4 represents what the supervisor said when he initiated the event by orienting the teachers-in-preparation to the Check-In.

**Table 5.4 Initiating Events: Formulating and Re-Formulating Check-In**

| Day 1  | Day 15  |
|--|---|
| <p>Supervisor:</p> <p>What I thought about sharing with you today</p> <p>Is by</p> <p>Whoever goes</p> <p>Will describe a word</p> <p>Will choose a word</p> <p>That describes how they feel</p> <p>At this particular moment</p> <p>And a word that describes</p> <p>How they'd like to feel</p> <p>Ok</p> <p>And that's all you say</p> <p>And then</p> <p>We go around to the next person</p> <p>So who ever will start can start</p> | <p>Supervisor:</p> <p>Why don't we do a quick go-round</p> <p>And um</p> <p>Check in</p> <p>And how's it going for you</p> <p>How are you feeling</p> <p>That's a better question,</p> <p>How are you feeling at the moment</p> |

On Day 1, the Supervisor took 22 seconds to explain the specific participation demands of what would comprise getting into the Check-In would comprise. On Day 15, he took 8 seconds to accomplish this practice. The shift in both the amount of time used and how he formulated the Check-In represents his assumption that members shared a common understanding and had internalized what it meant for them to do a Go-Round, or to form a Check-In.

Analysis of his use of terminology on Day 1, showed that when the Supervisor was theorizing the Check-In, the word Check-In was a noun that was chosen to describe a potential set of ways a Check-In could look. In contrast, on Day 15, he used another word, "Go-Round,"

to replace the word "Check-In" at first; "Check-In" was used following this term and became a conjugated verb, to "Check-In," as an active state of participating and being. This shift exemplified that on Day 15 group members were able to understand and use a set of practices that on Day 1 had only been a set of potential ways of what a "Check-In" might constitute.

This finding, that the Supervisor used a practice of theorizing when something new was introduced, made visible the systematic way that the Supervisor argued into being the set of practices that he was initiating. Through this practice of presenting an argument about the practice, he provided a rationale for the practice. Again, the fact that on Day 15, the Supervisor did not provide an argument for particular practices indicated that these were already salient practices. The omission of argument, combined with the appropriate accomplishment of the events, provided evidence that these practices were part of the teachers'-in-preparation underlying principles of practice.

### *Framing the Dyads*

In this section, I examine how the Dyads were framed on Day 1. Data drawn from the transcript of the day were examined for the ways in which the Supervisor framed this event. As indicated in transcript lines 602-610, The Supervisor elicited from the teachers-in-preparation whether they had any existing knowledge or experiences with something called a Dyad.

Supervisor:

602. we usually break up into  
603. what is called a dyad  
604. before we do that  
605. I'm curious to find out  
606. if any of you have  
607. have ever worked with something  
608. called a dyad  
609. before we begin defining  
610. what it is in this group

He made explicit that they, "we," would then define what a Dyad is in the Small Group. Shelby responds by saying she thought she did.

Shelby:

611. I think I have

Supervisor:

612. OK

Shelby:

613. is it  
614. like uh  
615. describing something about yourself  
616. you got part of it  
617. close

She offered a possible view of what a Dyad could mean. The Supervisor responded by acknowledging that it was about “yourself” and that Shelby’s guess was partially correct. He then continued to define its particularities. The Supervisor defined the Dyad as comprising two people and as having different foci

Supervisor:

- 618. a dyad is simply two people
- 619. it’s a pair of two people
- 620. like a triad
- 621. um
- 622. but this requires two people
- 623. and what we do in a dyad
- 624. different times
- 625. we’ll have
- 626. um foci
- 627. or different
- 628. agendas

or different agendas. In this interchange he was co-constructing with the teachers-in-preparation the interactional space that he was calling a Dyad. He was in the processes of formulating and negotiating it as a potential interactional space to be potentially used across time (Santa Barbara Classroom Discourse Group, 1992a and b; Vygotsky, 1978)

In the next segment of the transcript, the Supervisor’s discursive choices provide an example for how Day 1’s Dyads were initiated and what view of professional work was being accomplished.

The Supervisor framed the Dyads by making intertextual (Floriani, 1993) and intercontextual (Heras, 1993) linkages to what the Dyads would be about by using their journal reflections as a base for sharing. He framed for them the demands for participation and how

|             |                                   |
|-------------|-----------------------------------|
| Supervisor: |                                   |
| 703.        | today                             |
| 704.        | um you'll get together            |
| 705.        | and one person                    |
| 706.        | is going to start                 |
| 707.        | and the person who starts         |
| 708.        | will read                         |
| 709.        | the um                            |
| 710.        | the journal entry                 |
| 711.        | that you had in your reflections  |
| ...         |                                   |
| 724.        | your impressions of the first day |

turn-taking would happen. Although they were sharing their impressions of their first days, they were asked to have a written journal entry on which they could draw in order to speak in Dyad discussion of what happened on their first days.

Later, when the group members returned to the whole group configuration from their Dyads, he reformulated another iteration of theorizing why they would be sharing what each other heard her/his partner share in the Dyads. As indicted in lines 1095- 1105, after re-orienting the teachers-in-preparation to the event , where they would share what each heard her/his partner share, the Supervison made an explicit link to what they just practiced in their Dyads. From line 1103-

1105 he provides discourse that represents professional ways of thinking; one that he engages in as as a teacher.

Supervisor:

1095. something I forgot to  
1096. um  
1097. to do  
1098. at the very beginning  
1099. of this was um  
1100. and it's ok  
1101. cause it's the first  
1102. for me  
1103. is I constantly  
1104. think about my teaching  
1105. and what I should do  
1106. and what I'm observing  
1107. but  
1108. typically  
1109. a dyad is exactly  
1110. what we had  
1111. had a  
1112. conversation between two people  
1113. but it tends to be  
1114. much more structured

This way of theorizing the work that was to be initiated and that would emerge was a practice of the Supervisor in how he framed the opportunities for learning on Day 1. I argue that this practice of theorizing on Day 1 was a potential material resource. On Day 15, when Jane challenged the demographic profile, and Aurora and Shelby contested her claim, the Supervisor provided a grounded theory that contextualized the discussion on diversity. In doing so, he was making an intercontextual tie to this act of theorizing, made visible on Day 1 by reformulating its situated use on Day 15. Therefore, it can be seen that

on Day 1, he offered potentialities for professional practices, which on Day 15 were an ordinary part of Small Group Seminar life as evidenced in how group members engaged in and with the disjuncture that Jane made visible when she challenged the institutionally adopted assignment of the demographic profile.

Following the Supervisor's rationale, the teachers-in-preparation then paired off and moved to separate parts of the room. Shelby paired off with Jane, Ray paired off with Aurora, and Stephe paired off with the Supervisor. Since the purpose of this analysis is to examine the framing discourse of the Supervisor, analysis of what took place in the context of the Dyad sharing itself was not done. This can be a focus of a future study.

To complete the analysis of the Dyads event, I examined what Group members oriented to after they had completed sharing with each other in their Dyads. They had all returned and sat in their original seats. The next text segment represents the re-orientation by the Supervisor.

Supervisor:

1598. great first days of school  
1599. and I talked about that because yesterday was  
1600. my first day of school  
1601. we'll try and start every small group seminar  
1602. with some type of dyad  
...  
1607. I have found helpful with student teachers in  
the past  
1608. and also myself from working with other  
1609. people in dyads  
1610. is when there is a crisis  
1611. or when a child is in a crisis  
1612. or someone is in an argument  
1613. uh  
1614. learning not to jump in  
1615. and solving their problems for them  
1616. but listening to them  
1617. and seeing  
1618. what actually is being said

As indicated in lines 1598-1618, the Supervisor was recontextualizing and reformulating (Yeager, 2003; Larson, 1995; Vygotsky, 1978) the evolving nature of the process called a Dyad in which they were engaging. For example, on line 1598, he made public that he too talked about his first day of school, teaching in the Multiple Subject Teacher Education Program, within his Dyad with Stephe. His first day teaching in the Program coincided with their first day at Franklin Elementary School. He positioned (Heras, 1993) himself as a teacher educator, who much like they, also experienced a first. In this segment of transcript, he talked into being (Green & Dixon, 1993) both the parameters and professional purpose for this

interactional space. In lines 1507-1518, the Supervisor also provided a rationale for why practicing listening to each other in the Dyads is a professional practice. He argued that this practice was not just to make them good listeners in the context of the Small Group in order to be successful students, but it was a professional practice that they could use in the context of their teaching practice as well. In other words, he linked its rationale to his own professional experiences with student teachers in the past (Floriani, 1993; Weade, 1992), as well as its implications for the teaching practice when working with children and adults who are in crisis.

#### *Framing the Me Bags*

When viewed as a set of practices, 11 of the 12 separate sub-events that were initiated on Day 1 were in fact represented on Day 15 (see Table 5.1). One additional feature identified on Day 1, that was not evidenced on Day 15, was called "Me Bags." This event involved sharing. Although not explicitly framed as "Me Bags", the Dyads event on Day 15, was actually an example of a reformulated practice of that original "Me Bag" event. In both events, the teachers-in-preparation were asked to share in particular ways about their worlds. On Day 15, the teachers-in-preparation were asked to share about their first week back in their second placements.

This parallel was revealed through domain analysis. The ethnographic data record shows that on Day 1 the "Me Bags" was an initiating event where group members shared with each other a variety of items that they brought in order to represent themselves to each other on their first day as a Small Group. They brought items in bags that the Supervisor had assigned to them prior to Day 1's meeting, as evidenced in how the Supervisor had planned the curriculum for Day 1. Figure 5.4 provides a graphic representation of the agenda that includes the "Me Bag". The Supervisor's practice of positioning the teachers-in-preparation to anticipate and prepare to engage with and in the construction of the "living curriculum" in principled ways, was one also initiated on Day 1. One way to view the preparation work is that it was designed to initiate and construct a series of parameters and principles of practice that members could draw on in subsequent meetings to shape, formulate and reformulate the professional work in the Small Group Seminar.

Figure 5.4 August 29, 2000 Small Group Agenda

| Small Group, ED 393 Tentative Agenda<br>29. August, 2000   |   |
|--|---|
| 3-5PM Somewhere in Phelps, 'will let you know!   | <b>BRING:</b><br>1. Your "Me Bag"<br>2. A Journal Entry of your first (Monday's) classroom visit. |
| 1. Consent Forms   |   |
| 2. Go-Round: "One word that describes how you feel, and would like to feel" <ul style="list-style-type: none"><li>• Strategies for listening and providing support w/ in our Small Group</li><li>• Weekly practice: upcoming Dyad work</li></ul> |   |
| 3. Me Bags   |   |
| 4. Role of Supervisor <ul style="list-style-type: none"><li>• Observation Folder: Formal/ Informal Observations</li><li>• Post-Observation Reflections</li></ul>   |   |
| 5. Phone List  |   |
| 6. Student Teacher Performance Record  |   |
| 7. Student Teacher Handbook: Protocols, time of arrival, being absent, weekly meetings w/ CT, professional devilmnt journal, Problem Identification Form, etc.   |   |
| 8. Classroom Map/ Neighborhood Walk/ Interviews/ Ethnography   |   |
| NEXT WEEK: 1. Dyad Work; 2. Communication Envelope; 3. ED 392/393/394 @ A Glance; 4. Autobiographical timeline; 5. In-Service Teacher Pen Pals   |   |
| Due Next Week: Journal Entry #2: "What I think you should know about me..."  |   |

As indicated in the Agenda in Figure 5.4, the Supervisor also initiated a practice of making meta-textual links to the future as evidenced in the reminding of the teachers-in-preparation to come prepared by bringing their "Me Bags" and Journal Entry of their first day. Further at the bottom of the agenda, the Supervisor made references to the next week's Small Group Seminar and the assignments that were due, and the practices that would be introduced or re-visited on that day.

This act of inscribing into the written text aspects of his professional identities (Ivanic, 1994) served to position the agenda as a

way of communicating particular kinds of potential practices. They were to share these Me Bag items in order to begin building a collective whole, as a Small Group, through the actions of the Supervisor and the interactions among the individual teachers-in-preparation and the Supervisor. These "Me Bag" items were artifacts that were personal to the teachers-in-preparation, which they brought into the Small Group from outside.

Although this exact practice that was initiated on that day was never re-initiated in exactly the same way throughout the Small Group's history, as discussed above, the practice of sharing personal items and bringing the outside world as a resource for sharing was reformulated. This was, however, their first assignment to prepare and submit within the Small Group.

The following transcript segment represents the Supervisor's discourse used to frame the sharing of the "Me Bags."

Supervisor:

9002. The thing I wanted us to move into now  
9003. is the me bags  
9004. you brought your me bags  
9005. I'm going to get my me bag  
9006. who wants to go  
9007. and whoever is sharing  
9008. its their floor  
9009. they're on  
9010. and we'll just listen  
9011. we'll ask a question or two  
9012. when we're done

On line 9002, the Supervisor oriented the group members to transitioning to the next event, Me Bags. He explicitly said that he (using the pronoun "I") wanted them "to move into now." In using the metaphor "move into", he created an image of movement from one interactional space into the initiation of another. Larson (1995) refers to this discursive act as a pivot from one discursive interchange to another.

The Supervisor's choice of language signaled an explicit shift in focus from Dyads to Me Bags. What followed this statement provided parameters for participation—e.g., get me bag, share, listen, ask a question or two. As indicated in line 9005, he indicated that he would go get his Me Bag. In taking this action and making this announcement, he signaled to the others that he would be participating.

In this segment, the Supervisor's meta-discourse practices were once again visible. In this segment, he used meta-discourse to move the Small Group's focus from one interactional space to another, and to reformulate participation. Through this meta-discursive action, he and the group accomplished the initiation of the Me Bags events. Further when he said, "and whoever is sharing/its their floor/they're on/and we'll just listen," he inscribed a chain of actions that involved a

reformulated and elaborated version of the framing discourse used in the Checking-In Event.

This analysis made visible the ways in which the meta-discourse practices of one event (e.g., framing discourse, served as a linguistic anchor (Gumperz, 1992). The interpretation that the framing discourse served as such an anchor is based on the fact that he used similar discourse moves (e.g., making explicit what actions they were to take) across events to reformulate (Vygotsky, 1978) the ways in which he positioned (Heras, 1993) the teachers-in-preparation to participate within an event. Also, the meta-discourse used to foreshadow up-coming events, both on the written agendas and in spoken texts, demonstrated positioning the current space (e.g., Me Bag), as a potential kind of future space. Viewed in this way, his meta discourse wrote and talked into being potential present, and future spaces (Green & Dixon, 1993). In this way, this type of discourse practice supported students in creating a repertoire for present and future actions grounded in a history of talk and actions that were enhanced by talk about actions (e.g., in this transcript segment, he told the teachers-in-preparation that they could ask one or two questions when they finished sharing).

The initiating example of the Me Bags brought to the foreground the ways in which the Supervisor oriented the members to

transition from their first Dyad experience into a new interactional space. As in the previous events, the Supervisor once again framed what could happen in terms of turn-taking, but implicitly through his framing discourse he signaled pivots and navigation (Spradley, 1980; Frake, 1977) across interactional spaces. What was interesting was that he did not theorize nor give a rationale for the Me Bags. Further, no member raised a question about this sub-event.

In place of a rationale for the sub-event, the Supervisor provided information about the ways in which members were expected to act and the stance that they were to take with each other. A domain analysis based on Spradley's semantic relationship, *x* is a way of doing *y* (creating spaces for listening to others), and *x* is a reason for doing (showing respect) revealed that the practice that he introduced in this event, respect for the individual's time to speak, was present across all three initiated sub-events on Day 1. The contrastive analysis, therefore, showed that the discourse choices and action, the Supervisor established on Day 1 became norms and expectations for turn-taking and establishing a common space with a common orientation across time and events. These discourse norms, therefore, constituted a meta-discursive resource for members to use to guide their present and future actions.

Upon further examination of the ethnographic data record, I identified another practice that became part of the meta-discourse of the group. Upon completion of sharing for all six group members, the Supervisor said the following:

Supervisor:

1002. I'm just excited  
1003. because we got just a glimpse  
1004. we know more about each other  
1005. actually you all know more about each other  
1006. than I do because you have spent more time together  
1007. but nevertheless we have shared pieces  
1008. of who we are and I hope that  
1009. as we work together more of that will unfold  
1010. and I have a true appreciation for everyone of you  
1011. and for how diverse you are  
1012. and for the kind of diversity  
1013. and perspectives you have shared and bring to the table

In line 1003 he named a condition that they had just experienced—that they had gotten just a glimpse. The condition referred to their knowledge of each other, which he argues is only partial, but growing (lines 1002-1008). On line 1009, he began a process of describing his personal hope for what the group would accomplish. In line 1010, he shifted from a discussion of what they were to do and accomplish together back to his personal view of each of them and his view of them as a collective—I have a true appreciation for everyone of you/and for how diverse you are/and for the kind of diversity/and perspectives you have shared and bring to the table.

He can be seen as inscribing a process through which they would develop an image of each other that the each member constructed about themselves and for the group as they explained the Me Bag items and that these images would unfold and be reformulated as they worked together across the year as the Small Group. In the moment, therefore, he was formulating a way to make present a part-to-whole relationship, with connecting what was happening in the moment to what would be potentially available to happen in their futures together as developing professionals. As he pivoted the focus and content of the local, to the focus of a potential content of the future, he was further talking into being the principle of practice of pivoting from part-to-whole, and, whole-to-part.

An examination of Day 15 for evidence of patterns common to those identified on Day 1 showed intertextual links and common practices. On Day 15, as on Day 1, the Supervisor gave assignments to be completed and returned back to the Small Group where they were discussed and served as a point of discussion for the teachers-in-preparation (Dyads on Day 15, Me Bags on Day 1). This practice was a constant inscribed practice across all agendas. This practice of bringing in artifacts outside of the group setting and using them as evidence to make claims about themselves was evident on both days. For example, on Day 15, this practice took the form of the focus of their

Dyads when the teachers-in-preparation were to use their observations and classroom maps of their first week in their second placements.

Another kind of principle of practice identified in the patterns across Days 1 and Day 15 revealed that speaking from evidence is possible. Recall from Chapter 4, when the Supervisor was framing the focus of the Dyads:

Supervisor:

1. What I'd like for us to do
2. is break up
3. into dyads
4. and
5. spend no more than
6. five minutes
7. but take turns
8. spend no more than
9. five minutes each
10. describing what it was like
11. if you remember
12. use your reflection
13. that you turned in
14. if you need it
15. use your map
16. what was it like
17. that first week back?

This interactional space for sharing verbally and sharing artifacts for particular purposes was constant across days 1 and 15. What was significant was that on Day 15, in the Dyads, the Teachers-in-preparation were sharing artifacts that they created through their observations and interactions as new student-teachers during their first week of the second placement. On Day 1, they were discussing

artifact that they brought from their own personal experience that could be used to represent themselves to the group. On the first day, then, he was shaping for them what counted as an artifact to analyze for the purposes of sharing with each other (i.e., personal objects and experiences).

The difference between Day 15 and 1, with regard to bringing in artifacts, was the nature and purpose of the artifact. Between Days 1 and 15, the teachers-in-preparation made a shift from sharing personal objects and experiences that represented themselves as people orienting to each other and to the potential developing collective of the Small Group (Day 1), to sharing objects and experiences that were professionally created as developing teachers that represented their developing practices on Day 15.

Another example of an intertextual tie between topics and practices between Day 1 and Day 15 is the discussion of diversity within the group. The introduction of his view of diversity on this day provided a basis for making an intertextual tie to the discussion of diversity in Chapter 4. Given the argument about how the meta-discourse served as a cultural resource that members used to guide their actions with each other in subsequent events, it was possible to see the interactions of Aurora, who stated that "We are diverse," as building intertextually on the discourse introduced by the Supervisor

on Day 1. Additionally, the ways in which members discussed discourse on Day 15 can also be seen as typing to the current discourse and practices.

On Day 1, a set of patterns were identified that were related to how the Supervisor initiated the sub-events that were the focus of analysis for Chapter 4. Practices for how he initiated the sub-events were consistent across all three initial sub-events called Check-In, Dyads and Me Bags. Defining the event, providing a rationale and theory for these practices. The Supervisor also drew intercontextual ties to the use of these practices with ones he had used in his Grade 3 and 4 classrooms, thus grounding the present practices in his teaching practice.

The contrastive analysis between Days 1 and 15 made visible that the Supervisor introduced the Moon Journal cycle of activity as a practice which he had also initiated with his 3<sup>rd</sup> grade students in the context of his elementary classroom teaching, has its genesis on Day 1, when the Supervisor introduced a letter-writing cycle of activity called "I Thought You Should Know." This letter writing was a cycle that would take one week; it was assigned on Day 1, but would be due on Day 2. Again, the role of the Supervisor's referential discursive choices with regard to "I Thought You Should Know" and "Moon Journals" help us to see how both of these are examples of what it means to do

professional work. Table 5.5 contains the Supervisor's framing for the teachers-in-preparation what these assignments are about.

