Information for the September 19, 2014 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:


In addition, bibliographic information is below for other relevant articles published in the following journals between April 15, 2014 and August 15, 2014.

*Journal of Teacher Education*
*American Educational Research Journal*
*Elementary School Journal*
*Journal of Curriculum Studies*
*Teachers College Record*
*Educational Evaluation and Policy Analysis*
*Teaching and Teacher Education*
*Journal of Education for Teaching: International Research and Pedagogy*

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In an attempt to provide alternative models of field experience in teacher education, this study elaborates the concept of team teaching. A literature review was conducted, which resulted into a narrative review. Five models of team teaching were distinguished: the observation, coaching, assistant teaching, equal status and teaming model. Several benefits of team teaching for student teachers (e.g., increased support, professional growth), their mentors (e.g., decreased workload, learning gains), and the learners in their classroom (e.g., increased support, rich lessons) were found. However, disadvantages were recognised as well. Further, several conditions for the successful implementation of team teaching were listed.


This paper provides a critique of the essentialized assumptions about identity, culture and education that are found in contemporary peace education literature and explores the implications that these assumptions have for teacher education in conflict and post-conflict societies. The authors suggest that there is a need to move away from the epistemological primacy of these assumptions toward a critical ontological, contextualized and historicized approach. The authors propose that teachers need to be educated to become ‘critical design experts’.


The purpose of this study is to explore the knowledge demands of teacher educators as they teach disciplinary content to preservice elementary teachers, specifically in mathematics, and to understand how such knowledge is different from that used by K-12 teachers. Drawing from a

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database including teaching and learning artifacts from five iterations of a content course for preservice teachers, the authors illustrate different forms of knowledge observed across different mathematics teacher educators’ practice and discuss how the observed knowledge forms are different from knowledge used by K-12 teachers in their practice. Finally, the authors discuss how the process used in this study can identify potential components of a knowledge base for teacher education.


Generic and content-specific teaching practices have largely been employed in parallel in teacher evaluation and classroom observation systems. Giving voice to teachers, we examine whether both types of practices are endorsed by teachers as criteria for evaluation purposes. Analyzing the responses of 589 Cypriot primary schoolteachers to a survey, we found that, unlike researchers, teachers did not appraise these practices as distinctly important; rather teachers’ perceptions seemed to be informed by the centrality of teachers' role during instruction. Teachers also rated these practices as more important than feasible to implement. Implications for teacher evaluation and teacher education are provided.


This article examines findings from a qualitative study employing group stimulated-recall interviews using video-recordings of early childhood teachers to elicit their thinking and reflections about their teaching interactions. It focuses on the value of video to enable teachers to reflect on their practices and the extent to which collectively viewing recorded episodes allows negotiated understandings of their own and other teachers' practices. Whilst these findings suggest that video and collective dialogue are useful professional learning tools for teachers to examine and improve their teaching, structural and relational challenges exist that may impact on how effectively such tools are used.


**Background/Context:** In many countries, there are multiple studies intended to improve initial teacher education. These have generally focused on pieces of teacher education rather than wholes, and have used an underlying linear logic. It may be, however, that what is needed are new research questions and theoretical frameworks that account for wholes, not just parts, and take complex, rather than reductionist perspectives.

**Purpose:** This article examines the challenges and the promises of complexity theory as a framework for teacher education research. One purpose is to elaborate the basic tenets of complexity theory applied to teacher education, summarize its previous uses, and identify key challenges. A second purpose is to propose a new research platform that combines complexity theory with critical realism (CT-CR) and prompts a new set of empirical questions and research methods.

**Research Design:** Drawing on scholarship from sociology and education, the underlying design—or logic—of this analytic essay is this: explanation of the basic tenets of complexity theory applied to teacher education, assessment of previous research informed by complexity theory, response to the major epistemological and methodological challenges involved in using complexity theory as a research framework, and proposal of a new set of questions and methods.

**Findings/Results:** Complexity theory is appealing to teacher education researchers who want to avoid simplistic and reductionist perspectives. However, most previous complexity research has not addressed the critiques: the proclivity of complexity theory for retrospective description; the assertion that, given its rejection of linear causality, complexity theory cannot provide causal explanations with implications for practice; and the charge that complexity-informed research cannot deal with the values and power inequalities inherent in the normative enterprise of education. Integrating complexity theory with critical realism provides a way to address these fundamental challenges. Building on this new platform, the essay proposes a new set of empirical
questions about initial teacher education along with several innovative research methods to address those questions.

