

ABSTRACT

Title of Dissertation: “LEVELING THE PLAYING FIELD”: ROUNDS IN
ESOL PRE-SERVICE TEACHER EDUCATION

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Many pre-service teachers (PSTs) face a common dilemma when completing their internships: they seek to display their own strengths and competencies in teaching while also adhering to the guidance of their mentor teachers and avoiding instructional risks. The underlying structure of the internship promotes a hierarchy which positions mentoring teachers as experts who evaluate their mentees and pre-service teachers who depend on their mentoring teachers' approval to become licensed teachers. Research into innovative internship structures, such as rounds, can offer insights on how this hierarchy can be flattened in ways that benefit both the pre-service teachers and their mentoring teachers.

In this study, I use qualitative case study methods to explore two PSTs and their mentoring teachers' participation together in a novel form of professional development centered on peer observations called rounds. I further explored how their participation in rounds enhanced the PSTs' instructional practice in their internships. I facilitated four instances of rounds with the group, observed and interviewed the PSTs four times during their internship, and interviewed each participant once the internship was complete. I analyzed these data through the lens of communities of practice to examine how the PSTs and mentoring teachers worked together around the joint enterprise of inquiring into their teaching of multilingual learners. I also drew on

the constructs of boundary crossing and boundary objects to conceptualize how teachers carried aspects of our rounds into other communities of practice at the school and into the PSTs' instruction.

Findings revealed that several aspects of the rounds contributed to a flattening of the hierarchy of status between the PSTs and the mentoring teachers during the rounds. However, changes in the hierarchy during the rest of the internship were more tenuous due to rounds' difficulty in addressing certain intractable criteria for status as a full teacher in school settings. Observing the PSTs' internships before, during, and after rounds illustrated how rounds could function as sites of exposure to and experimentation related to persistent instructional problems. The PSTs generated knowledge during rounds that they incorporated back into their internships with unanticipated results that reinforced the iterative and ongoing nature of teacher learning. To break down the barriers of isolation within internships and to challenge the status quo of mentor-PST power dynamics, teacher preparation programs must explore internship structures that move away from evaluation and into collaborative inquiry across experience levels.

“Leveling the Playing Field”: Rounds in ESOL Pre-Service Teacher Education

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Dedication

This dissertation is dedicated to my father. A few years ago, I was stumbling in the dark with no idea what to do, and you forced me to listen to myself. You pushed me to pursue this topic because, as you said, “your tailfeathers are up,” that I should pursue the topic that I was clearly passionate about, as improbable as it seemed at the time. Thank you, Dad. I wouldn’t have had the courage to do this without you.

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Table of Contents

Dedication	ii
Acknowledgement	iii
Table of Contents	v
Chapter 1: Introduction	1
1.1 Where We Are Today in Teacher Preparation	1
1.2 How Rounds Respond to Issues in Teacher Preparation and Professional Development	4
1.3 Definition of Key Terms	6
1.3.1 Participation	7
1.3.2 Focal Participants	7
1.3.3 Pre-service Teachers	8
1.3.4 In-service Teachers	8
1.3.5 Rounds	8
Chapter 2: Review of the Literature	10
2.1 Search Process and Delimitations	11
2.2 Models of Rounds	14
2.3 Use of Methods in Studies of Rounds	21
2.4 Theoretical Approaches and Disciplines	25
2.5 Critique of Theorization of Rounds	29
2.6 Summary of Rounds for All Educators	31
2.7 Affordances and Challenges of PSTs' Participation in Rounds	33
2.7.1 Connections between Theories of Learning, Observed Practice, and Own Practice	33
2.7.2 Community and Shared Understandings	35
2.7.3 Other Challenges	37
2.7.4 Critique of Findings	38
2.7.5 Summary of PSTs' Participation in Rounds	42
2.8 Affordances and Challenges of In-Service Teachers' Participation in Rounds	44
2.8.1 Extending Affordances of Rounds to ISTs	45
2.8.2 Extending Challenges of Rounds to ISTs	47
2.8.3 Affordances Primarily for ISTs	49
2.9 Theoretical Framework for Teacher Rounds	50
2.9.1 Communities of Practice	53
2.9.2 Work at the Boundaries	58
2.9.3 Application of Frameworks	60
2.9.4 Conclusion	69
Chapter 3: Methodology	71
3.1 Case Study Design	71
3.2 Research Goals and Research Questions	75
3.3 Participants	78
3.4 Research Context	81
3.4.1 Rounds Protocol	83
3.4.2 Virtual Rounds	89
3.4.3 PSTs' Internships	90

3.5 Data Collection	91
3.5.1 Data Collected Prior to Rounds	94
3.5.2 Data Collected During and Immediately After Rounds	96
3.5.3 Weekly Reflection Journals	97
3.5.4 Data from PSTs' Internships	97
3.5.5 Interviews after Placements	98
3.6 Data Analysis	99
3.7 Positionality	103
3.8 Reliability, Validity, and Other Methodological Considerations	106
3.9 Significance and Conclusion	108
Chapter 4: Findings – Participation in Rounds and Other Communities of Practice	109
4.1 Overview of Findings	110
4.2 A Fluidity of Roles during Rounds – RQ1	113
4.2.1 Leveraging Others' Experiences	117
4.2.2 Leveling the Playing Field	126
4.3 The Power to Reify – RQ1	136
4.3.1 Negotiation	137
4.3.2 Accountability	140
4.3.3 Common Ground	145
4.4 Moving between CoPs – RQ2	150
4.4.1 PST Membership and Brokering Outside of Rounds	151
4.4.2 Mentor Brokering Outside of Rounds	157
4.5 Summary of Participation in Rounds and Other CoPs	160
Chapter 5: Findings – Rounds' Enhancement of the Internships	163
5.1 Teacher Modeling – RQ3	164
5.2 Differentiation – RQ3	171
5.3 Other Ways Rounds Enhanced the Internships – RQ3	179
5.3.1 “Warmups,” or Explicit Grammar Instruction	179
5.3.2 Language Rubrics	183
5.4 Summary of Rounds' Enhancement of the Internship	187
Chapter 6: Discussion, Implications, and Further Research	189
6.1 A More Democratic Internship?	192
6.2 Theory and Practice (Mine, Hers, and Ours)	197
6.3 Limitations, Implications and Further Research	202
6.3.1 Limitations	202
6.3.2 Implications	203
6.3.3 Further Research	207
Appendix A: Rounds Observation Protocol	210
Appendix B: Supervisory Observation Protocol	212
Appendix C: Interview Questions	214
Appendix D: Intern Consent Form	218

<u>Appendix E: Mentor Teacher Consent Form</u>	<u>222</u>
<u>References</u>	<u>226</u>

Chapter 1: Introduction

1.1 Where We Are Today in Teacher Preparation

Internships or teaching practicums have traditionally been marked by hierarchies of status or power differentials, where mentor teachers have had most of the power in the relationship and pre-service teachers (PSTs) feel compelled to adhere to their mentoring teacher's perspective. PSTs have historically faced a dilemma of seeking to display their own strengths and competencies while not posing a threat to the mentors' status as experts by avoiding risks and adhering to their guidance (Bloomfield, 2010; Graham, 1999). Many PSTs are afraid of upsetting their mentor teachers, as their mentors are the ones who usually evaluate them as part of the internship (Graham, 1999). This fear has typically been at odds with PSTs' drive to be perceived as teachers because PSTs often "are quickly able to equal or even surpass their associate teachers, and they rightly want this to be appreciated" (Beck & Kosnik, 2002, p. 87). Many internships are minefields for PSTs to navigate, rather than spaces that foster taking risks and teacher competence, because of the latent power dynamics involved.

Teacher educators have worked to try to counter some of these common pitfalls, especially with a shift away from practicums towards "mentorships" (Ambrosetti & Dekkers, 2010). In their literature review on mentorships, Ambrosetti and Dekkers describe the common goal of a mentorship as creating a "non-hierarchical, reciprocal relationship between mentors and mentees who work towards specific professional and personal outcomes for the mentee," (2010, p. 52) which is a noble intent for reimagining clinical teaching. Where many mentorships fall short, however, is in failing to address one of the root causes of a power imbalance in the mentor-mentee relationship: mentors must evaluate PSTs on their instructional performance

(Rabin, 2020). Constructing a mentorship in name does not ensure its efficacy in fostering teacher learning, as effective mentoring is characterized by the inclusion of support and autonomy for the PST, opportunities for genuine dialogue, and collaborative planning, teaching, and reflection (Tomlinson, Hobson, & Malderez, 2010). These aspects of mentoring can be beneficial for the PST, but what can be good for the mentor can also be good for the relationship. Beyond how these mentorships can support the PST, high quality professional learning experiences such as mentorships should have valuable learning outcomes for both PST and mentor teacher (Le Cornu & Ewing, 2008); both teachers should have a voice and grow professionally as part of the experience (Ambrosetti & Dekkers, 2010). While internships have been redesigned by some teacher educators as mentorships, these newly structured clinical experiences have not always lived up to the lofty goals of a non-hierarchical relationship for PST and mentor, and have not fundamentally addressed some of the roots of the power differentials within internships that hamper PST and mentor growth.

Clinical experiences that blur the line between teacher candidates and licensed teachers can ease the transition for PSTs into independent teaching and make them real partners to their mentor teachers (Fraser & Watson, 2013). Internships need opportunities for teachers to alter the power dynamics in mentor-PST relationships (Zhu et al., 2018), and both parties engaging in collaborative inquiry about student learning can change these relationships (Graham et al., 1997). This raises the need for clinical experiences where PSTs and their mentors can establish new norms of interaction and collective inquiry that is beneficial to both, and that treats both as valuable contributors to each other's learning without raising the specter of evaluation and the dynamics that evaluation can create.

This dissertation addresses the need for non-evaluative initiatives in clinical experiences that can rewrite the dynamics of the mentor-PST relationship through the study of a professional development model called rounds (Roegman & Riehl, 2012). While rounds in education are loosely based on clinical rounds from medical education, rounds in education do not involve diagnosing children or perpetuating deficit thinking about students. Instead, they are a form of collaborative inquiry based on peer observation. During rounds, a host educator identifies and shares with others a particular problem of practice with instruction to be observed and analyzed. Peers observe the educator's classroom and take notes based on the problem of practice, and then discuss what they saw and heard related to the problem of practice. This dissertation focuses on rounds that involved mentors and PSTs together leveraging each other's experiences and taking on a fluidity of roles inside of rounds in ways that challenged the traditional power dynamics of internships. It also discusses how the mentors incorporated elements from our rounds into their own professional development with other teachers at their school. Lastly, this dissertation analyzes how the PSTs used rounds as a place to experiment with pedagogical issues born in their internships, only for them to find that their newly acquired knowledge could not be taken at face value and needed to be applied judiciously. This dissertation specifically examines the following questions:

1. What is the nature of pre-service English for Speakers of Other Languages (ESOL) teachers and their mentor teachers' participation in a facilitated rounds community of practice?
2. In what ways, if any, does the participation of PSTs and mentor teachers in rounds support their membership in other ESOL teacher communities of practice?

3. In what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?

In this chapter, I provide a brief overview of the professional development context surrounding the adoption of rounds for educators who commonly participate in rounds, the adaptation of the clinical rounds model from medical education to teacher education to address these disparate contexts, and the prominent rounds models within the field and their main claims. I then define several key terms and describe the methods and criteria I used to find the sources for the literature review. In the second chapter, I review, synthesize, and critique the studies that are important to understanding various forms of teacher participation in rounds, as well as affordances and challenges of pre-service teacher participation in rounds. In the third chapter, I put forward a conceptual framework with which to analyze rounds involving PSTs according to one of the most common rounds models. In chapter four I present findings for my first two research questions, and in chapter five I present findings for the third research question of this dissertation. Finally, I discuss implications, limitations of the dissertation, and future research directions in the sixth chapter.

1.2 How Rounds Respond to Issues in Teacher Preparation and Professional Development

Internationally, there is consensus that teacher preparation programs need to improve in quality, especially in facilitating connections between educational theories and clinical practice (Moran, 2014; Zeichner, 2010) which could be supported through bolstered PST agency in their learning during their internship. Within the US, NCATE (2010) called for turning teacher education “upside down” and structuring teacher preparation programs so that they are “fully grounded in clinical practice and interwoven with academic content and professional courses,” rather than centered on academic coursework with loose ties to clinical practice (p. 1). NCATE

(2010) went so far as to say that teacher education programs should look to “teacher hospitals” and the medical education model for ways to improve its connections with clinical practice. The emphasis from the medical evaluation for this dissertation here is in the collaborative inquiry that can arise from such a model. Clinically based teacher preparation in its current forms has been critiqued for a lack of sustained support of PSTs throughout the programs and the privileging of knowledge generated by PSTs during preparation programs over the knowledge generated in field-based experiences and internships (Zeichner, 2010). To encourage this knowledge generation with support from peers and others in a clinical setting, rounds are a means through which teacher educators can facilitate PSTs’ involvement in learning communities centered on clinical practice (Cochran-Smith, 2003) that provide PSTs with increased agency in their learning (Le Cornu & Ewing, 2008).

Considering medical rounds’ focus on providing participants with agency over their learning about their own practice within a learning community, it is no surprise that some teacher education researchers have turned to a rounds model for potential solutions. Indeed, of the peer-reviewed studies conducted of rounds in educational settings, the plurality examines rounds with PSTs (see Chapter 2 for more information). Depending on how rounds are structured, they can provide PSTs with much greater agency in exploration of their practice as they choose which topics to focus their host round on (Reagan et al., 2015; Roegman & Riehl, 2015). A number of studies have examined how rounds provide opportunities for PSTs to connect theories and strategies from program coursework to instruction observed in authentic classrooms as well as to PSTs’ own practice (Bowman & Herrelko, 2014; Reagan et al., 2015; Williamson & Hodder, 2015; Young et al., 2018). Other studies have highlighted how rounds can foster a strong learning community with PSTs centered around clinical practice (Suh et al., 2015; Young et al.,

2018). The promise of rounds for addressing some of the persistent challenges of connecting theory and practice and providing PSTs with more agency in the learning communities they inhabit is clear, and worth exploring in greater detail.

Rounds also seem promising as a form of professional development (PD) for ISTs. Hill (2009) argues that most professional development either reinforces current practices or has no significant impact on instruction. For professional development to be more effective, it must become more teacher-driven and “job-embedded” (Bissonnette & Caprino, 2015; Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999). Many PD efforts are largely disconnected from teachers’ work (Burns Thomas & Niesz, 2012) and PD attempts often lack sufficient prior planning on the part of the implementation team (Guskey & Yoon, 2008). Rounds can provide a solution to these challenges precisely because of their foundation in teachers’ work, as rounds are based on questions or problems of practice the host teacher identifies beforehand. Furthermore, the facilitation of rounds has been thoroughly described by many models of rounds (City, Elmore, Fiarman, & Teitel, 2009; Del Prete, 2013; Gore, 2014; Roegman, Allen, Leverett, Thompson, & Hatch, 2020), and been outlined extensively in facilitator guides (Fowler-Finn, 2013; Troen & Boles, 2014) and practitioner-friendly case studies (Roberts, 2012; Teitel, 2013). In short, rounds which involve both PSTs and their mentors have the potential to benefit both parties, not just one or the other.

1.3 Definition of Key Terms

These terms are being defined here because within much of the literature related to rounds, there is a lack of clarity surrounding these terms that needs to be pinned down so that my analysis will be clearer later. I define participation because what counts as participation varies widely from study to study. I also define focal participants because researchers are not studying

all participants equally, and discussions of studies should reflect that. I define pre-service and in-service teachers because again, researchers use these terms in ways that resemble Venn diagrams or concentric circles. Lastly, I define rounds because peer observation and debriefing are not new concepts in teacher education, and to help distinguish rounds from similar forms of professional development like walkthroughs and lesson study.

1.3.1 Participation

I define participation here as being involved in any of the following steps of rounds: establishing the problem or question or theme of practice, observing a teacher with a group based on a problem/question/theme of practice, or debriefing the observation(s). This definition notably omits teaching during the observation itself, because a teacher being observed does not automatically indicate that teacher's voluntary involvement in the holistic process of rounds. Several studies treated the teaching observed as an object collected independently of the teacher's involvement and did not describe any connection of the observed teacher in any other part of the rounds process or in the process of their classroom being selected for observation. Claiming that a teacher is a participant in the rounds process solely by the fact of being observed while omitting any mention of teacher voice or teacher choice in the process does not align with the meaning of participation I use in this study, as it does not support my assertion that all participants in rounds should have a voice in their proceedings, because each should grow as part of the process (Ambrosetti & Dekkers, 2010).

1.3.2 Focal Participants

Focal participants in rounds are participants who are the primary object of study. This is a holistic, rather than solely criterion-based term. Focal participants can be identified by a

preponderance of: their explicit presence within the methods section of the paper as participants, their inclusion in the research questions or purposes of the study, evidential findings based on data collected surrounding their particular involvement in rounds, and implications regarding their specific actions. While a focal participant may not appear in all four of these areas, they are very likely to do so. Conversely, their involvement in one or two of these areas does not immediately connote the research centering on their participation. Not all participants are focal participants in the studies reviewed here.

1.3.3 Pre-service Teachers

PSTs are students currently enrolled in some form of PK-12 teacher preparation program, whether that is solely coursework or a practicum or internship in authentic classrooms in a local schooling context. This includes both undergraduate and graduate teacher preparation programs.

1.3.4 In-service Teachers

ISTs are teachers who have completed teacher preparation programs and state requirements to be certified and are currently teaching in PK-12 school. This eliminates teachers at the tertiary level, as well as certified teachers who are not currently working in a PK-12 school. By defining ISTs and PSTs this way, there arises the possibility of an in-service teacher who enters into a teacher preparation program for a different certification or degree than they currently have. While in many ways teachers in this situation would function as PSTs in regard to learning new content and being placed in new academic situations and schooling contexts, for the sake of the conceptual framework following this review, I consider those teachers as ISTs rather than PSTs. When studies specify whether particular teachers within their study fall into this category, their data and findings are treated by me as that of ISTs.

1.3.5 Rounds

I define rounds as any process that follows the three binding steps of a rounds protocol that all models follow in the following order: a setting of a problem, question, or theme of practice to be examined; an observation in which educators observe a teacher during instruction with authentic students; and a debrief following the observation by at least the group observing the instruction. There may be processes that follow these steps without calling them rounds, or processes that include these steps and more, and each are included here. However, certain studies have been eliminated from this review because their processes do not follow this order or include most of but not all three steps. I explain my rationale for these inclusion and exclusion criteria in Chapter 2.

Chapter 2: Review of the Literature

In this chapter I bring together several bodies of literature to examine what methods and theories researchers have used to study rounds, and what affordances and challenges of pre-service teachers' (PSTs') and in-service teachers' (ISTs') participation in rounds researchers have identified. By examining the affordances and challenges of the participation of PSTs and ISTs in rounds, I set the foundation for what we already know about each group's participation in rounds (research question 1), how their participation has been supported or stymied during rounds (research question 1) and how their participation may have benefitted or taxed them outside of rounds (research questions 2 and 3). I then build upon that foundation and examine unanswered questions that arise which will be answered within this dissertation. First, I begin this chapter by analyzing the methods used in studies of rounds and demonstrate that the vast majority of the studies that examined long term effects of rounds used only self-reported data from educators. Next, I review how rounds have been theorized in the conceptual and empirical literature and assert that teachers' participation in rounds remain undertheorized due to a lack of integration of studies' theoretical frameworks in most studies' research design, findings, and implications for the field. Finally, the literature suggests that when PSTs and ISTs participate in rounds without the support of an additional professional development structure, such as lesson study, or a guiding educational framework, such as the Quality Teaching Framework (Gore, 2014), the rounds do not generally seem to lead to the effects various models claim for PSTs and ISTs. The ways in which my study supports and challenges these findings are detailed throughout this chapter.

This chapter is organized to set a foundation for what has already been said and done regarding rounds, so that I can then frame how I am responding with this dissertation. I start with

a discussion of my process of searching the literature (2.1), followed by a description of the different models of rounds to illustrate what binds the rounds in various studies and where rounds advocates' claims require deeper examination (2.2). In section 2.3, I discuss the methods in all studies of rounds to examine how rounds have been analyzed and understood so far, and explore whether there are ways we have not yet studied rounds. The following two sections discuss the variety of different theoretical frameworks that have been used to characterize rounds (2.4) as well as how those theorizations could be improved upon (2.5). Sections 2.1-2.5 are summarized in section 2.6. Section 2.7 lays out the many affordances and challenges of rounds for PSTs specifically, critiques the applications of these affordances based on how these studies have defined and studied rounds, and offers a path forward for future studies. Section 2.8 details how the studies of IST participation in rounds reinforce many of the affordances and challenges observed in section 2.7 for PSTs, and discusses affordances that seem to apply particularly to ISTs. Section 2.9 returns to the questions and critiques raised in 2.5 about rounds' theorization, and offers a new way of conceptualizing them that responds to shortcomings from previous studies.

2.1 Search Process and Narrowing of Focus for the Dissertation

I identified sources for this review by searching Google Scholar and the EBSCO Host websites ERIC, Academic Search Ultimate, Education Source, Professional Development Collection, and Teacher Reference Center. I used a combination of the following search terms: teaching rounds, teacher rounds, instructional rounds, school innovation rounds, grand rounds, education rounds, classroom rounds, PSTs, student teachers, teachers, administrators, principals, and superintendents. I evaluated the titles and abstracts of each article to find sources that focused on any published version of rounds within the field of education, provided the rounds

took place within a PK-12 setting. I also used the snowball method, where I searched through articles' references for relevant articles, as well as Google Scholar's "Cited By" feature, to identify additional sources within the empirical and conceptual pieces that I read. This search yielded over a hundred sources, including books, book chapters, journal articles, dissertations, theses, conference papers, conceptual pieces, and one literature review. The only literature review on rounds (Philpott & Oates, 2015) was published before the majority of empirical studies on rounds had been published.

To narrow down the sources, I set certain criteria for inclusion in the literature review. The sources had to be empirical studies with at least a minimal description of the participants, the methods employed for data collection, and the rounds process for comparison to other studies. The sources also had to be in journals, books, or conference proceedings that provided an explanation of their peer review process. This excluded many illustrative articles, dissertations, theses, and books, including every book found that centered on rounds. I included sources that combine other approaches with rounds, such as Suh, King and Weiss (2015) and Young, Cavanagh, and Moloney (2018) combining rounds with lesson study, but excluded sources that focused exclusively on approaches other than rounds such as lesson study (Puchner & Taylor, 2006), peer coaching (Jenkins et al., 2005; Jenkins & Veal, 2002), peer observation (Hamilton, 2013; West & Clauhs, 2019), learning walks (Baker & King, 2013), and walkthroughs (Grissom et al., 2013).

I decided to exclude these other approaches (lesson study, peer coaching, peer observation, learning walks, and walkthroughs) from this literature review of rounds because they are distinct enough to be describing different phenomena. Each of the previously stated approaches, including rounds, revolve around questions or problems of practice and entail

observations of teachers in authentic contexts. Lesson study, much like rounds, focuses on changing school-wide practice, and depending on the model can prioritize collective improvement over individual teacher improvement (Kim-Eng Lee, 2015). However, unlike rounds, lesson study requires teachers to plan lessons as a group, with the observed lesson on the same topic with similar procedures and tasks, rather than a part of teachers' individual teaching routine. Furthermore, lesson study, at least as traditionally undertaken in Japan, is much more public facing. Observed lessons can bring in voluntary visitors from across the nation because the observable lesson is often open to the researcher and teaching community at large, rather than limited to one school, district, or even small state (Kim-Eng Lee, 2015). Studies that focus exclusively on lesson study do not meet the criteria for this literature review.

Other approaches have their own features that distinguish them from rounds. Learning walks and walkthroughs are often used to establish the focal question or problem of practice after the observations, rather than having the question of practice set before observations (Stephens, 2011). Peer coaching usually involves teachers planning the lesson together beforehand, much like lesson study (Bowe & Gore, 2017). Peer observation, while an important part of the rounds process, is just one part of that process, and by itself would not meet any model's definition of rounds unless it involved setting a prior problem/question/theme of practice and a subsequent debriefing about the observation. Ultimately, several other approaches to teacher professional development overlap with rounds in terms of focus and process components but remain distinct enough that a literature review that includes all of them would no longer be a pool of research describing the same phenomenon. These cumulative criteria I used to delimit the inclusion of studies yielded a final group of 21 sources, explored in the coming sections.

2.2 Models of Rounds

There are several different models of rounds within the literature, but a few key features of the process span all models. When using rounds, three particular steps are universal, and occur in this order:

1. The host educator sets a problem, question, or theme of practice for observers (other educators) to frame the subsequent observation.
2. At least one host classroom is observed where a teacher is enacting instruction with students. Observers collect detailed, concrete notes about what behaviors and actions the teacher and students take during the lesson.
3. The host educator and observers debrief immediately after their collective observations about the teacher and students' behaviors and actions.

Certain tenets underpin the rounds protocol for all models (City et al., 2009; Del Prete, 1997, 2006, 2013, 2019; Gore, 2014, Marzano, 2011; Stephens, 2011). Educators participate in rounds to improve teacher instruction, and in turn to improve student educational outcomes. Rounds offer a way to examine classroom teaching and learning through collaborative inquiry (Goodwin et al., 2015). All models of rounds emphasize that observational notes and debrief discussions should center on description of teacher and student actions and behaviors, free of judgment, that any observer could notice, before moving to any other kind of analysis. Forcing participants to describe common instruction in “objective” terms that other observers can understand and use leads to the belief by all model advocates that rounds generate a shared understanding among hosts and observers by “de-privatizing” classrooms. This de-privatization occurs because it makes instruction more visible and public to other educators, and could serve as a response to the challenge of teacher and educator isolation described within educational research (Flinders,

1988; Lortie, 1975; Sindberg, 2014; Snow-Gerono, 2005). While these tenets and general procedural steps bind the models of rounds, three particular models have emerged as dominant models within the peer-reviewed literature: City and colleagues (2009), Del Prete (1997, 2006, 2013, 2019), and Quality Teaching Rounds (Gore, 2014).

The rounds model put forward by City and colleagues (2009) is called instructional rounds but will hereafter be referred to as the City model for two reasons. First, many studies cite City and colleagues as the basis for their rounds process but make minor adjustments to the protocol while adhering to the general principles established by City and colleagues, and then label their process as something new. What binds these variations of rounds is not the label “instructional rounds,” but the principles that undergird them, which for the purposes of this literature review is more consequential than what distinguishes them. Second, there is a need for brevity in a review of this length.

The City model examines instructional improvement on a systemic level, rather than on an individual teacher or group level. This model tends to be used when studying rounds involving principals, district-level administrators, and superintendents, as they believe that these administrators are the most capable of enacting systemic reform in education. Since administrators usually do not provide direct instruction to students, for a participant in the City model to host rounds, they must choose classrooms within a particular school (within the administrator’s district) for teachers to observe. For each step of the rounds process, hosts and observers are guided to focus on the instructional core (Cohen, Raudenbush, & Ball, 2003), comprised of the triadic relationship between the teacher, the students, and the content. Any problems of practice or observational notes not related to this triad are discouraged by the facilitator. Examples of problems of practice unrelated to the instructional core include teachers’

perceptions of what is going on in their classrooms, rather than the actual interactions taking place within the classroom, as well as questions teachers have about the curriculum at large, rather than how the academic task occurring in the classroom aligns with the curriculum.

For the first step of the City model, the facilitator helps the host craft a problem of practice and subsequent context to facilitate the observers' understanding of the problem of practice, which is then provided to observers just before their observations. The host and observers all participate in the observations at the chosen school, which are usually spread among four to six different classrooms and last 15-20 minutes per observation. These observations are supposed to give observers an idea of the academic tasks in which students are engaged in classrooms as well as a number of samples of students' interactions with the teachers and each other regarding the tasks across grade level and subject areas. One of the underlying purposes of rounds is to then make generalizations about the kinds of tasks and learning taking place within the school as a whole (and for superintendents, to generalize to an entire district). City and colleagues claim that this ability to describe instruction throughout an entire school or district based on selective sampling within one school allows educators to analyze learning without getting lost in detail extraneous to the instructional core.

The debriefings after the observations are the point at which the City model varies the most from other models. City model debriefs do not require or seem to particularly involve the observed teachers in the debriefing process, although some versions involve lead teachers to varying degrees. Debriefs focus almost exclusively on descriptions of observations surrounding the host's provided problem of practice, and the facilitator works to ensure adherence to the rounds compact established at the beginning of rounds that enshrines this focus on the host's chosen problem of practice. The facilitator is also the participant primarily responsible for

helping upend what City and colleagues dub the “culture of nice” that surrounds peer observations, where colleagues are resistant to put forward observations that run counter to their colleagues’ statements or understandings and often refrain from highlighting facts or observations that may serve as critiques. The City model is also the most adamant that debriefing needs to be followed by the rounds group (including the host) establishing the next steps for the host in order to address what has been observed and discussed, as this is the part of the process that they argue drives systemic change. Lastly, the City model elaborates its theory of action for rounds that when adults working in school systems examine the relationships between their work and the work of teachers and students in content areas, and can choose what areas of their own expertise to develop, these adults will deepen their professional community’s expertise. This increase in expertise will lead to an increase in supports for improved instructional practice and more effective use of those supports by teachers and students.

There are a few assumptions within this theory of action that are worth unpacking. The first assumption is that educators actively learning about the instructional core in an area of their choice will deepen not just the individual educator’s expertise, but the whole group’s expertise. Another assumption is that increasing the group’s expertise will increase the amount and effectiveness of supports for instructional practice. Lastly, by increasing the amount and effectiveness of these supports, teacher and student outcomes will improve. It is not the purview of this literature review to engage in an extended critique of these assumptions, but both Ellis and colleagues (2015) and Stickney (2015) have questioned some of these assumptions, especially the first and third, based on their reading of professional development literature.

The Del Prete model (1997, 2006, 2013, 2019), unlike the City model, focuses on improvement of instruction and instructional outcomes on a teacher or group level, rather than a

school-wide or district-wide level, and does not attempt to argue that rounds facilitate systemic reforms in education. Because of this more local focus, the Del Prete model tends to involve in-service and pre-service teachers, with the occasional involvement of administrators or instructional coaches as facilitators. Rather than the instructional core, Del Prete's "teacher rounds" focus on what he calls the "sweet spot" of teaching, a point of "optimal learning" where teachers' knowledge and practice repertoire, their adaptive expertise, their reflection and inquiry, and a shared understanding of the students and social context meet (p. 4). Like the City model, prior to the observations, the facilitator helps the host teacher prepare a goal or question of practice and accompanying context. However, this is followed by a pre-rounds orientation during which all participants make sure that the question of practice and context are mutually understood. Observations are of single full lessons, no matter how long or short. Also different from the City model is Del Prete's adamant that the host teacher be part of the debriefing group, as theirs is the learning that the individual round foregrounds. Like City, debriefs focus primarily on the host's questions or goals of practice, and there are optional follow-up observations of the host that serve to create accountability for enacting the recommendations that emerge from the debrief group. If the City model is debrief-heavy in interaction between participants, the Del Prete model strikes a greater balance between pre-rounds orientation and debrief. According to the authors, City model debriefs typically last for an hour and a half to two hours, while Del Prete model debriefs often run thirty minutes to an hour. Finally, while not articulated as succinctly, the Del Prete model is similar to the City model's theory of action for rounds, in that it argues that when teachers examine the relationship between their own practice and the work of other teachers and students in a curricular context, and that those teachers have a choice in what parts of their practice they can examine, that it will deepen their professional

community's practice. However, Del Prete does not argue for the deeper, systemic changes that the City model advocates will occur, which could be related to the fact that the City model was first designed for administrators, while the Del Prete model was designed for teachers.

The third model discussed here, Quality Teaching Rounds (Gore, 2014), is a model that utilizes many aspects of the City and Del Prete models but has a fundamentally different basis for understanding instruction. Quality Teaching Rounds (QTR) are founded on the tenets of the Quality Teaching Framework (NSW, 2003), an Australian teaching initiative started in response to the slow pace of educational reform. QTR center on three dimensions of instruction, namely the intellectual quality, the learning environment quality, and the significance of the lesson to students and the curriculum. While the initiative is looking at systemic reform, QTR focus on individual teachers' ability to enact the Quality Teaching Framework. QTR researchers, like Del Prete for his model of rounds, are quick to point out that QTR alone do not and cannot lead to systemic change, but rather are part of a broader professional development program. For QTR, that program involves both preparation in understanding and enacting the Quality Teaching Framework and systemwide QTR to examine uptake of the framework. Unlike the City and Del Prete models, QTR participants do not create a common language for instruction during rounds; they learn to use a pre-constructed language.

The steps of the QTR process contain parts analogous to aspects of both the Del Prete and City models, but also elements of the rounds process unlike most other models. Like Del Prete, QTR observe a single full lesson because they are concerned with teacher learning, rather than observing several classrooms to analyze how an entire school or district functions. QTR also involve host teachers explicitly in the debrief. However, while the first step of QTR is a reading focused on a particular feature or two of the Quality Teaching Framework, during the debrief,

any of the 3 dimensions of instruction (or their related sub-features) are fair game for discussion. There are no explicit next steps for the host teacher or the observers. Participants in the QTR group remain consistent throughout one whole series of rounds. Lastly, QTR researchers (Bowe & Gore, 2017; Bowe et al., 2010; Gore, 2014, 2018; Gore & Bowe, 2015) have claimed that QTR flattens power hierarchies between teachers of varying experience levels by uniting teachers around a common language and task, a key concern of critics of rounds (Ellis et al., 2015; Stickney, 2015; Philpott & Oates, 2017a, b).

As a final note on these three models, each make four shared claims about rounds that are worth highlighting here. The primary claim is that rounds help educators make connections between theories of learning and pedagogy and educators' own practice. Next, rounds are primarily beneficial to the host educators, although observers also receive benefits. Also, rounds facilitate the creation of a common language or shared understanding of instruction between educators involved in the rounds protocol. Lastly, the group of educators that participates in rounds functions as a community of inquiry into the educators' own practice.

To examine the claims surrounding rounds from these models, I first read Philpott and Oates' (2015) literature review on instructional rounds and learning rounds (the Scottish national government's version of instructional rounds, which the authors claim are similar enough to not warrant distinction). Their review focused on all materials related to rounds at that point but did not include any peer-reviewed empirical studies. Philpott and Oates critiqued the available literature for making adaptations to the models without accounting for how those adaptations may weaken the "disruptive" or transformative nature of rounds¹. Additionally, the kinds of

¹ City and colleagues (2009) argue that rounds done effectively can disrupt the instructional status quo and lead to effective instructional reform, thus "disruptive" is a positive attribute here.

adaptations educational researchers are making to rounds are not clear, and researchers have yet to empirically analyze these adaptations or subject them to academic scrutiny. Researchers and professional development entrepreneurs can and do claim to be enacting particular models while adding or omitting steps of the protocol and studying very different populations who are involved in distinctly unequal ways.

This review highlights a few particular gaps in the literature surrounding rounds. First, very few studies examine the subsequent effects of rounds on educator practice beyond self-reported data, which leaves rounds in a weaker place to support the claims made by rounds advocates. Second, when rounds have been theorized, rarely do studies articulate how their research questions, data collection choices, findings, or implications relate to their theoretical framework, leaving rounds under-theorized overall, but especially when PSTs are participating. Power differentials are at play when PSTs participate in rounds with other educators, but very few studies explore this dynamic, let alone acknowledge it. Third, there is a relative consensus that rounds as designed by the various models alone do not lead to the same outcomes for PSTs as they do for other educators, but no study so far has examined why specific adaptations (such as a more structured rounds observation protocol or lesson study, as explored later in chapter 2) can help rounds become more effective in facilitating PSTs connecting observed practice to theories and strategies from coursework. These gaps will be illustrated in greater depth throughout the rest of the literature review.

2.3 Use of Methods in Studies of Rounds

Studies reviewed here that examined rounds collected data through a variety of methods (see Table 2.3). Studies relied most heavily on five data sources: written reflections by focal participants, audio- and video-recorded interactions between focal participants and facilitator,

interviews of focal participants, surveys of focal participants, and document reviews of materials such as the rounds observation protocols and questions/problems of practice. For future reference throughout this section, focal participants did not occupy the same roles in every study of rounds. For some studies, focal participants acted as hosts and observers, whereas in other studies focal participants were only observers. Each process studied was referred to as rounds by the authors and will be referred to here as rounds.

Post-observation reflections on practices observed and participants’ own practice varied, with ISTs, superintendents and administrators completing reflections after each round (e.g. DeLuca et al., 2015), while PSTs completed reflections usually as a cumulative assignment once the entire rounds process was complete (e.g. Suh et al., 2015). Most audio- and video-recorded interactions were orientation meetings and debriefings between hosts and observers, with researchers claiming that these two steps were the sites of community building between participants (e.g. Philpott and Oates, 2017b). Researchers usually used interviews with participants to better understand their experience of rounds as well as what participants had learned once they had finished the process (e.g. Gore & Bowe, 2015). Relevant documents that researchers reviewed included hosts’ problems of practice (e.g. Roegman & Riehl, 2015), rounds protocols (e.g. Roegman et al., 2015), and lesson plans produced after the rounds process (Prieto et al., 2015).

Table 2.3: Methods of Data Collection

Method of Data Collection	# of studies	Study authors
Reflection journals/essays/statements by observers	12	Cuthrell et al. (2016), DeLuca et al. (2015), Mansfield & Thompson (2017), Meyer-Looze (2015), Moran (2014), Prieto et al. (2015), Reagan et al. (2015), Roegman & Riehl (2015), Suh et al. (2015), Virtue (2010),

		Williamson & Hodder (2015), Young et al. (2018)
Audio- or video-recordings of debriefs	11	Allen et al. (2016), Cuthrell et al. (2016), DeLuca et al. (2015), Meyer-Looze (2015), Moran (2014), Philpott and Oates (2017a, 2017b), Roegman et al. (2017), Suh et al. (2015), Williamson & Hodder (2015), Young et al. (2018)
Interviews of observers	11	Bowman & Herrelko (2014), DeLuca et al. (2015), Gore & Bowe (2015), Gore et al. (2017), Hatch et al. (2016), Mansfield & Thompson (2017), Meyer-Looze (2015), Roegman & Riehl (2015), Roegman et al. (2015), Suh et al. (2015); Group interview: Young et al. (2018)
Document review of materials of observed teachers (e.g., questions of practice, lesson plans) and materials of observer teachers (completed rounds observation protocols)	8	Bowman & Herrelko (2014), Cuthrell et al. (2016), Meyer-Looze (2015), Prieto et al. (2015), Reagan et al. (2015), Roegman & Riehl (2015), Roegman et al. (2017), Suh et al. (2015), Virtue (2010)
Surveys/questionnaires of observers	8	Bowman & Herrelko (2014), DeLuca et al. (2015), Gore et al. (2017), Hatch et al. (2016), Moran (2014), Prieto et al. (2015), Roegman et al. (2015), Williamson & Hodder (2015)
Teaching observation ratings/scores	2	Rating by participant: Cuthrell et al. (2016) Rating by researcher: Gore et al. (2017)
Observation field notes by researcher	1	Virtue (2010)
Online discussion boards completed by observers	1	Virtue (2010)

When studies reviewed here surveyed focal participants, the surveys were qualitative (Bowman & Herrelko, 2014; DeLuca et al., 2015), quantitative (Gore et al., 2017; Hatch et al., 2016; Roegman et al., 2015), or a combination of both (Moran, 2014; Prieto et al., 2015; Williamson & Hodder, 2015). Qualitative surveys were primarily focused on how participants

experienced the rounds as well as how the rounds experience could be improved. Researchers collected quantitative surveys of participants' experiences and knowledge of rounds, as well as interactions with other administrators to do social network analysis on how rounds affected the amount of connectivity and influence within administrator social networks (Hatch et al., 2016; Roegman et al., 2015). For studies that examined survey data quantitatively, there was a split between descriptive statistics (Moran, 2014; Williamson & Hodder, 2015) and statistical analysis based on t-tests (Gore et al., 2017; Hatch et al., 2016; Prieto et al., 2015; Roegman et al., 2015).

For qualitative studies, the majority centered their data collection around reflections, recorded interactions, or interviews, and triangulated their findings with at least one of the other five most widely used data sources. For example, Bowman and Herrelko (2014) examined whether PSTs learned to rely more on research and less on intuition when perceiving teaching. The authors focused primarily on statements within the PSTs' reflection essays and compared this stated learning with the few questions PSTs asked during the orientation and the greater number and more specific questions PSTs asked during debrief meetings with ISTs. Bowman and Herrelko (2014) further compared this learning to the notes PSTs took during the observations and examined longer term effects of rounds on learning collected in end-of-practicum qualitative surveys.

When collecting data that captures the effects of rounds beyond what educators are doing while physically enacting rounds, most studies use methods that rely on educators' self-reported effects, such as interviews, surveys, and reflections. Only two studies, Gore et al. (2017) and Prieto et al. (2015) collected data about the later effects of rounds via data sources that did not rely on participants describing the effects themselves. Gore and colleagues observed teachers outside of rounds multiple times over a year and researchers rated their teaching according to a

rubric reflecting the Quality Teaching framework, while Prieto and colleagues collected lesson plans that PSTs had written after the round in response to the feedback they got during the debrief. Although researchers should trust what educators report, an apt aphorism is the notion of “trust but verify.” Studies making any claims about the effects of rounds beyond enacting the rounds themselves should triangulate those claims with data that do not rely solely on self-reporting to strengthen those claims.

