

References

- Aspfors, J. & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. *Teaching and Teacher Education*, 48. <http://dx.doi.org/10.1016/j.tate.2015.02.004>
- Basmadjian, K.G. (2011). Learning to balance assistance with assessment: A scholarship of field instruction. *Teacher Educator*, 46(2), 98-125. <https://doi.org/10.1080/08878730.2011.552845>
- Beck, C. & Kosnik, C. (2002). Professors, and the practicum: involvement of university faculty in preservice practicum supervision. *Journal of Teacher Education*, 53(1), 6-19. <https://doi.org/10.1177/0022487102053001002>
- Booth, A., Sutton, A. & Papaioannou, D. (2016). *Systematic approaches to a successful literature review (2nd ed.)*. Los Angeles, CA: Sage.
- Borko, H. & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching & Teacher Education*, 11(5). [http://dx.doi.org/10.1016/0742-051X\(95\)00008-8](http://dx.doi.org/10.1016/0742-051X(95)00008-8)
- Bucholtz, M. & Hall, K. (2005). Identity and interaction: a sociocultural linguistic approach. *Discourse Studies*, 7(4/5), 585-614. <https://doi.org/10.1177/1461445605054407>
- Bullough, R. V. & Draper, R. J. (2004). Making sense of a failed triad: mentors, university supervisors, and positioning theory. *Journal of Teacher Education*, 55(5). <https://doi.org/10.1177/0022487104269804>
- Campbell, S. S. & Dunleavy, T. K. (2016). Connecting university coursework and practitioner knowledge through mediated field experiences. *Teacher Education Quarterly*, 43(3).
- Campbell, T. & Lott, K. (2010). Triad dynamics: Investigating social forces, roles, and storylines. *Teaching Education*, 21(4), 349-366. <https://doi.org/10.1080/10476210903518396>
- Carbaugh, D. (1999). Positioning as display of cultural identity. In R. Harré and L. van Langenhove (Eds.), *Positioning theory*. Oxford: Blackwell Publishers.
- Darling-Hammond, L. (1995). Changing conceptions of teaching and teacher development. *Teacher Education Quarterly*, 22(4), 9-26.
- Darling-Hammond, L. (2005). Educating the new educator: Teacher education and the future of democracy. *New Educator*, 1(1), 1-18. Retrieved from <http://www.informaworld.com/openurl?genre=article&id=https://doi.org/10.1080/15476880490441379>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314. <https://doi.org/10.1177/0022487105285962>

- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35-47. Retrieved from <http://chalkboardproject.org/sites/default/files/Teacher-Education-the-American-Future-JTE.pdf>
<https://doi.org/10.1177/0022487109348024>
- Darling-Hammond, L. (2011). Teacher preparation: Build on what works. *Education Week*, 30(24), 25-26, 36.
- Darling-Hammond, L. (2016). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*, 45(2), 83-91.
<https://doi.org/10.3102/0013189X16639597>
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111–132.
- Davies, B. & Harré, R. (1999). Positioning and personhood. In R. Harré and L. van Langenhove (Eds.), *Positioning theory*. Oxford: Blackwell Publishers.
- Erwin, E. J., Brotherson, M. J., & Summers, J. A. (2011). Understanding qualitative metasynthesis: Issues and opportunities in early childhood intervention research. *Journal of Early Intervention*, 33(3), 186-200.
<https://doi.org/10.1177/1053815111425493>
- Fernandez, M.L. & Erbilgin, E. (2009). Examining the supervision of mathematics student teachers through analysis of conference communications. *Educational Studies in Mathematics*, 72(1), 93-110.
<https://doi.org/10.1007/s10649-009-9185-1>
- Gee, J. (2001). Identity as an analytic lens for research in education. In W. Secada (Ed.), *Review of research in education* (Vol. 25, pp. 99-125). Washington, DC: American Educational Research Association.
- Gelfuso, A., Dennis, D. V., & Parker, A. (2015). Turning teacher education upside down: Enacting the inversion of teacher preparation through the symbiotic relationship of theory and practice. *Professional Educator*, 39(2).
- Glass, G. V. (1976). Primary, secondary, and meta-analysis of research. *Educational Researcher*, 5(10), 3-8.
<https://doi.org/10.3102/0013189X005010003>
- Goh, T.L. & Hannon, J.C. (2012). Noble triad or devil's triangle? An autoethnography of a neophyte university supervisor. *Graduate Journal of Sport, Exercise & Physical Education Research*, 2012(1), 65-80.
- Goodlad, J. I. (1999). Rediscovering teacher education: School renewal and educating educators. *Change*, 31(5).
<https://doi.org/10.1080/00091389909604220>
- Graham, P. (1993). Curious positions: Reciprocity and tensions in the student teacher/cooperating teacher relationship. *English Education*, 25(4), 213-230.
- Graham, P. (1997). Tensions in the mentor teacher-student teacher relationship: Creating productive sites for learning within a high school English teacher education program. *Teaching and Teacher Education*, 13(5), 513-527.
[https://doi.org/10.1016/S0742-051X\(96\)00053-4](https://doi.org/10.1016/S0742-051X(96)00053-4)