**Conclusions/Recommendations:** This essay concludes that the combination of complexity theory and critical realism offers a unique platform for teacher education research, which has theoretical consistency, methodological integrity, and practical significance. The essay recommends that its proposed new empirical questions and methods may have the capacity to show us where to look and what processes to trace as teacher candidates learn to enact practice that enhances the learning of all students, including those not well-served by the current system.


In this article, I explore the relationship between teachers’ preparation for the middle grades and their students’ learning opportunities. I draw on data from a longitudinal case study to compare how a specialized middle grades preparation and a secondary social studies preparation relate to middle grades students’ learning opportunities by looking at the classrooms of graduates from each preparation pathway. Informed by a theoretical perspective on authentic intellectual work and the understandings teachers need to have developed in teacher education in order to give students access to such learning, the research suggests that young adolescents in both sets of classrooms were generally engaged, though there was variation in the intellectual quality of student learning opportunities across the classrooms of both sets of graduates. At the same time, the results point to the potential for both programs to bolster their preparations to ultimately facilitate higher quality learning for young adolescents.


Workplace learning in early entry (EE) teacher education programs has been proposed as an alternative to traditional programs and as bridging the theory-practice gap in teacher education. However, there is little empirical evidence for the underlying assumption that one can become a highly qualified teacher by merely being a teacher. This article discusses to what extent students of teaching in EE programs experience their work environment as a stimulating learning environment. The results of semi-structured interviews and an online survey suggest that schools tend to hinder rather than serve the purpose of workplace learning. Obstructions and supporting conditions are discussed.


This case study introduces the notion of an operative system to describe elementary teachers’ knowledge and practice. Drawing from complex systems theory, the operative system is defined as the network of knowledge and practices that constituted teachers’ work within a lesson study cycle. Data were gathered throughout a lesson study cycle in which teachers designed and implemented an inquiry-based science lesson that integrated science notebook writing. The lesson occurred in a second-grade classroom with general and special education students. The findings describe a network of nodes—teachers’ knowledge and practices for science, writing, and working with their students—and the specific connections among these nodes in order to identify their operative system. The implications are discussed in terms of theoretical tools for the knowledge needed for teaching and teacher professional development, as well as the application of complex systems theory.


In recent years, a small but growing strand of research has investigated ways of focusing teachers’ professional education on “core” or “high leverage” practices of teaching. These efforts are easily conflated with other initiatives to develop “practice-focused” teacher education, raising questions about what these terms even mean. This article investigates what can be learned by comparing and contrasting teacher education focused on core practices with other approaches.
that might also be called “practice-based,” including those dating back to the 19th century. It focuses on three important periods in the history of teacher education: the heyday of the normal schools in the late 1800s, the period of scientific efficiency in the 1920s and 1930s, and the era of competency-based teacher education in the 1960s and 1970s.


Commonsense reasoning says that quality teacher education relies on quality teacher educators. Yet, there is minimal attention to what teacher educators should know and be able to do. Unquestionably, teacher educators cannot teach what they do not know; but what should they know, and should they be prepared? This study of 293 teacher educators investigated the following: What do current teacher educators consider to be the foundation elements of their practice? How do they evaluate their own preparation in these areas? How can their experiences inform the preparation of teacher educators? We use Cochran-Smith and Lytle’s theorizing about “relationships of knowledge and practice” to understand knowledge essential to teacher educating (a term we use to differentiate teaching teachers from teaching students). Our findings reveal that practicing teacher educators often feel unprepared to assume their role but can offer helpful insight into how we should think deliberately about quality teacher educator preparation.


This case study investigated the nature of the discussions generated when three preservice primary teachers made a narrated stop-motion animation called “Slowmation” to explain the science concept of moon phases. A discourse analysis of the discussion during construction demonstrated that the preservice teachers posed many questions, propositions and ideas facilitated by four affordances of the process: (i) a need to understand the science in order to explain it; (ii) making models; (iii) stopping to check information; and (iv) sharing personal experiences. Slowmation is a simplified way of making animations that has four affordances to promote discussion resulting in scientific reasoning.