2.4 Theoretical Frameworks

Goodwin and colleagues (2015) characterized rounds in the literature up to that point in time as having little theoretical analysis. In the same issue of *International Journal of Educational Research* where Goodwin et al. (2015) was published, Kim-Eng Lee (2015) and Ellis, Gower, Frederick, and Childs (2015) attempted to contextualize rounds through conceptual arguments about what rounds did and did not resemble, both in practice and in theory of action. Kim-Eng Lee (2015) drew comparisons between rounds and lesson study, highlighting how both seek to change teacher practice, facilitate teacher learning, and develop a shared understanding of learning. Kim-Eng Lee also underscored a common tension within both lesson study and rounds: “Having an expert/knowledgeable other brings in other issues of the politics of the balance of power within the group....The experts also need to see themselves as partners and co-learners with the teachers” lest the more powerful participants dominate the conversation (p.104). Relevant differences between rounds and lesson study that Kim-Eng Lee articulated were highlighted earlier in this paper in the search process and delimitations section, particularly in the scope of who can observe lesson study, and thus who lesson study can attempt to influence.

While Kim-Eng Lee (2015) examines the goals, processes, and protocols of rounds, Ellis and colleagues (2015) analyzed how well Engeström's (2007) Developmental Work Research (DWR) functions as an explanation for teacher rounds (the Del Prete model) as a methodology of practitioner research. Ellis et al. borrowed elements of Cultural-Historical Activity Theory (CHAT; (Nussbaumer, 2012) to argue that DWR and its representation of the human activity system is a relatively close analogy to rounds, as both are interventions designed to facilitate practitioners constructing their own ideas around practice. DWR employs the Change Laboratory, where practitioners meet to discuss their ideas surrounding practice and develop new theories of practice, while teacher rounds employ the pre- and post-rounds meetings to discuss and develop teachers' conceptions of practice. The problems of practice in DWR and teacher rounds are both teacher-initiated, and data surrounding problems of practice are the means to support the continual process of improving practice, not the evaluative end goal. As for teacher rounds' approximation to CHAT, teachers represent the subject, while the rounds protocol represents the tool teachers use to examine the objects, teaching practice and student learning. Overall, Ellis and colleagues argued that DWR serves as an approximate fit to teacher rounds as a methodology for teachers examining their own practice, while CHAT served to frame teacher rounds as an activity system within a socioculturally situated form of professional development.

Aside from the attempts by Kim-Eng Lee (2015) and Ellis and colleagues (2015) to contextualize rounds with other practices and theories of action, with so few researchers theoretically analyzing rounds, the task of testing theoretical frameworks for rounds seems to fall to empirical studies. Many different theoretical approaches (at least 17) characterize the field, but three approaches are relatively prominent (see Table 2.4). Four studies positioned rounds as professional learning communities (PLCs) with participants across the board, from

superintendents and principals to ISTs and PSTs. Philpott and Oates (2017b) stands out as a clear example of a theoretically oriented empirical study that examines how a variation of rounds in Scotland does or does not function as a professional learning community. The authors’ research design and reporting maintain a consistent focus on their critique of rounds as a PLC and how the potential shortcomings of enacting professional development without fidelity to its design speak to areas of growth for the PLC model.

Table 2.4: Theoretical Frameworks

Theoretical framework	# of studies	Study authors
Professional learning communities	4	Philpott & Oates (2017a, 2017b), Prieto et al. (2015), Young et al. (2018)
Communities of practice	3	Hatch et al. (2016), Roegman et al. (2015), Williamson & Hodder (2015)
Quality Teaching framework	3	Gore & Bowe (2015), Gore et al. (2017), Prieto et al. (2015)
Professional learning	2	Allen et al. (2016), Mansfield & Thompson (2017)
Social network analysis	2	Hatch et al. (2016), Roegman et al. (2015)
Organizational routines	2	Roegman and Riehl (2015), Roegman et al. (2017)
High leverage practices	1	Suh et al. (2015)
Literature on rounds	2	Meyer-Looze (2015), Virtue (2010)
Feiman-Nemser’s continuum of teacher learning	1	Reagan et al. (2015)
Pedagogies of practice	1	Cuthrell et al. (2016)
Instruction-specific talk	1	Allen et al. (2016)
Assessment for learning	1	DeLuca et al. (2015)
Constructivism	1	Moran (2014)
Teacher agency	1	Philpott & Oates (2017a)
Pedagogical content knowledge	1	Prieto et al. (2015)
Grounded theory	1	Bowman & Herrelko (2014)
Legitimate peripheral participation	1	Williamson & Hodder (2015)

Two other theoretical approaches were used by at least three studies each. Gore and Bowe (2015), Gore et al. (2017) and Prieto et al. (2015) grounded their studies in the Quality Teaching Framework put forward by the New South Wales Department of Education and Teaching in 2003, with the connections between rounds and the QT Framework elaborated on in separate articles (Gore, 2014; Gore et al., 2015). Gore et al. (2017) is one of the clearest cases of an empirical study illustrating how rounds contribute to a change in teaching quality when utilizing a specific theoretical framework to guide teacher learning. The authors use quantitative ratings of observations of teachers based on the QT framework (with an interrater reliability of 0.76 for added internal validity) to argue that participation in rounds improves the quality of teaching in comparison to control groups. Gore and colleagues then use interviews to examine why the rounds that use the QT framework seem to cause this increase in the quality of teaching.

The other prominent theoretical framing in the studies reviewed here, communities of practice (Lave & Wenger, 1991), was often combined with other frameworks to explain how rounds generated the relationships and shared repertoire of a community of practice. Hatch et al. (2016) argued that administrator rounds brought administrators together who would not typically interact with each other through what Akkerman and Bakker (2011) call boundary crossing. Rounds facilitate this boundary crossing by the fostering of relationships and a common language around instruction with educators who have different educational roles, years of experience, or familiarity with the particular district. Focusing on PSTs, Williamson and Hodder (2015) expanded the use of community of practice as a theoretical framework for explaining rounds through legitimate peripheral participation. The authors characterized PSTs as novices who learned to use tools of observation (protocols) through social mediation with experts (i.e. ISTs and university faculty) during the debriefing stage of rounds.

2.5 Critique of Theorization of Rounds

Studies that systematically examine how rounds enact a particular theory, approach, or framework are still rare at this point in time. Many empirical studies cite theoretical frameworks that could serve as illustrative lenses for understanding the nature of rounds, but few studies elaborate on how the components of rounds integrate with the components of the theory. Fewer studies explain in the findings or implications whether the theory adequately describes the phenomenon of rounds, needs to be amended, or does not explain the phenomenon. Future research should systematically examine how rounds do or do not integrate with choice theories as a fundamental aspect of the research design, because with the exception of a handful of studies (e.g. Philpott & Oates (2017b), Reagan et al. (2015), and Roegman and Riehl (2015)), empirical studies still have not thoroughly theorized the nature of rounds in schools. Despite the call by Goodwin et al. (2015) for deeper theorization of rounds, the work remains largely undone.

Another wrinkle in the theorization of rounds lies in the tacit assumption by certain proponents of rounds that the same theory of action for rounds holds no matter who the participants are. However, conceptual pieces (Ellis et al., 2015; Kim-Eng Lee, 2015) have argued that already existing power hierarchies need to be accounted for when enacting rounds. In particular, PSTs in the studies reviewed here are almost always accompanied in the orientation meetings, observations, debriefs, and setting of next steps by university professors who facilitate the rounds (Roegman and Riehl, 2015, and Reagan et al., 2015 being the exceptions). This situation can reinforce a hierarchy that is not addressed theoretically where university professors are positioned as experts and PSTs are positioned as novices. Other studies argue that rounds flatten hierarchies when conducted with administrators and superintendents (Hatch et al., 2016;

Meyers-Looze, 2015) and bring experienced and novice ISTs together around a common understanding of the instructional core (Gore & Bowe, 2015; Gore et al., 2017), but this argument is not put forward by studies on rounds with PSTs.

There are two particular places in which this dissertation can contribute to the theorization of rounds involving PSTs. First, future studies that examine PSTs enacting rounds through the lenses of communities of practice or professional learning communities need to explain why PSTs are not considered full, autonomous members of those communities. This dissertation directly examines this question in section 4.2, arguing that the rounds equalize PSTs' status during rounds as colleagues because all participants take on all roles, but this equalization is more tenuous outside of the intervention because of other concerns by mentors and PSTs about status that rounds cannot address. Furthermore, studies should integrate their explanation for this power differential into their theoretical framework to eliminate the lack of clarity surrounding PSTs' place within the theories of action used to understand rounds. This dissertation explains in its findings how rounds did not seem further PSTs' full membership as ESOL teachers in the school because PSTs' participation in rounds did not seem to increase their enactment of the two requisite criteria that all participants defined for membership: a focus on language development in one's instruction, and supporting other staff at the school through either professional development or administrative logistics. This is explored further in section 4.4.1.

The framework that seems to have done the most for orchestrating rounds as a community of practice or professional learning community is the Quality Teaching Framework used by Gore and Bowe (2015), Gore et al. (2017), and Prieto et al. (2015). City and colleagues (2009) argue that part of the underlying purpose of rounds is to foster a common language about the instructional core among participants, and these three studies accomplish that by training

their participants in the Quality Teaching Framework before rounds ever start. Under Quality Teaching Rounds, the common language is already created and teachers need to learn how to use it to describe their own practice, while during other models of rounds participants create the common language as they proceed through rounds. The authors of these studies argue that by orienting participants around a theory of what quality instruction accomplishes, teachers feel safer, more confident in their own and their peers' teaching, and that the grain size of evidence garnered from rounds observations is much finer, leading to less teacher anxiety about the "de-privatization" of their instruction (City et al., 2009). Such results could provide solutions to questions and critiques raised by Philpott and Oates (2017a, 2017b) about a lack of fine-grained evidence for participants creating a common language surrounding instruction when researchers and teacher educators adapt rounds to different contexts.

2.6 Summary of Rounds for All Educators

After reviewing the relevant literature so far about rounds, we have a clearer picture of how rounds have been studied and how they have been theorized. PSTs are the most common focus of studies about rounds and are most often observers accompanied by university faculty who guide them through rounds as facilitators. These roles are more flexible with other participants such as ISTs and superintendents, who are more likely to adopt roles as observers, hosts, and facilitators. While this flexibility could speak to assumptions that PSTs occupy a different developmental stage as educators than other participants, that assumption is left largely unarticulated and unexamined by rounds studies that involve PSTs. Although PSTs' roles in rounds remain undertheorized because of their status within rounds, rounds studies overall have largely avoided examination of theoretical processes or social dynamics within rounds in any significant depth, despite calls by Goodwin and colleagues (2015). This study addresses this gap

directly by using the concepts of communities of practice (Lave & Wenger, 1991; Wenger, 1998) to analyze how PSTs and their mentors participate together in rounds and discuss why the rounds structure seemed to flatten the power hierarchies among the participants during the intervention. Furthermore, this study utilizes the concepts of brokering (Fisher & Atkinson-Grosjean, 2002) and boundary objects (Akkerman & Bakker, 2011; Star, 2010; Star & Griesemer, 1989) to analyze how the mentor teachers shared knowledge from our rounds with other groups of ESOL teachers at their school and at another school.

When studies examine effects of rounds beyond their completion, most researchers so far have collected self-reported data from participants, such as through interviews and written reflections. An overreliance on these sources of data raises the question of whether educators' practice has truly changed because of rounds, or just their perception of their practice has changed. Researchers that seek to examine these long-term effects would do well to triangulate their data around these long-term effects to be able to answer such questions more effectively. This particularly relates to PSTs, whose views are collected primarily through end-of-term reflections, many of which are assignments for a class. Especially when studying PSTs, researchers often ignore the views of other participants in the rounds who are not the researchers themselves. This study responds to this weakness in the extant literature by including data external to the rounds, such as PST lesson plans, observational field notes of the PST's teaching during the internship, and group interviews with both the PST and their mentor regarding the PST's growth during the internship. The data were collected both prior to and after our rounds to create a more contextualized and deeper understanding of the rounds' relationship with PSTs' practice and the ongoing relationships between PST and mentor teacher.

2.7 Affordances and Challenges of PSTs' Participation in Rounds

Of the 21 studies reviewed here, almost half (10) examined PSTs as the focal participants in rounds. These studies reported a variety of affordances and challenges of PST participation in rounds, but for the sake of brevity, affordances and challenges that multiple studies reported or addressed are reviewed here. Affordances of rounds include PSTs connecting theories learned from coursework with practice observed in authentic classrooms, PSTs connecting observed strategies to their own practice, and the creation of communities and shared understandings during rounds. Challenges include issues of trust, time allotment, and logistics.

2.7.1 Connections between Theories of Learning, Observed Practice, and Own Practice

Studies examining PST participation in rounds gave moderate support to the claim that rounds facilitate PSTs making connections between pedagogical theories and theories of learning encountered in universities and the teaching practice observed during rounds. Young and colleagues (2018) provided multiple examples from interviews of PSTs being able to more readily identify evidence after doing rounds of the chosen problem of practice in their own teaching (successful differentiation during lessons). They also argued that rounds help PSTs bridge the gap between theories from coursework and the teaching practice they observed. Bowman and Herrelko (2014) claimed that PSTs connected theories learned during coursework to observed practices in later iterations of rounds based on the increased specificity of PSTs' questions asked during pre-rounds orientations and post-rounds debriefs. However, for both Bowman and Herrelko (2014) and Young and colleagues (2018), the originating theories that PSTs connected the observed practice to, as well as the observed practices themselves, were unclear in the findings. Furthermore, some of the data that Young and colleagues (2018) put

forward as evidence of PSTs bridging the gap between theories of learning and observed practice could be interpreted as emphasizing the persistence of said gap.

Other studies that examined these connections between theories and observed practice were more measured in their assertions. Reagan and colleagues (2015) gave examples of how some of the PSTs in the study made connections in their post-rounds reflections between theories of learning from coursework and their own principles of pedagogy, as well as between specific strategies discussed in coursework and evidence from rounds. However, they argued that most PSTs struggled to ground broader theories of learning from coursework in specific examples from rounds. Williamson and Hodder (2015) found, contrary to Reagan and colleagues, that PSTs often do not connect particular strategies they have learned during coursework with evidence from rounds observations. Williamson and Hodder went on to suggest that further scaffolding on the part of the university faculty may be necessary to facilitate those connections. Roegman and Riehl (2015) took a different perspective on this phenomenon, arguing that based on PSTs' reflections, PSTs did see rounds as providing evidence that supported the theories they learned during coursework. However, the authors argued that PSTs rarely challenged the theories they had run across in coursework when referencing evidence from rounds. Roegman and Riehl argued that this lack of criticality in PSTs' reflections contributed to rounds reinforcing rather than challenging the teaching status quo, which is the opposite of what City and colleagues (2009) claim rounds can do. PSTs connecting theory to practice is generally possible within rounds according to most of these studies, but the conditions that facilitate those connections and the quality of those connections remains unclear.

Findings regarding PSTs' connections between the teaching practice they observe during rounds and their own teaching practice are also mixed. Bowman and Herrelko (2014) argue that

PSTs made connections between observed strategies of assessment and content instruction, and their own student teaching. The authors make this claim based on PSTs' reflections and recordings of debriefs, where the authors argue PSTs analyze and synthesize strategies into PSTs' own practice. However, specific strategies, ideas, or techniques that PSTs adapted to their own practice are not shared in the findings². In a more tempered claim, Young and colleagues (2018) found that most of the PST participants were able to use their reflections to articulate a specific example of a differentiation strategy they observed during rounds that they planned to implement in their classroom. Reagan and colleagues (2015) offered the clearest picture of PSTs' intermittent ability to connect observed strategies to their own practice, as demonstrated in the questions of practice and reflections that PSTs generated.

2.7.2 Community and Shared Understandings

Two out of the ten studies reviewed here claimed outright that PSTs experienced a strong sense of community or common culture with their fellow PSTs and with the other participants in rounds. Suh and colleagues (2015) argued that PSTs and clinical faculty created a common culture around math instruction by collectively working towards the same goal of enhancing instruction for improving student learning, and by negotiating the same examples of "best practices and precise mathematical language" (185)³. Young and colleagues also noted stronger ties between PSTs occurring through group participation in rounds, which provided support and

² Suh and colleagues (2017) corroborate this claim that rounds helped PSTs implement observed teaching strategies, as reported through PST reflections after rounds were completed. Unfortunately, whether Suh et al.'s (2017) study was peer reviewed was unclear, and the study was not included among the ten articles of this section.

³ Again, a subsequent study by Suh and colleagues in 2017 supported and expanded upon this notion of rounds creating a common culture among PSTs, going so far as to claim rounds created a shared hybrid space that facilitates PSTs' discussion and analysis of content and pedagogy in a less threatening space than university classrooms and a "a consensus in creating a culture of best practices" (153). Suh and colleagues (2017) added trust as a component of creating a shared hybrid space, as they argue the trust PSTs experienced in their peers allowed them to share their fears about their ability to develop the knowledge they see demonstrated by the observed university professors. However, the study was not forthcoming in how trust was built during these rounds.

the feeling of not being alone in their learning process. All three of these studies examined rounds that had been integrated with lesson study, rather than rounds alone.

Four other studies discussed PSTs' sense of community and shared understanding surrounding instruction in more nuanced terms. Like the hybrid rounds studies, Williamson and Hodder (2015) claimed that rounds facilitate the sharing of "visions of practice" and reflection on shared episodes of observation and student data, as well as the collaborative inquiry into authentic problems of practice by PSTs, university professors, and ISTs. However, they argued that while rounds can show PSTs a school-level culture of best practices for instruction, conducting rounds among several schools can demonstrate to PSTs the lack of consensus or common culture between schools around best practices. Moran (2014) argued that PSTs within her study grew in their understanding of how educators in schools worked together as a community, but again, such understanding is at the school level, not the district level. Furthermore, Moran is unclear about observer PSTs' place in that community or what PSTs thought their place was. Reagan and colleagues (2015) found that PSTs recognized the value of learning within a community, especially when learning from their peers' knowledge, but also that few PSTs articulated their learning as integrally connected with their community of peers. When reflections revealed that PSTs had differing opinions of the purpose of the community of peers within rounds, the authors argued this divergence of opinion was consistent with Del Prete's (2013) outlining of several different purposes of rounds. Unfortunately, the authors do not examine how this multiplicity of purpose interfaces with the other model of rounds they relied on (City et al., 2009), or the ramifications of that meshing of models. Roegman and Riehl (2015) provide further examples of this multiplicity of purpose of rounds, as they found rounds sometimes helped PSTs focus on their own practice with their peers, but rounds could also

function as a largely social activity, which reduced their potential to support host or observing teachers' learning about their own practice. However, like Reagan et al. (2015), PSTs in their study did highlight the value of learning within a community of peers, as well as the necessity of collaboration to reach one's full learning potential as a teacher. Furthermore, PSTs seemed to see themselves and their peers as taking on the roles of both teachers and learners within their community, not unlike the burgeoning fluidity of roles that Roegman and colleagues (2017) noted among superintendents as they started to adopt facilitator duties unprompted.

2.7.3 Other Challenges

Studies examining PST participation in rounds highlighted other issues affecting the enactment of rounds. First, several studies noted that PST participation in rounds was constrained by issues of trust and confidence within the group of hosting and observing teachers. Reagan and colleagues (2015) noted that the rounds process made several PSTs anxious about the possibility of being critiqued by "experts," i.e. university faculty, despite rounds not being an evaluative process (City et al., 2009; Del Prete, 2013; Gore, 2014). Young and colleagues stated that "all PSTs commented that they felt awkward and unable to contribute to the [post-rounds] discussion" (286) because the PSTs felt they did not know the ISTs well enough to provide feedback and because the PSTs felt they lacked sufficient knowledge to contribute. Prieto and colleagues found a clear distinction in knowledge among their participants based on level of degree sought, which could highlight the potential for different outcomes of rounds based on teacher content knowledge. The authors used level of degree as a proxy for mathematical content knowledge and found mathematical content knowledge to be different even when controlling for age. Graduate PSTs scored at a statistically significantly higher level than undergraduate PSTs on their lesson plan components (as scored by the researchers' rubric, which was based on the

Quality Teaching Framework) after rounds were completed. Young and colleagues (2018) start to explore these comparisons of rounds experiences between participants with different levels of teaching experiences, but future research into this comparison could yield insight into whether and how trust is built between these participants.

Additional challenges included logistics and time constraints. Bowman and Herrelko (2014), Moran (2014), Young and colleagues (2018), and Williamson and Hodder (2015) each identified logistics as a hurdle to enacting rounds, especially the coordination that needed to take place for ISTs to debrief with PSTs. The amount of time devoted to rounds was also a sticking point for several studies, but not always in the same direction. The PSTs in Virtue (2010) and Moran's (2014) study asked in their reflections for more time to observe ISTs during rounds and to do more iterations of rounds, but the PSTs in Young and colleagues' (2018) study reported in their group interview that rounds were time-intensive and took them away from their other practicum duties and responsibilities. It is important to note that Virtue (2010) and Moran (2014) both studied PSTs after completing one day of rounds, while Young and colleagues followed PSTs who did multiple iterations of rounds as well as lesson study. Future research could address this by striking a balance between a process that is more than a single round experience but also conducted in such a way that PSTs are freed from having to make up any duties they may have missed to participate in rounds.

2.7.4 Critique of Findings

Several significant threads weave their way through the findings of the studies reviewed here. What shapes some of these threads are the methodological choices researchers make, particularly in terms of what data they collect and how they choose to present their findings. For example, of the studies that argue that PSTs made connections between theories from

coursework and observed practice or made connections between instructional practice they observed during rounds and their own practice outside of rounds, most relied on self-reported data. However, a change in knowledge is not a guarantee of a change in practice. Of the studies reviewed here that examined the effects of participation in rounds on PSTs beyond the rounds process itself, only Prieto and colleagues (2015) included data sources that were not wholly self-reported in the form of lesson plans written after rounds finished that address problems of practice raised during rounds. When we include all other studies reviewed here related to rounds with any kind of educator, Gore and colleagues (2017) is the only other study that examines effects beyond the rounds process itself based on data collected from external means, such as lesson observations that are evaluated according to their Quality Teaching Framework rubric, as established in Gore et al. (2015). This is a weakness of the triangulation of rounds literature in general and for PSTs, and this study addresses it by collecting data on PSTs' teaching before and after rounds through lesson plans, observational fieldnotes during the internship, and group interviews with both the PSTs and their mentors discussing their growth during the internship. This additional data serves to ground events and processes from rounds within the PSTs' larger internships, and highlight how PST applications of knowledge constructed during rounds is not simply applied to the internship, but provides further evidence of the continuous nature of teacher learning.

Findings related to creating a learning community between rounds participants are also limited by researcher decisions made during both the research design phase and the reporting phase of the study. As stated previously in this paper, when studies examine the combination of rounds and another form of professional development, most articles are not clear in their findings or their research design whether their evidence is coming from rounds or from lesson study. This

lack of clarity weakens the argument that rounds by themselves can provide the benefits of a sense of community or a common language around instruction (City et al., 2009; Del Prete, 2013), as studies that claim these findings often examine hybrid rounds. Indeed, Roegman and Riehl (2015) and Williamson and Hodder (2015) argue that rounds alone do not realize the stated goals of a common language around instruction when working with PSTs. These authors argue that more administrative and logistical support is needed to enact rounds within a teacher education program. Ultimately, future research surrounding adapted or hybrid rounds needs to articulate through their research design how the rounds portion specifically creates a learning community or examine explicitly how additional conditions facilitate this creation of a learning community. Also, the majority of the PST studies that made claims about rounds creating a community did not ground their findings in any theory of community, with the exceptions of Williamson and Hodder (2015) and Young and colleagues (2018). This lack of theoretical grounding makes it harder for other researchers to know what is meant by the term “community,” let alone compare the findings of how a community was created or sustained during rounds to gain some consensus among the research. If these two issues are not addressed by future research, the literature surrounding rounds will be left in a weak position to verify fundamental claims about what rounds can facilitate for PSTs.

While other professional development models can be synthesized with rounds, City and colleagues (2009) and Del Prete (2013) have both argued that certain conditions need to be met for standalone rounds to function as claimed. Firmly establishing trust between participants in rounds and building confidence in one’s own abilities as a teacher are crucial conditions in making rounds function as they are designed, but PSTs may be more susceptible to these pitfalls due to being in the early development stages of becoming teachers (or as adults) or their status

within school hierarchies. Based on the studies reviewed here, it is increasingly likely that PSTs require additional supports in future rounds in order to avoid these constraints. These conditions, combined with findings that illustrate how PSTs need additional support to realize other stated goals of rounds like creating a learning community, raises the question of what that support should look like. Several studies have argued that observation protocols need to be more structured for PSTs, as they are still in the early stages of their development as teachers. Consensus on the level of structure in the observation protocol for PSTs is not clear, though, as some researchers (Williamson & Hodder, 2015) advocate for greater structure in the protocol to examine more covert instructional practices, while others (Reagan et al., 2015; Roegman & Riehl, 2015) advocate for a looser protocol to examine more systemic issues in classrooms and schools. There is room for both purposes in rounds and multiple models of rounds to support both individual teacher improvement (Del Prete, 2013) and systemic improvement (City et al., 2009). If rounds are going to provide systemic improvement, however, researchers need to be clear about which systems are improving. Based on the studies reviewed here, when PSTs are the focal participants, any implications for systemic improvement are in the university course or practicum in which rounds are embedded, or in the teacher education program itself. Yet, most rounds studies involving PSTs so far do not ask research questions about or collect data that can measure systemic improvement of courses or teacher education programs, so these implications should be treated with caution.

As a final point, PSTs can take on many roles in rounds, but so far only a very small subset of studies (those examining rounds in which PSTs fulfill all roles of rounds (host, observer, and facilitator) and no other educators are involved (Reagan et al., 2015; Roegman & Riehl, 2015)) have examined in any depth how the authors' theoretical framework aligns with

the study's findings and implications. The majority of rounds in which PSTs participate do not resemble these kinds of rounds, and additional theorization is necessary to describe how rounds function when PSTs are able to fulfill only one or two of these roles and other educators are involved. Based on the implications put forward in most rounds studies, there seems to be a tacit assumption that the effects of participation in rounds on PSTs is the same whether PSTs fulfill all three roles, are hosts and observers, or are just observers. However, no study has compared varying participation in rounds to evaluate this assumption.

2.7.5 Summary of PSTs' Participation in Rounds

Based on the literature reviewed here, participation in rounds creates certain affordances and challenges for PSTs. Although the studies reviewed here are generally of one voice in their claims that rounds provide opportunities for PSTs to link theories and strategies learned during coursework to observed practice in authentic classrooms, the conditions necessary to create those opportunities and the quality of those connections need to be explored in further research. Several studies have documented how trust between PSTs and other participants, as well as pre-service teacher self-confidence in their teaching, affect their ability to participate fully in rounds. Both of these threads are consistent with claims made by City and colleagues, Del Prete, and other rounds advocates. Community building, on the other hand, is a more mixed bag. Several studies claim that rounds creates a sense of community through shared understandings or common cultures, but the consensus that rounds as originally designed may not create a sense of community among pre-service teacher participants means that additional support may be needed for rounds to be as successful as designed. Accessing some of the affordances of rounds seems to require addressing some of the challenges first.

Several of the threads of findings articulated here are also subject to some of the weaknesses of the larger literature surrounding rounds. Claims made about PSTs connecting theory to practice through rounds are largely based on self-reported data. Sources of evidence used to argue later effects on pre-service teacher practice after rounds have finished are generally not triangulated. These two circumstances limit how strongly these findings support advocates' claims, and future research should design their research programs to be able to address these issues to appraise these claims. Also, like much of the broader rounds literature, a widespread lack of theoretical follow-through creates ambiguity around certain findings. A lack of theoretically grounded specificity in what is meant by "community" makes the task of comparing these findings rather difficult, and an evaluation of the claim that rounds create a sense of community that much further out of reach. Beyond being clear about what terms mean, studies of hybrid rounds with PSTs are also largely ambiguous about how the modifications to the rounds model affect the sense of community that PSTs have, and yet they are the strongest advocates of such findings. In several ways, the affordances and challenges surrounding pre-service participation in rounds face the same problems of clarity and veracity that characterize the larger literature on rounds, and present some of the more intriguing possibilities for how to adapt rounds successfully.

Future studies about the affordances and challenges of pre-service participation in rounds need to address three particular gaps. First, studies need to examine the effects of rounds on PSTs' teaching practice beyond the changes in disposition and knowledge gained through analysis of self-reported gains in PSTs' reflections and interviews. This study addresses this gap by including observations of PST teaching prior to and after the rounds, as well as group

interviews with the PST and mentor, to understand the instructional context of the internship leading up to the rounds, as well as how the internship continued afterwards.

Second, the literature seems to argue that rounds alone do not produce the stated effects for PSTs that rounds models claim. This dissertation examines rounds as designed by Del Prete (2013), and argues that at least one of the claimed benefits of rounds, the creation of a common language surrounding instruction, is very possible with PSTs when rounds occur at a point in the internship when the PSTs and the mentors have an established relationship with mutual trust and respect, and the PSTs have instructional insights to contribute from the internship.

Lastly, pre-service teacher participation in rounds is undertheorized, and future studies need to examine throughout the research design how pre-service teacher participation relates to the theoretical framework advocated. More studies need to examine how pre-service teacher participation in rounds integrates with the chosen theoretical framework in their findings and implications, and also reflect the varying impact rounds can have on PSTs when their participation varies. This study does so by examining how the structures of teacher rounds create a functional community of practice that flattens the power hierarchy between PST and mentor during the intervention. The findings of this study also illustrated how rounds did not seem to further PSTs' status in the overall internship because they did not seem to add to the requisite criteria all participants identified for ESOL teachers at the school.

2.8 Affordances and Challenges of In-Service Teachers' Participation in Rounds

If the current pool of peer-reviewed research for PST participation in rounds is small, there is an even more significant dearth of peer-reviewed research for in-service teachers' participation in rounds. The search process for this literature review produced six studies that analyzed in-service teachers' participation in rounds, one of which has already been discussed

regarding pre-service teachers (Young et al., 2018). Some of the findings here discuss an affordance of rounds for ISTs that parallels an affordance for PSTs, namely that rounds can support the creation of a common language surrounding instruction among participants when extra support is provided. A few of the studies respond to questions raised about how rounds treat hierarchies inherent to school systems, providing examples of how rounds can flatten hierarchies of status and power between teachers of varying experience levels and with administrators. As evidenced in the findings from studies of rounds with PSTs, there are also important challenges regarding timing and logistics of rounds. Finally, studies of rounds with ISTs bolster arguments that rounds improve teachers' awareness of their own teaching and of the elements of instruction, build a culture of collaborative learning at schools, and can meaningfully increase the quality of instruction for early career and more experienced teachers.

2.8.1 Extending Affordances of Rounds to ISTs

There are two main ways that IST-related rounds studies reinforce our understanding of the affordances of rounds: in the building of a common language around instruction, and the flattening of power hierarchies among teachers and potentially administrators. First, rounds seem to help build a common language among teachers who are at varying levels of experience. Early career teachers in particular seem to flourish at building of common language about instruction when the rounds utilize frameworks with detailed educational outcomes and teacher expectations. Such success seems to occur because these frameworks often are used by novice teachers as tools for analysis, a means of getting emotional distance from observed practice, and a guide for articulating their own learning goals (Gore & Bowe, 2015). More experienced teachers also benefit from inclusion of guiding educational frameworks in rounds when crafting

this common language (DeLuca et al., 2015; Gore et al., 2017; Meyer-Looze, 2015), though early career teachers in these studies are often identified as being especially supported.

The inclusion of an educational framework or instructional topic with accompanying familiar research literature reinforces what many of the hybrid studies of PST participation in rounds argued, that additional PD structural scaffolding, such as lesson study, was necessary to reap the full promised benefit of the creation of a common language surrounding instruction. This study adds to such an understanding by arguing that mentor teachers can still craft this common language without such frameworks, provided there is respect and trust between all participants and the rounds group size is small. Gore and colleagues emphasize that for their rounds, the group size of four, much like this study, seemed to provide every teacher, early career or advanced, with the opportunity for their voice to be heard.

Every participant having a voice in the process of rounds feeds into another common affordance of rounds involving in-service teachers: rounds can flatten the power hierarchies in schools between early career teachers and more experienced teachers, and potentially between teachers and their administrators. Gore and colleagues (2015, 2017) argue that rounds offer a different power dynamic than coaching or mentoring, as rounds engage all participants in collaborative analysis of each other's practice, which can foster confidence in early career teachers that they have something to share. The small size of their rounds (4 participants) and everyone participating equally can have a "leveling effect" where early career teachers feel like colleagues with contributions to make, rather than are relegated to being only learners (Gore & Bowe, 2015; Gore et al., 2017). One aspect of rounds that Gore and colleagues argue creates this "leveling of the playing field" (Gore et al., 2017, p. 110) is that each teacher teaches the same

lesson for the round. This study demonstrates that ISTs do not need to teach the same lesson for the leveling effect to occur, as other structures within rounds cultivate this effect.

Meyer-Looze (2015) sees a similar leveling in rounds between early career and more advanced teachers, as well as between teachers and administrators. However, while Meyer-Looze's findings are encouraging, the findings are somewhat sparse in their details of how or why such an effect occurs, and they are also the only study to find such an effect between teachers and administrators. The possibilities for leveling seem quite promising with ISTs, particularly for early career teachers. This study contributes to this literature by extending these findings to the relationships during the practicum between mentor teachers and PSTs. The structures of rounds can create similar effects with PSTs, provided rounds occur at a time in their preparation when they have been able to cultivate firsthand teaching experience. Trying to cultivate a similar effect prior to the practicum, or even at the early stages of the practicum, would likely lead to the same quietness and unwillingness to share on PSTs' part that other studies have found between mentors and PSTs (Young et al., 2018).

2.8.2 Extending Challenges of Rounds to ISTs

As the IST literature on rounds has extended and affirmed some of the same affordances of rounds that exist with PSTs, so has it also reinforced some of the same issues inherent to rounds involving ISTs. Rounds do not seem to immediately or even after a year's time benefit those not directly involved in the intervention (Gore et al., 2017). Involvement in rounds is no guarantee of seeing the benefits of them, particularly when some teachers involved in the rounds do not receive the same training or professional development in the chosen educational framework that the rounds are infused with (DeLuca et al., 2015; Mansfield & Thompson, 2017). DeLuca and colleagues discuss how those who are trained in the framework associated with their

rounds (Assessment for Learning) had begun to share with those not involved in the rounds, and how that cultivated additional interest among the teaching staff at the schools involved, but no additional steps were taken by the time of publication. This study responds to this challenge of sharing out what is learned from rounds by examining how the mentor teachers in this project brokered elements of our rounds back to their own professional development and to another school not involved with rounds. There are clear mechanisms for how the learning from rounds can be disseminated within and between schools, and this study describes not only how that dissemination occurred, but also applies a theoretical framework to said dissemination (brokering and boundary objects) to provide a deeper understanding for how such dissemination can occur.

Much like the challenges of timing and logistics for scheduling rounds for PSTs, ISTs struggled with coordinating rounds. The material costs of finding substitute teachers to cover instruction, missing key instructional time with students to do rounds, and the need to organize and coordinate rounds are all significant, and a heavy load to place on a larger group of participants (DeLuca et al., 2015; Mansfield & Thompson, 2017; Young et al., 2018). Young and colleagues have the potential to analyze the challenges of rounds when both ISTs (as mentors) and PSTs are involved, but unfortunately their analysis of the challenges of logistics remains uncritical of the sources, as suggestions from mentoring teachers are taken at face value without analysis of why they might make such suggestions. This study responds to these challenges by limiting the group size for rounds to four total participants and having all participants be located at the same school, which reduces the logistical load and the cost for substitute teacher coverage to just one for each round. Young and colleagues also present the only study that examines both mentor teacher and PST involvement in rounds, but the analysis of the mentor teachers' responses unfortunately does not delve very deeply into their participation in the rounds process

or what affordances they may have found from rounds, and does not offer a strong foundation for understanding mentors' involvement in rounds or what effects rounds may have had on mentors afterwards. This study responds to the lack of analysis of mentor teachers' participation by describing how they participate in a rounds group with two PSTs, as well as how their involvement in the rounds manifested in sharing knowledge to other communities of teachers inside and outside of the school.

2.8.3 Affordances Primarily for ISTs

There are also ways in which rounds seem to benefit ISTs and school faculties in ways that they do not benefit PSTs. Rounds help ISTs cultivate an improved ability to think about and analyze teaching, both their own and of others (DeLuca et al., 2015; Gore & Bowe, 2015; Mansfield & Thompson, 2017). ISTs also can learn to articulate their own goals for learning more clearly after participation in rounds (Gore & Bowe, 2015). This finding resembles some of the findings for PSTs in terms of connecting theory to practice, as the ISTs in each of these studies were able to make strong connections between the provided educational framework, their own instruction, and observed instruction by others. Such a finding strengthens the argument that having a clear framework in mind prior to and throughout the rounds may foster the building of these connections.

One study has also shown that rounds can cause a statistically significant, meaningful increase in the quality of instruction of teachers, whether they choose to engage in rounds or are required to do so, as based on 18 elements of instructional practice defined by the Quality Teaching Framework (Gore et al., 2017). The size of the study is robust enough to illustrate that even when teachers are given some leeway to vary the group numbers and number of rounds, rounds with a cohesive educational framework as backbone can be effective as professional

development in improving instruction. What remains to be seen is whether instruction can be improved through rounds without such a framework, a question which this study does not attempt to answer, as it is beyond the scope of its research questions.

Lastly, rounds can build a culture of collaborative learning in schools for teachers and administrators. Again, what seems to be the sticking point is the inclusion of an educational framework around which rounds can be framed. When such a framework is not clear, rounds may not be effective in creating authentic opportunities for collaborative learning (Meyer-Looze, 2015). However, when combined from the start with an educational theory or framework, rounds can create such a culture among those who participate in them (Gore & Bowe, 2015; DeLuca et al., 2015). As mentioned in the previous section, extending such collaborative inquiry beyond those who have received training or professional development in the requisite educational framework remains tentative. This current study illustrates some of the mechanisms by which that learning can be shared, as well as a theoretical understanding of how such brokering between groups can occur. The theorization of these mechanisms is discussed further in the next section.

2.9 Theoretical Framework for Teacher Rounds in This Study

In order to address the under-theorization of rounds within the literature, I articulate a theoretical framework for a particular model of rounds, teacher rounds, as described by Thomas Del Prete (2013). I chose Del Prete's model of teacher rounds because Del Prete (2013) examines improvement of practice that arises from rounds at the teacher level, rather than the systemic level that City and colleagues (2009) examine. The concept of communities of practice also facilitates clearer understandings of teacher to teacher interactions in smaller groups as teacher rounds often do, rather than the larger organization of an entire school or district. Within

the community of practice framework as Wenger and colleagues (1998, 2000; Wenger, McDermott, & Snyder, 2002) have described it, communities of practice provide important opportunities for members of different levels of experience to interact and form new ways of participating as new members enter. These later writings characterize communities of practice as more fluid in membership roles than during its initial conceptualization with legitimate peripheral participation (Lave & Wenger, 1991). The more recently conceptualized community of practice framework allows for more fluidity in roles of ISTs and PSTs within the rounds group, which can counter certain tacit assumptions within rounds literature about participant status within the group. This more fluid way of interacting, and potential challenging of hierarchies between PSTs and ISTs, is important for this study because internships have often been characterized by power dynamics that place mentor teachers in the role of expert and evaluator, while PSTs must navigate the dilemma of seeking to satisfy their mentor while also learning to teach autonomously and make independent decisions about their instruction (Rabin, 2020). Rounds can function as an intervention that interrupts such a hierarchy.

A number of studies on PST participation in rounds have carried the tacit assumption that there is a hierarchy of expertise when rounds involve PSTs, university faculty, and ISTs. Research often examines the ways in which PSTs learn from their professors or from the host teachers during rounds, but rarely is there documentation of professors and host teachers learning from PSTs. However, Zeichner and colleagues (2015) have argued that for teacher preparation to more democratically prepare future teachers, it needs to engage in more horizontal expertise, where the knowledge of all professionals engaged in the work of collaborative learning is recognized by other members as “valuable, relevant, and important” (p. 125) as they work to jointly solve problems and innovate in their teaching. Cochran-Smith and Lytle (1999) assert that

all teachers “whether beginning teachers, experienced teachers, teacher educators, or facilitators—function as fellow learners and researchers rather than experts” (278). Peercy, Martin-Beltrán, Silverman, and Daniel (2015) add that novice teachers can contribute to more experienced teachers’ learning about teaching. Peercy and colleagues (2020) take this assertion even further, arguing that teacher preparation needs to involve novice teachers in the work of identifying effective practice. If rounds are to foster collaborative learning about teaching between PSTs and more experienced educators such as university faculty and/or ISTs, then PSTs have to be positioned as having similar status within rounds to their fellow educators.

The theoretical framework I use to describe teacher rounds involving PSTs is communities of practice (Lave & Wenger, 1991; Wenger, 1998, 2000; Wenger, McDermott, & Snyder, 2002) because the framework helps to explain how PSTs can participate as full members of the group alongside their mentors during the rounds, as well as why the rounds did not seem to further the PSTs’ status as ESOL teachers at MHS. I use the additional constructs of boundary crossing (Engeström et al., 1995; Suchman, 1994) and boundary objects (Star, 1989, 2010; Star & Griesemer, 1989) to further illustrate how PSTs and mentors utilize knowledge created within communities of practice to share with colleagues and make determinations about best practices at the school. Boundary crossing means moving between communities of practice to “translate” knowledge, information, or tools (boundary objects) from one community into another, here between rounds and colleagues at MHS or colleagues in the teacher preparation program. Boundary objects from rounds included aspects of the rounds that carried over into the internship as well as into the larger group of ESOL teachers at MHS and beyond, such as common instructional challenges, protocols for peer observation, and language for describing aspects of instruction.

I chose these particular concepts to build a foundation for addressing the lack of clarity in the literature about the use of the term “community” when studies describe how rounds create a learning community. I also use the community of practice framework to explain how PSTs function as full members of the learning community when participating in rounds with ISTs, as examined in research question 1. This membership often takes place through boundary crossing, and has the potential to facilitate further boundary crossing, as examined in research question 2. Support that PSTs derive from rounds takes the form of boundary objects from the rounds that they carry back into their internship, which relates to research question 3. In the next section, I briefly describe and overlay the concepts of communities of practice, boundary crossing, and boundary objects with PST participation in teacher rounds (the Del Prete model) and evaluate the application of these concepts for the purposes of this dissertation.