- Han, H. S. & Damjanovic, V. (2014). Preservice teacher learning within a kindergarten internship: Insights for early childhood teacher educators. *Teacher Educator*, 49(4), 284-304.
<https://doi.org/10.1080/08878730.2014.943622>
- Harré, R. & van Langenhove, L. (1999). The dynamics of social episodes. In R. Harré and L. van Langenhove (Eds.), *Positioning theory*. Oxford: Blackwell Publishers.
- Haynes, M. (2014, July 17). On the path to equity: Improving the effectiveness of beginning teachers. *Alliance for Excellent Education*. Retrieved from <http://all4ed.org/reports-factsheets/path-to-equity/>
- Hsieh, H. & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9).
<https://doi.org/10.1177/1049732305276687>
- Ingersoll, R. M. (2012). Beginning teacher induction: What the data tell us. *The Phi Delta Kappan*. 93(8), 47-51.
<https://doi.org/10.1177/003172171209300811>
- Isik-Ercan, Z., Kang, H.Y., & Rodgers, A. (2017). Carving a space for clinical practice supervisors: Perspectives from colored lenses. *Professional Educator*, 42(1), 43-57.
- Jaspers, W.M., Meijer, P.C., Prins, F., & Wubbels, T. (2014). Mentor teachers: Their perceived possibilities and challenges as mentor and teacher. *Teaching and Teacher Education*, 44, 106-116.
<https://doi.org/10.1016/j.tate.2014.08.005>
- Johnson, I.L. & Napper-Owen, G. (2011). The importance of role perceptions in the student teaching triad. *Physical Educator*, 68(1), 44-56.
- Katz, L. & Isik-Ercan, Z. (2015). Challenging points of contact among supervisor, mentor teacher and teacher candidates: Conflicting institutional expectations. *Pedagogies*, 10(1), 54-69.
<https://doi.org/10.1080/1554480X.2014.999772>
- Koerner, M., Rust, F.O., & Baumgartner, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29(2), 35-58.
- Lunenberg, M. Korthagen, F., & Swennen, A. (2007). The teacher educator as role model. *Teaching and Teacher Education*, 23(5), 586-601.
<https://doi.org/10.1016/j.tate.2006.11.001>
- Martin, S. D., Snow, J. L., & Franklin Torrez, C. A. (2011). Navigating the terrain of third space: Tensions with/in relationships in school-university partnerships. *Journal of Teacher Education*, 62(3), 299-311.
<https://doi.org/10.1177/0022487110396096>
- Meegan, S., Dunning, C., Belton, S., & Woods, C. (2013). Teaching practice: University supervisors' experiences and perceptions of a cooperating physical education teacher education programme. *European Physical Education Review* 19(2) 199–214.
<https://doi.org/10.1177/1356336X12473521>