While few would disagree that a key component of educating teachers to teach happens on the job, research rarely explores the schoolhouse as a site for teacher education. This study thus focuses on inservice as distinct from preservice teacher education and explores how beginning teachers’ learning about mathematics and literacy instruction was supported within 24 elementary schools in two midwestern school districts. A mixed methodology was used in this exploratory study, including social network and interview data analysis, to examine beginning teachers’ advice- and information-seeking behaviors related to mathematics and literacy. Findings revealed that formal organizational structures inside schools were critical for shaping beginning teachers’ opportunities to learn about instruction, including grade level teams and formal leadership positions.


Rendering visible African immigrants’ shared and differing experiences of civic learning and action, the authors present findings from in-depth semi-structured interviews with second- and 1.5-generation African immigrants in New York City. Drawing on an interdisciplinary framework of African immigrant identities constructions and civic engagement, we highlight a multilayered view of civic teaching, learning, and action within and across contexts of families, identities, and schooling in the United States, Africa, and globally. In so doing, the research affirms African immigrant youth’s racial and ethnic identities toward broadened understandings of civic engagement such as participatory communal citizenship. The findings support the need for
teacher educator preparation for immigrant youth and curriculum within secondary schools in a diverse U.S. society.

This article reports a study that examined, through the lens of narrative inquiry, the lived experience of a beginning teacher during her first two years in a neoliberal school system. Situated in the sociocultural context of Singapore, the study traced how Natalie, a beginning teacher of a constructivist bent, floundered in a neoliberal school culture characterised by accountability, work intensification, performance appraisal, regulation of teacher motives/competence, and competition. The findings help to illuminate some of the issues that beginning teachers are likely to face in their struggles to implement alternative pedagogies against the grain of increasingly neoliberal school systems.

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. This article outlines some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators’ professional development might be better understood and interpreted.

Background/Context: There is a growing body of research that conceptualizes mathematics learning and participation as racialized experiences; that is, learning experiences structured in part by the negative and unjust race relations that are present in U.S. society. However, the role racialized experiences play in the lives of Black elementary education pre-service students from urban contexts, as both students and future teachers of mathematics, is under theorized.
Theoretical Framework: Using critical race theory’s racial micro-aggressions and the development of a mathematics identity, the author explores the mathematics experiences of 13 Black advanced undergraduate students who are elementary education majors. The participants’ narratives reflect their experiences as both students of mathematics and future teachers.
Research Design: A qualitative phenomenological research design was used to explore the prior and current mathematical experiences of the study participants and their future trajectories as teachers of mathematics. Reponses were coded to reveal themes of racialization and the development of the participants’ mathematics identities.
Results: The participants’ narratives cited Black male fathers and close male relatives as their first mathematics teachers, the presence of culturally affirming at-home mathematics activities, and detailed aspirations to teach mathematics fearlessly to their own children and future students. Their more recent experiences included academic struggles in mathematics, often stemming from racial stereotyping and non-affirming college mathematics teachers. Their voices suggest that, within the context of learning mathematics, they have generated self-constructions that include racism as part of their shared African American experience in mathematics schooling that have implications for their teaching of mathematics.
Conclusion/Recommendations: Recommendations include the provision of professional development that targets gaps in mathematics that are the result of inadequate and discriminatory learning opportunities, and culturally sensitive professional development for mathematics college faculty, with differentiated training for mathematics faculty not born in the
U.S. In light of the high proportion of Black teachers working in urban schools who face a host of difficulties, this research also supports the continued development of combatting racial micro-aggressions in mathematics education as a decisive tactic to improve the retention of Black elementary education teachers.


Teacher education programs are under pressure to raise standards for admission and increase the quality of field placements. Teachers' sense of efficacy, as measured by the Teachers' Sense of Efficacy short form, is related to teacher effectiveness. This study found no correlation between elementary pre-service teachers' sense of efficacy, grade point average, and Praxis content test scores implying that academic achievement may be necessary, but insufficient for building teacher efficacy. Significant correlations existed between efficacy scores and perceptions of support by mentors during student teaching. Efficacy scores were significantly higher for pre-service teachers in schools with higher student achievement.


