

## References

- Arshavskaya, E. (2014). Introducing co-teaching and co-generative dialogues in a pre-service teaching practicum: Stepping in and remaining contradictions. *World Journal of English Language*, 4(3), 44-57. <https://doi.org/10.5430/wjel.v4n3p44>
- Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the face of student teaching through co-teaching. *Action in Teacher Education*, 32(1), 3–14. <https://doi.org/10.1080/01626620.2010.10463538>
- Badiali, B., & Titus, N. (2012). Co-teaching: Enhancing student learning through mentor-intern partnerships. *School-University Partnerships*, 4(2), 74–80.
- Brandt, B. L., Farmer, J. A., & Buckmaster, A. (1993). Cognitive apprenticeship approach to helping adults learn. *New Directions for Adult and Continuing Education*, 1993(59), 69-78. <https://doi.org/10.1002/ace.36719935909>
- Center for Educational Placements and Partnerships. (2015). *Pre-service co-teaching: A mentor modeling approach: A handbook for teacher candidates, mentor teachers, site coordinators, liaisons & developmental supervisors*. Kennesaw State University, Kennesaw, GA. Retrieved from <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, (28)3, 1-16.
- Council for the Accreditation of Educator Preparation (CAEP). (2016). Retrieved from <http://www.caepnet.org>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston: Pearson.
- Darling-Hammond, L. (2006). Constructing 21<sup>st</sup> century teacher education. *Journal of Teacher Education*, 57(3), 300–314. <https://doi.org/10.1177/0022487105285962>

- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Eick, C., & Dias, M. (2005). Building the authority of experience in communities of practice: The development of preservice teachers' practical knowledge through coteaching in inquiry classrooms. *Science Education*, 89(3), 470-491.  
<https://doi.org/10.1002/sce.20036>
- Engestrom, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43(7), 960-974.  
<https://doi.org/10.1080/001401300409143>
- Friend, M., Embury, D., & Clarke, L. (2015). Co-teaching versus apprentice teaching: An analysis of similarities and differences. *Teacher Education and Special Education*, 38(2), 79-87. <https://doi.org/10.1177/0888406414529308>
- Friend, M. (2000). Myths and misunderstandings about professional collaboration. *Remedial and Special Education*, 21(3), 130. <https://doi.org/10.1177/074193250002100301>
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th Ed.). New York, NY: Routledge, Taylor, and Francis Group.
- Griffin, C. C., Jones, H. A., & Kilgore, K. L. (2006). A qualitative study of student teachers' experiences with collaborative problem solving. *Teacher Education and Special Education*, 29, 44 – 55. <https://doi.org/10.1177/088840640602900106>
- Grossman, P. (2005). Research on pedagogical approaches to teacher education. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education* (pp. 425 – 476). Mahwah, NJ: Lawrence Erlbaum.
- Heck, T., Bacharach, N., Mann, B., & Ofstedal, K. (2005). *Extreme makeover: Student teaching edition*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago.
- Heckert, J., Strieker, T., & Shaheen, M. (2013). Kennesaw State University: Collaborative clinical practice model. *Educational Renaissance*, 1(2), 83-96.

- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40. <https://doi.org/10.1177/019263650408863803>
- Kamens, M. W. (2007). Learning about co-teaching: A collaborative student teaching experience for preservice teachers. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 30(3), 155-166. <https://doi.org/10.1177/088840640703000304>
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin.
- Loughran, J. (2007). Researching teacher education practices responding to the challenges, demands, and expectations of study. *Journal of Teacher Education*, 58(1), 12-20. <https://doi.org/10.1177/0022487106296217>
- MacKay, T. (2003). *Gee's theory of D/discourse and research in teaching English as a second language: Implications for the mainstream*. University of Manitoba. Retrieved from <https://umanitoba.ca/faculties/education/media/MacKay-2003.pdf>
- National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers. Report to the blue ribbon panel on clinical preparation and partnerships for improved student learning*. Retrieved from [www.ncate.org/publications](http://www.ncate.org/publications)
- Organisation for Economic Co-operation and Development (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. Retrieved from <http://www.oecd.org/edu/school/48627229.pdf>
- Perry, R. K. (2016). *Influences of co-teaching in student teaching on pre-service teachers' teacher efficacy* (Doctoral dissertation, University of the Pacific). Retrieved from <http://gradworks.umi.com/10/10/10105248.html>
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press, 1990.