- Murphy, K.L. (2010). Perceptions of the student teaching triad: An inquiry into relationships and supervision. *Asian Journal of Physical Education & Recreation*, 16(1), 53-66. <https://doi.org/10.24112/ajper.161795>
- National Council for Accreditation of Teacher Education [NCATE]. (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
- Nguyen, H.T. (2009). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers and college supervisors? *Teaching and Teacher Education*, 25(2009), 655–662. <https://doi.org/10.1016/j.tate.2008.10.001>
- Onwuegbuzie, A. J. & Frels, R. (2016). *7 steps to a comprehensive literature review: A multimodal & cultural approach*. Los Angeles, CA: SAGE Publications.
- Riggs, L. (2013, October 18). Why do teachers quit? *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>
- Rodgers, A. & Keil, V.L. (2007). Restructuring a traditional student teacher supervision model: Fostering enhanced professional development and mentoring within a professional development school context. *Teaching and Teacher Education*, 23(1), 63-80. <https://doi.org/10.1016/j.tate.2006.04.012>
- Sandelowski, M. & Barroso, J. (2003). Creating metasummaries of qualitative findings. *Nursing Research*, 52(4), 226-233. <https://doi.org/10.1097/00006199-200307000-00004>
- Sandelowski, M., & Barroso, J. (2007). *Handbook for synthesizing qualitative research*. New York: Springer.
- Silva, D.Y. (2003). Triad journaling: A tool for creating professional learning communities. *Teacher Education Quarterly*, 30(4), 69-82. Retrieved from <http://www.jstor.org/stable/23478400>
- Sim, C. (2011). 'You've either got [it] or you haven't'—conflicted supervision of preservice teachers. *Asia-Pacific Journal of Teacher Education*, 39(2), 139-149. doi: 10.1080/1359866X.2011.560653
- Slick, S. K. (1997). Assessing versus assisting: The supervisor's roles in the complex dynamics of the student teaching triad. *Teaching and Teacher Education*, 13(7). [https://doi.org/10.1016/S0742-051X\(97\)00016-4](https://doi.org/10.1016/S0742-051X(97)00016-4)
- Slick, S. K. (1998). The university supervisor: A disenfranchised outsider. *Teaching and Teacher Education*, 14(8). [https://doi.org/10.1016/S0742-051X\(98\)00028-6](https://doi.org/10.1016/S0742-051X(98)00028-6)

- Strieker, T., Adams, M., Lim, W., & Wright, M. (2017). Using discourse analysis to understand the relationships and practices of pre-service co-teachers. *Georgia Educational Researcher*, 14(1), 40-68.
<https://doi.org/10.20429/ger.2017.140102>
- Tan, H.K. (2013). *Describing the complexities of field instruction practice: An exploratory case study in a university-based teacher education program*. Retrieved from ProQuest Dissertations.
- Tan, S. & Moghaddam, F. M. (1995). Reflexive positioning and culture. *Journal for the Theory of Social Behaviour*, 25(4), 387-400. Retrieved from <http://fathalimoghaddam.com/wp-content/uploads/2013/10/1258685631.pdf>
<https://doi.org/10.1111/j.1468-5914.1995.tb00281.x>
- Traister, C.A. (2005). *The perceptions of student teachers, cooperating teachers, and university supervisory regarding the assessment of student teacher performance*. Retrieved from ProQuest Digital Dissertations.
- Valencia, S.W., Martin, S.D., Place, N.A., & Grossman, P. (2009). Complex interactions in student teaching: Lost opportunities for learning. *Journal of Teacher Education*, 60(3), 304-322.
<https://doi.org/10.1177/0022487109336543>
- van Langenhove, L. & Harré, R. (1999). Introducing positioning theory. In R. Harré and L. van Langenhove (Eds.), *Positioning theory*. Oxford: Blackwell Publishers.
- Veal, M. L. & Rikard, G. L. (1998). Cooperating teachers' perspectives on the student teaching triad. *Journal of Teacher Education*, 49, 108-119.
<https://doi.org/10.1177/0022487198049002004>
- Yee, A. H. (1968). Interpersonal relationships in the student-teaching triad. *Journal of Teacher Education*, 19, 95-112.
- Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education*, 55, 188-197.
<https://doi.org/10.1016/j.tate.2016.01.012>
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2).
<https://doi.org/10.1177/0022487109347671>
- Zhang, G. & Zeller, N. (2016). A longitudinal investigation of the relationship between teacher preparation and teacher retention. *Teacher Education Quarterly*, 43(2).