This study examined the multicultural policies advocated and the actual practices in two teacher education colleges in Israel. Qualitative methods included analysis of documents and official college Websites, interviews with academic staff members and high level officials in the colleges, and observations conducted in the public sphere. Findings provided insights regarding the relationships between official policies and grassroots activities, the function of separate and shared spaces in advancing multicultural policies, and the links between the college structure, the place of the minority group within a given structure, and the group's ability to advance a multicultural agenda.


Professional vision has been identified as an important element of teacher expertise that can be developed in teacher education. It describes the use of knowledge to notice and interpret significant features of classroom situations. Three aspects of professional vision have been described by qualitative research: describe, explain, and predict classroom situations. We refer to these aspects in order to model professional vision. We developed a video-based instrument to empirically test the model. The results show that our measure to assess aspects of professional vision differentiates between description, explanation, and prediction. The study provides insight into the structure of professional vision, allowing us to conceptualize it theoretically and discuss the targeted use for teaching and formative assessment of preservice teachers.


**Background/Context:** This article contributes to the literature on how teachers learn on the job and how schools and districts can support teacher learning to improve student learning and incorporate changing standards and curricular materials into instructional practices. The findings in this study are relevant to the implementation of ambitious mathematics instruction reform through changing teachers' knowledge and instructional practices.

**Focus of Study:** This study examines how middle school teachers’ networks influence their mathematical knowledge for teaching (MKT) and instructional practices. We also examined how mathematics coaches' expertise, in the form of MKT, plays a role in augmenting the extent to which teachers learn through interacting with close colleagues.

**Research Design:** The article draws on data from a larger NSF-funded study in four large, urban districts that responded to accountability pressures by attempting to implement ambitious mathematics instruction aligned with the recommendations of the National Council of Teachers of Mathematics (NCTM) and by supporting implementation with a significant investment in teacher
learning. The analysis in this paper involves 89 focal participants who were middle school mathematics teachers in 29 schools, the focal participants’ close colleagues, and their instructional coaches. Measures include mathematics teachers’ professional networks, MKT, classroom practices, individual background characteristics, and school factors. We used hierarchical linear models with cross-level interaction effects and in-depth sensitivity analyses of the effects of close colleagues and coaches.

**Findings/Results:** Our results show that changes in teachers’ instructional practice were positively related to their access to instructional expertise through interactions with close colleagues. But, we did not find a similar significant relationship between changes in teachers’ MKT and access to their close colleagues’ MKT expertise. Rather, coaches’ MKT expertise positively moderated the extent to which teachers learned MKT from their close colleagues through seeking advice on teaching mathematics; that is, having an expert coach in the school enhanced the MKT learning opportunities that teachers had from interacting with close colleagues.

**Conclusions/Recommendations:** Results from this study shed light on how to support teachers’ on-the-job learning and successfully implement ambitious instructional reforms in schools. It is important for schools and districts to consider ways to encourage the development of teacher networks that can promote instructional changes. For example, schools and districts can purposely provide common planning time and common workspaces that facilitate sharing expertise among teachers. They can also support teachers with instructional coaches who have content expertise and know how to facilitate interactions among teachers.

Tigchelaar, A., Vermunt, J.D. and N. Brouwer (2014). Corrigendum to “Patterns of development in second-career teachers’ conceptions of learning and teaching” [Teach. Teach. Educ. 28 (2012) 1163–1174]. Teaching and Teacher Education, 41: 111-120. This study was aimed at deepening our understanding of second-career teachers’ conceptions of teaching and learning. Initial conceptions held by 207 candidates entering an alternative teacher education programme were explored using a semi-structured questionnaire covering background characteristics and four themes concerning teaching and learning. A limited number of distinct conceptions could be identified and related to respondents' background characteristics. After the first semester of the programme, three patterns of development were found in a subset of 69 participants: growth, consolidation and regression. Pedagogical implications for fostering growth in second-career teachers are discussed.