Rogoff, B. (1995). Observing sociocultural activity in three planes: Participatory appropriation, guided participation, and apprenticeship. *Pedagogy and practice: Culture and identities*, 58-74. <https://doi.org/10.1017/CBO9781139174299.008>

Roth, W.-M. (2004). Activity theory and education: An introduction. *Mind, Culture, and Activity*, 11(1), 1-8. [https://doi.org/10.1207/s15327884mcal1101\\_1](https://doi.org/10.1207/s15327884mcal1101_1)  
<https://doi.org/10.1080/10749030802019796>  
<https://doi.org/10.1080/10749030903322941>

Roth, W.-M., Bowen, G.M., Boyd, N., & Boutonne, S. (1998). Coparticipation as mode for learning to teach science. *Connections*, 98, 80-88.

Roth, W.-M., & Boyd, N. (1998). Science teaching as knowledgeability: A case for knowing and learning during co-teaching. *Science Education*, 82, 357-377.  
[https://doi.org/10.1002/\(SICI\)1098-237X\(199806\)82:3%3C357::AID-SCE4%3E3.0.CO;2-B](https://doi.org/10.1002/(SICI)1098-237X(199806)82:3%3C357::AID-SCE4%3E3.0.CO;2-B)

Roth, W.-M., & Boyd, N. (1999). Coteaching, as colearning, as praxis. *Research in Science Education*, 29(1), 51-67. <https://doi.org/10.1007/BF02461180>

Roth, W.-M., & Tobin, K. G. (2002). *At the elbow of another: Learning to teach by co-teaching*. New York, NY: Peter Lang.

Roth, W.-M., & Tobin, K. (Eds.) (2005). *Teaching together, learning together*. New York, NY: Peter Lang.

Saari, E., & Miettinen, R. (2001). Dynamics of change in research work: Constructing a new research area in a research group. *Science, Technology & Human Values*, 26(3), 300-321.  
<https://doi.org/10.1177/016224390102600303>

Strieker, T., Lim, W., Hubbard, D., Crovitz, D., Gray, K., Holbein, M., & Steffen, C. (2012). The pursuit of a collegial model of clinical practice: The story of one university (accepted for

publication). *Action in Teacher Education*.

Strieker, T., Gillis, B., & Zong, G. (2013). Improving pre-service middle school teachers' confidence, competence, and commitment to co-teaching in inclusive classrooms. *Teacher Education Quarterly*, 40(4), 150-180.

Strieker, T., Shaheen, M., Digiovanni, L., Hubbard, D., & Lim, W. (2014). Transforming clinical practice in elementary teacher education through pre-service co-teaching and coaching. *Educational Renaissance*, 2(2), 39-62.

Strieker, T., Adams, M. G., Lim, W., Hubbard, D., & Cone, N. (2016). Promising practices for supervisors of candidates enrolled in yearlong, co-taught clinical experiences. *Cogent Education*.

Teacher Quality Partnership Grant. (2013, 2014). *Annual report*. Washington, D.C.: U.S. Department of Education.

Tobin, K., & Roth, W.-M. (2010). Implementing coteaching and cogenerative dialoguing in urban science education. *School Science and Mathematics*, 105(6), 313-322.  
<https://doi.org/10.1111/j.1949-8594.2005.tb18132.x>

Yang, X. (2001). An introduction to discourse analysis: Theory and method. *Language in Society*, 30(4), 646-649.

Zeichner, K., Tabachnick, B., & Densmore, K. (1987). Individual, institutional, and cultural influences on the development of teachers' craft knowledge. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 21-59). London: Cassell.