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From Preparation to Profession in Two Cultures: Deweyan Influences on Philosophy and Practice

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by

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Tatzia Langlo

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ABSTRACT

From Preparation to Profession in Two Cultures: Deweyan Influences on Philosophy and Practice

by Tatzia Langlo

This dissertation focuses on the professional philosophies, practices, and collaborative negotiation skills used and developed in two teacher education programs within two countries and how novice teachers integrate these ideas, skills, and processes in classrooms and schools. Simultaneously, this research examines how the patterns of democratic participation are reflected in school within the selected sites of Istanbul and California. This dissertation contributes to the field of teacher education in a globalized society as it addresses the challenges of diverse student and teacher populations, which other scholars have done in other places of study (Arnove et al., 2013; Ginsburg, 2012). We have yet to understand all that determines how curriculum and policy decisions are interpreted and implemented for better or worse (Ginsburg et al., 2012).

Exploring Deweyan influences in a global world, this study is an ethnographic comparative case study, comparing principles and practices used and developed in two Teacher Education Program (TEP) institutions. It compares and contrasts how novice professional teachers are able to integrate the approaches they develop during their preparation in TEP into classrooms when they begin their career as fully certified teachers. It explores the Deweyan influences found to be inherent in both these

institutions and uses a Deweyan lens to examine the democratic experiences of educators as they apply theory to practice in curricula development, in teaching approaches, and in education policy negotiations.

The thematic research questions explored in this dissertation are: How are the TEPs in the two different sites organized (in terms of curriculum, missions, and governance policies) and in what ways do they reflect Deweyan philosophy? What are the teaching principles and practices that student/novice teachers develop in these two TEPs and in what ways do they reflect Deweyan philosophy of education? And, what teaching principles and practices are new teachers able to integrate into their subsequent classrooms?

Discoveries developed through this research have found that the TEPs at these two sites in California and Turkey are different in how the programs are structured, in enrollment processes, and in assessment requirements for developing teachers. However, they are similar in the practices and principles they use to prepare developing teachers in becoming educators in a global world. They also demonstrate Deweyan philosophical influences in the education approaches that are part of their program design. Additionally, the two TEP institutions are similar in the democratic participation that the teacher educators of this study and the teachers they educate engage in overcoming constraints to negotiate education policy in ways that allow them to apply theory to practice. Applying theory to practice is inherently Deweyan.

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

INTRODUCTION

Education and democracy are intertwined social concepts and institutional processes in Turkey and the United States. John Dewey's influence can be seen in the shaping and constructing of the education systems in both these nation-states, now also interdependent nations of our global community (Dewey, 1902/2008; Dykhuizen, 1973; Kazamias, 1966; Schriewer, 2012). Dewey's contributions to the philosophies and pedagogical approaches to educating students, teachers, and citizens continue to play a significant role in education environments and experiences today (Çayır & Gürkaynak, 2007; Schriewer, 2012; Simsek & Yildirim, 2010a). Using multifocal perspectives, this case study of the development and integration of teachers' philosophies and practices from preparation through professional induction, examines how Dewey's influence transcends education experiences.

Nearly a century ago, Dewey proposed the need for a philosophy of education, one that engages all members in the continual application of theory to practice in education and life (Benson et al., 2007; Dewey, 1904/2008b; Dewey, 1916/2008c; Dewey, 1938/2008d; Dewey, 1989/2008e; Garlitz & Jarvinen, 2012). Therefore, the thematic issues of this research involve understanding democratic practices that occur in classrooms and how they are reflected in local and global communities. In addition, this study compares how democratic practices play out in Turkey and the United States, both countries in which Deweyan ideals have influenced schools and society.

Specifically, this study explores the educational philosophies and practices developed in teacher education programs (TEPs) and how these philosophies and

practices may be implemented in schools. Diverse voices have addressed the possibilities and obstacles that educators confront as they attempt to integrate their philosophies and practices in their professional roles within micro-level politics of schools and macro-level politics of education and global education policy (GEP) (Bransford et al., 2005; Davies, 2014; Ginsburg, 2012; Klees et al., 2012; Verger, 2014). This study explores the negotiation dynamics in education from the perspective of student teachers as they develop their teaching philosophies and practices from preparation to induction into the profession.

Purpose Statement

This dissertation focuses on the professional philosophies, practices, and collaborative negotiation skills developed in two TEPs within two countries and how novice teachers integrate these ideas, skills, and processes in classrooms and schools. Simultaneously, this research examines how the patterns of democratic participation are reflected in school and society within the selected sites of Istanbul and California. This dissertation contributes to the field of education and global education research as it addresses the challenges of diverse student and teacher populations, which other scholars have done in other places of study (Arnove et al., 2013; Ginsburg, 2012). We have yet to understand all that determines how curriculum and policy decisions are interpreted and implemented for better or worse (Ginsburg et al., 2012).

Various people interpret and implement educational policy, such as institutional administrators of schools and TEP programs; TEP teacher educators, and novice teachers entering the field. Educators are confronted with global, national, state, and local district

policies and mandates which must be interpreted and implemented into the educational services provided—or not (Klees et al., 2012; Moss 2012). This study focuses on novice teachers and the negotiation processes they use to integrate and further develop their philosophies and practices from TEP to the classrooms where they practice during their credential programs and then to the classrooms in which they work as professionals.

The study provides insight into the connections between micro-macro level policy impacts (Klees et al., 2012; Stromquist & Monkman, 2000) revealed through these novice teachers' perspectives as they make decisions regarding curriculum intentions and the integration of their philosophies and practices into classroom and school environments. Successful integration supports novice teachers to further their philosophy and practices in ways that enable them to participate in the interpretation and implementation of educational policy and curricula (Wang et al., 2008).

Currently, education theorists, researchers, and practitioners grapple with educational approaches and alternative curricula to meet challenges of globalization's impact on education (Alger & Harf, 1986), particularly the preparation of teachers and the students they teach. Among these global challenges are rising numbers of immigrant and migrant student populations and the increased diversity of ethnicities, language, religious, and socio-economic backgrounds (Alger & Harf, 1986; Arnove; 2013; Arnove et al, 2013; McKay, 1996; Suárez-Orozco, 2007). Another challenge is the increase of public-private partnerships that influence most, if not all, areas of social services, including education (Robertson, 2012; Robertson & Dale, 2015). Ideally, TEPs introduce learning approaches and pedagogical practices to accommodate student diversity that

novice teachers will encounter in their future classrooms, schools and in the communities to which their students will belong (Cushner et al., 2009). This study explores the forms of teaching and pedagogical practices developed in TEPs, as well as factors that support or hinder novice teachers' successful integration of theory into practice (Dewey, 1904/2008b) in ways that improve education and meet global challenges.

A larger framework for interpreting novice teachers' developing philosophies and their integration of these philosophies within their teaching involves the initiatives of scholars and activists such as Elise Boulding (1988, 2001), who worked in partnership with the United Nations to create a culture of peace through education aligning with Deweyan practices and principles. Such a culture draws upon Dewey's philosophies and pedagogical approaches as well as those of other sociocultural education and peace scholars. According to Dewey (1897, 1902/2008), education and democracy in schools is mirrored in societies, and theoretically, the "democratic practices" used in teacher preparation and in K-12 classroom teaching in countries such as Turkey and the United States provide models for how students participate as active members in education and society.

For example, teachers and students ideally model democratic practices as they work to solve and understand problems related to the interests of self and others, in similar ways they address solving problems involved with learning and in processes of classroom management. In addition, according to this interpretation of Dewey's intentions and ideal expectations of education, teachers model how to form methods of inquiry that continually arise in educational interactions and everyday life. Such

processes include understanding causes of problems through reflection, creating materials to be used in experimental processes, and ways to build supportive relationships with one another based on trust and respect. These processes of learning and teaching can occur inside the classrooms and schools and in everyday life.

Hansen (2008) explained a ripple effect of the democratic practices developed and modeled in schools that carry over in everyday society. Discussing values and purposes in education, Hansen (2008) wrote: "Teaching and teacher education are practices whose consequences percolate throughout society, thereby giving rise to a public concerned with their substance, quality, and effects" (p. 18). As constituents of society, schools, and classrooms, teachers and students are actors whose lives interact across multiple boundaries and carry ideals, contradictions, and experiences, many affecting them all in one way or the other (p. 18). Hansen's (2008) ripple effect, or "percolation" (p.18) describes the possible patterns of mirrored behavior that teachers may or may not display during their preparation or in the first stages of their professional induction. Teachers may employ philosophies during preparation and induction as a reflective measurement tool to examine how they may be adapted, constrained, or disregarded in their practices.

Summary of Background on Deweyan Influences

The United States and Turkey were selected for this study because of their shared relationship with John Dewey in their education systems (Brickman, 1984; Çayır & Gürkaynak, 2007; Kazamias, 1966). Indeed, the common ground of this comparative ethnography is the way in which Dewey has shaped these countries' education systems for intellectual development and cultivation of citizens' participation in social and

political realms. Although focusing at the micro level in both countries, this research has implications for the macro level cultural, political, and economic policies that impact education in continued research.

Providing an important background for this study at the micro level are the development of the education systems in Turkey and the United States, Dewey's influence on them, and the relationships between the sociocultural and national contexts reflected in the governance, curriculum, and purpose of schooling in these two nations. The sociohistorical and cultural events and ideologies may play an influential role in the current contexts of TEPs and classrooms where the study's participants interact and speak. In addition, the more current macro-level social influence in both countries shape the ideologies and behaviors of educators and students of TEPs, who are this study's participants.

Summary of Global Transformations of Culture and Education

The global transformations of culture and education in Turkey and the United States continue to reflect the friction between tradition and change as these nations seek to maintain national power and facilitate appropriate democracy among their constituencies. However, both nations face challenges from globalization and perceived increased competition and responsibilities in interactions with the world community, alongside transnational and international powers and funding agencies (Rotberg, 2010; Spring, 2009; Verger et al., 2012). According to common perception at the micro-level, the Turkish Ministry of Education (MOE) remains the central authority for the organization of education institutions throughout Turkey, and the U.S. Department of

Education remains a central authority for distribution of decision and policy making powers to states and local districts.

In Turkey, all teachers are civil servants (*memurler*) and funds are distributed to institutions from the MOE. However, in the United States, only approximately 7% of educational funding comes from the federal government; the majority of funds are provided by state taxes and monies collected within local districts, which may or not be derived from property taxes. Although these funding distributions and organizational structures appear to be somewhat consistent, both countries have adapted multiple forms of deregulation policies and procedures that have elicited major transformation in education (Kablay, 2012; Schrag, 2010; Rotberg, 2010). Two of these global shifts include an increase in privatization and policy adaptations to meet conditionalities of various forms of global education policy (GEP) throughout the education systems.

Summary of Background on Comparative Selection

Both Turkey and the United States are republic democracies that conceptualize education as playing a key role in preparing the citizenry to participate in democracy, and both have been influenced by the principles and philosophies of John Dewey (Brickman, 1984; Kazamias, 1966). However, the countries differ in the length of their democratic experience. Turkey began as a republic in 1923 and developed the practice of democracy during the first presidential term of Mustafa Kemal Atatürk. The United States began as a republic in 1776, and as a democracy in 1796, established in Washington's Farewell Address (Stromberg, 2011). Both countries consider education as playing a key role in democracy, but the Turkish education system is more centralized, organized top down

from the Ministry of Education (MOE) and the U.S. system is less centralized and distributes authority to the state and local districts (Aksit, 2008; Çayır & Gürkaynak, 2007; Simsek & Yildirim, 2010b).

John Dewey's principles and philosophy have played a major role in shaping the education values, purpose and systems in both countries (Brickman, 1984; Çayır & Gürkaynak, 2007; Kazamias, 1966; Simsek & Yildirim, 2010b). However, Turkish teacher curricula and social claims of democracy are more directly tied to Dewey (Uygun, 2008), while in the United States, Dewey's ideas are more diffused both in teacher preparation curricula and social discourse on democracy.

The overarching themes of this study involve the kind of democratic practices occurring in classrooms and how these practices are reflected in local and global society. More narrowly, this study explores how democratic practices played out in Turkey and the United States, two countries influenced by Deweyan ideals for education and democracy. Will the difference in democratic maturity affect participative practices in the experiences of student/novice teachers in classrooms and schools? Will the differences between Turkish centralized authority for education and the U.S. distributive authority make a difference in how democratic participation is practiced? Are Deweyan principles and philosophies revealed differently because the source shaping the ideals of education and democracy among student/novice teachers is direct or indirect? Each of these questions plays a role in how developing and novice teachers attempt to apply theory to practice in the public schools of these two democratic countries.

Glossary of Key Terms and Concepts

This dissertation utilizes several terms with meanings that can vary across the field of education, which embraces the literature and language from education economics; globalization and education; local, state, national, and global education policy and education politics; and teacher education, preparation, practices, and induction. To limit ambiguous meanings, a predefinition of six key terms and concepts are provided here: democratic practices, teaching philosophy, teacher induction, education policy at the micro- (local) and macro-level (global), teaching practices, and teaching preparation.

Democratic practices refer to individual and collective participation in acts that pursue the interests of self and others, according to Dewey's principle of education and democracy cultivated from the ground up. In education, democratic practices involve using and producing the experiences and interests of the actors, educators, and learners, whose lives and thoughts are then shared with the wider public (1902/2008a, 1939/1989). Democratic practices are based on shared processes of solving problems through exploration and discovery. According to Deweyan principles, education is a way of life, always emerging through transformation (Eldridge, 1998).

Dewey wrote in *Democracy and Education* (1916/2008c) that "the learning in school should be continuous with that out of school" (p. 358). There must be mutual exchanges in which there is a continuum and practice of "building up of a common experience" and of increasing the human capacity of one another. Dewey discussed this concept of education in relation to the development of morality in education, ideally practiced by both teachers and students, in schools and communities.

The principle of education and democracy, with education as a way of life, whether in schools or society, is intertwined into both school and society (Dewey, 1897). Citing Dewey's (1916/2008c) *Democracy and Education*, the resources for the United Nation's Peace Education describe formal and everyday experiences for meeting challenges and opportunities, and explain that education:

> …does not teach students what to think, but rather how to think critically. In the process, its holistic and participatory approach may conflict with more traditional curriculum design or strict standards-based schooling. Peace [or democratic] education aims not to reproduce but to transform. It consists of people "consciously striving to educate their successors not for the existing state of affairs but so as to make possible a future better humanity." And with this task comes significant challenges and opportunities for all involved.

When we think of democracy, citizenship, and culture, we can imagine—indeed, we do conceive of—these concepts as intertwined. We may tend to think these concepts apply only to governments defining themselves as a Democracy, with a capital D, and that the notions of democracy and participation in citizenship are only intertwined with culture in such places. However, Dewey argued that education guided on scientific processes, according to the contextual environments of everyday learners and teachers in interactions, reflect the work and power of a government, one in which all members have a role with responsibilities and motivations, not only for oneself but for the entire network involved interdependently in day to day interactions (Benson et al., 2007; Dewey, 1939/1989; Dykhuizen, 1973; Kolb, 1984). This study explores how that participant democratic role is modeled in TEPs, how it is developed and put into practice by student teachers, and then transferred to classrooms during induction as novice

teachers, who become models and facilitators of participant democracy, according to Dewey's notion of education being a mirror of society (1902/2008a).

A teaching philosophy, or similar documentation, concretely expresses an educator's identity as a teacher—the values, ideas, goals demonstrated in the educator's work and the engagement of others in participant problem-solving and learning. A *teaching philosophy* is established in many TEPs to help student teachers establish their identity and purpose as teachers and to provide a tool for reflection on the ideals and practices of teaching developed through TEP (Kelley, 2004; Schönwetter et al., 2002). Teaching philosophies are said to be increasingly used by search committees in the process of hiring new teachers (Boye, 2012). In addition, teachers may engage in critical reflection regarding how teaching philosophies may be adjusted or assimilated to meet external expectations or disregarded altogether. This study explores the development of teacher philosophy statements and a portfolio of examples of philosophy in action and the factors that continue to shape or constrain them in order to discover whether they play an authentic role in participant democracy in the classrooms and schools during novice teachers' professional induction.

The term *induction* is used differently in various TEPs and in the two institutions and the education systems explored in this research. In this study, induction refers to the first year period when a novice teacher begins teaching in a classroom after having completed a teacher education program and earning a professional teaching license. The study looks at *induction* as processes of participant democracy, through the perspectives of student teachers from their teacher preparation and induction as novice teachers during

the first experiences of their professional career in a new unknown context. Individuals play an authentic role as they participate in democracy in everyday social life; and for students and teachers, this role is played in classrooms and schools (Dewey, 1902/2008a) during initial induction processes and through continual interactions over time.

Research in teacher education that examines various forms of induction has increased in the last decade (Cohen, 2005; Wang et al., 2008). In their critical literature review, Wang et al. (2008) established components of successful induction, such as providing opportunities for new teachers to voice their beliefs and values and support through mentor relationships and continual professional development. Based on a constructivist view of learning, they wrote:

> …beginning teachers, like all learners, have ideas and dispositions of what and how to learn that influence their learning and classroom instruction" (2008, p. 5).

Therefore, in many ways, inclusion of new teachers into school and professional communities can be a model that demonstrates how teachers can include new students into their classrooms (Kelley, 2004).

This study focuses on the initial *induction* stage with the assumption that novice teachers' first impressions of their role and whether norms and expectations are fixed or flexible will in some way determine whether they can adapt and develop in positive, productive ways the teaching philosophies and practices they acquired during their TEP. Thus, the novice teacher's participative role during induction is an example of democratic practices modeled in schools. A novice teacher's role during induction will be determined

immediately by the decisions confronted pertaining to such matters as school rules and curriculum and texts—matters of micro-level education policy.

During data collection, this research focused on micro-level *education policy*, policy matters such as school scheduling and various choices available to students and teachers in both the TEPs and the schools where novice teachers serve during induction. More specifically, institutional scheduling for formal assessments may be a micro-level education policy, while the choice to participate in formal standardized assessments may be a macro-level or global education policy (GEP) (Carnoy, 2000; Ginsburg, 2012).

Ambiguity surrounding the term *teaching practices* stems from the complexity of a teacher's job. Teaching practices can refer to communications and collaborations among school faculty members and administrators, professional development activities, as well as the pedagogical approaches used in classrooms and processes of assessment of students' and teachers' work. This research embraces all these areas, and uses teaching practices to refer to one or more of these concepts, specifying when necessary to clarify meaning.

For example, in this study, the reflection processes that student or novice teachers perform concerning their work may align with their teaching philosophies, and can be considered as a teaching practice (Boye, 2012; Dewey, 2008b). Engaging students strategically and systematically in processes of reflection and sharing with others to expand collective funds of knowledge is a pedagogical practice. Dewey's (1904/2008b) notion of the relation of theory to practice in education involves engaging in critical reflection to evaluate one's progress as a teacher in ways that align with values and

beliefs. Ideally, when applied to teaching practices, values and beliefs expressed in a teaching philosophy become democratic practices, especially when teachers discuss them with colleagues and communities in collaboration overcome obstacles to realizing them.

This study explores if and how teaching philosophies and practices transfer from teacher preparation to professional induction as novice teachers try to apply theory to practice. A distinction must be made regarding who is being studied in processes of applying theory to practice. The direct focus is on student/novice teachers as they engage in teaching practices; an indirect focus is on the teacher educators and curriculum activities in TEPS that demonstrate how to apply theory to practice. Therefore, we can explore how these practices percolate or have a ripple effect from TEP into induction (Hansen, 2008).

Teacher preparation can mean the actions an educator takes prior to presenting lesson plans and activities or the creation of annual, monthly, daily, or emergent curricula; however in this study, the term most often refers to the formal education of a student teacher seeking to learn, develop, and apply a repertoire of educational learning theories, pedagogical approaches, and teaching skills for diverse student populations of the 21st century. The literature review for this dissertation discusses the goals and complexities of TEPs and the complexities involved in becoming an effective educator (Darling-Hammond & Bransford, 2005; Zeichner & Conklin, 2008). Teacher training may be a less ambiguous term than teacher preparation, although areas of this paper differentiate between these (Kablay, 2012; Brehm, 2015, in press). Although some private forms of teacher training are becoming prevalent, this study explores the

education of student teachers in traditional TEPs in university settings, (Darling-Hammond, 1999)

Research Questions

The thematic research questions explored in this dissertation are:

- How are the TEPs in the two different sites organized (in terms of curriculum, missions, and governance policies) and in what ways do they reflect Deweyan philosophy?
- What are the teaching principles and practices that student/novice teachers develop in these two TEPs and in what ways do they reflect Deweyan philosophy of education?
- What teaching principles and practices are new teachers able to integrate into their subsequent classrooms?

To answer these questions, data were collected in California and Turkey through interviews and consultations with TEP directors and instructors of key courses, observations of courses in which development of teaching philosophies and portfolios were featured; and interviews with student and novice teachers at their initiation, the end of their TEP, and at the beginning of their new teaching assignments. Therefore, this research reveals how teaching philosophies and practices are continually developed throughout TEP and into the induction stage.

As stated, a main purpose of this study was to assist educators and policy makers to meet the challenges of education in ways that align with local contexts and the personal and professional practices of teachers seeking to apply theory to practice,

according to their teaching philosophies. Interpreted in various ways, the United Nations' (UN) goal to create a culture of peace in education helps to meet the challenges of 21st century education and, ideally, may be a model for global education policy (GEP) and education for all (EFA) (UNESCO/UNICEF, 2007). Therefore, meeting these challenges aligns with creating a global culture of peace (Boulding, 1988), which is an extended purpose of this research.