2.9.1 Communities of Practice

Lave and Wenger define a community of practice as a set of relations among persons, activity, and world, over time and interacting with other sets of relations between persons, activity, and world (1991, p. 98). Lave and Wenger argue that a community of practice implies “participation in an activity system about which participants share understandings concerning what they are doing and what that means in their lives” (1991, p. 98). Wenger (1998) further describes participation as a process of taking part in a social enterprise with others. Drawing upon Lave and Wenger’s work on communities of practice (1991), Wells (2000) argues that learning is not an end in and of itself, but “an integral aspect of participating in a community’s activities and mastering the tools, knowledge, and practices that enable one to do so effectively” (p. 62). Learning by participants in the community, especially newcomers, is an ongoing and evolving form of membership in the community but is not a prerequisite for membership itself.

Participation as applied to this study relates in particular to the ways in which PSTs and mentors share their understandings as they construct their problems of practice and as they engage in the social enterprise of studying everyone's practice within the group.

Any learning that takes place within a community of practice is socially situated between participants, unlike the imparting of knowledge by experts and internalization by novices that characterize the banking or transmission model of education. Wells (2000) characterizes the knowledge building of learning according to three characteristics. First, learning is an intrinsic part of activities, and is not distinct or separate from the activity. Instead, learning is situated in the tools one uses during the activity, the people with whom one does the activity, and the common goal(s) orienting that activity. Learning is also created *between* people, meaning that whether learning takes place in solitude or with a group of people, it responds to what came before it and anticipates a future response from outside of it. Even researchers working alone respond to problems within the larger field and share their research findings with others. Lastly, learning occurs in collaborative meaning-making through progressive discourse. Progressive discourse (Bereiter, 1994) is the process by which all participants agree that their new understanding is greater than their previous understanding, which is necessary when the goal of collaboration is knowledge building (Wells, 2000). Again, learning is an ongoing and evolving form of membership in a community of practice, and one of the goals of a community of practice is for all participants to continuously learn.

Although participation is crucial to communities of practice, participation is only half of the engine that drives communities of practice; reification is the other half (Wenger, 1998, 2000). The learning that takes place in communities of practice is reified through the end products of practice as well as processes of interpreting those practices by members. Participants then

respond to these end products and processes with new events and learning, and the cycle starts again. Reification of practice serves to codify and reinforce the shared histories that participation creates by participants taking such actions as making new rules, representing practice for other participants, interpreting events' alignment to practice, and applying these rules, representations, and interpretations to new activities. Participation and reification are further entwined through politics within communities of practice. Reification requires participation to adopt and enact the manifestations of reification (e.g. rules or protocols) during the social enterprise for reification's effects to occur; participation must include the power to reify (e.g. make new rules or protocols, which determines the grounds for the negotiation of meaning. Both reification and participation are requisite for the negotiation of meaning that takes place between participants in a community of practice. Indeed, Wenger (1998) argues that the negotiation of meaning does not mean building meaning from scratch or inheriting prior meaning; rather, it is a combination of interpretation and action surrounding prior meanings and new situations and contexts. Reification in this study takes the form of creating products to be distributed among and sometimes outside of the rounds group, such as the problem of practice (PoP) sheet. Establishing and following norms for the rounds group also formed part of the reification process which in turn fed back into participation, as norms that were constructed during the rounds compact meeting like "no hogs, no logs" (no one dominates the conversation, no one is a passive observer) were used to guide equitable participation for PSTs and mentors during debriefs. These norms also were used to shape and redirect participation, such as my reminders of the steps of the debrief process we had agreed upon to steer how and when insights were shared.

Wenger (1998, 2000) theorizes that learning within communities of practice occurs when there is close tension between some participants' competence and experience that participants

can overcome by interacting on shared ground. Three elements characterize competence: joint enterprise, mutuality, and shared repertoire. A joint enterprise is the common goal or common concern that the participants organize themselves around. During joint enterprise, a community of practice must also “recognize and address gaps in its knowledge as well as remain open to emergent directions and opportunities” (Wenger, 2000, p. 230) so that its practice does not become stale or staid. Joint enterprises evolve to meet the demands of new events, contexts, and members. Mutual engagement, the next component, is characterized by respect and trust between members. However, mutual engagement does not imply homogeneity or harmony. Tension, conflict, and disagreement are inherent to communities of practice. Wenger warns that while “communities of practice can steward a critical competence, they [can] also become hostage to their history, insular, defensive, closed in, and oriented to their own focus” (1998, p. 203). When conflict becomes the core characteristic of communities of practice, this leads to a breakdown of mutuality and thus learning, but not necessarily engagement around a joint enterprise through a shared repertoire. Finally, a shared repertoire is formed by “the communal resources of language, routines, sensibilities, artifacts, tools, stories, styles, etc.” of a community of practice (Wenger, 2000, p. 229). These shared repertoires represent the community of practice’s history of mutual engagement as reflected in “words, artifacts, gestures, and routines” (Wenger, 1998, p. 83). Wenger argues that a shared repertoire should be inherently ambiguous in its interpretation so that it is “rich enough to yield an opportunity for negotiation” (1998, p. 84). These three interlocking components define competence for participants within a community of practice and affect the learning that takes place there by acting as purposes for the community (joint enterprise), lubricants for functioning (mutual engagement) and fuel for critical reflection (shared repertoire). Purposes can become brittle if they do not respond to change, however; machines can

overheat and not facilitate exchange without proper lubrication; improper fuel can lead to an inefficient engine driving learning.

Rogoff (1994, 1998) argues that members of functional communities of practice exhibit a fluidity of roles. Experienced and less experienced members of the community each need to take active roles, as no member has the sole responsibility for knowing and directing or observing and listening (Rogoff, 1994). Although roles may change according to the situation, the roles are still asymmetrical; the roles may be complementary or involve one or a few members leading while others support and observe. However, even if these roles may be “unequal” to each other during a specific activity, they fall within the larger structure of the larger community of practice, and the roles are not permanent. Experienced and less experienced members of the community of practice guide the community together through its joint enterprise in all of its activities, not just in isolated instances. For communities of practice, members are fluid in the roles they adopt based on the situation and activity, but all members guide the community regardless of experience.

As Wenger (1998, 2000) characterizes tension between participants’ competence and experience, he also delineates what contributes to “generative” tension that fosters learning. Participants need something to interact around that is of interest to all. There needs to be honest, rather than overly polite, engagement between participants, with significant differences held between parties. These differences generate tension, but also common ground so that participants can share understandings with each other. As they do so, participants must commit to suspending judgment in order to see the competence of the community on its own terms. These conditions affect the three components of participant competence in a community of practice and determine the quality of learning that can take place by the participants.

In this study, I apply Wenger's characterization of the three aspects of competence, i.e. joint enterprise, mutual engagement, and shared repertoire, to both the PSTs and mentors' participation to provide explanations for how the group functions as a whole, such as through the participants' recognition of gaps in instructional knowledge for the context of teaching English language skills and content to multilingual learners at MHS that were shared by all. The respect and trust that PSTs and their mentors displayed toward each other during the internship informed analysis of PSTs' membership within the rounds group and the MHS ESOL teacher cadre. The shared repertoire crystallized through rounds, especially through instructional topics and interpretations that were shared by all, provided ways of understanding how rounds enhanced PSTs' instruction in their internship. Lastly, Rogoff's discussion of the fluidity of roles directly informed how the dynamics between the PSTs and mentors were analyzed, as Rogoff's descriptions of communities of practice provided theoretical basis for why rounds could further disrupt the power hierarchy within the internship.

2.9.2 Work at the Boundaries

Communities of practice need to interact with one another. Boundary crossing is defined here as when members of one distinct community of practice interact with members of another distinct community of practice to transport ideas, concepts, and instruments between communities (Engeström et al., 1995). In Engeström and colleagues' (1995) words, boundary crossing entails "negotiating and combining ingredients from different contexts to achieve hybrid solutions" (319). Suchman (1994) characterizes the exchange of boundary crossing as one of "encountering difference, entering onto territory in which we are unfamiliar and, to some significant extent therefore, unqualified" that can be "difficult," "uncomfortable," and "painful" for those who engage in it (24). However, it is these struggles that bear fruit in new, collectively

formed concepts and objects that can be used in multiple communities of practice (Engeström et al., 1995). Boundary crossing does not lead from diversity and multiplicity to homogeneity and unity between different communities of practice; rather, it creates a sense of continuity in a situation of sociocultural difference between those communities (Akkerman & Bakker, 2011).

Members of communities of practice who engage in boundary crossing are here referred to as brokers (Wenger, 1998; Fisher & Atkinson-Grosjean, 2002). Also called boundary workers, brokers are participants with membership in multiple communities of practice who facilitate coordination and alignment between the perspectives of those communities (Wenger, 1998). Brokers have the ability to link practices by facilitating transactions between the different communities, and to affect learning by introducing into one community's practice elements of another community's practice (Wenger, 1998, p. 109). Effective brokers have the legitimacy in either community to influence the development of a practice, translate perspectives between communities, and address conflicting interests. Communities of practice are the systems where educators function, while boundary crossing is the activity where different communities of practice within a school share concepts and resources with one another.

Boundary encounters are the time and space when boundary crossing occurs, and brokers are the members of those communities of practice who cross boundaries to collectively create those concepts and resources. When a boundary encounter "becomes established and provides an ongoing forum for mutual engagement, then a practice is likely to start emerging" as well as a community to surround that practice (Wenger, 1998, p. 114). Wenger argues the enterprise of a boundary encounter is to deal with the boundaries between the two larger communities of practice, which can lead to a form of collective brokering and the creation of a smaller community of practice.

As brokers engage in boundary crossing through extended boundary encounters, they create boundary objects that fulfill a bridging function between the two communities of practice (Star, 1989). These objects are “both plastic enough to adapt to local needs and constraints of the several parties employing them, yet robust enough to maintain a common identity across sites” and may be concrete or abstract (Star & Griesemer, 1989, p. 46). Boundary objects include repositories (e.g. libraries or shared Google drives), ideals (e.g. diagrams or maps), and standardized forms (e.g. protocols). While the ambiguity of these definitions leaves room for interpretation for what qualifies as a boundary object, Star (2010) later specified that the concept is most relevant at the organizational level of a system, and argued that it was more important to her research to focus on how these objects are created and distributed among different communities of practice, rather than the variety of objects that could contain multiplicities of interpretations. I share the same focus in this proposal. I use boundary crossing in this study to illustrate how the mentors moved between multiple communities of practice at MHS and outside of MHS, and to illustrate why PSTs’ ability to do so was somewhat constrained. I also use boundary objects here to describe aspects of rounds that the mentors translated back to their own professional development at MHS and beyond, such as themes of non-evaluation and the protocols used to conduct peer observations; boundary objects also were used here to describe instructional themes or interpretations of practice across classrooms that mentors and PSTs carried from rounds back to their instruction during the PSTs’ internship and beyond.

2.9.3 Application of Frameworks

When applying a community of practice framework with boundary crossing and boundary objects to teacher rounds involving PSTs, one first wonders who is and who is not part of the community of practice. PSTs should be participants in the community, as should whoever

they observe and debrief with, whether that's university faculty, ISTs, or other PSTs.

Furthermore, anyone facilitating the round is also a participant, as they are foundational to the rounds group functioning as intended and must take part in the pre-rounds orientation and debriefing. After establishing the participants of a community of practice during teacher rounds, I now turn to the interaction between communities of practice. The constructs of brokers, boundary encounters, and boundary objects are key elements for understanding the interactions between communities of practice that overlap or neighbor each other.

Brokers take part in boundary encounters, which occurs when members of one community of practice interact with members of a different community of practice, such as through meetings, conversations, or visits. A single instance of teacher rounds, e.g. Virtue (2010), would best be described as a boundary encounter by PSTs into the local school's community of practice because the protocol of rounds is not sustained. How can a community of practice be created if it only meets once? In contrast, continued boundary encounters working towards the same goals can lead to a form of collective brokering and the creation of a smaller community of practice (here, the teacher rounds group) on the boundaries between the two larger communities of practice (a local school faculty and a teacher education course).

When considering who is a member of these communities of practice, we find a tension between membership afforded and membership potential. ISTs and university faculty can function as brokers, as each is a full member of one of the larger communities of practice. However, PSTs are often not afforded the legitimacy of full membership in the in-service teaching community to facilitate alignment between perspectives or to introduce elements of teacher education practice into the in-service teaching community (Johnston, 2016). Rounds studies have already found that PSTs within rounds often do not see themselves as legitimate

participants in rounds because of a perceived lack of knowledge in comparison to an “expert” other, whether that “expert” is university faculty (Reagan et al., 2015) or ISTs (Young et al., 2018). However, other researchers have argued that not only are PSTs learners as novice teachers, but also that every other educator involved in teacher education is learning as well (Cochran-Smith & Lytle, 1999). Furthermore, the fluid balance between learning and expertise for all participants in teacher education entails that PSTs can provide valuable input for host teachers’ and facilitators’ learning (Peercy et al., 2015). If PSTs can provide insight into other educators’ learning, PSTs should then hold some influence over what constitutes effective instructional practices (Peercy et al., 2020). In short, the rounds literature almost exclusively positions PSTs as learners in comparison to ISTs and clinical faculty as instructors of PSTs, with education being unidirectional from ISTs and clinical faculty to PSTs, while some other teacher education literature describes learner and instructor roles as more fluid and able to be taken up by all involved.

This tension between PSTs’ functional membership status in schools and in rounds, how they are treated by other members of the rounds group who are considered full members, and what they can actually accomplish as full members of the rounds community of practice shadows the rounds literature, and remains largely unaddressed by studies, conceptual articles, and the models themselves. Suh and colleagues (2015) are the only study that asked what clinical faculty learned from rounds involving PSTs, which highlights the tacit assumption that PSTs are the ones who should be doing the learning during rounds. I argue here that PSTs involved in rounds should be treated as full members of the rounds community of practice who can contribute to in-service teacher and teacher educator learning, and that teaching is multidirectional within the community.

PSTs' full membership within rounds can bolster their ability to function as brokers between teacher education courses and local schools' faculties, but these may still be tenuous positions for PSTs. Akkerman and Bakker (2011) are quite clear in their literature review on boundary crossing that brokers consistently run the risk of not being accepted by the communities they interact with during boundary encounters. PSTs may be emergent in their development as brokers as they develop in their confidence to cross boundaries and assert themselves as members of each community of practice. However, PSTs do function as members of the local school's faculty during their internship, and therefore can join their in-service mentor teachers and clinical faculty as brokers between local school faculty and teacher education courses. By asserting full membership for PSTs, teacher rounds can still uphold Rogoff's (1994, 1998) characterizations of communities of practice where less experienced members are able to take on multiple roles and help guide the activity of rounds.

As brokers interact in the rounds group, they will create certain boundary objects that can function as bridges between the larger communities of practice, namely their teacher education programs and the local school's faculty. For example, questions or problems of practice (once written down) can serve as examples of how to examine one's own practice through an inquiry stance. While Star (1989; Star & Griesemer, 1989; 2010) characterizes boundary objects as loosely defined so as to allow for more local specification, the protocol of writing a question or problem of practice can very much be adapted to both the local school faculty at large and the teacher education course. Although boundary objects are only partially communicative and do not replace direct communication or collaboration, they can become more communicative when they include additional history or context for future users (Akkerman & Bakker, 2011). Completed questions and problems of practice require context for observers to better understand

why the host chose the question (Del Prete, 2013), making them more intelligible to outside parties. The rounds compact, a collaboratively composed document between the participants governing how rounds are conducted, also functions as a boundary object, namely as a protocol. These two boundary objects, questions of practice and the rounds compact, function as bridges between the local school faculty and the teacher education course that facilitate understanding around instruction and potential change in instruction.

Beyond who is involved in the community of practice or what objects are created during teacher rounds, it is also critical to understand how rounds interface with the three components of a community of practice. Enacting the protocol of teacher rounds (construction of rounds sheet involving problem or question of practice, pre-rounds orientation, observation, debrief) becomes the joint enterprise, as rounds address the boundaries between the larger communities of practice (e.g., teacher education programs and the faculties of local schools). The enterprise of rounds is broader than teaching or taking a teacher education course. Host teachers or facilitators may change, but the enterprise of rounds, namely the collective examination by host teacher and observers of a question or problem of instructional practice chosen by the host, stays largely the same. Rounds participants establish accountability for each other prior to the rounds by collectively writing the rounds compact, which forms the rounds' purpose, value, and guide for carrying out rounds. Throughout the process of rounds, the facilitator and other participants hold each other to this compact by guiding or raising issues when the compact is not being adhered to. Prior to rounds, when host teachers identify and write the problem of practice, they are not merely generating a focusing question, but also negotiating meaning with the facilitator around how to best communicate the problem of practice to observers. In the pre-rounds orientation, the facilitator ensures that both the observers and the host teacher understand what the problem of

practice is asking as well as what observers will be examining in order to answer the question. During the debrief, the compact is referred to as a reifying guideline to foster this same accountability during participation. Mutual accountability is emphasized in multiple forms throughout teacher rounds.

Accountability is also linked to respect and trust between participants in rounds. Participants build respect and trust in each other as part of mutual engagement in teacher rounds in a few ways. First, writing the compact together before rounds fosters trust in what to expect from each other and a shared understanding of how disputes and disagreements will be resolved. Furthermore, Del Prete's (2013) emphasis on description of evidence from the lesson rather than evaluation serves to foster trust around observable data drained of judgment as much as possible. As mentioned in section 3.1, suspension of judgment is a requisite condition for learning to take place within a community of practice. Successfully engaging in debriefs over multiple rounds can reinforce the trust that participants have in each other to observe and describe the host's classroom and teaching as honestly and productively as they can.

The shared repertoire that a community of practice cultivates can also be found in the shared understandings that teacher rounds can produce. Del Prete (2013) argues that rounds have the potential to create common understandings among participants of "what learning that engages students fully looks like and what leads to it" (pp. xvi-xvii) and "how to support students' development as academic learners ready for college within or across grade levels" (p. 20). These common understandings can reflect outside influences such as schoolwide, state, or federal initiatives, but are local to the rounds community of practice because they are reified through teacher rounds' situated problems of practice and debriefs. It is unclear from Del Prete's model whether those understandings are demonstrated in language that participants use, routines

that emerge from rounds, or in some other form. However, rounds have the shared routine of observing any classroom with an eye for description of student learning, rather than evaluation of teaching pedagogy. Also, the problem of practice sheets that participants draft function as artifacts that illustrate how teachers frame their students' learning and what matters to their students' learning and are available in perpetuity to the community of practice as guides, helping to form part of their shared history to inform future participation.

What does this mean for teacher rounds studies reviewed here? How do they align with this framework? Five studies explicitly used the teacher rounds model when examining PST participation (Bowman & Herrelko, 2014; Cuthrell et al., 2016; Reagan et al., 2015; Roegman & Riehl, 2015; Virtue, 2010) (see table 2.6 for details). This comparison is not to fault these studies, as these studies used other theoretical frameworks to analyze their phenomena. Rather, these comparisons function as a test of the application of the framework, and not the studies themselves.

Cuthrell and colleagues document virtual boundary encounters, while Virtue examines single in-person boundary encounters. However, neither do so in a sustained or ongoing way to create a new community of practice, and boundary objects were not created. Bowman and Herrelko's teacher rounds occupy an ambiguous space, as some of the host teachers were only observed once by PSTs (resembling a boundary encounter), while one of the host teachers was observed three times. Ultimately, this is a limited community of practice because the rounds process was repeated multiple times, but participation and boundary crossing were unevenly distributed among host teachers. Furthermore, no questions of practice or rounds compact are discussed within the study. The researchers did ask the same reflective questions of each PST that were answered after each round, which could function as a sort of protocol and potential

boundary object, but the protocol did not seem to affect how expertise from the teacher education course was translated to the local school. Rather, expertise and knowledge from the local school was brought back to the teacher education course. This represents one-way communication and does not reflect Star’s (1989; Star & Griesemer, 1989; 2010) conception of a boundary object.

Reagan and colleagues (2015) and Roegman and Riehl (2015) each examine communities of practice formed primarily of PSTs within a teacher education course. Both studies mention ISTs and university faculty, but their involvement remains quite unclear. According to the framework put forward here, only the PSTs act as brokers between the local school and the teacher education course. Reagan and colleagues (2015) and Roegman and Riehl (2015) both analyze the interactions between classroom practice and knowledge gained during the teacher education course through the boundary objects of their questions of practice. Their questions of practice often acted as a bridge between the two communities, although the nature of that connection was at times tenuous or did not communicate a value system that matched with the researchers’ own.

Table 2.6: Application of Framework to Studies

Alignment with communities of practice, boundary crossing, and boundary objects	Study
Boundary encounters, no sustained community of practice or boundary objects	Cuthrell et al. (2016), Virtue (2010)
Boundary crossing, limited community of practice, limited boundary object creation	Bowman & Herrelko (2014)
Community of practice, boundary crossing, and creation of boundary objects	Reagan et al. (2015), Roegman & Riehl (2015)

Although other PST studies did not use the same model for rounds, one study hints at how teacher rounds could function as a community surrounding a boundary practice between the larger communities of ISTs at a local school and a teacher education course. Young and

colleagues (2018) examined a combination of instructional rounds and lesson study where in-service teacher mentors and their PSTs came together prior to rounds in order to determine the problem of practice, not unlike the pre-rounds orientation meeting surrounding the problem of practice for teacher rounds. All PSTs and the host PST's mentor met prior to the individual rounds to discuss the host's lesson plan. PSTs and the host's mentor observed the host PST teachers and debriefed afterwards, setting next steps for how to revise the lesson. While university faculty only observed and did not facilitate or participate in the rounds, PSTs arguably developed into brokers as the PSTs noted that when rounds took place during their practicum, it provided them "the opportunity for us to narrow the gap...between university and practicum" (Young et al., 2018, p. 287). Rounds for the in-service and PSTs were also ongoing throughout the practicum, as they occurred prior to and during the lesson study, with each PST hosting and observing at least four times each, allowing the time for a joint enterprise to emerge. Roles for each member were fluid, adopted by all at some point during the study, and changed based on whose turn it was to host. The majority of participants (PSTs and ISTs) identified strategies for differentiation that they wanted to bring into their own classroom, as well as shared language for speaking about differentiation concepts discussed during rounds. These strategies and shared language function as boundary objects, namely ideals to be applied to more specific contexts local to the individual teachers. Although Young and colleague's chosen phenomenon contains aspects beyond the teacher rounds model outlined by Del Prete (2013), their instance of rounds elucidates how teacher rounds could function with additional supports as a community of practice.

2.9.4 Conclusion

What spurred this application of a theoretical framework to teacher rounds was an analysis of recent literature on rounds, and the recognition that rounds continue to be undertheorized in the literature, despite Goodwin and colleagues' call to explore this further. In particular, PSTs' roles in rounds are more clearly articulated in the framework here, as is what is meant by the term "community". Communities of practice, boundary crossing, and boundary objects were the frames I used to conceptualize Del Prete's teacher rounds model when PSTs are involved, and current teacher rounds studies fall along a spectrum of engagement with this framework. Ellis and colleagues (2015) and Kim-Eng Lee (2015) have argued that already existing power hierarchies need to be accounted for when enacting rounds, and tacit power hierarchies are particularly prominent within rounds involving PSTs. The combination of communities of practice, boundary crossing, and boundary objects addresses these hierarchies, and provides a theoretical grounding that argues PSTs should be treated as full members of teacher rounds if teacher rounds and communities of practice are to function as designed. Lave and Wenger also provide a situated theory of learning grounded in communities of practice that connects with PSTs' own learning during rounds, a need which was sorely lacking in many studies regarding pre-service teacher participation in rounds.

This is not to claim that this framework answers all questions about rounds or fixes teacher rounds' potential shortcomings. Ellis and colleagues, in their conceptual discussion of teacher rounds, asked whether novice teachers can bring new knowledge to the table without rigid dialogue structures and power hierarchies inherent to schools privileging the knowledge of more experienced teachers and facilitators, which would limit knowledge generation and participation in rounds. Viewing teacher rounds as a community of practice alone will not solve

these problems, but the inclusion of boundary crossing and boundary objects does add greater teeth to the argument that teacher rounds should require certain activities and create objects that facilitate two-way communication between the larger communities of practice of local school faculty and a teacher education course. By framing teacher rounds as boundary work, this theoretical framework requires full participation from all involved and teacher rounds do not function as illustrated here if PSTs are not afforded that participation. If teacher rounds are not sustained over multiple iterations or do not involve allow PSTs to act as brokers, the rounds will function in a different way to how this framework operates and must be explained through other theories of learning and participation that address this weakness within the literature so far. Future studies that examine this conceptualization throughout their research design can address a crucial gap in the rounds literature, namely the under-theorization of PSTs' participation and the lack of clarity surrounding their full membership in the communities of practice in which they work.

Chapter 3: Methodology

In this study, I examine how two ESOL PSTs and their mentor teachers participate in rounds, as well as the impact of the PSTs' participation in rounds on their status in their internship schools and their instructional practice. To study these topics, I ask the following research questions:

1. What is the nature of pre-service ESOL teachers' and their mentor teachers' participation in a facilitated rounds community of practice?
2. In what ways, if any, does the participation of PSTs and mentor teachers in rounds support their membership in other ESOL teacher communities of practice?
3. In what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?

These questions represent a gradual internal-to-external shift in focus, from what community formation occurs within the rounds to how rounds influence communities and instructional practice beyond the rounds group. For this dissertation, I have conducted a case study of two ESOL PSTs and their respective mentor teachers in a rounds group while I simultaneously followed the PSTs during their internship as their university supervisor. Each mentor teacher and PST hosted rounds once for a total of four rounds, with me as facilitator for each round. In the following sections, I describe why case study is an appropriate research design for this dissertation, the research context and participants of the dissertation, the data collected and how they can answer the research questions, and my own positionality.

3.1 Case Study Design

The first step of describing a case comes in describing the phenomenon at hand. The phenomenon itself is PST participation in rounds, and for this study, I examine three aspects of

PST participation in rounds: 1) how PSTs collaborate with ISTs to form a learning community during rounds; 2) the impact of rounds on PST and mentor membership in the community of practice of ESOL teachers at their internship placements; and 3) the impact of rounds on PST instructional practice. While one would be right to argue that instructional practice is intrinsically tied to membership in a teaching community, for this study, I am examining the broader nature of PSTs' evolving membership in a school-based ESOL teaching community, while simultaneously looking at the narrower aspect of PSTs' instruction within that membership, during and after rounds. This impacts what kind of case study design I use, as described later in this section.

Case studies can serve different purposes beyond simply uncovering the interactions of significant factors of a phenomenon. Yin (2014) describes four purposes of case study, but his last two reasons are most pertinent here: “to *illustrate* certain topics within an evaluation, again in a descriptive mode...[and] to *enlighten* those situations in which the intervention being evaluated has no clear, single set of outcomes” (p. 20, emphasis original). Based upon the analysis of the empirical literature reviewed in Chapter 2, I argue that current research has not examined beyond a surface level how functional rounds communities are formed between PSTs and ISTs. This case study illustrates that process clearly. Current studies have also largely ignored what impact rounds may have on PSTs' participation in communities adjacent to rounds and on PSTs' teaching outside of rounds. This case study illustrates which parts of rounds facilitate PSTs' integration into the school-based teaching community, as well as how mentor teachers and PSTs view their membership within that community. Such integration is integral to research question 2, and its focus on how aspects of participation in rounds can support PST integration into other teaching communities, such as the ESOL teacher community of practice at

the school site of this study. This case study also shines a light on the unforeseen ways that PST participation in rounds may support instructional practice beyond changes in hypothetical lesson planning. Research question 3 in particular adds the context necessary to illustrate how PSTs used rounds as a forum for examining their ongoing problems of practice, experimenting with those problems, observing other ways to teach related to their problems, and then applied their knowledge back to their practice during their internship with unanticipated results that extended their learning process. Overall, this dissertation answers several outstanding questions from the literature about PSTs and rounds.

Next, I describe how I delimited the object of study (bound the case) and determined the type of case it is. Stake (1995), Merriam (1998), and Smith (1978) characterize case studies as “bounded systems,” analyses of single entities, of which there are a limited number of people who could be interviewed regarding the case and a limited amount of time for observation. This case is bounded in two ways: the duration of the rounds process, and the end point of the internship. Although there could be further ways that rounds relate to PSTs’ membership in the ESOL teacher community of practice and on their future instruction, this dissertation focuses only on these relationships during their internships. The case described here as bounded is a single-case design (Yin, 2014) because I am only looking at one group’s process of rounds and teaching outside of rounds, rather than comparing several rounds groups or individuals as cases within the group.

I characterize this case study as a critical case for examining the interactions between PSTs and their mentors while participating in rounds, both sets of teachers’ membership in the community of ESOL teachers at their school, and the PSTs’ instructional practice outside of rounds. Patton (2002) defines a critical case as one that often meets the extreme end of

possibilities explored so far. For critical cases that function as best-case scenarios, Patton describes the following measure: “If it doesn’t happen there, it won’t happen anywhere” (2002, p. 174). This case functions as a critical case for two reasons. First, the literature has not demonstrated any consistency in PSTs’ abilities to connect teaching strategies they observe during rounds to their own teaching practice (Bowman & Herrelko, 2014; Reagan et al., 2015; Young et al., 2018), with some suggesting that observations by PSTs of host teachers (whether PST, IST, or clinical faculty) should be more scaffolded (Williamson & Hodder, 2015). Second, several scaffolds were provided, such as a practice round for PSTs, a rounds observation protocol, and extra time with mentor teachers to build relationships prior to rounds. This is also a critical case for rounds related to TESOL because previous studies of rounds related to English language instruction (Reagan et al., 2015; Roegman & Riehl, 2015; Virtue, 2010) have not studied any of the interactions between ESOL PSTs and their mentors and because the PSTs in this study had already taught virtual ESOL instruction for over half a year prior to engaging in virtual rounds as part of this study. By doing rounds so late in the internship, the PSTs were at an appropriate point in their internship to be able to speak back to what they were seeing in ESOL instruction.

I approach this case study from a qualitative, interpretive stance to inquiry to study both the emic and etic perspectives of ESOL pre-service teacher participation in rounds while they complete their internship. Much of the current literature has focused on either emic or etic perspectives of rounds, but rarely examines both perspectives or elaborates on the emic perspective beyond PSTs’ own reflections and thoughts. The perspectives of other participants, i.e. ISTs involved in the same rounds process, need to be introduced to provide a broader

account. As a participant-observer, I apply an etic perspective to the phenomenon while aiming to represent my participation accurately within the study

3.2 Research Goals and Research Questions

Most studies to date of rounds involving PSTs have either relegated PST participation to the roles of observers or had PSTs fulfill the roles of hosts and observers and made no mention of the influence on rounds by outside facilitators. Of those studies that do examine PSTs and other educators working together, whether with ISTs (Young et al., 2018) or clinical faculty (Suh et al., 2015, 2017), all three combined rounds with lesson study and did not enact rounds alone (City et al, 2009; Del Prete, 2013; Gore, 2014). Studies that examined rounds by themselves highlighted rounds' tenuous ability to offer PSTs opportunities to connect theory to observed practice or observed practice to their own practice. These studies also found that rounds fostered limited creation of shared understandings from rounds, while studies that examined hybrid rounds adamantly argued that these effects were strong. Furthermore, the effects of standalone rounds on PSTs' teaching practice remains a question, as most studies have not collected data beyond participation in rounds itself. Additionally, PSTs' status within rounds that involve ISTs and clinical faculty as participants remains constrained by issues of trust and self-esteem (Young et al., 2018; Roegman & Riehl, 2015), and the question remains of whether PSTs can become full members of the community of practice that is rounds, and what facilitates that membership. And if PSTs are able to become full members of the community of practice of rounds, how do rounds function as a part of their induction? Lastly, while the use of rounds has been studied in several different content areas, the impact of rounds on PSTs studying TESOL has not been fully articulated by the literature. Of the research that has been done into rounds involving TESOL

(Reagan et al., 2015; Roegman & Riehl, 2015; Virtue, 2010), only Virtue (2010) focuses on what PSTs learned in relation to TESOL. However, for Virtue's study, the findings are based on largely self-reported data and the PSTs did not host rounds or interact with the host teachers of their rounds, and thus a community of practice was not formed with those outside of their teacher preparation program.

For the purposes of this study, each participant except for me had multiple roles within rounds as rounds progressed (I was always a facilitator). Prior to rounds starting, I did a practice round with video footage of a previously recorded lesson with the two PSTs together to help them acclimate to rounds. During this practice round, the PSTs and I went over a sample question of practice and rounds context that I provided, observed the lesson, and debriefed using the rounds observation protocol where I acted as both facilitator and mock host. The mentor teachers did not participate in the practice round because they were already familiar with the rounds protocol, having done similar professional development at their school for years before. For the first two rounds, each of the mentor teachers acted as host teacher for the round, with the PSTs and the other mentor teacher as the only observers. This design was to ease PSTs into the process of rounds and getting comfortable with what rounds require. For the next two rounds, the two PSTs each hosted a round in their mentor's classroom, with their mentor teacher and fellow PST as observers, that were separate from their scheduled observations as part of their internship. I was the facilitator for each round, and made it clear to the PSTs that rounds were not a part of their evaluation during their internship, and instead a professional development opportunity only.

The three research questions stated at the beginning of the chapter help guide me as I examine how ESOL PSTs and their mentors participate in the community of practice within rounds as well as their school's community of practice outside of rounds, and how rounds

interact with these teachers' instruction during their internship. The first question attempts to establish a descriptive foundation of participation in rounds for both the ESOL PSTs and their mentors, with the implication of examining whether PSTs are able to participate in similar ways to their mentors. The question focuses on participants with different teaching backgrounds because each of the mentors brings several years of experience as an ESOL teacher to the rounds, and it was not logical to expect PSTs to apply their own expertise to the rounds in the same ways that the mentor teachers did.

The second question revolves around membership, and what constitutes membership in rounds and the ESOL teaching force at these schools. Wenger (1998) characterizes full membership in a community of practice as

“We can handle ourselves competently. We experience competence and we are recognized [by other members] as competent. We know how to engage with others. We understand why they [other members] do what they do because we understand the enterprise to which participants are accountable. Moreover, we share the resources they use to communicate and go about activities” (p. 152).

Competence in rounds is defined in the previous chapter as consisting of three parts: mutual engagement (building respect and trust between rounds participants), joint enterprise (enacting the rounds protocol), and shared repertoire (shared understandings and common language surrounding instruction). Rather than try to ascribe a definition to what constituted competence, I elicited the mentor teachers and the PSTs' definitions of competence as an ESOL teacher and compared those definitions to their perceptions of the PSTs' competence.

For the third question, within the rounds literature, only one study (Prieto et al., 2015) has examined the relationship between PST participation in rounds and their instructional practice

outside of rounds. This study examined hypothetical lesson plans PSTs had written in response to feedback they received from their peers during rounds. While lesson planning for hypothetical situations has value for teacher educators and is an important developmental step, the literature is silent on the relationship between rounds and PSTs' instructional practice outside of rounds in authentic classrooms during their internship. Del Prete (2013) and City and colleagues (2009) each argue that participation in rounds should lead to change in authentic instruction outside of rounds, but no published, peer-reviewed study to date has documented any relationship between rounds and authentic PST instruction outside of rounds. The examination of such a relationship is overdue.

3.3 Participants

I invited two PSTs, Dez and Gina, and their respective mentor ESOL teachers, Rebecca and Lisa (all names are pseudonyms), as focal participants for my dissertation. Their relationships and the order of their rounds are illustrated in Table 3.1 below. The participants were chosen through purposeful sampling. Purposeful sampling is based on the choice of "information-rich cases" that illustrate issues of central importance to the questions of the study (Patton, 2002, p. 169). I decided to include mentor ESOL teachers, rather than exemplary ESOL teachers at the local schools, because the studies that mention self-esteem of PSTs affecting the quality of rounds argue that for rounds involving PSTs and more experienced teachers to function as designed, there needs to be greater trust between participants (Roegman & Riehl, 2015; Young et al., 2018). By involving the PSTs' mentor teachers, PSTs have an opportunity to build a relationship with their mentor before engaging in rounds and increase trust, further making this a critical case study. By following these two criteria of purposeful sampling, this study describes a best-case scenario for rounds involving PSTs. Gina and Dez are also the focus

of further data collection to examine the relationship between participation in rounds and their instructional practice. I was the university supervisor for the two PSTs and observed them in their in-person or virtual classrooms during their secondary placements with their mentor teachers in the school district described below.

Table 3.3 Rounds group composition and schedule

	Internship 1	Internship 2
PST	Dez	Gina
Mentor teacher	Rebecca	Lisa
Round 1 – Rebecca Round 2 – Lisa Round 3 – Dez Round 4 – Gina		

Both PSTs were enrolled in a 13-month intensive master’s program in which students get both their master’s degree and teacher certification. Gina and Dez were both obtaining their M.Ed. in TESOL at a large mid-Atlantic university. Each had already completed one semester of a year-long internship at a local elementary school in the suburbs of a metropolitan area prior to my being their university supervisor. Gina had had a year of prior experience teaching English to children in her country of origin, China. Dez had worked as a world languages assessment and data consultant for the central office of a neighboring school district for several years before she decided to become a teacher, and had no prior teaching experience. Gina was bilingual, and had based upon how she described herself to me before. I did not ask Dez how she identified linguistically, though from her internship, she expressed a desire to want to study her students’ home languages to be able to facilitate translanguaging more in her classroom. Neither Gina nor Dez identified as White. Gina, during her observed lessons, described her experiences being racially othered as an Asian woman. Dez described how she was exploring her own racial

identity as a multiracial woman with a White American mother and an Indian father who had immigrated to the U.S. She discussed experiences of being perceived as White and being recognized as a woman of color based on how her skin color was perceived by others in different situations and contexts. Each PST mentioned how their students related to them once students recognized that the PSTs came from marginalized cultural and linguistic backgrounds, whether through students relating to the microaggressions that Gina described experiencing, or through Dez's descriptions of her Indian father and how she was learning certain South Asian languages at the time. A curious reader may wonder how race is pertinent to this study; I mention it because it seemed to be relevant in Dez and Gina's building relationships with some of their students, even if the primary foci of this study are not related to their racial identities. To ignore it would risk Whitewashing them. Rebecca and Lisa, Dez and Gina's mentoring teachers, respectively, are White, like much of the teaching population of the U.S.

Rebecca is the ESOL department chair at Multicultural High School (MHS), where this study took place. She has been teaching for around 5 years, and has been involved with a longitudinal research project led by my advisor, Dr. Percy, in collaboration with other ESOL teachers in the district that I was a part of for several years. She and I had been a part of many meetings together, and I had observed her classroom and interviewed her multiple times as part of the research project, so Rebecca and I had a prior working relationship. Lisa I had not met before the internship, but she has been working as an ESOL teacher for several years as well at MHS. Both Rebecca and Lisa had had PSTs as interns the year before, so they were familiar with mentoring and the internship phases. Rebecca spoke some Spanish, and often used it to communicate with her newcomer students and students with lower English proficiency,

especially to facilitate giving directions. I do not have any data regarding her knowledge of languages other than English.

3.4 Research Context

The year-long internship of the ESOL PSTs at the chosen university is split into two semesters: elementary and secondary. In each part of the internship, PSTs are placed with tenured, full-time ESOL teachers located at professional development schools and chosen by each school's administration in participating local school districts. These full-time teachers act as mentors during each semester. During the fall semester, PSTs are placed at participating elementary schools with mentor ESOL teachers, while during the spring semester PSTs are placed at participating secondary schools with mentor ESOL teachers.

This study took place in a school district in the Mid-Atlantic region of the US. The school district is one the 25 largest districts in the nation. It serves over 135,000 students, 21% of whom are classified as "English language learners"⁴. This district was chosen because many PSTs in the teacher education program from which these PSTs are selected are placed in these schools and eventually work in this district, and I sought to do rounds in a setting that aligns with their school experiences, student populations, and future sites of employment.

The school at which the rounds took place was Multicultural High School, a relatively small public high school of fewer than 500 total students dedicated to multilingual learners who are receiving or have exited from ESOL services. Students include newcomers, students who have been enrolled in ESOL for several years, and recently redesignated ("exited") students. Multilingual learners still receiving ESOL services take courses with an ESOL teacher, where they learn alongside other students of varying levels of English proficiency. The student

⁴ The district source for this demographic information is not cited here in order to maintain anonymity.

population of MHS is 88.2% Hispanic, 4.7% African-American, 3.5% Asian, and 3.5% White. For home languages, the most popular is Spanish by far, with over 80% of the students speaking it with their families. Other home languages include French, Pashto, and Farsi. The number of non-Spanish-speaking multilingual learners at MHS has been steadily rising over the past several years as the school has grown and become more well-known in the district. MHS is a 12-month school, meaning that during the summer, teachers are still working, often doing curriculum planning and design, as well as school-wide professional development facilitated by MHS' own teachers. Rebecca and Lisa have each facilitated professional development sessions before with their non-ESOL colleagues, Rebecca more frequently as the ESOL department chair. Regarding teacher support, ISTs at this school already do a form of professional development similar to rounds with colleagues, so the mentors were quite familiar with the particulars of rounds.

To examine the membership of ESOL PSTs and their mentors in multiple communities of practice as well as the relationship between PSTs' participation in rounds and their instructional practice outside of rounds, data collection took place during their internship placements. As mentioned before, Dez and Gina were in a master's program to gain their initial certification to teach ESOL. During their seminar course as part of the final semester of the ESOL master's program, PSTs have historically participated in a version of rounds conducted by the instructor of the seminar course. The seminar course functions as a space for PSTs to discuss issues from their placements, share ideas with their peers, and prepare materials for their certification. However, the seminar version of rounds in this master's program takes a more open-ended approach to rounds. The seminar rounds do not set a problem or question of practice beforehand, do not focus on a single topic during the debriefs, and have not historically involved the host teachers in the debriefs. In the following subsections, I lay out a different protocol for rounds

based on Del Prete's (2013) teacher rounds that this study followed, as well as relevant background for Gina and Dez's internships.