Van den Bergh, L., Ros, A. and D. Beijaard (2014). Improving teacher feedback during active learning: Effects of a professional development program. American Educational Research Journal, 51(4): 772-809. This study focuses on improving teacher feedback during active learning. Changing teachers’ behavior sustainably, however, is very difficult. Several conditions should be taken into account, and programs should build on teachers’ cognitions and practices. Effects of a specifically designed professional development program on 16 elementary schoolteachers’ knowledge, beliefs, perceived problems, and classroom behavior were examined via observations, a beliefs instrument, and a questionnaire prior to and twice after the program was implemented. Results show that several aspects of feedback during active learning were improved, both in the short and in the long term. It is concluded that the professional development of teachers can be effective and sustainable, if certain conditions are met.

van Es, E.A., Tunney, J., Goldsmith, L.T. and N. Seago (2014). A framework for the facilitation of teachers’ analysis of video. Journal of Teacher Education, 65(4): 340-356. Video is being used more widely in professional development to help teachers learn to notice and systematically analyze teaching practice. Video captures the authenticity and complexity of teaching and can promote the examination of classroom interactions in a deliberate and focused way. However, simply viewing video does not ensure teacher learning. An important question concerns how to facilitate substantive analysis of teaching practice with video so that it becomes a productive learning tool for teachers. In this study, we examine the in-the-moment moves facilitators make in two different video-based professional development programs to offer a framework for facilitation with video. We then examine patterns in facilitation across both contexts.
and identify practices that are unique to the goals of each setting. The findings from this study have implications for the design of video-based professional development and for developing a knowledge base for professional education.


This article reports on the results of a research project in which 18 teacher educators in three countries—Australia, The Netherlands, and United Kingdom—were interviewed about their experiences of working in the so-called “third space” between schools and universities, particularly in relation to the practicum, or field supervision. Most teacher educators have previously worked as teachers in schools or other educational settings, and when they become teacher educators in universities, they are often involved in the supervision or mentoring of preservice teachers in the field. The research reported in this article examined how university-based teacher educators manage the challenges inherent in working with mentor/cooperating teachers after having been or when still practicing as teachers in schools. Findings from the study showed that for teacher educators, working in the third space involves managing shifting identities between teacher and teacher educator, responding to changing perspectives on learning and teaching, and negotiating sometimes finely balanced and difficult relationships.

Abstract: In an attempt to provide alternative models of field experience in teacher education, this study elaborates the concept of team teaching. A literature review was conducted, which resulted into a narrative review. Five models of team teaching were distinguished: the observation, coaching, assistant teaching, equal status and teaming model. Several benefits of team teaching for student teachers (e.g., increased support, professional growth), their mentors (e.g., decreased workload, learning gains), and the learners in their classroom (e.g., increased support, rich lessons) were found. However, disadvantages were recognised as well. Further, several conditions for the successful implementation of team teaching were listed.

Summary prepared by Brad Cawn

Background:
This literature review surveys the research on the use of team teaching in student teaching placements, calling team teaching approaches “alternative models of field experience” and contrasting it with the individualist approach of traditional student teaching designs. Arguing that student teachers are more likely to seek support through and benefit from peer interactions than the typical student-mentor relationship, the authors frame team teaching as a possible mechanism to support novice teachers as they make the transition to independent practice.

The authors define team teaching as simply those models in which “two or more teachers [are] in some level of collaboration in the planning, delivery, and evaluation of a course or class,” though in the case of this study it should be clarified that the “teams” in question are multiple student teachers with the same teaching assignment and mentor teacher. They distinguish several models of team teaching based on the roles and interactions within such activity, illustrated in Figure 1:

<table>
<thead>
<tr>
<th>Intensity of Collaboration</th>
<th>Team Teaching Model</th>
<th>Stakeholder Roles</th>
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</thead>
<tbody>
<tr>
<td>Low levels of collaboration</td>
<td>Observation Model</td>
<td>Teacher (full responsibility) and Observer</td>
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<tr>
<td></td>
<td>Coaching model</td>
<td>Teacher (full responsibility) and Coach</td>
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<td></td>
<td>Assistant Teaching Model</td>
<td>Teacher (primary responsibility) and Assistant</td>
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<td></td>
<td>Equal Status Model</td>
<td>Teachers (status equals)</td>
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<td>• Sequential teaching</td>
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<td>• Station teaching</td>
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<tr>
<td>High levels of collaboration</td>
<td>Teaming Model</td>
<td>Teachers (status equals)</td>
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<td></td>
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<td>• Shared planning</td>
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<td>• Shared evaluation</td>
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(Figure adapted from Baetan & Simons, p. 95)

The literature review does not distinguish studies based on the model type, nor does it focus in on a certain model or models over others (though the coaching and teaming models were found to be the most common); it is implied that multiple models may be employed over the course of a field experience, such that novice teachers are “gradually released” over time toward shared responsibility of the classroom with the mentor teacher. Instead, the researchers were merely interested in any study that described how the pairing of multiple student teachers in the same student teaching assignment affected novice teachers'
understanding of and attitude towards teaching practice, collaboration, and negotiation of professional contexts.