Theoretically, democratic participation, revealed through teacher induction processes in Turkey and the United States, models social practices for student populations attempting to integrate into social and vocational experiences. Through a multifocal lens focused on experiences of student teachers from preparation to professional practice, this study reveals possible patterns and relationships in the overarching issues addressed: What kinds of democratic practices are being modeled in classrooms and communities at the local and global levels? This study also explores how democratic practices play out at the micro level in these two countries, both of which have been influenced by Deweyan ideals for education and democracy.

This study captures student/novice teachers' purposes and goals for being educators, and how they seek to apply their philosophies and skills in practice. Hence, the first research question addresses the organization, mission, curriculum, and policies that govern the two TEP sites and the related Deweyan philosophy and recommendations for education in the United States and Turkey. The second question explores the student teachers' teaching philosophies—or principles and practices—developed and/or transformed during their TEP program and how these reflect Deweyan philosophy. The

third question seeks understanding of how new teachers are able to integrate the principles and practices they develop in classrooms they begin teaching in as professional educators.

According to Dewey, the principles of education and democracy follow the practice of philosophy (Brickman, 1984; Dewey, 1904/2008b, 1908d, 1916/2008c, 1938/2008d; Eldridge, 1998; Kolb, 1984). Accordingly, the central focus of this research is the teaching philosophies of student/novice teachers. Teaching philosophy statements are the objectives of teachers' theories, which they aim to apply to their practice and/or adapt as they reflect on the results that continually arise from active experimentation. There is no universal pedagogic formula that prescribes what is to be learned or acts as a model for any educator or learner. In Dewey's Naturalist Creed, Dewey neither asserts nor denies absolutes. The universal common ground promoted by Dewey is the challenge to educators and learners to see beyond absolutist ideas.

Nevertheless, this study explores Deweyan influences which are expected to occur and to be perceived by TEP faculty and student/novice teachers directly or indirectly. This study reveals these influences in data that involve student-centered characteristics (Dewey, 1902/2008a, 1904/2008b), such as involving students in decisions regarding what and how to learn; democratic practices (Dewey, 1916/2008d) such as collaborative learning/teaching, group activities and shared decision making; reflection practices (Rodgers, 2002) such as individual journaling or group discussions based on

learning outcomes and contributing to the lives and/or academic interests and of students in and outside of formal schooling (Dewey, 1916/2008c). Several of these factors overlap with each other and with fundamental Deweyan principles involving learning through interaction and following a continuum of past, current, and future experiences in and outside classrooms that is continually transformative (Dewey, 1902/2008a, 1916/2008c, 1938/2008d; Eldridge, 1998; Kolb, 1984). The overarching principle identified as a Deweyan practice is to apply theory to practice, which teachers attempt directly and students indirectly (Dewey, 1902/2008a); that is, educators apply teaching philosophies to practice and facilitate the opportunities for students to follow experience based inquiry.

The Deweyan Principles and Practices to be identified directly or indirectly in this study are presented in Table 1. Indirect examples are not exhaustive. Additional examples of how principles are practiced may be continually discovered throughout the study for different participants and contexts, according to Dewey's notion of learning and democracy.

Table 1

Deweyan Principles and Practices

Direct—Principles	Indirect—Practices
Practicing in alignment with teaching philosophy as it transforms based on experiences	Applications of theory to practice
Student centered	Involving students in decisions regarding what to learn and procedures to do so
Democratic practices	Collaborative participation is a process of following individual and shared learning inquiries with a common interest for students and others

Reflection on individual and group processes	Journaling, group discussions, other forms of written and/or oral indication of what has progressed in learning through processes of inquiry
Learning objectives serve interests of students that can contribute in continuum with others in and out of classrooms.	Opportunities are facilitated for learning objectives to contribute to learning progress of individual students and for students to contribute in continuum with others in and out of classrooms.

The third research question examines how new professional teachers are able to integrate the teaching principles and practices they have developed in their TEP into their subsequent classrooms. Inherent in this question is the teachers' perceived sense of agency as they seek to integrate into school and educator culture and negotiate application of theory into practice. Certain factors may affect a teacher's sense of agency, which involve several related areas of inquiry to this study (see Table 2). Among these are the experiences and/or individuals involved with a person's motivation to construct and reconstruct a teaching philosophy, often referred to as principles. From the first to later verbal or written drafts, changes may be made passed on personal choices or perceived forced demands. Secondary factors might pertain to the perceived contextual social values of teachers and education expressed in the wider community, which may silence or diminish teachers' confidence or ability to express and advocate for themselves, their colleagues, or their students. Finally, factors in a teacher's sense of agency may pertain to the assigned responsibilities, roles, and invitations to opportunities that may or may not engage student/novice teachers in decision making processes.

Table 2

Factors Affecting Developing Teachers Perceived Sense of Agency

Experiences and individuals who motivate the construction and reconstructions of teaching philosophies	Perceived contextual social values of teachers and education expressed in the wider community	The assigned responsibilities, roles, and invitations to opportunities that may or may not engage student/novice teachers in decision making

How a teacher's sense of agency in educational policy and curriculum decision making may be affected by aspects of social status, which communicates values, is a question particularly salient for novice teachers. Social factors may limit new teachers' sense that they can advocate for themselves and others in decision making and policy implementations. These social factors may be related to socio-economic status, teaching salary, perceived threat of being replaced by private or substitute teachers, or fear of consequences if policy conditionalities are not met (Kablay, 2012; Brehm, 2015, in press).

Teachers may face perceived supports or constraints as they seek to integrate the teaching philosophies developed during their TEPs into their classrooms, either as pre-service (student) teachers or as new professionals. This study explores how applications of teaching practices and principles, philosophies, transfer from preparation programs to classrooms in each of these steps in the process of teacher preparation and induction into the profession.

In his dissertation on improving teacher induction, Cohen (2005) examined the measurable effects of induction programs, finding that although research indicates that researchers and policy makers find formal induction programs as being beneficial in

increasing new teacher retention, there is little known about the actual effects they have on new teachers, aside from decreasing numbers of new teachers leaving the field, and even less when the induction processes are applied in new contexts where they begin as novice teachers. While this study does not focus on induction programs or its effects as does Cohen (2005), it does provide insight on entry level teacher experiences. The final phase of this study examines the placement processes involved with teachers. It is interesting to consider the ways in which some aspects of formal induction programs support and include novice teachers in processes of professional development or hinder them in their attempts to apply theory to practice in ways that align with their teaching philosophy.

The third research question revisited in Phase 4 of this study explores aspects of the new teaching assignment and induction process that are more or less likely to allow novice teachers to integrate their philosophy and practices in ways that are positive for the learning environment at schools/classrooms in induction periods. Exploring this question further examines whether patterns of democratic practices, identified as Deweyan Principles discussed above, are evident in the novice teachers' classrooms when they begin as professional teachers. Their perceived level of agency can be revealed through the observations and interview discussions that will occur at their new school site. High or low perceptions of a teacher's agency can be communicated in the form of self-reported narratives, of their practices and whether there is support or constraints in the attempt to apply theory to practice in ways that align with the philosophies and practices cultivated through the TEP.

Significance of Study

Many studies and reports have called for improvements in teacher preparation programs, based on claims that underprepared or inadequate teachers are to blame for students' poor standardized test scores, high dropout rates, and other indicators of low achievement (Schrag, 2010; Sanchez & Summers, 2014). Ideally, TEPs and education institutions accept areas of weakness and desire to make improvements, as do the programs selected for this study. The TEPs of this study include effective teacher preparation components and provide "support and analytical strengths' for student teachers, combined with intensive classroom experiences" (Robinson, 2008, p. 385; Darling-Hammond, 1999), sometimes referred to as pre-service teaching. Both TEPs are professionally accredited programs for preparing teachers to teach in public schools. This study does not focus particularly on the effectiveness or quality of the TEPs, but rather on factors that facilitate or complicate the transfer of authentic teaching philosophies, practices, and pedagogical approaches developed during teacher preparation at accredited TEP institutions.

The findings are intended to provide useful suggestions to TEP institutions and school administrators as they help prepare student teachers for induction and to develop relationships to support teachers in their new schools. In addition, this study's findings may provide insight for researchers and policymakers regarding intended and unintended consequences of policies that effect teachers and education in diverse local contexts. Dewey (1989/2008e) explained the necessity for a philosophy of education, which he saw as a means of accountability to the ideals of continuous transformation of society through

everyday life and experiences (Benson et al., 2007; Chambliss, 2003; Kolb, 1984). Likewise, this study aims to explore how teaching philosophies can be a significant tool to hold educators accountable to themselves and others, serving as a living document that continues to transform through education and social progress (Dewey, 1989/2008e; Eldridge, 1998; Stone, 1994).

Literature Review

Following the order of this study's research questions, this review of the literature begins with the preparation, practices, and politics involved in preparing to become a teacher and to act as an education professional. This study seeks to understand these questions through the lens of student teachers' perceptions of their philosophies and practices, from preparation to induction into their first teaching position. In addition, the literature review includes the scholarship regarding globalization challenges in education and global education policy (GEP), an area addressed in this research. This review makes connections between micro- to macro-level education policies and how democratic practices that occur in processes of becoming a novice teacher are reflected in the larger local and global societies.

Teacher Preparation, Practices, and Politics

Bransford et al. (2005) described effective teacher education programs as including multiple components: an introduction to the cognitive, emotional, physical, and social development of students and learning theories; opportunities to apply theory to practice and to work collaboratively in critical reflection and assessment groups that

expand and develop curriculum building and lesson plan activities; review of education policies, and more. In addition, student teachers develop a repertoire of skills, such as creation and implementation of scaffolding based on zones of proximal development (ZPD) and educational approaches to individual and group learning, which they will adapt to the educational contexts and learners they serve (Bransford et al., 2005; Hansen, 2008). In an evaluative study, Kildan et al. (2013) described similar purposes, goals, and aspects of a quality teaching education programs in Turkey.

This small description only touches on all that teachers must learn to become licensed and credentialed, and then continue to develop throughout their careers. The content choices presented here—preparation, practice, and politics—pertain to the possible influences encountered in this study's comparison of teachers' philosophies and skills developed through TEPs and then applied in the profession. Although the boundaries between preparation, practices, and politics in education and the profession of teaching overlap and are necessarily blurred, this section discusses these as separate components according to the more dominant factors of each as they pertain to teachers.

Preparation

Teachers everywhere—whether they are training student teachers or teaching children and youth—continuously and simultaneously confront multiple complex decisions that involve their students' various forms of knowledge, skills, and interests. Many of these decisions have an impact on outcomes that determine the future choices and opportunities for learners in their education and citizenship roles. To make appropriate and beneficial decisions, Bransford et al. (2005) explained, "Teachers must

be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches in learning" (p.1). Teachers become aware of these forms of social, emotional, cognitive/intellectual, physical and sometimes spiritual development among themselves and their students as they study in accredited, university-based TEPs, such as the two in this study.

Bransford et al. (2005), noting that teachers must develop skills to assist a diverse student population to progress, presented three questions to consider when preparing student teachers. First, what kind and level of knowledge is needed to teach the intended subject matter, and what are the appropriate approaches that match the learning styles and development of the students? This question suggests that effective TEP programs will prepare student teachers with a variety of teaching approaches and repertoire of skills to meet diverse developmentally and culturally appropriate practices (DAP, DCAP) because the specific context and student characteristics of a teacher's placement is likely unknown (Horowitz et al., 2005). Therefore, "effective teachers are able to table out not only what they want to teach, but also how to do so in a way that students can understand and use the new information and skills" (Horowitz et al., 2005, p. 88), according to developmentally appropriate practice.

The second question TEPs must address is how can teachers integrate their knowledge and skills in ways that promote effective learning (Bransford et al., 2005)? Whereas the former question focuses on developing enhanced and multiple forms of teaching perspectives, this question focuses on how to select the skills to use in practice

for particular settings and students. Beyond developing multiple teaching approaches to present knowledge and using materials in different ways for diverse learners, teachers must gain skills in evaluation, feedback, and communication to reflect on and assess their students work and progress, and, importantly, their own work practices.

Finally, the third question that Bransford et al. (2005) pose is what kinds of "professional commitments" will enable teachers to assist their students to successfully develop their own sets of knowledge and skills in ways that promote continued progress and increase their learning and social potential? With this question, Bransford et al. (2005) underscore the understanding that teacher preparation is never a finished process; rather, lifelong learning is inherently tied to being a member of the teaching profession.

A central artifact generated through completing a TEP is a teaching philosophy statement (or equivalent) and a portfolio (or equivalent) presenting examples of how the principles and practices stated in that philosophy have been applied in the student teacher's classroom experiences (Boye, 2012; Hammerness & Darling-Hammond, 2005, p. 424; Wang et al., 2008). Teaching philosophies and portfolios, which are developed in both Turkey and the United States, have many purposes, one of which is to be a tool for finding a teaching position after completion of TEPs, along with a cover letter or curriculum vitae. Another purpose is assessment, reflection, and feedback on the examples of lesson plans, assignments, and teaching material developed during TEP. Teaching philosophies and portfolios also provide a means for professional development as a means of individual and collective accountability; they can continue to provide

fodder for critical reflection as a teacher's principles and practices evolve during induction and into new teaching contexts over time.

Ideally, this evaluation practice, cultivated during TEP, will continue once the novice teacher continues in the profession. Teaching philosophies and accompanying portfolios communicate a teacher's identity, values, and goals in the profession. The ability for teachers to integrate these philosophies and practices into their classrooms and schools and, thus, align practice with their teaching identity, values, and goals, demonstrates how participative democracy is practiced in schools today in Turkey and the United States.

Practices

This study concerns the practices student teachers develop during their TEP and how they are able to adapt and integrate those practices, in alignment with their teaching philosophies, in a professional position. The literature includes some general characteristics of effective teaching practices introduced in TEPs. Some of these characteristics involve continued education through established processes and/or programs for professional development (PPD); participation in a professional learning community (PLC) or Professional Development Activities (PDA); and cultivation of teacher, parent, and community relations (TPCR) (Darling-Hammond & Bransford, 2005).

Teacher professional development consists of three main components: *reflection*, *assessment*, and *contribution* to personal practice and to the teaching community. Obviously, professional development also may refer to career promotion, sometimes with

higher salary, benefits, or steps toward tenure. All of these aspects of professional development are important and are structural aspects of educational institutions; however, this literature review focuses on reflection, assessment, and contribution to practice, which are processes that begin within TEPs and are part of professional career development.

Reflection skills are introduced and cultivated in effective TEPs through activities that engage student teachers to examine the results of their work (e.g., completed lesson plans) or the work of fellow student teachers or professionals during their credentialing process. In TEP programs student teachers often develop portfolios with concrete representations of their work. These portfolios can promote reflection that may lead to affirming positive teaching behaviors or to adjustments to include additional skills to meet diverse unforeseen and emerging learning needs. Many other forms of reflection may be incorporated in TEP curricula, some personal and some intended to be shared, and both are important. Information gleaned from reflection can be communicated and shared with other student teachers and the teaching profession at large. Ideally, the use of maintaining a teaching portfolio to continue the process of reflection will continue once teachers are practicing professionally.

Based on the emphasis that Dewey placed on this practice, both for teachers and learners, Rodgers (2002) outlined four criteria that define reflection according to Dewey's intentions: 1) reflection as a "process of meaning making" (p. 845), the thread that makes the continuity of learning possible; 2) reflection as a systematic, rigorous process of inquiry, which implies following the scientific method; 3) reflection as a

community phenomenon, something that is shared with others and contributed to social participatory democracy; and 4) reflection as a process that "requires attitudes that value the personal and intellectual growth of oneself and of others" (p. 845). Therefore, through reflection we acknowledge what has been learned and what needs to be learned and communicate strengths and weaknesses, what is known and unknown, and thus, contribute to democracy and the education of the community and society. Dewey said, "We do not learn from experience, ... we learn from reflecting on experience." Thus, we can acknowledge that the practice of reflection overlaps with the assessment.

Although some aspects of *assessment* can be included in reflection, the term often refers to routine, formal evaluations of student teacher and future student work. Indeed, to be skilled in reflection it is necessary to make appropriate, accurate assessments of one's work and that of others. Again, while assessment may be formal or standardized testing procedures, the focus here is on what to make of the outcomes of such assessments, why to comply with them, and particularly, how assessments are made on students' interests, abilities, and progress. Ideally, TEPs, such as those in this study, aim to develop keen observation skills for assessment among student teachers in their programs.

It is critically important that teachers see beyond the assumptions they have formed from their own experiences, which may not have been examined critically. One of the most difficult objectives in cultivating effective teachers is to help them develop the ability to understand the interests, abilities, and related behaviors of the diverse population of students they will work with once in the field. One dangerous but common assumption among teachers in preparation is that teaching the way that works best for

them is the most effective approach. In reality, the way that works best for them is only one of many effective approaches. Horowitz et al. (2005) explained that the ability to understand how to match development with learning objectives and choose appropriate processes in doing so requires "a good understanding of child development and learning" and "is more likely to be effective in classrooms" (p. 91). Assessment processes occurring in classroom interactions enable student teachers and teachers to evaluate the results of student work and learning activities and to choose appropriately and effectively the approaches, materials, and activities that match each student's interests and abilities, according to that student's developmental level and sociocultural background (Horowitz et al., 2005).

Making assessments of student interests and abilities and their relationships to their sociocultural backgrounds and everyday lives has everything to do with Dewey's philosophy of experiential learning. According to Dewey, assessment practices will occur continuously in interactions among teachers, learners, and related members of communities, directly or indirectly. However, educators must prepare for their role in these shared assessment processes in order to be informed and effective guides. Being effective guides requires teachers to be ready to see possible misguided assumptions that have been shaped by the unexamined experiences of their students. These assessment processes can reflect the practices and difficulties teacher educators face in TEPs in developing student teachers' abilities to make appropriate and informed assessments of their future students.

Making a *contribution* to the field of education is an aspect of professional development, from preparation through professional practice, that ideally is based on collaborative partnerships that facilitate a learning-teaching continuum. Sometimes professional development is framed and considered as teaching workshops provided at a school or local district site that are intended to introduce and/or train teachers to use and implement certain curricula, materials, or tools employed to ensure higher standardized assessment scores and facilitate policy contract compliance. These types of external workshops often demonstrate that what is useful is to learn how to employ products or comply with contract agreements rather than to foster expertise in teaching skills and techniques through collaborations within schools and localities among teaching colleagues in communities of learning. The former are sometimes useful if and when new forms of technology and software systems are to be instituted, but the focus here is on the more fundamental aspects of the skills developed in TEPs and intended to be continued among members of a professional learning community (PLC) (Hollins, 2011), also known as communities of learning (Darling-Hammond et al., 2005).

Effective PLCs for continuous professional development may include partnerships between a TEP, university institutions, public school administrations, teachers and communities; partnerships between teachers and students, families, and communities; mentoring relationships or continued support from TEPs. PLCs can also be involvement in active research in partnership with colleagues and/or university researchers, which may include university and/or community members and groups through service-learning, especially experiential service-learning frameworks. In a study

on education in the 21st century and teacher agency, Davies (2014) noted the impact of PLCs on the novice teacher during induction, and explained that an effective PLC:

> offers a sophisticated synergy of their central features [based on] a vision of schoolteachers supporting and challenging each other to be on their mettle, reviewing, debating and engaging with emerging "best evidence" on teaching and learning, and developing and testing improvements to practice (p. 1)

Hollins (2011) defined PLCs as "professional communities of practice" that "provide a naturalistic cultural context for socialization into the profession and for teacher professional development" (p. 402). Hollins (2011) further explained the professional development skills and continuing membership in a PLC begins in teacher preparation and in pre-service and then, ideally, is integrated in socialization processes through the induction phases, followed by mentor-mentee relationships through the teaching continuum. In a previous study concerning the transformation of urban schools, Hollins (2011) found:

> when teachers as a community were able to transform their deficit ideology through working collaboratively to construct knowledge of the relationship between learner characteristics, pedagogical practices, and learning outcomes, teachers were better able to facilitate learning for their students and to support learning for novice teachers. (p. 402)

In addition to preparing student and novice teachers with subject knowledge and pedagogical skills, participation in PLCs provides and requires teachers at every stage to develop a strong sense of personal and professional identity that is acknowledged and respected within the TEPs, schools, and communities they serve.

Collaborative skills and comfort in maintaining a stance of inquiry needed for participation in PLCs are developed in high quality TEPs. While the direct role of being a mentor and/or mentee among students may occur only through role playing, often it is

concretely modeled through the faculty, staff, and administration of the TEP. Thus, practices of PLCs are modeled and implemented in TEPs and facilitated through experiences among student teachers, which is yet another example of how we teach becoming a product of what we teach (Dewey, 1902/2008a). Student teachers experience and develop skills to participate in a PLC when TEP curricula is designed to organize teaching cohorts among candidates, according to subject areas, grade levels, or other categorizations. Sometimes TEP curricula may provide opportunities for student teachers to choose their own cohort members and to create the roles and responsibilities for each of the participants, usually following the primary introduction to working effectively in a collaborative group.