3.4.1 Rounds Protocol

While researchers have proposed many protocols for rounds (City et al., 2009; Del Prete, 1997, 2013; Gore, 2014; Marzano, 2011), this study's protocol will be based on Del Prete's model of teacher rounds. As previously stated under the theorization of rounds, I chose Del Prete's model of teacher rounds because Del Prete (1997, 2013) examines improvement of practice that arises from rounds at the teacher level, where my own research interest lies, rather than the systemic level that City and colleagues (2009) examine. Gore's (2014) Quality Teaching Rounds are centered on a very particular approach to teaching, Quality Teaching, that has shown fascinating and fruitful results for ISTs (Gore et al., 2017; Gore & Bowe, 2015), but Del Prete's approach allows for greater PST agency in their examination of their own instructional practice. Marzano's (2011) approach adapts the City model from administrators to ISTs and from a systemic focus to an individual teacher focus, but was not intended for use with PSTs, while the Del Prete model accounts for and has been used in several studies examining PST participation in rounds.

For this study, I followed the Del Prete (2013) model in a virtual setting. The teachers and students were all virtual for the first two rounds and the final round, though Rebecca was physically in the classroom with a few students who were sitting in the classroom during Dez's round (round 3). I observed all lessons virtually as the facilitator, and all meetings related to rounds were conducted virtually as well. I will discuss the five components of the Del Prete model, followed by how we acted out the Del Prete model in this local context.

The Del Prete (2013) model has five components, four of which are repeated for each iteration of rounds:

1. Creation of the rounds compact
2. Preparation of the rounds sheet
3. Pre-rounds orientation
4. The round
5. The debrief (post-round reflection) (p. 22).

The rounds compact is a document outlining the rules for how rounds will be conducted. These rules included discussions of the purpose of rounds, what the expectations of duties were for the host teacher, the observers, and the facilitator, the norms for interaction for how the facilitator, host, and observers would interact during the pre-rounds orientation and the debrief, as well as what the focus of discussion would be (the problem or question of practice laid out in the rounds sheet). During our compact meeting, we discussed several potential purposes of the rounds, the structure of rounds, what rounds were based on (Elmore's instructional core), and the norms for how we would act during rounds. The compact included group rules from the mentor teachers' professional development at MHS, such as "What happens in Vegas" (commitment to confidentiality), "No hogs, no logs" (full participation from everyone, i.e. no one "hogging" the conversation and no one providing no input like a "log"), and "Keep an open mind." It also included recommended norms from Troen and Boles' (2014) facilitator guide, such as "encourage asking challenging questions" and "Take risks, value mistakes, and learn from them" (p. 35). The compact was discussed and agreed upon by all participants. The compact is only created once and was revisited as a reminder for rounds norms during the pre-rounds orientation

and debrief. All subsequent steps of rounds were repeated in sequence for each instance of rounds, with each participant (except the facilitator) taking at least one turn as host.

The preparation of the pre-rounds sheet was completed by the host teacher and facilitator together as they answered guiding questions embedded in the protocol. The facilitator prepared a document that described what the host shared about the background of the lesson to be observed, the learning focus of the lesson for the students and the teacher, and the round inquiry. The background of the lesson included any information pertinent to the observed lesson that observers could not get from examining the problem/question of practice and the lesson itself. This included but was not limited to curricular planning, prior work students had done, and characteristics of individual student learning or the class as a whole. The learning focus encompassed both what the host intended for the students to learn during the lesson as well as what the host was trying to learn about their own practice by focusing on the lesson for the round. The round inquiry was the questions or directions given to guide the observers to look and listen for (or ask students about) regarding the host's learning described in the learning focus. Del Prete (2013) describes the round inquiry as a crucial point in the round sheet, and that a "key challenge is to frame the inquiry so that teacher round partners are able to gather concrete evidence, through attentive observation, on what students or the teacher do or say relative to the learning focus" (p. 25). Hosts did not have to come up with these three parts of the rounds sheet themselves, and conferenced with the facilitator to inform their decisions.

During the pre-rounds orientation, the host teacher shared the rounds sheet with the observers and understanding of key concepts were worked out between host and observers. When the host was a mentor teacher, they shared it with the PSTs and the other mentor; when the host was a PST, they shared it with their PST colleague and both mentor teachers. Typically,

observers read the sheet, the observers asked questions related to the sheet, and the host elaborated or clarified. This was also the time when mutual understanding of the round inquiry was established by going over what to look, listen, or ask for and try to understand.

During the round, the host conducted their lesson as normal with students while observers took notes. Observers' notes were recorded either on the rounds sheet itself.. Finally, the debrief involved all participants meeting as soon as possible after the round, ideally immediately afterwards. In this study, the participants and I met the next day after the round during the teachers' planning period, as this was the first common time that was shared and available for all. The debrief had four stages. The first stage was noticings, named by me during the debriefs in reflection of the language that observers use to indicate descriptions of the lesson. These noticings included sensory language such as "I saw," "I heard," "I noticed," and "I observed."

The language of these noticings was rooted in the senses, and were often paraphrases of notes taken with minimal conclusions drawn. This was often in response to my prompts as a facilitator of "what did you see?" and "what did you hear?" to ground the debriefs initially in tangible actions and speech that could be verified by other observers. All of the participants used this qualifying language of noticings in the debriefs to varying degrees, but they were a hallmark of this stage that participants tended to use to indicate a lack of interpretation on the observer's part and a focus on concrete aspects of the lesson, rather than hidden advice.

Patterns were the second step in the debrief, though that does not mean that the stages were always linear or distinct from one another. After initially attempting to describe the lesson, I prompted observers to describe patterns they saw within the lesson, namely conclusions or inferences they could draw from the shared notes that were not explicitly found or stated in the lesson itself. Patterns were often intermixed with noticings and shared similar markers, but were

distinct by their discussion of correlation and causation and a tendency to use hedging language, such as “I think,” “seem,” “some” as a descriptor rather than specific numbers, “my guess” or “I guess,” and more couched phrases (e.g. “I started seeing” instead of “I saw”).

The next stage was wonderings, which often related to next steps about the lesson or the topic at hand, either within the debrief or beyond the round. Some wonderings were questions asking for more information of the host beyond what had been observed. These kinds of questions helped to clarify problems or issues within the round. At times wonderings did not have immediate answers, but rather were general musings for the entire group to ponder.

The last type of wondering was veiled advice phrased as questions or hedged statements. Wonderings often included hedges, but wonderings written down in observational notes or journals were much more blunt or direct. Not sharing the notes taken by the observers with the host removed opportunities for added communication between host and observer, but also allowed the notes to be a clearer reflection of observers’ thoughts where they could pose wonderings and answers to the problem of practice while retaining the ability while retaining the ability to choose when and where to share their thoughts in the debrief. Considering the need for host and observer alike to potentially save face, and considering status within the internship, having notes be only shared with the facilitator allowed for greater agency within the rounds.

The last stage of the debrief was answers, namely direct answers to the problem(s) of practice, which were posed as questions on the round sheet to be answered during the observation. Although answers arose during every other stage of the debrief and during the host’s initial sharing of thoughts, I asked for answers explicitly after I determined as a facilitator that we had thoroughly gone through the prior three stages. Participants’ answers were not given in isolation from wonderings. What separated a wondering from an answer was that answers

explicitly addressed the problem of practice question, either prompted or unprompted, whereas wonderings related more to advice and next steps once those determinations were made. It is distinctly difficult as a facilitator to distinguish in the moment between what Troen and Boles (2014) describe as an “open and honest question” that does not have a clear answer and one that is a veiled comment based on an answer to the problem of practice that the speaker has not made explicit. That wonderings of all types accompanied and surrounded answers in each of the debriefs is no surprise, not only because none of the stages were particularly rigid and often flowed into each other even with facilitation on my part, but because teachers each time took it on themselves to then return to what the next steps could be, as they were action-oriented in their learning. The stages of the rounds debrief analysis process were messy, but as the rounds progressed, we all began to build more distinctly from what was said in one stage to the next as we each participated in the rounds. The debrief is an opportunity to link observational evidence to inquiry, not to determine teacher effectiveness.

3.4.2 Virtual Rounds

Due to COVID-19, many schools across the US unexpectedly transitioned to virtual instruction (“The Coronavirus Spring,” 2020) or emergency remote teaching (Bozkurt & Sharma, 2020). The chosen school district was conducting virtual instruction by the time all requisite permissions were obtained. Rounds took place in a virtual medium in order to follow the school district’s guidelines for instruction.

As the university supervisor for Dez and Gina, I was the facilitator for the entire rounds process. Each of the mentor teachers hosted a virtual round, with the PSTs, the other mentor, and me (?) as virtual observers. After Rebecca and Lisa had each hosted a round, then Dez and Gina

hosted a round individually. Each teacher in the rounds group was present for each round, either as host or observer.

For the construction of the round sheet, the host teacher and I talked over Zoom several days prior to the round. After the round sheet was created (Appendix A), it was distributed to the observers immediately. Everyone met virtually on Zoom at least a day before the round to discuss the rounds sheet, as well as the host's expectations for what they wanted observers to focus on as evidence related to the problem of practice. During the rounds, as the host taught the lesson live on Zoom, the observers and the facilitator watched the lesson virtually. During the lesson, observers and the facilitator recorded their notes individually in a rounds protocol template included in Appendix A. Once the lesson was finished, the rounds group (host, facilitator, and observers) convened a day or two later on Zoom to conduct the debrief to the rounds according to Del Prete's three phases: initial thoughts, round inquiry, and implications for teaching and learning. The observers shared their protocols with the facilitator. Lastly, before the next round started, Gina and Dez completed an electronic journal entry reflecting on any of the rounds so far and their relevance to their instructional practice. These journals were shared only with me.

Conducting teacher rounds virtually required very few adaptations, created few constraints, and seemed to have several affordances. None of the materials created for the rounds needed to be adapted, as they were already designed to be used on a computer. Conducting rounds virtually carried with it an issue similar to much virtual instruction: cultivating and observing student output was quite difficult at times. However, the participants all utilized software such as Nearpod and Google Suite to foster student output, as students' online recalcitrance was not new by this point of the school year, and something that both mentor

teachers explored as part of their rounds. Usage of this software in some ways made observation of collective and individual student output much simpler, as all student results were frequently displayed as part of Nearpod's structure, all participants were granted the teacher view of Nearpod to be able to see each student's work in greater detail, and all teachers had easy access to any documents students were working on within the Google Suite. Conducting rounds virtually made attending meetings and rounds easier for participants because of not having to physically transition from room to room or find space within a classroom to observe inconspicuously. Meetings were easy to record and store using Zoom. Conducting rounds virtually had no constraints that were distinct from the ongoing challenges of virtual instruction, and many affordances that would have been harder to utilize in person.

3.4.3 PSTs' Internship

In order to examine the relationship between PSTs' participation in rounds and their instructional practice, I collected lesson plans, observation field notes, and audio recordings of debrief transcripts from their internship experiences outside of rounds. I was not able to record the debriefs for the first observation of either Dez or Gina because I had not received permission from the county yet.

Several aspects of my university supervision of the PSTs generated potential data sources for this study. A university supervisor serves many roles as teacher educator, one of which is to act as a liaison between the teacher preparation program and the local school, facilitating alignment between the two by meeting with the PST and mentor teacher jointly several times throughout the semester to discuss necessary information, expectations for the PST, mentor, and supervisor, as well as discuss the PST's progress and growth as an ESOL teacher. These three-way meetings were a valuable source of data for this study, as they helped me to establish the

relationships between PST and mentor, as well as capture discussions of rounds that emerged. University supervisors within the master’s program in TESOL at this Mid-Atlantic university are also required to observe the PST teaching in their internship four times throughout the semester in order to evaluate their progress for the program and ensure alignment of their instruction with state and university standards. After each observation, the supervisor debriefs the lesson with the PST, and they work to come to a mutual understanding of the PST’s strengths to expand upon and areas of growth. Lesson plans submitted for these observations, field notes of the observation, and audio recordings of the debriefs served as data sources. Based on their requisite duties, the university supervisor is in a prime position to be able to collect data regarding the PST’s instructional practice outside of rounds during the internship.

3.5 Data Collection

I collected data for my dissertation from January 2021 to May 2021, as the university supervisor observations for the internship started in late January. Table 3.5a summarizes the data that helps me examine each research question. Table 3.5b summarizes my entire data collection plan. More details about each data source will be explained in the following sections.

There were four rounds total to allow every teacher an opportunity to host a round but also so as not to overwhelm the participants’ schedules. The mentor teachers hosted the first two rounds while the two PSTs hosted the last two. When not hosting, the teachers were observers for the rounds.

Table 3.5a Summary of methods of data collection

Research Question	Data Collection
1. What is the nature of pre-service ESOL teachers and their mentor teachers' participation in a rounds community of practice?	<ul style="list-style-type: none"> • Rounds documents (compact, rounds sheets including questions/problems of practice)

	<ul style="list-style-type: none"> • Audio recording of creation of rounds compact • Emails pertaining to rounds • Audio recording of pre-rounds orientation • Observational field notes of each round by me • Observer protocols for each round • Audio recordings of each rounds debrief • Individual interviews with each PST after the internship was completed • Individual interviews with each mentor teacher after the internship was completed
2. In what ways, if any, does pre-service ESOL teachers and their mentor teachers' participation in rounds support teacher membership in the community of practice of ESOL teachers in their schools?	<ul style="list-style-type: none"> • All of the data of RQ1 • Audio recordings of midpoint and final three-way meetings between PST, mentor teacher, and university supervisor • Weekly reflection journals by each PST
3. In what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?	<ul style="list-style-type: none"> • All of the data from RQ1&2 • Lesson plans from each PST for their observations • Field notes of university supervisor observations of each PST • Audio recordings of 3 out of 4 debrief interview after observations with each PST (debrief after first observation was not collected because permission from the district had not been received yet)

Table 3.5b Data collection plan

Data Source	Partici- pants	Number	Duration of Each One	Total	Method of collection	Time Period	Research Question Addressed
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Documents (rounds compact)	2 PSTs and 2 mentors	1	1 hour	1	Google document	Jan 2021	RQ1-3
Audio recording of creation of rounds compact	2 PSTs and 2 mentors	1	30-45 minutes	30-45 minutes	Audio record, transcribed	Jan 2021	RQ1-3
Documents (rounds sheet)	2 PSTs and 2 mentors	1/PST, 1/mentor	N/A	4	Microsoft word document written together	Jan-May 2021	RQ1-3
Audio recordings of pre-rounds orientations meetings	2 PSTs and 2 mentors	2/round (8 total)	1 hour for round sheet creation, 15 minutes for whole group discussion	5 hours	Audio record, transcribed	Jan-May 2021	RQ1-3
Observational field notes of rounds	2 PSTs and 2 mentors	1/round, (4 total)	45 minutes to 1 hour	5 hours	Hand-written and typed field notes	Jan-May 2021	RQ1-3
Documents (observer protocols)	2 PSTs and 2 mentors	1 per round per observer, 3 observers per round (4 rounds total)	45 minutes to 1 hour	12 protocols	Scan (in person) or email to me (virtual)	Jan-May 2021	RQ1-3
Audio recordings of debriefs	2 PSTs and 2 mentors	1/round, (4 total)	30-45 minutes	3 hours	Audio record, transcribed	Jan-May 2021	RQ1-3
Weekly reflection journals	2 PSTs	1/PST 1 entry/round (4 total/PST)	N/A	8 entries	Google document shared with me	Jan-May 2021	RQ2 & RQ3
Individual interviews	2 PSTs	1/PST (2 total)	1 hour	2 hours	Audio record, transcribed	May 2021	RQ1-3
Individual interviews	2 mentors	1/mentor (2 total)	1 hour	2 hours	Audio record, transcribed	May 2021	RQ1-3

Audio recordings of midpoint and final three-way meetings	2 PSTs and 2 mentors	2/PST (4 total)	45 minutes	3 hours	Audio record, transcribed	March-May 2021	RQ2 & RQ3
Lesson plans from supervisor observations	2 PSTs	4/PST	N/A	8	Email to me	Jan-May 2021	RQ3
Field notes from supervisor observations	2 PSTs	4/PST	1 hour	8 hours	Hand-written and typed field notes	Jan-May 2021	RQ3
Audio recordings of debriefs of supervisor observations	2 PSTs	3/PST (6 total)	45 minutes	3 hours	Audio record, transcribed	Jan-May 2021	RQ3

3.5.1 Data Collected Prior to Rounds

The documents collected during rounds, namely the rounds compact and rounds sheets, as well as recordings of the round sheet creation meetings and whole-group pre-rounds orientations surrounding the rounds sheets, provided a clear view into how the community of practice within rounds functions. The rounds compact represents the community's reification of the terms for mutual engagement and joint enterprise. Recording the creation of the rounds compact provided insight into the formation of the community of practice of rounds and potentially how mentor teachers and PSTs perceive PSTs' membership in the larger community of practice of ESOL teachers at the local school.

During the creation of the rounds compact, as the facilitator, I insisted on a few stipulations being included within the compact. First, I emphasized that the purpose of rounds is not to evaluate the host teacher's instruction, which is in line with the emphasis both Del Prete (2013) and City and colleagues (2009) place on description of instruction rather than evaluation.

Second, I asked that during the second phase of the rounds debrief (when the debrief turns to the question or problem of practice), that discussion of the observed student and teacher behaviors start with description of evidence, then shift into analysis of evidence, move into predictions about next steps, and finally into answering the question of the problem of practice. This movement from description to analysis to prediction to answering the question is like moving up a ladder on its rungs (City et al., 2009); each step must be accomplished prior to moving onto the next step, or else we risk falling back to where we started.

The rounds sheets and recordings of pre-round orientations and meetings were a place where a shared repertoire is formed among the members as they negotiate the meanings and purposes of the tools surrounding instruction. Audio recordings of the round sheet creation meetings and pre-rounds orientations provided the same forum for negotiating the meanings and purposes of the tools surrounding instruction. These documents and recordings also informed connections made between rounds and PSTs' instructional practice by giving insight into the substance of the conversations surrounding rounds, which formed part of the relationship between the two.

3.5.2 Data Collected During and Immediately After Rounds

During each round, I wrote observational field notes of the teacher and student behaviors. I also collected the completed protocols that each observer wrote based on the template in Appendix A. These notes focused primarily on the problem of practice outlined by the host teacher but also left space for additional relevant notes on the side about the lesson beyond the scope of inquiry. My field notes provided information about what was occurring during the round in order to inform analysis of the debriefs. The observer protocols proved useful in helping

me understand how each member understood the round and the analysis process, and how they chose to participate in the rounds debrief.

The debriefs were conducted after the rounds were completed. Because of scheduling conflicts, this often meant having to debrief the following day. At the start of each debrief, the host and observers were reminded of the rounds compact, as well as the problem of practice set by the host. The debrief was conducted in several phases, facilitated by me: host sharing out initial thoughts; observers and host going through the steps of description, analysis, and predictions; and answering the problem of practice. When participant comments went against the rounds compact or were out of the order of steps, I gently redirected the speaker to hold onto their comment and when the appropriate time came, I asked for the speaker to voice their comment again.

The debriefs offered one of the strongest opportunities for the community of practice of rounds to engage in the joint enterprise. Along with the pre-rounds orientation, debriefs represent the place most likely for PSTs and mentors to mutually engage in the work of rounds. Additionally, across rounds models, debriefs are considered to be the point of highest impact and greatest creativity (City et al., 2009; Del Prete, 2013; Gore, 2014), and the debriefs often formed the substance of a relationship between rounds and PSTs' instructional practice.

3.5.3 Weekly Reflection Journals

The weekly reflection journals allowed me to examine PSTs' thinking related to rounds while the process was ongoing without the time constraints of an interview. Each journal entry came with the same prompts. There was no maximum or minimum limit on how much PSTs were asked to write. Instead, PSTs were asked to journal for at least 10 minutes before the next round started. There were four main areas the journals focused on: 1) PSTs' perceptions of their

participation in the most recent round; 2) how the most recent round connected to ESOL pedagogy in general; 3) how the most recent round connected to their own instructional practice; and 4) how their answers to questions about rounds prior to the most recent iteration may have changed or expanded. While the first three of these prompts were often discussed in terms of the most recent round, the fourth was designed to examine PST development in their thinking about rounds over time. As PSTs start to host rounds, they did update some of their journal answers, especially in their perception of the connections between rounds.

3.5.4 Data from PSTs' Internships

To be able to examine rounds' relationship with PSTs' instructional practice, I collected a variety of data during the observations I conducted as a university supervisor for each PST. First, I collected lesson plans from each PST prior to their observation. This helped provide some background into what PSTs intended for each lesson and what each lesson centered on, and served as a point of reference when discussing connections to rounds. Second, I collected field notes during each lesson observation using the prescribed observation protocol for supervision (included in Appendix B). This data provided me with samples of independent PST instruction to examine through the lens of what we had discussed and observed during rounds.

After each lesson observation, as the university supervisor, I debriefed the lesson with the PST (eliciting how the PST viewed the lesson, what were areas of strength and areas for future growth, setting goals for moving forward). The debriefs focused on the observation only, so as to avoid any potential conflicts of interest and evaluation of what PSTs had seen or done during rounds. As a final point of data, I audio-recorded each of the three-way conferences between the PSTs and their mentor teachers at the midpoint and end of the internship. These meetings were another source of rich data related to PSTs' evolving entry into the community of practice of

school ESOL teachers and illustrated PST growth throughout the internship as well as connections to topics arising during rounds.

3.5.5 Interviews with Stimulated Recall after Placements

Each of the PSTs and mentor teachers were interviewed once after the PSTs' secondary placement ended and rounds were finished. These interviews were conducted and audio-recorded via Zoom. These were semi-structured interviews about their experiences during rounds (Bogdan & Biklen, 2007). For the interviews with the PSTs, this also included questions about their secondary placement. During a portion of the interviews with each PST, I used stimulated recall (Gass & Mackey, 2016) to return to moments during their journals, supervisory lesson debriefs, lesson plans, and three-way meetings when PSTs discussed their instruction outside of rounds. I also asked PSTs to explain their thinking at the moment and how their thinking or experience may have changed since those moments. See Appendix C for interview questions for both the mentor teachers and PSTs.

The interview questions for the mentors and the PSTs were largely the same, but there were a few differences, primarily in the stimulated recall section. For the mentors, I displayed a list of the problems of practice and names of each host, then asked whether any of the problems of practice came up with the PSTs after the rounds, either in instruction or in conversation. I asked the PSTs questions based on what I determined prior to the interview were possible connections between rounds and the observations I made of their teaching as a university supervisor. I displayed excerpts one at a time of moments in their debriefs or three-way meetings of when they discussed or acted upon a topic that also arose during rounds. We then explored their decision making at the time and afterwards while I provide context when the moments seemed unfamiliar to the PST. I have included initial stimulated recall questions in Appendix C.

To add to the rigor of the study, once I finished transcribing the interviews, I sent out a brief summary of the interview to each participant for member checking (Merriam, 1998). This allowed participants to verify or recharacterize any answers they gave during the interview. No changes were offered for any of the summaries given.

3.6 Data Analysis

I transcribed all recordings, such as the creation of the rounds compact, pre-round meetings and orientations, debriefs, and mentor teacher and PST interviews using Otter.ai (an automated voice to text transcription service) and then edited each transcript manually using oTranscribe. I coded the data using MAXQDA, as it can code documents, photos, and transcripts. I coded using a combination of inductive and deductive codes, which I describe below. The inductive coding allowed the data to determine the important topics of the rounds and the “homegrown” labels of participation and relationships between participants, as well as relationships between rounds and PSTs’ instruction. Inductive codes included aspects of the rounds debrief process, such as “noticings,” “patterns,” and “wonderings,” rules for communicative norms such as “no hogs, no logs” and “what happens in Vegas,” and instructional topics that persisted throughout the internship, such as “differentiation,” “scaffolding,” and “student participation.” The deductive coding was based on findings of prior research, the research questions themselves, and the theoretical framework. These codes included salient concepts from Wenger and colleagues’ work (Lave & Wenger, 1991; 1998, 2000) such as “recognizing gaps in knowledge,” “brokering,” and “negotiating”; deductive codes were also drawn from the work of Akkerman and Bakker (2011), such as “boundary crossing,” “boundary encounters,” and “hybrid solutions.” I coded data iteratively, rereading my theoretical framework and reviewing previous codes as new perspectives arose. I wrote analytic memos when I noticed

trends within the codes, especially as those new codes and trends related to my research questions and theoretical framework (Saldaña, 2013). The subcodes “experience,” “timing,” and “leveraging others’ experiences” were collapsed into the code “fluidity of roles” and “introducing elements” was collapsed into the larger code “brokering.”

To address the first two research questions, I coded deductively, then inductively. I coded data deductively using concepts described in my theoretical framework. These codes included the following concepts: shared repertoire for language or tools that are brought into or created and commonly used within rounds (Wenger, 1998; coded as shared repertoire), joint enterprise for common purposes of rounds being identified during the compact creation and potential subsequent discussion of the purposes of rounds in later orientations and debriefs (Wenger, 2000; coded as negotiating), mutual engagement for discussion of trust, respect, and accountability (Wenger, 2000; coded as mutual engagement), and boundary objects for language, tools, or concepts that move from the context of rounds to PSTs’ instructional practice outside of rounds (Star, 2010; Star & Griesemer, 1989). I then coded data inductively using in vivo coding to describe participants’ perceptions and labels for the relevant communities of practice they inhabit and their participation in those communities, as well as for the processes and objects within those communities (Saldaña, 2013), such as “no hogs, no logs” from MHS rounds and “wonderings” from our debriefs. A detailed list of all codes for research questions 1 and 2 is given in Table 3.7.

Table 3.7 Coding for RQ1 and RQ2

Theme	Definition	Codes
Participation	“participants share understandings concerning what they are doing and what that means in their lives” about an activity system, here rounds (Lave & Wenger, 1991, p. 98).	Sharing understandings Noticings Patterns Wonderings Answers
Reification	Creating and communicating learning through the end products of	Interpreting events’ alignment to practice

	practice as well as processes of interpreting those practices by members; codifying and reinforcing the shared histories that participation creates.	Making new rules or protocols Representing practice for others The power to reify
Joint Enterprise	The common goal or concern that the participants organize themselves around; “recognizing and addressing gaps in its knowledge as well as remaining open to emergent directions and opportunities” (Wenger, 2000, p. 230).	Purpose of the community Recognizing gaps in knowledge Negotiating
Mutual Engagement	Any efforts towards the repair or improvement of functioning of the community of practice; the “social lubrication” of the rounds group.	Accountability Common ground Disagreement Facilitating functioning Respect and Trust Fluidity of roles: Experience Timing Leveraging others’ experiences
Shared Repertoire	Objects, language, tools, documents, or concepts created within a community of practice that are understood similarly by all without deeper explanation.	No hogs, no logs Non-evaluative/evaluative language What happens in Vegas
Boundary Work	Interactions that bridge two or more distinct communities of practice, as well as the products of those interactions.	Boundary crossing: Boundary encounters Hybrid solutions Brokering: Introducing elements

To address the third research question, I coded data inductively in two ways, as reflected in Table 3.8. I used descriptive coding to get a sense of the important topics and moments within rounds that may have carried over into PSTs’ instructional practice (Saldaña, 2013). These codes included aspects of questions or problems of practice as well as insights discussed during round that PSTs or mentors refer to later. Next, I coded the data inductively based on themes that arose

from observations that connect to understandings or practices captured during rounds. However, while prior research has primarily examined these connections either through further rounds or in PST reflections, this dissertation examines a wider potential context, namely PST instruction outside of rounds as observed by PSTs, their mentor teachers, and their university supervisor (myself).

Table 3.8 Additional Coding for RQ3

Theme	Definition	Sub-codes
Instructional Topics	Common topics discussed multiple times across meetings or interviews that arose during internships and rounds	Differentiation Consistency between activities Modeling Explicit grammar instruction Scaffolding Student participation Metalinguistic awareness Warmups Rubrics Feedback Guiding students with technology Output demand
Relationships	Connections and mutual associations in topic or action across multiple meetings or interviews where references are made to other instances in time	Practice feeding into rounds Connections between rounds Connections to practice

After initial inductive and deductive coding, I used axial coding (Saldaña, 2013) to group or categorize the codes across data. Once this was complete, I used theoretical coding to identify central themes or categories that respond to my theoretical framework and research questions (Saldaña, 2013). Themes were identified by grouping inductive and deductive codes into broader concepts from the theoretical framework. For example, I grouped “sharing understandings” and codes representing the four stages of the debrief process together under the theme of

participation because these were the primary places or ways of displaying participation during the rounds.

3.7 Positionality

When I was a pre-service ESOL teacher, during my secondary placement, I had two mentor teachers, Maureen Stotland and Jack Lane. I was able to observe and participate for an extended period of time as a teacher in two different classrooms under two mentor teachers who took decidedly different approaches to language teaching, and because of this opportunity I developed a taste for having an array of viable options when teaching. This has colloquially been called having a deep teaching toolkit, but I have often thought of it as a buffet, where novice teachers get to be positioned as critical consumers of pedagogy and not simply technicians. In my time as a university supervisor here at the University of Maryland, I have supervised the internships of 18 PSTs in their elementary or secondary TESOL placements. I have found that most PSTs want to see a variety of approaches to ESOL instruction across grade levels and proficiency levels when they intern, but are so wrapped up in the duties of their assigned classroom that beyond seminar days which involve their whole cohort observing for half of the day at a particular school, they rarely get to observe or establish professional relationships with teachers beyond their mentors. It is exceedingly difficult for a teacher to become a critical consumer of pedagogy when they are only exposed with any depth to one teacher during each of their placements. PSTs with multiple mentors are rare for a number of valid logistical reasons; however, rounds that meet multiple times with the same group of hosts and observers are a potential way of addressing the need for ESOL PSTs to gain exposure to a variety of

instructional possibilities, grade levels, and students of different proficiency levels beyond their mentor's classroom.

To examine rounds, I took on the role of participant-observer, as I intended to understand how participants in rounds view their participation and their teaching from their own perspectives, and integrate their perspectives with my own as both participant and researcher to examine rounds from both emic and etic perspectives. As a facilitator for these rounds, I did not simply organize and record what took place, but also guided the meetings and ensured that each participant engaged with each stage of the round to maintain the norms established in the rounds compact. Facilitation also involved negotiation on my part between teachers' different conceptions of practice as well as how to represent that practice for others in the problem of practice sheets. While I could have possibly studied rounds that someone else had facilitated and been more of an observer, that would not have allowed me to examine the intersection of teacher education and TESOL that I sought to study based on the group composition and the circumstances surrounding virtual instruction.

More broadly, I take what Lin (2015) terms a practical interest in conducting research. I seek to study social interaction and communication action, as well as how people understand each other through semiotic resources (Lin, 2015). By studying social interaction, I am attempting to further our understanding of "how (different sociocultural groups of) people are doing what they are doing and also why (but answering "why" in terms of human meanings, reasons, and not in terms of physical causation)" (Lin, 2015, p. 24). Ultimately, an interpretivist stance to inquiry meets my intentions the most for this endeavor, as I attempt to understand the purposes and meanings of the social actors and social actions involved in rounds in which PSTs participate.

I am not attempting to conduct “objective” research, as I would argue that objective research does not exist. Instead, by viewing myself as the instrument through which data are analyzed, I would argue that I need to account for my biases and describe how I am attempting to stem or account for their influence on my research. I want the rounds we conducted to have the potential to provide the kind of illuminating experience about possible ways of teaching ESOL that my previous interns asked for. As the simultaneous supervisor of the PSTs in the study, I owe them preparation that will not only do no harm, but also be of value to their education. Their lives were strenuous enough as it is during an internship, and if I am asking them to offer a sizeable chunk of their limited time and energy, I want to make sure that not only their time and effort, but the time and effort of future PSTs has not been spent in vain.

As a final point, my status as the PSTs’ university supervisor and instructor of record for a course while simultaneously being the facilitator of rounds raises questions of a conflict of interest. How could I be sure that I was not abusing my power as a supervisor or instructor when the PSTs were in a vulnerable position with me having evaluative power over them in multiple contexts? First, I did not mention rounds during my course at any point in class or during any of the assignments. When the PSTs mentioned the rounds once to another classmate during a breakout room in Zoom, I did not share any information, and the conversation topic very quickly died out. During the internship, I purposefully tried to never bring up rounds, instead letting the PSTs discuss them organically when it suited them. There was one instance during one debrief interview with Gina where there was questionable blurring of boundaries between rounds and supervision, but my treatment of this moment and the data from it are discussed later in the findings. In short, I decided not to use that section of the debrief interview as data to avoid the

use of any potentially ill-gotten data, and instead relied on discussion from Gina's final interview, when she could reasonably opt into or out of questions.

3.8 Reliability, Validity, and Other Methodological Considerations

One of the first concerns for case studies is their reliability, or as Yin (2014) puts it, the ability of outside researchers to arrive at similar results under similar conditions or with the same data set. Merriam (1998) outlines three strategies for increasing the reliability of a case study (and qualitative research in general). First, the investigator should utilize what Stake (1995) calls methodological triangulation, i.e. using multiple data sources to describe the same event. For this dissertation, to describe the events of rounds, there are audio recordings of the rounds, documents from rounds such as the rounds compact and the round sheets, journals for PSTs during the larger rounds time frame, and interviews after rounds. To describe PSTs' instructional practice during their internship, I collected lesson plans, field notes of the observed lessons, audio recordings of the debriefs, and the three-way meetings between supervisor, intern, and mentor teacher. Next, the investigator needs to state their position at the outset of their research (LeCompte & Preissle, 1993), which is done during the positionality section of this chapter. Lastly, the investigator needs to leave an audit trail for outside readers to be able to follow the data collection, coding, and decision making of the study (Guba & Lincoln, 1981). This chapter constitutes that audit trail.

Validity is another concern of qualitative case studies, both for internal and external validity. I am here utilizing three strategies that Merriam (1998) advocates for increasing my internal validity, which I describe here as how well the research findings match the realities of the participants. Triangulation serves to boost internal validity as well as reliability and is described in the previous paragraph, though I am taking Mathison's (1988) perspective of

triangulation as constructing “plausible explanations about the phenomena being studied” (p. 17). Addressing researcher bias also helps to strengthen a case study’s internal validity and is described under the positionality section of this chapter. Additionally, Merriam advocates for member checking, which I employed for individual interview transcripts so that participants could affirm, qualify, or reject the summaries of what they had said during those interviews.

While internal validity has been discussed, I also must account for this study’s external validity, i.e. its generalizability. I am taking Yin’s (2014) stance that qualitative case studies can generalize to the relevant theory at hand, but not to populations or users, as this study uses purposeful, nonprobabilistic sampling to speak back to the theory of how rounds function for PSTs rather than probabilistic sampling. I am using two particular strategies to increase generalizability of this study. First, during my field notes and analytic memos, I wrote what Stake (1995) characterizes as rich, thick description of the context and events. Second, I outlined the type of case I consider this case study to be (critical case) in order to facilitate others’ comparison of this study to their own cases (Merriam, 1998).

Finally, regarding the overall rigor of this study, two items are worth mentioning. Kemmis (1983) argues that the “scientific” nature of case study work is based on “the observer’s critical presence in the context of occurrence of phenomena, observation, hypothesis-testing (by confrontation and disconfirmation), triangulation of participants’ perceptions, and interpretations” (p. 103). In this chapter, I have described the details of my presence during the phenomena of rounds, how I am observing the case, what my hypotheses were, how I am triangulating my participants’ perceptions, and accounting for my own interpretations of the data. Kemmis’ measures of rigor are clear and present in this study. However, interpretation within this qualitative case study needs a touch more explanation. I have previously argued that I am

taking an interpretivist stance to qualitative research in this case study, and I am turning to Merriam (1998) to reiterate once again that qualitative research does not assume one true and fully knowable reality, but a multi-dimensional reality that is ever-changing. If reality depends upon interpretation, then placing myself, the researcher, as the instrument allows me to directly access the participants' interpretations through observations and interviews. I hope that this chapter has made clear how I have been "calibrated" to be that instrument.

3.9 Significance and Conclusion

Findings from this dissertation make an important contribution to the literature surrounding teacher education and professional development by examining how PSTs and ISTs, who arguably have different status in their school settings, participate in rounds as a community of practice, and how that participation impacts their status in the community of practice of their schools. This dissertation also contributes to our understanding of how rounds as a community of practice may enhance or support novice teachers' instructional practice. While this dissertation is a critical case study examining what could be a best-case scenario of rounds involving PSTs, the choice of case study as a methodology allows for the integration of the lived, unique, varying realities of the participants in a way that reflects my interpretivist stance for this qualitative research. The literature surrounding rounds is still emergent, and this dissertation bolsters our understanding of an under-studied form of professional development that is predominantly applied to PSTs, despite having been designed for teachers later in their teaching development. This dissertation deeply explores the application of professional development models to teacher preparation, for fostering deep and meaningful interactions between PSTs and ISTs, and for exploring how novel teacher preparation relates to PST instruction.

Chapter 4: Findings – Participation in Rounds and Other Communities of Practice

This chapter begins with a broad overview of the first two research questions for this study, which examine how the PSTs and mentor teachers participated in the rounds community of practice (CoP) and how their participation in rounds had an impact on their membership in Multilingual High School’s (MHS) ESOL CoP, the PSTs’ internship, and their participation in other groups of ESOL teachers outside of MHS. This chapter examines how research questions #1 and 2 are connected, with an eye for how the features of participation in the rounds CoP provided fit into already occurring processes outside of rounds, and formed the building blocks for brokering, reflection, and change in participants’ practice. The following parts, sections 4.2-4.4, focus on the first two research questions: *what is the nature of pre-service ESOL teachers and their mentor teachers’ participation in a facilitated rounds community of practice?* and *in what ways, if any does pre-service ESOL teachers and their mentor teachers’ participation in rounds support both sets of teachers’ membership in ESOL teacher communities of practice outside of rounds?* These sections detail how the PSTs and mentors’ participation in rounds occurred within a community of practice, as well as how aspects of the rounds supported some of the democratic teacher membership that was already being fostered during the internship, but also how membership for PSTs still looked different in the ESOL CoP at MHS than for the mentor teachers. These findings draw from theories surrounding communities of practice and boundary work (see section 2.6) and serve as an illustration of the theorization of rounds put forward in that section.

Table 4.1 Rounds group composition, schedule, and problems of practice

	Pairings
Internship 1	Dez & Rebecca

Internship 2	Gina & Lisa
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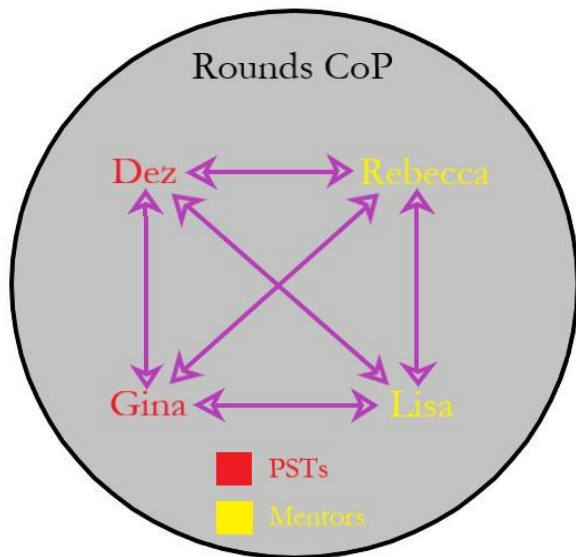
Round #	Host	Problem of Practice
1	Rebecca	In groups where I'm reteaching on Thursday, students have historically been less engaged with the tasks. In a breakout room, does a targeted reteaching lesson lead to students engaging with the task and demonstrating mastery of the content skills (identifying and analyzing data)?
2	Lisa	What does student engagement look like in Nearpod when activities scale up in technological and linguistic demand?
3	Dez	I'm noticing that students are really struggling in their writing projects with knowing when a verb needs an infinitive and when it needs an object or material. What effects do warmup activities, focused on identification and error correction related to use of infinitives and objects after the phrase "I need," have on writing in their I Can Teach You projects?
4	Gina	Can students summarize for themselves what their writing goal (can they use metalinguistic strategies to set goals for their writing going forward)? Second, do students use vocabulary or phrases from the rubrics within their goals?

4.1 Overview of Findings for RQ1 and RQ2

As the PSTs, their mentor teachers, and I constructed a community of practice, all teachers participated in the CoP in ways that supported their own status and the status of their colleagues as members of the rounds group. In this chapter, I highlight three themes that emerged from the rounds we engaged in together: a fluidity of roles among participants that challenged the hierarchy of status seen in the traditional internship; both mentors and PSTs garnering the power to describe and interpret best practice; and mentors crossing boundaries to introduce elements of our rounds to their ESOL colleagues at MHS as well as to colleagues in other schools. I describe each of these in greater detail below.

Section 4.2 describes how the rounds brought to the forefront a fluidity of roles between PST and mentor teacher that had been budding in the internships and allowed this fluidity a place to blossom. Dez, Gina, Rebecca, and Lisa leveraged each other's experiences inside rounds to develop their instructional practices in ways that upheld and challenged the traditional knowledge hierarchy during field experiences, as seen in Figure 4.1 below. The rounds also saw a more equal distribution of power and status over interpretation of best practices, both in the design of the rounds and how the participants asserted their interpretations of their own and each other's teaching. This is elaborated on further in Section 4.3.