**Research Questions/Methodology:**

The authors address the following questions in their review:

RQ1: Which models of team teaching can be found in the literature?
RQ2: What are the advantages and disadvantages of student teachers' team teaching?
RQ3: What are the conditions for a successful implementation of student teachers’ team teaching?

Several electronic databases were utilized to identify relevant support, including ERIC and Psychinfo; save for a single selection from the 1990s, only articles from 2000 onward were considered. The authors also required that selections be peer-reviewed and address team teaching within the context of student teaching placements. Fifty manuscripts were included in the study: 18 for RQ1; 33 for RQ2; and 22 for RQ3.

The discussion is organized by question, with subheadings categorized by the kinds or qualities of the question investigated (e.g., by type of team teaching model, by advantages of team teaching, et al.)

**Findings:**

The research literature indicates that, overall, team teaching models benefit student teachers, mentor teachers, and learners. A summary of the advantages and disadvantages found for each stakeholder is included below:

| **Figure 2: Overview of (dis)advantages of student teachers’ team teaching** |
| --- | --- |
| **Advantages** | **Disadvantages** |
| **Student teachers** | | |
| • Increased emotional and professional support | • Lack of compatibility |
| • Increased dialogue | • Comparison |
| • Professional growth | • Difficulty of providing constructive feedback |
| • Personal growth | • Increased workload |
| **Mentors** | | |
| • Decreased workload | • Less individual teaching |
| • Learning gains | | |
| • Increased collaboration at school | **Mentors** |
| | • Increased workload |
| | • Weaker relationships with student teachers |
| **Learners** | | |
| • Increased support | **Learners** |
| • Rich and varied lessons | • Confusion |
| • Learning gains | | |

(Figure adapted from Baetan & Simons, p.100)

For student teachers, team teaching encourages emotional and professional support, dialogue about learning and teaching, and professional and personal growth. Additionally, feedback from their student teaching partner is seen as more valuable than that from mentor teachers or university supervisors. Concerns cited include challenged relationships between student teaching partners, inconsistent feedback and support, and reduced time for practicing teaching.

For mentor teachers, studies suggest that hosting and advising teams of student teachers may lead to increased collaboration by the mentor teacher(s) in other school-based learning communities. However,
much of the literature is mixed: some suggest team teaching reduces mentor teacher workload while others suggest it increases the responsibility; some literature says relationships between mentor teacher and student teacher(s) are more intense as a result of team teaching, while others suggest an increase in the number of student teachers decreases the amount of time mentors can spend developing individual teachers.

For students, the presence of multiple student teachers in the classroom increased support and individual attention; led to more varied lesson approaches; and, in some cases, led to learning gains. Several studies, however, indicated that co-teaching models confused students.

In studying the effects of team teaching on classrooms the authors also considered the conditions that inform the efficacy of team teaching models. These included a structured, scaffolded program of field experience, with student teachers gradually moving from observation and limited teaching, to team teaching, and then finally to individual teaching; careful attention to selection of mentor teachers and team teaching groups; and early and continual supports for developing and sustaining professional relationships among the student teachers and with the mentor teacher.

Questions/Considerations:

The authors note that a significant gap in the literature reviewed is the lack of description of or insight on the role of teacher educators/teacher education in the team teaching design and process. Given that:

1. What are the implications for the programming and practice of a teacher education program were a team teaching model adopted? In other words, what does it demand of or alter in regards to the content and pedagogies of teacher education and/or practicum coursework and field supervision?

2. The authors note that nearly all of the selected manuscripts focused on the perceptions of student teachers and drew their data from self-reported instruments, such as journals; there is a significant, if not total, dearth of quantitative study in this area. Given that, what kinds of questions and/or methods of inquiry might be worth pursuing as a means of enhancing novice teachers’ learning to teach experiences?