**Table 5.5 The Role of Supervisor's Discursive and Referential Choices in Framing Assignments**

| Day 1: "Thought You Should Know"   | Day 15: "Moon Journals"   |
|--|---|
| <p>Supervisor:</p> <ol style="list-style-type: none"> <li>1. This is something I do</li> <li>2. This is something I also do with</li> <li>3. My students...</li> <li>4. With my 3<sup>rd</sup> graders</li> <li>5. I typically on the first day of school</li> <li>6. Will assign a homework assignment to mom or dad</li> <li>7. Or whoever lives with the kids</li> <li>8. Where they write a letter to me</li> <li>9. I thought you should know this about their child</li> <li>10. And then if they want to share with me</li> <li>11. They also tell me the concerns they have about their child</li> <li>12. At home or at school and those kinds of things</li> </ol> | <p>Supervisor:</p> <ol style="list-style-type: none"> <li>8. If you believe,</li> <li>9. And I subscribe to this belief</li> <li>10. It's critical to</li> <li>11. You teach your kids to take a critical stance</li> <li>12. To get them to stop and observe what's around them</li> <li>13. Date it</li> <li>14. Time stamped</li> <li>15. Shaded it in or not</li> <li>16. Depending on what the moon was</li> </ol> |

Analysis across these two excerpts revealed the Supervisor provided a rationale for why he is asking the teachers-in-preparation to engage in the two activities. He also makes intercontextual references to his practice as a 3<sup>rd</sup> grade teacher. Further, he identifies in both excerpts the role that the teacher plays in shaping for students and students'

families the potential for the curriculum as being co-constructed between the teacher, the students and the students' cultural experiences.

Lastly, another significant finding that the examination of the Supervisor's discourse on Day 1 revealed was that when each sub-event was brought to a close, he often times re-contextualized for the teachers-in-preparation the professional purpose for what they had just experienced and that it had applications beyond being a successful Small Group member; it also had applications for being a successful professional teacher. Notwithstanding, the fact that the teachers-in-preparation met across eleven physical spaces when they re-formulated the Small Group Seminar, they managed to make present time and again that they not only were living in professional discourses that they had co-constructed, but that they were also being shaped by them, as evidence on Day 15. This feature suggests that by Day 15, the teachers-in-preparation were living within and formulating within and across the discursive practices of the Small Group (Fairclough, 1992).

Although physical space was an aspect, the interactional, and potentially transformative, space was initiated on Day 1, did not determine major shifts in the interactional spaces evidenced on Day 15. Patterns in and movement within and across spaces as a navigational

process occurred despite the shift in physical rooms in which participants met across both days.

This first set of micro analyses made visible the role of Supervisor framing discourse. The following micro analysis will examine the individual within the collective in light of the role of the Supervisor's discursive choices.

#### Chapter Summary:

In this chapter, I theorized the role of the Supervisor's framing discourse and identified two practices or guiding principles. Whenever he introduced a new practice to the teachers-in-preparation he provided a theory and grounded it in a view of professional practice. This act of making visible the invisible was evident across all events introduced on Day 1. Identifying the Supervisor's theorizing discourse made it possible to re-examine Day 15 to confirm or deconfirm this cultural practice of a guiding professional principle.

As it turned out, on Day 15, there was indeed a framing discourse that set parameters for what would be accomplished in the interactional spaces, but there was no theorizing in framing the interactional spaces that had been held constant across Days 1 and 15. On Day 15, the only example of theorizing discourse that was localized in the ethnographic data record was when the Supervisor introduced

Moon Journals to the teachers-in-preparation. This feature exemplifies the nature of guiding principles of practice that fore-shadow and undergird engaging in professional practices that the Supervisor afforded Small Group members.

Throughout the entire Day 1 of the Small Group Seminar, the Supervisor and the teachers-in-preparation were in the process of constructing what counted as the Small Group Seminar on that day by initiating a series of "firsts" for every practice that would be represented on Day 15. The pattern of theorizing and providing a rationale for the purpose of each sub-event was evidenced across Day 1. It was noted earlier that making "Moon Journal" covers (as well as "Valentine's Secret Pals," which was not discussed but evident on the structuration map for Day 15) was the newly initiated sub-event on Day 15. As indicated earlier, each of the new initiated sub-events on Day 1 was talked into being (Green & Dixon, 1993) by the Supervisor by theorizing and explaining how to enact the practices. In doing so, potentialities for future professional practices were talked into being within the collective of the Small Group Seminar. This pattern would emerge again on Day 15, when the Supervisor introduced making the "Moon Journals." Table 5.7 contains the Supervisor's re-initiating both the Moon Journals from Day 15.

Table 5.6 Theorizing as an Underlying Principle of Practice

| Day 15, February 9, 2001  | Referential Choices   | Guiding Principle   |
|---|---|---|
| <p><b>Moon Journals:</b></p> <p><b>Supervisor:</b></p> <p>This is the part that is only<br/>Dealing with making the<br/>cover<br/>We are going to experience<br/>This is something I'd like to<br/>share with you<br/>It'll take us 27 days or so<br/>To get this done<br/>If you believe,<br/>And I subscribe to this belief<br/>It's critical to<br/>Teach your kids to take a<br/>critical stance<br/>To get them to stop<br/>And observe what's around<br/>them<br/>Noticing the date<br/>Time stamping<br/>Shaded in or not depending<br/>on what the moon was</p> | <p>Referring to the future</p> <p>Referring to teaching as<br/>ideology</p> <p>Referring to teaching<br/>principles of taking a<br/>critical stance to students</p> | <p>Framing and Seeing part<br/>to whole relationships</p> <p>Grounding the moment<br/>in a potential future of<br/>practice</p> <p>Identifying a core<br/>philosophy of teaching<br/>students how to develop<br/>a critical inquiry stance<br/>Through observing,<br/>recording and<br/>developing particular<br/>data collection methods</p> |

The focus of this analysis was how those sub-events were initiated and by whom and under what conditions. The role the Supervisor played in framing what each of the sub-events could mean took place across all sub-events on Day 1, whereas on Day 15, the Moon Journal was the only sub-event that was accompanied by a rationale given by the supervisor.

Another feature that this contrastive analysis began to make visible is that on Day 15 all members were living in, shaping and being shaped by, the professional discourses (Yeager, 2003; Fairclough,

1992) that were established on Day 1. These findings can inform the research on supervision in teacher preparation as it is demonstrating that particular discursive choices on the Supervisor's part has consequences for the particular kinds of professionals that the teachers-in-preparation have the potential to become.

This chapter's analyses also showed that the first day of what constituted life in the Small Group was important. On this day a range of potential practices were put into the collective by the Supervisor. By Day 15, the practices were evident, but not identical to Day 1's. This provided evidence for understanding the formulated and reformulated (Vygotsky, 1978) nature of practices as becoming guiding principles of practice. Whether they are principled ways of acting and being is a hypothesis which I will explore in the subsequent chapter, wherein I examine the Small Group seminar's last meeting.

In closing, this chapter's findings led to a new set of questions on the nature of becoming a professional teacher and what constitutes being a professional teacher. Whereas Chapter 4 presented an analysis of the Small Group mid-year, Chapter 5 presented an analysis of the group's onset by backwards mapping to it in order to contrast the planned and living curriculums. In Chapter 6 I will use the same principled methodological and theoretical approach by forward-mapping to the group's last day together, June 7, 2001.

Chapter 6's analysis will problematize the role of the individual professional within a community of professionals as it examines the Small Group on its last day together, Day 27, June 7, 2001 as a nexus between the professional spaces afforded the teachers-in-preparation during their program, and, the potential future spaces as they begin to enter the teaching profession as professional educators.

CHAPTER SIX  
EXAMINING THE INDIVIDUAL POTENTIAL PROFESSIONAL  
WITHIN A COLLECTIVE OF POTENTIAL PROFESSIONALS:  
DISJUNCTURES AND ORIENTING TO POTENTIAL FUTURES AS  
TEACHERS ON DAY 27

Introduction

In Chapter 5, I contrasted the findings across Day 15 and Day 1 of the Small Group Seminar in the UCSB Multiple Subject Teacher Education Program (MSTEP). A contrastive examination of the ethnographic data record revealed that on Day 1, the role of the Supervisor's discursive choices as he introduced professional practices to the collective. This examination made visible the nature of theorizing and providing a rationale for each practice he offered the Small Group members. The contrastive analysis made visible that these practices introduced on Day 1 were potential professional resources, which were then reformulated practices, as evidenced on Day 15, when members drew on them as material resources.

Chapter 5 also played an important methodological role. It provided a way to move across days of Small Group Seminar life, from Day 15 backwards to Day 1. It did not take into account, however, the remaining days in Small Group's life. This chapter, then, takes into

account for one remaining days of the Small Group life by forward-mapping to Day 27, the last day of the Small Group Seminar. By going to the final day, it was possible to examine practices made available across time.

### Chapter Overview

This chapter will examine the role of Supervisor and teachers-in-preparation discursive choices in order to explore the following initiating questions:

1. What shifts in oral and written discursive choices, on Day 27, are evidenced in the ethnographic record and what are their natures?
2. What view of professional work is being constructed in the moment, and what view of professional work has been constructed across time and space in the Small Group?

Chapter 6's analyses are organized into four parts. Section One will provide an examination of the role of spoken discourse and its relation to time across all three days. Section Two will examine the role of the Check-In of Day 27, as a telling case (Mitchell, 1984), as an interactional space for struggling with complex (Franquiz, 1999) professional ideas as a telling case of how the individuals within the collective make visible a "hole" in the MSTEP and the proceed

to construct it into a “whole.” Section Three will examine a disjuncture that the Supervisor perceived and made visible when he attempts to hold constant what it meant to be a collective (Souza Lima, 1995) of professionals in a Small Group Seminar within and in contrast to MSTEP that privileges the view of the individual as individually accountable. Section Four contains an analysis of written discourse of the teachers-in-preparation as they prepared the construction of their credential portfolios in order to demonstrate satisfactory understanding of the UCSB MSTEP institutionally adopted assessment requirement delineated by the California Commission on Teacher Credentialing’s California Standards for the Teaching Profession. It examines the individual take up of the opportunities for learning that were afforded the teachers-in-preparation in their Small Group across their MSTEP year. Before these four-part analyses are presented, a brief description of the interactional and physical spaces will be discussed.

## Examining the Organizational and Temporal Features of Physical and Interactional Spaces on Day 27 — A Contrastive Analysis

Before I present the analysis in the four sections, I will present an examination of the physical space in which the Small Group met on Day 27. In doing so, I will contrast the practices that in which group members engaged across all three days. Table 6.1 represents the Small Group Seminar sub-event practices across Days 1, 15 and 27. The ethnographic data record revealed that on Day 27 major changes had occurred in how Small Group members organized and used their time.

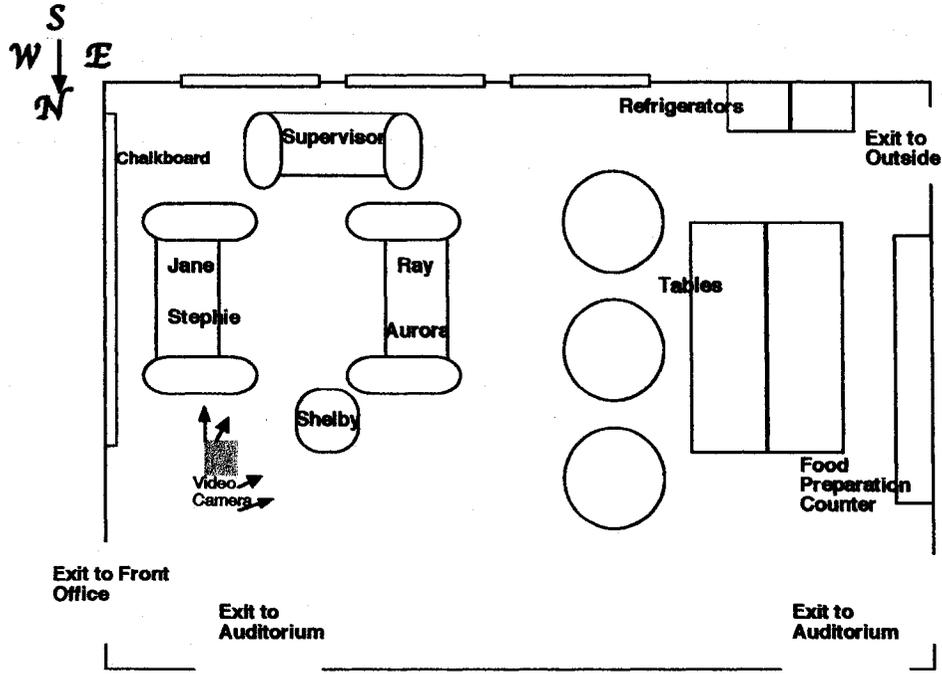
Practices of the living curriculum that were held constant among the members were the Pre-Meeting, Check-In, Programmatic Discussions and Members Leaving. A feature that were new across the three days was the Supervisor orienting the teachers-in-preparation to have a discussion on their entire preparation year, which was evidenced in the ethnographic data record for Day 27. This was to be their last Small Group Seminar together, and they met at Franklin Elementary School's Teachers' Lounge.

Table 6.1 A Macro View: Contrasting Features Across Days 1, 15 and 27

| Features from Days 1 and 15 | Day 1 | Day 15 | Day 27 | Additional Features Identified on Day 27  |
|-----------------------------|-------|--------|--------|---|
| Pre-Meeting                 | X     | X      | X      |   |
| Pre-Meeting Assignments     | X     | X      | X      |   |
| Check-In                    | X     | X      | X      |   |
| Submit Assignments Due      | X     | X      | —      |   |
| Dyads                       | X     | X      | —      |   |
| Framing Dyads               | X     | X      | —      |   |
| Forming Dyads               | X     | X      | —      |   |
| In Dyads                    | X     | X      | —      |   |
| Debriefing Dyads            | X     | X      | —      |   |
| Programmatic Discussions    | X     | X      | X      |   |
| Valentine's Secret Pal      | —     | X      | —      |   |
| Making Moon Journal Covers  | —     | X      | —      |   |
| Ending Begins               | X     | X      | X      |   |
| All members leave           | X     | X      | X      |   |
|                             |       |        | X      | Professional Discussion on <i>Opportunities for Learning and Opportunities to Learn</i> |

Figure 6.1 represents where the teachers-in-preparation and the Supervisor were sitting and oriented to each other on Day 27. The Teacher's Lounge was a physical space at the school where teachers, staff

Figure 6.1: Organization of Physical Space on Day 27 in Franklin Elementary School's Teachers' Lounge

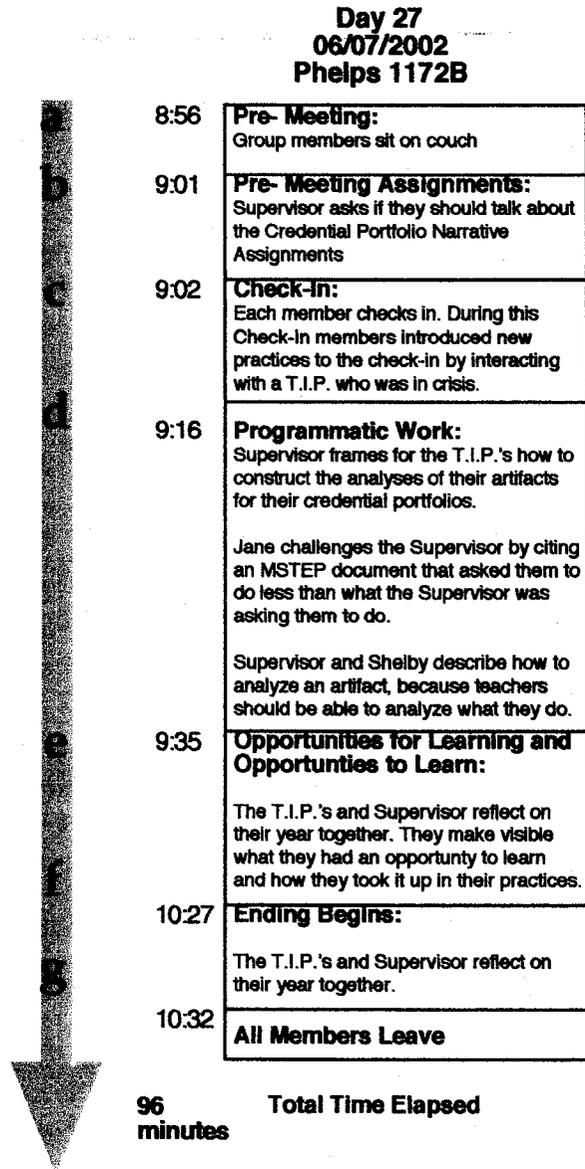


members, students and teacher assistants met across the year. It was a space that was usually quiet during the instructional hours of the day. However, at the school's lunch hour or during the early morning when school would begin, the space was usually quite full of activity. It was the place where many of the teachers came to eat and spend their lunch hour sitting at the tables in the room having conversations with each other on a variety of topics ranging from the latest district level curricular decisions, everyday classroom teacher issues with students, to issues regarding personal family matters. The doors in the room lead to the main office, to the outside and to the cafeteria. On this day,

the data record shows that the Supervisor had prepared an agenda for what would be their last Small Group Seminar together. From an analytic perspective, I made the decision not to include a facsimile of the last agenda because, I believe that the role of the planned curriculum had already been established as positioning teachers-in-preparation to orient to the upcoming Small Group Seminar for the week. Teachers-in-preparation gathered around together and sat on old sofas. Sitting on the sofas was a usual practice of the teachers-in-preparation and Supervisor during the times when the Supervisor had individual conferences with the teachers-in-preparation when they would meet to discuss an observation. They sat looking towards each other.

The Structuraton Map (see Figure 6.2) represents the organization of time and sub-events across Day 27. It is important to mention that the sub-event features identified on Days 1 and 15 were again held constant by group members in sub-events identified on Day 27 (see Table 6.1). That they were in a new physical space did not deter them from re-invoking and reformulating (Anderson-Levitt, 2000; Green, Dixon & Zaharlick, 2000; Geertz, 1983; Vygotsky, 1978) of the discursive interactional spaces (Heras, 1993), that in their collective sense (Souza-Lima, 1995), have constituted what it means to do and be a member of the Small Group Seminar across all 27 days (Green &

Figure 6.2 Structuration Map for Day 27, June 7, 2001



Meyer, 1991; Kelly & Crawford, 1998; Heap 1980). The following analysis will examine the differences in micro features within the salient interactional spaces. Figure 6.2 will serve as visual and analytic

anchor for a micro analyses of two separate sub-events that revealed shifts in authority among the teachers-in-preparation and of the Supervisor.

In following section, I provide an examination of the role of spoken discourse and its relation to time across all three days.

### Section One

**Shifts Do Happen Across Time: Examining The Role of Time across Days 1, 15 and 27 and Its Relationship to Developing as Professionals**

Time became an important feature, which was made visible upon examining the ethnographic data records across all three days. The amount of time that each member used in order to participate shifted, though over all, increased for the teachers-in-preparation and decreased for the Supervisor, is one indicator of the discursive shifts, and their content, over time. As I was in process of examining the Check-In, I discovered the amount of time members spent in initiating and co-constructing each interactional space, and also the amount of time each individual assumed the floor in order to speak and for what purposes and with what outcomes. Table 6.2 represents the amount of time members spent per interactional spaces.

This examination, as evidenced in Table 6.2, revealed a marked increase in time elapsed on the Check-In and on the Programmatic

**Assignments.** An explanation for the increase in time, as I will demonstrate in the subsequent analysis, is directly related to an overlapping interactional nature of teachers-in-preparation assisting each other within and across sub-events Check-In and Programmatic Assignments.

Table 6.2 Time elapsed per interactional space on Days 27,  
15 and 1

| Sub-Events from Day 15              | Time Spent on Day 1 | Time Spent on Day 15 | Time Spent on Day 27 | Difference in times Spent on Days 1 and 27 |
|-------------------------------------|---------------------|----------------------|----------------------|--|
| Pre-Meeting                         | 1 min.              | 2 min.               | 5 min.               | + 4 min.                                   |
| Pre-Meeting Assignments             | 3 min.              | 5 min.               | 1 minute             | - 2 min.                                   |
| Check-In                            | 2 min.              | 10 min.              | 14 min.              | +12 min.                                   |
| Submit Assignments Due              | 54 min.             | 2 min.               | —                    | —  |
| Intro to Dyads                      | 2 min.              | 1 min.               | —                    | —  |
| Framing Dyads                       | 1 min.              | 1 min.               | —                    | —  |
| Forming Dyads                       | 1 min.              | 10 sec.              | —                    | —  |
| In Dyads                            | 20 min.             | 12 mi.               | —                    | —  |
| Debriefing Dyads                    | 7 min.              | 12 min.              | —                    | —  |
| Programmatic Required Assignments   | 18 min.             | 5 min.               | 71 min.              | + 53 min.                                  |
| Valentine's Secret Pal              | —                   | 8 min.               | —                    | —  |
| Making Moon Journal Covers          | —                   | 50 min.              | —                    | —  |
| Ending Begins                       | 6 min.              | 9 min.               | 5 min.               | - 1 min.                                   |
| All members leave                   |                     |                      |                      |  |
| <b>Total Amount of Time Elapsed</b> | 126 min.            | 125 mi.              | 96 min.              | - 30 min.                                  |

Therefore some sub-events that placed demands on the teachers-in-preparation to discuss or share began to last longer.

Whereas sub-events whose demands were more organizational in nature began to take less time to accomplish. Furthermore, by Day 27, a remarkable finding worth discussing is the amount of time each Small Group member spoke. Table 6.3 represents the amount of time each Small Group member spoke across all 3 days. After this examination I will focus my analytic lens to micro analyze what happened on Day 27 by elucidating a telling case that was revealed while examining the interactional space of the Check-In.