Just as educators of student teachers practice and model participation in a professional community, so will these student teachers go on to practice and model this for future students in their classrooms and schools. Thus, this PLC model of practice continues to be developed in extending teacher, parent, and community relationships (TPCR). In this way, a PLC mirrors participant democracy: processes of inquiry, followed by experimentation, discovery of new insights, sharing of results through reflection, and contribution to direct or indirect stakeholders (Dewey, 1916/2008c; Stone, 1994).

Hollins (2011), explaining challenges involved with preparing teachers, wrote that by "providing opportunities for teacher candidates to learn the professional discourse and practices and the conditions of PK-12 schools", an additional part of this objective is to identify and describe these aspects of working in the field (p. 403). Hollins further

explains that this is difficult and complex "given the contextual and interpretive nature of teaching" (p. 403). Another challenge is that due to deregulation and private-public partnerships (PPP) that have developed due to deregulation and other forms of global education policies (GEP) policies, not all teachers working within a local community, school, or sometimes even with a classroom, nor do all educators and administrators have a shared mission or vision for education purpose, curricula, or outcome (Arnove, 2013; Ginsburg et al., 2012; Kablay, 2012; Klees et al., 2012; Robertson and Dale, 2015).

Politics

Much of the literature concerning politics and teacher preparation has to do with the macro-level and global education policy; however, the focus of this study is on policies within the TEP programs and immediate forms of policies and standards that constrain and/or limit the choices regarding their programs. For instance, institutional local and immediate policies are likely to have a direct connection to teachers' preparation and integration into the field and may affect educators' sense of agency of within these institutional levels. The implications between the politics of TEP and education systems is tied to that of related civil societies and institutions, particularly those involving social services (Robertson & Dale., 2015). This underlying implication is that examples and activities of participant democracy are developed and continued in TEPs, in schools and classrooms, and in families and communities, from the local to the global level.

Beginning from the macro-level, politics affecting TEP and the teacher labor force are global, central, and local policies that regulate or deregulate the criteria for

hiring teachers in public schools (Ginsburg, 2012; Robertson & Dale, 2015). For, instance, competition from teachers following alternative paths toward the profession and from substitute teachers (Kablay, 2012) who work for lower pay negatively affect TEPs' efforts to recruit student teachers, job security of those entering the field, and negotiation processes with school administrations. Also, in the past three decades, it has become increasingly difficult to differentiate the source of curriculum expectations and educational materials used in classrooms. Sources may be public or private entities, involving national or state funds, or the World Bank or the Organisation for Economic Co-operation and Development (OECD) directly or indirectly through an organization funded by them, and certain conditionalities may be involved on how the funds are used (Robertson & Dale, 2015; Samoff, 2012; Steiner-Khamsi, 2012; Stromquist & Monkman, 2000). Therefore, a licensed and certified teacher, may not necessarily be aware if the mandated curriculum is missing certain content or subject areas intended to be covered in a shadow or private school setting through workshops, tutorials, or after-schools programs, such as college preparatory courses in the United States and *derşanes* in Turkey; nor might they have access to, or permission to implement, the technologies and/or resources that would allow them to adjust curricula and materials to meet the students' individual needs and interests, as the teachers, ideally, would be able to do in an accredited, university-based TEP. Further blurring between the entanglement of private interests in public education has increased through the impact of deregulation and public-private partnerships in education, which Robertson & Dale (2015) call ePPPs.

This blurring effect on discernment of what is public and what is private has evolved in educational policy to become seemingly enmeshed. Robertson (2012) examined these kind of policy enactments in a study of the World Bank's efforts to develop public-private partnerships (PPPs) and to overcome resistance to privatization, particularly from groups in developing nations, but also in high poverty areas within developed ones. Speaking about how World Bank strategies blur privatization and public policy, Klees et al. (2012) concluded their analyses of several studies stating that "the World Bank engages in misrepresentation of the research literature regarding its effect on markets by providing a categorically positive view of markets and ignoring contradictory evidence" (p. 231). Therefore, teachers are not always aware of what entities govern their choices and resources, because private funds are often hidden in PPPs originating at the local school level or the macro education system level that are not disclosed to them (Robertson & Dale, 2015). Klees et al. (2012) also concluded:

> Privatization of education now considers not only the creation of for-profit institutions in the provision of education, but also privatization of "public" education, that is constantly dreaming up new ways for users of the public educational system to pay for its services—through direct subsidies to private schools, user fees at the public secondary and tertiary levels, and voucher programs (p. 231).

These kinds of subsidy agreements and other forms of contractual conditionalities are "explicitly identified in *WBES 2020* [World Bank Education Strategy], but they have all become indispensable elements in World Bank loans" (Klees et al., 2012, p. 231), including loans to UN organizations, such as UNESCO in some circumstances (Robertson & Dale, 2015).

At the immediate political level, TEP educators and student teachers also confront a number of messy decisions regarding the curriculum and services used to prepare teachers for the 21st century. An accredited TEP may prepare teachers for a particular state, region, or for several; however, state college and university TEPs usually focus on developing teaching practices, content standards, and common core subject matter applied in that state. In contrast, online or emergency credentialing programs serve student teachers from many locations who are planning to teach in a variety of public or private schools. Teach for All (TFA), also known as Teach for America, teaches one curriculum, and schools where they will be employed have established contractual agreements regarding this curriculum.

TFA is not the only kind of alternative path toward teaching in schools and classrooms. As Secretary of Education Arne Duncan, noted, there are more than 1,400 teaching preparation institutions and hundreds of alternative pathways to becoming a credentialed teacher (Sanchez & Summers, 2014)[1]. Also, other professionals constitute the professional labor force within a school, such as reading, language development, and special needs assistants and therapists, and these may be funded by public or private sources. A variety of contractual conditionalities may be in place in different classrooms at a particular school site; therefore, traditionally credentialed novice teachers and experienced teachers may work alongside TFA, substitute, or specialized teachers who

[1] Duncan was responding to a study conducted by National Council on Teacher Quality (NCTQ) whose findings assert "failing grades" for teacher preparation programs, as reported by NPR investigators.

are accountable to different standards and have access to different resources, technologies, and support systems.

Sometimes, in a given number of classrooms within a school or district, privately trained teachers funded and assessed by external partners, may be employed. Meanwhile, the education system and the collaboration among teachers and administrators constitutes a learning community that ideally exemplifies participant democracy. Yet, the different education goals and evaluation processes among members working within this system are an obvious constraint on the engagement of members in that learning community. The preparation, practices, and politics of TEP and novice teacher experiences are intertwined with meeting challenges of education and engaging in local communities and global worlds. The local and global are increasingly enmeshed as the struggle continues to maintain authentic diversity in sociocultural and political spheres.

Globalization Challenges in Education

Today, to meet challenges of globalization, education in countries such as the United States and Turkey must provide knowledge and skills to enable students and citizens to interact in local, national, and international spheres (Arnove et al., 2013) in meaningful and authentic ways to meet the needs and interests of individuals, families, and communities. While education institutions of countries strive to meet challenges of global reforms, ongoing changes pertaining to decentralization and standardization (Anderson-Levitt, 2003), coupled with learning technologies (Rosen, 2003) continue to evolve to meet educational objectives. Global schooling reformations can lead to outcomes that may be relevant or irrelevant for practical, critical learning interactions at

the local scale in classrooms. Some complexities of change have had education repercussions that have led to negative effects on formal schooling, such as shifts from a "child-centered curriculum to economy-centered vocational training" (Stromquist & Monkman, 2000, p. 12), decentralization policies that shift education from a public service to a market commodity (Carnoy, 2000; Stromquist & Monkman, 2000; Verger et al., 2012), and increased detached advocacy or misrepresentation of minority groups or local constituencies in decision and policy making negotiations (Moss, 2012). These repercussions and others have had significant effects on the teaching profession and who is allowed to teach in schools, and what and how they may teach (Brehm, 2015, in press).

Stromquist and Monkman (2000) pointed to possibilities and consequences of "knowledge under globalization" (p. 11) and "globalization and formal schooling" (p. 12). A positive side is that globalization increases interactions that can lead to more access and opportunities for both new and traditional learning, a negative, although perhaps unintended consequences of this increase in technology and speed in communications is that human contexts may be detached from the ideologies and purposes of these intellectual or market-based interactions. For example, according to an anecdote reported during the reconstruction following the Iraq war, the assumption circulated that Iraqi accountants lacked knowledge of accounting principles because they did not know how to use QuickBooks. Those employed to introduce the computerized accounting technologies were unaware of the Iraqis traditional accounting practices. Similarly, in education, high national and international digital learning and assessment

tools and scores they accumulate may be perceived to indicate a strong state, an interpretation that can otherwise be referred to as educational war games.

Bringing the analogy back to this study, we can imagine how misleading or uniformed perceptions can produce tensions in the induction process of new teachers who may be seen as naïve, immature, or ill-equipped. Meanwhile, new teachers may view long-time teachers as uninformed about new pedagogy and technology. Both these views may have elements of truth; hence, the importance of the relationships and interactions within professional learning communities (PLCs) is clear. In this study, these interactions and their political nature are explored through follow-up interviews with the novice teachers in order to discover additional insights into how to behave as effective, respectful professionals in learning-teaching communities.

According to Stromquist and Monkman (2000), another effect of globalization complexity in education is the involvement of external curricula design and materials aimed at efficiency and productivity, which sometimes shift education toward a consumer-based focus to promote labor-force abilities and away from a student-centered focus to cultivate the highest potential. In addition, Stromquist and Monkmon (2000) argued that these policy shifts occur in ways that are seemingly economically efficient and beneficial to the economic sources funding the education. In other words, these global education policy shifts have a tendency to systematically transform education processes into training. Another yet related factor of these consequences is "an almost unstoppable trend toward privatization and decentralization" (Stromquist & Monkman,

2000, p. 13; see also, Carnoy, 2000). This factor has affected students and teachers in TEPs and in public school settings in many ways (Kablay, 2012; Brehm, 2015, in press).

This globalization shift toward efficiency models of education is similarly discussed as a shift from education systems rooted in an industrial paradigm that is in the process of reforming to prepare students to interact in future economic systems and share cultural identities and histories, while being unclear as to what they will become and how global economies will develop (Robinson, 2010). According to Robinson (2010), a problem with reform processes of education is that we are trying to tackle the future by following structural habits of the past while excluding millions of children in the process (Loomis & Rodrigues, 2009). Robinson (2010) spoke with a focus on children in primary education systems, although the problem is relevant throughout higher education systems as well.

At the macro-level, there is competition among public, private, and/or charter school institutions, for student registration and teacher employment. This has become a misleading separation because funding has been available to public and private education institutions, contingent on use of standardized text, lesson and assessment materials (Robertson, 2012; Robertson & Dale, 2015). TEP programs have lower numbers of students due to competition with private and alternative credentialing or certification opportunities that are sometimes only acknowledged or useful for teaching in certain private or alternative education programs in which licensed teachers would most likely not be hired or have to go through the required specific training. In many cases, substitute teachers or alternatively credentialed teachers are hired rather than highly qualified

licensed and certified teachers for economic efficiency, as discussed previously in the background section.

Findings from a study in Cambodia (Brehm, 2015, in press) regarding the effects of "shadow education," private tutoring and afterschool programs, on who, how, and is taught in a school setting indicated that very often the teachers in public school and shadow education settings were the same. In the United States shadow education in public schools may be advanced placement courses, GRE preparation workshops, and other forms of privately paid tutor assistance or advanced homeschooling systems. In Turkey, shadow education occurs within public schools due to student categorization based on assessment scores and other forms of demographic characteristics of students (Kablay, 2012). Outside the public systems, yet often very much in recognition of one another's goals and objectives, *derşanes* are a form of privately paid afterschool centers where students are assisted in skills to ensure passing college assessment tests with high scores. Shadow education may be visible or hidden in public school systems in Turkey and the United States, and the actors involved are often part of the partner schools and classrooms in which student/novice teachers prepare and begin to teach.

Global Education Policy

Education policy is influenced by globalization according to decision making processes of local, national, and transnational actors who may or may not be connected to education contexts in which policy and curricula decisions are implemented (Klees et al., 2012; Verger, 2014). Verger (2014) explained that "globalization is profoundly altering the education policy landscape" (p. 1) focusing on the adoption stage within the cycle of

policy making processes, of which may or may not include actors related to the policy purposes or effects. Moss (2012) argued that educators and as researchers must engage in policy making negotiations, and that it is their responsibility, right, and duty. The Deweyan Principles and Practices (see Table 1) offers guidelines to assist in this duty.

This research involves teachers during the interpretation and implementation stage of the "education policy process" (Verger, 2014, p. 1), in which teachers engage with global and local agents as they interpret and implement policy and curricula choices. These teachers provide much wisdom as they seek to ensure that the effects of policy meet the needs and interests of diverse school and community populations and are based on developmentally and culturally appropriate practices (DAP and DCAP) (Cushner et al., 2009; Horowitz et al., 2005).

Globalization introduces new problems, compresses time and space in policy processes, and enhances the influences of transnational actors in educational reform (Robertson & Dale, 2015). According to Verger (2014), "deterritorialization of the education policy process has important theoretical and epistemological implications," emphasizing the need for "comparative education scholars to pay more attention to the politics and dynamics involved in the policy adoption stage" (p. 1). This study underscores this imperative need for educational researchers and teachers to attend to these factors in the interpretation and implementation of policy.

Verger (2014) also argued that "policy adoption is a moment that has acquired a great deal of strategic significance in current education reforms" (p.1) and that in the "contemporary global governance scenario, education policy processes cannot be

analyzed by simply looking at the conventional sequence of agenda setting, policy design, implementation, and evaluation stages" (p. 1). Verger explains that adoption moments cannot be understood through a simple national perspective. Relationships between national and transnational actors are often both influenced by and influencers of very different resources and purposes, such as development aid and corporate actors (Verger, 2014). As Verger (2014) noted, "Education reforms are more and more often externally initiated, and multiple scales interact in the dynamics through which these reforms are negotiated, formulated, implemented and even evaluated" (p. 2). Indeed, Klees et al. (2012) discussed similar problems with the internal evaluations done by funders such as the World Bank and USAID. While Verger (2014) focused on adoption of policy, this research evaluates curricula and/or policy from the interpretation through the implementation stages from the perspective of teachers entering the field and in ways that transcend the simple "conventional" (Verger, 2014, p. 1) detached and external perspectives.

Understanding the implementation stage of policy includes paying close attention to the process, reasons, and interpretations, as well as what influences these factors. Evaluations of data collected through observations and interviews can yield understanding of the reasons why education stakeholders accept and implement global education policies, once they are adopted on local scales. Focusing on how teachers interpret and implement policy can provide new perspectives the effects of global education policy (GEP) and the consequences, intended or unintended. In a study conducted at the micro-level of global education policy (GEP), Moss (2010) examined

assessment processes at the interpretation stage and found them being similar to policy processes at the implementation stage. Moss (2010) along with other national and global scholars argue that educators and researchers must share a purpose of addressing complexities to disentangle several aspects of how policy becomes integrated (Peck et al, 2010; Robertson & Dale, 2015; Brehm, 2015, in press), for better or worse.

Moss (2010) noted that interpretations involved in teaching and learning interactions “represent subject matter to students, who interpret their teachers, the content, and their classmates and then respond and act” and vice-versa (p. 358), demonstrating that how we teach is what we teach (Dewey, 1902/2008a). This interaction process often parallels the process of interpreting policy and curricula standards. Moss (2010) described these interactions as representing “the dynamic process of interpretation and mutual adjustment that shapes student learning, instructional practice, and policy implementation" (p. 531), and “to support and assess teaching, we need to look inside these educational transactions” (p. 529). Analysis is a beginning step toward finding how these patterns of democratic social participation are reflected in school and society, according to findings based on reflections and research studies, and the knowledge and experience of teachers.

Evaluations and research using guidelines such as the Deweyan Principles and Practices (Table 1) can be a tool to analyze the relationship between education and globalization, address challenges, and look for ways to facilitate the needs of diverse student and teacher populations. We have yet to understand what determines how curriculum and policy decisions are interpreted and implemented for better or worse.

The Deweyan principles used for this research (see Table 1) align with a Global Learning Teaching Community (GLTC), see Appendix A model for constructing, implementing, and evaluating how, what, and where education policy and/or curricula are integrated to meet educational needs in this global era. This study focuses on teachers' ability or sense of agency that allows them to engage in democratic participation in the development of the schools and communities in which they teach.

Research Design and Methodology

This research involves two sites, one in California and one Istanbul, and includes observations and semi-structured interviews with key actors. The study is an educational ethnography (Brewer, 2000), employing a comparative lens (Bray et al., 2007), and in some cases, methods of micro-analysis within the study (Erickson, 1996). The research focuses on teaching programs, processes of teachers in preparation, and teacher experiences once placed in their professional positions. According to Brewer (2000), an ethnography includes "four salient features" and "focuses on people's ordinary activities in naturally occurring settings, uses unstructured and flexible methods of data collection, requires the researcher to be actively involved in the field or with the people under study, and explores the meaning which this human activity has for the people themselves and a wider society" (p. 20).

As an educational ethnography, this research includes implementations of multiple case studies at both sites and is centrally focused through the theoretical lens of Dewey's philosophical notion that processes and practices of education are mirrored in society (Dewey, 1897). The research can perhaps be more accurately described as an

educational micro-ethnography, as it is a slice of the larger contexts of influences pertaining to the specific teacher education programs, within a pre-established time frame.

Application of Methodology

As an ethnography, this research used a multifocal lens through multiple case studies necessary to describe the site, the participants and their experiences. Research activities at each location included observations based on contextual descriptions of the teacher education programs; observations of core TEP course(s), including analysis of core TEP texts, events, and issues expressing the status and value of teachers; discussions regarding teacher candidate philosophy statements and their transformation; interviews/consultations with TEP directors, educators, and three selected teacher candidates during preparation and two inducted as novice teachers after completing their TEP and becoming professional educators.

At the Istanbul site, three additional participants were interviewed and included in the study to gather information of experiences from the previous years of the TEP. (The Istanbul TEP is a four-year program; the California TEP is a one-year program that occurs once a bachelor's degree has already been obtained by enrolled teacher candidates). Examples of these research activities are included in this dissertation, as they were carried out through multiple phases, intermittently and simultaneously in California and Istanbul.

Research Sites

This research focuses on teacher preparation and entry into the profession, at TEPs and public school settings in which the student teachers were placed during their practicum and as they become teachers. The goal was to understand how student/novice educators interpret and implement curricula/policy processes in local contexts from their perspective.

Sites in the United States and Turkey were chosen for multiple reasons, including the fact that John Dewey was influential in both country's education systems. Dewey assisted the Turkish government during the birth of the Turkish Republic in 1923–24 (Çayır & Gürkaynak, 2007; Kazamias, 1966), as Mustafa Kemal Ataturk, the first president and father of the Turkish Republic, was intent on developing an education system that prepared the Turkish citizenry to participate in democracy. In addition, both countries continue to struggle with tensions between democracy in schools and society.

The two selected research sites were a TEP in California and in Istanbul, hereafter referred to as the California TEP and the Istanbul TEP. Interviews during the beginning (Phases 1–3) were conducted while researcher and or ST participants were located at or areas near the TEPs of study, face-to-face or through internet. Later interview discussions were conducted during Phase 4 and occurred in or from the area where the new teachers were located in their first position as a professional teacher, after completion of their TEP, face-to-face or through the internet. These placement sites of the new professional teachers are disclosed as necessary when the context affects interpretation of the presented data and in ways that protect the institutional and participant privacy. Interview

discussions with student teachers during Phases 1 and 2 were conducted in person whenever possible; those conducted during Phases 3 and 4 were often necessarily conducted through email and Skype, in addition to face-to-face.

Participant Selection

Participants at the California site included one TEP director, two instructors at minimum, and three STs preparing to teach in single subjects in secondary education. At the Istanbul TEP, participants included one TEP director, three instructors, and six STs. At the Istanbul TEP, One additional TEP instructor and three additional STs were interviewed in the second phase of the study, and participated in focused discussion groups, to gather background information on the TEP experience prior to the students' final year in which they fulfilled their practicum component. The additional participants in Istanbul were involved to explore their experiences of core courses taken before the final years of the program's practicum teaching experience. The California TEP is a one year program, whereas the Istanbul TEP is a four year program.

All names of selected research institutions, programs, authors of philosophy papers, and teachers interviewed were given pseudonyms or made anonymous in all forms of documentation and presentation. The TEP directors assisted in selection of TEP instructors who taught the courses to be observed. Directors and participant instructors were consulted in order to learn which course(s) and texts were most useful in the development of the students' teaching philosophy statements and portfolios, or equivalent. Observations of these texts and courses were important to understand the contextual situation and purposes under which the philosophy statements were written.

I had intended to purposefully select the participants to be interviewed throughout the study, based on their philosophy statements; however, this was not possible because of when the philosophies were assigned and written or transformed in the TEP program curricula of both institutions. Instead, I selected participants based on time availability, interest in the study, and dedication to engaging in educational research. Regardless, I reviewed student teachers' philosophy statements and observed relevant courses and texts connected to the development of such philosophies. Participants were invited to share their philosophy statements or documents related to that purpose, and these student teacher participants were included in additional interviews, observations, and formal and informal discussions throughout the study.