Abstract: This article reports on the results of a research project in which 18 teacher educators in three countries—Australia, The Netherlands, and United Kingdom—were interviewed about their experiences of working in the so-called “third space” between schools and universities, particularly in relation to the practicum, or field supervision. Most teacher educators have previously worked as teachers in schools or other educational settings, and when they become teacher educators in universities, they are often involved in the supervision or mentoring of preservice teachers in the field. The research reported in this article examined how university-based teacher educators manage the challenges inherent in working with mentor/cooperating teachers after having been or when still practicing as teachers in schools. Findings from the study showed that for teacher educators, working in the third space involves managing shifting identities between teacher and teacher educator, responding to changing perspectives on learning and teaching, and negotiating sometimes finely balanced and difficult relationships.

Summary prepared by Charles Dershimer

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**Background / Context**

This article addresses the professional learning of teacher educators in relation to work that is done in the so-called “third space” between schools and universities, particularly in relation to the practicum, or field supervision. Williams notes that while research is being done to better understand how teachers transition to teacher educators (Boyd & Harris, 2010; Williams et al., 2012; Wood & Borg, 2010) (TEs), less is known about how transitioning TEs work in schools with mentor teachers and pre-service teachers. Research indicates that the work done by TEs in this “third space” is complex and challenging, even for experienced teachers. In many countries, university teacher education programs are increasingly being required to work closely with schools as part of the pre-service programs and TEs will need support for the challenges associated with the “newly emerging third spaces.” This article builds on previous work where the author studied her own practice in the third space, by using the same analysis framework to describe her study of TEs from five different universities and three different countries.

In the literature review, the author develops the concept of “third space,” describes its complexity, and the implications that this complexity has for professional learning, identity construction, and practice. The concept of “third space” is developed in relation to the work done by Bhabha (1994) and Engestrom around boundary crossing and activity theory. Engestrom’s (2004) argument is that horizontal movement between sites of professional practice is a key element in the learning that takes place in each activity system, as well as in the spaces where these systems overlap or interact. Williams connects these ideas to teacher education, and describes how the activity systems of schools and universities intersect and overlap to form a “third space.”

The author reviews her previous research that identified three key dimensions of third space: (i) shifting identities between related but distinct professional selves, that is, former classroom teacher and TE; (ii) changing perspectives as different understandings of learning and teaching emerged during practicum supervision; and (iii) negotiating relationships that involve a delicate balancing act between the different needs and perspectives of supervising teachers, preservice teachers, and teacher educator. Seen through the lens of boundary crossing, she notes that the work of TEs in the “third space” involves crossing and re-crossing, and negotiating and re-negotiating, professional and personal boundaries between different but closely connected sites of professional practice. She uses the work of Akkerman and Bakker (2011) to describe four mechanisms of learning that are afforded by boundary spaces, including: identification, coordination, reflection, and transformation. Identification includes learning how practices of each space are similar or different from each other. Coordination is about the use of dialogue and artifacts to overcome the ambiguities in boundary spaces. Reflection involves examining perspectives to learn something new, and transformation is about the co-development of new practices from work in the boundary space.
Purpose / Research Design
The author’s research addressed two questions: What challenges do TE’s face when working in the “third space” between university and schools? How does previous experience as a classroom teacher contribute to TE identity and pedagogy when working in the third space?

Participants for the study were identified by the author’s colleagues at universities in each of the three participating counties: Australia, The Netherlands, and United Kingdom. Eighteen teacher educators were identified who were currently working in field supervision of pre-service teachers and who had previously taught in school and acted as mentor teachers. Qualitative data was collected through a 45-minute semi-structured face-to-face interview that addressed six questions. The questions reviewed background experiences as a school teacher, how the participant became a TE, current involvement with practicum experiences, current challenges as a teacher educator, and how that previous experience impacts current work as a teacher educator or affects relationships with teachers in schools. Each participant was also questioned about an artifact or metaphor representing his or her teaching beliefs. The interviews were audio recorded and field notes were taken.

Data was analyzed by reviewing the audio recordings, transcriptions, and field notes. The first stage of analysis involved a deductive approach, where the data for each participant was reviewed using the findings from the author’s previously published self-study. In the next stage, the results from stage one were analyzed to identify common themes across all interviews. These data were then summarized into coherent findings.