**Table 6.3 Time elapsed per member speaking**

| Actor                | Day 1          | Day 15         | Day 27         |
|----------------------|----------------|----------------|----------------|
| Supervisor           | 39 min.<br>31% | 30 min.<br>24% | 22 min.<br>23% |
| Aurora               | 10 min.<br>8%  | 17 min.<br>14% | 15 min.<br>17% |
| Shelby               | 14 min.<br>11% | 18 min.<br>14% | 19 min.<br>20% |
| Ray                  | 15 min.<br>13% | 17 min.<br>14% | 15 min.<br>17% |
| Stephie              | 9 min.<br>7%   | 11 min.<br>9%  | 10 min.<br>10% |
| Jane                 | 8 min.<br>6%   | 12 min.<br>10% | 13 min.<br>14% |
| *Time spent in Dyads | 30 min.<br>24% | 20 min.<br>15% | —              |
|                      | 126 min.       | 125 min.       | 96 min.        |

\*Note, due to the fact that the video record only evidences Dyad sub-events occurring on Days 1 and 15, and there was no Dyad on Day 27, in order to represent the amount of time members spent orienting to, within and across interactional spaces, the amount of time spent in and percentage of the Dyads is in its own separate category. There is no way of telling how much time each teacher-in-preparation spoke during the Dyads, hence examining the Dyads in this analysis is purposefully omitted. Moving from a macro analytic perspective, to a more meso one, we can begin to view feature of group membership in

the Small Group seminar across time with regard to who got to speak. On Day 1 the Supervisor spoke 31 % of the time in contrast to the teachers-in-preparation who on average spent much less time speaking. The role of Supervisor talk on Day 1 as examined in Chapter 5 revealed a relationship between how he framed and made available as potential resources to the collective of the Small Group and what the teachers-in-preparation could say and be able to do as a consequence. On Day 15, we see again that the Supervisor used more time to speak in contrast to the teachers-in-preparation; however, the Supervisor spoke less than he did on Day 1. Moreover, the teachers-in-preparation on average spoke more than they had spoken on Day 1.

Again, the role of Supervisor and teachers-in-preparation talk on Day 15 showed that all members were drawing on resources that they were reformulating in the moment to meet both the Supervisor's demands of them and each other's demands, e.g., when Aurora assisted Jane by telling her about looking at student interactions upon having entered her second placement. Lastly, on Day 27, we can see a major shift in amount of time that the Supervisor spoke in contrast to the teachers-in-preparation. That he only spoke 23% of time, only 3 percentage points more than Shelby on Day 27 is quite different from Day 1, where he spoke 20 percentage points more than Shelby. I bring these findings to the foreground as Yeager (2003) discovered that the

role of teacher discourse and its consequences (Wink & Putney, 2002) for student discursive choices and what students talk about and are able to do when viewed over time, can allow us to see how students can take up (Tuyay, Jennings & Dixon, 1995; Fairclough, 1992) what and how resources are made available to them by the teacher. This analysis allowed us to see the shift in amount of time that group members spent when participating across days 1, 15 and 27.

The analysis revealed that there was a marked shift in amount of time each member talked across time. All spoke more on Day 27 than on Day 1. Another feature that was made visible was that the time members spoke appeared have been distributed more equitably by Day 27 than it was on Day 1. For example, when we consider the 'acquiring' of practices (Green & Meyer, 1991) that has occurred across time and spaces in the Small Group, and it can be argued that in order to participate as a member, more time was needed by Day 27, than it was on Day 1, in order for members to actively undertake their cultural roles. Furthermore, in order to have 'appropriated literate actions' (Green, Kantor & Rogers, 1990) of the group and for the group, it can be argued by understanding the micro analyses and macro analyses up to this point, that members were interpreting and shaping (Fairclough, 1992) their particular history, which was richer and deeper by this point, in more deep and complex ways.

Although this analysis was necessary in order to examine and make visible the temporal element of who spoke across time, it did not allow for a micro analysis of what the group members actually talked about. The following analyses will examine two sub-events, the Check-In and the Programmatic Work, in order to identify what it was that group members oriented to and what role both the Supervisor and they played. Furthermore through this analysis I aim to localize evidence of shifts in professional authority among teachers-in-preparation.

## Section Two

### Examining The Check-In for Shifts in Discursive Practices across Days 1, 15 and 27

Examination of the ethnographic data record for days 1 and 15 revealed that both the Check-In and Programmatic Assignments as cultural practices were present on those two days. These two features were also present in the data record for Day 27. Through an in-depth examination across the three days' cultural practices, a pattern emerged that showed that by Day 27, group members no longer limited themselves to choosing two words to describe themselves in the Check-In, nor did they limit themselves to asking programmatic questions solely for the purpose of having their own particular assignment requirements met.

From Mary Catherine Bateson's (1990) perspective, people go about composing their lives in conscious and unconscious ways. She posits a view that people can learn to re-see and understand in new ways, not simply discover the unknown, of what they have already lived and then begin to see their lived experiences and those of others as necessarily related and consequential. A view that can account for the re-constructing of everyday lived events in new and reformulated ways as evidenced in the speech of people held (Bakhtin, 1986/1935; Vygotsky,1978) significance on Days 1 and 15.

However, on Day 27, this analysis made visible the telltale (Bakhtin, 1986) sources and resources of influence that are undergirding what the teachers-in-preparation are able to do by this day as evidenced in their discursive and referential choices. Further, the analysis made visible how group members oriented to the two sub-events supports the analysis of the role of the Supervisor, too, shifts across time in order to accommodate the teachers-in-preparation as professional teachers, and *no longer* just teachers-in-preparation.

Examination of the ethnographic record for Day 27 revealed that in framing the sub-event Check-In, there had been a shift in who could say what and for the purposes (Green, Zaharlick & Dixon, 2000) of defining and elaborating an MSTEP assignment. Days 1 and 15's ethnographic record revealed that during the Check-In, all members checked-in by choosing a word to represent how they felt and a word that represented how they would like to feel. On Day 27, however, the Supervisor began the Check-In with a retelling of an experience he had had in a faculty meeting a few days earlier. He was told in the meeting by one of the faculty members that every Supervisor was to ensure that all Cooperating Teachers at their respective partnership schools complete a computer certification survey. The data record shows that the Supervisor commented that it was a lengthy survey and that this

being the last week of school would be problematic for the CT's to complete.

Shelby asked, "why didn't he [the faculty member whom the Supervisor had discussed] take care of that?" after the Supervisor had introduced this problem. This act by Shelby of questioning the reasoning behind the technology professor's intentions, would resurface several times as Day 27 unfolded. The Supervisor himself was engaging in critiquing the prudence of the technology professor's waiting to the very end. In this act, he was questioning the authority of an aspect of the MSTEP.

Below is a transcript of the interaction between Shelby and the Supervisor in the presence of all members who were listening to what they were saying. On lines 08-09, the data record indicates sarcasm in his voice. After Shelby asked, "Why didn't he take care of that?", the Supervisor continued by making an intertextual (Bloome & Egan-Robertson, 1993; Lemke, 1992) reference to the faculty meeting itself and where he teased William (pseudonym) in disbelief of the extra

|              |  |
|--------------|--|
| Supervisor:  |  |
| 07.          | William handed these out to everyone           |
| 08.          | You see these survey evaluations?              |
| 09.          | These 50 page evaluations?                     |
| 10.          | I have to get them to the CT's                 |
| 11.          | I don't know when they'll get done             |
| Shelby:      |  |
| 12.          | Why didn't he take care of that?               |
| Supervisor   |  |
| 13.          | Do you remember that show from the 70's        |
| 14.          | I was in that room, and Rob Keck said          |
| 15.          | Man you can tell the body language has changed |
| 16.          | I looked at William and said                   |
| 17.          | <i>What-choo Tahk-in' 'Bout, William?</i>      |
| All members: |  |
| 18.          | All members laugh out loud                     |
| Supervisor:  |  |
| 19.          | So, I'm feeling pretty good                    |
| 20.          | I'm in the midst of my exams at UCSB           |
| 21.          | and um let's see                               |
| 22.          | I'm in the midst to bringing all this          |
| 23.          | to closure with all of you guys                |
| ...          |  |
| 29.          | I'm ready to                                   |
| 30.          | ready to push through                          |
| 31.          | and get this done                              |
| 32.          | so that's how I am                             |

work that would have to get done at the end of the intense and time consuming rituals that signal the end of the MSTEP year. This is an example of an interactional shift that was not present on Days 1 and 15. In this initiating moment, the Supervisor was framing the parameters for what could be said during the Check-In. The

consequences for making available to the collective the practice of critiquing the actions of professional teacher-educators within the context of their MSTEP program, allowed for teachers-in-preparation, within the Check-In, and beyond it, to potentially assume such authorities over various aspects of the MSTEP and its assignments. The example with Shelby and the Supervisor represents a shift in the content of what is discussed in the context of Check-In, but this statement appears to suggest implications that challenging the nature of MSTEP assignments was not new, though, as we saw Jane do so in Chapter 4, but challenging the decisions of the authority behind the assignments was. The Supervisor also used humor to couch his disgruntled state by making a joke about a 1970's television situation comedy that he and the teachers-in-preparation might have all watched.

At 9:02 when the supervisor oriented the teachers-in-preparation to begin the meeting. As discussed above, he had critiqued an MSTEP's, a colleague of his, decision to wait to the last minute to ask the Cooperating Teachers to complete a survey evaluation. He also mentioned he was also preparing for his exams at UCSB. He ended his part by telling the Teachers-in-preparation, "I'm ready to/ ready to push through/ and get this done/ so that's how I am." Jane followed him by saying she feels somewhat like the Supervisor: "um/ I'm

feeling/ like/ I'm/ somewhere around you/." Jane continued and mentioned she was "technology proficient." The following text box contains a transcript of what Jane continued to say:

Jane:

41. I'm glad I'm technology proficient
42. yeah
43. I did it yesterday
44. it's actually much easier than you think
45. go talk to Daniel
46. to make my portfolio
47. and to make them integrated
48. I just used the artifacts I used before
49. but I answered the technology standards

The technology proficiencies Levels I and II were requirements the MSTEP had of each teacher-in-preparation. The Supervisor had talked about his relationship with finishing the year up with the Teachers-in-preparation and as exams he was doing, on which Jane drew to mention that she too was finishing up a requirement for the MSTEP year. Next, after Jane, Stepheie entered the Check-In:

Stepheie:

55. I'll go
56. I have some questions about technology
57. I don't know, if tomorrow
58. But I'll get done
59. when?
60. I don't know
61. I can't wait
62. to go there
63. we're all over

Stephie began to participate by not sharing two words that described how she was feeling as all Teachers-in-preparation had done on days 1 and 15. On this day, she began by referring to the technology content of what Jane had just shared. On line 64 she says, "I'll go," to signal to the group members that she is participating in the Check-In and continued to speak. The salient nature of the MSTEP technology proficiency assignment appeared across all three participants at this point. It appeared, in the data record, that Jane made it visible through implication unlike the Supervisor, that completing the proficiency requirement was an aspect of finishing the program. This also suggests, that a shift was emerging, in how Teachers-in-preparation were interacting within and across the context of the interactional space (Weade, 1992) of the Check-In, which was consequentially progressing (Wink & Putney, 2002) from the events that preceded it.

Shelby then signaled her entry to check-in. She began by making an intertextual reference to the technology proficiency requirements that Jane and Stephie had already begun to make present. Shelby then shared more about how she was feeling and what was happening to her. Shelby referred to loving being in 2<sup>nd</sup> grade.

|         |  |
|---------|--|
| Shelby: |  |
| 63.     | I'll go                                  |
| 64.     | I'm feeling good                         |
| 65.     | I'm also Level II certified              |
| 66.     | it's super easy                          |
| ...     |  |
| 73.     | I love being in 2 <sup>nd</sup> grade    |
| 74.     | I'm starting to get sad                  |
| 75.     | but the kids quit calling me miss Motsky |
| 76.     | and are now calling me                   |
| 77.     | miss North                               |
| 78.     | so                                       |
| 79.     | I'm just feeling                         |
| 80.     | sad that I'm going                       |
| 81.     | I'm going to                             |
| 82.     | I worry about my kids                    |
| 83.     | and what will happen to them             |
| 84.     | in their future                          |

Fieldnotes indicated that, at the onset of this placement, she was not initially too content upon entering the 2<sup>nd</sup> grade classroom for her second placement. She had spent her first placement in a 6<sup>th</sup> grade classroom. On line 74 she said she was starting to get sad, then elaborated by telling her peers that the 2<sup>nd</sup> graders were finally now calling her Miss North, and not Miss Motsky who had been the teacher-in-preparation previously in that 2<sup>nd</sup> grade classroom.

She then referred to being sad again and elaborated on that by stating that she will worry about what happens to her students in the future. She then continued to describe how the 6<sup>th</sup> grade students who were graduating from Franklin would be struggling next year at the Junior High School. She used the word

Shelby:

98. It's a whole new  
99. world  
100. and they're going to meet kids  
101. that  
102. I don't know  
103. I  
104. I  
105. so that's just kind  
106. of where I  
107. am at  
108. so I finished most of my portfolio  
109. and I feel good about that  
110. because I have to finish my  
111. master's this weekend  
112. I'm doing good  
...  
122. I'm done

“world” to describe the sense of places where her former 6<sup>th</sup> graders will have experiences. Shelby spoke about their futures and her concern for them. Recall that on Day 15, it was Shelby who said that the local schools are segregated. On Day 27, she now considered the consequences for her students who are Latino, at Franklin Elementary School which is a 98% Latino populated school. It appears, that Shelby was drawing on (as happened in the Check-In on Day 1 when Aurora and Stephe followed the Supervisor) what she heard her Supervisor say “I’m ready to/ ready to push through/ and get this done/ so that’s how I am” and what she heard Jane just finish saying regarding the

technology requirements; and was now drawing on these two intertextual references to the MSTEP program in order to situate another aspect of what it meant to get things done for the year. She oriented her peers to the that fact that there will be a next year, that the students with whom she worked, and by implication all students, will eventually leave Franklin and experience being students in schools with ethnic populations with which they have never interacted.

The implicated future of experiencing problems of racism, for example, is one that Shelby was quick to identify on Day 15. However on Day 27, she talked about the sadness she was feeling. Shelby had made a shift in authority from the onset of the year, as evidenced in Table 6.4 by virtue of how much longer she spoke. Specifically, this example shows that she was talking as a teacher who was wondering aloud what would happen to *her* students next year. Although she made references to the MSTEP assignments, she was also associating the end of the year assignments with the everyday nature of letting go of a group of students. She was making visible a particular view of what it meant to be a professional. The Supervisor, Jane and Shelby made it possible for the subsequent unfolding events to take place.

Aurora shared next. She began crying as she began to speak. The interactional pattern was ruptured. The everyday life in this Small Group, the data record shows, did accommodate emotional displays of

distress, therefore Aurora crying was within the range of emotional participation. What was new, however, was the crying was over her not being able to complete the technology proficiency requirements. She paused and wiped her eyes. She had been watching Shelby who was sitting to her immediate left all the while. When Shelby finished sharing there was a pause of six seconds after which Aurora began. She begins by saying something that was inaudible to be heard in the video record.

|         |                                   |
|---------|-----------------------------------|
| Aurora: |                                   |
| 123.    | (inaudible)                       |
| 124.    | I think that this is something    |
|         | (sobs and wipes eyes)             |
| 125.    | I need to deal with myself        |
| 126.    | You know I really don't have time |
| 127.    | to deal with this                 |

Fieldnotes indicate that Aurora was referring to being behind on her technology proficiency exams. It was possible that this unfinished assignment when combined with the emotional aspect that Shannon was sharing, contributed to Aurora's being overwhelmed by the immensity of all the culminating events and emotions associated with ending the MSTEP year and the Franklin academic year simultaneously. Immediately thereafter, Shelby asked, "are you still

working on the technology stuff?" Aurora, still, sobbing responds to Shelby.

|         |  |
|---------|--|
| Shelby: |  |
| 128.    | Are you still working on the technology stuff? |
| Aurora: |  |
| 129.    | Yeah   |
| 130.    | in the folder                                  |
| Shelby: |  |
| 131.    | Do you have it in your classroom?              |
| 132.    | ok, then I can help you with that              |
| 133.    | we can whip it out                             |
| 134.    | like in 20 minutes                             |

Shelby offered to assist Aurora in completing the assignment. This interaction made visible two features of being a member of the Small Group that I will come back to later. One, from an institutional perspective, each teacher-in-preparation is positioned to be an individual and be held accountable individually for accomplishing every assignment in order to eventually become an individual professional. Two, this institutional feature notwithstanding, Shelby was situating an alternative view of becoming a professional which meant positioning and identifying through her actions the collective nature of working together that characterized group membership. Next, Jane then responded with:

Jane:

- 140. When I did that
- 141. I just made them up
- 142. because it's so lame
- 143. but I did make a graph with my kids' names
- 144. and what they were able to do
- 145. do you want me to give you the graph?
- 146. and you can just put your kids' names
- 147. and what they did?

Jane was drawing Aurora's attention to her perception of the technology proficiencies as being accomplished, again, in a situated manner. She offered Aurora assistance by loaning her graph to her as a template. Shelby and Aurora then said:

Shelby:

- 148. Yeah Rob helped me like that

Aurora:

- 149. But I have like 17 of
- 150. to do

Shelby told Aurora that she too had had assistance from her fiancée. Aurora told her that she had 17 of them still to complete. Then Shelby said:

Shelby:

- 151. Yeah but it's not a big deal
- 152. we can just whip it out
- 153. and you'll be certified today
- 154. and that'll be one less thing you have to do

Like she had done earlier, Shelby offered assistance. This time she brought into her spoken text the dimension of certification and the fact that being certified constituted the ending of requirements for the MSTEP. Jane and Shelby then added:

|         |   |
|---------|---|
| Jane:   |   |
| 159.    | And if you want to                            |
| 160.    | I can stop off at my house                    |
| 161.    | on the way in                                 |
| 162.    | and pick up                                   |
| 163.    | like graphs                                   |
| 164.    | and whatever                                  |
| 165.    | it'll take 2 seconds                          |
| Shelby: |   |
| 166.    | Do you have the verification form?            |
| 167.    | OK because Donald didn't even have to see it. |
| Aurora: |   |
| 168.    | You mean he didn't look at the sheet?         |
| Shelby: |   |
| 169.    | No he just looked that I got it done          |
| 170.    | he looked at my descriptions                  |

The teachers-in-preparation identified perceived "holes" in the MSTEP's end of year technology certification, which institutionally positions each teacher-in-preparation as an individual to be held individually accountable. This state of identifying a "hole" in the entirety of the MSTEP was repaired by the Teachers-in-preparation assisting Aurora, whereby they brought their perceptions of what it meant to be finishing into a sense of "whole" when one member in crisis was allowed to succeed as aided by this collective of

professionals when they renegotiated how the technology requirements could be accomplished with a professional dignity of collaborating and assisting each other. This frame clash between the institutionally adopted curriculum and the living curriculum made it possible for, what Agar (1984) calls a 'rich point,' to occur. The teachers-in-preparation, Shelby by inquiring into where Aurora was still working on that "stuff" and Jane by then offering assistance, were attempting to repair this frame clash by learning what had caused it. This frame clash made a glitch in the MSTEP that the technology proficiency assignment visible, and then made it possible for the Jane, Shelby and Ray to draw on (Fairclough, 1992) and make present their collective resources that implicated their guiding principles (Santa Barbara Classroom Discourse Group, 1995; Mehan, 1978) of professional practices in this Small Group.

All the while, it is also important to make visible that it was not the Supervisor who was doing the assisting and repairing the "holes." It was the teachers-in-preparation and the implicated Supervisor, who consented by not providing a challenge that made it whole again. Afterward, Supervisor commented how often times people experience stress in anticipating something, but in this case [with the technology proficiencies] it was a "bunch of busy work." In doing so, he acknowledged the procedural display (Bloome & Theodorou, 1998)

that Teachers-in-preparation engage in that this MSTEP hole made visible. The Supervisor then asked, "How are you doing Mr. Ray?" He was orienting the group, through pivot (Larson, 1995), to the fact that they were still engaging in the Check-In, and that Ray had not yet had his turn.

There are two features that Ray mentioned that are helpful to help us to continue thinking about the consequential progression (Wink & Putney, 2002) of the role of discourse within and across the Check-In (see the following text box). He intimated that it was "cool" to be listening to his peers' engaged in the act of struggling and repairing a crisis, and that he wanted to "jump in on it" and that he had been thinking about the technology. On one level he signals to everyone present that he was listening to what was being said up to that point. On another level he uses active words to describe a sense of motion with engaging with the issues and ideas that were unfolding before him, by wanting to "jump in on it." But he chose not to do so.

Supervisor:  
149. How are you Mr. Ray?

Ray:  
151. Wow yeah  
152. yeah  
153. this is cool  
154. I want to jump in on it  
155. I was thinking about that  
156. that technology  
157. but I feel very sound  
158. I am uh  
159. I got rid of my ear infection  
160. that was grueling

Supervisor:  
161. Yeah so now he's listening here  
162. there's no excuses

(everyone laughs)

In other words, the hearers need not participate in the moment to demonstrate they have learned and possessed the necessary disposition, as Jane and Shelby did. The hearer can, as Ray showed us, understand what is happening within the collective of which he is a member and yet not outwardly engage (Wink & Putney, 2002; Bakhtin, 1986) with the opportunity for learning that Aurora made visible through her crisis. In other words, there was a delayed response. Wink & Putney (2002) describe this as the consequential progression and reformulation of the understanding constructed in the opportunities for learning

within the present that then re-appeared, delayed, in the utterances (Bakhtin, 1986) of participants.

Furthermore, however, another aspect in correlation to the hearer 'acquiring the content of the discursive content' that were made available to him, the supervisor also offered him an invitation to participate by diffusing (Larson, 1995; Goffman, 1981) the topic at hand and positioning the hearers to become potential interlocutors. Ray took up the opportunity to participate because it was his turn in line to do the Check-In. However, the evidence also shows that he made various direct references in his turn to the content of Aurora's crisis and Jane's and Shelby's assisting her. He could have just limited his sharing to his ear infection and his wife's pregnancy status, but he did not. He became an interlocutor within the interactional practice of the Check-In with regard to the specific interactional space of Aurora's crisis with the technology requirements. Ray continued to tell the group members he had just gotten over an ear infection, as well checking-in with the status of his pregnant wife's health. The Supervisor added humor as he made a connection between Ray's ear infection and wanting to jump in with the earlier interactions of the teachers-in-preparation assisting Aurora.