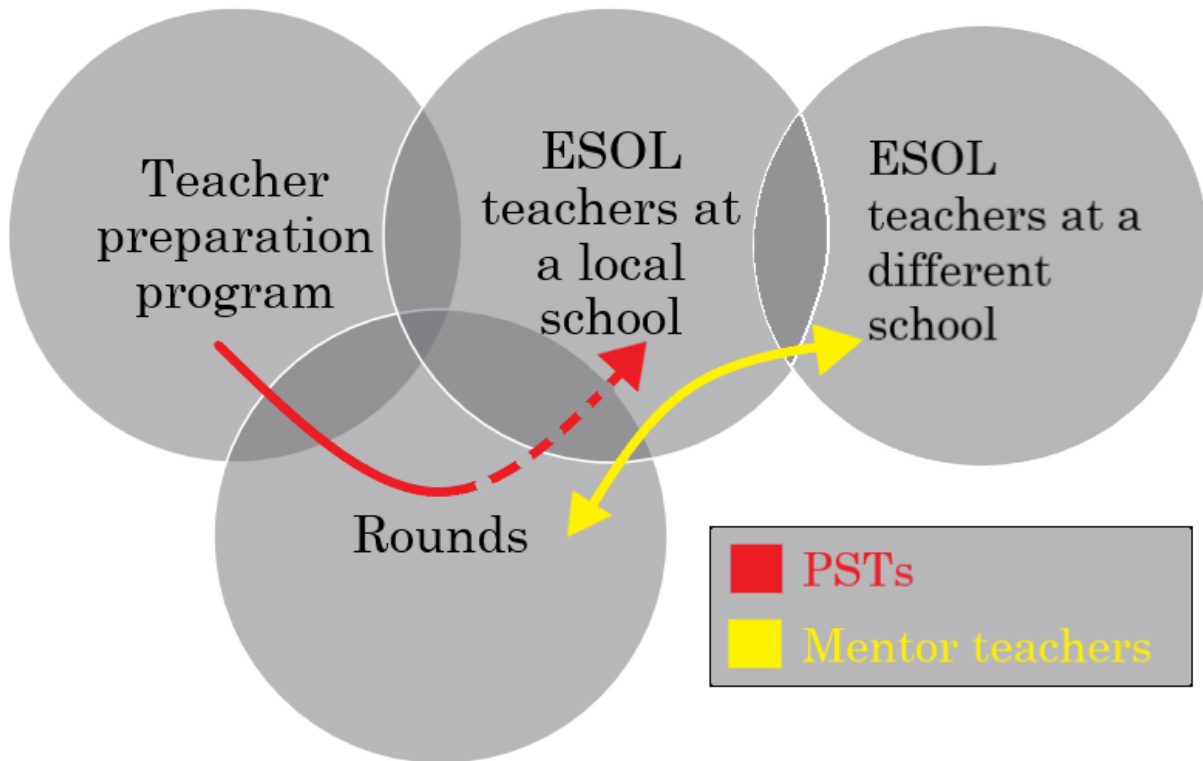
Figure 4.1 Leveraging Experiences in Rounds



However, rounds' support of membership as ESOL teachers at MHS and in other communities of practice did not look the same between the PSTs and mentors, as seen in Figure 4.2. Section 4.4 describes how the PSTs' status as ESOL teachers at MHS was ambivalent, with

clear indicators of mutual engagement through competency and collegiality, as well as distinct omissions in each participant's description of the MHS ESOL teaching community. This ambivalence was coupled with PSTs seemingly not brokering boundary objects in any significant way between the rounds and their teacher preparation program. In contrast to the PSTs' experiences outside of rounds, the mentors brokered multiple boundary objects to both their colleagues at MHS and to another ESOL teacher CoP that extended beyond MHS. Within MHS, Lisa and Rebecca integrated multiple concrete objects from our rounds into their own lesson study protocol with their MHS counterparts once rounds had been completed, as well as several concepts and themes that had been collectively discussed during rounds (part of the rounds' shared repertoire). Rebecca had also shared several of these concepts with a fellow ESOL department chair at another school, which spurred further brokering on my part with their administration. Overall, the rounds had similar outcomes for all participants during the rounds, but distinctly different impacts outside of the rounds process for mentors and PSTs in terms of membership and brokering.

Figure 4.2 Communities of Practice and Flow of Boundary Crossing



In sections 4.2-4.4, I explore teachers’ participation in the rounds CoP and other adjacent communities of practice. Additionally, I provide thick descriptions of each aspect of the rounds (e.g. *joint enterprise, mutual engagement, shared repertoire*) and of the internships that were happening while rounds took place. Sections 4.2-4.3 answer the first research question, while section 4.4 answers the second research question.

As a note, throughout the findings in Chapter 4 and 5, when a large excerpt is shared, often a particular phrase or section of the excerpt may be bolded. This bolding signifies emphasis on my part for what I would like the reader to focus on, not emphasis by the speaker.

4.2 A Fluidity of Roles during Rounds: Research Question 1

The rounds we did were in two ways an extension of an ongoing process of the MHS internships which contributed to a “fluidity of roles” for the mentors and the PSTs that Wenger’s

work often describes as a characteristic of healthy, functioning CoPs (1998). First, the rounds allowed for PSTs and mentors to leverage the knowledge and experiences that each brought to the table around problems of common interest in ways that were equitable to each participant. Second, the rounds provided opportunities for the mentors and PSTs to share responsibilities over time by ensuring that every participant hosted and observed, but also that each participant acted out the roles of teacher learner and master teacher. These two aspects of rounds contributed to a space where years of experience mattered less than what boundary objects (e.g. ideas, information) could be brought to the table, where some of the walls of the internships crumbled and each participant could contribute to a rich discussion about ESOL instruction relevant to all in the shared context of MHS.

However, while some walls of the internship crumbled, others seemingly did not. The data illustrate that during the rounds, the participants did see each other more as colleagues more than as expert and novice. This flattening of the hierarchy between PST and mentor was also reflected in some of the PSTs' enactments of best practice being incorporated by the mentors in their instruction after rounds were completed. However, while this hierarchy may have flattened during the rounds, it is not clear whether rounds flattened the hierarchy in the internship outside of the rounds experience during the internship. This hierarchy seemed to persist in tacit ways, as the status of the PSTs as ESOL teachers at MHS was not a given for any of the participants. Many of the aspects of the CoP discussed in section 4.2, such as joint enterprise and mutual engagement, provide a discussion of status within the rounds. Status after rounds is analyzed more deeply through a contrast of PST and mentor brokering with other ESOL CoPs in section 4.4.

While the possibility for greater equity in mentor-PST status is an exciting affordance of what rounds can do, I will frontload this section with certain caveats about the context that highlight how these internships at MHS were atypical. I do so to emphasize that professional development and teacher learning should not be decontextualized or carry the tacit assumption that the findings of the intervention are completely out of the blue, for in-service or pre-service teachers. Learning often springs from prior learning, and such context enriches, rather than distracts from, our arguments. Lisa and Rebecca, the two mentor teachers, already had an established exchange of expertise and displayed a significant amount of mutual engagement prior to rounds. This mutual engagement is seen, for example, in Lisa relying on Rebecca's deep knowledge of student response to materials Lisa wanted to use in her host round ("Rebecca has been spending some time with some focus groups of students to see what questions they had, and then trying to take back their feedback to make a final version" (Round 2 PoP meeting, 3/31/21)), and Rebecca leaning on Lisa for organization of instruction outside of the internship ("I look to Lisa [who was not present at this meeting], she's the pro. I'm like, what is it, organized chaos?" (Dez midpoint conference, 3/9/21)). Dez and Gina, the two PSTs, also had been working together to plan lessons, such as on a particular lesson that ended up as Gina's rounds lesson: "the conception of this lesson was my idea. But Gina is the one that put it to paper and brought out the activity. So it was interesting to kind of see how she laid out my idea in a pretty tangible, step by step way" (Dez final interview, 5/19/21). Not only were the PSTs collaborating inside and outside of rounds, not only were the mentors leaning on each other's expertise outside of rounds, but also during the peak phase of the internship, Gina was planning the materials, such as worksheets and slides, for the lessons for both Lisa and Rebecca's mixed-level ESOL classes

(with adaptations on Rebecca's part to suit her own students), as the courses were very similar and Gina's planning abilities were highly respected.

Respect and trust, key components of mutual engagement, were already showing in both mentor-PST relationships by the midpoint conference in the internship, at least a month prior to the start of the rounds. At Dez and Rebecca's midpoint conference, when asked to expand on why she had rated Dez so highly on respectful interactions with students, Rebecca praised Dez's calm demeanor as a teacher: "You've got that voice and look and touch.... I mean, we've seen some stuff with our peers, and there are people in the county that definitely do not have that" (Dez midpoint conference, 3/9/21). At the end of the meeting, when asked if there was anything else she wanted to share, Dez commented on the organization she had been seeing at MHS, "particularly you [Rebecca] because you're driving the department. It is very rare. And it's very nice to like be able to see what does optimal organization look like so that I can implement that for myself" (Dez midpoint conference, 3/9/21). Even when discussing areas of growth for Dez, Rebecca pointed out that these were areas for growth in her own instruction as well, and she highlighted the need for even more differentiation in their instruction, which had not been explicitly planned with Lisa and Gina yet.

Lisa followed a similar pattern of incorporating Gina's areas for growth into recognition of her own gaps in knowledge by characterizing herself as developing too. This idea of everyone having room to improve, and that improvement being a collective effort, was integral to the joint enterprise that Lisa and Rebecca brought to the rounds. For instance, when discussing Gina's differentiation for newcomers and beginner students, Lisa took steps to challenge the knowledge hierarchy in the internship, arguing,

I'm no expert. I mean, I do this a lot, but there's a lot that I could improve myself, so I don't know if this was a new level compared to where your last placement was, but you're

working on it, too. So I see already with what you're making for tomorrow, it should help our newcomers and our beginners. (Gina midpoint conference, 3/10/21)

This idea of sharing a joint enterprise of improvement with interns is quite common during the practicum, as some mentors consider the evaluations that they submit for their interns to be evaluations of themselves and their instruction. Supervision is sometimes felt by mentors to be an invasive process, despite any intentions or efforts on the university supervisor's part to make it otherwise, so these acts of unity by Lisa and Rebecca function as both a sign of respect for their interns, but also as a way of heading off potential critique on my part. Lisa praised Gina a moment later, saying

“So there's all these different ways of using things and then finding different ways of using some of the things that I already have been using, you're giving me new ideas as well. And so as I said, I always learn so much from my interns from, and from [Gina] in particular the technology” (Gina midpoint conference, 3/10/21).

While Gina also praised Lisa and me later, saying she had “learned a lot from both of you,” the technological expertise that Gina and Dez brokered to their internships at MHS, which was developed as part of the shared repertoire in their elementary placements (particularly in relation to the software program Nearpod, which became part of the rounds CoP's shared repertoire). The PSTs' expertise in Nearpod acted as a means of making the roles of master teacher and teacher learner more fluid during their internships at MHS. This state of affairs offered fertile soil for the rounds to develop a more equitable balance of knowledge and responsibility between the participants, and to break down some of the barriers that characterize traditional internships.

4.2.1 Leveraging Others' Experiences

The participants described rounds as having many positive outcomes for them and for each other, one of which related to the collective action during each round that seemed strengthened by the difference in experiences between the PSTs and their mentors. When

describing in the final interview how rounds had looked similar between the PSTs and mentors, Dez stated that “all participants, regardless of the years of teaching, had different strengths, and different levels of prior practice that we were all able to collectively leverage together” (Dez final interview, 5/19/21). What follows in this subsection is a deeper exploration of this leveraging of each other’s experiences and expertise by the PSTs and by the mentors, particularly in terms of instruction.

Nearpod was a crucial boundary object that Dez and Gina brokered into their internship at MHS and the rounds from their elementary placement. Nearpod, an instructional software used by many teachers during virtual learning, is one example of the shared repertoire of the rounds community of practice, though its origins lie earlier in the internships for the PSTs. Both Dez and Gina were familiar with Nearpod from their elementary placements, but had not been able to incorporate it into their lessons yet. In their reflections after the first observations of the internship, each PST mentioned that they were going to lobby their respective mentor to be allowed to incorporate Nearpod into their instruction (Dez Reflection 1, 2/10/21; Gina Reflection 1, 2/10/21). By the midpoint conferences, Gina and Dez had both started using Nearpod in their classrooms, and Lisa and Rebecca were each impressed by its capabilities, although neither were familiar with the technology (Gina midpoint conference, 3/10/21; Dez midpoint conference, 3/9/21). Both Lisa and Rebecca discussed during the midpoint conferences of the internship how Gina and Dez had convinced them to incorporate Nearpod into their daily instruction and how they were learning to use the technology themselves.

Rounds, however, provided each of the mentors with an opportunity to examine certain aspects of Nearpod, such as Rebecca’s examining of how Nearpod can be used during reteaching to engage students who “have historically been less engaged with the tasks” (Round 1 PoP sheet,

3/25/21). Lisa used her round to experiment with Nearpod, as “I have not used Nearpod yet, so I wanted to try it out. And then as I was playing around with it, I noticed that there's a lot of different ways they can respond,” (Round 2 PoP meeting, 3/31/21), leading her to ask in her problem of practice, “What does student engagement look like in Nearpod when activities scale up in technological and linguistic demand?” (Round 2 PoP sheet (my notes), 4/8/21). While Nearpod is not something that the rounds introduced, the rounds did provide a forum for the mentors to use the observers’ expertise (not only the other mentor, but the PSTs) to experiment and receive critical feedback. One of the clearest examples of the utilization of Dez and Gina’s expertise was in the debrief for the third round, when discussing Nearpod’s capabilities:

Rebecca: I almost wonder about creating a GIF of ourselves, if you filmed yourself with this slide? Like drawing the circle or sliding? And that's what's on the trends. Oh, except for never mind, I lied. **Nearpod we can't have animations. right?**

Wyatt: That's unfortunate. That would be great.

Rebecca: It's like you put cool GIFs and then you load in Nearpod, everything becomes they call it frozen? Or like, what's the word? Yeah, doesn't move anymore.

Wyatt: That's nuts.

Lisa: I was wondering, there's a multiple choice tool in Nearpod, right? I put something down [in my PoP sheet notes]. I said, I was surprised. I was like, oh, when you came to the multiple choice [section of the Nearpod slides], that's a really great idea. And then I was like, wait, the [students] are confused [about what to do]. They're drawing arrows and not circling this so I wonder if multiple choice format would have worked better as like a poll or something. **But then I said, I don't know if you can add images under that compared to like, the draw it screen, that you have limitations?**

Dez: **Yeah, there's limitations.** When you do the multiple choices like you can't have... **You're gonna have images or words, but you can't have images and words [together in Nearpod slides], which is so annoying.**

Gina: Another thing is if we want the material to be presented there, the scaffolding material to be presented, **it has to be a picture linked to the question. So students will have to click on the picture to make it bigger to see the material. So that's more steps.** (Round 3 Debrief meeting, 4/16/21)

Rebecca and Lisa’s questions are not questions to me or to each other, they are questions to Dez and Gina. With virtual instruction utilizing a technological format they were unfamiliar with in Nearpod, Rebecca and Lisa’s teaching expertise is conceptually appropriate but hard to apply

here, and they recognize this. Dez explains why Nearpod's functionality is limited in this case, and Gina elaborates on how the functionality can become more complicated than anticipated from a teacher's perspective. Lisa, in her final interview, highlighted that the mentors were concerned more with the mechanics and capabilities of the Nearpod program, while the PSTs were more concerned with broader aspects of instruction:

Lisa: We were just trying to figure out this this Nearpod program. So that was something I don't think they were as concerned about, as Rebecca and I might have been.

Wyatt: Okay. So in some ways, they may have been more experienced with the technology. So they may have been more concerned about other aspects?

Lisa: Right? I think so. Okay, at least speaking for myself. (Lisa final interview, 5/18/21)

Indeed, Lisa described later in the interview how Dez and Gina were more focused on the content of the lesson and the effects of particular teacher moves, while Rebecca and Lisa were focused on the "method" of instruction, i.e. the technological platform:

I think what Rebecca and I were doing, we could have done maybe for any kind of class. I don't think the content [of the lesson] was so much the issue as it was the method for how we were getting the information out [from students] and how we expected to see the students participate...we [Rebecca and I] were trying to just find a way to try to reach some of those students [who had not been participating prior to rounds], whereas I think Dez and Gina were thinking instructionally, in terms of 'I'm teaching the content, how does that affect [student] output.' (Lisa final interview, 5/18/21)

Both Rebecca and Lisa's problems of practice studied student participation as viewed through their use of Nearpod, while Dez focused on the effects of explicit grammar instruction on writing outcomes (Round 3) and Gina wanted to study whether students could use ESOL teacher-created rubrics to set goals for their writing (Round 4). Rebecca, in the details of her PoP sheet, shared her central concerns about Nearpod as a new medium of instruction being able to foster participation among her reticent students:

I will be creating breakout rooms for students doing extensions, facilitating live participation in Nearpod in the main room so that I'm controlling the progression of activities. I'm worried that students controlling Nearpod activities would lead to their disengaging, as I've seen in the past [when students have done self-guided Nearpod

activities and their participation has dwindled more than during teacher-controlled activities]. (Round 1 PoP sheet (my notes), 3/25/21)

Lisa's problem of practice directly involved Nearpod, asking "What does student engagement look like in Nearpod when activities scale up in technological and linguistic demand?" (Round 2 PoP sheet (my notes), 4/8/21). When sharing with her colleagues what to look for within the round for evidence, she asked "who is responding and not responding in Nearpod? Is there a point at which engagement within Nearpod drops off as linguistic or technological demand increases?" (Round 2 PoP sheet (my notes), 4/8/21). For reference, linguistic demand here means the requisite knowledge or strategies regarding language a student must have to understand what a task is expecting of them, as well as being able to provide an appropriate response. Linguistic features that increase linguistic demand can include more technical vocabulary or more complex syntactic structures, for example. Technological demand relates to students' digital literacy, i.e. familiarity with a digital platform such as Nearpod and the features of the platform that may be required to complete a task. These features can include using a drawing tool to circle a correct answer or underline key vocabulary, adding text to the page, or clicking on an embedded picture to enlarge it for viewing.

Dez and Gina had already practiced many of these digital tools with their students on the Nearpod platform, and their rounds focused on the effects of other aspects of instruction not (related to the platform) where they needed more of their mentors' insights such as writing outcomes. In her problem of practice, Gina pondered whether, with modeling, students could use vocabulary rubrics developed by the MHS ESOL team to analyze and set their own writing goals for the third quarter summative writing task: "Can students summarize for themselves what their writing goal is (can they use metalinguistic strategies to set goals for their writing going forward)? Second, do students use vocabulary or phrases from the rubrics within their goals?"

(Round 4 PoP sheet (my notes), 4/19/21). Dez's problem of practice was intricately tied to her renewed interest in explicit grammar instruction, and how that connected to the writing project she was working with students on in the lesson during their mini-unit: "What effects do warmup activities, focused on identification and error correction related to use of infinitives and objects after the phrase "I need," have on writing in their I Can Teach You projects [summative writing projects for a multi-week lesson unit]?" (Round 3 PoP sheet (my notes), 4/15/21). Such a split in attention by participants between platform (mentors) and lesson content related to language use and development (PSTs) makes sense, as Dez and Gina were still emerging in different aspects of their teaching practice (based on reflections and debriefs from their internship) and had already exercised some power in getting their mentors to adopt a program that they were more familiar with outside of rounds. Nearpod was often the most balanced site of knowledge exchange among the mentors and PSTs, as each participant had skills or knowledge to bring to each other, either of the technology itself or of how technology can facilitate larger questions of instruction.

In contrast to the interactions of the PSTs and mentors around the use of Nearpod, other aspects of the rounds saw the PSTs leveraging more of the mentors' and each other's experiences than the mentors tapping into the PSTs' experiences. For instance, Dez's ongoing growth in her modeling during instruction was a source of reflection for her throughout the internship and her rounds, and she drew upon her mentor's guidance as well as my own as supervisor to support that growth. Rounds seemed to provide Dez an opportunity to reach for guidance beyond what she had been reflecting on previously with us to open her instructional focus to new possibilities. During her round's PoP meeting, Dez explicitly cited Lisa's round that had happened earlier that day in her choice of problem of practice to focus on:

Dez: What I think I need to focus on from my problem of practice is very closely tied to what Lisa did today.

Wyatt: Really? Tell me more.

Dez: ...I've been hesitant about explicitly teaching the grammar, about like, what is a noun and a verb and a subject and a predicate, just because I thought we would get too off from the actual writing project, and really doing all these other lessons in lab... And so somehow, I need to bridge this material together. **And help them make connections between what they're seeing in class, what they're seeing in lab, which is the explicit grammar part of sentence structure, and then actual application here.**

Wyatt: Let me see if I'm understanding you, right, **are you saying that you're trying to figure out how to bridge what's being covered in Lisa's class, because you're seeing some of [the same needs of] your students in [Lisa's] particular class with what you are covering in [your language] lab with this particular project [that will be the site for this round]?**

Dez: **Yes. So it's like, the errors I'm seeing, ideally, I think we should be correcting with the grammar instruction that they're getting in lab.** And granted, lab is with me and Rebecca, but we're doing the same thing. We did the exact same lesson today that you saw with Lisa. (Round 3 PoP meeting, 4/8/21)

Dez here took her new knowledge of what Lisa was doing in her lesson, i.e. explicit grammar instruction with newcomers and more advanced students alike, and recognized that she needed to facilitate her students' bridging the grammatical instruction they receive in their lab class with Lisa and Gina and the output-heavy, personalized writing tasks she was leading in the newcomer course she was teaching with Rebecca during the internship, which would also be the site of her round. These kinds of connections to practice between the rounds and the internship were common for the PSTs. Dez mentioned in the final interview how rounds offered her a window into this practice that she was considering in her internship: "I personally was already thinking about the balance between the explicit [grammar] instruction [that I observed in Lisa's round] and the [writing] project [which focuses on students explaining in writing how they can help others with particular skills they possess, such as cooking or writing], and then seeing the other participants helps me further refine that into thinking about what exactly goes into the explicit instruction piece" (Dez final interview, 5/19/21).

Gina similarly discussed how she drew on input from both mentors and from Dez when reflecting on her differentiation for lower English language proficiency level students in her final interview:

Again, we didn't get time to meet with [Rebecca] and [Lisa], and really talk about the language lab class. **For those rounds we were sitting together and three rounds were about the language lab class.** That was really good. Before that, I was talking to [Lisa, and asking]: ‘Oh, I think this is too difficult. Is there any way that we could make this like, more accessible and for students?’ **But for those round meetings, we were talking to more people. Dez was also like giving us ideas.** So yeah, that was something I felt was really helpful. **There was also a time that we came to agreement that, oh, we're seeing these difficulties across classes. And for students [at newcomer and intermediate levels of English proficiency] we need to use something more scaffolded.** (Gina final interview, 5/20/21)

The quote above highlights a few aspects of how Gina was able to leverage others' experiences during the rounds. First, she described how several of the rounds focused on the type of class which she was teaching, the language lab class at MHS. This was not intentional on anyone's part, but it did provide insight for Gina into how others taught the same course she was leading at that point in the internship. Second, she highlights that rounds allowed her to get more input on the problem she had been pondering only with her mentor, Lisa, prior to rounds, and how she was able to gather ideas from both mentors and her fellow PST. In Gina's eyes, all had something to contribute on this aspect of instruction, in the same way that all had something to contribute when it came to a discussion of Nearpod. Lastly, Gina used the thoughts and experiences that everyone was sharing during rounds to crystallize a shared understanding among all participants (and thus create shared repertoire): lower level multilingual learners needed more scaffolding across all courses, something that was collectively recognized by PSTs and mentors after rounds. These two factors, of everyone being positioned as someone with something to contribute about a topic, and the crystallization of collective understanding around such topics, led to these topics becoming part of the group's shared repertoire. What Dez and

Gina made of the rounds, and the ways that rounds enhanced their instruction (and the instruction of their mentors) during their internship, are discussed further in Chapter 5.

Let us go back to Dez's assertion about the rounds as a site where participants had "different strengths and different levels of prior practice that we were all able to collectively leverage together" (Dez final interview, 5/19/21). Such an assertion bears out with the brokering of Nearpod and its establishment as part of the rounds' shared repertoire, as reflected not only in the final interviews, but also in the debrief and PoP meetings. Mentors and PSTs alike recognized the other's contributions and described how they were using the other's experiences to experiment with their instruction. When it came to other aspects of instructional practice, PSTs were more likely than the mentors to describe how they leveraged their mentors and their fellow PST's experiences to reflect on their own instruction and consider changes. Mentors did acknowledge after more explicit interview questions that some of the insights that had originated with the PSTs had become boundary objects brokered into their practice after rounds, such as through more scaffolding for guided practice. This utilization of each other's experiences was not unique to the rounds, as this was occurring already in the internship, but rounds did provide a space for the joint enterprise of breaking through some of the problems of classroom isolation for the PSTs and mentors by seeing what bound their instruction together, in problems of practice and potential solutions that each participant found meaningful and became part of the shared repertoire of the CoP. For the most part, Dez was right; these rounds offered a unique fluidity of roles where everyone could share their experience and use the experience of others to reflect and improve upon their own teaching practice.

4.2.2 Leveling the Playing Field

Another assertion that came up during the final interviews about the fluidity of roles during rounds is that rounds “leveled the playing field a bit more” (Dez, final interview, 5/19/21) and that “it really felt like we were colleagues, you know... It was like we were all on an equal playing field. Their feedback is really valuable, and our feedback is really valuable to them” (Rebecca, final interview, 5/19/21). Did rounds actually “level the playing field” for mentor and PST participation, as Dez and Rebecca each described it? If so, in what way(s) did it do so? And lastly, if it did so, why did it seem to do so? These questions will guide the rest of this subsection.

One aspect of participation in rounds that directly relates to this equalizing of roles or responsibilities is in the rounds’ joint enterprise. While all of the participants described rounds as collaborative in the final interviews, some participants portrayed rounds as something unifying or connected. Lisa characterized it as “we kind of build off of each other,” saying

“I think we started with Nearpod. And then, how are the students responding?...And so I think as, as the rounds went on, during that month, we all kind of took away some of the things that we were noticing with each other, and then trying to implement it in into the Nearpod activities. (Lisa final interview, 5/18/21)

This statement carries the implication that everyone has something to offer to be built upon, as well as the shared role of critically observing each teacher and the responsibility to alter instruction based on those shared observations. Gina described rounds as a process where “everybody’s reflection is influencing the other person, like a circulating system” (Gina final interview, 5/20/21). Again, these descriptions are equalizing in their ascription of the role of reflecting openly to everybody, but also that each reflection carries some weight in altering one’s fellow participants. These characterizations equalize the roles and responsibilities of rounds by ascribing them to everyone, though there is room for difference in degree and in impact from

participant to participant. And while these are intriguing claims, how well do they resemble the rounds themselves?

Each participant in the CoP recognized gaps in their knowledge during the PoP meeting for the round that they hosted, which is a crucial aspect of the joint enterprise of communities of practice (Lave & Wenger, 1991; Wenger, 1998). Such recognition is unsurprising because the PoP meetings were designed to be a space to explore what the host wanted to know about their own instruction that they could not intuit from going about their day to day teaching. However, the debriefs were also sites for this recognition, for PSTs and for mentors. Indeed, in the excerpt from debrief 3 on p. 131 from section 4.2.1, we see an example of when both mentors openly asked the PSTs for more information (Rebecca's "Nearpod we can't have animations, right?" and Lisa's follow up of "I don't know if you can add images under that compared to like, the draw it screen, where you have limitations?" (Round 3 debrief meeting, 4/16/21)). Both PSTs take the time to respond and provide more information and insight about Nearpod to clarify the situation. They then make suggestions for altering the modeling of the lesson to accommodate students' lack of familiarity with more technical aspects of the program. This is a crucial aspect of the equalization of roles and responsibilities, for those with more power (the mentors) to defer to the expertise of the "newcomers" (the PSTs). Later on in debrief 3, both Lisa and Rebecca shared about how they felt a bit lost teaching virtually, and unable to get the same amount of information about students' comprehension from their behavior and interactions as they would in person:

Rebecca: **It was like, are students really understanding what we're asking them to do?...**So there's that hesitancy, if they miss the instruction, and they come back and see the different slide, who knows what this is, you know, and so a little bit of a disconnect between us as teachers and the student in that way.

Lisa: **And that's what's missing, that when we do virtual compared to in person, because we're that missing link, telling students, 'click here, move that search**

word,' ,like showing them, and we can't do that. And it's easy to forget that when you're just...

Rebecca: **It's so easy in person to see when they're stuck, you know exactly the look on a kid's face when they are not getting it when they're sitting idle at their desk.** It's just, we have just a million more cues to follow. (Round 3 debrief meeting, 4/16/21)

Neither of the PSTs had answers to these wonderings, but what matters for the PSTs' participation was their mentors modeling these kinds of moments of doubt about a new medium of instruction when the host teacher (Dez) was struggling with the same questions. Solidarity in wonderings and answers was quite common, and often functioned to show that the original sharer was not alone. Dez and Gina often had questions, and felt safe enough to acknowledge when they did not have information, such as when I was ensuring there were “no hogs, no logs” (full participation from all, no one dominating or silent, particularly in sharing of notes) during the debrief:

Wyatt: That's a good piece of evidence that's tying into what's going on. Gina, Dez, your thoughts? Anything you might add on?

Dez: Oh, yeah. **I don't have much context on Christian to be honest.** I mean, yeah, I noticed high participation in the beginning.

Wyatt: Okay. All right. So we're starting to get to the point of making predictions and making wonderings. **Dez, you had a question that you thought was in regards to the Spanish. Tell me a little bit more about that.**

Dez: It's just wondering, I mean... (Round 1 Debrief meeting, 3/26/21)

As a facilitator, I tried to ensure that everyone had a chance to contribute, and that their voices were heard. Facilitation provided some balance to the debriefs, so that no one monopolized the conversation. Had these rounds not had a facilitator to keep everyone's participation somewhat sustained and the participants mutually engaged, it is unclear whether such a dynamic would have prevailed. It is likely that seeing the mentors grapple with questions, and PSTs sometimes being able to answer those questions, eroded some of the traditional hierarchy of knowledge and status between mentor and PST.

There were times, later on, when Gina started to share her knowledge of students in the same way that Lisa and Rebecca did. When Gina hosted the fourth and final round, during the debrief, she was sharing her knowledge of her students with the same confidence that Lisa and Rebecca had exhibited in the previous rounds. For example, when discussing the writing samples students generated as part of a district-wide quarterly assessment:

Rebecca: Okay. I was just curious about the sample length, too, because I'm just thinking across all my classes. I don't think I got samples this long. This is the writing sample. So I was just wondering about the language level...**I guess I have a clarifying question of your WIDA levels in this cohort.**

Lisa: Mm hmm. Jordan, I just see, I don't even think he has a response. He's a 10th grader.

Gina: **Jordan is very interesting. So he is usually very helpful if I'm having technical issues. And he's always the first one to tell me and help me out. But when we switched from Nearpod to other media to work on our other worksheet then he disappeared [and did not finish the assignment at the time].**

Rebecca: Oh, I see [more information about Jordan and his entry] in the race and gender assignment [from last quarter on Google Classroom].

Gina: Yes. So that was he came to the office, and we helped him [with the race and gender assignment then].

Wyatt: Gina, tell me more about this with Jordan, because this ties right into what Dez was saying, as far as the shifting of mediums. Tell me more about Jordan.

Gina: **So Jordan, I don't remember him writing much on the worksheet. Unless from like the last writing assignment. I think he was concerned about his grades. That's why he came to the office hour and asked for help. And he was anxious to improve his grades. And he tried very hard during our office hours...** (Round 4 Debrief meeting, 4/19/21)

Later in the debrief, Rebecca discussed the language rubrics she and Lisa had been developing for MHS. These rubrics covered different aspects of student writing, such as language forms (grammar usage and errors, intelligibility of grammar) and vocabulary (e.g. tiers of vocabulary, specificity and technicality of the vocabulary used). Rebecca and Lisa had been developing these rubrics for months before Dez and Gina arrived, and part of the expectation of being an MHS ESOL teacher was to contribute to documents such as these that would be used throughout the entire school for formative and summative assessments throughout the year. Gina, who had

attended some of these meetings but not been an integral part in any of them, gave her unprompted opinion of the vocabulary rubric later on in the debrief:

Rebecca: This is like the third draft of our language group rubric update. So there's still room for some teacher feedback on this to possibly add a little bit more or less, but does that make sense? [To Lisa]

Gina: Yes, I think the current one is great, that the tier two, tier one, tier three [vocabulary] is [described] at the beginning of each column. And they noticed that, I think that's very helpful. And that's why they're starting to write Oh, I need more tier two vocabulary. Yeah, that's one thing I've noticed. (Round 4 Debrief meeting, 4/19/21)

This is a marked difference from earlier round debriefs, when I often needed to elicit the PSTs' opinions directly and more frequently. From the first of the two debrief excerpts shared, it is clear that facilitation still can boost this confidence, but by the end of the rounds, Gina had become more willing to speak her mind and share what she knew when questions arose. Dez was also becoming more confident in speaking her mind, and made bolder statements in the fourth debrief such as "I feel like we're pretty clearly across classes seeing a pattern where it's almost like the medium is changing what happens, where they get to the Google Doc, and not all of the knowledge that may have been demonstrated on Nearpod is then demonstrated on the Google Doc," though these statements were not as often immediately picked up or reinforced as Gina's were by the mentors. Gina and Dez were both becoming more willing to share their opinions, but they were not always responded to in the same way. As described later on in Section 4.3 and Chapter 5, however, some of these ideas were picked up and integrated by the mentors, and became part of the group's shared repertoire. While the PSTs' assertiveness in offering their interpretations of practice was growing, because we only did four rounds, the dynamic that was emerging by the end of the last round was not able to be fully realized.

Similar to the evidence of a more level playing field in the debriefs, the teachers' comments in their individual interviews also revealed a flattening of the hierarchy between PST

and mentor during the rounds. For instance, Dez's comment about leveling the playing field was made specifically about Nearpod, and the effects of its inclusion on the group, but she then went on to say that the equalizing also took place through what problems of practice they explored:

Wyatt: Did rounds look the same or different for you and for the mentor teachers?

Dez: It looks the same.

Wyatt: Tell me more about that. How did it look the same?

Dez: **I think in a sense that both the other student teacher and myself were much more comfortable with using Nearpod to leverage engagement, checks for understanding, and just general participation, it leveled the playing field a bit more than had we been kind of focused on using, like, paper based tasks or some sort of other tool to facilitate the learning.** And that the use of Nearpod, you know, just kind of naturally came out of distance learning. And so **I think the process did look the same for all of us, because we all were struggling with kind of the same issues** of how do we get more kids to participate? How do we better monitor student activity in the virtual learning environment? How do we scaffold activities to reach a variety of students that may be at different levels of English proficiency? (Dez final interview, 5/19/21)

Dez argues here that the ability of the interns to use Nearpod, garnered from their elementary placement, gave them experience that their mentors did not have, and that the circumstances would not have been as balanced in power if the rounds had been done with in-person instruction. Rounds often equalized the statuses between mentor and PST because of ascribing the same process for everyone to participate in (with each person eventually filling each role and engaging in the joint enterprise of the rounds CoP), by focusing on topics and issues that were relevant to all, such as increasing student participation during virtual instruction, and by ascribing expertise to each person. Dez argues this ubiquity of expertise is why an all ESOL teacher-round produces different outcomes than a group of teachers from different content areas:

I think there would be probably tremendous benefit with having the ESOL teacher participate in a content-based round. But then I don't know if then the dynamic might shift a little bit, because then really one person does have an expertise...But I think the nature of the ESOL teachers, who all do have that expertise, working together was very meaningful. (Dez final interview, 5/19/21)

The direct implication from this excerpt is that expertise in ESOL is widely dispersed here, not just among the mentors but also with the PSTs. A deeper implication is that Dez describes the participants using one term only, “teachers,” and this linguistic move ascribes the same roles to those involved, whether or not they were mentor or PST. This second implication should perhaps be taken with a grain of salt, as by this time the PSTs had finished the internships and Dez had received a job offer at another school. However, as seen in the debrief data, PSTs shared the same roles and responsibilities as their mentors during rounds not only *de jure* but also *de facto*.

Rebecca, during her final interview, provided some additional context from the internship about her statement that rounds provided an “equal playing field” that tempers the claim that rounds alone created this change in hierarchy. Rounds came during the “peak apprenticeship” phase of the internship, when PSTs become the lead teacher for 50% of their mentor’s teaching load and usually take over the planning, instruction, and assessment for one or more of their mentor’s classes, when they were the “full teacher” (Rebecca, final interview, 5/19/21). She also implied that there was an inherent balancing that takes place during internships regarding knowledge of research versus knowledge of practical application in particular schools with students, saying “we [mentors] have more of the handle on the class itself and how to talk to the kids or how to reach people or some of the big picture, and then they [PSTs] can remind you of some of the beginnings, of some of the foundational things” (Rebecca final interview, 5/19/21). The internship was, according to Rebecca, already supporting some of this equalizing through a respect of expertise and takeover of classroom instruction by the PSTs.

Rebecca still made the argument that rounds created a dynamic that the internship could not have done, arguing that equalizing roles in the process between PST and mentor, as well as including structured support from the facilitator and the guidelines of the rounds compact,

created a safe space that the internship could not provide as currently designed. The following exchange illustrates the ways that the rounds process helped her see the PSTs differently:

Wyatt: Do you think that doing rounds made you view the interns as more a part of the ESOL community at MHS, as a little bit less a part of the community, or did you see them the same way after rounds?

Rebecca: Um, so more, I guess, more a part of it. I already felt like they were part of the ESOL team, but maybe **more on a feeling like they were colleagues, the rounds part being able to, we did the exact same thing on the same level with the rounds. So, you know, it gave Dez the opportunity to give me feedback and kind of watch me teach her with a more of a focus, like taking notes and critically watching me teach. But then we could turn around and I did the same thing with her. So more structured, I guess. So anyway, it really felt like we were colleagues, you know, it wasn't like we were the mentor and intern. It was like we were all on equal playing field. Their feedback is really valuable, and your feedback is really valuable to them.**

WH: Had you been able to have that kind of feedback before with her where either she was able to give you that kind of feedback or you were providing her with that kind of feedback before?

Rebecca: No, not not like that. Maybe we would talk more about the lesson generally or talk out what do we think we could do better, but not a chance to kind of be direct. I think the rounds gives you that safe space to give feedback, because sometimes beyond the feedback of me giving her advice on immediate teacher moves and immediate feedback of give them more time, you know, maybe here's a good place to ask a question, when a student does this, you should do that, besides that kind of feedback, we didn't have a chance. **I don't think that necessarily comes down naturally to talk about that kind of stuff, you sound like you're criticizing them or like negative or anything.**

WH: So kind of like you were saying, it opens up a space where you're able to have that back and forth communication, about things that you're seeing things that you might see could be done differently, but also a way of being like this seemed to work?

Rebecca: Yeah, definitely. And because at the beginning, we fill out with the mentors that form about the lines and the bars of expectation, we both said, and you always say I think I did this with the assurance that has like, please give me feedback anytime it's okay to interrupt me here. It's okay to correct me. **But I think with the intern-mentor dynamic, you're not going to do that. And when I was an intern, it was like, I was not about to tell my mentor something I thought that they should do differently, you know?** (Rebecca final interview, 5/19/21)

While this excerpt is long, it provides several layers of insight into how Rebecca portrays rounds as changing the dynamics between her and Dez. First, rounds required each participant do the same tasks of hosting and observing for each other, equalizing the roles and responsibilities as previously discussed. This equalizing, for Rebecca, came in the form of critically observing and

providing feedback for one another in a way that was not “natural” during the internship. This state of affairs aligns with what was seen during the rounds debriefs, where the mentors and PSTs were both willing to engage in moments of displaying instructional doubt and ignorance, as well as Dez and Gina asserting their opinions and sharing their knowledge about the context with similar confidence to the mentors. This exchange of valuable ideas also resonates with Gina’s assertion during her final interview that rounds provided the space where “everybody’s reflection is influencing the other person, where it’s a circulating system” (Gina final interview, 5/20/21). Because the process gave them the same responsibility to observe and provide feedback, and because the feedback they provided each other was valuable for all of them, Rebecca started to see Dez and Gina as not just “part of the ESOL team,” but as colleagues of equal status. Furthermore, despite attempts on the part of the teacher preparation program to establish open and equalizing communication norms between mentor and PST (the form about the “lines and bars of expectation”), Rebecca pointed out that challenging the intern-mentor hierarchy of knowledge well established in previous internships and in the mentor’s own internship is almost anathema. The intent behind the form is clear, but it did not fundamentally change the power dynamics for Rebecca or Dez. Instead, rounds provided the key space to observe and provide critical feedback with the understanding that everyone has something to contribute, everyone has a role to play in each round, and everyone will play every role over time.

While this dynamic was particular to rounds seemingly for Rebecca and Dez, rounds did not necessarily create such a new dynamic for Lisa and Gina. Lisa did not credit rounds particularly as creating this safe space, as she claimed that based on the phases of the internship and Gina coming in with some prior teaching experience, the two of them were “about equal” in teaching responsibility before rounds started (Lisa final interview, 5/18/21). This could also be

evidence that Lisa and Gina's relationship was a bit different from that of Rebecca and Lisa, which is also reflected in Gina planning the course materials for both Lisa and Rebecca's language lab classes during the peak apprenticeship phase. Dez only planned for the combined newcomer course, which was a shared course with all four teachers participating. Additionally, for the relationship between Dez and Lisa, Dez had provided Lisa with materials and a lesson plan for a particular class on financial matters during Lisa's advisory course and brought her father in for additional support. Outside of MHS, Lisa had attended a Saturday workshop on another educational technology, Wakelet, that she was surprised to find Dez facilitating. Lisa had opportunities outside of the rounds to see each of the PSTs take on teaching responsibilities and display their expertise beyond the norm for an internship, so it was not surprising that she did not credit rounds as being the pivotal time for seeing them in a new light.

While rounds provided mentors and PSTs with opportunities to establish new perspectives on the PSTs' expertise and instruction by equalizing roles and responsibilities and creating structures for critical feedback that was mutually meaningful, the different outcomes of rounds for each PST-mentor relationship makes sense, as the relationships and interactions outside of rounds were not the same. Considering that both Gina and Dez became more confident in sharing their knowledge with their mentors over the course of the rounds and both discussed how the rounds allowed each participant the opportunity to influence the other participants, their full participation as hosts and observers seemed to contribute to a fluidity of roles among the rounds group which extended beyond what the internship, as special as it was, was already supporting.