Findings/Results
The findings were presented using the three previously identified themes. Under the theme of shifting identity, the author noted the interplay between the different professional identities of teacher and TE and how the different aspects of each of the professional identities affected their work in the “third space” or the space that existed between schools and the teacher education program at the university. A teaching background appeared to provide many TEs with a professional narrative that they believed gave them a degree of “credibility, empathy, and/or authenticity” with the teachers in schools. Other participants did not identify as strongly with this part of their professional selves, and instead felt that they have moved on to a different role and purpose in their new role in a teacher education program. For some, there was little or no difference between being a TE in a school or the university. Many were able to shift the focus of their work between the practical aspects of teaching and the more theoretical dimensions that inform teaching practices in schools.

The second theme explored the changing perspectives in TE’s professional learning as the teachers transitioned from teaching in schools to teaching teachers. For some of the participants, dealing with these differences created tension and anxiety around the contradictions between practices that were being advocated at the university, and the practices of the mentor teachers. Other TEs commented on the importance of their role to provide insights into teaching and learning that student teachers may not gain from their work in schools. These participants believe that as a TE they are able to see a “wider” context of teaching and learning, something that mentor teachers many not always share.

The third theme addressed the negotiation of relationships and how language and dialogue were essential for establishing and maintaining professional relationships in the “third space.” Participants described their position as ‘co-professionals,” partners, or colleagues with mentor teachers rather than as supervisors or ‘out of touch’ academics. For these participants, the focus of much of their dialogue was on analyzing difficulties, discussing problems, and clarifying expectations. The participants commented on the importance of having university protocols and publications such as fieldwork manuals and assessment reports, especially when a student teacher’s performance was under review. Instead of taking sides with mentors or students, they were able to make objective assessments based on university protocols and requirements. The author noted that these protocols acted as “boundary objects” providing an objective framework for discussion and enabling a common ground to be established between everyone involved.
Discussion/Conclusions

TE’s learning about their professional selves as they shifted between identification as teachers and TEs highlighted Akkerman and Bakker’s (2011) contention that “what is typical in identification processes is that the boundaries between practices are encountered and reconstructed, without necessarily overcoming discontinuities (p. 143).” Most of the TEs were able to move between the worlds of school teaching and university, but some were also aware of the tensions and differences between these two professional contexts. Such boundary crossing and re-crossing is evidence of how the “lines of demarcation between practices are uncertain” (Akkerman & Bakker, 2011, p. 142). For many, the line between these two professional identities is indistinct, and they see themselves as both one and the other, depending on the teaching context. After working in universities, they were aware of changes in their own perspectives, and this led them to seeing a “bigger picture” of education rather than being limited to the perspectives of classroom teachers, however much they might empathize with those views.

The different perspectives that TEs encountered in the “third space” had an impact on their views of themselves and encouraged deep reflection on their pedagogy and its underlying beliefs and assumptions and on their contribution to student teacher learning. This learning and reflection sometimes occurred in complex situations that necessitate carefully constructed dialogue and professional conversations that acknowledge and value the range of perspectives and experiences brought to the discussion. This coordinating work (Akkerman & Bakker, 2011), or building of professional relationships through dialogue and engagement, is a central element of TE practice in the “third space.”

Part of managing these different perspectives is the need to negotiate potentially difficult relationships between teachers, TEs and, at times, student teachers. All participants in this study commented on the need to build trusting and respectful relationships through dialogue and that this could sometimes be a challenging task. Encountering and managing different beliefs about how this should happen appears to be the work of TEs in this third space. Collaboration in the third space provides an opportunity for all participants to work together to gain new knowledge and understandings about teaching and learning and to develop boundary practices that enhance the learning of teachers, TEs, student teachers, and ultimately school students.

Implications

• Knowledge of the complexity of working in this space makes it essential for leaders in teacher education to recognize the importance and the challenges of this work and to provide support and professional development for TEs taking on these roles.

• TEs also need to consider how to build and maintain complex professional relationships with mentor teachers for the mutual benefit of those working together in these boundary spaces.

Questions for Discussion:

1. Given that shifting identities and the development of new perspectives on teaching is typical for teachers transitioning to teacher educators during the work that takes place in the “third space”, what implications does this have on how novice vs. experienced TEs are supported with their work?

2. If the coordinating work of building and negotiating professional relationships through dialogue and boundary objects is central for reducing ambiguity in the third space, how might teacher educators be supported with this coordination work?