This analysis revealed that on Day 27, the Check-In served as a space to struggle with what it meant to be finishing the MSTEP. In this

case, group members elaborated within the parameters of the Check-In their struggles and successes on their journeys to complete their preparation year. Each teacher-in-preparation beginning with Jane progressively wove into the unfolding spoken text that was about finishing the year, the technology proficiency requirements and assisting a colleague in crisis. Shelby made visible a temporal aspect, as did the Supervisor, of working with students and bringing a year to a close.

This analysis made visible a remarkable feature within the interactional spaces within the Check-In, which was that it was not the Supervisor who was assisting Aurora, but two other members of the Small Group who offered assistance by telling her how they managed to complete what they perceived to be a faulty MSTEP assignment. The teachers-in-preparation had constructed across time a *Nepántla* wherein they could struggle with assisting each other through crises, and emerge transformed; in this case the “hole” was repaired. They brought into perspective for Aurora, and the implicated hearers (Ray, Stephe and the Supervisor), that how the assignments get accomplished is locally situated. This aspect of the collective coming to the rescue of one of its members in crisis offers a view of the tension between the individuals within the collective (Souza Lima, 1995) of the Small Group.

Each time that a teacher-in-preparation checked-in, s/he was simultaneously meeting the demands of the check-in, which meant to participate; listening to what was being said; and reading the talk as text that was unfolding as resource to accomplish their needs as evidence when Aurora began to cry. On Day 27, during the Check-In is when another aspect of what it meant to be a member of the Small Group became visible, which was when Jane and Shelby came to Aurora's aide by demystifying how they accomplished the assignment and the Supervisor did not intervene nor assist in the way that Jane and Shelby were doing.

Although it may appear that the Supervisor was not part of this assisting Aurora, in fact he had been assisting all along by having provided the interactional space and multiple opportunities for learning what it could mean to become a professional from Day 1 up to Day 27. His role and the role of his discourse became visible when he pivoted (Larson, 1995) the interaction of Aurora's crisis, back to the whole Group where Ray then made visible the role of hearer as active learner. This support made it possible for the teachers-in-preparation to grapple with the intense requirements of the MSTEP as well as the intense professional issues that are inherent to teaching and learning.

What was made visible in this analysis is a shift in the moment that shows teachers-in-preparation drawing on each other as

resources, but it also shows how they came to grapple with the nature of what are often times institutional assignments whose articulation to the professional lives of teachers has not been clearly made as logical and immediately applicable to them. In other words, the assignment's underlying principles were not readily interpretable beyond procedural display, which led to a frame clash. The Teachers-in-preparation actively, as professionals, delved into the disjuncture that this frame clash made visible and resolved it moving the state of being of the Small Group and the MSTEP from crisis, to a rich point, and then to stabilizing it.

As this latter shows, the teachers-in-preparation demonstrated the ability to move themselves from crisis to resolution by exploring the possibilities by assisting each other. They were making visible their lived experiences with regard to the technology proficiencies and interacting with them as resources.

The discursive role of pivot was critical in this instance on the part of the Supervisor, as well as on the part of the teachers-in-preparation to bring into perspective the situated nature of constructing what counts as completing the technology proficiencies. When Ray shared, he demonstrated, as a consequence of the Supervisor's meta-discursive pivot, that he too was aware and had understood what had just happened between Aura and the Teachers-

in-preparation. He also made visible the notion of conceptualizing struggles as actions by wanting to “jump in.”

Furthermore, an aspect of standardized measures by an institution that positioned students to be held individually accountable, often times amounts to accomplishment that is nothing more than a procedural display (Bloome & Theodorou, 1988) to prove that they completed the assignment. The Teachers-in-preparation experienced another form of disjuncture, or frame clash, as Agar puts it, when Aurora made visible that she was unable to complete the assignment. Through questioning and support on their part, the teachers-in-preparation made visible that the technology assignment could be improvised, and in doing so they delved into the interactional space of viewing this crisis as rich point to be examined (Agar, 1994).

A practice that this interaction confirmed was, like on Day 15 with Aurora and Jane, that the teachers-in-preparation are not novices awaiting induction into the real world of teaching (Lippincott, 1999), but they were jointly constructing complex and sophisticated professional abilities by listening, supporting, questioning and assisting each other as they navigated together through institutional bureaucracies. I want to reiterate that these complex and sophisticated professional abilities can be traced back across time within the

consequentially progressing evolution of the Small Group, with their genesis localized on Day 1.

This practice of making visible the lived experiences of professionals and interacting with them first appeared in the ethnographic data record on Day 1 when the Supervisor made references to former Teachers-in-preparation with whom he found the Check-In to be very helpful in providing a space to be heard without interruptions. It was clear that on Day 27, what would have been interpreted as an interruption on Day 1, was now viewed by the Small Group members as acting as teachers assisting each other. The next case example, in Section Three, examines the roles of the Supervisor and Teachers-in-preparation as they reflected across their entire MSTEP year this time in order to prepare for completing their credential portfolio, another institutional requirement. I will examine another disjuncture that arose and was made visible in the interactions between two professionals, the Supervisor and Jane, where dual views on what constituted professional work are in conflict. This disjuncture in what constituted professional views can assist us as we consider the consequences for how a credential program inscribes privileging the individual in its requirements for credentialing. Further, it brings into question what are the standards that really count and whose are they?

### Section Three

#### Programmatic Work

In examining the sub-event of the Programmatic Work on Day 27, a telling case (Mitchell, 1984) presents itself that further illuminates the Teachers-in-preparation as competent developing professionals within the collective of the Small Group yet in tension with the Supervisor who still, on Day 27 provided particular views of and held particular demands for what it meant to be constructing an MSTEP credential portfolio and what kind of professional this kind of work represents.

Immediately following the Check-In, the Supervisor oriented the Small Group members to the part of the agenda where they would begin discussing the outline of what to include in the introductory overview of their credential portfolio. The credential portfolio, as discussed in Chapter 4, is one of the major assessment processes that the MSTEP has adopted whereby each individual candidate must demonstrate competence in each of the six California Standards for the Teaching Profession (CSTP). On this day, the Teachers-in-preparation brought their credential portfolio work to date.

At 9:15 the Supervisor asked Jane to enact her role of "official writer," a role he had asked her earlier that morning to fill when the time came in the Small Group to write on the board ideas members

would offer. The analysis I will conduct here makes visible what was shaped, and how, when the Supervisor and the Teachers-in-preparation framed their discussion on what were the “opportunities for learning” that they had across their preparation year, and what they “took up.”

The following text box contains excerpts from the transcript of when the Supervisor was transitioning the members from the Check-In onto the discussion on the credential portfolio.

Supervisor:

196. I want to spend a small bit of time  
197. on the narratives  
198. and what I want to spend most of the time  
199. is on the introductory page  
200. and what I want to have  
201. a result of that conversation  
202. that you have a skeleton  
203. for what you’re going to put together  
204. for your portfolio

The Supervisor divided the amount of time and purposes for how the group members will use that time. He told the teachers-in-preparation that a result of a conversation that they have will be a skeleton, or an outline, for what they will include on the introductory page of the credential portfolio. He was beginning to formulate a question by grounding the potential question in the context of the discussion about

the credential portfolio. He was in the process of setting the parameters for what would take place.

Supervisor:

- 215. ok
- 216. um regarding the narratives
- 217. does anyone have
- 218. any questions
- 219. and if so
- 220. can
- 221. anyone help out
- 222. if you've already worked through those parts
- 223. on the narratives

The Supervisor narrowed the potential kinds of questions to be asked to pertain to the narratives; he also asked that if members have already worked on the parts to which potential questions were asked, then that person could help other persons seeking the answer. Here the Supervisor was eliciting a jointly constructed approach to the writing of the narratives. That he asked them to assist each other, which parallels the teachers-in-preparation earlier actions on the technology proficiencies. Jane was the first to respond:

Jane:

224. I have a question  
225. I've been having a problem  
226. of trying to  
227. uh  
228. how that narrative has shown my growth  
229. and still do that for four narratives  
230. and then  
231. still do my philosophy of education  
232. based on whatever standard

Jane identified a problem with writing how the narratives show her growth over time, then add her philosophy of education. In this piece, she actually began to formulate a problem that comes to the fore after Shelby responded by beginning to make visible that she had already

Shelby:

233. Mine are all like three pages

finished putting her credential portfolio together. Jane then continues to formulate her question while holding up a pink piece of 11" x 8 1/2" paper that the MSTEP program coordinator had given all the

Jane:

234. and can I just trust what this says  
235. that it's two or three sentences on top of that?

supervisors to distribute to their respective Teachers-in-preparation as a guideline for how to complete the credential portfolio. The Supervisor immediately asked:

Supervisor:

234. Where does it say that?

Jane held up the pink paper and said "right here." The Supervisor asked Jane to show him and then told her that did not make sense because the written narrative and analysis discussions for each of the artifacts that they include per six CSTP will be about a page long. Shelby then responded by telling everyone that she accomplished finishing the credential portfolio in a particular way. She proceeded to show through example, an alternative to what Jane was citing.

Shelby:

236. I did it this way  
237. I made it a reflection  
238. and I also wrote a narrative [per artifact analysis]

Shelby proceeded by reading aloud one of her artifact analysis where she described how she was able to show her growth as a professional over time by contrasting two lessons she had taught across both

placements that would demonstrate her growth over the year and over two distinct placements in the area of language arts.

She was referring to a lesson on descriptive writing that she had done in the context of her first placement, when she had worked with Ms. Davison in a 6<sup>th</sup> grade classroom. Early in the fall, I as the Supervisor, I observed this particular lesson, my fieldnotes indicate its purpose was to demonstrate simple and elaborate descriptions in writing. She had selected an excerpt from J.K. Rowling's Harry Potter and the Chamber of Secrets and read it aloud to the students in two ways. One way was a paraphrased version void of description. The second version was the text as J.K. Rowling had written it. Shelby had had a lesson objective to have her students listen to the way a writer can add to her or his repertoire of writing fiction by using elaborate and purposeful descriptions. She then included that she had written into her narrative a context for when this first example lesson took

Shelby:

239. and I said it lasted about 40 minutes  
240. and I taught it whole class  
241. and that was a 6<sup>th</sup> grade class  
242. is that right?

place. She then asked the Supervisor, "is that right?" He said "Yeah." Shelby had assumed the cultural practice of pivot (Larson, 1995) and diffused for the entire group both the content, but also the

methodology, for how she completed her situated version of the credential portfolio.

What happened next is the focus of this analysis. The Supervisor drew on what Shelby had just said as a material resource in order to theorize into being (Green & Dixon, 1993) a rationale that challenged the MSTEP coordinator's guidelines that Jane was citing. Recall that it was also Jane, on Day 15, who had challenged the demographic profile, and it was the Supervisor, along with Aurora and Shelby, who had theorized its professional purpose challenging her claim that Franklin was a monoculture.

The ethnographic data records indicate that, over time, Jane had a disposition for making visible that there were often times a discrepancy between what was officially published on papers that the MSTEP instructors and coordinator gave them as the assignment requirements, and, what the Supervisor was asking them to do with those assignments. This example typifies the procedural display, that once again is made visible, that the MSTEP positions the Teachers-in-preparation to adopt. Therefore the Supervisor's role becomes critical to navigating (Frake, 1977) the teachers-in-preparation through the MSTEP year all the while offering a particular view of what it means to be a professional. Consider what the Supervisor said next:

**Supervisor:**

- 245. by the context
- 246. generally
- 247. the date
- 248. that's when it took place
- 249. and a rationale for
- 250. why you chose this artifact

He drew again on the material example that Shelby had given in order to theorize and provide a rationale for why it is important to consider the time and context what their artifact analysis will represent. He then grounded what he said in the context of what a professional teacher needs to do. Here the Supervisor was asserting an alternative view to the view that Jane had made visible when citing the institutional view of the MSTEP. Where Jane was hoping for an easier way to complete the assignment, the Supervisor had another way in mind.

In lines 266 to 267, he argued that it did not make sense to think that two to three sentences per artifact analysis would be sufficient in order to examine the artifact in relation to other artifacts and then have that be sufficient in order to write a narrative that describes the teachers'-in-preparation growth over time. On line 268 he began to assert what he began to say above by elaborating. He said that an analysis of the data must take place, and that it was from this data analysis that the teachers-in-preparation can speak to show their growth over time as evidenced in those artifacts (lines 270-274).

Supervisor:

- 263. in other words
- 264. you have to do an analysis
- 265. the analysis of those artifacts
- 266. really is a reflection that you
- 267. ascribe to them
- 268. and then when you do your narrative
- 269. of those artifacts
- 270. that's when you
- 271. basically speak of um
- 272. growth over time
- 273. as evidenced in those artifacts
- 274. that you chose
- 45. that's pretty much the way it happens

He then finished by saying that each teacher-in-preparation needs to choose where "to do the bulk of work." He is claiming that work must be done either way. He then offered two distinct places in the written credential portfolio document where this work could take place. He said it could take place in each of the artifacts themselves, because "logically to do an analysis/ on each of those artifacts/or/ are you going to do the bulk of the work with the narratives." He then appeals for reason when he said, "because if you're going to do the bulk of the work with the narratives/you're going to have a narrative/ that's like ten pages long." Either way, whether it was per artifact, or an overall description in form of a larger narrative, an analysis would have to take place. He then finished by saying, "in other words, that narrative is a synthesis of the analysis of what those artifacts are."

This was followed by a large collective sigh on the part of the Teachers-in-preparation that sound like “ahhhhh.” This verbal outburst suggest that the members had had a collective epiphany as they came to realize the Supervisor’s expectations of what constituted a satisfactory credential portfolio.

Shelby then entered the interaction by saying the following:

Shelby:

- 299. It’s just like the
- 300. each one of the narratives
- 301. I have like a little paragraph for each one of my artifacts
- 302. where that’s it
- 303. just like one paragraph for each artifact
- 304. so for instance
- 305. my narrative on standard one is two and a half pages
- 306. and um I went to my first harry potter
- 307. then I go on to my second artifact
- 308. then my third, my fourth
- 309. and then at the end [of this standard]
- 310. I did the next steps and questions
- 311. those were the last two paragraphs
- 312. and I kind of said
- 313. this is my first artifact
- 314. it shows that
- 315. you know my first attempt
- 316. it was weak, or whatever
- 317. and then at the end
- 318. I say this is my
- 319. last artifact it shows my strongest piece
- 320. where it shows my growth over time

Shelby then provided example after example of how she went about organizing her credential portfolio. In her description, she clearly indicates that she had to write many paragraphs to describe

each artifact, and then at the end of the particular standard she was addressing, she included a synthesis where she discussed her growth over time. This interactional vocalized co-construction of what a credential portfolio could look like was facilitated by both Jane citing the basic MSTEP requirements that made visible a rich point that made visible the disjuncture between UCSB program's, as evidenced on the pink guideline sheet, and the Supervisor's differing view of what constituted as professional work. The Supervisor drew on what Shelby was offering as material data to make the point that first, a lot of writing will take place, and second that this writing will include an analytic examination of their professional artifacts in juxtaposition to the unfolding MSTEP year as a whole.

The Supervisor, using the discursive strategy of pivot, then drew attention to what was happening in the moment by taking a meta-discursive view in order to bring in the other listening Teachers-in-preparation. He said:

Supervisor:

320. the other thing too  
321. if you're sitting there wondering  
322. oh I didn't do it that way  
323. or that's a good idea  
324. or um, I've never thought about it that way  
325. that's the point

He acknowledged the implicated hearers (Bahktin, 1986) and made visible that the point of the discussion that is unfolding is to provide alternatives to what Jane was citing with the pink guideline sheet. He then provided them with a way to think about this process of putting together the credential portfolio. He told them that what they will be engaging in is making visible their logic in use

Supervisor:

- 236. you are going to demonstrate
- 237. your particular logic in use
- 238. how it is
- 239. that you came to understand this
- 240. that's pretty much what you're going to do

for how they came to understand their growth over time as evidenced in the artifacts. He does not back down, and the fact that Shelby did the work and put forth the extra effort provided the Supervisor with more material evidence for what is possible in terms of a credential portfolio. He made a reference to the act of communicating in a collective, their understandings of how they are growing as professionals, "that's pretty much what you're going to do." He was pivoting the situated argument at hand, to the outside potential future world where the Teachers-in-preparation would need to learn how to argue their logic.

In the following text box he challenges the single view that what Jane had cited represented by providing evidence that was present in and through the interactions of the Small Group members across the past few meetings.

Supervisor:

243. the past few Small Group meetings  
244. we've had conversations about it  
245. because I realized that some guidance  
246. is better than no guidance at all  
247. and I think the more we talk about it  
248. the more you show each other the ways that  
249. the particular ways that you're doing it  
250. the more informed you're going to be in  
terms  
251. of what's possible  
252. but there is no one way  
253. it's not designed to be that way

He claims that the more opportunities they have for learning many ways of doing their professional work of articulating their learning and teaching, the more informed they will be. He ends by saying, "it's [the assessment component of the credential portfolio] not designed to be that way." The Supervisor's practice of making visible that it is through experience that they will become particular kinds of professionals is consistent with what he said on Day 15 that the school placements and working with diverse populations will influence whether teachers-in-preparation will develop a culturally diverse pedagogy.

The Supervisor made an intertextual reference to a time and space of which the current Teachers-in-preparation had no knowledge.<sup>1</sup> He then further unraveled the text in which they are embedded and simultaneously shaping by making a reference to the MSTEP coordinator who was a colleague of his and the MSTEP as a whole. His tone is not angry, but rather he sounded frustrated about the fact that he was having to articulate a hidden history to the teachers-in-preparation that had consequences for the professional conversation they were currently having. The following text box contains the Supervisor's critique:

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<sup>1</sup> The Supervisor, the MSTEP coordinator and assorted other cooperating teachers, the then director of the TEP, had met years earlier to craft how the CSTP would not drive the MSTEP curriculum, but rather how to articulate a theory and practice-based program where candidates articulated a deeper understanding of their professional growth in relationship to what the California Standards for the Teaching Profession indicated a professional ought to know and be able to do.

Supervisor:

265. and I think that Sadie (pseudonym) doesn't understand it  
266. and the credential program itself  
267. doesn't fully understand  
268. this assessment process  
269. well enough to say  
270. this part is messy  
271. this part is really good  
272. all these kind of things  
273. in other words  
274. I think in my opinion  
275. this is although  
276. the strongest part of this program  
277. in comparison to other programs  
278. cause other programs don't even  
279. have assessments like this  
280. it's still the weakest part  
281. of the program  
282. in other words we don't know enough about it  
283. so I think how you do it  
284. and how we talk about it in the Small Group Seminar  
285. is what's going to make it happen  
286. it's not going to happen any other way

The Supervisor provided a critique about the assessment component of the MSTEP. In doing so publicly in the company of the teachers-in-preparation in this Small Group, he was acknowledging that they were grappling with professional issues that he too had been aware of since he has been affiliated with the UCSB program. He added to the collective discussion an element that made visible that people are the decision makers of the policies that are affecting the construction of the CSTP credential portfolio.

He was making an intertextual leap to the past and in order to show the teachers-in-preparation that decisions that were made even before they arrived have consequences for what they can experience. He was engaging here, in what I am calling an actively unraveling part of their historicity, several generations earlier, in order to make it visible to the Teachers-in-preparation how they fit in place and time within this larger text called MSTEP. He did offer, however, that it is within the Small Group Seminar, as evidenced by Shelby teaching them an alternative way to complete the credential portfolio, where a situated view of what those MSTEP assignments can mean, and what they can look like, takes place.

Immediately after the Supervisor concluded speaking, Stephanie commented on how she was constructing her credential portfolio.

Stephie:

254. I did it with what I learned first  
255. where I went to from there  
256. I had an intro paragraph  
257. so then I wrote about one artifact  
258. and related it to the other one to show  
259. my growth over time

Stephie who had not said a word up to this point began to describe the method she had used in order to begin putting together her narratives for each of her CTSP domains. Like Ray demonstrated earlier when Jane and Shelby had assisted Aurora, Stephanie too had been hearing

and understanding the discursive interactions that were unfolding before her as a material resource on which to draw to make sense of the work she too had completed thus far. And like with the instance with Ray, it was the Supervisor who pivoted (Larson, 1995) between the conversation with Shelby and Jane, by recontextualizing to the whole group as a collective.

In doing so, Stephe demonstrated through her talk that she moved from hearer to being an interlocutor (Larson, 1995) in the conversation about the CTSP portfolio. The talk as text to be read (Fairclough, 1992) was being interpreted by Stephe, as she vocalized above, in the moment as a way to begin to discuss how she too had begun to assemble her credential portfolio. Jane then enters the conversation again by referring to the pink sheet of paper that she had cited earlier. This time however, she implicates the authority behind that pink sheet of paper. She asks if the form was a creation of the coordinator.

Jane:

260. OK, is this pink form Sadie's?  
261. I don't know if you talk to her  
262. but

Supervisor:

263. It's Sadie's  
264. but she doesn't listen to me  
265. everyone would say  
266. that we're very critical of this process  
267. it's too loose and too crazy

The Supervisor acknowledged that it was from her, then proceeded to tell the group that Sadie does not listen to him.<sup>2</sup> Shelby then said, "maybe it's a typo" referring to the unrealistic expectation of a two to three sentence analysis in the credential portfolio. As she did earlier, she was appealing to the possibility that it must be a typographical error. The Supervisor then acknowledged that it was not in fact a typographical error, and that often times when one is removed from the direct experiences of teaching and Supervising, that it can be easy

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<sup>2</sup> The ethnographic data record indicates, and I recall on many occasions, that during 2000-2001 academic year, when I was the Supervisor, having had many conversations with the MSTEP coordinator on the very subject of how we assess the T.I.P.'s and how we and they represent their growth was a problematic feature that we needed to address as a program. I had noticed that the rhetoric of the MSTEP was positioning them to assess their growth over time via their CSTP credential portfolios, when they had been given little opportunities to understand the conceptual framework necessary in order to take an over time perspective at one's developing practice.

to assume that two to three sentences will suffice for an analytic description.