4.3 The Power to Reify: Research Question 1

Reification, or codifying and reinforcing the shared histories created through participation, is a key process in communities of practice, and often relates to the creation of end products that encapsulate quality practices, as well as the interpretation of events and actions' alignment to practice. For the rounds, there was an unspoken but pertinent question running throughout the process for several of the rounds: who has the power to reify practice? As the PSTs' supervisor, the mentors and I were institutionally placed in a position to interpret teaching practice for the interns. This evaluative position was fostered by the assessment mechanisms of the internship and the traditional hierarchies of mentors' knowledge and experience as influential towards the PSTs' own practice (but not always in the reverse direction). However, as discussed in the previous section, the PSTs brokered technological expertise to the medium of instruction for the rounds that the mentors did not fully have, and in some ways each participant was recognized as having expertise to contribute.

The rounds were not free from negotiations of control over the lesson content, however, and there was a marked difference between what support the mentors and PSTs sought from me as facilitator, as the conversations with PSTs during the PoP meetings frequently skirted the evaluator/evaluatee dynamic of the internship and the mentor PoP meetings were more equitable. Mentors and PSTs also developed a sense of self-accountability during the debriefs that reflected their attempts to mutually engage in the format of the round debrief while still being able to share their thoughts freely. Lastly, in both the structure of the rounds and how the debriefs unfolded naturally, all participants demonstrated a desire for the joint enterprise of building and propagating interpretations of effective practice with their students, with the mentors

incorporating some of the PSTs' interpretations after the rounds had finished. These PST interpretations would form part of the shared repertoire of the CoP.

4.3.1 Negotiation

Negotiation was an important act of power sharing for these rounds. Negotiation was distinct from sharing understandings and recognizing gaps in knowledge because it focused on differing opinions and getting them to align or compromise in some form or fashion. This most often came up during the PoP (problem of practice) sheet creation between host and facilitator, as we were trying to figure out what aspect of practice to focus on for the PoP sheet and how to convey that for others, i.e. representing practice for them, or reifying what practice should look like. During Lisa's PoP meeting, for example, Lisa was considering introducing a new standard of asking students to respond in some form or fashion to show that they were present at the beginning of the lesson, and if they did not respond, they would be placed back in the waiting room until they did so. I was hesitant about introducing this standard during a round, especially since she was already introducing other new features of Nearpod during the lesson. I voiced my concerns, as did she, and we came to an understanding, as shown in the excerpt below:

Wyatt: One of the things that I will say it sounds like there's a lot of new things happening.

Lisa There are a lot of new things. But I mean, we don't need to focus maybe on all of them. I'm not sure if we're gonna get to this part even. For me, **I'm going to do it just for me to see what happens. But I don't think other people need to make that the focus of their observation, I think.**

Wyatt: Yeah, especially for the second half. We're really focusing on what their output is.

Lisa: Yeah, but everyone who's there, I want them to be helping with that. So I don't need to do that this time, either. I mean, we'll see. We'll see. Right now. I'm on break. I'm like, Yeah, I can, I can. But when the day comes, I'll be like, we'll just go into breakout rooms.

Wyatt: This is just from the outside. So take this with a grain of salt. But that may be something to introduce at an earlier time, or to introduce at a later time.

Lisa: Yeah, so we don't need to, I will probably assign.... So that part I think I will have and then I will I think try to have maybe a couple of readers just to read these students

samples out loud. Just something to try to get a group involvement. **So, yeah, I might not throw people out this time. Next time.**

Wyatt: Yeah, if you want to do that. It's just one of those things that it's like, **one of the things that I've always noticed is when you introduce a new routine, the first time is wacky.**

Lisa: Yeah, that's true. That's true. **I have given roles in the past. So that's not anything new. Yeah, so I might and I think I'll assign a couple of roles. Okay, but maybe not the one where it's the roll call this time.**

Wyatt: Okay. Um, there will be other roles for students. (Round 2 PoP meeting, 3/31/21)

This excerpt highlights a typical pattern within PoP sheet negotiation of whether to include or exclude particular lesson plan elements, as these PoP meetings were places where the host and facilitator were “crafting the lesson and asking the question at the same time” (Round 4 PoP Meeting with Gina, 4/16/21). This example is one of the most explicit points of differing opinions in all of the PoP meetings. As the discerning reader can see, I as a facilitator had a tightrope to walk in terms of guiding hosts to plan manageable, relatively self-contained lessons that observers could readily step into and analyze, but also allowing hosts the freedom to plan lessons as they saw fit. My hesitation to interfere is clear in my hedges, as is my desire to provide feedback in the advice I still gave. Lisa’s control over the lesson was maintained, as she was the one who ultimately decided what would and would not be part of the lesson. Such conflicting motives led to a constructively tense space where expertise is shared while agency is maintained; PoP meetings were the most common place for negotiation by far. Each of us compromised: Lisa in not asking observers to analyze how she brings her student into the classroom, me in suggesting introducing such standards in lessons prior to or after the round, rather than not excluding students, and ultimately Lisa in deciding to introduce the new standard for attendance after the round. Again, considering that the creation of the PoP sheet is a way of representing practice for others, these negotiations hit at a point of power sharing, which had different dynamics for the mentor teachers and the PSTs.

The dynamics of the PoP meetings between myself and each PST often found the PSTs positioning me more as a coach rather than a partner for the round while the PSTs were formulating their ideas for the lesson and their questions at the same time. Indeed, I described this circumstance to Gina as we were trying to pick ideas for her round:

Wyatt: So we're doing two things at once here, is we're both crafting the lesson and asking the question at the same time and trying to do both at the same time.

Gina: Yeah, sorry about that. It is still the first year.

Wyatt: That's okay. This is literally why these sessions always take at least an hour is because there's stuff that just shifts and there's other questions to ask. (Round 4 PoP Meeting, 4/16/21)

While these two acts were happening simultaneously during each PoP meeting, whether with the mentors or the PSTs, the PSTs were often asking for more feedback from me on their ideas, and asking more questions than the mentors did. Considering that outside of the rounds, I was the PSTs' instructor for a course regarding assessment and their university supervisor during their internship, their seeking more of my input during the lesson planning is not surprising, as it would be consistent with how we interacted outside of the rounds. However, this sometimes led to confusion over what their role was, and who was effectively crafting the lesson. Dez and I ran into this confusion during her PoP meeting for round 3 while she was deciding how to structure the lesson. I had given her some advice on how to structure the lesson in ways that matched the mentors' lessons, and we were trying to decide how to construct error correction activities (which she cited from Lisa's round):

Wyatt: So multiple options [for what to do during this lesson]. But it really depends on just which way you want to go.

Dez: And then, after that system, warmup activity, then modeling, is that what you said?

Wyatt: So warm up activity. If you were to do warm up activity, then... **now when you're talking about is error correction, this is like an actual error correction activity that they're going to be doing, you'll model it but then they'll do it within Nearpod?**

Dez: Are you asking or telling...?

Wyatt: I'm asking.

Dez: No, are you asking or telling me?

Wyatt: I'm asking.

Dez: Oh, yeah. No, I think error correction is not something that we've done in this class, and I mean, that really gets that do you actually know what's going on? I mean, that really addresses whether you understand or you just made a lucky guess.

Wyatt: So also Dez, for the record, this is all to present options for what you could do. Like, if you wanted to just scrap this and run a regular lesson, we could do that, too.

Dez: Oh, no no no, I'm fine. I just want to make sure that I take good notes.

Otherwise, I'll forget. In one ear and out the other.

Wyatt: Oh, yeah. And I'm taking notes for this as well on the observation protocol.

Dez: Okay, but the error correction activity is still multiple choice or it's open ended?

Wyatt: Soooo that could lead to different things. If you decide to... (Round 3 PoP meeting, 4/8/21)

In this excerpt, there was a clear tension of understandings that can resemble the traditional power dynamics of the internship if not facilitated carefully. Dez, with her question of “are you asking or telling me?” touched on what was supposed to be a key feature of rounds: hosts having agency to craft a lesson as they see fit. However, this contrasts with the hierarchy of expertise in observations during the internship, where supervisors provide feedback on PSTs’ lesson plans and their feedback is expected to be incorporated in an updated lesson plan written by the PSTs. Although Dez was only asking about the structure of a particular activity, her question got to the delicate nature of PST agency in these spaces. Even when facilitated with care, prior dynamics can become entangled with the power to reify practice for others during the rounds.

4.3.2 Accountability

As discussed in section 3.4.1, we used a particular approach to the rounds debrief that had a series of steps laid out for how thoughts were to be shared. What came with outlining a particular step by step approach to debriefing the rounds were statements or thoughts that did not follow the order laid out at the beginning of each round or prompted by me as facilitator. This was entirely natural, as we do not normally think in such regimented, linear ways, and it is no

surprise that our statements sometimes adhered closer to our thoughts than the prescribed process. As a group, we tried to adhere to the structure set during the rounds compact when possible. Participants sometimes put forward answers that deviated from this structure, but were guided by me as the facilitator to hold onto their thoughts and share them during the more appropriate stage of the debrief. This tension between following the protocol and speaking naturally was the root of much of our mutual engagement during rounds.

What was significant about these moments of deviation from the structure of the debrief was that, at times, some of the participants started to self-referee their own statements, cultivating a kind of self-accountability where they preemptively paused their sharing when they realized they were starting to share thoughts that were out of sync with the debrief phase. Rebecca did this most frequently, which is not entirely surprising considering her background in participation in MHS' own hybrid version of rounds, as well as her experience facilitating professional development workshops at the school. For example, during the debrief for the third round, Rebecca caught herself and redirected:

I witnessed [Dez] modeling what students were doing like, let's look at Bruce's and see his submitted, used his as an example to review. Oh, I've noticed like Ahmet was typing a lot in the chat, but not in the Nearpod. **So that makes me wonder. Not wondering yet.** But so Ahmet was kind of answering in the chat, but then he wasn't doing it on the Nearpod. But then, the second day was interesting... (Round 3 Debrief meeting, 4/16/21)

Here, Rebecca self-refereed, and brought up her wondering later on in the debrief. Considering that after we finished our rounds, Rebecca and Lisa later shared the same phases of the debrief analysis process with other teachers at MHS and attempted to adhere to those phases when doing a hybrid round with those teachers (discussed further in section 4.5), the mentors seemed to have found power in the steps of the process that they thought was beneficial to them and others. No participants ever refereed each other during the rounds, however, which raises the question of

whether power to do so was distributed yet among the participants. When Rebecca described following the process later with other colleagues from MHS, she described somewhat following it, saying “I was like, I don't think we're supposed to be giving this free kind of feedback yet, hold your thought” which shows how she had started to take some of the power as facilitator for MHS’ rounds on for herself as someone with experience in how other rounds could be done (Rebecca final interview, 5/19/21). Although power may not have been shared as equally for refereeing and holding each other accountable during the process, part of such an imbalance is reflected in my status as having more expertise about these kinds of rounds prior to starting them, as well as my not trying to cultivate such responsibilities for the participants themselves. Perhaps, with more time, they would have started to hold each other more accountable, or altered the process to make it easier to do so.

While this refereeing was part of each debrief, one particular piece of the debrief was not strongly facilitated by me, namely the first five or so minutes of the debrief when the host shared all of the thoughts they wanted to about the lesson prior to the analytical process beginning. I refrained from doing so initially because Del Prete (2013) and Troen and Boles (2014) had recommended setting this time aside for the host. Over time, I realized that this unrefereed space in the debrief seemed to function as a sort of release valve of heading off critiques for the host teachers prior to the debrief themselves. For example, during the debrief for the round she hosted, Dez initially described what she had noticed during the lesson, but soon it turned towards significant self-critiquing:

In general, I wish we would have had more time for the sentence correction, and then the actual writing itself, **I am so silly and put the link in the waiting room and didn't notice that until like seven minutes later, or however many minutes later. So we lost a lot of time, unfortunately for that. To see whether or not it actually did have any influence on writing, I still think even if they had had time we might have needed...It seemed like there was still some confusion as to like, we did these**

activities, now what? I had thought about giving them that like the little feedback survey at the very end, but I was like, there's no way I'm going to get them out of one Nearpod and get them in another Nearpod then get them back at the original Nearpod which is why I had the survey right after the end of the activities. But they actually, **maybe next time I just have them do a happy face sad face in the chat or something to save time.** So overall, I feel positive about the activities. **I think I can continue to improve on like, when I let students tell me why it was the correct answer the incorrect answer, because I do think that the kids are ready to do that. And like that's more on me that I'm not ready to like release that to them.** And I just I'm interested to see what happens on Monday, when we do have them get back into the writing to see if like actually does have any benefit on the writing. (Round 3 Debrief meeting, 4/16/21)

A few particular actions are happening here at the same time in this excerpt. First, Dez critiques herself in multiple areas of the lesson, unprompted, when given the time to talk about whatever she wanted about the lesson. The style of her sharing out as a host is reminiscent of how I asked the PSTs to share their thoughts at the beginning of each debrief for their internship observations, where they often used their initial time to talk about the areas of strength and areas for growth within the lesson. Considering some of the similarities in processes between the internship observations and the rounds themselves, her bringing such a lens in is not surprising, as discussion of areas of growth by the PST ahead of the supervisor often led to a shorter discussion or very limited discussion of said area, depending on what the PST discussed for next steps. Her self-critiques could have acted as a sort of preemptive move so that others would not feel the need to mention them in depth during the debrief. This did not necessarily happen in the rest of the debrief, as the observers provided noticings and wonderings that hit on some of these areas, as well as others, but perhaps it took the sting out of them, and there is agency for all teachers in being able to soften an anticipated critique.

In addition to the self-critiquing typical of the host's initial five minutes of sharing, Dez did something each of the other hosts did as well during the opening five minutes: her response was a mixture of each phase of the debrief process that ignored the prescribed order. This

allowed her the power to frame the lesson as she saw fit, with no one else interrupting or challenging her. This ability to buck the order of the phases stands in stark contrast to what followed each host's initial sharing, namely me as the facilitator reminding the observers of the order in which we discussed our thoughts, as well as a reminder of what the problem of practice was to focus discussion further. It was no coincidence that such individualized narrative building took place right before the more structured, more collaboratively constructed descriptions of the lesson took place. Each host's five initial minutes contained wonderings (often next steps) and answers to the problem of practice they had put forward, which allowed them to assert some individual authority over the way the lesson was analyzed and interpreted, i.e. how the lesson was reified within the CoP. In the excerpt above, Dez initially qualified that her mistake of not introducing the link initially had hamstrung their observation efforts a bit, but then put forward the idea that based on what they had seen already, there was confusion for students about how to apply what they had demonstrated in the warmup activities towards their writing. Whether Dez's problem of practice could be answered by the lesson was discussed implicitly throughout the debrief and explicitly at the end of it by all of the participants, but by providing an answer initially, the host has the right of first dibs at the table, which can often balance out how the majority of each debrief was centered around the observers' thoughts, rather than the host's. By providing the initial space for the host teacher to depict the lesson as they saw fit, interpretive power was shared more equitably among the participants, and rounds were not just something that happened to the host, but something they also had a say in, allowing them to imprint their analyses of practice onto the collective understandings (shared repertoire) of the rounds group.

4.3.3 Common Ground

Another aspect of reification was finding common ground between the different participants. Common ground was found most often between participants during the debrief, and particularly when answering the PoP question. While I facilitated the rounds so that each participant had multiple opportunities to share their voice, the answering of the PoP question was the space where every voice was most likely to be heard, particularly as I attempted to bring all participants into the conversation through the “no hogs, no logs” guideline of our rounds compact. Common ground was negotiated in many forms, but two forms in particular, the “yes, but” and “yes, and” statements, allowed participants to challenge and build off of each other and develop new understandings through this negotiation. “Yes, but” statements qualified the previous statement while then introducing a counterpoint, while “yes, and” statements often extended the previous statement in a new direction. The debrief for round 2, which Lisa hosted, provides examples of both kinds of statements. For the first half of the answering phase of debrief 2, we see some direct agreement from Rebecca, followed by “yes, but” challenges from both interns:

Wyatt: [Lisa’s question for this round was] “What does student engagement look like in Nearpod when activities increase in technological and linguistic demand?” What do we think about for an answer for that question.

Lisa: Less student engagement.

Rebecca: I'm sorry, go ahead. I was gonna say, I think it goes down.

Lisa: I think it does too.

Wyatt: So, Dez, Gina, do you all see it in the same way?

Gina: **Yes, like I saw it went down, but I was being optimistic. I think it was still good because at least 12 students were able to show their understanding even for the most challenging part.**

Wyatt: Okay, Dez?

Dez: **Yeah, because I don't know. I know in our lab class, we're definitely getting more kids doing something with the use of Nearpod. So, compared to before Nearpod all together? Do you feel like even the 12 is more?**

Lisa: **Oh absolutely. This is our class that, it's like our “is anyone here” kind of class.**

Gina: I think it's gonna be like three or four [normally].

Lisa: **Yeah. So like you were saying both of you. I was pleasantly pleased. I guess I was pleased with some response from some of the students. You know, at least they were trying and before without Nearpod. They might not have done anything. Because, it's not like we haven't tried other things in the past. We've done jamboard, we've done drag and drop on Google Slides. But this platform seems to be engaging. And yeah, I don't know, encourages participation.** (Round 2 Debrief meeting, 4/9/21)

In this excerpt, we see both Gina and Dez challenge the mentors' answers to the PoP question.

Gina reframes it still as an accomplishment, rather than a detriment, that at least 12 of the students had shown their understanding for the most challenging part of the lesson. Dez took this further, refocusing the question around whether the introduction of Nearpod has improved student engagement overall (“**So, compared to before Nearpod all together?**”), rather than how engagement may change between different activities within Nearpod. They were challenging the answers that both mentors had given not a moment before by providing “yes, but” responses. Lisa supports their challenge with a “yes, and” response, providing more details for how overall engagement had changed for students with Nearpod, in comparison to other software such as Google Jamboard and Google Slides. After this exchange, when I paraphrased what had been said and asked if it was accurate to their statements to say that while Nearpod “doesn’t necessarily lead to full engagement... it does bring in more folks that we may not have seen based on other activities,” this paraphrase was met by several “yes, and” statements by mentor and PST:

Lisa: I would agree with that. I'm just wondering, because we did it as live participation. There's also the student paced version. So maybe in that situation, **if you made a few different versions of this with different kinds of activities, maybe some more examples for some of our beginners, along with maybe some of the fill in the blank kinds of tools, we could have different versions going on.** Now that we've introduced this information to the students, and then they could all be challenged at their level.

Dez: That's where I really wonder, because we too have had some kids that have done self-paced, almost actually on their own, and they've done really well. **So this is where I wonder how much of the participation is driven by the fact that the kids know that**

their screen is being seen versus participation is driven by oh, I know what I'm doing here. And I want to participate.

Wyatt: Gina, you're nodding frantically. Tell me more.

Gina: Yeah, I agree with that. **And my other thought is that besides trying to provide different versions of Nearpods, we can also provide different versions of exit tickets.**

So even though we're going through the same content, to meet everybody's needs, but we're doing differentiated exit tickets (Round 2 Debrief meeting, 4/9/21)

As each participant verified what had been paraphrased, they added their own wonderings for next steps to be taken, often to reinforce what had been mentioned earlier in the debrief (Dez with her prior question about teacher screen driving student participation), in the PoP meeting (Lisa, with her curiosity prior to the round of wanting to explore and experiment with different aspects of Nearpod), and in the internship (Gina, with her observations' self-driven focus on developing differentiation). Each “yes, and” statement here helped the participant reinforce a prior individual narrative, and make the answer to the PoP question something they can connect back to their own practice. While “yes, but” responses allowed participants to challenge or reframe the discussion while qualifying the previous speaker, “yes, and” responses often gave credence to the previous speaker, further reifying the interpretation of practice at hand, and allowed the speaker agency over how to incorporate the emerging theme into their own learning about their teaching.

These kinds of responses were used frequently by PSTs and mentors alike, although not every wondering or answer given was reified immediately. Some of the PSTs' attempts to characterize themes during the rounds went unacknowledged, while others were reified outside of the rounds themselves and became themes that were ultimately shared among the participants as part of the shared repertoire of the rounds CoP. We had set no explicit instructional theme for rounds at the start or at any point during the rounds, which allowed several to arise naturally and

gave the participants more agency over their host rounds. This did not mean that the PSTs did not wonder whether I had planned themes, as Gina described after the rounds:

Gina: So for me, these rounds naturally have a theme, which is differentiation for lower [English proficiency] level students. At the beginning, I was a little bit unsure what we're going to do. We didn't really have a theme. So I'm wondering, Is this the plan of your round meetings? Is that something you intended?

Wyatt: I just showed up and you all took the mic. No, I was not trying to steer.

Gina: Okay. So that's good. Just keep it like this. Just let teachers figure out what's the focus? Yeah, I think that was that was very helpful. **Because if we have a vote, if we had a focus, it would be more clear at the beginning. And that may make me feel better about the rounds, but it might not be as relevant as what we had to the actual teaching.** (Gina final interview, 5/20/21)

Rebecca and Dez also confirmed during the final interviews that differentiation was a theme for them during rounds, though they sometimes described it more in terms of scaffolding for multilingual students at lower English proficiency levels. This idea of agency over theme seemed particularly important to the PSTs, as Gina described above, because of relevance to teaching, but also giving more control over the direction(s) of the group to the participants.

The initial lack of acknowledgement of a PST putting forward a theme, followed by a later recognition by others, was not uncommon during and after the rounds. For example, the PoP for Dez's round (round 3) had focused on examining the effects of more guided practice on writing output: "What effects do warmup activities, focused on identification and error correction related to use of infinitives and objects after the phrase "I need," have on writing in their I Can Teach You projects?" (Round 3 PoP sheet, 4/15/21). While the debrief from her round touched on a variety of aspects of the lesson, including guided practice, there were no clear patterns posited by participants related to guided practice, mainly because of not being able to devote enough time to the writing project at the end of the round. During the debrief for the fourth round (which Gina hosted), Dez put forward a thought that sought to describe what she was seeing across all rounds in terms of the gradual release of responsibility to students:

The “I Do, We Do, You Do” really has to be also tied to the medium. It's like “I Do, We Do, You Do” with the content, but it's also “I Do, We Do, You Do” with the medium, which is so hard, because then it really feels like you spend an hour not doing much of anything. Because so much of the medium work has to be repeated. But that's definitely something that, between what I've seen in our class with the big newcomers/beginners class, our lab class, your lab class now with both of you teaching it. It's just kind of a reality. (Round 4 Debrief meeting, 4/19/21)

However, while Dez’s analysis of the classes was not taken up by other participants in that debrief, with either a “yes, and” or “yes, but” response, Rebecca verified in an addendum to her final interview that indeed, the mentors and PSTs had taken up just such a focus once rounds were completed. When asked why she had been including more “we do” activities, i.e. guided practice, in her own instruction, Rebecca responded,

It was a result of observing Dez teach as a mentor and then our discussion around our observation of her class and problem of practice. The same thing came up in our observation of Gina and we discussed similar ideas of consistency in Nearpod activities and providing more examples or practice prior to having students try on their own. (Rebecca final interview addendum, 7/2/21)

However, to see such an instructional theme taken up by a mentor after rounds were completed supports what has been described elsewhere in these findings: rounds allotted PSTs some power to influence how the participants understood instruction, including how the mentors understood and enacted their instruction. It is no surprise that the mentors wielded power to reify practice during rounds, but PSTs clearly held some sway over how practice was interpreted, inside the rounds and afterwards. Such sharing of power contrasts in some ways with the tacit nature of the relationship between PST and mentor during an internship in terms of the mentor getting to reify expected or exemplary practice and the PST adhering to these ideas. Even when their contributions were not immediately recognized by their mentors, the PSTs took the opportunity during rounds to cultivate power to define what exemplary practice could or should look like for their mentors, which is a reversal of the traditional hierarchy of expertise in an internship.

Rounds helped redistribute the power to reify among the PSTs and the mentors to foster a more democratic form of mutual engagement, though primarily this power stayed within the rounds themselves. What occurred outside of the rounds is discussed more in the next section, as well as Chapter 5.

4.4 Moving between CoPs: Research Question 2

In the previous sections of this chapter, to answer the first research question, I examined how ESOL PSTs and their mentor teachers took on different roles in dynamic ways during rounds that challenged traditional hierarchies of knowledge and status within the internship. In this section, to answer the second research question, I expand the question to look at membership outside of rounds. The second research question for this study asked in what ways, if any, do pre-service ESOL teachers and their mentor teachers' participation in rounds support both sets of teachers' membership in communities of practice of ESOL teachers outside of rounds. Figure 4.2 from p. 115 is most relevant for this section, as it illustrates the tentative movement of the PSTs into MHS' ESOL teacher CoP, as well as the mentor teachers' brokering between the rounds, MHS' larger group of ESOL teachers, and ESOL teachers at other schools.

Before examining how rounds may have supported anyone's membership in CoPs beyond rounds, some context needs to be brought back to the forefront to temper the results. As mentioned in section 4.2, in the internships before rounds, aspects of mutual engagement, i.e. respect and trust between the PSTs and mentors, had already been on clear display during the midpoint conferences in the weeks before rounds started. Dez and Gina had already brokered the boundary object Nearpod into each of their courses and had spent weeks modeling how to use the software and preparing Rebecca and Gina to learn to use Nearpod in their classes. Additionally, by the time rounds started, Gina had been preparing the materials for both Lisa and

Rebecca's language lab courses for several weeks. Furthermore, Dez had come in already to help Lisa during her advisory period with a subject she was less familiar with (financial planning), and had previously presented to Lisa at an outside PD about a different software, Wakelet. Section 4.2 also highlighted the ways in which Dez and Gina were taking on roles of expertise within rounds while Lisa and Rebecca at times took on learner roles. In short, conditions were ripe for rounds to push the envelope further, i.e. help foster the PSTs' membership among MHS' ESOL teachers, and prepare them to broker between the rounds and the teacher preparation program.

Data collected during the PSTs' internships after the rounds, as well as the final interviews once the internships were completed, revealed a few disparate trends in membership for the PSTs and mentors outside of rounds. The PSTs did not seem to broker any objects or ideas from their rounds back to the teacher education program, and their ability to transfer their status from rounds back into the internship was tenuous. Certain instructional interpretations put forward by the PSTs during rounds were picked up by their mentors during the rest of the internship based on self-reported evidence, but rounds did not seem to further PSTs' status in the internship as ESOL teachers at MHS, as the criteria for becoming ESOL teachers that all participants identified were not directly addressed by the rounds. The mentors, however, were able to broker boundary objects from rounds, i.e. both concrete and abstract aspects of rounds, to their ESOL colleagues at MHS and to colleagues outside of rounds. The disparate nature of these trends is explored further in the sections that follow, as well as Chapter 6.

4.4.1 PST Membership and Brokering Outside of Rounds

Before diving into whether rounds supported Dez and Gina's membership among MHS' ESOL teachers, let me address first the PSTs' brokering between rounds and the teacher

preparation program: this study collected no evidence of any brokering between the rounds and the teacher preparation, as had been hypothesized in section 2.9.3. The only piece of evidence that arose was a brief conversation in a breakout room during my assessment course, in which the two PSTs discussed for a minute or two with one other PST the process of rounds. From the data collected, the PSTs said they did not speak with anyone else at any other time in the program about the rounds. While the data collection plan could have been geared to analyze such a possibility, it was not primed to do so as designed for this study. Even had it been designed to do so, there seemed to be no indication within the existent data that there was any PST brokering of boundary objects back to the teacher preparation program, so it is unlikely that such a design would have captured a different picture. This lack of brokering is relevant in effectively marking a dead end within the data in this direction, counter to what I had expected and described in section 2.9.

With no significant brokering between the rounds and the teacher education program, we now examine whether PSTs' participation in rounds supported their membership as an ESOL teacher at MHS. First, we need to describe what might make one an ESOL teacher at Multicultural H.S. When asked "what does it mean to be an ESOL teacher at MHS?", all of the participants hit on two particular characteristics: language-focused instruction and service to other teachers at MHS. On the instructional side, the mentors highlighted the productive aspects of English that the ESOL teachers were supposed to foster using authentic tasks, describing their purpose as to "provide them with a safe space to try language, to make mistakes and give authentic opportunities for speaking and writing" (Rebecca, final interview, 5/19/21) and to "get them to produce as much English as authentically as they can" (Lisa, final interview, 5/18/21). Dez described it as a combination of focus on and knowledge about language development,

saying that all teachers at MHS needed to “understand the role of language development in driving instruction for ESOL students” (Dez, final interview, 5/19/21). Considering that MHS serves almost exclusively students enrolled in the ESOL program, Dez’s characterization is understandable, and will be discussed more deeply once we examine who counted as an ESOL teacher at MHS.

The second commonly discussed part of being an ESOL teacher at MHS was providing resources and knowledge to other non-ESOL teachers at the school. Gina described it as a kind of shepherding or leadership role, saying,

I also see them playing bigger roles to influence other teachers, like teachers of other subjects. For example, when we were making the WIDA rubrics, we're not only making them for our own use, we made it for the whole school. So not only ESOL teachers are using the rubric. (Gina final interview, 5/20/21)

Rebecca also highlighted the aspect of providing resources to other teachers, and mentioned that “we provide things like some scaffolding tools, our language rubric, language functions, some project ideas, that kind of that kind of thing, as well as running our intake process” (Rebecca final interview, 5/19/21). However, Rebecca characterized it more as serving, rather than leading: “The purpose of our ESOL teachers at MHS is to provide our content staff with the tools and knowledge that they need.” Lisa and Rebecca also mentioned several administrative duties that the designated ESOL teachers took on, such as the intake process for the school as well as providing professional development for teachers at MHS, the latter of which implies some ability to shape and lead other teachers at the school. This guiding service to other teachers, as well as an instructional focus on providing students with authentic opportunities to experiment with their English speaking and writing, were the criteria for ESOL teacher membership that each of the participants seemed to gravitate towards in the final interviews.

Having defined MHS ESOL teachers relatively consistently across participants, we now need to examine who they identified as ESOL teachers, when they did so, and an exploration of why. During the final interviews, when asked who met the definition of ESOL teacher that they had previously described, all participants identified the teachers at MHS who were explicitly hired as ESOL teachers, namely Rebecca, Lisa, and two other colleagues of theirs, another full time and a half-time ESOL teacher. As mentioned before, Dez had said that all teachers at MHS had a focus on language development and that all teachers needed to understand the role that language development had to play in their ESOL students' learning. This wide net is not surprising, considering MHS' entrance criteria of needing to be enrolled in ESOL for admittance, but Rebecca and Lisa narrowed it down from this all-encompassing group to the hired ESOL teachers and the ELA teachers. Lisa added on the electives teams (which included PE, music, and computers) because ESOL had previously been grouped with the electives teams for planning, but also because,

The one thing that we had in common was teaching the language. And so we would use that to guide our planning together and some initiatives that we decided to do as a department. So it always was language. And some of those teachers were very, very adept at teaching language, even though they weren't maybe certified in ESOL, or they didn't teach ESOL. (Lisa final interview, 5/18/21)

The mentors and Dez's assertions are consistent with how they had described the essential traits of the MHS ESOL teacher, considering that ELA teachers have an embedded curricular focus on language, the electives team had unified around the theme of teaching language, and in a way, each teacher at MHS had joined the school knowing they would be working almost exclusively with ESOL students, and that a focus on language development would come with such a position. However, there are two people who were not mentioned as ESOL teachers at MHS after this initial question by any participant, PST or mentor: Dez and Gina.

No one mentioning Dez or Gina when initially asked who would meet the criteria of MHS ESOL teacher hints at the tenuous, perhaps peripheral nature of their membership within the group. However, this is not telling the full story. When the mentors were asked whether their particular intern was in that group, both emphatically responded yes, included the other intern too by name, and detailed why each intern met both criteria. Dez, when asked whether she met the criteria she had laid out, said that she would include herself, and laid out how she had accomplished similar facets of her instruction that she had mentioned a few minutes earlier when defining MHS ESOL teachers. She did not mention any of the service aspects of MHS ESOL teaching, nor did she mention Gina, and only shared her reasons for including herself after elicitation. Gina gave the most mixed answer for herself of any participant:

In terms of readiness, yes. Like mindset. Yes. This is what I want. That's why I want to apply to the school. In terms of skills, I think I still need some experience. But I'm a very reflective teacher. So I think I can be there. Well, for example, the rubrics. I think in terms of rubrics, they [Lisa and Rebecca] taught me a lot. (Gina final interview, 5/20/21)

A few aspects of Gina's response are worth unpacking here. Gina included additional criteria that she had not mentioned earlier in her response, such as a reflective mindset and teaching experience. There is some irony in her indicating that she did not have the full experience necessary to be an MHS ESOL teacher, not only because she had taught EFL to children in China for at least a year before joining the M.Ed. program, but also because this was after completing the entire yearlong practicum, and she had applied to be an ESOL teacher at MHS at least a month before the final interview for this study. She would actually be offered and accept the position at MHS the very next day after this interview. There seems to be a tacit understanding in Gina's statement that if you still have something to learn from the other teachers, you may not be fully ready to be an ESOL teacher at MHS, which runs counter to the clear learning that both mentors were experiencing with Gina both inside and outside of rounds. I

did not challenge or ask Gina to elaborate on her statement at the time, but her response could indicate that explicitly inhabiting spaces where mentors and PSTs are learning from each other may not be enough to fully upend certain preconceptions of what a language educator is or should be.

The question of whether rounds fostered any additional PST membership in the MHS ESOL community of practice is further answered through each participant discussing aspects of the internship that may or may not support their membership, with no mention of rounds by anyone at this point in the interview. The justifications focused primarily on how language-focused their instruction was, and the tools that they had helped create that would be distributed to other teachers, such as language form rubrics. Again, this is consistent with how they had each described the criteria for being an MHS ESOL teacher. Connecting back to the concepts from section 2.9, the criteria everyone described could be labeled here as the joint enterprise of the MHS ESOL community of practice, and PSTs' tenuous membership there is reminiscent of Lave and Wenger's (1991) description of legitimate peripheral participants who are able to join the community of practice, though they may not be able to exercise all the rights as others or be recognized as full members. However, this peripheral membership stands in contrast with what was described during Dez's interview of rounds creating either a "more equal playing field" or as Rebecca described in her final interview without qualification, "an equal playing field." Such a contrast will be examined later in the discussion and implications in Chapter 6. Overall, the evidence for the PSTs being considered as MHS ESOL teachers based on the entire internship is muddy and tentative, and the evidence for rounds contributing to their membership as such is sparse.

4.4.2 Mentor Brokering Outside of Rounds

While the evidence for rounds supporting PST membership or brokering outside of rounds was mixed or at times essentially nonexistent, the mentors' brokering was much clearer between the rounds and the ESOL teaching community at MHS beyond the PSTs, and with other ESOL teachers outside of MHS. As discussed in section 2.9.2, brokering is when individuals have membership or affiliations to multiple CoPs, and transport or translate boundary objects from one CoP to another. Boundary objects can be concrete, such as documents and tools, but also more abstract, such as themes, concepts, and language central to a CoP's operation. Lisa and Rebecca brokered concrete boundary objects from the rounds' shared repertoire such as the PoP sheet, the length of the observation, and the structure of the debrief to other groups within MHS. Outside of MHS, Rebecca and I both introduced a more abstract boundary object from the rounds' shared repertoire, "nonthreateningness" or a non-evaluative stance to professional learning, to Rebecca's colleague and her colleague's administrators at another school.

At MHS, Rebecca and Lisa orchestrated a hybrid round that combined many concrete elements of our rounds with MHS' lesson study protocols a few weeks after our rounds had finished. They adopted the steps of our rounds, namely that they had a meeting prior to the round to discuss the problem of practice and relevant context, everyone attended the host round for the entire lesson (rather than for 15 minutes, as had been done previously), and all attended the debrief after the lesson. They also adopted much of the debrief analysis process, i.e. the steps of moving from noticings to patterns to wonderings, though the mentors noted that they had run out of time to be able to get to answering the question at the end. Rebecca also shared that some refereeing came into the debrief analysis process as well, saying that she had told one of her colleagues "I don't think we're supposed to be giving this free kind of feedback yet, hold your

thought” (Rebecca final interview, 5/19/21) when the colleague started to expound on their thoughts. The round also used the observation protocol that I had developed, with Rebecca describing it as “more streamlined” than what had been used before (Rebecca final interview, 5/19/21). Based on the final interviews with each mentor, they seemed to have directly translated a number of tangible, discrete boundary objects from the rounds’ shared repertoire to their own professional development groups at MHS.

Beyond concrete objects, the mentors also introduced to their MHS colleagues more abstract ideas and concepts from the rounds CoP’s shared repertoire. The mentors discussed how certain instructional themes that had arisen during rounds that mentors and PSTs alike were noticing across classrooms, such as a need for consistency of technological platforms between activities for the students. Such a theme reportedly resonated with the host, the other full time ESOL teacher at MHS, with the host reportedly responding “Yeah, I have been switching platforms a lot, maybe I should just try to stick to one and see what happens” (Rebecca final interview, 5/19/21). Beyond instructional themes that arose from rounds, Rebecca also hit on an aspect of rounds that was not quite planned on my part:

There's like just a little bit of an element of **flexibility and collaboration and nonthreateningness** to it. Not that the our school wide protocol is supposed to be threatening. But sometimes there's just this **pressure** of when you do formal observations, or when you write down a lesson plan, that's **pressure** to stick to the lesson plan. And the rounds kind of allows you to be more **flexible** with what teachers are going to look for. (Rebecca final interview, 5/19/21)

A couple facets of our rounds seemed to have been translated by the mentor teachers, as Rebecca describes here. First, rounds seemed to be more “flexible” than their lesson study protocols, i.e. more responsive to potential changes in the lesson as well as what could actually be studied. This increased the teachers’ agency in their professional development and was more attractive to Rebecca as she helped facilitate this hybrid round at MHS. The second aspect to discuss here is

the connection between “pressure” and “nonthreateningness.” As part of MHS’ lesson study protocol, hosts needed to have a complete lesson plan presented ahead of time to receive feedback from the observers ahead of time. However, for our rounds and the hybrid round they did, there was no set lesson plan ahead of time, allowing the host to avoid some of the pressure inherent to the lesson study protocol, but also the tangential pressure that comes with being observed and any associations with formal observations by administrators. The alleviation of this pressure is tied to some of rounds’ design as non-evaluative, and we see here how when presented with and prepared in an alternative for collaboration that is supportive in teacher agency, the mentors chose the less “threatening” option, in their words, and incorporated this alternative with their colleagues when given the freedom to do so.

Beyond sharing boundary objects with their colleagues at MHS, both Rebecca and Dez mentioned meeting with a colleague of Rebecca’s, Sandra, who is a ESOL department chair at another school in the district. During this meeting, Rebecca shared several aspects of rounds that were pertinent to conundrums that Sandra was facing at her school. For a little background, Rebecca and Sandra are friends outside of work because they came through the same teacher preparation program at this mid-Atlantic university, and they socialize frequently, often talking about work. When Sandra started discussing her school’s collective struggles with collaborative planning and many teachers’ reticence to discuss or share what they do in their classrooms, Rebecca mentioned rounds and their non-evaluative approach to sharing just such ideas. After this conversation, Sandra contacted me by email, and after some discussion, invited me to meet with her, her school’s administration, and their instructional lead teacher to share my knowledge about collaborative planning, as well as what I had been doing for this dissertation study. At that

meeting, I shared about the non-evaluative nature of teacher rounds, and how our observation protocol had broken down some of these defensive barriers.

Conversations with the other school are still ongoing, but the “nonthreateningness” that Rebecca, Sandra, and I discussed was not only part of the shared repertoire of the rounds, but also something that Rebecca and I were able to introduce outside of MHS. While the PSTs may have been reticent for a variety of reasons to share out about the rounds with their teacher preparation program, the mentors seemed to be quite keen to broker aspects of them with others beyond the rounds CoP for this study. An analysis of what may have contributed to this disparity in brokering is discussed further in Chapter 6.

4.5 Summary of Participation in Rounds and Other CoPs

Participation in rounds by the PSTs and their mentors was characterized by a burgeoning fluidity of roles taken on by each participant. This fluidity of roles took two particular forms: leveraging each other’s particular experiences, and equalizing roles among each participant (“leveling the playing field”). Mentors and PSTs turned to one another for support during the internships as part of the group’s joint enterprise in recognizing gaps in one’s knowledge, which may have contributed to some of the flexibility of status seen within the rounds. However, by the end of the rounds, PSTs were asserting their knowledge and expertise in similar patterns to the mentors within the debriefs and were using rounds to collaboratively reflect on individual issues, which often were considered afterwards to be collective issues across classrooms. The data regarding whether or not rounds actually “levelled the playing field” is ambivalent. Several participants asserted in multiple ways that rounds made the interactions between PST and mentor more like that between colleagues. The design of the rounds themselves assured that everyone would be taking on each role within rounds. Furthermore, the PSTs and mentors lived into those

roles as both knowledgeable sharers and learners during the debriefs. However, each participant's initial omission of the PSTs as meeting the criteria for ESOL teacher at MHS raises questions that are going to be explored further in Chapter 6.

Who had the power to reify practice and when they could do so varied by parts of the rounds process, but not quite as much by prior teaching experience. The problem of practice sheet meeting fostered considerable negotiation between myself as facilitator and each host, but the PoP meetings with the PSTs approached certain dynamics similar to that of supervisor and intern. While this was not completely surprising for the PSTs, as they were still emerging in their confidence in their own teaching and these dynamics mirrored our relationships outside of rounds, such power dynamics remain a question for facilitators who seek to build a relationship with PSTs prior to rounds. The host's ability during the initial first five minutes to share their thoughts without facilitation or others interrupting allowed them to build their own narrative around their lessons, and afforded them some ability to shape the collective interpretations of practice that occurred in each debrief. Additionally, the debriefs found all participants asserting their own interpretations of best practices, with the PSTs characterizing practice in ways that were not initially taken up during rounds but were integrated by mentors into their practice once rounds were complete as part of rounds' shared repertoire.