Two of the participant teachers were selected to be the focus of the final phase. Several of the Turkish teachers were not employed in public schools. All three of the main California participants became educators in the public-school system. Therefore, in the final phase of the study, one student participant, now a new professional teacher, was chosen at each site. Veronica, the participant in California, was chosen in the last phase because of equivalent contrasts between her environment and those of Ema, the participant in Istanbul; in addition, both were able to communicate consistently during the research period. They also shared an interest, passion, and connection to Dewey's principles and practices, which began before their participation and increased throughout the study. Additional reasons for their selection included practical matters, such as Ema's fluency in English and the location and technical capacities available to facilitate communications.

Data Collection Artifacts, Instruments, and Procedures

The main sources of data and artifacts generated and collected in this study included observation field notes; teaching philosophy statements and artifacts of application examples (lesson plans, seating arrangements, assignments, etc.); information from semi-formal interviews with TEP directors and instructors; and interviews and narratives of student/novice teachers. The teaching philosophies, and corresponding portfolios provided examples of how those ideals were shaped and manifested in classroom activities and pre-service teaching during TEP. This method of collecting multiple forms of data for analysis also served as a form of triangulation (Merriam, 1988) used to reveal perspectives of participants (TEP directors, instructors, and student/novice teachers) to be interpreted through critical analysis, and to provide a source of verification.

Sources for the program and curricula descriptions included national and/or state standards and requirements for teachers (Tarman, 2010); Turkish Ministry of National Education Standards Application Instructions for Education Institutions; California Education Department Standards for Teacher Credentialing: Standard One (California Commission on Teacher Credentialing, 2009/2019), obtained in fieldwork at the California TEP, the TEP institutional websites, and information from the universities' institutional catalogs.

Phases of Research

This study was conducted in four phases. Phases 1 and 2 were conducted at the California TEP and repeated subsequently due to the different starting dates. Phase 3 was conducted at various times throughout the program once STs began their practicum teaching in which they begin to apply developing teaching practices and principles in classroom or in micro-teaching activities. Phase 4 was conducted with the two selected STs after being placed in a classroom as a professional teacher.

Preliminary to Phase 1 and 2, data collection included informal, semi-structured interviews conducted with directors of each TEP site. TEP directors provided information about key courses to observe and TEP educators to contact that could assist in providing the information needed for this research. Interview protocols were developed prior to interviews (see Appendices C and D). These interviews with TEP directors also provided documentation or information pertaining to TEP curricula, mission statements, and information regarding ST selection to enter the programs. Preliminary informal interviews and TEP observations were conducted to gain initial information, establish relationships, and set dates for subsequent semi-structured interviews (Kvale, 2007) with instructors at each TEP.

The key questions asked in the interviews focused on the directors and instructors awareness and conscious connection to Deweyan ideals. The interviews with TEP directors and educators also pertained to the selection process for enrolling student teachers and if and how teaching philosophies and portfolios were developed and used for assessment. These interview questions also aimed to gather information about

reflection processes in the curriculum. In addition, I gathered information concerning the content of syllabi and reading lists, the core courses required, and the mission of the courses and the TEP.

This study utilized concept maps as a strategy to deal with the method challenges involved with qualitative research (Daley, 2004) and an educational ethnography. These concept maps framed observations and data collected through the research phases. Specifically, in Phases 1 through 3, I used the concept map, Contextual Observation Map: TEP Site Research Sources and Foci (Table 3), and the concept map, Teaching School Site: Contexts of Research Sources and Foci (Table 4) in Phase 4. With concept maps I could organize data into categories, analyze content, and draw connections to present my findings (Daley, 2004). I used a contextual observation map in Phases 1 through 3, and a slightly adjusted concept map for Phase 4 in California and Istanbul.

Phase 1

The first of four phases of this research began during the summer quarter of 2014 at the California Teacher Education Program (TEP) to establish the foundation for the study and to form relationships with professors and teacher candidates. This phase also included observations of relationships between education and society expressed through public media and events related to education, the history and objectives of the U.S. education system, and the value of teachers, as related to this study. The Institutional Research Review Board (IRB) approved the human subject application for the research, a process that was repeated in at the Istanbul TEP site during the first semester of 2014.

One main objective of Phase 1 was to gain an understanding of the cultural and community contexts of the TEP, including aspects of student teacher selection criteria, TEP mission, core curricula, core program texts, TEP partner schools where pre-service teaching occurs, course observations, student teacher (ST) teaching philosophy statements (and/or portfolio development), assessment/evaluation processes including practices and models of participating learning-teaching communities or professional learning communities (PLCs). A concept map (Daley, 2004) of these eight research sources and foci are displayed as a contextual observation map in Table 3.

Table 3

Contextual Observation Map: TEP Site Research Sources and Foci

TEP Mission	Core Curriculum
ST Selection Criteria	TEP Partner Schools
Course Observations	Assessment/Evaluation Processes
Course Texts	ST Philosophy Statements

During this phase, I observed key courses in which student teachers began work on philosophy statements and portfolio development, noting classroom and student contexts, seating arrangements, and number and diversity of students. In addition, I reviewed syllabi materials, such as texts, course assignments, reading lists, writing paper prompts, daily and weekly agenda/routines, course activities and procedures as sources

for field notes. Teacher-student interactions, microteaching opportunities or similar teaching repertoire skills were noted as well as the communication skills, lecture styles, and collaborative discussions engaged in these TEP course or courses.

These course observations provided insight into the experiences and expectations of student teachers. In particular, the course observations revealed some of the activities and prompts involved with prewriting and writing of philosophy statements (or equivalent) and other learning activities and lesson plans as well as overall portfolio designs (or equivalent). The purpose for these course observations were two-fold: (1) to gather and document data that would provide an additional form of reference along with self-reports and narratives of student/novice teacher experiences; and (2) to provide documentation that would reveal any contrasts with the descriptions of the classroom in which students would later teach.

In Phase 1, I built research and participant relationships and gathered data for analysis during late summer when the California TEP STs began their programs. With some alterations, these study objectives and data sources were replicated at the Istanbul TEP the following fall semester when that TEP began for four consecutive academic years. Therefore, in Istanbul, I observed additional courses that the ST participants in their final year of TEP program had taken in their beginning years. At the Istanbul TEP, students take courses related to education philosophy or foundations of education in the first years of the TEP program of study, and courses such as classroom management and the practicum in the third and fourth years.

Phase 1 also included beginning "semi-structured" (Kvale, 2007, p.11) interviews with the TEP director, instructor(s) of key TEP course(s) observed and student teachers. Interviews included direct questions regarding participants knowledge and perspectives of the influence of John Dewey. These first interviews were conducted to designate participation for the larger ethnographic process of data collection and were intended to establish concrete quality meeting times and objectives with the main research participants.

During the first consultation meeting, I presented the TEP director with the objectives and guiding interview/consultation questions, to be flexibly used, and the focus guidelines of the course observations. (See Appendix B for the TEP Course Observation Focus Guidelines, and Appendix C for the director interview protocol.) Similar objectives guiding the interviews with TEP course(s) instructors also flexibly followed the TEP instructor protocols (see Appendix D). In addition, the objectives and protocol guiding questions for the three semi-structured interview discussions with student/novice teachers can be found in Appendix E.

The California site was the first in which I explored the TEP and the experiences of educators and STs from preparation to professional entry. My observation of the student teachers in California and Istanbul—the development of their teaching philosophies and practices revealed through their portfolios (or equivalents)—continued through online interactions and periodic visits during the next three phases of the study.

Phase 2

This phase occurred during the latter part of the fall semester at the Istanbul TEP, following approval from the Institutional Research Review Board (IRB). The contextual observation map of TEP site research sources and foci used to gather and organize data at the California site was also used as a concept map in Istanbul, as shown above (Table 3). In addition, a similar process as in California was followed to conduct initial interviews with the acting TEP director and with TEP instructor(s) whose course(s) I would observe, and to select teacher candidates. The same objectives and guiding interview questions employed during Phase 1 were repeated during Phase 2 at the Istanbul site (see Appendices C, D, and E).

As at the California site (Phase 1), participant selection was based on willingness and time availability to participate, interest in the study, dedication to engage in education research, desire to share their philosophy statements (or equivalent) and their developing practices. This phase also involved interviews with student teachers later during their preparation. The second part of this phase occurred during the spring semester at the Istanbul TEP, at which time I also returned to California to conduct observations and interviews with teacher participants during their candidacy experiences.

Phase 3

Phase 3 involved observations in the field and follow-up interviews with student teachers as they began pre-service teaching in their TEPs' partner schools. This phase focused on the similarities and differences between how they are able to apply practices

based on their teaching philosophies and their perceived sense of agency as they interacted with students, classroom teachers, and their TEP educators.

Drawing upon the philosophy statements and accompanying portfolio (lesson plans, students work, reflections) that demonstrated their work, student teachers shared their experiences via self-report narratives. The interviews involved questions pertaining to whether they were able to apply their knowledge and skills in ways that aligned with their teaching philosophies and practices and were conducted and recorded at both the California and Istanbul sites in person and through Skype and email interactions. TEP course observations also continued at both campuses during this phase. (See Appendix – Phase 3 for a full description of interview questions.)

Phase 4

The fourth and final phase of the study involved follow-up interviews with one selected teacher from each site, Veronica (California) and Ema (Istanbul). Veronica was interviewed online and through emails, and Ema was interviewed at the school where she was placed. Interviews were conducted with these two new professional teachers placed in classrooms to examine the possibilities and obstacles involved in integrating teacher skills and philosophies from TEPs into the professional field.

During this last phase, the Deweyan principles and practices (Table l) as an assessment tool was used to assist in evaluating the degree to which the new teachers are able to engage in the responsibility and duty to negotiate and implement local-to-global level policy. This phase examined how new teachers interpret and were able to implement policy and curricula and standard practices in classrooms and schools

compared with the teaching philosophy, (identity) and practices they developed through their TEP preparation and that align with meeting 21st-century education challenges.

The aim was to reveal how introduction of entry teacher processes at schools may or may not correlate with the implementation of teaching philosophies and practices developed in quality TEPs, according to the teachers' interpretation. In addition, the intention was to discover how this process may link to Dewey's notion of education and democracy and the practice of participant democracy through engagement of inquiry (Dewey, 1916/2008c). In other words, this phase intended to address what Moss (2012) argued was the responsibility, right, and duty of educators and researchers: to engage in policy making negotiations.

Therefore, this phase was based on follow-up interviews with student teachers who were now novice teachers in classrooms. Interviews were conducted at participants' placement locations whenever possible, and otherwise through email or Skype. The following issues guided the observations and interview questions: the site and cultural descriptions of the community and schools; the core curriculum employed; the school's education mission (purpose statement); student and teacher textbooks and materials; integration, adaptation, or alienation of teaching philosophy; student and classroom descriptions; processes of assessment and evaluation; and processes of PLC and professional development (PD) following the induction. The teaching school site (see Table 4) illustrates the context of the research sources and foci guiding the observations that accompanied the interview questions, as described in the protocol for this phase (see Appendix E –Phase 4).

Table 4

Teaching School Site: Contexts of Research Sources and Foci

School/Community Context	School Mission
Core Curriculum	Classroom Context
Student and Classroom Culture	Educational Texts and Materials
Assessment/Evaluation Processes Students/Teachers (PLC and PD)	Teaching Philosophy Integration Adjustment/Alienation

This phase focused primarily on the teaching principles and practices that new professional teachers were able to integrate into their classrooms. The observations and interviews aimed more specifically to gather information of the Deweyan influences of the teaching principles and practices they developed through their TEP being used in the subsequent classrooms and school. In addition, this phase included the interpretation and the implementation of an "education policy process" at the micro level in schools by novice teachers (Peck et al., 2010; Verger, 2014, p.1).

Ideally such a negotiation process can assist novice teachers in the interpretation and implementation of policy and curricula choices. This kind of inclusion in negotiation processes increases the likelihood that they are able to play an active role in negotiating choices regarding curricula and teaching practices. This is a component of educators

applying theory to practice. They are active negotiators in implementing curricula in ways they believe will ensure that the global and local effects meet the needs and interests of diverse student, teacher, and community populations, and in ways that are based on and employ developmentally and culturally appropriate practices (DAP and DCAP) (Horowitz et al., 2005; Rothstein, 2010). This phase explored if and to what degree STs were involved in negotiation processes of implementing education policy.

Data Analysis & Validation Procedures

I used three data sets to explore the thematic research questions in chapter one: 1. observations and texts 2. interviews with TEP directors and instructors, and 3. interviews with student teachers. Both interviews and observations were categorized for content according to the eight research sources and foci of the contextual map of the TEP and the teaching school sites, as displayed in Tables 3 and 4. The resulting findings revealed frame clashes and "rich points" (Agar, 2006, p. 10) for further analysis.

Frame clashes pertain to conflicts perceived between perspectives throughout this study. Agar (2006) referred to rich points resulting from confusion between two language cultures. I use the term "rich points" here to explain new insight gained through exploring frame clashes between the researcher or participants of this research. Unlike Agar (2006), I did not focus on conflict between language culture one (LC1) and language culture two (LC2); however, this study did involve participants located in two different TEP programs and countries that have different native languages.

For example, a new teacher who begins teaching at a school with excitement because of the wood shop program built with inspiration of Dewey's lab schools

experienced a frame clash when she discovered that only one retired wood shop teacher was aware of John Dewey's influence of that part of the school structure. Regardless, she soon turned her frame clash into a rich point when her interactions working within the school context and community revealed the underlying relevance of the woodshop and the underlying influence of Deweyan practices and principles there.

The use of frame clashes provides insight into emic perspectives that also may contrast with a researcher's and other external perspectives, and therefore, can reveal rich points that are significant to the study. Transforming frame clashes into rich points provides a way to approach phenomena for research purposes. For example, a frame clash may emerge between the student teacher's emic perspective of the appropriate language of instruction and that of the researcher; therefore, understanding the student teacher's view becomes the rich point. Although frame clashes may occur from top down or bottom up perspectives, Agar (2006) noted, "As rich points are chased from place to place and level to level, they take different shapes depending on the different cultural mixes in those places and at those levels" (p. 10). This approach was selected to assist understanding of how meaning making occurs within TEPs and how STs interpret education policy and quality and appropriate education. In other words, this analysis can reveal what is shaping and being shaped in interactions among the student/novice teacher's philosophy and student, school, and policy goals and interests.

In the first two phases of the research, I analyzed TEP observations of materials and activities as well as the participants' teaching philosophy statements to discover any categories that aligned with the Deweyan Principles and Practices (See Table 1). In phase

one categorization of field notes together with teaching philosophy statements were examined to reveal any connections to Deweyan Principles and Practices (Table 1).

In phase two activities and events that contrasted with the site's contextual norm or with the research perspective used in this study were marked as frame clashes. These were flagged for further exploration that often transformed to become rich points to be shared in the findings. Such rich points transformed by these frame clashes, gave insight to what shapes, promotes, or stifles the choices and sense of agency, in decision making and in negotiation experiences of TEP educators and emerging teachers.

The interviews in each stage were semi-structured, open-ended interviews, conducted while reviewing students' philosophy statements in physical form during the interview. Guiding, or grand tour, interview questions, noted transformations and shifts in the process from preparation to induction. This interview response analysis for ST participants was intended to assist the selection of teacher candidates who began the TEP program with respect and desire to be part of cultivating the magnificent potential of students' worlds.

Interview Data Validation Processes:

In the interviews with TEP directors and/or educators, I focused on the categories of the core curriculum, textbooks, and core mission of the TEP shared, based on their interpretation. I assumed that a knowledge of a shared TEP mission statement would be consistent among faculty members of the TEP, and also expected that there would be variance in regard to unique individual connections to the meaning and purpose of the institutional mission. I asked TEP directors which course or courses were key in the

development of the student teacher philosophies (or equivalent), and requested permission to seek interviews with the instructors of those courses, to observe the courses, and to interview student teachers.

Interpreted interview results were shared with participants before analysis whenever necessary or possible, especially with native Turkish speaking participants. This step was intended to provide clarification, if necessary, and to provide some general reliability or necessary correction of the interview interpretation.

The semi-structured interviews conducted with STs included a process of analyzing and reflecting on developing teaching philosophy statements in the core course(s). Core courses were observed by the researcher, at different periods of time. The philosophy statements, equivalent writings with titles such as Core Belief Statements were first analyzed based on categorization and then by content coding of student teacher definitions of education, definition of their role as a teacher, expectations of students, significant philosophy principles, stated pedagogical practices, educational principles that are valued, expressed ethics and morals, relationships with school and community. Three STs with philosophy statements expressing a strong emphasis on content code terms and phrases including social and/or restorative justice, student centered curricula, developmentally and culturally appropriate practices, participant democracy, and collaborative learning were selected for the third and fourth phases of the study.

As mentioned, when explaining the process of participant selection above, due to the different times that philosophy statements were developed in each of the programs, student teacher participants were selected among those who expressed interest in

volunteering in the study. Once volunteer candidates expressed interest, I held interviews to determine whether their initial teaching ideals aligned with categorization and content coding mentioned above. Additionally, logistics regarding accessibility of time, technology and possible language boundaries between volunteer participants and researcher narrowed the selection choices of participants. However, student teachers interested in the study did participate in the study as members of courses observed during the research.

I conducted a second set of interviews with student teachers during Phase 3 in order to check for clarification and to update adjustments they may have made in their teaching philosophy statements and or portfolios during their development through the preparation toward becoming a professional. During the second interviews, I had access to students' philosophy statements (or equivalent), in addition to examples of their work in physical or digital form demonstrating application of their stated philosophies and practices. I analyzed the responses and clarifications gathered during these follow-up discussions according to the previously described categorization, based on the eight research sources and foci of the TEP sites (see Table 3) and content organization connecting data to Deweyan Principles and Practices (Table 1). Exploration of emerging frame clashes standing out as rich points continued through the timing of these second interviews as well. Simultaneously, I continued to gather data from TEP contextual observations and to conduct analyses accordingly.

The fourth phase of this study involved interviews conducted with two novice teachers, Veronica in California and Ema in Turkey. Veronica was selected during earlier

phases of research from the California TEP, and Ema from the Istanbul TEP for interviews conducted during the following year of their TEP completion. These interviews focused on questions (Appendix E – Phase 4) based on Deweyan Practices and Principles. Observations of the teacher sites of placement also occurred physically or by additional questions asked to learn observations from the new teacher when physical visit could not occur. These observations focused on the context of the school and classroom as outlined in the teaching school site context of research sources and foci (see Table 4). In these fourth-phase interviews and observations, I sought to understand the new teachers' ability to integrate or need to adapt their teaching philosophy and pedagogic practice. These final interviews provided the concluding points of the narratives of the student teacher experiences.

The interview results comprise the student teachers' stories on their new teaching experiences. I analyzed these stories in triangulation with the field notes based on courses, activities and events they had encountered through their TEPs, and previous interview results of STs and TEP educators. Thus, this method provided some verification of the interpretations and the perspectives of both the participants and researcher.

Ethical Concerns

In addition to approval from IRBs at the U.S. and Turkish sites, informed consent forms were collected from research participants before activities began (see Appendix F, G, and H). Participants provided access to TEP courses for observations, collection of program and course literature and materials, and consultations and interviews throughout

the study, at the directors and instructors convenience. Mindful of the incredible demands on student/novice teachers, I conducted interview discussions at times convenient to them, and in ways that might also assist them to complete reflections on their course work and pre-service teaching.

A dominant form of data collection and analysis for this research was self-reports; therefore, a lack of credible verity is possible. Despite this limitation, self-reported data offers a remarkable positive benefit: It reveals the perspectives of student/novice teachers that may not be expressed otherwise in their preparation programs, schools and classrooms. This perspective is often missing in research literature. To overcome the limitations of self-reported data, I also gathered data from course observations, the artifactual evidence that was to be discussed during the interviews, and the information provided from the interviews/consultations with TEP directors and course instructors. In addition to methodological measures intended to overcome personal bias of researcher or participant, I used triangulation of data to perform a critical evaluation of the results for the lack of accuracy and perspective in the experiences and findings before presenting them in this dissertation.

Findings

The findings of this study begin with contextual descriptions of the TEPs in California and Istanbul developed in Phases 1 through 3. Next are the findings from the data gathered and analyzed through fieldwork observations and interactions with TEP instructors and STs at the TEP sites. These findings are organized according to the

themes of the research questions connected to the Deweyan Principles and Practices. In the following section the themes are addressed with explanations and descriptions of the meaning and significance of each theme according to the participants and TEPs of the study. The themes of focus include Deweyan influences on the TEP programs, teaching philosophies, and principles and practices, and how those influences are reflected as incoming professional teachers integrate principles and practices in classrooms and schools. This section concludes with a discussion of significant "frame clashes" that that yielded important "rich points" of deeper understanding over time.

Teacher Education Program Descriptions

The descriptions of the TEPs and curricula for student teachers (STs) and additional characteristics serve as a foundation for continued exploration and explanation of the contextual impacts on teaching principles and practices, as developed at each site. There are too many insightful qualities that were observed in the TEPs of the study to be captured in one education ethnography. The Contextual Observation Map: TEP Site Research Sources and Foci (Table 3) assisted greatly to organize the choices of literature, stories of student-teacher relationships shared in interviews, perspective shifts that occurred during the time of first interviews with directors, instructors and STs, and the countless moments in which I observed skill development of educators. The descriptions of the TEPs and curricula for student teachers (STs) and additional characteristics discussed here are not conclusive indicators of either program. Rather, these interpretations serve as a foundation to guide the continued exploration of this study as it continued at each site.