He continued to acknowledge that many teachers-in-preparation do not take this very important aspect of their year seriously and end up creating something shallow and forced. In doing so he was making visible the situated nature of the Small Group Seminar and the practices that are jointly constructed within them. He was explaining and making visible the possibilities and informing the group of consequences of not acting professionally. He mentioned that when people are told it will be easy then they are being set up for a false expectation.

Jane commented that being set up to believe it would be easier than it actually ends up being was not fair.

|         |      |  |
|---------|------|--|
| Jane:   |      |  |
|         | 269. | it's just not fair                         |
| Shelby: |      |  |
|         | 270. | wait, Jane, did you get the one page sheet |
|         | 271. | that Ralph [the Supervisor] gave us?       |
| Jane:   |      |  |
|         | 272. | yeah                                       |
| Shelby: |      |  |
|         | 273. | oh   |

Again, Shelby appeals to reason, and rightfully so because she made visible an important feature of Small Group membership. She asked Jane if she got the one page sheet that the Supervisor had given them that explained his alternative way to begin the process of putting the credential portfolio together.<sup>3</sup> By asking Jane if she had gotten the form from the Supervisor, again, Shelby was appealing to reason. She implied that there must have been a mistake and perhaps Jane just did not get the sheet, even though she had been present during the preceding Small Group Seminars, because here she was questioning the process they were using to create the portfolio.

Shelby made visible an implied agreement that all Teachers-in-preparation had made, with the exception of Jane, to follow the Supervisor's guidance. When Jane told Shelby that she in fact had the sheet, Shelby said, "oh" and stopped talking. I am claiming that her logic of inquiry to figure out that Jane had been mistaken was unconfirmed. She realized Jane had known all along the Supervisor's requirements and demands for completing the credential portfolio,

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<sup>3</sup> Fieldnotes indicate that the Supervisor, as he too mentioned at the beginning of discussing the narratives, had begun to prepare the T.I.P.'s for an alternative way to complete their credential portfolios where they would contrast examples of artifacts across time in order to demonstrate their growth. In fact, data records indicate that the two previous Small Group meetings had been in part dedicated to organizing their artifacts on a time line as a way to organize and represent the progression of their growth over time.

and that she did not want to follow that route of extra work. It would have been easier to follow the pink sheet's guidelines since the credential portfolio was due the following week and was among many large assignments that the teachers-in-preparation needed to complete in order to finish their program.

After this interchange, the group members proceeded to discuss the components they might consider as opportunities for learning and to learn. Prior to fully entering this part of the conversation, the Supervisor made public the following:

Supervisor:

274. whoever  
275. ever  
276. told you that learning  
277. is fun  
278. is joyous  
279. *all* of the time  
280. it's not true  
281. I mean there are some times  
282. when learning is really fun  
283. and there are some times  
284. that powerful learning  
285. happens as a result of a lot of struggle  
286. and that's true too

As the Supervisor theorized how learning from struggles can be powerful, he was beginning to make visible a set of guiding principles in order to contextualize for the Teachers-in-preparation the nature of the conversation they were having. He acknowledged that somewhere, teachers-in-preparation, and I argue that people in general, got a

message that learning must be fun all of the time. He provided another alternative that claimed that sometime powerful learning is a result of a struggle. He continued with the following:

Supervisor:

287. And I think in some ways  
288. and I'll take ownership of it  
289. it probably seems a little bit harder  
290. because I'm making it harder  
291. and I'm not saying you'll thank me for it  
292. I'm just saying I'll feel better  
293. if  
294. I  
295. I feel better when I know  
296. that there is a level of scholarship involved

The Supervisor made visible to the collective that he was responsible for the work being harder and that he is not expected to be thanked for it. He did make clear that he believed that there should be a level of scholarship to the work teachers are able to produce that goes beyond a personal opinion, and is grounded in analysis of data. He then used rather forceful language when he described how he perceived other Teachers-in-preparation often times accomplish completing the credential portfolio. He then brought the rationale for why he expected more from them and that the minimum is not a choice for him. He proceeded to tell them that their teaching careers and that "our professions" are dependent on how well teachers can do things, but also on well they can analyze what they are doing and articulate it to others. Again he was constructing a metaphorical window to the

outside professional world, in order for the teachers-in-preparation to see the potential consequences of their Small Group decisions and actions in their future careers.

Supervisor:

301. by saying
302. just pulling it out of your butt
303. and it doesn't work for me
304. and it doesn't work for me
305. and I'll just say it now
306. your teaching career
307. and
308. our professions
309. really in some ways are dependent
310. on how well you can do things
311. but also how well you're able
312. to do an analysis and articulate it to others
313. not just your personal opinion
314. because that just doesn't fly in the face of anything
315. as teachers you have to be able to give a defense
316. ok, now let's go to the introductory page

In the above text box, the Supervisor presented a view of being a professional that meant knowing how to teach, but also knowing how to articulate to others what it was that they understand. He told them that a personal opinion just would not suffice for the kind of professionals they plan to become. He was orienting them, very bluntly, yet articulately to what it meant to do professional work.

He was also orienting them to their future, to next year and beyond. There was a tension here that he was navigating. They were still graduate students, yet they were transitioning to becoming professionals and beginning their professional teaching careers. He

was treating them like professionals who indeed could struggle and learn (Franquiz, 1999), yet he still held authority as Supervisor to make sure that they would complete a portfolio that was worthy of what it meant to be a particular kind of professional. He was broadening the zone of proximal development (Vygotsky, 1978) to now incorporate struggling with professional issues regarding their very preparation as teachers. He was also putting into the collective space as a potential material resource a reformulated (Vygotsky, 1978) iteration of what it meant to be a professional at this stage in their development.

Again, the Supervisor and Shelby acted as repairers of the perceived hole, or conflict, that Jane made visible. Shelby, by sharing her examples of the work she had already completed for the credential portfolio, too was providing to the collective another possibility. The Supervisor drew on Shelby for what she and her work represented, while making intertextual references to MSTEP decisions that had been made long before these Teachers-in-preparation ever came onto the scene.

They were all engaging in a dialogue that was qualitatively different from the dialogues that were evidenced in the data record on Day 1 and Day 15. On Day 27, the Supervisor had begun to initiate them, by virtue of the complex issues discussed on the nature of

becoming a particular kind of professional, to take a backwards glance (Bateson, 1990) at their preparation year.

In another sense, I argue, they were using the discursive strategy of pivot and concept of intertextuality in new and reformulated ways. They were pivoting from within the moment, intertextually, across time and space to the past. They were diffusing their understanding within the moment, by gazing backward to look in new ways. Although looking back at where they had come from and what they had learned was evidenced in the ethnographic data record up to this point, the purpose for looking back was to begin to understand their transformations from student to teachers-in-preparation and then to professional. I argue that this can explain why the Supervisor was frustrated with Jane wanting to follow the programmatic minimal requirements. At this stage in their development, as evidenced by the content and purpose of the conversation, he was positioning them to think of themselves as teachers who must now be able to argue to the outside world what they can do grounded in evidence, even if it meant writing more than just two to three sentences.

Table 6.4 represents a range from domain analysis of the parameters for the logistical features that were discussed on Day 27 for the CSPT credential portfolio. In the conversation that took place that

day it was never explicitly addressed exactly how many pages the CSTP narratives had to be; however as discussed earlier it had to be

Table 6.4 Domain Analysis of Logistical Parameters for the CSTP Introduction and Artifact Narratives That Occurred in by the Small Group on Day 27

| <b>Logistical Organizational Features</b>  |
|--|
| <b>I. More than 2 to 3 sentences</b>   |
| <b>II. An examination and analysis must be done</b>  |
| <b>III. Must contain an Introduction</b>   |
| <b>IV. Must list Opportunities for Learning that they had</b>  |
| <b>V. Must discuss the Opportunities they Took Up</b>  |
| <b>VI. Each artifact must have a date, time and context ascribed to it</b>   |
| <b>VII. Showing growth over time by grounding it in evidence of the artifacts themselves</b>   |
| <b>VIII. As a teacher entering the field, what are the implications for what you have learned and their next steps as they enter their careers</b> |

more than two to three sentences long. Each CSTP domain narrative needed to include an examination of the artifacts. There had to be an introduction to the CSTP credential portfolio that included the opportunities for learning that were afforded the teachers-in-preparation across their MSTEP year as well as a discussion of which ones they took up. Each artifact had to be contextualized by identifying the time and context during which it was created. Through

the analyses of the artifacts, professional growth needed to be shown across time. Lastly, each introduction needed to include their thoughts on themselves as teachers and what aspects of what they learned are they considering as they think about their upcoming first year in the field.

Table 6.5 represents a range from the domain analysis for the parameters of the content to be discussed in the CSTP credential portfolio. The content in the discussion was focused on the literal opportunities for learning that the Teachers-in-preparation had across their preparation year. What members discussed and listed on the chalkboard Day 27 in the Franklin lounge ranged from aspects of the entire MSTEP year, e.g., methods classes, to the formal M.Ed. process. The dimensions of opportunities for learning within the MSTEP year included the Small Group Seminar, under which group members listed four different elements.

Table 6.5 Domain Analysis of Parameters for Opportunities for Learning Discussed in Preparation to Write the CSTP Introduction Afforded on Day 27

|   |
|---|
| <b>Potential Opportunities for Learning Topics for CSTP Portfolio Introduction Discussed on Day 27</b>      |
| <b>I. MSTEP Program as a Whole</b>  |
| <b>A. Serena’s Language Arts Class</b>  |
| <b>B. Friday Whole Group Seminars</b>   |
| <b>C. Ethnography Class</b>   |
| 1. Making classroom maps  |
| 2. Taking neighborhood walks  |
| 3. Triangulating perspectives   |
| 4. Ethnography made sense because of the Small Group  |
| 5. home visits, students in relationship to their home lives  |
| 6. Took public assumption that Franklin’s children and  |
|   |
| <b>II. Small Group Seminar Meetings</b>   |
| <b>A. Learned how to conduct Class Meetings in Small Group</b>  |
| <b>B. Making Moon Journals and Other Journals</b>   |
| <b>C. Taking action based on your learning</b>  |
| 1. Curriculum development   |
| 2. Students’ treatment of each other  |
| <b>D. Collaboration</b>   |
| 1. Growing professionally   |
| 2. Dyads  |
| 3. Assisting each other   |
| 4. Conversing   |
| 5. Collegial Coaching   |
|   |
| <b>III. Being placed at Franklin Elementary School</b>  |
| <b>A. The Cooperating Teacher</b>   |
| <b>B. Students in their placements</b>  |
| <b>C. Students’ Families</b>  |
| <b>D. The Franklin Community</b>  |
| <b>E. Learning about cultural diversity</b>   |
|   |
| <b>IV. A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</b> |
|   |
| <b>V. The Master’s in Education process</b>   |

Elements within the Small Group Seminar included learning how to conduct a class meeting, making Moon Journals, taking

informed action on what they learn and collaborating with each other. They then broke down these elements to include qualifying attributes. Some of the attributes included growing professionally, assisting each other, developing curriculum and mitigating the way students treat each other.

Examination of the ethnographic data record for Day 27 revealed that within the framing discourse, all members contributed to the co-constructing of each interactional space. How opportunities for learning (Tuyay, Jennings & Dixon, 1995) were shaped by both the Supervisor and the teachers-in-preparation on the nature of knowledge required for completing programmatic requirements were situationally and discursively constructed (Anderson-Levitt, 2000; Santa Barbara Classroom Discourse Group, 1992a & b, Fairclough, 1992).

The focus of the programmatic work was actual language of “opportunities for learning” and its definition as spoken by the Supervisor to explain the experiences the teachers-in-preparation were afforded across the year. In this case example, this was accomplished only after defining what counted as professional work when putting the credential portfolio together. The next, and last, set of analyses will focus on the credential portfolios as cultural artifacts of beginning professionals. It will examine the credential portfolios for individual

take up of the opportunities for learning that were afforded on Day 27's framing discourse and the range of opportunities for learning that the Group members identified as potential topics for their credential portfolios.

#### Section Four

Examining the Individual Developing Professionals within The Developing Professional Collective: Becoming Professional Educators

This analysis is of the textual material artifacts that the teachers-in-preparation constructed following the Small Group Seminar in the Franklin lounge on Day 27. Day 27 was the last day that the Small Group Seminar met formally that year. The analyses were guided by the following question: *What opportunities for learning were taken up by the Teachers-in-preparation and what view of a professional is inscribed in their professional work?*

I limited my analysis to the introductions of the credential portfolios. I did not examine how the teachers-in-preparation wrote about their artifacts in relation to each of the CSTP because I did not want the analysis to focus on the standards. The analysis focuses rather on the consequences of Day 27's Small Group discussion, as opportunities for learning, that were previously discussed and what

was constructed in the written introductions. Analysis of this section is presented in three parts.

First, I examined the introductions to the credential portfolios that they wrote in order to identify the opportunities for learning that teachers-in-preparation took up with regard to what should be included in their introductions as discussed on Day 27. Recall that in the preceding analysis, in Section Three, the Supervisor challenged Jane's challenge of his initial intent to have them produce a credential portfolio that did not appear to follow the official MSTEP guideline that indicated each narrative should include two to three sentences per analysis.

Second, I examined which of the opportunities for learning they referenced in the discussion did they self identify as having taken up. I am explored what the teachers-in-preparation inscribed in their written texts and what view of professional work and being a professional they are representing. Thus, Part I examines the opportunities for learning that the teachers-in-preparation discussed on Day 27 and which ones they inscribed as opportunities for learning in their introductions. I examined the opportunities for learning that the teachers-in-preparation inscribed that they took up and used that were afforded them during their preparation year.

Third, I examined the introductions for evidence of shifts in authoritative stance in professional identities. Paralleling the discourse analysis of the Supervisor's framing discourse on Day 27 and of the teachers-in-preparation demonstrating shifts in the kinds of professionals they have become, I examined their written textual artifacts for occurrences of any such shifts.

### Part One

#### Examining the Introductions: Referencing Opportunities for Learning

A macro examination of the introductions revealed, first that every teacher-in-preparation did indeed write an introduction as well as lengthy narratives per each CSTP standard. All Teachers-in-preparation wrote more than two to three sentences per within each of the six CSTP.

Table 6.6 represents a domain analysis of the range of opportunities for learning that teachers-in-preparation actually explicitly referenced in their introductions. Opportunities for learning domains referenced by the teachers-in-preparation ranged to included four of the five domains discussed on Day 27 (the Master's in Education Process, the fifth domain identified on Day 27, was not referred to in teachers-in-preparation introductions). There were four additional features identified in their actual introductions (see

italicized features in Table 6.6). They are: one reference was made to the MSTEP science and procedures course, 7 references were made to the Supervisor, two were made to the CLAD and ESL courses. A new domain was featured across all 5 teachers-in-preparation' introductions: 5 references were made to viewing the struggles they experienced that year as an opportunity for learning (e.g., from Ray: "to accepting even my lowest points of my performance as a student and student teacher as opportunities for learning").

Table 6.6 Domain Analysis of Range of Features Identified by Teachers-in-Preparation in Credential Portfolio Introduction as Opportunities for Learning and Quantity of Instances in Which They are Referred by all T.I.P. as a Collective

| No <sup>o</sup> | Opportunities for Learning Inscribed in the CSTP Introductions  | Quantities of Instances Referred | Instances Referred in Intro. | Total per domain |
|-----------------|---|----------------------------------|------------------------------|------------------|
| 1               | <b>I. MSTEP Program as a Whole</b>  | 4                                | 5%                           | 21 or 25%        |
| 2               | Serena's Language Arts Class  | 1                                | 1%                           |                  |
| 3               | Friday Whole-Group Seminars   | 1                                | 1%                           |                  |
| 4               | The Ethnography Class   | 12                               | 15%                          |                  |
| 5               | CLAD and ESL (Cross Cultural Language and Academic Development/ English as a Second Language) course        | 2                                | 2%                           |                  |
| 6               | Science Methods Class   | 1                                | 1%                           |                  |
| 7               | <b>II. Small Group Seminar</b>  | 6                                | 7%                           | 30 or 37%        |
| 8               | Learned how to Conduct Class Meetings in Small Group  | 4                                | 5%                           |                  |
| 9               | Making Moon Journals and other Journals   | 4                                | 5%                           |                  |
| 10              | Taking Informed Action  | 3                                | 4%                           |                  |
| 11              | Small Group Seminar Peers   | 5                                | 7%                           |                  |
| 12              | Collegial Coaching  | 1                                | 1%                           |                  |
| 13              | <i>The Supervisor</i>   | 7                                | 9%                           |                  |
| 14              | <b>III. Being placed at Franklin School</b>   | 5                                | 6%                           |                  |
| 15              | The Cooperating Teacher   | 4                                | 5%                           |                  |
| 16              | Students in their placements  | 4                                | 5%                           |                  |
| 17              | Students' Families  | 4                                | 5%                           |                  |
| 18              | The Franklin Community  | 5                                | 6%                           |                  |
| 19              | <b>IV. A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</b> | 4                                | 5%                           | 4 or 5%          |
| 20              | <b>V. Struggles as Opportunities for Learning</b>   | 5                                | 6%                           | 5 or 6%          |
|                 | <b>TOTAL Number of Instances Referred</b>   | 82                               | 100%                         |                  |

There were a total of 20 features which were organized into a total of five domains. Within each domain, there were specific examples of how each teacher-in-preparation inscribed an opportunity for learning that qualified the five domains identified. Table 6.7 also represents the instances each of the domains referred to as a category either all to itself and also each time the domain itself was referenced with a specific example for a total of 82 examples given.

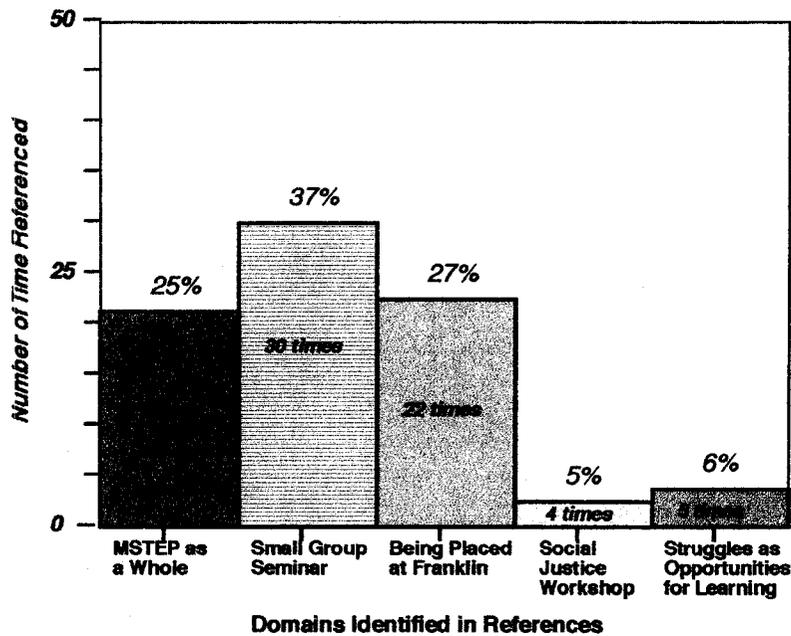
The three top features of the opportunities for learning that were referred to the most by teachers-in-preparation were their ED 394 Interactional Classroom Ethnography course (12 times or 15%), the next was the Supervisor (7 times or 9%) and then the Small Group seminar (6 times or 7%). When viewed from a broader angle of vision, as domains, we see a more distributed amount of times and percentages the opportunities for learning are referenced. Figure 6.3 represents the quantity and percentages that each domain that was identified as an opportunity for learning was referenced. This visual representation dramatically illustrates how dramatic the amount of times each domain was referenced. The Small Group was the feature identified with the most occurrences at 37%. The second was the Being Placed at Franklin at 27%, followed by The MSTEP Program as a Whole at 25%. The Social Justice Art and Writing Workshop was referred to 5% of time. This workshop was offered to the entire MSTEP

teachers-in-preparation. It was offered as a series of three meetings that would take place across a 60-day time span. Although all teachers-in-preparation were invited to attend, only 2 teachers-in-preparation that were not the 5 from Franklin attended, for a total of 7. I could have included this feature within the Small Group domain, as it was introduced to the Small Group by the Supervisor, however since it was also an extra workshop offered to the entire MSTEP, it got its own category.

Struggles as Opportunities was referred to 6% of the time. This piece, although significant, appears quite small. However, when this aspect as an opportunity for learning is compared to the MSTEP Friday Whole-Group Seminars that were only referenced once we can begin to see the level of significance it had for the teachers-in-preparation. The Friday Whole-Group seminars were required and as discussed in Chapter 3, offered a large range of topics on professional issues. As evidenced in Aurora's transformation in Chapter 4 on Day 15, in the Supervisor's discursive framing in Chapter 5 on the Day 1 and in the Supervisor's reference to powerful learning resulting from struggling on Day 27, the perception that learning from struggling is a principle of practice referred to as an opportunity is significant and constant across all 3 days analyzed.

When Ray, who did not speak much in the context of the whole Small Group space, wrote about accepting the lowest moments as opportunities for learning in his introduction, he demonstrated having had the opportunity offered by the Supervisor, and in turn by his peers, in the Small Group. A pictorial view as indicated in Figure 6.3, of the five major domains the teachers'-in-preparation references created, shows a distribution of percentages of the total citations (82) made.