Outcomes for membership in CoPs outside of the rounds CoP were distinctly different for the PSTs and mentors. For both Dez and Gina, rounds did not seem to facilitate any participant's viewing of them as any more likely to be ESOL teachers at MHS than before. Despite the respect and trust displayed between the participants during rounds and the internship, the PSTs' status as MHS ESOL teachers seemed to be tenuous and peripheral, and no significant brokering took place between the rounds and the PSTs' teacher preparation program. The PSTs' emerging

membership stood in stark contrast to the mentors, who used their unquestioned status as MHS ESOL teachers to broker several boundary objects from the rounds into MHS' own lesson study groups, and for Rebecca to introduce elements of rounds to a colleague at another school. Again, while rounds seemed to provide a space where all participants were recognized for their knowledge, expertise, and insight. Each participant acted in distinctly similar ways that challenged the hierarchy of expertise and status, but this change did not seem to carry over for PSTs as much into their internships or beyond, while it distinctly did so for the mentors.

Chapter 5: Findings – Rounds’ Enhancement of the Internships

So far, I have examined the participation of the PSTs and mentors in the rounds community of practice, as well as how that participation relates to each teacher’s membership in CoPs outside of rounds. In Chapter 5, I am going to use many of the data and phenomena discussed in Chapter 4 to new purpose, namely to discuss whether, and if so, in what ways rounds enhanced the PST ESOL teachers’ instructional practices outside of rounds (RQ3). To use an ecological metaphor, while Chapter 4 discusses how participants act within the life cycle of rounds and how their actions relate to nearby microbiomes, chapter 5 examines the relationship between PSTs’ participation in rounds and the rest of the internship ecosystem. When considering whether the rounds enhanced PSTs’ instruction during their internship, the answer seems to be a clear yes, but the ways in which rounds enhanced the PSTs’ ESOL instruction were not always straightforward. A particular process seemed to mark rounds’ connections to PSTs’ teaching during their internship. Rounds provided a recycling effect, where PSTs raised areas of growth or interest during the internship, gave and received feedback during the rounds on said areas, and then used the subsequent observation once rounds were finished to experiment further based on the feedback they had received from the other participants, often with unanticipated results. Rounds provided a place not only for PSTs to be exposed to the teaching of their colleagues, which they would not have seen otherwise during their internship, but also provided the teachers with avenues for experimenting in their teaching practices with the pedagogical issues they had identified prior to rounds. Once rounds had finished, the PSTs each incorporated elements of what they had learned during the rounds into their instruction, often with unexpected results that sometimes challenged how they had conceived of the development of their teaching. The PSTs’ learning was often connected to “shared understandings” about

instruction (City et al., 2009; Del Prete, 2013) that emerged out of the rounds in the form of pedagogical themes. These themes, which formed part of the shared repertoire of the rounds community of practice, carried into the PSTs *and* the mentors' instruction, though some of the enhancements each participant discussed were captured exclusively through self-reported data.

There were generally twelve topics or themes that crossed boundaries between the internship and the rounds. These themes functioned as boundary objects brokered by the PSTs and often the mentors between rounds and the internship. The themes were ways of understanding instruction that best suited the students they were collectively teaching and could be interpreted as the kinds of shared understandings about instruction that Del Prete (2013) and City and colleagues (2009) have argued rounds can create among participants. Rather than list every theme, however, four will be discussed here, particularly in their relevance to the processes of interaction with the internships. For the clearest illustrations of the recycling process, teacher modeling was particularly relevant to Dez, as differentiation for lower English proficiency level students was for Gina. As examples of how the rounds complicated or expanded upon smaller issues from the internship that became more prominent themes later on, Dez (and others) incorporated more explicit grammar instruction ("warmups," as she referred to it) after viewing Lisa's round, while Gina used the experimentation from her instruction surrounding language rubrics during her round to inform her instruction after rounds were completed, with unanticipated results. These themes will be explored more in the sections to come.

5.1 Teacher Modeling – Research Question 3

For this section and the following section about differentiation, I examine examples of aspects of instruction that each PST had identified and grappled extensively with prior to rounds, explored within rounds, and experimented further with in their instruction after rounds had

finished. For Dez, modeling was a thread that wove itself throughout her internship and into and out of rounds. Although the topic was not thoroughly discussed before the rounds, analysis has made it clear that teacher modeling of the task at hand was something Dez struggled with and showed growth in during her internship long before it became a central topic for her during her round. The ways in which I describe her journey in modeling are the product of time and reflection, as neither she nor I had the mental acuity to describe this topic so explicitly during the internship, otherwise we would have done so. Supervision is a tricky business, as is an internship.

For the first observation, the medium of the instruction (Google Slides) seemed to challenge Dez, as she seemed relatively new to it, despite her successes with other software during her elementary placement not two months earlier. The modeling in the lesson plan for a newcomer class involved much stating of scripted rules for how to construct the target language, but not necessarily the descriptions or illustrations that might make such rules tangible. During the lesson, Dez's oral modeling often went beyond what she was displaying visually or providing examples of, and Rebecca stepped in at multiple points to provide more explicit directions. Dez was still very much learning to teach newcomer students, as she had not interacted with nearly as many during her elementary placement, and this was reflected in one of the goals she put forward after the lesson: "Reduce time dedicated to verbal directions while increasing amount and quality of written/visual directions" (Dez Observation 1, 2/5/21).

The second observation found Dez more on home turf, as by that time, she had introduced Nearpod, a software she was much more familiar with from her elementary placement. Her second lesson plan included more videos, more physical demonstrations of how to complete the task using the technology, and clearer descriptions of student expectations with

multiple examples within the lesson plan, many of which were demonstrated during the lesson. Her second reflection details her attempts to cut down the number of tasks expected for the formative assessment during the lesson, but she kept the same goal from the first observation of “[continuing] to match or mirror oral and written directions for a variety of activities” (Dez Observation 2, 2/26/21), as this was still an area she felt she needed to practice more on.

The third observation, earlier in the day on which the first round took place, was a bit of a setback for Dez in terms of her modeling. Despite the fact that the lesson plan included time for practicing with model questions and model conversations surrounding what ingredients are necessary for cooking dishes from students’ family cultures, and despite Dez taking students step by step orally and visually through the process and modeling the conversation for the students with Rebecca, student responses often did not meet her expectations in terms of linguistic complexity, with many students needing additional translation into their first language before speaking. During the debrief for the observation, Dez described how things did not go quite as planned, saying,

So I wanted more time for the kids to actually practice talking. **But I knew that if it wasn't explicitly modeled, then it still wasn't going to yield the results that I wanted. So I knew that we just had to take the time for the modeling.**...I had a couple non responsive students, which I wasn't surprised. Sometimes they're really responsive, or sometimes not. Which means the culminating speaking activity that the lesson was building towards was] just not as group engaging as I would have liked it. **I would like us to get to a point where I could step back some but that was the first time we've ever done something like that. So I'm not surprised that they needed a lot of prompting.**...And before [Lisa] took the group I didn't really explain to that group what they were doing, but [Lisa] guided them appropriately. (Dez debrief interview 3, 3/31/21)

This description of Dez’s thinking on teacher modeling helps to illustrate where she was prior to rounds starting. She recognized that explicit modeling was necessary, as was allotting the necessary time for her modeling. However, she had failed to take into account the newness of the task, and how that may have required more modeling on her part to elicit responses from some of

her more hesitant students. Dez even acknowledged that she had not forecasted the expectations of the breakout groups on Zoom prior to sending students into them. These different aspects of Dez's thinking highlight that while she had made some gains in her understanding of the necessity for modeling for secondary ESOL newcomers, her enactment had not yet caught up with her goals. Dez's understanding of her own modeling, as well as her understanding of additional ways to model activities for newcomers, would be challenged during the rounds, but also expanded.

During Dez's round (round 3), every participant (including myself as facilitator) commented within their PoP sheet notes that some of her modeling as host teacher was not as effective or explicit as it could have been. In the debrief, Gina shared some of her notes about this, and made a suggestion couched in wondering language:

Another thing I noticed is the transition from the first activity to the second one, which is the multiple choice and then to the correction one. And I noticed students were trying to do the same thing, because in the first one, they were drawing a line between the materials, and the words, which shows that they're using the materials.... **So I was wondering if they might need more modeling when we are transitioning into another activity?** (Round 3 Debrief meeting, 4/16/21)

Gina's suggestion is curious not only for the thinly veiled advice, but also for the framing that this is a collective problem ("*we* are transitioning"), perhaps to soften the evaluative nature of the comment. This feedback for her modeling is almost immediately taken up by Rebecca, but is discussed later on in greater detail in terms of a pattern throughout the lesson:

Rebecca: **I guess after the initial directions, there's a big delay and a hesitancy for the students to start. And then at that point, she was prompting again, when only one or two were getting started and a little bit of leveraging the students who did get started.** It was like as they were kind of circling like some students were doing more than one answer here. I had her saying "only one answer choice." What answer choice is the best choice or which is the material word? **So getting more and more specific, to lead students to a correct answer.**

Wyatt: And for this, where are we noticing it? Just with that activity? Or was this something we were noticing in other activities as well? Are we noticing differences?

Dez: I was gonna say I feel like it was consistent.

Rebecca: Yeah, I agree. Let me see if I look back a day. Yeah, I have it in like every timestamp of day one. And then my notes are a little less detailed when I had kids into the room [on the second half of the round].

Gina: Yeah, I was going to say that I noticed the same thing. **That when the task became more complex, students seems to take longer to react, and to respond. But after teacher redirection and modeling, students show more participation. For example, like, around 930 ish, some students were getting used, were trying to figure it out the correction task. And then Dez noticed that they are hesitant. So she started giving some modeling and started showing how to solve the problem. And then after that, like around four minutes later Nearpod shows more student responses. And they were correct.** (Round 3 Debrief meeting, 4/16/21)

While earlier in the debrief both Rebecca and Gina had highlighted the potential for more teacher modeling to encourage student participation, here they highlighted how Dez had been modeling in other areas, and how this had led to some results that were unexpected, but also some that were successful attempts at the task. Gina's description is praise with evidence for how her modeling responded to a theme that had arisen in the previous round (participation dropping as tasks become more linguistically and technologically complex), and shows a way forward for dealing with a collective issue. After the debrief in her journal, Dez focused on her modeling as well, and when responding to the question of how her responses to previous journal prompts may have changed, she said, "Since all of the rounds have used Nearpod, I have been thinking more about how to model the technology tools in a I do, we do, you do manner, just like we model the content. I have noticed that many of the students struggled with understanding what was required for each question" (Dez Post-Round Journal). This germ of an idea would be combined with some of Dez's other wonderings from the second round in ways that would become a theme for the entire rounds group and is explored more in section 5.3.

The rounds had more in store for Dez, however. Round 4, Gina's round, introduced to her a clearer way of modeling and eliciting student thinking. Dez praised Gina highly for her modeling in the debrief, noting that

I just saw lots of really, really clear modeling with what the students should be doing in Nearpod. How they should be thinking to make their decisions in the Nearpod and the actual document itself. Lots of, when students were called on, pushing them to explain their rationale for why they made their decisions. And then students responding a lot with ‘I heard you say’ or ‘earlier you said,’ they were pulling out pretty sufficient, pretty clear evidence of how they made the decision and citing specifics from prior in the lesson. (Round 4 debrief meeting, 4/19/21)

Dez found Gina’s think aloud to be quite effective, and praised her in the final triad conference with myself and Rebecca and in her final journal entry, noting that “Observing this lesson was helpful for the modeling for how to walk the students through the rubrics” (Dez Post-Round Journal). Between the struggles of her modeling in her own round, the feedback she received from multiple observers on her modeling, and what she had observed from Gina’s teaching, Dez had come to a change point for her instructional practice during the rounds, and the rounds provided her with the kind of personal, non-threatening feedback and alternative forms of instruction that would become part of what she brought into instruction afterwards.

For her final observation of the internship, Dez took these ideas to heart. Within the final lesson plan, she had already demonstrated greater understanding and utilization of what she had seen in rounds by including multiple, detailed descriptions of think alouds for her guided practice and independent practice tasks. However, the lesson was surprising, in that she often did not need to model her thinking aloud through the entire process, as many of the newcomers were able to quickly engage in the task of comparing and contrasting common objects. When she needed to model her thinking fully, as with the warm up, students engaged quickly and accurately. Her instructions for the guided and independent tasks were also quite explicit, though as I noted in the fieldnotes for the observation, “The need [for students] to put the topic and categories first [in the graphic organizer] does not seem clear to some students, based on the labels they are putting” (Dez observation 4, 4/27/21). Dez also recognized this in the debrief,

saying “not 100% of the kids got it, let’s be clear, because some kids did not write their title or the categories, they just started writing” (Dez debrief interview 4, 4/30/21). While labeling a graphic organizer is a valuable communication skill, we both recognized that her students had deeply engaged with the central task of comparison and contrasting objects and animals, and her students engaging in the crux of the exercise was based at least partially on growth in Dez’s modeling. In her reflection, Dez noted that she felt “way more comfortable with modeling than I did in the beginning of the semester,” (Dez reflection 4, 4/30/21), and my final observation of her practice corroborated this shift in her modeling.

Dez was clearly focused on her modeling of activities prior to rounds starting and had made intermittent growth in her modeling as exhibited during the observations of the internship. Rounds seemed to change her thinking not only by providing a space for her to display her teaching practice to several other colleagues, but also opening her practice up for non-evaluative feedback from her colleagues. Once Dez was able to clearly see what was working and what was not with her modeling, as evidenced through her journal entries, Gina’s round then exposed her to a strong example of another kind of modeling, think alouds. From what she saw and heard from Gina’s instruction, which she would have had no other occasion to see during the internship, she adapted think alouds immediately to her own practice in the next observation. Although the think alouds she did were not as necessary as she had anticipated for that observed lesson and students did not do all that was expected of them, the final observation signified a shift in her approach to modeling. Based on how the internships were structured and how Dez’s modeling had not dramatically changed up to and during her round, the mechanisms of the internship alone would have been unlikely to prompt this shift. This theme is not the only one that Dez carried from internship to rounds and back into her internship, but it is one of the

clearest in illustrating this process of rounds cracking open issues PSTs were facing prior to rounds, exposing them to new information or new ways of teaching, and facilitating their experimentation afterwards.

5.2 Differentiation – Research Question 3

If Dez's biggest teaching challenge was teacher modeling, Gina's was differentiation for students at lower levels of English proficiency. In her first lesson plan of the secondary placement, she differentiated multiple independent practice tasks for her students, which mirrored MHS' philosophy of differentiation of tasks for students based on levels of English language proficiency (ELP). In particular, she focused heavily on the "triangle" students, i.e. students that had scored at Level 1, Entering, the lowest of six levels on the WIDA ACCESS English language proficiency test based on their score composites. However, as the fieldnotes and her reflection captured, student participation in the differentiated tasks was higher than in the oral discussion and tasks earlier in the lesson, which were not differentiated. From the list of goals Gina set for herself after the first observation, it was clear that participation of her "triangle" students was prominent in her mind, as highlighted in the first goal: "Gather information about students who are beginning or emerging on the WIDA scale [the two lowest levels], and explore additional ways to get these students to participate more during instruction" (Gina observation 1, 2/5/21). This goal in many ways set the theme for nearly her entire placement at MHS.

The second observation found Gina doubling down on her focus on meeting the needs of her students at lower ELP levels, with some recognition that additional scaffolding was necessary to help students access the tasks. For the second observation, Gina planned small group tasks with differentiated student roles based on ELP levels, which resembled much of the

collaborative group work roles that are popular at MHS. She chose to work with the small group that I observed because Lisa, her mentor, had said they were the group that had been struggling the most and needed the most help. During the lesson, although many members of the small group she worked with were able to provide oral responses for many of the concrete questions of the independent practice task, they struggled to discuss or answer more abstract or evaluative questions. After the lesson, Gina's reflection noted that she thought she needed to expand her scaffolding beyond the procedural scaffolding of small groups included in the lesson plan to include more explicit modeling, word banks, and linguistically simplified prompting questions, but she felt that these scaffolds needed to be applied to all students, and not just triangle students. We see here that while she was changing in her thinking about differentiation, her application was still at the whole group level.

During the debrief for the second lesson, she took back up her focus on triangle students who were not participating in virtual instruction, surmising that they may need extra support and engagement from her in private chat. She also recognized that ELP level may not always be the best indicator of group role capabilities, and also needed to include student motivation and talkativeness online, as exemplified when discussing why one student should be considered for a new role: "Even though some students' [WIDA ACCESS] scores might not be as high as we want it to be for leaders, still, he can be a leader" (Gina debrief interview 2, 3/2/21). Although she had set a goal from this debrief to "survey students about their preferences, strengths, and areas where they need extra support for group work" that gave agency to students in knowing their assets and areas of growth, much of these questions were covered in a survey previously done by Gina and Lisa before the second observation. This stopping and starting and potential restarting of more individualized scaffolding marked much of the first half of Gina's placement

at MHS. Gina and Lisa recognized during the midpoint conference for the internship that differentiation was an area of growth for Gina, but also noted that Gina had not had the chance to take over the curriculum of the course yet, based on the phase of the internship. Indeed, Lisa covered for Gina, saying that Gina had been working with Lisa's materials, and that even for her, the mentor, it was still difficult to scaffold appropriately, saying "even when I tried to break [my instruction] down to its simplest level, it's still a challenge" for the triangle students (Gina midpoint conference, 3/10/21). As Lisa in some ways struggled to differentiate, so had Gina, and each recognized this.

The third observation occurred the day after the first round, and considering that Gina had planned the lesson several days before the round occurred and the lesson plan did not alter dramatically before her enacting it, I place the third observation as being simultaneous with the start of rounds. During the lesson, which had students create a book online detailing their summary of what they had learned from studying the gender pay gap, Gina gave the most outspoken students extra time to model and explain to their classmates how to complete the task, with mixed results in terms of eventual student output among the triangle group. Gina's reflection for this lesson noted how her efforts to scaffold were having some positive effects and could still highlight triangle students' strengths, such as one student "[demonstrating] for others even with a lower English proficiency level, they are still strong learners to show and share their own hard work and skills" (Gina Reflection 3, 3/31/21). She also made note of several triangle students' individual capabilities in terms of answer yes/no and open questions, asking for help in the chat or after class, and how several previously quiet students had participated much more once they had become familiar with Nearpod as a platform. After some prompting during the debrief by me as her supervisor to reinforce her reflection that many triangle and quieter students

were willing to participate when given more wait time, Gina set herself a goal for differentiation after the observation, reminding herself to “create and incorporate even more technological scaffolding for triangle group students while continuing to get more information about what students are struggling with and on which devices” (Gina Observation 3, 3/26/21).

Gina’s differentiation goal reflects not only where her thinking was as rounds were starting, but also a potential connection to the first round that had been completed before we debriefed her third observation. Gina made a note in her journal entry after Rebecca’s round that she had gotten the chance to observe a lesson she had previously taught, now with even more scaffolding from Rebecca and students who needed even more English language support. During the round 1 debrief, Gina gave a wondering related to this scaffolding:

I am wondering whether it is because of the small breakout room or it is because of like the more scaffolded slides that are helpful to those students. I have my guesses.... Yeah, so my guesses are that both because that's a smaller group and more tight, and [Rebecca] was able to pay attention to more students, naming more students. And we're seeing like only a couple of slides on Nearpod. So everybody can see each other....**But there's also the part that the slides are very scaffolded. And the graphs and questions are more relevant to students' level.** (Round 1 Debrief meeting, 3/26/21)

Gina saw in this round how “even though I have trouble giving out the lessons in the curriculum to my students, now I can imagine how it is harder for students in [Rebecca’s] class” (Gina final interview, 5/20/21), but her quote from the debrief represents an analytical approach to the round of seeing not only how their students and curriculum were similar, but why Rebecca’s changes seemed to be more effective at scaffolding the triangle students’ efforts.

If round 1 allowed Gina to contrast her own triangle group instruction with Rebecca’s, the next round (her mentor Lisa’s round) brought many of the classes into sharp focus for her. A particular quote from the 2nd round debrief is worth analyzing here, as it formed some of the

fodder for a reflection in Gina’s journal entry (and would help crystallize differentiation as a theme of rounds):

Wyatt: So let me see if I'm paraphrasing folks right, and feel free to critique this, if it's not. Nearpod is increasing engagement from where it may have been before introducing Nearpod. It doesn't necessarily lead to full engagement. It doesn't lead to everybody doing everything. But it does bring in more folks that we may not have seen based on other activities.

Lisa: I would agree with that. I'm just wondering, because we did it as live participation, there's also the student paced version. So maybe in that situation, **if you made a few different versions of this with different kinds of activities, maybe some more examples for some of our beginners, along with maybe some of the fill in the blank kinds of tools, we could have different versions going on. Now that we've introduced this information to the students, and then they could all be challenged at their level.**

Dez: **That's where I really wonder, because we too have had some kids that have done self-paced, almost actually on their own, and they've done really well.** So this is where I wonder how much of the participation is driven by the fact that the kids know that their screen is being seen versus participation is driven by oh, I know what I'm doing here. And I want to participate.

Wyatt: Gina, you're nodding frantically. Tell me more.

Gina: Yeah, I agree with that. And my other thought is that besides, **I was trying to provide different versions of Nearpods, we can also provide different versions of exit tickets. So even though we're going through the same content, to meet everybody's needs, we're doing differentiated exit tickets too** (Round 2 Debrief meeting, 4/9/21)

From the round 2 debrief discussion above, we can see a theme starting to emerge about differentiation of tasks for triangle students. Lisa discusses different activities, but also different versions of the Nearpod slides for more beginner students. Dez provides information on the other end, saying that differentiated, self-guided tasks have worked for several students who are more independent, implying that this would allow additional time for the teacher to focus on students who need more explicit instruction. Gina applies differentiation not only to the content and materials of the lesson, but also to the formative assessment (i.e. exit ticket) that is part of the lesson. Gina’s comment about the round in her journal entry helps frame how she viewed this discussion overall: “the consensus we reached among our round group teachers was that we need to provide more scaffolding ad practice opportunities for students of lower English proficiency”

(Gina post-round journal). This synthesis of information would go on to become a theme all of the participants would mention in one form or another in their final interviews as a collective takeaway from rounds, and part of the shared repertoire of the rounds group. Indeed, as Gina put it in her final journal entry, “What remained unchanged throughout the four rounds for me is how I could make learning content comprehensible and more relevant to students of lower [English proficiency] level” (Gina post-round journal).

The fourth and final round, Gina’s round, caught her by surprise in terms of participation and explanation by students at lower English proficiency levels. For the round, she had incorporated translations for many students in their first language, Spanish, by having more proficient students explain the task in the first language. As she noted in the debrief and as was marked in the field notes for the observation as well,

What surprises me was that I had some lower [English proficiency] level students who were able to do the worksheet today. Because based on our past experiences the worksheet is hard for lower level students. They can participate while on Nearpod but the worksheet always takes like three or two more days than other students. So that was my thought, was that having someone's explaining the tiers [of vocabulary] and why [we were using them] in Spanish was helpful. For example, like Giselle. I did not expect her to understand what is a tier two or tier three [vocabulary word] and how to grade. But she actually gave her response and says that she needs to use tier three vocabulary, even though the score was not accurate. So I was thinking to myself, Hmm, maybe Spanish translation was helpful for some of those students. (Round 4 debrief meeting, 4/19/21)

Again, while differentiation did not solve all of the problems, her exploration of a different strategy within the round opened her thinking up to new instructional possibilities on a topic that she had been struggling with for much of the internship. Such reflection on her part during the debrief helps establish that she saw this round as an experiment that worked better than she had anticipated, and she would carry those expectations into her fourth observation for the internship that would continue to surprise her.

Gina taught a similar lesson to her round four days later for her final observation as part of her internship, and she incorporated most of the same lesson elements when teaching the same content to a different class, including the peer translation into Spanish for the triangle students. However, during the lesson, when building background for the lesson about how to grade one's own paper and to what purposes, and when describing expected outcomes for the students, Gina did not differentiate in her instruction or expectations, perhaps based on what she had seen during the fourth round. The students that participated and completed the guided practice tasks of the class for the final observation were mostly more advanced and outspoken students, rather than her triangle students. Afterwards, prior to our debrief for the lesson, her reflection noted the drop in their participation during the background building and guided practice sections of the lesson in comparison to other parts of the lesson. These connections between differentiation and background building (or as she put in her journal entry after round 3, "input-based activities (reading, summarizing, describing, and comparing)" (Gina post-round journal), highlight that Gina still considered her differentiation to be an ongoing journey. One of her professional development goals from the final triad conference with myself, Gina, and Lisa hit on just such a focus: "I would like to continue to differentiate learning materials, process, and product for WIDA level 1-2 students so that I can tap into and utilize their background knowledge more readily" (Gina professional development plan, 5/11/21). As Gina applied what she had experimented with in differentiation to her internship afterwards, she found that what had worked before still needed additional refining, and her conception of differentiated instruction adapted further based not only on what had been successful to her during the round, but also how it had fallen short afterwards.

Such a continuous, iterative perspective on learning challenges some traditional understandings of teacher learning from professional development, namely that what is learned during the intervention can be applied immediately to instruction afterwards and that the learning goal from the intervention would be accomplished upon its application. Teacher learning as a non-linear, ongoing process was reinforced by Gina's own description of the rounds in the final interview as a mirroring process of observing and reflecting feeding into each other. When asked how her reflections may have influenced the rounds, she said, "we were all discussing, reflecting, and when we brought our ideas and experiences together, everybody's reflection is influencing the other person, where it's like a circulating system" (Gina final interview, 5/20/21). While Gina described the rounds as a circulating system, an iterative cycle of collective inquiry and action, rounds' place in the larger internship (and professional learning's potential enhancement of instruction) may be viewed through a similar lens.

Bringing in Lisa's perspective from the final conference helps to clarify some of the larger perspective on Gina's differentiation during her internship. Lisa argued that Gina's differentiation had changed dramatically from the beginning of the internship:

the differentiation was just really, really good. Especially for our lowest level students who've had such a struggle online with learning, but like I said, you got them to produce things that, I don't know if they would have done anything if you hadn't come up with some of these lessons in these learning opportunities for them (Gina final conference, 5/11/21).

For Gina, rounds highlighted for her what a ubiquitous struggle differentiation for students of lower English proficiency levels was for the PSTs and the mentors across classrooms, but also provided her with a way of describing how to move forward for the entire rounds group.

Furthermore, rounds seemed to provide her with an opportunity to experiment with a perennial, self-identified *bête noire* of her instruction. While the results of that experimentation were

surprising to her in the round and surprising to her afterwards when the application did not work as intended outside of rounds, her inquiry highlights the continuous nature of teacher learning.

5.3 Other Ways Rounds Enhanced the Internships – Research Question 3

The previous two sections have discussed ways in which PST instruction prior to the rounds fed into questions and exploration during the rounds and enhancement of instruction after the rounds. The following two sections, 5.3 and 5.4, will explore how rounds introduced new ways of thinking to the PSTs that was not prominently discussed or reflected on in data relating to the internships prior to rounds. While these next sections do rely more heavily on self-reported data, they further suggest potential ways that rounds can enhance instruction.

5.3.1 “Warmups,” or Explicit Grammar Instruction

After observing Lisa’s instruction during the second round, Dez was quite excited to incorporate some of what she had seen into her own round. During the PoP meeting for her round, Dez began to see the connections between Lisa’s explicit grammatical instruction in the language lab class, what Dez and Rebecca were seeing in their own language lab class, and the outcomes of the independent practice activities Dez was orchestrating in her beginner/newcomer class with some of the same students from each lab class. As she put it in the meeting:

The errors I’m seeing, ideally, I think we should be correcting with the grammar instruction that they’re getting in lab. And granted lab is with me and Rebecca, but we’re doing the same thing. We did the exact same lesson today that you saw with Lisa [in round 2]. Part of it, I do think is that the sentence structure... that might be above some of their level maybe. And so that might be part of the issue. Maybe I should have just done sentence structures [that were simpler]. (Round 3 PoP meeting, 4/8/21)

In this excerpt, we see not only Dez’s reflection about how Lisa’s round connected to her own instruction, but an emerging idea of how this could feed into Dez’s own experimentation with her instruction during her own round. As Dez discussed these connections between Lisa’s round

and her own instruction, she began to focus more on the effects of what she called “warmup” activities, i.e. guided practice centered around explicit grammatical instruction (as seen in Lisa’s round), on student written output, especially during independent practice. Such a focus became reified in the problem of practice question for the round: “What effects do warmup activities, focused on identification and error correction related to use of infinitives and objects after the phrase ‘I need,’ have on writing in their I Can Teach You projects?” (Round 3 PoP sheet (my notes), 4/15/21). This question was the start of what would become a larger focus for each of the participants in rounds in one form or another.

Dez’s round itself only partially answered this question. Due to some technical difficulties and a bit of confusion, students received less time to write than intended during Dez’s round, and the participants agreed that they did not have enough data to fully answer her question. This theme also did not materialize in the final observations of the internship, but it did arise in all four final interviews. Dez said that explicit grammar instruction had been on her mind throughout the semester, though this focus was not captured in the observational data prior to rounds:

I think part of my learning over the semester has been, if you want to have this authentic assessment that's rooted in a topic the student wants to talk about **how do you still give them explicit [grammar] instruction that they can then apply to their project? So that's been part of it. And then within that explicit instruction, what does that look like in terms of activity types, and how many activities you're giving the students? And so I think I personally was already thinking about the balance between the explicit instruction and the project, and then seeing the other participants helps me further refine that into thinking about what exactly goes into the explicit instruction piece....**So if you think about a student is working on an ongoing project, but then they're having some explicit instruction, we have maybe a warm up Nearpod, an explicit instruction Nearpod. And then the ongoing Nearpod, where they're working on the project or some other tool, so like Book Creator, or any other tool where they may be compiling their ongoing work and their final project. (Dez final interview, 5/19/21)

A few aspects of Dez’s comment are worth unpacking here. She describes in this excerpt that she had been considering this throughout the semester, which was not captured in the observational

data, but supports assertions made in sections 5.1 and 5.2 that rounds built on topics that PSTs were already considering in their own instruction. For Dez, she framed her discussion of explicit grammar instruction as a surface question of what kind to give when considering eventual student expectations for output and what activities go into that kind of instruction, and reflected more deeply about what is the balance of time and focus between explicit grammatical instruction and independent student written/spoken output. The round opened her eyes to new ways of considering explicit grammatical instruction, and at the time of the interview she was focusing in her learning on how to set up such balanced instruction with the tools she had.

While explicit grammatical instruction was certainly a theme for Dez, it was also one for Gina, as she integrated it into her understanding of differentiation for triangle students, as discussed in section 5.2. Although this theme did not arise in the observational data collected prior to rounds, Gina highlighted it in her journal entry for Dez's round, where she connected this sort of instruction with fostering students' metalinguistic awareness: "Another way I found this round relevant to my own teaching was that with metalinguistic learning, students will need extensive exposure and practice opportunities to be more familiar with the knowledge, and to apply it into either drill-like or meaningful real-life output activities" (Gina Post-Round Journal).

We see this emphasis of metalinguistic awareness later in the final interview:

Round three, that's something I have been thinking about. **So I think input, I would really want to try like more input-based activities with this class...**For example, when we saw students writing paragraphs, sometimes those paragraphs do not make very good sense because of a lack of cohesion, or the subjects and verbs are not together. **So I have to be very explicit. I have to help them sort their sentences...**I have to rewrite a lesson to show them this is the English grammar. This is what I want you to follow. **I was thinking to myself, if that's what they what they need, maybe we can save time to bring in some reading materials. And like short ones, like really to do some intensive reading activities, to not only focus on comprehension, but also focusing on like the writing mechanics. Because what we have been doing is more output based activity.** Now, for example, even for the grammar part, we gave them a sentence, ask them to revise it. **But we really didn't give them ample input about what sentence of good**

English would look like, and what a paragraph of good structure looks like. (Gina final interview, 5/20/21)

The expansion that Gina provides here, based on what she had mentioned in her earlier journal entry about “input-based activities,” is to contextualize her grammar instruction in authentic texts, and use the reading texts students work with as models for their writing (Celce-Murcia, 2002). This contextualization of grammar instruction and writing tasks in authentic reading texts is supported by recent guidance surrounding grammatical instruction (Richards & Reppen, 2014).

The PSTs were not the only ones who engaged with how to incorporate explicit grammatical instruction. When asked whether their instruction changed after rounds, both Rebecca and Lisa claimed to have brought what they termed as more “guided practice” involving grammar into their instruction after rounds. Lisa directly cited observing Dez’s instruction during the third round for this change:

I haven't had a lot of conversations with Dez, because she was working closely with Rebecca. **But I think we changed some of our warmups a bit after we talked about when she did that lesson**, that that might be something that we that really should do sometimes as well. You know, **trying to do some error correction in the beginning, right from the beginning. So I've noticed that in that particular class that we've been doing that quite a bit.** (Lisa final interview, 5/18/21)

Rebecca expanded further on this when citing where she had seen this sort of instruction:

Rebecca: I took the time to more slowly build up to independent work by adding more "we do" examples in my lessons.

Wyatt: What was that in response to seeing or hearing or discussing?

Rebecca: I would say all of those things. **It was a result of observing Dez teach as a mentor and then our discussion around our observation of her class and problem of practice. The same thing came up in our observation of Gina and we discussed similar ideas of ... providing more examples or practice prior to having students try on their own.** (Rebecca final interview addendum, 7/2/21)

Readers can see that while the terms describing such changes may not be the same for each individual (warmups, explicit grammar instruction, input-based activities, “we do” examples),

they are describing similar aspects of instruction and each of them described applying what they had seen from Dez's round to their own language teaching. Rebecca's response highlights again the iterative learning process discussed in sections 5.1 and 5.2, that these themes connected to their perceptions of ongoing processes of teaching and learning which rounds had cast in a new light and provided a space for them to experiment with.

5.3.2 Language Rubrics

As has been discussed in earlier sections, enhancement of the internship by rounds was not always straightforward, and sometimes led to learning opportunities that complicated previous teacher learning. One clear example of this was the inclusion of language rubrics in the fourth round.

As part of the professional development that the ESOL teachers at MHS were preparing for other teachers, Rebecca and Lisa were crafting language rubrics in teacher and student-friendly terms for all other teachers to use when analyzing student-produced written texts. Dez and Gina both participated in preparing and piloting these rubrics, which covered subjects such as language form (i.e. grammar or syntax) and vocabulary usage. For her round, Gina chose to pilot the vocabulary usage rubric the group had been developing and editing, and crafted activities where students were instructed on how to use the rubric to analyze their quarterly writing sample collected as part of MHS' data analysis. During the round, after demonstrating how to use the vocabulary rubric to score one's own writing, Gina paused to elicit students' metalinguistic thinking about how they approached evaluating their own writing. Gina noted in the debrief that during the lesson, a number of triangle students had participated who historically have not with these kinds of discussions and activities, and Dez put a fine point on it a few minutes later:

I just saw lots of really clear modeling with what the students should be doing in Nearpod. How they should be thinking to make their decisions in the Nearpod and the actual document itself. **Lots of, when students were called on, pushing them to explain their rationale for why they made their decisions. And then students responding a lot with ‘I heard you say’ or ‘earlier you said.’ They were pulling out pretty clear evidence of how they made the decision and citing specifics from prior in the lesson.** (Round 4 Debrief meeting, 4/19/21)

We see from Dez’s quote that Gina’s modeling, especially modeling her thinking aloud, laid the groundwork for when she then elicited students’ metalinguistic thinking about their own writing, and triangle students shared more during this discussion of student thinking than they had previously and couched their discussion in the terms and framework of the vocabulary rubric. She had not expected this and everyone was pleasantly surprised.

Four days later, Gina and I had scheduled her final observation of the internship, and she chose to do the same lesson from her round with a different class. According to the field notes collected during the observation, she made some small but important changes to the lesson plan. During the internship observation, all students (not just those who volunteered, like in the round) were asked to provide an explanation or justification of their thinking for how they analyzed their own writing using the vocabulary rubric. She also added on extra verbal directions that were not part of the written directions for the activity in terms of her expectations of students’ explanations of their thinking. Students were quieter during the observation, and did not provide as in-depth an explanation of their thinking based on what was being shown during the Nearpod.

It is at this point, as we turn to the debrief to find explanations and explore Gina’s thinking, that I must pause. During the debrief for this final observation, for a portion of the debrief interview, I asked questions about comparisons between her round and the internship observation lesson. While this would have been reasonable if Gina had initiated those comparisons, she did not; I started that line of questioning out of a desire to examine her thoughts about the differences and similarities between the two lessons. For the initial section of

the debrief in which we discuss the comparisons, I phrased my questions in ways that were evaluative of her round (positively, but evaluative) to elicit her thinking and potentially spur her to reflect. This crossed a line because I used my power as a supervisor to ask questions that she could not be reasonably say no to about information that she had not volunteered, and this was not the appropriate place for those questions. Therefore, for the section of the observation debrief interview that compared these two in an evaluative way, I am choosing not to include that data. Instead, I will rely on the final interview, when I used some of her responses from the interview as prompts to engage in this kind of evaluative reflection at an appropriate time, namely a space in which she could answer questions about the comparisons in any way she saw fit without fear of going against a supervisor's wishes.

With the space to reflect on the lesson a month later during the final interview, Gina shared more of why she had decided to require students to explain their thinking, rather than eliciting it from volunteers. Gina pointed out something that I had missed in my notes, that “the direction I gave was a little bit confusing for students. Because I did not model how to explain the scores I gave. But in the worksheet, I asked them to explain if they could” (Gina final interview, 5/20/21). She had wanted to provide students with more opportunities to explain their thinking, even if they did not necessarily take her up on it, and decided to adapt the lesson after the round:

I noticed that whenever, for example, I gave a lesson to the first class, the second class I made changes. And I noticed that, for example, the Cohort A class you observed for my round, that that was the class Lisa and I felt that they were less motivated to show their participation. That was also the class that I realized that they actually like chatting. And we have very strong writers in that class. However, overall, both Lisa and I felt that in terms of a discussion, that class gave us less, and they didn't seem that motivated or enthusiastic. **And one reflection for myself was, was that it? Could it be possible that because we are teaching the class a second and even a third time, so for our other classes, they actually get a more adapted and better version of our lesson plan....From the first round observation and from students' output, I got to see Oh,**

there's something I can add to this lesson. And I tried it out and it didn't work.
(Gina final interview, 5/20/21)

A few points are worth noting from Gina's sharing of her thoughts. The first is her perception of the round later on after the round debrief. While the increased student participation was enticing and encouraging to Gina and others at the time, the end products from the students (their scoring of their own writing using the vocabulary rubric and their setting of goals for the upcoming quarterly assessment incorporating that score and language from the rubric) did not meet her expectations, and ultimately she decided that she wanted a higher quality product from her students when teaching the lesson again. Her acknowledgement earlier that she did not model as clearly in the observation as she did for the round was not discussed as much in her reflecting back on the lesson, and instead she chose this as an opportunity to examine a different trend in her instruction: that her lessons were improving on each new iteration, and therefore later classes were getting better versions of the lesson. The last pithy line of this exchange during the interview challenges that trope. The scaffolding she is providing in later lessons in response to what she sees during the first lessons does not always play out as intended, and this raises questions about what it means to enhance instruction. While Gina's application of what she had learned during the round to the rest of the internship would not be strictly described as an enhancement of the lesson based on student outcomes, her metacognitive teaching skills clearly changed. She poked a hole in her understanding of her learning about teaching. Such complications and developments would not have been captured had data collection stopped once rounds finished. Had this study stayed within the parameters of the rounds themselves, we would be seeing an incomplete, and here somewhat inaccurate version of events had we taken the rounds at face value.

5.4 Summary of Rounds' Enhancement of the Internships

When considering how rounds enhanced the instructional practices of the PSTs during their internship, we must acknowledge a few things about the nature of the relationship between professional development and teacher learning. First, as the course of Dez's modeling illustrated, PSTs often bring challenges to any source of professional learning, and viewing PSTs as empty vessels to be filled in with knowledge does a disservice to their work and growth. Dez could not reasonably have been exposed to and decided to change her modeling in the ways that she did without the exposure to alternative forms of instruction beyond that of her mentor teacher, and so rounds can enhance PST instruction outside of the intervention. Gina's focus on differentiation throughout the internship and the rounds highlighted that not only can rounds enhance PST instruction, but also that that enhancement is not linear. Considering how Gina's perspective changed on differentiation throughout, but also how her attempts to incorporate those perspectives did not lead to immediately better outcomes after rounds, Gina's path was one of constant reflection, and rounds formed a crucible for her as she was able to synthesize information from the other classrooms and teachers to generate a shared understanding (Del Prete, 2013) for all participants. Furthermore, had this study stopped data collection at the end of rounds, it could have led to a mistaken view of rounds' relationship to Gina's instruction, that her later instruction had nothing to say back to what was learned during rounds. Lastly, the theme of warmups or explicit grammar instruction illustrated that one PST's revelation can lead to enhancement of all participants' instruction. Dez's realizations about explicit grammar instruction fostered a shared understanding about guided practice in grammar that each participant referred to for their own instruction once rounds were done. While such data is self-reported, it does hint at the possibility that not only can one round have an impact on all

participants, but that rounds can in other ways “level the playing field” of who gets to characterize best practices for all, as PSTs can seemingly enhance their mentors’ instruction through rounds. Such a possibility would highlight the democratic forces within rounds, and their potential to erode the hierarchies inherent within internships.