Istanbul TEP

The Istanbul teacher education program (TEP)[2] is a four-year teacher education program equivalent to earning simultaneously an additional undergraduate degree in a related subject. The TEP may be a five-year program, should STs continue to earn a master's degree in the field they plan to teach (Tarman, 2010; Yüksel, 2008). Two semesters of the fourth year include practice teaching with mentor teachers in Turkish schools. In this practicum, STs are supervised and observed by mentor teachers at their assigned schools and by university education faculty members who visit the schools during student practice sessions (Tarman, 2010; Yüksel, 2008). At the Istanbul TEP, STs may choose from among hundreds of schools, so long as the public school teacher is willing to participate and act as a mentor.

Admission to the Istanbul TEP is based entirely on the Lisans Giriş Sınavı (LGS) exam scores, which determine the colleges or universities applicants may attend. Decisions are made systematically, based on exam scores and sometimes extra credit programs, such as an Anatolian Lycee program for students who wish to become teachers. The Turkish Ministry of Education (MOE) once played a more prominent role in placing college students in teacher education institutions and included faculties in some decision making, such as the number enrolled. Today, a Turkish Higher Education Committee (HEC) has this responsibility and acts as the Turkish representative in interactions with the European Union, the World Bank, and the OECD (Doğramaci,

[2] The Istanbul teacher education program does not refer to itself by the acronym TEP; however, I have employed it for purposes of this dissertation as a means of organizing and presenting data to readers.

2007; Eginli, 2010; Robertson & Dale, 2015; Tarman, 2010; Uygun 2008). Needless to say, neither the faculty of the Istanbul TEP nor the STs are included in placement decisions.

Documentation of stated institutional goals or objectives for STs is not held among the education faculty specific to the Istanbul TEP. The education department and its focus in teacher development are held to the general university goals and objectives for students of all departments. However, goals and objectives concerning outcomes for STs or values held and practiced at the Istanbul TEP are communicated on course syllabi, particularly for core courses.

Although Turkey has a Standard Application Instructions for Education Institutions (Turkey Ministry of Education, 2011), formal documentation or statements regarding how the Istanbul or any other TEP interprets these standards is not available. However, it would be incorrect to conclude that the faculty are not actively engaged in interpreting and implementing the education ministry's standards as explicit objectives and practiced values.

Information gathered from the interviews and TEP descriptions are included in the findings, in addition to anecdotes of field observations indicating how the faculty chooses to interpret and implement MOE Standards as explicit objectives and practiced values, indicated by studies of Tarman (2010) and Yüksel (2008). Several times in informal interviews and conversations, faculty expressed disapproval with being excluded from the selection process and program assessment. (These anecdotal examples

differ between the Istanbul and the California TEP descriptions; see further discussion in the similarities and differences component of this section.)

An important difference between the U.S. and Turkish TEPs is that in Istanbul neither faculty nor the student teachers are included in decisions regarding what institution the students would attend. In addition, enrollment is often based on the department at the university in which they are permitted to attend. This could be the case for a student without sufficient English language skills, as university texts and instruction are in English.

The Istanbul TEP does not currently have a curriculum that allows STs to do part of their program in an educational setting of another program; however, STs can implement an Erasmus Exchange, not involved with their practicum experiences, prior to their fourth year of study. Furthermore, international students doing study exchanges from other countries are included in the TEP core courses, which provides valuable learning and teaching exchanges among STs.

A Deweyan influence that pertains to both TEPs is interaction between student teachers and students visiting through education abroad. However, the difference is that the education abroad program at the California TEP is a specific exchange of STs traveling to experience teaching in other Asian and European countries, within its one-year program, whereas the student exchange program in Istanbul is not specific to the TEP department. Therefore, not all exchange students involved at the Istanbul TEP were studying to become educators, but instead, were enrolled in general education requirements. The Istanbul TEP compensates for this difference in intercultural exchange

in other ways that are described in findings from later observations. This marks a similar exchange of cross-cultural values and educational perspectives that Dewey may have had in mind in emphasizing the need for teachers to learn from other each other in different contexts (Turan, 2010). What is different is that the students traveling abroad are not necessarily enrolled in the teacher education program in Turkey or in their own countries.

California TEP Description

The California TEP in this study is a one-year master of arts program to which students apply after having earned an undergraduate degree, often in the focus area they plan to teach. The TEP is extensive and includes summer sessions before and after the program year. The program integrates student teachers in practical teaching experience throughout the public school year. This TEP places STs at one of 13 public schools: three high schools, three junior high schools, and seven elementary schools. Each mentor teacher in the participating classrooms works directly in partnership with the TEP faculty on a regular annual basis. Teacher education instructors visit the public-school classrooms to observe, assess, and provide feedback to STs based on their lesson plans, communication skills, and instructional practices.

STs are selected based on prior grade point average (GPA), their bachelor's degree education, and an application that includes two essays, a statement of purpose, and personal achievements. Ten percent of applicants may be admitted with GPAs below the standard requirements, provided a case can be made to the TEP faculty selection committee and the graduate division selection committee at the university. The TEP selection committee is comprised of full-time faculty of the TEP department.

The California TEP also includes the International Teacher Exchange Partnership, in which student teachers have an opportunity to complete a four-week student teaching practicum at a partner institution in Denmark, Singapore, or Switzerland. The program initiated in 2013–14, and ended in 2016. During these years this component of the CA TEP increased the number of students included. Through these international partnerships, faculty and locally placed STs reciprocally shared valuable insight with the exchange STs, who continued to share their experiences once they return from their international practicums with their TEP instructors and fellow STs, in addition to the school faculties they will continue to teach and learn with in their future career as an educator.[3] The California TEP provided funding to assist the selected students exchange STs, until 2016 when this program came to a close.

A shared explicit statement of teacher education outcomes and values guides this California TEP as the faculty interprets and shares in implementation of decisions to maintain the integrity of the educational philosophy of its program. This is an example of the Deweyan principle of aligning teaching philosophy as it transforms according to experience, Simultaneously, it is an example of the Deweyan practice of applying theory to practice. ST outcomes and institutional values are drawn from the California Teacher Education Department Standards for Teacher Credentialing Standard One, Program Design, Governance, and Qualities (California Commission on Teacher Credentialing

[3] In discussions conducted in fieldwork, the directing assistant dean and the director of international and exchange students at the Istanbul TEP explicitly stated their interest in joining the International Teacher Exchange Partnership, although it ended in 2016.

(2008/2019).[4] TEP faculty respond to this state policy document, stating their shared authentic interpretation of how the standards should be understood and implemented.

The California TEP describes six core objectives for student teachers: critical reflection, study of children/study of schools, methodological competence, diversity, collaboration and teaching in the twenty-first century with an emphasis on leadership. The California TEP also describes five main core institutional values emphasized and cultivated throughout the program and described in five categories: relationships, contexts, affects, children—each child and all students, and the importance of teachers.

Core Courses of Curricula

Core courses of the TEP programs at the California and the Istanbul universities differ depending on whether the STs intend to teach at the primary (kindergarten and/or grades 1–6) or secondary (grades 7–12) level. Primary and secondary levels are a generalization, as there are many alternative paths and academic structures available globally in public, private, and cooperative education institutions (Robertson & Dale 2015). This study focuses on STs seeking to teach in grades 1–6 or 7–12, or the general description of primary and secondary schools.

Core Curricula at the Istanbul University TEP

The Istanbul TEP Education Faculty is comprised of five departments: Computer Education and Educational Technology; Educational Sciences; Primary Education; Secondary School Science and Mathematics Education; and Foreign Language

Education. For this study, three departments were excluded: the Educational Sciences Department because it is not directly involved with preparing teachers for K–12 schools, and the Computer Education and Educational Technology Department because no comparable California participants were preparing to become teachers with this focus.

The Foreign Language Education Department was excluded because in Turkish public schools English as a second language is taught in primary grades, whereas California schools do not include a second language as part of the general curriculum. Also, no participants selected for this study at the California TEP were focused on teaching a second language. The study included the Primary Education Department and the Secondary School Science and Mathematics Education Department, and each of these two departments include three internal departments as shown in Table 5.

Table 5

Istanbul Education Curricula for Teacher Education

Education Faculty Department	Teaching Focus	1 Semester	1 Semester	1 Semester	1 Semester	1 Semester	2 Semesters	1 Semester	Integrated Masters Mandatory (M) or Optional (O)
Primary Education Department	Undergraduate Program in Preschool Education Age (5-8)	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	Curriculum Development I	Curriculum Development II	School Experience ____ Practice teaching	Special Education	O
	Undergraduate Program in Mathematics Education	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	ED 282 Principles and Methods of Instruction	ED 401 Classroom Management	School Experience ____ Practice teaching	Special Education	O
	Undergraduate Program in Science Education	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	ED 282 Principles and Methods of Instruction	ED 401 Classroom Management	School Experience ____ Practice Teaching	Special Education	O
Secondary School Science and Mathematics Education Department	Integrated B.S. and M.S. Program in Teaching Physics	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	ED 282 Principles and Methods of Instruction	ED 401 Classroom Management	School Experience ____ Practice teaching	_	M
	Integrated B.S. and M.S. Program in Teaching Chemistry	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	ED 282 Principles and Methods of Instruction	ED 401 Classroom Management	School Experience ____ Practice teaching	_	M
	Integrated B.S. and M.S. Program in Teaching Mathematics	ED 101 Introduction to Education	ED 211 Educational Psychology	ED 221 Fundamentals of Guidance and Counseling	ED 282 Principles and Methods of Instruction	ED 401 Classroom Management	School Experience ____ Practice teaching	_	M

Source: Langlo (2015)

The Primary Education Department comprises the undergraduate program in Preschool Education (ages 5–8); the undergraduate program in Mathematics Education; and the undergraduate program in Science Education. Each of the core curricula of these teaching foci includes five one-semester courses that are taught by education faculty members. These five courses are: Introduction to Education, Educational Psychology, Fundamentals of Guidance and Counseling, Principles and Methods of Instruction and Classroom Management. The only courses on the above curriculum table that are not part of the core curricula of the STs of this study are two for the Primary Education (ages 5–8)

foci, mainly Curriculum Development I and Curriculum Development II, each one semester.

For teachers aiming to work in Primary Education, these courses are included rather than Principles and Methods of Instruction and Classroom Management. Participants from this study were limited to student teachers preparing to teach students at ages above seven, as preschool education was beyond the realm of this study. In addition to these five core courses, each of the undergraduate primary teaching foci include a one-semester course in Special Education in the different focus areas of teaching. Of central importance is that each of these foci include two semesters during the fourth year of School Experience in Education and Practice Teaching.

The Secondary School Science and Mathematics Education Department was also included in this study, and it also consists of three sub-department (see Figure 2). The department comprises the integrated bachelor's and master's program in Teaching Physics; integrated bachelor's and master's program in Teaching Chemistry and the integrated bachelor's and master's program in Teaching Mathematics. Each of the core curricula of these teaching foci also includes the five one-semester courses taught by education faculty.

The Secondary School Education curricula appears to lack a course in special education; however, this content may be covered in other areas of the curricula not observed or be handled by specialists working within Turkish classrooms and educational institutions. Also, of key importance is that each of these foci include two semesters during the final year of preparation of School Experience in Education and Practice

Teaching as the practical component, although these courses have different titles and are more involved with practice in the following areas of specialization: chemistry, physics, or mathematics.

Core Curricula at California University TEP

The core courses for student teachers at the California University TEP also vary depending on the grade level and field. Similar to the Istanbul TEP, all teachers, primary or secondary, take a number of core courses. The program is divided into the three foci: multi-subject, single subject, and special education. Each focus provides an optional integrated master's degree in which a thesis is developed during the path toward earning a teaching credential. There is also an elective option for a number of student teachers to apply to an international teacher education exchange program developed by this institution to foster global awareness and cross-cultural communication skills, and to build perspective through being embedded in an educational environment of another culture and language.

The multi-subject curricula prepares teachers to work in grades K–6 in California public schools. During their path toward certification, STs are enrolled in courses with their fellow cohort teachers aiming to teach at approximately near the same grade level. In the program, STs develop a teaching philosophy statement and a portfolio containing documentation such as lesson plans, student work, reflections, observations of self and others teaching and learning experiences, along with their evolving philosophy statements. These teaching philosophy statements and portfolios play a central role in their evaluation and assessment throughout the TEP and in the hiring process.

The Single-Subject curricula prepares teachers to work in grades 7–12 at public junior and senior high schools. Similar to the multi-subject STs, these students take courses with their fellow cohort teachers who are preparing to teach the same subject in approximately the same grade level: mathematics, science, social studies, history, or English language arts. Single-subject STs also develop a teaching philosophy statement and portfolio for evaluation and assessment purposes and for future hiring processes.

The special needs focus is not included in this study, although it follows a similar series of courses sometimes its student cohorts sometimes interact with those in both multi- and single-subject cohorts. Courses that may include students from all three foci fall into the Series II—Special Needs (diversity of learners) curricula, and this series is the second of six that follow the introductory foundation courses of the California University TEP.

Seven sets of courses comprise the criteria and standards for teacher education in California. These include: Foundations Courses I and II; Series I— Methodologies; Series II—Inquiry; Series III—Special Needs (diversity of learners); Series IV—Integrating Theory and Practice; Series V—Instructional Design; Series VI—The Professional Field (school and classroom resources, assemblies, teacher unions, contract negotiations, school-family-community relations and communications, and so forth). These sets of courses vary depending on grade level and subject foci (see Table 6). A central component is the practicum component of the California TEP that involves the pre-service teaching at a partner schools under the supervision of the TEP instructors and the professional classroom teacher mentor during the year-long program.

Table 6

California Education Curricula for Teacher Education

Foundations Courses I and II	Series I Methodologies	Series II Inquiry	Series III - Special Needs	Series IV - Integrating Theory and Practice	Series V - Instructional Design	Series VI - The Professional Field
2 quarters	1 quarter	1 quarter	1 quarter	1 quarter	1 quarter	1 quarter
In-service teaching, placement at public K-12 schools throughout TEP						

Source: Langlo, 2015

The California University TEP is guided by an explicit shared statement of teacher education outcomes and values that the faculty interprets and shares in processes of implementation in order to maintain educational philosophical integrity and model application of theory to practice. These ST outcomes and institutional values are drawn from the California Teacher Education Standards One, Program Design, Governance, and Qualities (California Commission on Teacher Credentialing 2008/2019). California TEP faculty members may respond to this state policy document, stating their interpretation of how the standards are to be understood and implement throughout the TEP.

The California University TEP describes six core outcomes for student teachers: critical reflection; study of children/study of schools; methodological competence; diversity; collaboration; and teaching in the 21st century, with an emphasis on leadership. The California TEP also emphasizes and cultivates five core institutional values: relationships, contexts, affects, children—each child and all students; and that teachers matter.

TEP Reflections of Deweyan Principles and Practices

A purpose of observing and describing the core curricula, mission, and governance of these two TEPs in addition to their contexts has been to examine the ways they reflect influences of Deweyan philosophy. Particularly observations and interview discussions were held to understand the Deweyan practices and principles that occur in the TEP that may play a role in shaping the STs becoming educators. The TEP site descriptions present a context of how and in what ways educational philosophies and practices are developed in TEPs. This process serves as a means of understanding how to continue exploring how or if these philosophies and practices are implemented in schools when STs as future teachers begin to teach.

Importantly also, the descriptions of the two TEPs help to present the and understand the perceived possibility of Dewey's influence observed in the programs. These findings can also assist in revealing how policy is created, established, interpreted, and implemented in the TEPs and how this may affect how future teachers respond to external education policy mandates. In other words, in relation to Dewey's influence, these findings examine the extent to which the practices and principles of the TEP and its faculty model democratic education and the application of theory to practice, and are carried forward through interactions from school to society (Dewey, 1902/2008a; 1904/2008b; 1916/2008c).

Despite the claim by Uygun (2008) and other scholars he cites that "*Democracy and Education* is still included as a textbook in the curricula of Turkish teacher education institutions" (p. 9), I found no complete works of Dewey included in course readings

translated into Turkish or in English in course syllabi of four of the core courses I examined (Figure 1). However, review of content and index analysis revealed multiple references to Dewey and his works. In addition, course syllabi often included chapters and/or articles by Dewey regarding teacher education, the history and development of the education system, teacher education, the relationship between school and society, and education and democracy. That said, Uygun (2008) and those he cites note that Dewey's influence "cannot be overestimated" (p. 9), based on his report on education for Turkey in 1924, his additional works and recommendations, his works in English and translated in Turkish, his involvement with teacher education, and the impact of the village schools developed.

Figure 1

Uygun's (2008) Chart of Dewey's Works Translated into Turkish

Table 1. Some of John Dewey's works that have been translated into Turkish.

No.	Title	Translated by	Year
1	Asrî maarif müesseselerinde Dewey ve terbiyesi [Dewey and his methods in contemporary education institutions]	Mustafa Rahmi (Balaban)	1923
2	Çocuk ve mektep [Child and school]	Mustafa Rahmi (Balaban)	1923
3	Mektep ve cemiyet [School and society]	Avni Başman	1924
4	Demokrasi ve eğitim [Democracy and education]	Avni Başman	1928
5	John Dewey'in Pedagojik Akideleri [John Dewey's pedagogic principles]	Eyüp Hamdi Akman	1932
6	Terbiyede ahlâk prensipleri [Moral principles of education]	Belkıs Halim	1934
7	Yarının mektepleri [Schools of tomorrow]	Sadrettin Celâl Antel	1941

Source: Uygun (2008, p. 9)

Similarly, complete books or chapters of books written by Dewey did not appear in the observed course syllabi reading lists. Rather, at both institutions, books with chapters and articles by scholars citing Dewey's work or literature on experiential

learning carried on by educational theorists such as David Kohl, and others, and linking to Dewey's work, involvement, and philosophy of education appeared in the course syllabi. While complete works of Dewey in the course syllabi, as presented previously in Figure 5, or otherwise did not appear in course syllabi at the Istanbul TEP, main core texts reference Dewey directly and indirectly when speaking of the relationship between education and democracy, citizen participation, and experiential education. Similarly, while entire works are not observed, chapter and/or articles are included in several syllabi. One important observed inclusion in syllabi is *My Pedagogic Creed* (Dewey, 1897), at the California TEP. Somewhat different, but perhaps equivalent, is that it is unlikely that most educators in the profession or in preparation are aware of Dewey's involvement of the Turkish village schools in the early 1900s, but are more aware of Dewey's laboratory schools, that began as an experiment while he taught at the University of Chicago and later expanded.

A diversity of voices have addressed the issue of preparation, practice, and politics of teachers and have sought answers to questions relating to the possibilities and obstacles confronted by educators as they prepare and attempt to integrate their philosophies and skills in their professional roles, operating within micro-level politics of schools and macro-level politics of education and global education policy (GEP) (Bransford et al., 2005; Davies, 2014; Ginsburg, 2012; Klees et al., 2012; Verger et al, 2012). This description of these two TEPs and their core curricula, present some of the tensions and struggles between the negotiation dynamics in education policy at the institutional TEP level that may or may not influence student teachers as they develop

their teaching philosophies and practices from preparation to integration into the profession (Loomis & Rodrigues, 2009).

Language of instruction is a key issue involved with the tension and negotiation dynamics involved in both institutions (Kimmelman, 2011; Kinzer, 2001/2008). It is more prevalent and less transparent at the Istanbul TEP (Kinzer, 2001/2008). Many of the TEP educators and ST participants involved in this study directly or indirectly spoke of conflicts pertaining to the exclusion of students with Spanish, or other language backgrounds in California, and Kurdish-speaking backgrounds in Turkey from participating in the TEP programs of both sites. Several of the STs did come from other language backgrounds. This was more common at the Istanbul TEP site.

These STs spoke of the struggles they had not only learning from English language texts. However, only some Istanbul TEP educators spoke of the conflict of the mandated task of teaching STs using English as the language of instruction. This is not because they had problems with the expectation that their students learn to speak English. They were concerned with entry-level students who struggled with Turkish, the primary language of their country, particularly when they aimed to teach students in elementary grades. At elementary levels Turkish is the language of instruction, while English is taught as a second language beginning their first year. STs aiming to teach at this grade level and the students they will teach come from language background other than Turkish, let alone English.

Therefore, many TEP educators and STs had conflicts with language issues embedded in education policy mandates of the TEP institutions, particularly in Istanbul.

These educators and STs worked together strategically to find solutions to allow appropriate learning and teaching processes to occur. The risk involved in challenging this language of instruction policy through negotiation is more than likely to interfere with securing a position as a student or as an educator. Regardless, at the microlevel the TEP educators and STs worked in negotiation processes together to create paths for appropriate learning and teaching development. This kind of negotiation is an example of the Deweyan principle of democratic practice in education as it demonstrates the collaborative participation in creating a process to enable individual and shared learning.

Similar and Different Deweyan Influences in Teacher Education Programs

The interpretations of similarities and differences between these two TEPs should not be understood as conclusive descriptions of either program. Rather, they served to provide the contexts for the continued research. In the process of first observations and initial interview discussions, frame clash experiences occurred in conflict with the initial presumptions of this research. In addition, frame clashes encountered by research participants of this study that were shared served as indicators of gaps to be filled. Many areas of rich data were highlighted to show the unique qualities of each TEP programs and Deweyan influences found at the sites.

