Scaffolding Teacher Candidates' Development as Linguistically Responsive Teachers via a Team-Based Rehearsal Process with Structured Talk Tasks

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Abstract

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To address the need for more research on second language teacher education pedagogies, this qualitative self-study investigates how a team-based rehearsal process scaffolds pre-service and in-service K-12 teacher candidates' development as linguistically responsive teachers in two English Language Learner (ELL) teaching methods courses. In this rehearsal process, teams of teacher candidates co-plan, co-rehearse, and collectively debrief structured talk tasks with their peers and instructors. These structured talk tasks are intended to be purposeful, interactive tasks that promote meaningful, student-centered talk and intentionally scaffold the development of multilingual learners' content understanding and disciplinary language practices.

Drawing on sociocultural theories of teaching and learning as well as utilizing Lucas & Villegas' framework for linguistically responsive teaching (2011) to frame the analysis, research findings suggest that collaboratively planning, rehearsing, and debriefing structured talk tasks contributed to teacher candidates' learning about understanding disciplinary language demands, promoting meaningful student-centered talk, and scaffolding instruction for multilingual

learners. Due to the constraint of not having real multilingual learners in the rehearsal process, the author also reflects on the necessity of further supporting teacher candidates' enactment of structured talk tasks in field placements. These findings have implications for second language teacher educators and other content area methods instructors who wish to support teachers' experiential learning about pedagogical language knowledge as well as fostering meaningful, collaborative talk and agency with multilingual learners.

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Introduction

Preparing teachers to build on the diverse strengths of multilingual learners (MLs) while also meeting these students' needs in the context of academically rigorous content instruction is a complex challenge within the field of teacher education (Bunch, 2013; Walqui, 2010; Zwiers et al., 2014). Despite the reality that many MLs, often classified as English language learning (ELL)[1] students, are entering mainstream classrooms, the majority of classroom teachers in the U.S. have not been adequately prepared to teach these students (Lucas & Grinberg, 2008; Lucas & Villegas, 2011). While we may know about the orientations, knowledge, and skills that mainstream classroom teachers of MLs require to be effective (de Jong & Harper, 2005; Goldenberg & Coleman, 2010; Li & Edwards, 2010; Lucas & Grinberg, 2008; Lucas & Villegas, 2011), a great deal needs to be learned about teacher education pedagogies that support teachers' enactment of these understandings and practices (Johnson, 2015; Villegas et al., 2018). In a review of the empirical literature on preparing pre-service teachers to teach ELL students, Villegas et al. (2018) found that many studies focused more on teachers' beliefs about ELL students. Certainly, teachers' beliefs about students are incredibly important; however, notably much less attention has been paid to researching pedagogies that cultivate teacher candidates' (TCs') beginning repertoires of practice for engaging multilingual learners (Villegas et al., 2018).

[1] In this study, I will use the terms multilingual learners (MLs) and English language learning (ELL) students at different points. While I may prefer the term multilingual learner as it recognizes students' fuller linguistic repertoire and continuing language and literacy development in their home languages, I feel that the imperfect term of ELL students acknowledges the reality that, in a U.S. public school context, the majority of multilingual learners are receiving content instruction predominantly in English and are working to acquire English language and literacy skills.

Utilizing Self-Study to Contribute to Knowledge about Second Language Teacher Education Pedagogies

In attempting to address questions about teacher educator pedagogies that scaffold TCs' enactment of beginning repertoires of practice for supporting multilingual learners, I wished to experiment with some practice-based teacher education pedagogies (Grossman, 2018) to support TCs to cultivate linguistically responsive teaching practices (Lucas & Villegas, 2011). As an ELL methods instructor committed to supporting K-12 teachers' ability to enact rigorous and responsive teaching with multilingual learners, I sought to improve my own teacher educator practice while also contributing to the literature about second language teacher education pedagogies. Therefore, I employed self-study of teacher education practices (S-STEP), defined functionally as, "the study of teacher education practice in order to understand and improve it" (Pinnegar & Hamilton, 2009, p. 7). Self-study has been advocated by language and literacy researchers (Sharkey & Peercy, 2018) as one way to address the notable lack of research on second language teacher education pedagogies, and this methodology afforded me a way to describe my adaptations to and learning about practice-based teacher educator pedagogies while documenting teacher candidates' experiences and learning during two ELL methods courses that I instructed.