Chapter 6: Discussion, Implications, and Further Research

This case study examined the participation and interactions of two ESOL PSTs and their two mentors in a novel application of professional development, teacher rounds, to teacher preparation during their internship. I also looked beyond the bounds of the rounds community of practice (Lave & Wenger, 1991) to examine membership of participants in other communities outside of the rounds, both within Multicultural High School (MHS) and outside of it. Lastly, I studied the relationship between the PSTs' participation in rounds and their instructional practices during their internship outside of rounds. This dissertation focused on three questions:

1. What is the nature of pre-service ESOL teachers and their mentor teachers' participation in a facilitated rounds community of practice?
2. In what ways, if any, does the participation of PSTs and mentor teachers in rounds support their membership in other ESOL teacher communities of practice?
3. In what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?

To answer these questions, I collected documents and recordings of all round meetings, as well as all participants' fieldnotes for each round. The documents provided insight into not only how the rounds were "supposed" to function (i.e. the rounds compact), but also participants' thoughts during each round, such as through their problem of practice (PoP) sheet fieldnotes and later reflections on each round through PSTs' post-round journals. Recordings of each rounds-related meeting, i.e. the PoP creation meeting with each host, the pre-round meeting with all participants, and the post-round debrief meeting, opened very different windows into what participants were thinking and doing during rounds, but also formed the basis for my understanding of how each teacher participated. I also collected observational data from the two

PSTs' internships from before and after the rounds, including lesson plans, fieldnotes of each formal observation where I was their supervisor, their reflections, and recordings of our debrief interviews after each observation and the triad conferences between myself as supervisor, the PST, and their mentor. This trove of data provided much needed context for the rounds to see each PST's instructional practice before and after rounds and how the PSTs bridged their practice and the rounds. Additionally, I interviewed each participant after the completion of the internship to gain insight into their perspective on the rounds and the internships, which further helped frame this case study from an emic stance.

This was a rare case for a variety of reasons. MHS as a school has a strong culture of participating in and recycling information from professional learning opportunities, both inside and outside of the school, and this was reflected in the attitudes and actions of the two mentor teachers. Rebecca and Lisa were particularly dedicated to this rounds project, more than could reasonably be expected, and part of that may be attributed to their prior participation in professional development similar to our rounds for years at MHS. However, their prior experience and familiarity does not explain their dedication. For example, Rebecca, in her final interview, described how she would expound about the new rounds to her colleagues, both inside and outside of MHS. Lisa, for the debrief of the round that she hosted, participated in the Zoom meeting from her car, as she was driving back from an appointment, to make sure she would not miss the debrief. In other words, the school and the mentors were deeply invested in the project.

A number of other factors clearly boosted the possibility for rounds taking place in ways that were mutually beneficial to all participants. Rounds took place in late March and early April, at a stage of the internship when the PSTs had been able to take the lead on instruction in their classrooms for a few weeks prior. My relationship with the PSTs was already well established by

the time rounds started, as I had been their supervisor for at least two months, I was teaching a course that they were enrolled in, and I had been their programmatic supervisor (interim PDS coordinator) for much of their elementary placement.

In some ways, even the timing of the pandemic may have contributed to these rounds taking place at all, and in the ways in which they did. By the time rounds had started, the PSTs had been teaching ESOL students in a virtual manner since September, which was not much less time than their mentors' own virtual instruction since the previous March. The PSTs brought their knowledge of virtual instruction platforms to their internships at MHS and to the rounds, which afforded them some expertise that their mentors could draw on during rounds.

Furthermore, since the instruction was taking place in a virtual space, it was much easier for the observer teachers to secure substitutes and for me, as the supervisor, to gather all the teachers, both for the rounds and for each debrief meeting. This bore a strong resemblance to old cartoons, where a character would race through a factory and somehow not being crushed by machinery operating at different rhythms, as the timing of the rounds synched very well for the mentors and especially for the PSTs. In many respects because of the abovementioned circumstances, this case study was a strong theoretical case, a "best case scenario" of teacher rounds involving PSTs and their mentors to examine what such a community could look like, how it may function, and the ways in which it could enhance instruction for the PSTs.

Such an understanding of the case is crucial as we go on to explore questions about participation, membership, and enhancement of instruction, as the nature of this case could be used to argue about what may or may not be possible, even under "ideal" circumstances. Specifically, the major contributions of this project include the potential of rounds to create a more democratic internship, to foster connections between theory and practice for PSTs, and to

expand professional development's reach from improving individual teaching practice to improving collective practice. I explore each of these further in the sections below.

6.1 A More Democratic Internship?

It is particularly tempting to write that rounds helped democratize the internships for Gina and Dez, that it challenged the hierarchies of expertise between mentor and mentee inside and outside of rounds. There is a significant amount of data within the rounds in this data set that demonstrates the participants embodied this democratic notion, espoused by Dewey (1927), that democracy “consists in having a responsible share according to capacity in forming and directing the activities of the groups to which one belongs and in participating according to need in the values which the groups sustain” (p. 147). Furthermore, there is evidence that such democratization was occurring already in a few ways in the internship outside of the rounds, with Dez and Gina taking on roles and responsibilities that highlighted their expertise and how they were able to support the mentors in unique ways. Rounds seemed to have contributed to democratization in a particular space within the internship, but rounds' contributions to democratization throughout the internship is harder to parse, particularly when rounds do not directly affect commonly understood criteria for membership in the school's ESOL teacher CoP.

Although each participant argued in one way or another that the PSTs in this study were ESOL teachers at MHS, when asked why they thought so, no one mentioned rounds. Rather, they referred to what the PSTs were contributing in terms of language-focused instruction and administrative support through language rubric development. Again, no one mentioned the PSTs when initially listing ESOL teachers at MHS, despite listing several teachers who were not technically hired to teach ESOL. This tacit exclusion makes comments about rounds' “leveling the playing field” all the more interesting, considering that the interview questions that elicited

such characterization pertained to whether the mentors and PSTs viewed each others' participation differently or the same way after rounds. The questions in some ways primed the candidates to offer insights into their perspectives on their counterparts in ways that might interest the interviewer, and we must treat interviews as a sociolinguistic act involving at least two people responding to each other's actions and requests (Talmy, 2011). That wariness toward interview data does not suffice when we consider that each used a similar turn of phrase in the "equal playing field," and especially considering that the two participants who used such phrases were paired mentor and PST (Rebecca and Dez).

A potential explanation for this could be that rounds in some ways ameliorated a power dynamic that both Dez and Rebecca were keenly aware of, that may not have been as obvious with Gina and Lisa. Rebecca, in her final interview, hit on this dynamic and how it was very pertinent to the rounds:

At the beginning [of the internship], we fill out with the [PSTs] that form about the bars of expectation, **we both said, and you always say, please give me feedback anytime, it's okay to interrupt me here. It's okay to correct me. But I think with the intern-mentor dynamic, you're not going to do that. And when I was an intern, I was not about to tell my mentor something I thought that they should do differently, you know?** (Rebecca final interview, 5/19/21)

Lisa and Gina's relationship looked different than Rebecca and Dez's, for a few reasons. Lisa actively campaigned to get Gina hired at MHS by directly lobbying the principal verbally and by writing them an email for why Gina should be hired, which demonstrates how active Lisa was in attempting to bring Gina into the community at MHS. Furthermore, considering how much respect and trust was effusively displayed between Gina and Lisa in the midpoint and final conferences, how Gina also took on the material planning for Lisa and Rebecca's classrooms, (which Dez did not), and even the language Lisa would use in these conferences to describe

Gina's instruction and efforts as "our teaching," it seems that Rebecca and Dez had a different relationship that was not so equally distributed in its roles and trust.

What this difference in relationship and responsibilities perhaps indicates is that rounds can help democratize the internship when the hierarchy of expertise is more clearly defined between mentor and PST. Lisa, in the midpoint conference, characterized Gina's moving through the phases of the internship at MHS as her stepping in to fly the plane and build the plane at the same time, i.e. that Lisa and Gina had been constructing the virtual curriculum as Gina was attempting to lead instruction. Rebecca, in her final interview, praised Dez's knowledge of current research, and how she valued this research orientation from all of her interns, but did not mention the quality of Dez's work or her deep involvement in instruction. Gina's internship by comparison was far more democratic outside of rounds, and entailed much more collaborative dialogue about practice from co-teaching, which can often help break down hierarchies of status and expertise between PST and mentor (Carambo & Stickney, 2009; Tschida et al., 2015). What co-teaching alone could not seem to provide for Dez and Rebecca, even under relatively ideal circumstances, rounds could within the confines of the rounds group.

These rounds build off of the research efforts of Percy and colleagues (2020) to "bring together novice teachers and teacher educators in sustained dialogue and engagement around practice...to bring attention to the importance of dialogic approaches to practice based teacher education and demonstrate what initial work in such approaches can look like" (p. 16). I answer their call to open this dialogue and engagement to other stakeholders by including mentor teachers as teacher educators in these dialogues. Although horizontal expertise (Zeichner et al., 2015) was not always an easily delineated feature of the rounds, the procedures of our rounds, as well as the circumstances and timing of the rounds and the dispositions and backgrounds of the

participants, made the group a democratic learning community (Jenlink & Jenlink, 2008). It is not surprising that rounds could not significantly alter the hierarchies of status and expertise within the larger internship, considering how Dez and Gina were already sharing their expertise, what counted for membership in MHS, the brevity of the rounds themselves, and how the mentors had internalized their own practicum experiences and perhaps reified those experiences with their PSTs. Whether it changes the larger dynamic or not, however, rounds can at least create a space where the playing field is more level for all, and not all outcomes should be measured in an intervention's immediacy. Indeed, as discussed in the next section, the PSTs' influence on instructional themes for the entire group afterwards would have been unlikely to be captured by collecting rounds-specific data alone.

How exactly does the group function when process and product are more democratically controlled? The most fruitful metaphor I have found is a group of jazz musicians, for a few reasons. (I am fully aware that groups of musicians can be autocratically controlled by one or a few individuals, but so can rounds, and most any group of teachers.) One aspect of rounds worth mentioning is the participants' (host and observers') interpretation of data collected during the round. Participants each try out patterns, wonderings, and answers to the PoP question during the debrief, much in the same way that jazz musicians play solos that are responses to or interpretations of the original melody played at the beginning of the song. Gina, in her final interview, described rounds as a sort of circulating system where everyone goes off on their own to observe and reflect, but when they come together, each participant can influence the others, after which each participant may reflect further, and so on. This is reminiscent of the structure of many jazz songs, where there is a sort of call and response between performers, and as one musician experiments with the melody, others then mirror or expand on the experimentation.

Musicians have a choice: to support or to challenge, to harmonize or play discordantly, much in the same ways teachers do during rounds.

Lastly, what makes rounds so powerful is the ability for each participant to have a voice in the process and use that voice to influence how others interpret teaching practice. The larger rounds groups become, the greater the possibility that there is not enough time for everyone to participate and be heard, and for the debrief to become a showcase of a few prized or persistent voices. This is not to say that larger groups of rounds cannot serve an educative purpose, but rather that their purpose will change (and their outcomes are likely to change as well) when group size increases past a certain point. The same is true of jazz. Bebop jazz depends on smaller groups for its playfulness, experimentation, and musical exploration. Increase the band past a certain point, and there is no room for everyone to be able to enjoy that freedom. Some musicians will take a prominent role in the song, showcasing their skills and musical wonderings while others are left to play more passive, receptive roles, and the style of jazz changes from bebop to big band or symphonic. Although there is a time and a place for each style of music (as well as any number of arguments over which is better or more thought-provoking music), the nature of the music, just like the nature of the rounds, changes when group size increases, and a smaller group fosters greater democratic tendencies.

This is where the promise of rounds lies for democratizing internships: not in trying to homogenize teacher preparation, but in creating spaces where PSTs and their mentors can inhabit different roles while not losing sight of each other's roles and contributions inside and outside of that space. I argue that a small group of mixed experience, collaboratively oriented teachers engaging in collective inquiry into their practices can alter hierarchies of status in internships and foster PST *and* mentor teacher agency. There is often an impetus in teacher preparation to ensure

that every PST receives equal opportunity for growth and development. Rounds provide a mechanism for this, arguing for *equitable* opportunity that is contextualized to their instructional settings and colleagues while avoiding the bind of evaluation versus agency embedded in many internships. The scholarship regarding best practices for teaching PK-12 students recommends localizing instruction to meet the needs of individual students; why not localize the education of PSTs and mentor teachers as well?

6.2 Theory and Practice (Mine, Hers, and Ours)

“So for me, these rounds naturally have a theme, which is differentiation for lower [English proficiency] level students. At the beginning, I was a little bit unsure what we're going to do. We didn't really have a theme. So I'm wondering, is this the plan of your round meetings? Is that something you intended?” (Gina final interview, 5/20/21)

I share this quote not only because it is amusing, but also because it is emblematic of how rounds often functioned. No, I did not set any theme for the rounds ahead of time or during them, as I did not want to take from the teachers their agency over what to explore in their own practice, but such a connection to theory was not unwarranted. One of the main affordances of PST participation in rounds, as also highlighted in my review of the literature (see Chapter 2 of this dissertation), is how PSTs made connections between theory and practice (both their colleagues' practice and their own) during rounds. After reviewing the literature, there remained a question of what conditions are required to facilitate PSTs making connections between theories and strategies from their coursework and the practice they were observing during rounds. This case study was not designed to answer this question, and my facilitation was not geared toward making such connections, as I strove to make sure Dez and Gina were able to exercise as much agency as they could over what takeaways they had from rounds, rather than me guiding their thinking. Again, this is why Gina's quote is ironic, as I had planned no such thing, and yet there were very clear connections between Dez and Gina's preservice coursework

and topics that the rounds inadvertently engaged in, such as modeling, differentiation, explicit grammar instruction, and the use of rubrics to guide student output. For example, although the group came to shared understandings (Del Prete, 2013) or common language surrounding instruction (City et al., 2009) about differentiation on their own, their work parallels Tomlinson's (2001) categorizations of differentiation, in that differentiation can and should occur not only in the content of their instruction, but also in the process and product. Their shared understanding also connects to Baeher and colleagues' principles of differentiation for ELLs in a secondary setting (Baeher et al., 2012), particularly to "adjust the linguistic input by sheltering the content or by making a process or product adaptation" after identifying the linguistic demands of the input and desired student output (p. 16-17). What is noteworthy about these connections is that even without designing our rounds to do so, participants formed hypotheses that are reinforced by research. Although we did not make explicit connections during the rounds at these points, doing so would be relatively straightforward and not require much additional effort.

The second outstanding question from the rounds literature, whether PSTs could make connections between observed practice and their own practice, as well as what could facilitate such connections, was clearly addressed by the data collected here, and is the reason for the parentheses in this section's title. Rather than thinking only about enhancements to instruction at the personal level ("my" instruction) or what new strategies and modes of teaching rounds can demonstrate to PSTs ("her" instruction), rounds focused on both of these areas as well as the collective understanding and improvement of the teaching practice of all ("our" instruction). This shift from individual to group considerations of practice represents a break from previous studies in moving from considering individual enhancement of instruction to collective enhancement of

instruction. Individual growth is indeed a part of rounds, but to focus on such teachers' growth as separate and distinct from one another would miss the forest for the trees.

To discuss collective enhancement, we first need to discuss the individual enhancement. Research question one of this study, *What is the nature of pre-service ESOL teachers and their mentor teachers' participation in a rounds community of practice?*, brought with it a theoretical framework that provided a way to understand the mechanisms inherent in the third research question, *in what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?* One of those mechanisms was the concept of mutual engagement (Lave & Wenger, 1991; Wenger, 1998). When rounds fostered a fluidity of roles based on respect and trust in everyone's capabilities, a space was created where critiques could be made without the fear of evaluation or reprisal. Dez used this space to share and examine several aspects of her own instruction including one that she had been struggling with for months, her modeling of tasks and skills through her guided practice. The other participants were measured and clear about some of the ways that Dez's modeling could be improved, feedback which Rebecca and I as her supervisor had seemingly not provided as her internship support. After seeing Gina model think alouds in the final round, Dez tried to incorporate more think alouds into her own instruction, including in the final observation for the internship. The trust necessary to foster this inquiry into one's own practice has been troublesome for multiple rounds studies (Reagan et al., 2015; Young et al., 2018), and the timing of the rounds, coupled with the relationships we had built, made this space of mutual engagement possible. Based on how feedback on her modeling seemed minimal prior to her round, Dez's self-examination of her own instruction and observation of skilled others would have been very unlikely to occur without the opportunities rounds presented her for growth and reflection.

While readers have seen examples in the findings of connections between the individual teaching practices of themselves and specific others, another way in which rounds enhanced the PSTs' instructional practice was the analysis of *collective* teaching practices and patterns. This took the form of the group's shared repertoire (Lave & Wenger, 1991; Wenger, 1998), or collectively constructed themes about instruction. One pertinent example of this was discussed in sections 5.2 and 5.3.1, namely that the gradual release of responsibility was pertinent not only to the content of the lesson, but to the *process* of the lesson, i.e. how the lessons were being constructed in Nearpod through activities that students at lower English proficiency levels ("triangle" students) were less and less familiar or comfortable with (Tomlinson, 2001). While the theme was described in various ways by the different participants, most prominently by Gina, all emphasized the need for more adapted linguistic input focused on explicit grammatical instruction for triangle students, which would contribute to their greater success at differentiated output later.

Other themes that arose during rounds and discussed by several participants involved including more on-the-spot scaffolding in lesson planning to be deployed only as students struggle (de Oliveira & Athanases, 2017), the importance of developing students' metalinguistic awareness (DiCerbo et al., 2014), and making rubrics comprehensible to multilingual learners to improve their understanding of the task expectations and improve their writing outcomes (Gottlieb, 2006, 2021). These themes described not only what PSTs were seeing in their instruction, but what the mentors were also seeing in their own instruction. Although there is some data that hints at ways in which Lisa and Rebecca's instruction changed after rounds after incorporating themes that arose from the group, this area is one that warrants further research. Rounds provided the kind of space that recent research (Darling-Hammond, 2014; Gelfuso et al.,

2015) has argued could transform teacher preparation, such a space where mentor, PST and supervisor can work together to “co-create Theory about teaching and learning [which] could open possibilities for understanding and growth for all involved” (p. 14-15). The dialogue inherent to our rounds generated the ability for all involved to discover shared interests and to act on their collective goals (Jenlink & Jenlink, 2008), which is the basis for a democratic public (Dewey, 1927).

While the data from this study that hint at the enhancement of mentor practice is self-reported, the participants clearly used rounds to collectively make meaning of their instruction, which goes beyond much of the prior literature about mentor learning through their participation in teacher preparation as they host PSTs. While much has been studied regarding teacher preparation’s ability to develop particular PSTs’ instruction, a fundamental opportunity is missed when we focus only on PSTs’ development as part of that process. As touched on in some of the data from this study, PSTs and mentor teachers participating together in collaborative inquiry can generate growth for PSTs *and* mentors’ instruction. Furthermore, we would be wise to understand that the instructional growth of these two groups does not and -- perhaps should not -- be considered entirely separate, but rather influences and builds off each other as part of their engagement in joint enterprise. Such possibilities point to a fruitful area for transforming teacher education. Other PSTs involved in collaborative inquiry with their mentors in other studies have summarized the collective orientation of this learning well: “Your thoughts don’t only matter to you, they are not just inside of you, they matter to everyone else. You seek to make a difference by having shoulders someone else can stand on” (Delane et al., 2017). The teachers in this study gave each other their shoulders to stand on and created a community of practice where both PST and IST voices contributed to a collective understanding of practice. Larger adoption of similarly

sized groupings engaged in the joint enterprise of collaborative inquiry could lead to a unifying point for teacher preparation, teacher induction, and professional learning that would be relatively unprecedented in teacher education.

6.3 Limitations, Implications and Future Research

6.3.1 Limitations

There are several limitations to this study and its scope. The data collection for PSTs' internship only involved 4 observations of PSTs' instructional practice outside of rounds. There could easily be times when rounds impacted their instruction during the rest of their internship that I could not have known about because of the small number of observations. Other data were collected to potentially mitigate this gap, such as weekly journals during rounds, recordings of observation debriefs and three-way meetings, and interviews after rounds. However, it is possible that some elements of the relationship between rounds and PSTs' instructional practice were missed in the data collection.

While the first two research questions of this study relate to both PST and mentor, this study's third question has a heavy focus on enhancement of PST instruction outside of rounds. This meant that any data related to IST instruction was self-reported, was not a focus of data collection, and was not something this study was designed to collect, limiting this study's ability to speak to potential enhancement of IST instruction. Furthermore, the second research question is designed to examine ISTs' participation in the community of practice of rounds as well, but the mentor teachers were not observed outside of rounds and did not have to write weekly journals. These decisions limited the ability of the data to speak to mentor teachers' participation at the level of nuance that is possible about PSTs' participation. While there remain many

significant questions about PSTs' participation in rounds, a more detailed examination of ISTs' learning from rounds with PSTs would be a fruitful site of future study.

Two other limitations are worth noting, as they affect the scope and perspective of the study. Only four rounds happened, when other studies of rounds often have more iterations of them (Del Prete, personal communication, Dec. 7, 2020). It is unclear what this study would have looked like with PSTs or mentors hosting more rounds. Building on this limitation, I did not receive district approval for the study until halfway through the semester. I had already done three observations of the PSTs' internship as a university supervisor before rounds were able to start in full. This timing constrained how much I was able to answer my third research question using non-self-reported data, as I was only able to use the data from one observation for each PST and the final interviews to evaluate the enhancement of their instructional practice. However, because of my ability to see Dez and Gina's instruction clearly prior to the rounds, I was able to examine the third research question with valuable, arguably necessary context.

6.3.2 Implications

A perennial "problem" within teacher education is facilitating PSTs' connections between theory and practice. This characterization of the problem, inherent to many studies of rounds and teacher education writ large, implies that disciplinary knowledge is the first goal of teacher education, and that teacher preparation programs, particularly field experiences and internships, are the sites where pre-service teachers should do the work of seeing the Theory embodied under the guidance of an expert teacher educator. This dissertation does not uphold this mode of thinking about theory and practice, and provides instead an opportunity to see how pre-service teachers and their mentors cultivate their own relationships with disciplinary knowledge on a personal, agentic level that relates to the practice and tribulations of all within

their local group. Reid (2011) has argued that for teacher education to fully move forward with “the practice turn,” and to synthesize the disparate approaches to teacher education that characterize many programs, we as teacher educators need to

[ensure] student teachers can actually study and ‘practise’ teaching, bringing into existence in their own bodies the capacity to develop expertise on the basis of experience. It is this ‘practical sense’ that is needed if our graduates are to be prepared for the risk taking and effort that will allow them to try out new pedagogical and relational practices and see themselves as ‘Novices’, as learners, again and again (p. 308).

Rather than explicitly being instructed on how to interpret a particular practice, the pre-service teachers in this study inquired into their own practice and observed their mentors doing the same, with understandings of how certain interpretations of practice (hypotheses, not empirically tested theories) impacted each teacher as well as the whole group. In teacher education, we are so often concerned with PSTs seeing empirical theories in field experiences that we miss out on the ways in which they construct local hypotheses that match their individual and collective contexts. Perhaps we do so out of a fear that if left to their own devices, PSTs will abandon the learning from their coursework and wallow in the day-to-day demands of teaching, cultivating homespun “theories” with no basis in educational or language research. I hope the readers of this dissertation see that such fears are not always well-placed, and that innovative field experiences involving multiple stakeholders of teacher education that democratically examine teaching practice are not only possible but can parallel some of the very theories we seek to foster understanding of in our programs, as well as grow robust practitioners who inquire into their own practice deeply. When PSTs engage in field experiences that involve circulating systems of reflection and inquiry, a straightforward, unidirectional connection from theory to practice becomes an unrealistic outcome, and is replaced by an ongoing relationship between the two that cannot be easily measured through studies that focus within the boundaries of the experience. Narrow data can often breed narrow findings and tenuous implications, but studies

that delve beyond the self-contained field experience will cultivate a richer and potentially more accurate view of the ways in which those field experiences can enhance PST teaching practice.

Another aspect inherent to this case study is the question of scaling up. This was a group of four teachers, two PSTs and two mentors, in a situation that very much worked toward making rounds as collaborative and fruitful an experience as possible for the PSTs. It is fair to ask: can these rounds be brought up to a larger scale? If so, how can that be done? I would argue that certain conditions laid helpful groundwork for this rounds community of practice to take place, while certain conditions were quite critical to its genesis and functioning, and would be necessary for future iterations of teacher rounds involving both PSTs and mentors. The mentors' prior familiarity with rounds and the school's culture surrounding professional development helped prime their participation, and made it a more supportive environment for the PSTs, but the mentors' willingness to engage in the process and see material benefits for themselves from the process was the key factor for their participation. The PSTs' expertise in new technology gave them an expertise the mentors did not have, which contributed to mutually respectful and trusting relationships that allowed PSTs to fully inhabit their roles as observers providing analysis of their mentors' and each other's teaching practice. Such technological capabilities can definitively be cultivated within teacher preparation programs, considering how we have had to rely so heavily on such tools to function during the pandemic. Finally, the timing and logistics of rounds are not often spoken of in the literature, but their smooth functioning is critical to rounds even taking place. Teacher preparation programs should make it as easy as possible for mentor teachers to participate in these kinds of field experiences by doing the legwork of scheduling and securing substitutes, and not just inviting the mentors and hoping they can manage to free up the time on their own. Furthermore, having such an intensive, intimidating field experience as a

rounds group with greatly varying teaching experience would be unlikely to yield similar results. This case study caught every teacher involved at the relatively right time of the internship, particularly the PSTs as they had already had many months of experience teaching and leading instruction prior to the rounds. Teacher preparation programs often choose rounds as early field experiences to expose PSTs to different ways of teaching and to highlight intersections of coursework and clinical practice, but for more substantial enhancement of PSTs' instruction, such forms of collaborative inquiry should be saved for when PSTs have the most agency over their instruction to experiment and feed their insights back into their practice.

Another question remains of how teacher rounds can be adapted not only for PSTs during their preparation programs, but for inducted teachers of all experience levels through virtual means. Virtual professional learning is a burgeoning field, especially after school districts and states had to adapt to the restrictions brought on by the Covid-19 pandemic. Virtual rounds would be a minimally invasive way for teachers teaching online or teachers who are not in the same school, district, or potentially even the same state or country to inquire into their practice with colleagues and form a community of practice. We already have the experience of setting up classrooms for virtual observation, and for using software that facilitates virtual observations and meetings. The technology is generally available in most school districts now, and further advancements such as connecting a Bluetooth headset to the streaming computer and sharing pictures of student work digitally would not be a great stretch, as many of us have already been doing so for years. One further way that rounds could be pushed is for teachers to record their lesson for others to observe, and for the observers to watch and take notes afterwards. This would diminish the experience of watching the classroom live, and virtual streaming would take away the ability of observers to walk around, choose what to observe, and to interact with

students. This may make the rounds less authentic than originally designed but would broaden the ability to navigate logistics while still retaining the live pre-round and post-round meetings. As a warning based on the literature review of Chapter 2 of this dissertation, however, the greater the deviation from rounds as designed, the less we know of the process' potential outcomes for teachers.

For the field of TESOL itself, rounds present two kinds of opportunities. First, rounds allow ESOL teachers to understand and articulate best practices for multilingual learners beyond the individual classroom into an entire school. A community of practice studying multilingual learners across English proficiency levels and grade levels can turn individual insights from members of the CoP into school-wide recommendations about collective practice, which is a common difficulty in attempting school-wide changes in instruction. Second, rounds that include a mix of ESOL teachers and other general education or content-specific teachers can allow for ESOL teachers to share their insights with others who may not have the same amount of expertise in language learning and instruction. This kind of mixed round can be a way to diffuse best practices related to multilingual learners into other classrooms in authentic contexts that teachers have agency in integrating. For TESOL, rounds can strengthen how teachers understand multilingual learners at the school level (and not just the classroom level), and can strengthen how those understandings are distributed among all teachers.

6.3.3 Future Research

Virtual rounds is a new area of research, and virtual professional learning is still understudied. However, establishing a sense of community is important in virtual professional learning, and is quite possible with the technology available today (McConnell et al., 2013). Virtual internships, let alone virtual field experiences or virtual teacher education, are not well

understood within the literature at the moment, and represent an untapped realm of possibility for teacher education as we navigate alternative forms of teacher preparation during and outside of a pandemic. Considering how recently we as a society were reminded that we cannot predict what issues education will face in the future, we must make the most of these opportunities to see what can be accomplished based on our new experiences and technological expertise.

To bring this closer to home, language teacher education is starting to explore aspects of teacher education that others have been talking about for decades. However, as someone who often moves between the fields of language teaching and teacher education, each of which are rather large fields, I find that if we want to have these fields speak to each other, we cannot exhort others to make the connections we see so clearly and wait for the literature to catch up. For those teacher educators who straddle multiple disciplines, which is most of us, we have to be the brokers that introduce aspects of one community into another. As a novice researcher and teacher educator, I find more and more that while I respect and echo the calls by educational linguists to infuse teacher education with more attention to the strengths and needs of multilingual learners (e.g. Athanases & de Oliveira, 2010; de Jong et al., 2013; Lucas & Grinberg, 2008; Lucas & Villegas, 2013), I spend more time thinking about how we can make it a two-way street. We each know too much not to be able to critique and support the other.

Speaking more broadly to teacher education in general, future research surrounding field experiences needs to look beyond the experience itself to get a deeper understanding of how PSTs integrate them into their practice. Novel ways to prepare teachers will always arise, as we as a field grow and interact with educators from other disciplines more, but this study would not communicate half of what it says now about teacher preparation had I not been able to also study the internships of the PSTs at the same time. Yes, it is difficult to get access to those data

sources, but we hamstring ourselves and what we can say about teacher education if we do not make connections between the different elements of the teacher preparation process. This study could have been pushed even further had I attempted to include data from their coursework or interviews with other involved educators at MHS. A part of me thought I would not be able to collect data related to classrooms during the pandemic, as many of my doctoral classmates struggled mightily to do so, but I asked and I advocated and I was fortunate enough to have multiple stakeholders who leveraged their occupational capital for me to make it happen. But none of that would have occurred if I had not first attempted to examine it. As schools open back up and district and university personnel become more willing to permit classroom research, we need to take full advantage of this situation. We are able as education researchers to speak to greater questions about teacher education, but we cannot do so if we do not avail ourselves of the means to analyze the larger process. The next step is to make those connections between the disparate elements of teacher preparation in the research that we do to understand and act on the larger processes at hand.

Appendix A: Rounds Observation Protocol

Question/Problem of Practice:		
Context: <ul style="list-style-type: none">- What is the task?- What is your role as the teacher?- What are the students going to be doing?		
What should the observers focus their attention on?		
<i>Remember: Description before analysis, analysis before prediction. We are not evaluating.</i>		
Time:	Behaviors/Actions/Speech/Dialogue:	Your Thoughts:

Reflection Questions: What's new? What if? What next? What's left?

Appendix B: Supervisory Observation Template

Intern:	School:	Mentor:
Observer:	Date/Time:	Grade/Subject:

Timeline of the Lesson:

Areas of Strength	Suggestions for Growth

Three goals to work toward:

- 1.
- 2.
- 3.

Appendix C: Interview Questions

RQs:

1. What is the nature of pre-service ESOL teachers and their mentor teachers' participation in a rounds community of practice?
2. In what ways, if any, does pre-service ESOL teachers and their mentor teachers' participation in rounds support their membership in the community of practice of ESOL teachers in their schools?
3. In what ways, if any, does pre-service ESOL teachers' participation in rounds enhance their instructional practices during their internship?

INTERVIEW QUESTIONS FOR PRE-SERVICE TEACHERS

Overall rounds (RQ1)

- 1) How would you describe rounds to a colleague?
- 2) What's the purpose of rounds to you?
- 3) Did rounds look the same or different for you and the mentor teachers? How so, and what do you think about that?

Journal questions (RQ3)

You mentioned in your journal after the Nth round that _____. Tell me about that moment, and what happened afterwards.

Debrief/three-way meeting questions (RQ3)

You mentioned during the lesson observation debrief/three-way meeting on XX/XX/XX that _____. Tell me about that moment, and what happened afterwards.

Immediate follow up question to above (RQ3)

- 1) Beyond the moments that we just discussed, did anything else from rounds pop up later in your planning or teaching during your internship? [Give plenty of wait time]

Broader CoP questions (RQ2)

- 2) What does it mean to be an ESOL teacher at [secondary placement school]?
- 3) Who at [secondary placement school] would meet that description?
- 4) [If the answer to #5 does not include the intern themselves] Do you think you would meet that definition? Why/why not?
- 5) What was it like working with [your mentor teacher] after doing rounds?
- 6) Have you worked or talked with [the other mentor teacher] outside of the rounds? If yes, what did you talk/work on? If not, would you have wanted to, and what would you want to talk about or do with her?
- 7) Have you talked to anyone else outside of the rounds group about the rounds? If so, how did you talk about it? Did you share anything from the rounds process itself?
- 8) Did rounds show you anything new about the work or life of an ESOL teacher? Why/why not?
- 9) [If time] Would you change anything about the rounds process if you were to do it again?
- 10) Is there anything else you'd like to share about your experience with rounds?

INTERVIEW QUESTIONS FOR IN-SERVICE TEACHERS

Overall rounds (RQ1)

- 4) How would you describe rounds to a colleague?
- 5) What's the purpose of rounds to you?
- 6) How did rounds look the same or different for you and the interns? How so, and what do you think about that?

Rounds' connections to outside of rounds (RQ3)

- 4) So these are the problems of practice that came up during rounds [show list of each host's problem of practice]. Did any of these, including the one [their intern] mentioned, come up with [the intern] after these rounds, either in conversation or in their instruction? If yes, tell me more.

Broader CoP questions (RQ2)

- 5) What does it mean to be an ESOL teacher at [secondary placement school]?
- 6) Who at [secondary placement school] would meet that description?
- 7) [If the answer to #9 does not include the intern themselves] During their internship, do you think [the intern] would meet that definition? What about [the other intern]? Why/why not?
- 8) Have you had any interactions with [the other intern] beyond the rounds? If so, what did that look like? If not, would you have wanted to, and what would you want to talk about or do with her?
- 9) Do you think that doing rounds made you view the interns as more, or less, a part of this community? Or do you see them the same way after rounds?
- 10) Did rounds show you anything new about the work or life of an ESOL teacher? Why/why not?

11) I heard from [other ESOL teacher] that you all did some peer observations at your school after we finished with rounds, and you all brought in some stuff from our time doing rounds. Can you tell me more about that?

12) [For Melissa] So I've been having an interesting conversation with Kendall Sethna, the ESOL department chair over at Cherokee Lane [E.S.], who mentioned that you had talked to her about rounds. How did you all connect about that?

13) [If time] Would you change anything about the rounds process if you were to do it again?

14) Is there anything else you'd like to share about your experience with rounds?

Appendix D: Intern Consent Form



Institutional Review Board

1204 Marie Mount Hall • 7814 Regents Drive • College Park, MD 20742 • 301-405-4212 • irb@umd.edu

INTERN CONSENT FORM

Project Title	<i>Rounds in Pre-Service Teacher Education</i>
Purpose of the Study	<i>This research is being conducted by Wyatt Hall at the University of Maryland, College Park. I am inviting you to participate in this research project because you are currently completing your internship as part of the completion of your Masters of Education in TESOL at the University of Maryland, College Park. The purpose of this research project is to examine pre-service ESOL teachers' experiences in rounds, their mentors' experiences, and the relationship between rounds and PSTs' instruction in authentic classrooms.</i>
Procedures	<p><i>The procedures involve:</i></p> <ol style="list-style-type: none"> <i>1. Analysis of documents created during rounds, such as rounds sheets you create, rounds observation protocols you fill in, and reflection journals.</i> <i>2. Audio recordings of meetings during rounds you are involved in, such as the creation of the rounds compact, pre-round orientations, and debriefs.</i> <i>3. 4 observations of your teaching outside of rounds, conducted as part of the university supervision by me during the secondary placement in your internship.</i> <i>4. Audio recordings of the debriefs after the internship observations, as well as any meetings between supervisor (me), you, and the mentor teacher</i> <i>5. Finally, an interview of around 1.5 hours regarding your experiences and perspective of rounds, as well as your instruction outside of rounds. Interviews will be conducted at a mutually agreeable time and location. Examples of interview questions include: What is the</i>

	<p><i>purpose of rounds to you? How did your participation in rounds connect with the relationship between you and your mentor? How would you define being an ESOL teacher at your placement school?</i></p>
Potential Risks and Discomforts	<p><i>There may be some risks from participating in this research study. You may experience low levels of anxiety about observing other mentor teachers and discussing their lesson with them, being observed by your peers, or participating in interviews. A possible risk could also occur through a breach of audio data, such as in an instance when someone without password permission manages to access data, or steal data. I will make every effort to minimize this risk by using pseudonyms and password-protecting data files. Participants may refuse to answer any of the questions or cease their participation at any time and will not be penalized in any way.</i></p>
Potential Benefits	<p><i>There are no direct benefits from participating in this research. However, possible benefits include developing a deeper understanding of the possibilities of strategies or approaches for teaching ESOL. We hope that, in the future, other PSTs might benefit from this study through improved understanding of rounds, how they function, and how they relate to instruction.</i></p>
Confidentiality	<p><i>Any potential loss of confidentiality will be minimized by assigning each participant a pseudonym. The pseudonym will be used on all data collected in the study. All data will be stored in my locked office, and on my password-protected computer, and will be accessed only by me. All data will be destroyed ten years after the completion of the study: paper will be shredded, digitally audio-taped files erased, word processing files deleted. Manuscripts submitted for publication will not identify individuals by name or location.</i></p> <p><i>If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</i></p>
Compensation	<p><i>You will receive a \$50 prepaid credit card. You will be responsible for any taxes assessed on the compensation.</i></p> <p><i>If you do not earn over \$100 only your name and address will</i></p>

	<p><i>be collected to receive compensation.</i></p>
<p>Right to Withdraw and Questions</p>	<p><i>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.</i></p> <p><i>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</i></p> <p style="text-align: center;">Wyatt Hall 2311 Benjamin Building College Park, MD 20742 whall125@terpmail.umd.edu 434-989-8780</p>
<p>Participant Rights</p>	<p><i>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</i></p> <p style="text-align: center;">University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p><i>For more information regarding participant rights, please visit:</i> https://research.umd.edu/irb-research-participants</p> <p><i>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</i></p>
<p>Statement of Consent</p>	<p><i>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</i></p> <p><i>If you agree to participate, please sign your name below.</i></p>

Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	
	Do you give permission to audiotape you during rounds meetings?	Please check one: _____ YES _____ NO
	Do you give permission to audiotape you during interviews?	Please check one: _____ YES _____ NO

Appendix E: Mentor Teacher Consent Form



Institutional Review Board

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MENTOR TEACHER CONSENT FORM

Project Title	<i>Rounds in Pre-Service Teacher Education</i>
Purpose of the Study	<i>This research is being conducted by Wyatt Hall at the University of Maryland, College Park. I am inviting you to participate in this research project because you are currently mentoring an intern as part of the completion of their Masters of Education in TESOL at the University of Maryland, College Park. The purpose of this research project is to examine pre-service ESOL teachers' experiences in rounds, their mentors' experiences, and the relationship between rounds and PSTs' instruction in authentic classrooms.</i>
Procedures	<p><i>The procedures involve:</i></p> <ol style="list-style-type: none"> <i>1. Analysis of documents created during rounds, such as rounds sheets you create and rounds observation protocols you fill in.</i> <i>2. Audio recordings of meetings during rounds you are involved in, such as the creation of the rounds compact, pre-round orientations, and debriefs.</i> <i>3. Audio recordings of the meetings between you, the university supervisor (me), and the intern</i> <i>4. Finally, an interview of around 1 hour regarding your experiences and perspective of rounds, as well as your instruction outside of rounds. Interviews will be conducted at a mutually agreeable time and location. Examples of interview questions include: What is the purpose of rounds to you? How did your participation in rounds connect with the relationship between you and your intern? How would you define being an ESOL teacher at your school?</i>

<p>Potential Risks and Discomforts</p>	<p><i>There may be some risks from participating in this research study. You may experience low levels of anxiety about observing other mentor teachers and discussing their lesson with them, being observed by your peers, or participating in interviews. A possible risk could also occur through a breach of audio data, such as in an instance when someone without password permission manages to access data, or steal data. I will make every effort to minimize this risk by using pseudonyms and password-protecting data files. Participants may refuse to answer any of the questions or cease their participation at any time and will not be penalized in any way.</i></p>
<p>Potential Benefits</p>	<p><i>There are no direct benefits from participating in this research. However, possible benefits include developing a deeper understanding of the possibilities of strategies or approaches for teaching ESOL. We hope that, in the future, other PSTs might benefit from this study through improved understanding of rounds, how they function, and how they relate to instruction.</i></p>
<p>Confidentiality</p>	<p><i>Any potential loss of confidentiality will be minimized by assigning each participant a pseudonym. The pseudonym will be used on all data collected in the study. All data will be stored in my locked office, and on my password-protected computer, and will be accessed only by me. All data will be destroyed ten years after the completion of the study: paper will be shredded, digitally audio-taped files erased, word processing files deleted. Manuscripts submitted for publication will not identify individuals by name or location.</i></p> <p><i>If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</i></p>
<p>Compensation</p>	<p><i>You will receive a \$25 prepaid credit card. You will be responsible for any taxes assessed on the compensation.</i></p> <p><i>If you do not earn over \$100 only your name and address will be collected to receive compensation.</i></p>
<p>Right to Withdraw and Questions</p>	<p><i>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop</i></p>

	<p><i>participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.</i></p> <p><i>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</i></p> <p style="text-align: center;">Wyatt Hall 2311 Benjamin Building College Park, MD 20742 whall125@terpmail.umd.edu 434-989-8780</p>	
Participant Rights	<p><i>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</i></p> <p style="text-align: center;">University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p><i>For more information regarding participant rights, please visit:</i> https://research.umd.edu/irb-research-participants</p> <p><i>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</i></p>	
Statement of Consent	<p><i>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</i></p> <p><i>If you agree to participate, please sign your name below.</i></p>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	

	Do you give permission to audiotape you during rounds meetings?	Please check one: _____ YES _____ NO
	Do you give permission to audiotape you during interviews?	Please check one: _____ YES _____ NO

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