**Figure 6.3 Opportunities for Learning Inscribed across Domains Identified**



MSTEP as a whole was referred to 21 times or 25% of the time; the Small Group was referred to 30 times or 37% of the time; Being placed

at Franklin 22 times or 27%; the Social Justice Art and Writing Workshop 4 times or 5%; and Struggles as Opportunities for Learning 5 times or 6%. Table 6.6 represents the most significant opportunities for learning that the teachers-in-preparation cited as the ethnography class 12 times or 15%; the Supervisor 7 times or 9%; the Small Group 6 times or 7%; and being placed at Franklin 5 times or 6%. Although the ethnographic data records indicate that the ED 394 Interactional Classroom Ethnography course was significant, examination of this course itself is not within the scope of this study. That they cited it the most times, does indeed suggest that it was a resource for them and they drew on in multiple and differential ways, and the experiences that they cited within this resource indicated a range of resources which they took up that they are ascribing to this course. For example, Shelby wrote:

*“Additionally, the ethnography class played a key role in introducing me to the Franklin community beyond the school gates. The neighborhood walk I conducted laid the foundation for me to conduct home visits which produced more important insight into the lives of my students.”*

Also, in the fieldnotes taken by Jane and Stephie for Day 27's discussion as well as those taken by me, as the researcher, references

were made that described the Small Group as a place where the ethnography class held importance. Stephe wrote:

*“authentic learning = occurred in small group”*

The data record also shows that the fact that the Supervisor was the instructor for ED 394 and that he himself uses an ethnographic perspective when observing and teaching the teachers-in-preparation that these elements greatly influenced what got talked about, over time, in the Small Group Seminar. Again, the role of Supervisor discourse and the principles that guide his everyday professional practice served as resources (Yeager, 2003) for what the teachers-in-preparation would later inscribe in their written introductions.

I then contrasted the findings of the opportunities for learning that the teachers-in-preparation cited in their written introductions with the ones that were explicitly discussed and written on the chalkboard on Day 27. Table 6.7 represents the contrast of what was afforded within the parameters on Day 27 and what the teachers-in-preparation actually wrote in their introductions. Of the 5 domains identified as opportunities for learning that were afforded on Day 27, all 5 were referenced in the introductions. Of the 24 specific examples within those 5 domains discussed on Day 27, 22 were cited in the

introductions that were written. This examination also shows that there were 4 additional opportunities for learning that the teachers-in-preparation referenced in their introductions that were not discussed on Day 27. All teachers-in-preparation as a collective took up differentially the opportunities for learning topics that were talked into being on Day 27. Every one of them reformulated and re-situated the general topics of the opportunities for learning with examples from their personal and collective experiences within the MSTEP.

**Table 6.7 Contrasting Parameters of Opportunities for Learning Afforded On Day 27 with Opportunities for Learning inscribed in Teachers'-in-Preparation Introductions**

| <b>Potential Opportunities for Learning Topics for CSTP Portfolio Introduction Discussed on Day 27</b>      | <b>Evidenced in their CSTP Introductions</b> |
|---|--|
| <b>I. MSTEP Program as a Whole</b>  | X  |
| <b>A. Serena's Language Arts Class</b>  | X  |
| <b>B. Friday Whole Group Seminars</b>   | X  |
| <b>C. Ethnography Class</b>   | X  |
| <b>1. Making classroom maps</b>   | X  |
| <b>2. Taking neighborhood walks</b>   | X  |
| <b>3. Triangulating perspectives</b>  | X  |
| <b>4. Ethnography made sense because of the Small Group</b>   | X  |
| <b>5. home visits, students in relationship to their home lives</b>   | X  |
| <b>6. Challenged public assumption that Franklin's community is illiterate</b>                              |  |
| <b>II. Small Group Seminar Meetings</b>   | X  |
| <b>A. Learned how to conduct Class Meetings in Small Group</b>  | X  |
| <b>B. Making Moon Journals and Other Journals</b>   | X  |
| <b>C. Taking action based on your learning</b>  | X  |
| <b>1. Curriculum development</b>  | X  |
| <b>2. Students' treatment of each other</b>   | X  |
| <b>D. Collaboration</b>   | X  |
| <b>1. Growing professionally</b>  | X  |
| <b>2. Dyads</b>   | X  |
| <b>3. Assisting each other</b>  | X  |
| <b>4. Conversing</b>  | X  |
| <b>5. Collegial Coaching</b>  | X  |
| <b>III. Being placed at Franklin Elementary School</b>  | X  |
| <b>A. The Cooperating Teacher</b>   | X  |
| <b>B. Students in their placements</b>  | X  |
| <b>C. Students' Families</b>  | X  |
| <b>D. The Franklin Community</b>  | X  |
| <b>E. Learning about cultural diversity</b>   | X  |
| <b>IV. A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</b> | X  |
| <b>V. The Master's in Education process</b>   |  |

The teachers-in-preparation were not repeating identical words used by the Supervisor, but rather they were demonstrating a level of internalization and reformulation (Vygotsky, 1978) of these concepts and ways of acting and being as professionals that the Supervisor and the larger MSTEP had afforded them. The majority of their citations directly referenced the discussion that took place on Day 27, however those four additional references made to opportunities for learning that were not discussed on Day 27 indicate they took individual agency to draw on more than what had been discussed on that particular day. That they worked within the parameters laid forth on Day 27, and also went beyond them with regard to making additional intertextual references to opportunities for learning, exemplifies the individual agency that each teachers-in-preparation had as a navigator of her/his MSTEP experiences. This practice also exemplifies the reformulated utterances (Bakhtin, 1986/1935) of the Supervisor, which in their collective resources sense evolved into a particular set of discursive practices that the teachers-in-preparation took up and were now drawing on as professional resources.

After examining the quantity of references to opportunities for learning that the teachers-in-preparation as individuals inscribed in their introductions (see Table 6.8), I found that there was differential take up in terms of which opportunities each teachers-in-preparation

referenced. The domain analysis of all references made as opportunities for learning in Table 6.8 show that Shelby and Jane each made 20 references, whereas Stephe made 15 and Ray made 15. Jane made the least number of references for a total of 11. Table 6.8 provides a numerical representation of the differential ways in which each teacher-in-preparation chose to inscribe some opportunities for learning and not others. These findings exemplify that as individuals within the collective of the Small Group, each teacher-in-preparation still had the volition of individual choice (Fairclough, 1992) of choosing all, none, some, or a hybrid among them. In addition to the four additional intertextual (Floriani, 1993) references made, the majority of similarities that teachers'-in-preparation references shared indicates an underlying feature of opportunities for learning which they all took up, which establishes their membership to this particular Small Group. All members cited the ethnography class, being placed at Franklin, the Small Group Seminar, themselves as peers,

Table 6.8 Domain Analysis: Quantity of Instances Each Teacher in Preparation and Total Percentage of Participants' References to Opportunities for Learning

KEY: A = Shelby; B = Stephe; C = Ray; D = Jane; E = Aurora

| Opportunity for Learning that is Written in the Text   | A  | B  | C  | D  | E  | % of Collective References |
|--|----|----|----|----|----|----------------------------|
| <i>MSTEP Program as a Whole</i>  | 1  | —  | 1  | —  | —  | 40%                        |
| Friday Whole-Group Seminars  | —  | —  | —  | —  | 1  | 20%                        |
| Serena's Language Arts Class   | —  | —  | —  | —  | 1  | 20%                        |
| The Ethnography Class  | 4  | 3  | 2  | 1  | 2  | 100%                       |
| Science Methods Class  | —  | —  | 1  | —  | —  | 20%                        |
| MSTEP Teaching Methods Class   | 1  | —  | 1  | —  | —  | 20%                        |
| <i>Small Group Seminar</i>   | 1  | 1  | 1  | 1  | 2  | 100%                       |
| Learned how to Conduct Class Meetings in Small Group   | 1  | 1  | —  | 1  | 1  | 80%                        |
| Taking Informed Action   | 1  | 1  | —  | —  | 1  | 60%                        |
| Making Moon Journals and other Journals  | 1  | 1  | —  | 1  | 1  | 80%                        |
| Small Group Seminar Peers  | 1  | 1  | 1  | 1  | 1  | 100%                       |
| The Supervisor   | 2  | 1  | 1  | 1  | 2  | 100%                       |
| Collegial Coaching   | —  | —  | 1  | —  | —  | 20%                        |
| <i>Being placed at Franklin Elementary School</i>  | 1  | 1  | 1  | 1  | 1  | 100%                       |
| The Cooperating Teacher  | 1  | 1  | 1  | —  | 1  | 80%                        |
| Students in their placements   | 1  | 1  | 1  | —  | 1  | 80%                        |
| Students' Families   | 1  | 1  | 1  | —  | 1  | 80%                        |
| The Franklin Community   | 1  | 1  | 1  | 1  | 1  | 100%                       |
| <i>A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</i>    | 1  | 1  | —  | 1  | 1  | 80%                        |
| <i>CLAD and ESL (Cross Cultural Language and Academic Development/English as a Second Language) course</i> | —  | —  | —  | 1  | 1  | 40%                        |
| <i>Struggles as Opportunities for Learning</i>   | 1  | 1  | 1  | 1  | 1  | 100%                       |
| TOTAL Number of Instances Referred by T.I.P.   | 20 | 16 | 15 | 11 | 20 |                            |

the Supervisor, the Franklin community and viewing struggles as opportunities for learning. These 5 salient elements of the 20 identified in their introductions shows that the Teachers-in-preparation were drawing on the sum of their individual and shared experiences within the history of the Small Group Seminar and across it to the larger MSTEP experiences. This time however, as repeatedly shown by the consequences for the Supervisor's framing discourse, the framing discourse of Day 27, as well as the opportunities for learning that they identified, made present and talked into being are immediately referenced in their written texts. The majority of references per domain identified as opportunities they took up are within the Small Group Seminar. A total of 30 references were made to the Small Group Seminar, which is 37% of the total references cited. As evidenced in their introductions, it is clear that for these Teachers-in-preparation that the Small Group Seminar as a whole within the Whole of their MSTEP year held the most significance for where opportunities for learning were afforded. The following analysis briefly examines the opportunities for learning, which the Teachers-in-preparation explicitly identified as the ones they took up during their preparation year.

## Part Two:

### Examining the Opportunities for Learning that Teachers-in-Preparation Identified they Took Up as Evidenced in Their Introductions

Examination of the introductions revealed that all Opportunities for Learning that the teachers-in-preparation wrote were afforded to them, as discussed above, were also inscribed as taken up and used by them across the year. Table 6.9 represents the opportunities for learning that they identified were afforded to them on the left column. On the right column I placed an "X" next to the opportunity for learning that were evidenced by the teachers-in-preparation as a collective in their introductions. Every one of the opportunities for learning that they wrote were afforded to them were also referenced as being taken up by them during the preparation year. These findings show that among the range of opportunities for learning that the Small Group discussed as potentials on Day 27, most but not all were actually identified as opportunities for learning in their introductions. Of the opportunities for learning that they actually identified in their writing, all were referenced as being taken up and used.

**Table 6.9 Contrasting Teachers'-in-Preparation Referenced Opportunities for Learning with The Opportunities they Inscribed that They Wrote They Took Up**

| <b>Opportunities for Learning T.I.P.'s Identified They Were Afforded</b>                                   | <b>Opportunities for Learning T.I.P.'s Wrote that They Took Up</b> |
|--|--|
| <u>MSTEP Program as a Whole</u>  | X  |
| Friday Whole-Group Seminars  | X  |
| Serena's Language Arts Class   | X  |
| The Ethnography Class  | X  |
| Science Methods Class  | X  |
| MSTEP Teaching Methods Class   | X  |
|  |  |
| <u>Small Group Seminar</u>   | X  |
| Learned how to Conduct Class Meetings in Small Group   | X  |
| Taking Informed Action   | X  |
| Making Moon Journals and other Journals  | X  |
| Small Group Seminar Peers  | X  |
| The Supervisor   | X  |
| Collegial Coaching   | X  |
|  |  |
| <u>Being Placed at Franklin Elementary School</u>  | X  |
| The Cooperating Teacher  | X  |
| Students in their placements   | X  |
| Students' Families   | X  |
| The Franklin Community   | X  |
|  |  |
| <u>A Social Justice Art and Writing Workshop put on by Beth Yeager, Norah Bierer and The Supervisor</u>    | X  |
|  |  |
| <u>CLAD and ESL (Cross Cultural Language and Academic Development/English as a Second Language) course</u> | X  |
|  |  |
| <u>Struggles as Opportunities for Learning</u>   | X  |
|  |  |
|  |  |

During this examination, an unexpected finding was revealed that shows there were instances when all five Teachers-in-preparation made references to their upcoming first year teaching while they were discussing how they took up the opportunities for learning afforded them. For example Shelby wrote:

“a teacher must create an environment conducive to learning and celebrating the class as a community, but also as individual parts to a whole.”

This excerpt directly follows her discussion of how the ED 394 Interactional Classroom Ethnography course helped her to see the school in relationship to the larger community in which it is situated.

Another example comes from Stephanie:

“...take into account the total sum of possibilities I can consider to best the diverse needs of all students. Finally, an educator must be a continual learner. She must always reflect on her teaching practice and be able to learn from every experience that she has. It is what I do with these qualities that makes a difference in the lives of children.”

Both of these examples illustrate how each teachers-in-preparation is positioning herself/himself toward their future as professionals. They are inscribing into their written texts particular abilities they possess in their repertoire of resources. The majority of these resources were related directly to the Small Group Seminar and to having been placed at Franklin as a teachers-in-preparation another resource was the MSTEP as a whole. Therefore, the Small Group Seminar, is the

resource most cited among all other resources, both as a resource in general in terms of how it was cited, but specifically in terms of the elements that were unfolded within its history across time. The fact that the Supervisor and teachers-in-preparation on Day 27 engaged in particular discursive markers of “opportunities for learning” and “learning from struggle” already privileged opportunities for learning and particular principles of practice that got talked about in the context of the Small Group. Therefore, the role of the Supervisor in particular his discursive framing and theorizing, have come to hold great significance for the kinds of professionals these Teachers-in-preparation demonstrated they are becoming in their CSTP introductions. How the Supervisor navigated (Frake, 1977) through pivoting (Larson, 1995) within a conversation between him and a particular teachers-in-preparation to diffusing the content of their interaction to the collective of the Small Group is an in situ example that parallels his meta discursive practices when he pivoted the topic of credential portfolios assessment to the larger whole of the MSTEP. As a consequence, the role of meta discourse (e.g., making intertextual and intercontextual references through pivots) was evidenced in the Small Group members’ discursive choices on Day 27 as well as in the CSTP introductions. How the opportunities for learning to become particular kinds of teachers get shaped in the Small Group are as

significant as how the opportunities to learn (to take them up) are a manifestation of the Supervisor's and Teachers-in-preparation interactions as evidenced in their discursive choices. How the opportunities for learning shaped what was potentially (Wink & Putney, 2002) there to be read and learned was also the focus of this examination. The following, and last, analysis examines evidence in the introductions for how teachers-in-preparation view their role as professional educators and what such a professional ought to know and be able to do.

### Part Three

#### Examining the Role of Emerging Professional Discourse as Evidenced in The CSTP Introductions

Examination of the parts of the introduction that were discussed on Day 27 that the Supervisor expected to be included, *what they as professional educators ought to know and be able to do*, was part of what he Supervisor named “next steps.” This analysis revealed a range of practices and knowledge(s) that Teachers-in-preparation inscribed they ought to know and be able to do. Ethnographic data records show that on Day 27, what to include in the ending part of their introductions was planned by the Supervisor as a space in their documents where they would identify their opportunities for learning and the ones they took up. This closing part to the introduction was a way for the Teachers-in-preparation to comment on the relationship between their preparation year and entering their first year teaching as professional educators. After examining the next steps in their introductions, I organized the range of knowledges and practices they cited in Table 6.10 by ascribing to each teachers-in-preparation both the knowledge(s) they say they possess and the practices they know how to use. There was a broad range of

Table 6.10 Next Steps: What a Professional Educator Ought to Know and be Able to Do

| T.I.P. | Knowledges Cited  | Practices Cited   | Principles of Practice   |
|--------|---|---|--|
| Shelby | <p>Understand issues of social justice and understand that she can promote the creation of a socially just classroom.</p> <p>Understands she must teach students to be active in their roles not passively believing all the information presented to them.</p> <p>Understands the CSTP are a structure, but it is she who has to understand how to provide students with the "highest quality of education."</p> <p>Understands she can conquer her fears.</p> | <p>Understands how to view a classroom as a community and how to establish this from the first days of school.</p> <p>Will walk her neighborhood and do home visits with families.</p> <p>She knows how to develop lessons that are ongoing that lead students to develop into critical thinkers.</p> <p>She will pursue assessing students as an on-going process that is related to what they are learning.</p> | <p><b>Teachers' decisions contribute to the creation of a socially just classroom.</b></p> <p><b>Students must learn to be activists and not passively letting things happen around them.</b></p> <p><b>A classroom is community within a school community, which is located in the larger community of the neighborhood and this must be accessed by a teacher in order for her to be informed. It will assist her in developing the learning opportunities she offers her students.</b></p> <p><b>CSTP is not what drives teacher decision-making, but it is a way of structuring what a teacher must know how to develop in her practice.</b></p> <p><b>Teachers can learn to overcome their fears and areas of perceived weaknesses.</b></p> <p><b>Teaching and assessment are on-</b></p> |

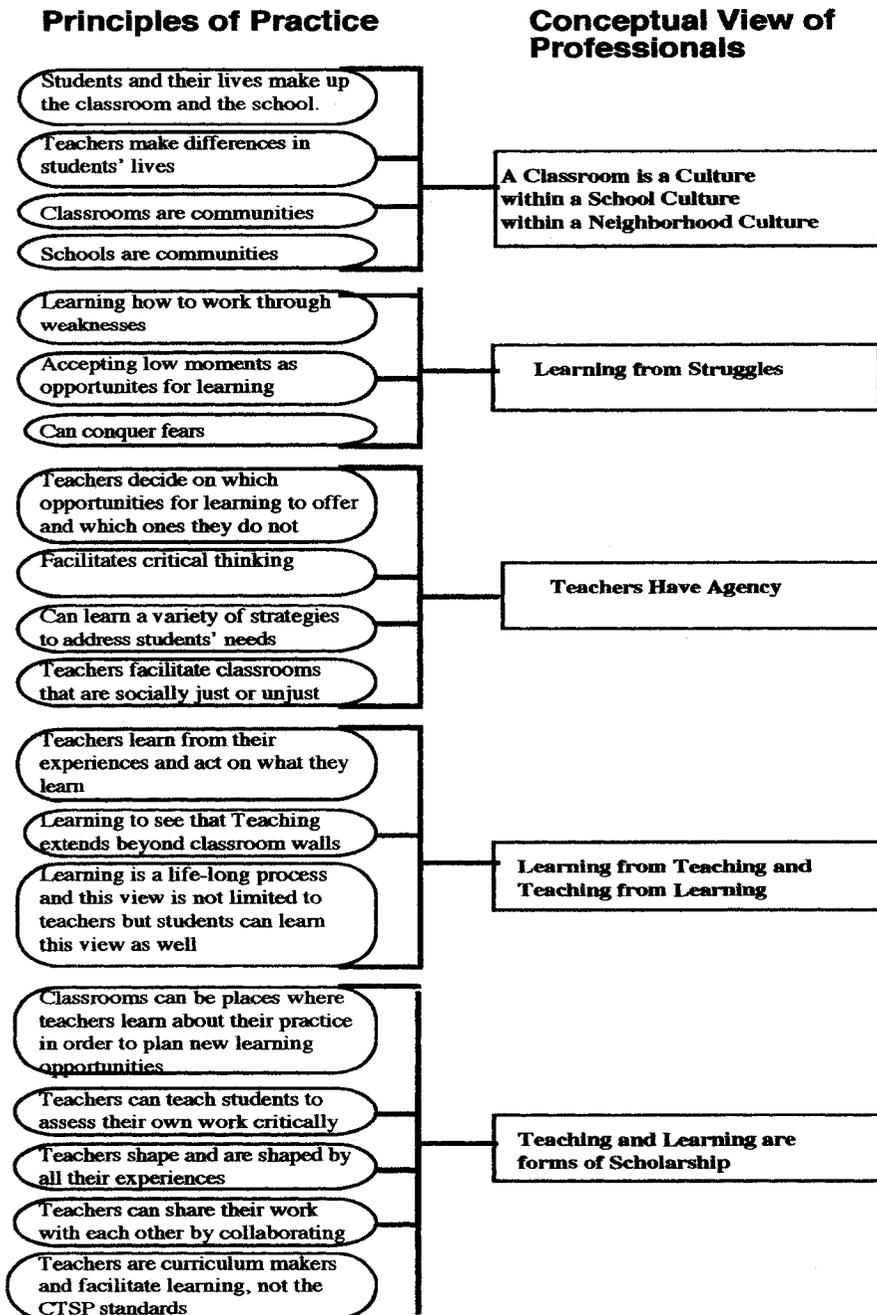
|                |  |   |  |
|----------------|--|---|--|
| <p>Aurora</p>  | <p>Understand that learning is a life-long process of growing. Understands that this view of learning can be provided as an opportunity for learning to her students.</p> <p>As a teacher she must always grow and believes she must pursue opportunities to grow professionally.</p> <p>Knows she can believe in herself as being a successful teacher.</p> <p>Understands that teacher must know they can be willing to play multiple roles (wear "multiple hats")</p> <p>Her classroom will be a place where students, colleagues and parents feel free to enter and be valued.</p> | <p>Will establish from the beginning of the year that all students can be contributing members of the classroom community and within their own communities outside of school.</p> <p>Can help to establish a community where students can develop into critical thinkers.</p> | <p><b>going and not discrete pieces.</b></p> <p><b>Learning is life-long and this view can be learned by students. This also applies to a teacher who must pursue learning opportunities too.</b></p> <p><b>Classroom norms are established in the first days.</b></p> <p><b>She facilitates the creation of a community of critical thinkers.</b></p> <p><b>Teachers play multiple roles.</b></p> <p><b>Values working with people that extend beyond the students in the classroom such as parents and other colleagues.</b></p> |
| <p>Stephie</p> | <p>She came to understand that a school has a culture and students and their lives make it up.</p> <p>Came to understand that her</p>  | <p>Can use different teaching strategies to afford students opportunities to learn.</p> <p>Will continue to pursue how she can facilitate providing</p>   | <p><b>Schools have cultures and students make it up.</b></p> <p><b>Teachers can learn a variety of strategies and know when to use them.</b></p>   |