One of the most striking differences is the explicit student teacher outcomes and core values statement of California TEP. No similar documentation was found at the Istanbul TEP, although something may exist. As previously mentioned, this difference was compensated by communicating the goals, values, and expected outcomes for STs directly in the syllabi documents of core courses at the Istanbul TEP. That said, several

anecdotal observations from field notes demonstrate additional ways that the Istanbul TEP and instructors communicate objectives for student teacher expectations and values, beyond but in alignment with Turkish teacher assessment and licensing requirements. During Phase 1 of this research this difference was found in the missing statement documentation; continued exploration led to finding the similarity as to how both programs and TEP educators at the sites took steps to implement external policy uniquely in their TEP curricula.

Similar and different also is the selection of ST invited to participate in the TEP programs at each site. Different is the selection process of applicants at the California TEP, completely absent in the Istanbul TEP. STs are selected by the MOE externally from the TEP and the university itself in Turkey. A rich point found is the similarity in the unintended exclusion of many students unable to fill requirements to apply due to language barriers. Both programs require English language requirements that are not achieved by many who would otherwise desire to teach. The inspirational policy and student enrollment policy negotiation processes found within the California TEP clearly demonstrates teacher educator agency and Deweyan democratic participation involved in negotiating TEP standards and regulation requirements. While this seemed to be missing during Phase 1 at the Istanbul TEP, similar forms of educator agency are evident.

For example, one way the Turkish Higher Education Committee has stifled the education faculty's ability to demonstrate and model application of theory to practice is the faculty exclusion in selecting students to be enrolled in the TEP. To compensate, the TEP educators sought ways to involve the enrolled students with and without interest in

becoming an educator. In other ways, they found ways to apply theory to practice by including students in what and how to make the course and curriculum objectives accommodative to the needs and interest of the individual students in ways that maintained TEP structure and goals. Regardless, core course instructors observed demonstrated inclusion of STs enrolled in the TEP with no expressed interest in a teaching career. I met several STs in Istanbul who were not included in this study because of their lack of interest in actually becoming an educator.

In later phases of the study, five of these STs expressed joining the study as a participant communicating that they had changed their mind because of being introduced to a fulfilling process of learning and teaching. One ST explained with an example he experienced in a course I was enrolled in also as a participant observer. He became impressed at the syllabi of reading and assignments that facilitated STs into groups and dividing the assigned readings among members, who would then impart summaries and reflections on those reading with group members. This story he shared is an example of several Deweyan Principles and Practices that greatly influenced this ST.

Another ST, also enrolled in this course, first viewed teachers and TEP instructors as being disempowered based on being seated in classes with wooden row seats in straight lines. He explained this in an interview discussion reflecting on assigned reading about constructivist teaching approaches that are swayed against this form of classroom organization. He further explained that his opinion was radically transformed in the spring when the TEP instructor invited the group to move the discussions outdoors on designated campus lawns and gathering areas. In these and many other ways, such as

engaging ST involvement in selection of course readings, activities, and assignments, TEP instructors at both sites sought to impart knowledge of diversity and the need to model values through a constructivist-based pedagogy in democratically organized classrooms.

The TEP instructor had provided choices in readings to allow the student to be involved in negotiating learning materials. Also, the TEP instructor created an opportunity for her students to engage in collaborative participation to share their reflections as they progressed in knowledge and skill development. These practices align with the Deweyan principles of democratic practices and reflection in individual and group processes. This Deweyan influence experienced by these STs and those involved in this kind of learning process can be carried forward through curricula of lesson plans and activities that later transpire in the future classrooms of these STs.

Another difference is the International Teacher Exchange Partnership component at the California TEP that is not included at the Istanbul TEP. However, readings, movies, and documentaries about education in other countries were included, discussed, and analyzed by STs in the Istanbul TEP. A director and several instructors explained that these items were included in their course curricula in order to prepare STs with the cross-cultural perspectives they will need in their future classrooms; to raise issues; to analyze various notions of classroom management; and to prepare STs to be model global citizens.

Discussing the selection of movies, one teacher explained that she selected international education films that were as “authentic” as possible to the language and

culture of the film's setting. By "authentic," she meant films that demonstrate schools, classrooms, teachers, and leaders engaging in the application of theory to practice and that maintain the integrity of teachers and students, rather than those based on a school environment adapted to external educational systems and expectations.

The inclusion of these cross cultural and international movies into the curricula of the TEP course and its program aimed to facilitate the exchange of knowledge, skills in a diversity of places and with different social mixes of students. Teacher and student exchanges in knowledge, experiences, and practices are Deweyan influences. These interactions demonstrate democratic practices, reflection on individual and group processes, learning objectives and progress that serve the interests of students, and that are shared in continuum in and out of classrooms.

In both TEPs, the relationship between theory and practice in teacher education is cultivated through the practical component of in-service teaching in public schools. This component is a mark of Dewey's influence, regardless of whether TEP instructors or STs have the acute consciousness that this practice is related to Deweyan ideals (Dewey, 1904/2008). However, an overview of course syllabi indicated either chapters or articles written by Dewey or texts that Dewey or express Deweyan ideals, such as the importance of a student-centered focus, development of democratic engagement, often linked with constructivist approaches.

Observations and data collected during Phase 1 did not clearly indicate the amount of time, quality, or level of inclusion that is involved in the public-school classrooms by the student teachers at either the Istanbul or the California TEP. That said,

regardless of whether or not this measurement could be made it is likely to differ and vary considerably. While the in-service experiences of each student teacher may differ, this is not a direct indication that the difference indicates lack of developing experience in teaching. For instance, micro-teaching assignments and workshops were occurring at both TEPs in and outside of the key courses and syllabi being observed during this phase.

These micro-teaching experiences were held among STs in the program and sometimes repeated in actual classroom where STs were having practicum experiences. Either way, these micro-teaching activities are an acute demonstration of education experiences for STs that were useful and practical in their application in their life of teaching, at this time as student teachers, and later in their life profession. Indeed, throughout the phases of this study, these and similarly structured micro-teaching assignment and activities engaged not only STs but also the student learners they worked with during their practicum teaching experiences and when they became teachers in public schools. These educational assignments facilitated learning-teaching exchanges among students. Therefore, according to Dewey, these education interactions engaged members of classrooms in democratic practices (Loomis & Rodrigues, 2009).

A surprising similarity of both TEP core curricula is the range of core courses offered at both TEPs, even the course names, such as Introduction to Education at both TEPs; Special Education/Special Needs components at both institutions, Principles and Methods of Instruction at the Istanbul TEP, which is equivalent to the Methodologies series at the California TEP, and the key school practicum components at each TEP. The names of these courses and descriptions of their objectives in course catalogues also link

to standards stated in the California and Turkish policy documents related to both sites, which is not necessarily a positive or negative indicator. Interesting is the similarity between the Turkish and United States education policy for the preparation for teachers that also align with Education for All (EFA) goals shared by supranational organizations.

A component included in the California TEP but not at the Istanbul TEP is the philosophy statement, or statement of core beliefs, and portfolio development, which are used for assessment and evaluation within the TEP and for hiring processes. After further study and deeper observations, I found that this component does occur at the Istanbul TEP, but perhaps not as substantially and directly as at the California TEP. A marked, apparent, difference is that these items are not used for Istanbul TEP assessment and evaluation processes or for teacher hiring in public schools, although additional research may find otherwise.

Both TEP programs use different forms of portfolios containing philosophy statements, lesson plans, learning materials and other artifacts or tools developed through the program to assess ST outcomes. A key difference is that the ST portfolios used to assess ST development and outcomes in Istanbul are not used for assessment outside of the department as a licensing requirement, as it is in California. The ST portfolios are also not used by STs in finding future teaching positions, as they may be used by STs after completing the California TEPs. This is another similar and different finding that demonstrates the Deweyan practices of creating curriculum that is practical for students, interests and needs—in this case STs—occurring within teacher education departments. It

contrasts against constraints inherent in teacher licensing requirements and teacher employment processes.

Deweyan Reflections of Principles and Practices Developed

The previous findings present a description of the TEP sites, influences related to Deweyan principles, and how principles and practices of pedagogy were developed by student teachers. The findings of this section present stories of deep insight pertaining to the principles and practices discovered from interactions with the student teachers and observations while participating in the program, and how they reflect Deweyan principles for education. This section includes shared stories and experiences of ST participants in California and Turkey about how they were able to apply principles and practices developed in the TEP programs in classrooms and in practicum teaching experiences.

One outcome of both TEP institutions is the cultivation of educators who understand their purpose and objectives for teaching, grounded in a teaching philosophy. This starting point must be adjusted through the process of becoming and being an educator, and provides the means for reflection, development of lesson plans and curricula in classrooms, assessment for professional development purposes, and so much more. This outcome is a reflection the Deweyan principle of practicing in alignment with teaching philosophy as it transforms based on experience.

Deep insight regarding the development of teaching philosophies arose from written responses to assigned readings, development of or reflections on micro-teaching lesson experiences, and shared responses to writing prompts in TEP courses. As noted, all STs participating in this study at either TEP wrote formal and informal teaching

philosophy statements. Additionally, written and oral descriptions of each ST's purpose and objectives as an educator were evident in statements included in teaching portfolios and materials intended for future employment at schools and communicated in interview discussions.

For example, in an assignment to write a reflection on a reading assignment, an ST in California wrote about questions that began to emerge for her and that drove her motivation to teach:

> First, why do some English Language Learners (ELLs) develop a low self-concept when it comes to academic abilities? Specifically, how did the ELLs … come to have such a poor self-evaluation of their own intelligence, as evidenced by their quickness to deem themselves "stupid." When do ELL students treat learning English as equivalent to being "stupid"? When do they not?

Her second set of questions guided her reflection on becoming the kind of educator whose English teaching practices would avoid this form of student self-evaluation:

> Second, what classroom practices can I implement to combat ELL students' poor academic self-concept? How can I support ELLs in their learning in regards to both content and language use? What does support look like, what does academic support look like, and what does a supportive teacher-student relationship look like?

As this ST engaged in the Deweyan processes of reflection on her teaching experiences and explored the literature of her courses, she found reasons for students' poor academic self-evaluations. These reasons were connected to cognitive development theories such as self-efficacy citing Bandura, which explore beliefs about one's capacity to learn or perform actions at designated levels and one's capability rather than actual knowledge. She also found answers in social cognitive theory related to self-efficacy and

the notion of learned helplessness; she learned that simply changing students' behavior or level of effort may not have a positive impact on future academic events.

In turn she drew upon these theories in her experiences in practicum teaching. She described a writing assignment that involved her students' creating digital documents to present their academic goals and the personal actions they would take to achieve those goals. Students were to follow a format for a standardized academic essay, but were encouraged to apply a unique personal approach as they drafted their documents. The ST was delighted and encouraged to see some of the creative use of fonts and artistic form of graffiti the students used in their notes and margins of their school work as they engaged authentically in school tasks. However, when the coordinating teacher instructed the students to format their documents in 12-point Times New Roman, the ST was torn. She understood the need for the students to conform, yet she recognized how the how the "goal sheets" could lead to a "loser" concept.

As the ST grappled with her second set of questions regarding what she could do to combat low self-concept among students, she was inspired by *Good Video Games and Good Learning* (Gee, 2007). She envisioned implementing many of Gee's ideas into her classroom to cultivate a stimulating, enjoyable, and safe space for all students. She cultivated the practice of framing the rules and standardization of schooling as a game—everyone has a role as a player with points to earn and levels to achieve. She developed curriculum that invited students to help create the rules for earning points in the game, and further encouraged them to "get into the game."

In the story of this STs practicum teaching experiences, she was describing how they was creating student centered lesson activities to engage her learners in democratic practices. She described her processes of reflecting on the struggles her students were facing and challenges interfering with their confidence in their learning ability. By giving her students a role in creating the rules of the game and a point system to engage them as contributing members of the game, she was creating opportunities for her students to progress in their learning objectives. Each component of this learning game exemplifies Deweyan influences.

In comparison, a ST in the Istanbul TEP, also aiming to become an English teacher was doing her practicum in a school in which English was the language of instruction and many of the students had various levels of knowledge and skill using English. The difference is that in California, English is more widely spoken in society outside of school than in Istanbul. Both STs shared a desire to find approaches and tools to allow students to understand their potential and communicate their ideas; both struggled in systems that were not reaching interests or abilities to facilitate academic and social growth of the student populations they were interested in working with. The intentions of these STs made the Deweyan principle of student centered curricula visible and practices that involved learning in ways that shared common interests with their students.

The Istanbul ST also referred to Gee's ideas regarding allowing students to produce content. She shared her reflections on "grappling" with the platform she wanted to set up for her students to assemble and publish a writing portfolio, blog, or classroom

reader. She believed it was important to create opportunities for students to "write the worlds in which they live," which bears a strong similarity to a rich point finding from California.

A rich point from an Istanbul ST came from a conflict—philosophic frame clash—as she sought to use a communicative language approach with her students during her practicum teaching lesson. She wanted to engage them in group dialogue rounds with provided English vocabulary to understand the circumstances in which they thought that speaking English would be useful. Her idea was to provide them with English vocabulary for things that interested them as she learned more about their lives outside of school. The ST said she was "shocked" when her collaborating teacher told her that she was wasting her time because the students had no interest in learning, that teaching outside of textbook vocabulary was only a distraction from the material on their exams. The ST was advised to focus on the text and to aim for higher exams scores, and to let the students who seemed "not to know the days of the week in English" fail because they usually do not come to school during exam time anyway. From that point, the ST modified her lesson plans, but continued to design and practice lesson plans that allowed her to apply theory to practice in micro-lesson workshops with fellow STs at the Istanbul TEP.

These micro-lesson teaching activities were a central component of student teaching assignments at both TEPs. Reciprocally, the STs turned this activity around to integrate lesson planning activities into their practicum. As mirrored lesson plans, they engaged students in roles as learners and teachers, which was one of the most outstanding

features of Deweyan influences among student teachers and educators in schools and society.

Initially, I assumed that I could gather teaching philosophy statements and consider them as being a core purpose of becoming an educator, and then use the influence of Dewey on the practices and principles of developing teachers as a lens for examining and analyzing those philosophies. Although I found quite a few examples of teaching philosophies, many came from various sources outside of the TEP programs or were written statements with various titles and used for various purposes. These statements were not always at any point combined into one philosophical statement of ideal practices and principles. The idea that such a written statement ever could contain all these things now seems to have been an unrealistic research assumption.

Nevertheless, student teachers do develop some teaching philosophies, whether they were called that or referred to as core belief statements or statements of purpose. Often such statements were produced as assignments in which STs were asked to select teaching approaches, based on assigned readings, that resonate with them and that they think they can integrate into classrooms. At other times, philosophy statements emerged from reflections on literature pertaining to teaching perspectives on cultural and social environments and design of classrooms as appropriate safe places for learners. These statements also came from assignments in which STs described classroom management and cognitive development strategies they would like to implement in their classrooms.

These different varieties of reflections focused on different aspects of being an educator and engaged each developing ST in thoughtful and reflective consideration of

the materials and experiences they envisioned providing for students. Additionally, these different reflection processes engaged STs in thinking and planning how they would implement their vision and what effect it might have on each and every one of their students during practicum, or in their future classrooms. The TEP curricula and its instructors were modeling Deweyan principles and using practices that can be continued in future classrooms of the STs.

As an example of a teaching philosophy, an ST at the California TEP wrote a teaching objective statement to be included in lesson planning and assessment of student learning outcomes. Guiding his practice were "constructivist theory of learning" and Vygotskian "zone of proximal development." In discussion of this written statement, the ST said he regretted being unfamiliar with Dewey, as he had noted references to Dewey in his reading. A teaching practice he had been working with was a "KWLQ chart" (Schmidt, 1999), to draw upon their background experiences, students list what they know about a subject in the K column. In the W column, they list what they want or need to know. The teacher then reviews this information to develop lesson plans, activities, and materials to increase students' knowledge and skill. Once the lesson or learning unit is completed, the students list the things they have learned (L column) and any new questions they may have (Q column).

The ST placed his students in groups to work on their KWLQ charting in order to encourage students to build trust "by encouraging each other's ideas and keeping open minds and thus promoting each other to participate." This teacher's intention resulted in a mirrored process of reflection that became a tool to guide application of theory, a

scientific process, and yet another example of Deweyan influence in which reflection was practiced and utilized for further development.

Asked directly about his perception of the relationship between education and democracy, this ST said:

> Democracy in the classroom is critical for buy-in, participation, and fairness. I want my students exchanging ideas freely and learning from each other. While this will help us get through and understand the material, it will have the added benefit of educating my students to be well spoken, considerate, and critically thinking people who can take their skills into any social/academic experience.

He said when students graduate from school, they will be able to vote, and "I want to make sure they have the scientific skills to understand their world, and the democratic skills to mobilize their countrymen." This ST did not have a formally written philosophy statement.

Novice Teacher Integration of Practices and Principles

This final set of findings present results pertaining to teaching principles and practices new teachers were able to integrate into their subsequent classrooms. Findings are developed from shared experiences of Veronica once teaching professionally in California, and Ema, once becoming a new teacher in Turkey. This section presents narrative stories of Veronica and Ema about how they were able to apply principles and practices developed in the TEP programs in classrooms as new teachers. These findings focus primarily on these teachers experiences of integrating the principles and practices developed through their TEP programs into applying theory to practice in public schools and classrooms, as they entered their first year.

Interestingly, Veronica, similar to other teachers seeking a first teaching position, was involved with exploring choices of locations and schools to begin her teaching her career. The process included her decision to apply to openings for teachers at various schools. It also involved interviews sharing her teacher portfolio and beliefs about ideal teaching practices. In contrast, Ema, similar to other new teachers finishing their teaching degrees, are placed in their first position as professional teachers by the Turkish MOE.

Final interviews with Veronica and Ema included questions that align with the Deweyan Principles and Practices (Table 1). How were they able to apply the theories and practices they developed throughout TEP experiences? In what ways did the teacher include student inclusion and life experiences into lesson and activity planning; in what ways did student centered curricula develop? In what ways did democratic practices occur in their classrooms? Did the new teachers practice a form of reflection on their teaching approaches and did they engage their students in reflection on their assignments and learning experiences? In what ways did learning expectations and outcomes contribute to the learning development and life experiences of the students in their classroom? Responses to each of these questions is multiple, rarely. In the process of planning, these teachers used various resources and their creativity to apply theory and to incorporate these practices, even while overcoming many barriers and obstacles.

The question of the teachers' ability to apply theory to practice received responses that included answers to a variety of remaining questions pertaining to each of the teaching practices defined as having Deweyan influences. In their own words, the interview questions can be considered as an "icebreaker activity," as they did open the

door to a general overview of their experiences in the schools and classrooms they had begun to teach. Veronica and Ema did indeed integrate their developed principles and practices in the lesson plans and activities they implemented in their classroom. Their answers, however, did not necessarily begin with, "yes." Insightful points of their experiences in attempts to do so are presented as follows.

Both teachers found ways to practice and develop lesson plans and activities that implement the Deweyan principle of student inclusion and life experiences. Both of them did this in ways that involved classroom assignments, in addition to activities that reached beyond school into other community or social activities. Veronica, being an English teacher determined to engage students in expressing their voice and perspective, would introduce new subjects and provide choices into different paths students could choose to develop knowledge and skills in a specified subject area. The example of informal and formal communications demonstrates Veronica's introduction to "You've Got Mail" as the subject topic to draw student interests in her lesson plans while displaying a typed and dated letter with prewritten, unnamed, greetings and salutations, placed half way rolled into a typewriter.

Veronica explained that her choices in lesson plans and use of materials often were influenced and made possible by a strong parent-teacher association that engaged parents in direct personal, and financial involvement, in the classrooms of their children. She explained this as being useful and appreciated, and sometimes problematic. In this area of curricula activity, she was grateful to be able to incorporate the use of laptops to supply her students in collaborative teams. The choices involving who they would want

to compose formal and informal letters to included list of group letters from each team of student members and individual to family members or friends. The students were able to learn and develop grade level writing and technology standards in ways that were student centered and able to be shared for the purposes and persons they were written for, outside of their assignment completion.

Interview discussions inquired how or in what ways democratic practices occur in their classrooms. In this phase and previous phases of this study, Veronica and Ema spoke of classroom contracts and other classroom management strategies as a fundamental example of democratic participation when previously interviewed. While the classroom contract or "Class Constitution" is a product of student collaborative decision making, the unique classroom management strategies developed by these teachers demonstrate not only how they engage students in collaborative democracy but also how their approaches engage students in reflection and are connected to their goals in education and life development. However, further examples of their democratic principles became evident in their classrooms and demonstrated in their work with students.

Displayed behind her desk, Veronica's mission statement, a paragraph from one of her written philosophy statements, is displayed on the wall. She explained she reads it from time to time, especially when she feels overwhelmed with classroom management issues:

> As a means of student-centered learning experience in which students work together in cooperative groups to grapple with complex ideas and to negotiate meaning, I believe that it is my responsibility to make concentrated efforts … to facilitate productive activities that help foster a

> supportive learning community in which students learn to appreciate and exercise mutual respect for the diversity represented in their learning environment.

Veronica's belief statement, along with several pieces of contents from her teaching philosophy ideas, ring of Dewey's notion of the relationship between education and democracy.