|      |  |  |   |
|------|--|--|---|
|      | <p>weaknesses in teaching are sources for growth.</p> <p>Understands that an educator must “know her stuff.”</p> <p>She understands how she is must constantly learn from her experiences and act on them. This is the only way she can make differences in students’ lives.</p>   | <p>opportunities for learning that support multiple ways of learning and understanding.</p> <p>Will continue to use dialogue journals with her students.</p> <p>Understands she needs to use the multiple resources available within the larger community in which her school is situated.</p> | <p><b>Teachers must have a wide breadth of knowledge.</b></p> <p><b>She can learn from her weaknesses in order to grown. She must constantly learn from her experiences and act on them.</b></p>  |
| Jane | <p>Every experience shapes the teachers way of understanding.</p> <p>Understands that opportunities for learning are endless, and she has control over which ones she provides and how she does that.</p> <p>Understands that if she’s going to be a good teacher, then she must teach students with a purpose that extends beyond the subject or content at hand.</p> <p>Understands that as a teacher she can make differences in students’ lives.</p> | <p>Will introduce and use classroom meetings.</p> <p>Will introduce and use Moon Journals and other forms of journal making and art to facilitate writing.</p>   | <p><b>Teachers are shaped by their experiences and shape them.</b></p> <p><b>She will use a variety of strategies and foci to teach her students.</b></p> <p><b>A teacher has agency in the opportunities for learning that she affords her students.</b></p> <p><b>Teaching and learning extends beyond the classroom.</b></p> |
| Ray  | <p>Even the lowest moment is an opportunity for learning.</p>  | <p>Knows how to create lessons that are “hands-on.”</p>  | <p><b>The lowest moments can be viewed as opportunities for</b></p>   |

|  |  |  |   |
|--|--|--|---|
|  | <p>Understands that his classroom is a community that can be viewed a laboratory for learning about himself as a teacher.</p> <p>Understands that teaching must address students' needs while maintaining a high level of integrity and scholarship.</p> | <p>Has grown to know how to organize a classroom and students interactions with each other that promote respect.</p> | <p><b>learning.</b></p> <p><b>Classrooms can be viewed as places where teachers learn about their practices.</b></p> <p><b>Teaching must address diverse students' needs while maintaining integrity and scholarship.</b></p> |
|--|--|--|---|

professional knowledge(s) mentioned. There is a differential referencing of knowledge(s). All Teachers-in-preparation cited that their classrooms or schools are kinds of communities that are made up by individuals. Every teacher-in-preparation also mentioned that they are the decision makers that can make differences in students' lives. Every teacher-in-preparation cited that they have weakness, fears or low moments that can be overcome because they view these low moments as opportunities for learning. Figure 6.4 is a domain analysis of the principles of practice (Mehan, 1978; Santa Barbara Classroom Discourse Group, 1995) identified in the analysis of the next steps part of the introductions. Figure 6.4 represents the principles of practice identified and represented in Table 6.10. Upon sorting the principles of practice by their most common attributes, five domains were identified of which these principles of practice are attributes. I chose to name these five domains 'Conceptual View of Professional' because upon closer examination, these are views, conceptual in nature, that undergird the principles of practice that the Teachers-in-preparation inscribed in their written texts. In the preceding analysis, Part II, an unexpected emerging finding was discussed. It was discovered earlier that while the Teachers-in-preparation discussed which opportunities for learning they actually

Figure 6.4 Domain Analysis of Principles of Practice



took up, they also made intertextual references to their future careers as teachers. I am claiming that within this assignment, and based on the opportunities for learning made available on Day 27 by the Supervisor as he framed this CSTP introduction, he was simultaneously positioning them to begin writing about their preparation year in light of the imminent onset of their professional careers.

Data records show that every teacher-in-preparation had already been hired by school districts across central and southern California: in Oxnard (Shelby); San Fernando Valley (Aurora); Long Beach (Stephie); Santa Paula (Ray); and in the Pacific Northwest: in Portland, Oregon (Jane). It is also important to note that for Day 27 there is no evidence showing that the Supervisor explicitly framed any qualifying examples of what to include in the next steps part of the introduction.<sup>4</sup> Therefore, by conceptualizing these five domains as conceptual views of the Teachers-in-preparation in relation to entering their new careers as new professionals, what they inscribed was not solely in relationship to being a graduate student in the MSTEP. There

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<sup>4</sup> The ethnographic data record shows that group members did not discuss the specifics of what to include in the next steps, however, the data record shows that during the preceding Small Group, Day 26, the supervisor told the T.I.P.'s that they were now professionals and needed to include in their next steps what they as professionals know and are able to do as consequences of their experiences during their preparation year.

are references, among all teachers'-in-preparation introductions, to the future and what they know and plan to do. One conceptual view is that classrooms are cultures. This finding confirms the significant influence that they each wrote their ED 394 Interactional Classroom Ethnography course had on them across the preparation year. Now, however, the consequences for having had such opportunities are cited in the implicated actions in their future steps.

Learning from Struggles is a domain that encompasses the principles identified from their knowledge(s) and practices cited in their next steps. There is an acknowledgement in the very existence of this domain of a feature not evident in the official rhetoric of the CSTP, and that is that learning is hard and often times is a consequence of a struggle. I say this here because upon review of the CSTP and MSTEP written language of how to demonstrate growth over time as evidenced in the credential portfolio assessments, a conceptualization of the nature of struggles in the development of professionals is not fully articulated. And it is through the Supervisor's experience of this assessment process that both the CSTP and MSTEP position the individuals to display, sometimes procedurally and never fully or deeply as evidenced in the technology proficiencies, that a professional is always successful and that being a professional is a static state of having arrived, as opposed to always arriving and understanding.

Upon further examination of the documents regarding assessment, a view that acknowledges the nature of struggle as a place for transformation (Franquiz, 1999) is not privileged simply by its absence. What is implied however, in showing growth over time is what constituted overcoming any such struggles in order to have met a level of CSTP of competency. From this perspective, success is a state at which each teacher-in-preparation is positioned to have arrived in order to have completed the MSTEP program satisfactorily. However, as was the case for these Small Group members, success was a collective and situated journey as evidenced in their teaching one another, and the spaces for struggling (Franquiz, 1999) out of which one and all emerged as successful is also referenced.

This view that struggling with complex issues is part of what a professional does was afforded to the Small Group by the Supervisor, and in and through the interactions where they struggled as individuals and as a collective in many iterations of *Nepántla* as evidenced across these analyses. There were physical spaces that have been identified as having provided the physicality for such transformations to occur in the moment. And as a result of having examined all three days across the Small Group's year, the metaphorical space that is the Small Group, and the interactional (Heras, 1993) spaces were always present in evolving and reshaped

and reshaping ways, across all three days despite the difference in physical venue. Across time, in and through their interactions, have discursively constructed a version of what Franquiz' calls *Nepántla*. By day 27 and as evidenced in the introductions, all Teachers-in-preparation have emerged transformed from the beginning teachers-in-preparation they were on Day 1, into beginning professionals that they were on Day 27.

Teachers have agency. When the teachers-in-preparation identified that they have a large role in deciding what gets taught to students and how it is taught they exemplified a conceptual understanding on their part that professional educators have a broad base of resources (Yeager, 2003; Ivanic, 1994; Fairclough, 1992) from which to choose. Their statements also made clear their understandings that although the professional educators have a broad knowledge of their repertoires, they are always choosing ones over others. This sense of conceptualizing one's ability to affect conscious change has powerful implications for how these Teachers-in-preparation have come to view the political role of a teacher.

One teacher-in-preparation, Stephie, identified that the ethnographic focus that they took up was a result of this focus being important to the Supervisor and as a consequence it was always present and being made present and used in the Small Group, suggests

that teachers-in-preparation can understand that they had ethnographic views and that these views accommodated a particular understanding and awareness that they were being shaped by, and simultaneously shaping, the opportunities he afforded them.

The ethnographic data record shows that during their first day in the MSTEP, August 28 2000, the MSTEP coordinator and the former director of the Gevirtz Graduate School of Education Teacher Preparation Program addressed the MSTEP candidates as a whole group. The director informed them that this program was not solely about learning what strategies work best in order to become good teachers. He drew a distinction and relationship between learning to teach, and learning from teaching and teaching from learning. His hope, he said, was that this program's goal was to ensure that each teacher-in-preparation emerged with that core understanding in order to begin practicing.

Data records show that when the Supervisor observed the Teachers-in-preparation teaching at Franklin, he always asked them to ethnographically retell chronologically and descriptively what unfolded during their observed lesson. He asked them to write all this on the left hand side of the "Post-Observation Reflection Form" which he constructed. On the right hand side of this form, they were to interpret, question and evaluate what they saw themselves doing. On

the back-side they were to synthesize what their ethnographic data showed them about their teaching. Then, they were asked to identify certain goals they had for next time and what specific particular actions they were going to take to develop and refine those particular practices that were identified as weak or strong.

This ongoing and re-visited nature of situating how to go about learning from teaching and then teaching from learning was a guiding principle of practice for how the Supervisor taught and interacted with the Teachers-in-preparation. Therefore, that the Teachers-in-preparation inscribed this ethnographic, conceptual view in their introduction is significant. These are direct references to their post-observation reflection meetings with the Supervisor.

The practice of taking action based on what they learn is a feature that the Supervisor encouraged and expected across their time together. This feature is evidenced both in how he encouraged them to grow after each observation, but also how he encouraged them to grow with each other as evidenced in how he structured the interactional spaces in the Small Group, both planned and lived. The notion of speaking from evidence, although not directly referenced, emerges implicitly when they wrote that they must act on the knowledge they gain through reflecting on their practice. The Teachers-in-preparation did cite that taking informed action was an

opportunity for learning. Through this last analysis, it was made visible that these opportunities for learning to become particular kinds of professionals and what that constituted for the Small Group was defined and evidenced in their writing.

The last domain identified was an unexpected set of findings. It was from Ray's introduction that I borrowed the word *scholarship*.<sup>5</sup> I then was able to identify in the analysis done earlier in this chapter that on Day 27 the Supervisor did explicitly tell all group members that teaching is a form of scholarship, and as teachers they must be able to analyze, argue, defend and share their work. All Teachers-in-preparation made a reference to having a high level of integrity in how they teach and the content they cover, to affording students with opportunities to critically view and assess their learning. Shelby addressed that the CSTP is a structure with which to think and guide her decision making, but it is not the decision maker or developer of curriculum. Teachers-in-preparation inscribed a view of themselves as scholars who have developed a range of abilities that enables them to

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<sup>5</sup> Although not the focus of this study, this notion of teaching as scholarship that Ray referenced can be linked to the Supervisor's own growth as a professional, as discussed in Chapter Three. This example of learning evidenced in the written for of utterance can be traced not just to Day 27, but I argue farther back in time. It is generationally-separated reference to Dr. Patricia Stock's 1999 course on *The Scholarship of Teaching* (see Chapter Three).

enter and work within the teaching profession, but it is also a view that includes involving their students in pursuing this form of scholarship.

#### Chapter Summary:

In Chapter 6, I examined the transformational (Franquiz, 1999) nature of how the Teachers-in-preparation became particular kinds professional educators over time by examining the shifts evidenced in the moment as well as shifts evidence across all three days. This chapter's analyses revealed that across all three days, the Supervisor spoke less whereas the Teachers-in-preparation spoke more indicating the teachers-in-preparation and the Supervisor had developed a more equitable use of time

This chapter's analysis further confirmed a finding in Chapter 5 that theorized that the Teachers-in-preparation were living in discourses that they have shaped over time and which they are in turn shaping (Fairclough, 1992). On Day 27, the last day for the Small Group Seminar, we saw evidence to support the emerging view that the teachers-in-preparation were no longer drawing on their resources from across the year in order to accomplish the programmatic requirements of being a graduate student. They were also now engaging in shifting and pivoting (Larson, 1995), from the role of teacher-in-preparation to beginning professionals.

Shifts in the professional discourse of the teachers-in-preparation occurred again in order to come to the aide of a peer in crisis indicated a collective take up of the role of teacher and not just student. Furthermore, within the interactional space (Heras, 1993) of the Check-In in which this first shift was made visible, the Supervisor played a key role, too, by pivoting and diffusing the content as an opportunity for learning that the rest of the Teachers-in-preparation could access.

The discursive social construction of a space where struggles with complex ideas could occur (Franquiz, 1999), made it possible for Teachers-in-preparation to recognize the crisis of one their own as a hole in the MSTEP. I argued that this hole was collectively repaired and what constituted MSTEP was made whole again. I also argued that struggling and repairing were particular kinds of situated professional principles of practice (Mehan, 1978; Santa Barbara Classroom Discourse Group, 1995).

A significant feature that was identified, and that confirmed earlier hypothesis in Day 1 and 15, was the shifts in the discursive practices that the teachers-in-preparation took in order to teach each other, position each other, as well as appeal to reason (as in the case with Jane and Shelby). The fact that this took place and was evidenced in the analysis provides evidence to support the claim that what

constituted as professional discourse is dynamic and is jointly constructed across time. Further it supports a view that what constitutes being a professional is an evolving dynamic state of becoming professional and always in relationship to the cultural material resources that group members have available to them from which to draw. Thus, what constituted becoming a professional, or a collective of professionals, as evidenced in the analyses, are related to and reflect the very opportunities for learning that were afforded to the Teachers-in-preparation.

Another feature that this chapter's analyses made visible were the disjunctures and thus making visible the frame clashes (Agar, 1995) that Jane made visible. Jane as a new developing professional and the Supervisor as an established developing professional negotiated this disjuncture on the nature of what would constitute an introduction and analyses of their CSTP credential portfolios. The Supervisor drew on this conceptual knowledge of the MSTEP, as a member with a longer history within it, to argue into being why achieving minimal requirements do not constitute his view of a professional, nor should this be their view. He took this frame clash as a 'rich point' (Agar, 1994) and used it as an opportunity to learn as well as to teach. Thus, the Supervisor offered a particular view of what it meant to be a

professional to him that turned this disjuncture into a potential rich point (Agar, 1995) for the group to draw on as a resource.

It was through this negotiation, that the Teachers-in-preparation and the Supervisor made visible and co-constructed the opportunities for learning to be a particular kind of professional, within a collective of professionals (Souza Lima, 1995), who go beyond minimal requirements and that can also struggle with complex ideas. An examination of this micro interaction as the discursive framing of the introductions made it possible as the analyst to examine the members' written introductions for evidence of individual and collective take up of what constituted being a beginning professional educator.

This rich point was then confirmed in the analysis conducted on the written introductory narratives of the teachers-in-preparation as the framed their credential portfolios. The case was made that the framing discourse of the Supervisor, when the assignment was collectively jointly constructed in the Small Group Seminar, served as material resource on which the teachers-in-preparation drew when writing their introductions.

Furthermore, the conceptual views of what constituted being a professional and its relationships to a view that a professional is afforded opportunities for learning in her/his preparation years, were taken up as evidenced in the conceptual views that the group members

inscribed in their written texts. Thus, the direct relationship between framing oral discourse as material resource and what is consequentially written was shown to be a practice of the Small Group members.

In doing so, the intertextual (Bloome & Egan Robertson, 1993; Bloome, 1989; Bloome, 1992) and intercontextual (Floriani, 1993) nature of the active weaving, or textualizing (Bloome & Egan-Robertson, 1993) of knowledge, experiences and theories in which all participants engaged across days 1, 15 and 27, *as* principles of practice were, implicated and evidenced in five reformulated (Wink & Putney, 2002; Vygotsky, 1978) versions in the professional cultural artifacts of the introductions.

The notion of talk, or discourse, as text (Fairclough, 1992) to be read was evidenced in the occurrence of intertextual and intercontextual references to the Small Group's history. The potential professional identities (Ivanic, 1994; Yeager, 2003) that the teachers-in-preparation inscribed in their written texts were differentially present, yet shared similarities across individuals. It was shown that the Supervisor's framing discourse in how he provides parameters, and within those parameters how he theorized and explained, had consequences for the kinds of conversations that could take place on Day 27 as well as the kinds of introductions that were written. It also

became known that within the five introductions, the Teachers-in-preparation inscribed shared conceptual views of what they know and are able to do as professionals who are about to enter their careers.

By conducting macro and micro discourse analyses in relation to an analysis of the social construction of texts, evidence for the particular views of professional work that were inscribed in their discourse on Day 27 became resources for the Teachers-in-preparation for how they constructed their introductions. The inscriptions of particular professional identities (Ivanic, 1995; Yeager, 2003) as resources were consequences of the cumulative MSTEP experience, however situated within the localized and cumulative historical collective of experiences that constituted professional life in the Small Group across the preparation year.

## CHAPTER SEVEN

### DISCUSSION OF FINDINGS, IMPLICATIONS AND CONCLUDING REMARKS

#### Introduction

In this chapter, I present a discussion of the findings of this study. I do this against a backdrop that makes visible the study's contributions to understanding the discursive construction of what it meant to become a teacher-in-preparation in the Small Group Seminar. The study also contributes to the understanding the potential consequences of what was locally constructed for teachers-in-preparation in partnership program and how they mediated disjunctures and developed professional guiding principles of practice.

I discuss the consequences for developing an empirical base for examining the roles of disjunctures within the context of supervision in teacher preparation programs. From this empirical base it becomes possible to both honor and examine the everyday complexities of human activity in the context of teacher preparation by providing an alternative method of seeing what teachers-in-preparation and their Supervisor *can do* instead of limiting this complexity to the limited expressive potential of a reductionist view (Strike, 1974).

This chapter is organized in three sections. In section one, I discuss a review of the study in order to provide a context for the discussion of findings. In section two, I summarize and discuss the findings including aspects that have emerged as conceptual threads across the three analysis chapters as well as implications for future research. In section three, I discuss the implications for teacher preparation and teacher-educator/research and contributions to the field.

## Section One

### Study Overview: Context for Discussion

In this yearlong ethnographic study, I adopted a view of knowledge and life in the Small Group as socially constructed phenomena. This view was informed by work in the area of classrooms as cultures in which the role of discourse is seen as central in mediating meaning construction for and by participants (Santa Barbara Classroom Discourse Group, 1992; Green, 1983; Green & Dixon, 1993; Gee & Green, 1998). From this perspective, I was able to examine the socially and historically situated face-to-face interactions of participants and the multiple texts produced in and through those interactions.

Furthermore, informing the analytic approach of this study were the dynamic, interrelated and complementary research identities (Ivanic, 1994) available to me as both teacher-educator of the Small Group and as researcher distanced by time and space from the setting. These identities enabled me to take, from an ethnographic and interactional sociolinguistic perspective and drawing on critical discourse analysis, multiple analytical angles of vision on the data collected that had implications for the reflexive/responsive logic-in-use (Birdwhistell, 1977; Green, Dixon & Zaharlick, 2000) that guided the inquiry. My initial examination of interactional spaces as cultural constructs and questions those examinations raised, enabled me as a teacher-educator/researcher to focus my analytic lens on the discursive relationship between oral texts and how these oral texts made visible intertextual ties to larger areas of the Multiple Subject Teacher Education Program. In addition, instances of shifts in angle of vision, from teacher as participant/informant ('Teacher-Educator Knowledge') to researcher as distanced from the setting, occurred throughout the analytical process and frequently served as a way of triangulating data (Spradley, 1980).

This study had three interrelated and complementary goals. The first was to examine the ways in which opportunities for learning what it meant to be teachers-in-preparation and developing guiding

principles of practice were constructed over time within a particular Small Group Seminar setting. This involved conceptualizing the MSTEP curriculum as socially constructed drawing on the conceptual view of the institutionally adopted, planned and living curriculums. The second was to examine the relationships between oral discourse and its implications for how particular interactional spaces were locally constructed in and across which participants could struggle with complex ideas inherent to their practicum, university course work and to their Small Group Seminar. Moreover, the notion of struggling with complex ideas was conceptualized as an alternative to the notion of 'disjuncture' that the research literature identifies as one of the aspects that negatively impacts experiences of teachers-in-preparation. The relationship between oral discourse and the construction of interactional spaces across space and time became sources and resources of influence for the collective and were taken up by individuals-in-collective (Souza Lima, 1995; Vygotsky, 1978). The third goal was to examine the role of the Supervisor's discourse within the Small Group and its consequences for the particular ways that teachers-in-preparation made shifts in their authoritative stances as they became particular kinds of professionals who developed particular kinds of professional practices that were inscribed in both their oral and written texts.

## Section Two

### Discussion of Findings, Theoretical Issues Addressed, and Implications for Future Research

#### *Findings*

The overarching, posing and initiating questions, that drove the inquiry are reported here. Each question and its subset are addressed here with a discussion of the findings. This discussion is followed by a discussion on the emerging conceptual threads across all analyses.