Ema also explains her intention of facilitating group activities that engage students with the intention to scaffold members into roles that draw from individual strengths of skills from each student in ways that encourage development of students' weaker areas of knowledge. Furthermore, Ema's written statements include words describing her perspective of students being unique individuals and that education in her classroom needs to include experiences that will allow them to build skills for academic development while also assist then in becoming productive citizens in their community, country and in the world, inside and outside. In other words, Ema's intention is to be an educator that facilitates students to be productive community members in school and society.

Veronica and Ema demonstrate several forms of using reflection as a means of development for their own professional development and to provide opportunities for their students to reflect in areas of their academic growth and on their own interests and goals in school and their lives. Both new teachers, along with several of the participant STs interviewed before this phase, mentioned appreciating and finding great value in reflection processes. Certainly, both continuously engaged in reflection on their work. In processes of assessing student outcomes on assignments, determining grading systems,

developing curricula, and designing or redesigning classroom management strategies, reflection guides their decisions.

However, their thoughts expressed dissatisfaction in repeated reflection routines in which either students did not have quality time to actually reflect on their work, especially when students were not adequately prepared to mentally list or note collected ideas of what they would reflect on after a class activity or project. To overcome this problem in their classrooms, Veronica incorporated several forms of reflection processes into her curriculum, used a system of routine reflections that she would prepare students to write on a regular basis. Ema allowed her students to write reflections with a choice of writing in Turkish, English, or a mix of both languages, to allow them to express their thoughts beyond what their English vocabularies allowed. Ema also incorporated several forms of reflection practices, sometimes in the form of reflections on assignments, sometimes as assignments themselves, such as short essays.

In their own reflection processes Veronica and Ema both admitted that their ideal practice of regular reflection was less than they had envisioned. Veronica spoke of interacting with a professional learning community established with one teacher at her school, one new teacher from her TEP program teaching in another location, and two teachers who teach at the elementary school she attended. While being somewhat discontent with the lack of her written reflection production, she reflected in her email, and digital chat sessions with this network of teachers.

Ema, when asked of her own reflections on her teaching practices, and on her ability or conflicts in her attempts to apply theory to practice, she simply broke down.

She explained, apologetically: “honestly, at the end of each day I just try to recover from interactions between the students in the classroom, on school grounds, and with the other teachers at my school who tell me my attempts to make a difference are useless.” Her recovery involved trying to restore her confidence and overcome the notion, and suggestions from other faculty, that her teaching practices are a failure. Our discussion continued with a more accurate description of her reflection processes. That involved explaining to me, and reminding herself of why she became an educator, using assessment of student behavior, assignment and activity outcomes, and interests or lack of student participation in learning projects and activities as a means to design and redesign curricula and classroom management strategies.

The classroom environments and curricula experiences with objectives that serve interests of students in and out of the classroom facilitated by Veronica and Ema have been intertwined in components of the practices and approaches described above. These are in addition to so many more teaching and learning stories inadequately not included in these pages. One example above described the formal and informal writing standard activity which Veronica implemented in her classroom as one of the subject activities to engage students in writing and formatting letters to community leaders or political representatives to share their voice of interests as an assignment but also for them to publish or send outside of the classroom. Another Deweyan example of facilitating learning objectives to meet student interests in school and community is Ema’s school garden project, *Okul Bahçesi*.

Ema's school garden was not an included in her classroom curricula but as an afterschool elective club project. Conflicted with pervasive lack of student motivation in learning English, and developing academic skills at all that she experiences and battled daily, she became inspired by the student participation involved with a wood workshop that had been developed when the school was built and part of its history on the schools relationship with the surrounding village of Niğde. Although uncertain of accuracy the wood shop was established with the intention of creating a lab school project environment when first built in the early years of the 1900s. The students worked with wood shop teachers and volunteers to create and repair furniture for community members. They also held semi-annual sales with other school festivals and events.

Ema, inspired with the student involvement and their intense interest and motivation to learn about ways of designing furniture and working with wood, involved herself in wood projects and created a similar club project using a long unused garden area. Ema's parents were marvelous cultivators of flowers and vegetables and had taught her well. She created an informal garden curriculum drawing from science, language arts, and math standard based activities. She engaged students in teams to choose the varieties of plants based on agricultural zones, teams to garden spaces design, and team members to create measurements, signage, watering and fertilization directions. Each team would rotate and take turns attending to the garden maintenance.

The garden, once producing produce, would become an additional component of the semi-annual school events and further relationships between the school and community. This school and community garden also became a component of engaging

students in achieving learning objectives that serves student academic and wider community interests. These findings end with this school garden example of Deweyan influence.

Discussion

The Deweyan influences are evident within the TEP institutions explored in this study. The principles and practices identified as reflections of Dewey's impact on the education institutions of these countries and TEPs are embedded into the experiences and interactions of the ST participants of this study. Many of the developing teachers and certainly the ST participants, along with Veronica and Ema, are drawn into the teaching profession and become captured into the cycle of learning and teaching. The multi focus lens used in this study to explore Deweyan influences, discovered several ways in which these TEP programs and the teachers they cultivate become educators with a wide range of knowledge-based skills to effectively educate students. In a global world, education must be appropriate for the cultural diversity of students in education systems and be useful and practical in the daily lives and experiences of learners. Likewise, teachers must develop skills to assist a diverse student population as we adapt education systems to interact as members in the global arena (Bransford et al., 2005; Dewey, 1916/2008c; Dewey, 1938/2008d; Robinson, 2010).

To answer the question regarding the ways the TEPs of this study reflect Deweyan philosophy and what teaching principles and practices do student/novice teachers develop in these two TEPs the findings presented have shown that influences of Deweyan approaches are present regardless of educators being cognizant of what is or is

not Deweyan. The Deweyan lens used in this study aligns findings that answer this question with examples of educational curricula designed to meet the current life and experiential level of student interest, develop knowledge and skill levels of teachers and learners.

The data of this study included introducing literature on teaching approaches from a large list of various texts and articles, often allowing STs to choose a certain number of which approaches that interest them. For example, TEP instructors may assign 10 to 20 journal articles or chapters on the principles and use of teaching approaches including constructivist, behaviorist, experiential learning, inquiry based learning, and collaborative and integrated pedagogies along with many others. STs would need to choose to examine three and develop a lesson plan following the guidelines of one of those three. This kind of ST inclusion on choosing what areas of literature and teaching approaches that interested them is one of many examples in the curricula for developing teachers and both TEPs.

TEP reflections of Deweyan principles and practices described how the TEP instructors demonstrated this practice in several of the stories of their STs while in the programs. This practice was then applied by STs in their collaborative learning activities, and in the lesson plans and activities they implemented in their practicum classrooms and in the micro-teaching lesson activities they experienced in their TEP courses. The stories of Veronica and Ema describe how they used resources and recreate curricula that involves students in lesson planning and engages students in collaborative learning process. These forms of student centered and democratic learning processes are

influences of Deweyan principles being put into practice in these TEPs and in the classrooms the teachers.

Also, remarkably Deweyan, is that this process of proving a variety of topic based literature and learning materials was reciprocated when the teachers developed their lesson plans and applied them in micro-teaching experiences, and by the approaches used by the two teachers followed once they entered the profession in their classrooms. In Istanbul, a ST preparing a lesson plan for third-grade science had no real interest in working with and handling worms. Her intention was to develop student observation and classification skills. Recognizing that the diversity of her students may have similar mixed feelings and interests in worms, she prepared activities using both real worms for students to observe and describe travel movements and varieties of different kinds of colored candy worms for students to measure, in addition to a video clip presenting the anatomy of earthworms.

This ST lesson plan example presents one example of how this TEP and a teacher developing through it has used a variety of teaching approaches in just one lesson plan. Furthermore, in reflection after her implementation of this lesson plan, she expressed that she would like to scaffold the student groups at the activity centers differently next time. This, she explained, is because she would like to scaffold them to have different completion requirements expectations for learners at different language and reading levels. She wanted more challenged learners to describe worm movement with a list of adjectives, higher level students to provide one sentence and highest level students 3 sentences. In doing this she would be adapting her learning activities to meet diverse

developmentally and culturally appropriate practices (DAP, DCAP) because while she realized her placement as a teacher is unknown, she hoped to work in an area near her family where Kurdish Turkish students often struggle adapting to and learning in school.

The TEPs and STs in this study met criteria set by Horowitz et al. (2005) in cultivating educators who were able to teach in a way that was not based on how they would learn, but on how their learners would. In addition, these educators knew how to use materials and approaches to enable and engage students in understanding and using new knowledge and skills, according to developmentally appropriate practice. Developing students' abilities that engage them in practices of applying what they learn in classrooms to their everyday lives is synonymous to applying theory to practice and the scientific model. The Deweyan approach is to teach in ways that are developmentally appropriate and to create and use tools, activities, and resources that engage students in ways that apply to their lives and everyday experiences.

Whereas the previous discussion focuses on developing enhanced and multiple forms of teaching perspectives, these Deweyan influences derived from their TEP experiences cultivates student teachers to become educators with knowledge and skills equipping them to select from a variety of developed skills to use in practice for particular settings and students. Beyond developing multiple teaching approaches to present knowledge and using materials in different ways for diverse learners, the TEP educators and the ST teachers I worked with gained skills in evaluation, feedback, and communication to reflect on and assess their students work and progress, and, importantly, their own work practices.

Clearly, the development of knowledge and skills applied by the teachers of this study can be perceived as following the scientific method. In applying theory to practice they recognize a problem (a knowledge or skill gap desired by a learner or learners); create a hypothesis (an assessment tool); establish a method for solution (a lesson plan), test the method; derive results, and reflect on results to recognize pieces of problems unanswered that progress to further inquiries. This is Deweyan when it is done in ways that mutually engage learners and teachers in this process. The TEP educators and STs in this study were reciprocally involved in this Deweyan learning teaching model together, as were the STs who became teachers with the students they worked with in schools and classroom when they became professional teachers.

Deweyan practices and principles include ongoing learning, professional development and practices of democratic participation in learning teaching relationships. Dewey considered relationships of teaching and learning as being synonymous with ideal practices of democracy (1916/2008c). One of the ways finding have presented this occurring is in the PLC or PDA programs and relationships that have been expressed with positive and negative outcomes. Astoundingly, when TEP educators and the novice teachers of this study were not having productive experiences interacting in these programs they sought other relationships to interact in developing their skills and supporting their professional, and sometimes personal, growth.

The examples of negative experiences involved with professional development interactions between educators and student educators can be considered as areas where additional conflicts between attempts to apply theory to practice occur. The lack of

support and discouragement in creating new approaches to engage or renew engagement of apathetic learners experiences described by TEP instructors, STs, and novice teachers of this study can be perceived to stand for educators who have become demotivated, due to lack of agency, coming from TEPs that do not use similar approaches in preparing teachers, or plain tired. This marks a limitation of this study that did not follow the underlying reasons behind why STs would be told not to waste their time creating unique materials to engage troubled students by a collaborating teacher during practicum.

Hollins (2011), explaining challenges involved with preparing teachers, wrote that by "providing opportunities for teacher candidates to learn the professional discourse and practices and the conditions of PK–12 schools," an additional part of this objective is to identify and describe these aspects of working in the field (p. 403). And, Hollins further explains that this is difficult and complex "given the contextual and interpretive nature of teaching" (p. 403). Indeed, another area of limitation of this study is a lack of address to the issue of STs not understanding the difference between TEP instructors' theoretical ideals and how they practiced those ideals in the classrooms where they taught STs. For example, STs perceived the teacher lecturing to them in classrooms while they sat in attached straight line wooden rows of desk seating to be an indicator that the TEP instructor did not know better teaching approaches, at least not until much later into his semester in that course. Based on some of these comments by STs, it seems more communication could have occurred about the policy and resource constraints experienced by TEP educators and collaborating teacher practicum partners with STs in the attempt to apply theory to practice.

Bransford et al. (2005) pose the question, what kinds of "professional commitments" will enable teachers to assist their students to successfully develop their own sets of knowledge and skills in ways that promote continued progress and increase their learning and social potential? With this question, Bransford et al. (2005) underscore the understanding that teacher preparation is never a finished process; rather, lifelong learning is inherently tied to being a member of the teaching profession. We have only to look at the development of democracy in the United States or Turkey to understand this—neither is practicing democracy as a finished process.

Insightful points brought to light in the findings of this study highlighted several issues pertaining to the educators' sense of agency in policy negotiations at the micro level. The information about Veronica's sense of obligation to and dependence on influential parents of her students was surprising for the laptop and printer resources to use in her classroom. At the time the issue was not determined as a factor of power and agency in determining how and with what materials she could use in here classroom.

However, a remaining question pertains to whether influential parents and/or community members may have more strength than more external powers such as required textbooks, that are often left in the corners of classrooms when not preparing for exams. Where is the negotiation power between policy regulations with contingent use (and purchase) of standardized textbook, learning and assessment materials, resource provision agreements with local public or private community partners, and educators? In the case of Veronica's digital writing projects, there was no apparent conflict between macro level policy and the local level, parent, resource provision.

Veronica, the educator, was and is the only agent standing between possible harm or benefit that might impact her students. In the same way, Ema could negotiate when and how she used the seemingly inappropriate required learning materials and assessment methods with her students and when she would create developmentally appropriate lessons and teaching approaches that fit her students in terms of learning development and life experience and interests, essentially influenced by Deweyan principles.

A central artifact generated through completing a TEP is a teaching philosophy statement (or equivalent) and a portfolio (or equivalent) presenting examples of how the principles and practices stated in that philosophy have been applied in the student teacher's classroom experiences (Hammerness & Darling-Hammond, 2005, p. 424; Boye, 2012; Wang et al., 2008). Teaching philosophies and portfolios, which are developed in both Turkey and the United States, have many purposes, one of which is to be a tool for finding a teaching position after completion of TEPs, along with a cover letter or curriculum vitae. Another purpose is assessment, reflection, and feedback on the examples of lesson plans, assignments, and teaching material developed during TEP. Teaching philosophies and portfolios also provide a means for professional development as a means of individual and collective accountability; they can continue to provide fodder for critical reflection as a teacher's principles and practices evolve during induction and into new teaching contexts over time.

Ideally, this evaluation practice, cultivated during TEP, will continue once the novice teacher continues in the profession. Teaching philosophies and accompanying portfolios communicate a teacher's identity, values, and goals in the profession. The

ability for teachers to integrate these philosophies and practices into their classrooms and schools and, thus, align practice with their teaching identity, values, and goals, demonstrates how participative democracy is practiced in schools today in Turkey and the United States.

Conclusion

In the words of Ginsburg et al. (2012) and to position this research in the field of global, comparative, and international education—my goal— is "to emphasize the complexity of teachers' work and lives [that] should be factored into scholarship as well as the reform of education policy and practice" (p. 11). Scholars such as Moss (2010), Kablay (2012), and others see teachers' participation in decision and policy making not only as a right but as a duty and responsibility. Ginsburg et al. (2012) also called for action to incorporate teachers in discussions and policy negotiations at all levels, including those in the research community.

My hope is that the STs participants of this study, having become familiar with research collaboration, will consider how their narratives and those of their cohorts may contribute to research discussions. I also hope that future research may be conducted based on additional student educators in TEP programs and their transfer into the professional role of teaching to increase the collection of voices and fill the gaps between education policy, its interpretations and implementations and effect on the principles, skills, and practices of teachers' efforts to apply theory to practice.

Creating a culture of peace involves interactions between members to cultivate effective actions, individual and collective values and mutual respect to promote

academic and social progress. This defines democratic practices that require education in school and in society. Teachers, students, and the members of the schools and social communities with whom they interact are key to progressing toward these ideals.

This study provides insight to the shared values, motivations, and level of commitment to students and education. It has not highlighted the also present existence of demotivation and declined interest of ensuring quality education for the diversity of students and student teachers in TEPs and public schools in California and Turkey. Additional areas of limitation of this research include lost opportunities of voices of TEP educators, ST, and literature in Turkish that could not be adhered to as effectively as a researcher fluent in one primary language involved in this research. Another area not adequately addressed is the policies and agendas involved with profession development activity (PDA) programs that occur in education institutions.

Several times the professional culture of attitudes and inclusion of participating educators in TEPs and at the school sites of the new teachers interviewed in this study were influenced by experiencing a feeling of exclusion of themselves or other educators. This also depended on the level (higher, secondary or primary education institutions) and whether the PDA involved an institutional or departmental program gathering. Other factors of needed attention pertain to the topic, agenda, and planning of the PDA programs, and whether the PDA programs are developed at external or internal levels of institutions or by educators within institutions. Participants of this study had diverse positive and negative reports of PDA interactions in all phases of this study. Veronica

and Ema both spoke of PDA communities they interacted in online at regional, national, and international levels.

While working on this research, a shocking article reported on the "failing grades of teacher preparation programs" (Sanchez & Summers, 2014). Coupled with this report a study from the National Commission on Teacher Quality (NCTQ) fell in contradiction to evidence appearing in the exploration of this study. However, recognizing this study pertains to two elite universities in two countries cannot hold as being representative of the significant number of teacher education programs in the US, nor anywhere else that follows practices of western countries as does Turkey to a great degree.

TEP institutions are not imagined to be perfect; understandingly, they exist under political and policy restraints, as do the teachers who they prepare for classrooms and schools (Peck et al., 2010). However, this study has revealed how the management and processes of overcoming these internal imperfections and external constraints point to the ways TEPs and the teachers they prepare are authentically creative and effective as highly qualified institutions and teachers, and what many current forms of evaluation studies and reports overlook—or *disappear*.

Overcoming these limitations of constraint calls for problem-based learning, which is the basis for the Deweyan (1902/2008a) notion of experiential learning that ties schools and societies together in participant democracy (Benson et al., 2007). In response to the debate between religion and Darwinism, Dewey explained that the argument effectively concealed the knowledge made possible through both science and religion (Stone, 1994). Similarly, the root of the actual problem of how to create a high quality

and effective education system are buried when teacher preparation is pitted against students' assessment scores.

This study supports other scholars in the field of peace and global education—some who have been reviewed in this dissertation—to assert that the *failure to consult* teachers and TEP educators in policy negotiations is a reason why students, schools and TEPs are judged to lack progress and achievement (Ginsburg et al., 2012; Klees et al., 2012; Verger, 2014). Teachers can and do miraculous work and open doors of potential for students, families, and communities, whether it be revealed through standardized assessments or not.

John Dewey's influence on the structure and institutions of education and teachers in both of these countries, and particularly for the larger related research study on teacher preparation, is the connecting link between the selection of these two sites, in both of these countries (Brickman, 1984; Uygun, 2008). It is worth noting that Dewey's recommendations and education philosophies and practices have never at any time aligned with the ideals Dewey had hoped to be put into practice, aside from in the laboratory schools that he cultivated, outside of the public school system in the United States, and the village schools developed in Turkey for a short time before political and policy recommendations ended them in Turkey (Bilgi & Őzsoy, 2005; Gök, 1991). That said, Dewey's work has had a major influence on the ideals of education, democracy, schools and societies, and the relationships between these concepts and institutions in development of democracy, education systems, and particularly teacher development in both these countries (Kazamias, 1966; Uygun, 2008).

At the national and global level communities and nations continue to struggle through tensions of democracy in schools and society (Calhoun, 2007). Today, to meet challenges of globalization, education institutions must provide knowledge and skills to enable students and citizens to interact in national and international spheres at local and global levels (Arnove et al., 2013; Jensen, 2011) in ways that "optimize learning for all students" (Bransford et al., 2005, p. 35), and in ways that are meaningful and authentic to the needs and interests of individuals, families, and communities (Suárez-Orozco, 2007). The creation of processes and solutions to these challenges aligns with creating a global culture of peace (Boulding,1999, 2001), which is a shared purpose of this research.

Theoretically, democratic practices revealed through teacher practices become examples for students attempting to integrate into social and vocational experiences. Through a multifocal lens for evaluation (using frameworks such as the Deweyan Principles and Practices and that meet the challenges of 21st century education) to understand policy/curricula implementation experiences at the micro-level will engage us educators, researchers, and members of global learning-teaching communities to answer the question: What kind of democratic practices are being modeled from classrooms to communities at the local and global levels?

In this way, educators, researchers, and policy makers can discover ways to overcome challenges, such as:

1. Disconnections between macro-level policies as they are implemented at the micro-level in education institutions

2. Tendencies regarding how principles and practices developed by student teachers in teacher preparation programs are integrated or disregarded in school induction and policy negotiation
3. Contextual characteristics that support or suppress a teacher's sense of agency negotiating policy interpretation and implementation
4. Deconstructing policy impacts on education to promote better understanding of roles, rights, and responsibilities involved in meeting ideals of all stakeholders (Zehr, 2002; Brehm, 2015, in press; Robertson & Dale, 2015, in press; Verger, 2014).
5. Complications arising from differences in expectations among policy makers, teacher educators, teachers, and the students and communities they serve.

Evaluation and research based on student/novice teacher perspectives aligns with Deweyan principles and centers on the notion of creating peace through education and understanding. Learning how to prepare for and engage in processes of decision making in schools and societies, as individuals and communities, is how we become architects of change to meet globalization challenges and continue the development of cross-cultural learning relationships.

The thematic research questions explored in this dissertation are: How are the TEPs in the two different sites organized (in terms of curriculum, missions, and governance policies) and in what ways do they reflect Deweyan philosophy? What are the teaching principles and practices that student/novice teachers develop in these two TEPs and in what ways do they reflect Deweyan philosophy of education? And, what

teaching principles and practices are new teachers able to integrate into their subsequent classrooms?