#### *Question One:*

*How does the Supervisor's discourse shape teachers-in-preparation's interactional spaces that constitute opportunities for learning to become professional educators? What is the relationship between and among the adopted curriculum, planned curriculum and lived curriculum?*

The analysis showed that the Supervisor played an important role in a variety of ways. He was the principal initiator of particular interactional spaces for learning within and across the Small Group Seminar. It was in these interactional spaces where he and the teachers-in-preparation engaged, over time, with the complex day to day issues of field work and university work by situating them in meaningful ways that made sense to the developing understandings of the participants within the Small Group. It was shown that there were

intertextual (Bloome & Bailey, 1992) and intercontextual (Floriani, 1993) ties made by both the Supervisor and the teachers-in-preparation to course work and experiences outside of the immediate Small Group Seminar as sources of influence. Thus, the larger experiences of the MSTEP held significance in how they were referred, taken up or not by the group members.

A finding was also made visible that allowed for a reconceptualization of the notion of 'source' of influence to accommodate the ways that group members made intertextual and intercontextual ties within their history of the group. They were making ties to resources of influence in the ways they were brought various past and potential future experiences to the immediate conversations in order to teach each other. The Supervisor's meta discursive links were also shown to be both resources and influences in the way that teachers-in-preparation took up these practices. It was also shown, by Day 27, that the practice of making intertextual and intercontextual links, both intentionally and unintentionally, were principles of practice that have guided the Supervisor's work as well as the work that the teachers-in-preparation have done.

Another aspect that was a remarkable finding was the teacher-in-preparation's ability to take up the opportunities offered by the Supervisor within and across the interactional spaces of the Small

Group and reformulate them in new ways to assist each other in learning. It was also within these interactional spaces within the moment and across time that participants engaged with complex ideas inherent to their field work and university course work. It was here that an emergent view of professional work was being constructed.

*Question Two:*

*How do the interactional spaces initiated and constructed on the first day of the Small Group Seminar compare and contrast with those on Day 15 and Day 27?*

On Day 1, the notion of interactional spaces as defined by Heras (1993) was initiated by the Supervisor in particular ways. Each time, as evidenced in all three days' analyses, that a new practice or interactional space was talked into being (Green & Dixon, 1993), it was set with parameters and theorized into existence. This interactional approach to being a professional was evidenced in the way all practices were shaped on Day 1, and in how they were reshaped on Days 15 and 27. Further, the Supervisor played a principal role in how these practices got initiated, maintained, and repaired. What constituted a particular interactional space and how it could be used was also jointly constructed in the ways that the Supervisor situated and defined them with the teachers-in-preparation.

The parameters set by the Supervisor in the initiation of the interactional spaces were specific and open to being reformulated, as evidenced in the data analyses. For example, On Day 1, Aurora and Stephe demonstrated that in the initiation of the first interactional space shifts in authority could be accomplished in a matter of seconds. This shift was shown to be possible when the Supervisor himself shifted how he talked his "Check-In" piece into being. He showed through his elaborating beyond the two words to which the three previous participants had adhered, that the "Check-In" as an interactional space could be reformulated not just by him, but by the teachers-in-preparation as well. Evidence for the ongoing reformulation of interactional spaces such as the "Check-In" was identified across all three days.

As evidenced on Day 15, Aurora showed how within the interactional space of the Dyad, that she could be a teacher and make visible to Jane the transformative nature of developing as a teacher-in-preparation. This was accomplished within the parameters that the Supervisor had set, however, she reformulated those parameters as resources in order to situate the nature of growth and navigating entry to the new placement. Through this process she made visible a principle of practice particular to this group — struggling with

complex ideas and re-examining past experiences in light of new knowledge.

*Question Three:*

*What shifts in oral and written discursive choices, by Day 27, are evidenced in the ethnographic record and what are their natures, and, what view of professional work do these shifts make visible?*

The teachers-in-preparation also showed, as shown by Jane, Shelby and Aurora on Days 15 and 27, that they could challenge both the Supervisor's authority as well as the authority that MSTEP assignments represented. The interactional phenomenon of challenging on the grounds of evidence was also indicative of particular ways of acting, being and understanding that were particular to this Small Group. Whenever these moments occurred, the Supervisor did not dominate them or reassert his institutional authority, rather he navigated within the complexities of the MSTEP, pedagogical and professional issues that these challenges represented.

Other types of shifts in discursive choices included teachers-in-preparation assuming the roles of more capable professionals and teachers. In doing so, they both challenged by providing grounded professional alternatives to how they were assessed with the California Standards for the Teaching Profession credential portfolio. These shifts also made visible how in the attempt to complete the requisite

institutionally adopted assignments, not every teacher-in-preparation could accomplish them in the same ways. Thus a disjuncture in the living curriculum's expectations and the institutionally adopted curriculum was made visible.

It was shown that the disjuncture in the ways in which the institutionally adopted curriculum positioned teachers-in-preparation to develop as individual professionals were in conflict with the Small Group's collective way of doing professional work. This programmatic aspect of privileging the individual, and how this disjuncture was made visible through Aurora's crisis showed the members' cultural practices as professional practices in action. It made visible how the teachers-in-preparation repaired this perceived disjuncture, or, 'hole' and made MSTEP, by turning it into a rich point, and thus making it 'whole' again by assisting Aurora.

Thus, this frame clash also made visible an underlying principle of practice of the Small Group and that is that they perceive themselves as a collective of professionals who have particularly individual and collective situated ways of accomplishing tasks. Across all three days, the Supervisor and the participants formulated and reformulated both MSTEP and Small Group assignments within their interactional history as a group.

A particular view of professional work was constructed by the participants across their preparation year. This view of what constituted professional work was evidenced in both how the participants framed their discussion Day 27 in order to describe the opportunities for learning that were afforded them across their year. The developing of professional work also visible in how they inscribed particular views of professional work in their written credential portfolio introductions. Spoken and written discourse analyses revealed that teachers-in-preparation had inscribed a shared and differential range of the opportunities they perceived were afforded them and the ones that they took up. Analyses showed that these inscribed opportunities for learning afforded them were inscribed in their written narratives. Through domain analysis, a conceptual emic view of guiding principles of practice emerged.

It was revealed that although differentially referenced, there were shared references that the teachers-in-preparation made to resources they experienced across their preparation year. Not one reference was inscribed in exactly the same way, which exemplifies the reformulated and internalized aspect of professional practices as learned within the context of a cultural group. This analysis also showed the over time, and in the moment, nature of becoming

particular kinds of professionals, who all conceptualized struggling with complex ideas as something that they as professionals do.

## Conceptual and Theoretical Threads Crossing Analyses

Conceptual threads that emerged across all analyses include:

1. The Small Group Seminar, as a form of teacher preparation, can be viewed as an evolving, dynamic *text* on which members draw (Fairclough, 1992) in order to formulate and reformulate (Vygotsky, 1978) their experiences during the preparation year. This dynamic text is discursively and interactionally constructed by the participants of the Small Group Seminar (Bloome & Egan-Robertson, 1993).
2. The role of teacher preparation, in general, as a larger text to be read by the Supervisor and his interpretation of it as a form of literacy resource for the teachers-in-preparation is central to his and the members navigating (Frake, 1977; Spradley, 1980) the terrain of teacher preparation and their Small Group Seminar. How members socially constructed professional ways to navigate discursively through their preparation year was accomplished, and it was within these discursive interactions, that shifts in the professional roles that teachers-in-preparation develop for themselves can be localized.

3. The view of Small Group as an 'individual' within the "collective" of teacher preparation emerged (Souza Lima, 1995). Moreover, this construct parallels the roles of the individual teachers-in-preparation within the collective of the Small Group seminar. This part-to-whole and whole-to-part structural view in which Small Group members formulated and reformulated new experiences allowed for an examination of differential take up of the potential resources that initially the Supervisor, and later all participants, offered to the collective of the Small Group.
4. The kinds of opportunities for learning and to learn (Tuyay, Jennings and Dixon, 1995) that a teacher preparation program provides its candidates and how they are mediated have consequences for the kinds of teachers-in-preparation they become during the year are consequential for the potential kinds of professionals they become upon entering and throughout their career.
5. The role of disjunctures as potential places to explore, and emerged from transformed, with new ways of seeing professionally what it means to enter a new placement, complete a university assignment, or support one another was a critical interactional construct that the Supervisor

initiated and the participants took up differentially. This reconceptualization allowed for an inclusive and dynamic view of the day-to-day challenges of everyday life in the preparation program in particular and in teaching in general. What constituted a disjuncture and how to approach their mitigation and mediation emerged as locally situated across all days of analysis.

6. The spaces in which teachers-in-preparation develop professionally, e.g. school placements, university coursework and the Small Group, were cultural spaces, wherein particular ways of acting, being and perceiving are jointly constructed. Because these are cultural spaces, the opportunities for clashes in cultural expectations can be seen as a cause for the ways in which disjunctures are formulated. It is also because the ways in which group members learn to perceive disjunctures as positives are also cultural practices that are shaped within the world of the Small Group.
7. The world of the Small Group was the institutionally adopted nexus, in which it as form of *Nepántla*, (Anzuldúa, 1993; Franquíz, 1999) was jointly constructed by the Supervisor and the teachers-in-preparation. Within these transformative spaces, the Small Group reformulated each

time it met, where struggles with professional ideas as a way of how professionals act was possible.

These conceptual threads inform the ways in which the situated discursive construction of what it means to become professionals was supported by the discourse of the Supervisor. These conceptual threads also support a view that the Supervisor served as a cultural guide, making visible to the teachers-in-preparation that cultural borders exist, and then leading them across these borders. This socially situated actions of such traveling among and between these border crossings became material resources for the teachers-in-preparation.

Teachers-in-preparation often struggle as they learn to become professional educators. After all, it is not an easy career they have chosen and the everyday life of day-to-day teaching presents problems through which they must learn to navigate. Developing guiding principles of professional practice is a potential consequence of those kinds of struggles that often times require careful navigation (Frake, 1977; Spradley, 1980) through and across the everyday disjunctures inherent to living in multiple worlds. A potential consequence from these struggles can be to deeply understand the complex layers that constitute working with students from diverse backgrounds with disparately diverse needs, working and learning to collaborate with

fellow teachers-in-preparation and a Supervisor. These are all aspects of becoming professional teachers.

Because not one practicum placement, not one child, not one colleague and not one challenge are alike, a view of teacher preparation as a place for developing potential resources for future professional action has emerged as a consequence of this study. If nothing is ever identical, but rather patterns are constructed by people, that both support and constrain how they view themselves and their worlds, it can be argued that what can remain constant is the understanding that the teaching profession, and the preparation route to enter it, will always present different points of disjuncture as challenges, or opportunities for learning.

What was possible as this study has shown was that the program organized a preparation program in ways where teachers-in-preparation experienced particular kinds of opportunities for learning (Tuyay, Jennings & Dixon, 1995) to become particular kinds of professionals vis-à-vis the coursework, fieldwork and supervision that the program offers. What was possible, too, is for the Supervisor to play a critical role in guiding the teachers-in-preparation by supporting their developing conceptual and practical knowledge on a day-to-day basis. Therefore the particular opportunities for learning were locally situated and had particular consequences for the kinds of

professionals that teachers-in-preparation became and the kinds of principles of practice that they developed.

Dewey (1904) addressed a distinction between what constituted 'training' and 'practice.' Dewey's distinctions between the habitual technical nature of 'what works' in contrast to building upon these habits to become reflective thinkers of teaching, or students of teaching, *and becoming students of teaching* through teacher education are possibilities of the role a teacher preparation program facilitate. This kind of student of teaching, or, rather becoming a scholar of teaching and teaching from that scholarship is suggested in Dewey's idea that is almost a century old but is even more critical to remember in light of new teacher preparation reform. Learning to become such a scholar and teacher, and, learning to navigate (Spradley, 1980; Frake, 1977) among the complex worlds of practicum, university course work and the supervision is not easy.

Findings from this study show that the development of professionals within a program can be favorably influenced by the mitigated interactions of the university Supervisor. These interactions can often times prompt the developing professionals to look beyond their immediate understandings by developing a new way to view the situated nature of learning and of becoming particular kinds of professionals who can learn from their teaching and teach from their

learning. This underlying philosophy of MSTEP is reachable and livable, however, it requires professionals who can learn to understand its situated nature and its situated potential outcomes that ultimately implicate their roles as agents of change in education settings.

### Section Three

#### Implications for Research on Teacher Preparation

Teacher preparation and its relationship to the role of supervision has become a focus of study in the past decade. The role of disjuncture between the practicum and university has been studied as negatives. This particular view precipitated formation of Professional Development School's (PDS) and partnership approaches to teacher preparation program re-organization. Beck and Kosnick (2002) posited the university experience and field work have been historically viewed as separate experiences — two worlds living side by side with little articulation. Aligned with Darling-Hammond (1999) et al.'s (Snyder, 1994; Zeichner, 1990, 1996) perspective of PDS's and partnership approaches, Beck and Kosnick and other scholars have delved into exploring what occurs when university faculty become involved in the onsite instruction and onsite supervision. They showed that there is a positive influence on the ways in which teachers-in-preparation perceive the articulation between the practicum and the course work.

Thus, they posited that the disjunctures that have been historically attributed to the supervision aspect of teacher-in-preparation have been avoided. If this is true, then these new approaches to teacher preparation program organization offer valuable opportunities for candidates experience their preparation year as articulated and holistic. The close examination that I conducted provided an in-depth qualitative texture that to the role of supervision.

Programmatic changes to lessen disjunctures are moves evidenced in the restructuring of teacher preparation programs in the last decade. However, if we ignore *how* these programmatic changes occur, their consequences, and what the day-to-day interactions among participants can tell us, then we are only partially informed of the possibilities.

What happens as a result of these reorganization movements is one part of solving disjuncture. However, I argue that disjunctures will always be part of everyday teacher preparation life. What is possible, however is to view the disjunctures as places where teachers-in-preparation can learn guiding principles of practice.

If we are to argue why such new approaches to teacher preparation organization are successful, then a call for an empirical research base that can offer multiple case studies that explicitly paint the picture of this complex process of becoming professionals within

these new programs is necessary. Without this, we will perpetuate what some scholars (Wilson, Floden & Ferrini-Mundy, 2001) are attempting to tell us: there are only empirically-based studies on the efficacy of teacher preparation programs. If we do not develop an understanding that a theoretical language exists, as this study has accomplished, to both conceptualize and study the preparation of teachers, then what Cochran-Smith critiques in her editorials will not be an object to watch out for and prevent, but rather such changes in reform will be the status quo.

There are multiple ways to study any one phenomenon, and the preparation of teachers is no different. Wang (2000) reminds us that all institutions are value-laden. Apple (1990) reminds us what scholars of teacher preparation (Beck & Kosnick, 2002; Bullough & Gitlin, 1995; Goodlad, 1994) have already found, and that is if we do not acknowledge that teaching and researching teachings is about ideologies and agendas, then we are ignoring the fundamental nature of what goes on in classrooms at all levels. By developing a research base that is as diverse as are the diverse students and teachers, we can begin to develop a more cohesive picture of what teacher preparation looks like in the particular ethnographic sense as well as what it can look like from ethnographic composites in a more general sense.

In addition to a re-conceptualization of the role of disjuncture in teacher preparation, another major contribution that this study offers is the conceptualization and theorizing of the preparation of teachers as human cultural activity and it is a potential text to be both read, revised and re-written in the day-to-day and over all lived experiences of teachers-in-preparation. This conceptualization can directly inform how scholars and teacher-researchers can conceptualize the socialization that teacher preparation as an institution accomplishes, under what conditions, with what purposes and more critically, with what outcomes and consequences. In providing a holistic and comprehensive view of how teachers-in-preparation become teachers within their Supervisorial group, across time and spaces, has implications for how teacher preparation programs prepare its Supervisors and teacher candidates to understand their relationship to the larger historical tapestry we call teacher preparation in the local sense as well as the more macro sense.

How one localizes oneself within this text as an agent of change becomes central to this conceptual approach. How one comes to read one's preparation as potential texts to be read, and therefore acted upon and revised and re-written become potential necessary consequences for this view of the making of teachers. Cochran-Smith (2000), along with other scholars (Gándara & Maxwell-Jolly, 2000; Santa Barbara Classroom Discourse Group, 1992 a & b; Tuyay, Jennings & Dixon, 1995) argues that the opportunities for learning to become particular kinds of professionals under any particular approach to preparation ultimately have consequences for the kinds of opportunities for learning that school-age students have.

The role of the Supervisor's meta-discourse has implications for the way teacher preparation programs conceptualize professional development for their Supervisors. By conceptualizing the notion of talk and what gets talked about as a necessary aspect of professional development, we can begin to view how teachers-in-preparation develop guiding principles of practice as an interactional and discursive phenomenon. Moreover, the role of Supervisor discourse in the day-to-day interactions with the teachers-in-preparation and the nature of intertextual and intercontextual ties suggest that the Supervisor can serve as a cultural guide of teacher preparation as well

as one that can help teachers-in-preparation navigate through complex situated terrains of disjunctures.

Analyses of the data revealed that the Supervisor's understanding of the institutional expectations were critical sources of knowledge in his planning the opportunities for learning he afforded his teachers-in-preparation as evidenced across all agendas. The living curriculum visible across all three days of analysis revealed the situated and socially constructed nature of learning opportunities that were co-constructed by all participants in the Small Group. It is important to remember that these opportunities for learning were accomplished through discourse. This aspect of cultural guide who made explicit links to potential future 'landmarks' within the terrain of the potential professional experiences that the teachers-in-preparation might experience was critical in the ways the Supervisor supported their professional growth.

The central role of discourse as the mediator of socially constructed guiding principles of practice can inform the ways that a teacher preparation program provides support to Supervisors. to teachers-in-preparation so that both can understand and study their work together as well as the work they do with students. Moreover, by taking on an ethnographic approach, in order to understand the discursive relationship between teaching and learning, research done

in teacher preparation by its own members and work done on it by scholars can begin to reveal the complex nature of how guiding principles of practice are constructed across time. In doing so, as was the case in this study, the role that the Supervisor's discursive actions played served to create parameters for the teachers-in-preparation in which their professional principles of practice were both developed and supported by the Supervisor as evidenced in the moment to moment, across time, nature of discursive interactions.

This study examined the phenomenon of disjuncture by re-conceptualizing the nature of disjunctures as a potential positive, rather than a negative. The Supervisor's facilitation of how to learn to perceive disjunctures in programmatic assignments within the field experiences supported the Small Group participants' construction of a conceptual professional view that struggling with complex ideas are part of what it means to be a professional teacher. As was evidenced in their written introduction to the portfolio for meeting the California Standards for Teacher Profession credential, every participant made direct reference to learning from the experiences they have been afforded, both the 'good' ones and 'bad' ones.

From this particular view of disjunctures as opportunities for learning the "*teacher preparation program*," and in particular the roles that the Supervisor plays in locally situating what constitutes

disjunctures,, developing professionals can begin to conceptualize the disjunctures as part of the everyday work of teacher preparation experiences as well as the everyday work of professional educators in the field

### Implications for Future Research

This study allowed for an examination of a locally situated Small Group Seminar in a multiple subject, 5<sup>th</sup> year, teacher preparation program. It made visible both sources and resources of influence as evidenced in the intertextual and intercontextual ties that the participants made to their preparation program.. Examination of the interactional opportunities for learning offered to the participants in their ED 394 Interactional Classroom Ethnography course serves as a potentially rich site for further research. This course emerged as salient intertextual and intercontextual references in the written introductions of all teacher-in-preparation credential portfolios. Thus by examining this course, an analytic juxtaposition of how overlapping course work, i.e., the Small Group and ED 394, can be made and the consequences for how the teachers-in-preparation draw on these juxtapositions, or overlapping micro worlds, and with what outcomes becomes possible.

Another potential research route is the nature of delayed action that demonstrate one has learned as a teacher-in-preparation (as evidenced by Ray's interaction when Aurora was in crisis on Day 27). This phenomenon raises the question of *when is learning happening*. It is a critical question to pursue in the context of teacher preparation especially in light of the increased movements to standardize it as a profession. It speaks to the phenomenon of learning as both elusive and always dynamic and transforming. Findings of such research can potentially inform the official state rhetoric and policy that views teachers-in-preparation as standardized individuals, and the standardized assessment of their competence as fixed and thus non-evolving. It can potentially inform how assessment measures can be designed that account for the evolving complexity of becoming a professional teacher across the span of their careers and not limit it to a series of disparate standardized exams.

There are many iterations of potential steps forward that this dissertation study has allowed. What is certain though, is that this

study has enabled me to learn to develop a program of research in an area where research on the discursive role of supervision and its consequences for how teachers-in-preparation become particular kinds of professionals is new. Now that I view the roles that language and development as recursive and evolving I cannot turn back. By learning to see learning and life through an ethnographic lens, the complexities of living and learning, both joyful and painful must be accounted for in the day-to-day actions of the researcher in how he examines, represents and interprets data.

Lastly, the role of teacher-educator as researcher of his teacher preparation Small Group Seminar community has implications for future research. What this study accomplished, beyond the actual findings and the analytic processes was to clarify what it means to shift angles of vision as a researcher. At the same time, it has foreshadowed the need to contribute to the scholarship of teacher-educator research *as* valid research and to foreground it in such a way that multiple ways of collecting, analyzing, representing and interpreting data, from multiple perspectives are both valued and validated when they have a sound, empirical base. The question that this study raise overall is: How can this way of conducting and sharing this research within the preparation year be supported institutionally, thus becoming an ordinary part of how faculty in teacher preparation programs do the

work that they espouse for their teachers-in-preparation? How to learn to teach and then teach from that learning was a puzzle that Dewey (1904) pondered. This is still a complex question, with no standardized answer that the field of teacher preparation faces in the 21<sup>st</sup> century.

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