Discoveries developed through this research have found that the TEPs at these two sites in California and Turkey are different in how the programs are structured, enrollment processes, and assessment requirements for developing teachers. However, they are similar in the practices and principles they use to prepare developing teachers in becoming educators in a global world. They also demonstrate Deweyan education philosophical influences in the education approaches they use in their practice and impart to developing teachers. Additionally, the two TEP institutions are similar in the ways democratic participation is practiced by the teacher educators of this study. Likewise, the teachers they educate overcome constraints to negotiate education policy in ways that allow them to apply theory to practice. The process of applying theory to practice is an influence of Deweyan philosophy in education.

The three thematic research questions aimed to answer the underlying question: What kind of democratic practices are modeled from classrooms to communities at the local and global level? In exploring this question, this study revealed how limitations of internal norms and external policy mandates affect TEPs, teacher educators, and novice teachers, and also how "teachers and local actors resist and always transform the official models that they are handed" (Anderson-Levitt, 2003, p. 4), if they are able and confident to do so. Therefore, when able, confident, and working in conducive environments, teachers are more likely to overcome or adjust policy constraints to meet the needs, interest, and goals of the students and communities they educate. We have much to learn

from TEP professionals and educators whose voices are often buried or lost in the education policy debates (Klees et al., 2012).

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Appendices

Appendix A: Global Learning-Teaching Community – Principles

Student-centered: Based on developmentally and culturally appropriate practices (DAP, DCAP) (NAEYC, 2009)
Participants are positioned as both learners and teachers, determined by level of skills, experience, and ideas of contextual and situational circumstances.
Curriculum is negotiated by all parties involved within a learning community at the personal, local, and external levels. This includes choices regarding language of instruction.
Learners, teachers, and community members play active roles as agents and actors in lesson planning and choices of education materials and resources.
Educational purposes and objectives are aimed to fulfill individual, group, and social needs that can be perceived through a personal, micro and macro system lens.
Learning curricula and lessons are designed as collaborative experiences in which the individual and group play a role in learning processes that result to fulfill and serve individual and group interests and shared inquiry. Collaboration in the classroom simultaneously connects to partnerships with family and community members and groups.
The assessment process includes sharing learning results and reflections on emerging obstacles, or the discovery of new inquiry.
GLTCs can be designed with adaptable time/space and distance or face-to-face learning agendas and curricula to be inclusive and accessible to diverse populations.
Global communication and competence development (for purposes of this research specifically focus on cross-cultural awareness and communication accommodation skills.
System for facilitating processes of transformation and adaptation as new circumstances emerge in the environment or circumstances of a learner, teacher, or community of a GLTC

Appendix B: TEP Course Observation Focus Guidelines

Objectives:

Focus	Examples	Purpose / Intent
Classroom and student context	Seating, # of students, diversity	To contrast with the descriptions of the classroom in which they will later teach.
Syllabi materials	Syllabi, course assignments, reading lists, paper prompts, texts	Insight to the experiences and expectations of student teachers
Daily weekly agenda/routines	Couse activities and procedures	Same as above
Teacher – student interactions	Communication skills, lecture styles, collaborative discussions	Same as above
Main activities	Prewriting activities, portfolio design	Same as above
Assignments (philosophy statements)	Philosophy statements (or equivalent)	Same as above

Appendix C: TEP Director Interview Protocol

Objectives:

The purpose of having this interview with TEP directors is to make sure that the documentation generated is accurate regarding the mission, goals, core curriculum of this program. It is also the aim of these interviews that there will be an opportunity to fill in gaps that are not made explicit through external observations regarding the core curricula and texts employed in the program, related details. In addition, these interviews with TEP directors aim to seek guidance regarding other teacher educators whose courses would be useful to observe for this study. I also hope this interview process will provide an

opportunity for the directors to establish any boundaries I need to appreciate, and ask any questions they might have in regards to this study. In parallel, their perspective of Dewey and the TEP program relationship and influence of John Dewey will be sought.

In parallel, the programs relationship and influence of John Dewey will be sought.

Grand tour questions	Mini-tour questions	Purpose/intent
What are the goals and objectives this TEP has for preparing teachers? Or is it stated somewhere?	Is there a common program mission held by this program? What is it?	TEP ideals for teachers
How are the student teachers that apply to this TEP selected?	Do the student teachers who apply and are selected represent the diversity of the student population?	To gain information as to whether the TEP faculty and staff choose who is chosen to participate in the program
What are the core courses that the majority of students all take?		To gain information regarding key texts and fundamental principles of teaching involved in the program.
Are there partner schools where student teachers act as apprentice or assistant teachers during their program?	How many are there? What are the names of the schools?	To inquire whether there is an experiential application process at the TEP programs and the names of them (the names are important in case the ST participants of this study end up being employed at the partner schools and others not).
What courses are focused on the development of student teacher developing teaching philosophies and/or portfolios?		To gain information regarding what key courses would be beneficial to observe for this study
What evaluation processes must teacher candidates pass to complete the program?		To gain information internal and external expectations
What must student teachers learn and be able to demonstrate before entering the teaching profession?		To gain information about what STs must learn and demonstrate to enter the teaching profession

What are the core texts used and read in this TEP?		To learn of texts that will be useful to review to gain insight on influences of STs philosophies and practices (a part of secondary triangulation component)
Are there certain courses and/or instructors that you recommend for me to observe for this research- regarding the development of their teaching philosophies and practices?	Are there main courses in which STs focus on writing their philosophies of teaching? Are their main courses in which teachers create and continually update their teaching portfolios?	This question also serves as a consultation as to which TEP instructors I should interview and whose course I can observe that are related to this study.
How are, or are not, the mission, goals, and practices of this TEP influenced by the principles of Dewey?		What is directly related to Dewey and what other influences are involved?
Will it be possible or problematic for me to request copies of course syllabi and assignments that the student teachers respond to throughout their program?	What is the appropriate way that I should go about getting access to these materials?	Access to documents and materials in course observations inquiry
Will it be possible or problematic for me to read the students teacher philosophy statements? (I hope to select research participants to interview based on their philosophy statements).	What is the appropriate way that I should go about getting access to the ST philosophies so that I can read them?	Access inquiry
Because I am exploring the influence of Dewey on education, can I ask if there a relationship of the ideals of this TEP to education and democracy?	In what ways does this TEP practice and/or demonstrate the relationship between education and democracy?	Inquiry regarding perceived connection to John Dewey

Appendix D: TEP Instructor protocol

Objectives:

The purpose of having this interview with TEP instructors is to request to observe their course and to gain information and hopefully access to materials and texts used in

this course, as well as access to the written teaching philosophies (or equivalent) generated in this course. Additional questions aim to gather information about their own teaching ideals and practices, their goals for their student teachers, and whether or not they will permit me to invite their students to participate in this study. I also hope this interview process will provide an opportunity for the TEP instructors to establish any boundaries I need to appreciate, and ask any questions they might have regarding this study. In parallel, their perspective of Dewey and the TEP course relationship and influence of John Dewey will be sought.

Grand tour questions	**Mini-tour questions**	**Purpose/intent**
What are the goals and objectives this TEP course in the preparation of teachers?	To inquire about the course syllabi	TEP goals and ideals for teachers in relation to this course.
Do the student teachers in your course represent the diversity of the student population?		To gain information as to whether the TEP faculty and staff choose who is chosen to participate in the program
Can you briefly describe your ideals and practices of teaching?		To become alert when observing how these ideals and practices are carried out when teaching the course (Modeling implementation of program and their teaching ideals – from their perspective)
Are there ways in which collaboration and participant democracy is practiced in your course?		
What evaluation processes must teacher candidates pass to complete the course?		To gain information internal and external expectations
What must student teachers learn and be able to demonstrate by the completion of this course?	To be asked if information is not provided in syllabi.	To gain information about what STs must learn and demonstrate in this course that prepares

		them to enter the teaching profession
What are the core texts used and read in this course?	What main texts and sources or read and discussed in this course that are intended to prepare them in writing their teaching philosophies?	To learn of texts that will be useful to review to gain insight on influences of STs philosophies and practices (a part of secondary triangulation component)
For this research one source of documentation I am particularly focusing on is the student teacher philosophy statements (or equivalent): Are there certain criteria that will play a role in shaping the content and structure of the student writings?	Will you be able to allow me access to those documents, permitted the students teachers agree to participate based in the consent forms?	To ensure access and how.
How are, or are not, the mission, goals, and practices of this course influenced by the principles of Dewey?		What is directly related to Dewey and what other influences are involved? Instructor's perspective of Dewey.
Will it be possible or problematic for me to request copies of course syllabi and assignments that the student teachers respond to throughout their program?	What is the appropriate way that I should I go about getting access to these materials?	Access to documents and materials in course observations inquiry
Will it be possible or problematic for me to read the students teacher philosophy statements? (I hope to select research participants to interview based on their philosophy statements).	What is the appropriate way that I should I go about getting access to the ST philosophies so that I can read them?	Access inquiry
Because I am exploring the influence of Dewey on education, can I ask if you perceive a relationship of the ideals of this TEP and your course to education and democracy?	In what ways does this TEP course practice and/or demonstrate the relationship between education and democracy?	Inquiry regarding perceived connection to John Dewey

Appendix E: Interview Protocol

Student Teacher Interview Protocol – Phases 1 and 2

Objectives:

The main purpose of the initial interviews with student teachers (STs) is to clarify interpretation and understanding of their first drafts of their teaching philosophy. In this initial interview student teachers will also be asked if they are interested in participating in this study throughout its entirety. Given that they are, STs will be asked what their goals in the program are and why they chose to enter the teaching profession and what kind of school/location they would like to teach, once certified. Student/novice teachers will be asked to provide a researcher with one copy of the philosophy statements and their portfolios in (paper or digital form) to each of the interviews. In parallel, inquiry regarding the awareness and influence of John Dewey will be sought.

Grand tour questions	**Mini-tour questions**	**Purpose/intent**
Open questions re: clarification of philosophy statements - reviewing the physical document together		To accurately understand their teaching philosophy as it develops.
Is my summary of your philosophy correct from your perspective?		
What are the influences that you think affected your teaching philosophy so far?		
What made you desire to go into the field of teaching?		
Do you foresee any possible challenges in your path toward becoming a teacher?		
What are your goals to accomplish in the program?		

What are your long term teaching goals?		
What do you recognize in the TEP program and your own ideas of education as being related to or influenced by John Dewey?		
What do you conceive as the relationship between education and democracy?		

Student Teacher Interview Protocol: Phase 3

Objectives:

The second student teacher interviews are to occur in their later stages of their TEP program. The focus of these interviews is to discuss any changes made to their first draft of their teaching philosophy. Artifacts from portfolios describing lesson, plans, and/or student work examples will be physically present during these second interviews. The interview questions intend also to explore what activities events and/or sources of feedback influenced making these alterations or additions. Additionally, knowledge of any possible placement opportunities to teach or plans to seek a position will be sought.

Grand tour questions	**Mini-tour questions**	**Purpose/intent**
Have you made any changes to your teaching philosophy, since your first draft? -Again reviewing the physical document together.		
What experiences or activities have influenced making those alterations?		How have TEP and pre-services influenced changes
What can you tell, show and share with me about any documents/lesson plans that you have developed to integrate into your practices?		To provide 'evidence' of applying content in philosophy statements

Novice Teacher Interview Protocol: Phase 4

Objectives:

The purpose of the third interviews with student teachers, now novice teachers during induction to schoolwork environment, is to generate a narrative on the teacher's experience of integrating their developed teaching philosophy and practices from preparation into their classrooms. Primarily, these interviews aim to understand whether the novice teachers are able to effectively integrate, partially adapt, or dismiss the philosophies and skills of practice developed through their preparation program. Guiding questions aim to gather a description of the community, school and classroom environments; the student population; the professional development, professional learning community, and or collaboration relations among other teachers and staff.

Grand tour questions	**Mini-tour questions**	**Purpose/intent**
How would you describe the context of your school, classroom and student population?	School Mission? Core Curriculum? Teacher/Students Texts?	To gain information about environment/ and difference or similarity to the TEP program experience.
Are you finding yourself able to integrate the philosophy and practices developed during your preparation program in ways that are appropriate? What main texts and sources or read and discussed in this course that are intended to prepare them in writing their teaching philosophies?		Same as above
In what ways have you adapted your teaching philosophy? - Reviewing the differences made to the physical documents		Same as above
Do you experience any kind of support such as from your alumni and your previous program network or from an established mentor and/or through professional learning community collaborations at your school		Same as above

and/or community where you now practice?		
Do you experience any obstacles or challenges in your process of induction in your professional education environment?		To inquire of the difficulties being faced?
Do you have a suggestion as to what would be helpful to yourself or others in this induction stage involved with integrating your philosophy and practices from preparation to professional practice?	If so, how?	Inquiry regarding possible suggestions for changes to induction processes such as PLC development
Is there collaborative/participative practices? PLC? PD? Mentor support?		What role is the novice teacher given in curricula/policy decision making?

Appendix F: Consent Forms

Consent Form for TEP Program Directors

This research study on teaching philosophy and practice from preparation to induction that explores the influence of John Dewey in the United States and Turkey, is being conducted by Tatzia Langlo, in the Department of Education at the University of California, Santa Barbara. The purpose of this study is to identify and explore challenges new teachers confront when entering the field of education from preparation to induction.

As a director of the UCSB or Boğaziçi teacher education programs (TEP), you are being asked permission for this researcher to conduct this research at your institution. Directly your permission is being requested for this researcher to observe the literature and materials of this program; to be briefly consulted/interviewed to clarify interpretations and discuss details regarding the gathered data; and to suggest one to two instructors who teach key TEP courses, of which your permission will be asked to be observed, with willing consent received from that instructor. If you are willing to allow these interviews/consultations to occur with the researcher, these interactive discussions

will be conducted at times that are convenient for you and the instructors whose courses you will be asked to suggest to be observed.

One (1) initial interviews will take approximately 5-15 minutes, following requests for 1-3 consultations will require nowhere beyond the range of 1-5 minutes. In these first interviews any access limitations and research boundaries that need to be established can be communicated, and updated at any time during the study as you see fit. As a director of this program, you are also being asked to be interviewed and consulted regarding the mission, goals, curricula employed at this institution. Your informed consent of this form will provide permission for this researcher to access the TEP materials and curricula, consultations to clarify interpretations regarding the program's goals, objectives, and other details regarding the goals and values of the TEP.

The teaching education program instructors that are suggested by you and students of the course to be observed in this study are to be invited to participate in these research activities, with your consent. Six student teachers will be selected from portfolio review selection to be further interviewed for a minimum of 5 interviews, scheduled at their convenience throughout there TEP experiences into first periods of induction in classrooms. The selection is limited to six student teacher interview participants due resource constraints. Those not selected will play a significant role in interactions that occur in the course observations involved in this study.

Please note that participants are not required to participate in this research. Participants may choose not to answer any question during interviews and may discontinue participation at any time. Participants may allow or refuse having interviews being video or audio by checking the **YES** or **NO** in the spaces below.

- I consent to allow interviews for this research with me to be audio recorded **YES ___ NO ___**
- I consent to allow interviews for this research with me to be digitally recorded **YES ___ NO ___**

- I consent to allow interviews for this research to occur over email or Skype
  YES ___ NO __

There are no physical or emotional risks anticipated with participation in this study. A combination of audio, video, observation field notes will be used to record and document participant responses in each of these activities. For reasons due to location and time differences conveniences some interviews may be conducted over email/Skype, of which confidentiality cannot be secured and may involve some risk to privacy. **Confidentiality of each institution, teaching education program and participant of this study will be protected; names connected to images will not be used in any reports of this research**.

Potential benefits associated with the study for the researcher and the participants of this study include increased advocacy in developing educational practices and policies to better meet global challenges of the 21st century. Your participation will aid in identifying obstacles and gathering suggestions for teaching education program curricula and/or policy solutions.

If you have questions about this study or would like to be informed of the results when the study is completed, please contact Tatzia Langlo at tlanglo@education.ucsb.edu or 011-805- 957-1936.

This research data will be utilized directly for dissertation purposes and indirectly for additional publications and/or research conference presentations, in part or in whole.

If you permit this research to be conducted at your TEP and agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference. Thank you again for your time and participation in this research.

Name _____ Signature _____ Date _____

Contact Email _____ Contact Phone # _____

Consent Form for TEP Instructors

This research study on teaching philosophy and skill from preparation to induction that explores the influence of John Dewey in the United States and Turkey, is being conducted by Tatzia Langlo, in the Department of Education at the University of California, Santa Barbara. The purpose of this study is to identify and explore challenges new teachers confront when entering the field of education from preparation to induction.

As an instructor of this TEP, you are being asked to participate in this study by engaging in one or more of the following activities: 1) allowing permission for this researcher to observe in your TEP course; 2) allowing access to unnamed teaching philosophies (or equivalent), after consent is received from student teachers, who will be selected to be invited to be further interviewed based on the content of the teaching philosophy statement created during and after the preparation program, 3) participation in one initial interview, that will be scheduled at a convenient place a time and take approximately 5-15 minutes, and further or follow-up interviews/consultations that are intended to be carried out before or after course to be observed begins or ends, if and when possible. In these interviews/consultations, questions will pertain to the mission, goals, curricula employed at this institution; and the course syllabi, materials, and activities of the TEP course you teach which is being requested to be observed.

Teaching education program students of this study, with your consent, are to be invited to participate in research interview discussions. Six student teachers will be selected from a portfolio review selection to be further interviewed for a minimum of 5 interviews, scheduled at their convenience throughout there TEP experiences into first periods of induction in classrooms. The selection is limited to six interview participants due to resource constraints.

Please note that participants are not required to participate in this research. Participants may choose not to answer any question during interviews and may

discontinue participation at any time. Participants may allow or refuse having interviews being recorded in video or audio form by checking the **YES** or **NO** in the spaces below.

- I consent to allow interviews for this research with me to be audio recorded
  YES ___ NO ___
- I consent to allow interviews for this research with me to be digitally recorded
  YES ___ NO ___
- I consent to allow interviews for this research to occur over email or Skype
  YES ___ NO ___

There are no physical or emotional risks anticipated with participation in this study. A combination of audio, video, observation field notes will be used to record and document participant responses in each of these activities. For reasons due to location and time difference conveniences, some interviews may be conducted over email/Skype, of which confidentiality cannot be secured and may involve some risk to privacy. **Confidentiality of each institution, teaching education program and participant of this study will be protected; names connected to images will not be used in any reports of this research**.

Potential benefits associated with the study for the researcher and the participants of this study include increased advocacy in developing educational practices and policies to better meet global challenges of the 21st century. Your participation will aid in identifying obstacles and gathering suggestions for teaching education program curricula and/or policy solutions.

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This research data will be utilized directly for dissertation purposes and indirectly for additional publications and/or research conference presentations, in part or in whole.

If you permit for this research to occur in your TEP course and agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference. Thank you again for your time and participation in this research.

Name Signature Date

Contact Email Contact Phone #

Consent Form for Student/Novice Teachers

This research study on teaching philosophy and practices from preparation to induction that explores the influence of John Dewey in the United States and Turkey, is being conducted by Tatzia Langlo, in the Department of Education at the University of California, Santa Barbara. The purpose of this study is to identify and explore challenges new teachers confront when entering the field of education from preparation to induction.

You are being asked to participate in this study by engaging in one or more of the following activities: 1) providing a copy of your teaching philosophy for possible selection to be invited to be interviewed for this study; 2) if selected, participating in interview discussions during preparation and sharing your teaching philosophy statement and artifacts of work examples from teaching portfolios (or equivalent); and 3) participating in an interview discussion during the first stages of professional induction in the field, again sharing your teaching philosophy and artifacts of work examples.

Six student teachers will be selected from portfolio review selection to be further interviewed for a minimum of 5 interviews, each lasting approximately 15 to 45 minutes, scheduled at their convenience throughout their TEP experiences into first periods of induction in classrooms. The selection is limited to six interview participants due to resource constraints. For reasons due to location and time difference conveniences, some interviews may be conducted over email or Skype.

Please note that participants are not required to participate in this research. Participants may choose not to answer any question during interviews and may discontinue participation at any time. Participants may allow or refuse having interviews being video or audio by checking the **YES** or **NO** in the spaces below.

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  YES ___ NO ___
- I consent to allow interviews for this research with me to be digitally recorded
  YES ___ NO ___
- I consent to allow interviews for this research to occur over email or Skype
  YES ___ NO ___

There are no physical or emotional risks anticipated with participation in this study. A combination of audio, video, observation field notes will be used to record and document participant responses in each of these activities. It needs to be noted that, although efforts will be taken by the researcher to secure content of interviews conducted over email/Skype, these communications cannot be secured and may involve some risk to privacy. **Confidentiality of each institution, teaching education program and participant of this study will be protected; names connected to images will not be used in any reports of this research**.

Potential benefits associated with the study for the researcher and the participants of this study include increased advocacy in developing educational practices and policies to better meet global challenges of the 21st century. Your participation will aid in identifying obstacles and gathering suggestions for teaching education program curricula and/or policy solutions.

If you have questions about this study or would like to be informed of the results when the study is completed, please contact Tatzia Langlo at tlanglo@education.ucsb.edu or 011-805- 957-1936.

This research data will be utilized directly for dissertation purposes and indirectly for additional publications and/or research conference presentations, in part or in whole.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference. Thank you again for your time and participation in this research.

Name Signature Date

Contact Email Contact Phone #