In teaching these ELL methods courses, I experimented with several practice-based teacher education (PBTE) pedagogies; however, I focused this self-study on the team-based rehearsal process, in which teams of teacher candidates co-planned, co-rehearsed, and collectively debriefed structured talk tasks, for several reasons. First, as you will see in the analysis, teacher candidates reported that this pedagogy was particularly helpful to them in learning about linguistically responsive teaching. Also, as illustrated in the findings, TCs demonstrated a great deal of learning from the team-based rehearsal process in areas such as

understanding disciplinary language demands, promoting meaningful, collaborative student talk, and scaffolding instruction—all important facets of linguistically responsive teaching (Lucas & Villegas, 2011). In addition, since there is a documented need for more research on teacher educator pedagogies that scaffold TCs' learning about exactly these types of LRT practices (Bunch, 2013; Villegas et al., 2018), I chose to focus this study more closely on the practice-based teacher educator pedagogy of utilizing a rehearsal process.

Drawing On and Navigating Tensions in Practice-Based Teacher Education (PBTE)

Practice-based teacher educators argue for a stronger focus on instructional practice within teacher education (Ball & Forzani, 2009; Grossman et al., 2009; Lampert et al., 2013; McDonald et al., 2013), and they work to overcome the problem of enactment (Kennedy, 1999) in which teacher candidates struggle to enact what they learn in coursework in a classroom with actual students. To address this challenge, teacher education scholars have identified general and discipline-specific teaching practices to focus on with novice teachers, and these are sometimes referred to as "core practices" (Grossman, 2018; McDonald, et al., 2013) or "high-leverage teaching practices" (Hlas & Hlas, 2012). Through collective learning cycles, different targeted practices are introduced, decomposed, and then rehearsed and debriefed with peers and instructors in the context of an instructional activity (Kazemi, Franke, et al., 2016; McDonald et al., 2013). After rehearsing the practices within an instructional activity, TCs typically complete the learning cycle by enacting the activity with students in field placements and reflecting upon the results. These collective learning cycles afford multiple opportunities for the type of "structured mediational spaces" advocated by Johnson (2015) in which dialogic interactions and joint activity of planning, teaching, and reflection can occur between newer teachers and more expert teacher educators.

In drawing on PBTE in teaching the ELL methods courses, I distilled what I termed as "essential practices for equitable instruction with multilingual learners" and utilized an adapted collective learning cycle that included a team-based rehearsal process in which groups of two to four TCs co-planned and co-rehearsed a structured talk task that they designed. I define structured talk tasks as purposeful, interactive tasks that promote meaningful, student-centered talk and intentionally scaffold multilingual learners' development of content understanding and disciplinary language practices. Structured talk tasks can vary depending on the students, content, and language of instruction, but they are intended to maximize student engagement, center students' thinking, and scaffold meaningful, extended talk about content. During each team's rehearsal, the other teacher candidates participated in the various rehearsed structured talk tasks by playing the role of K-12 students while also considering the task from their perspective as teachers. Immediately following each rehearsal, the teacher candidates and I collectively debriefed each structured talk task. While I, as the instructor, facilitated these debriefs, all teacher candidates engaged in the feedback process and were encouraged to contribute to our collective learning process as we learned about becoming increasingly linguistically responsive teachers.

Rehearsals are a critical part of the collective learning cycle as they provide a scaffolded structure and process in which teacher candidates can begin to approximate and reflect upon targeted practices in a way that honors the complex, relational work of teaching while reducing the number of moving pieces that can overwhelm a new teacher. TeachingWorks (2021) defines a rehearsal as a, "live simulation of an episode of teaching led by a more expert guide." Typically, in a rehearsal, one to three teacher candidates act as the teacher/s and practice leading a particular instructional activity (in this case, a structured talk task) while the teacher educator

facilitates and coaches, pausing strategically to provide direct feedback or highlight and brainstorm a specific decision point (Grossman, 2018). Other teacher candidates, along with the teacher educator, play the role of K-12 students and/or observe. Collectively, the teacher educator/s and teacher candidates can make observations, surface tensions, problem-solve, and learn in a highly contextualized, interactive way. While it is the norm to pause during rehearsals, there are instances in which teacher educators may choose not to pause teacher candidates during the rehearsal and to wait until the end to debrief the rehearsal fully (Peercy & Troyan, 2020).

Some second language teacher education researchers are exploring how practice-based teacher education pedagogies can support TCs' learning about teaching multilingual learners (Dubetz, 2018; Peercy, 2014; Peercy & Troyan, 2017; Troyan & Peercy, 2016); however, there are still important questions about how best to utilize these teacher education pedagogies while also cultivating TCs' sociocultural consciousness and centering on social justice and equity (Peercy et al., 2019; Philip et al., 2019). As Peercy et al. (2019) suggest, in utilizing PBTE pedagogies, teacher educators must navigate tensions between providing TCs with support in seeing and enacting the complexity of teaching while not becoming overly prescriptive and losing sight of the situated, relational nature of teaching including the importance of context, awareness of teachers' and students' identities, and the cultural, linguistic resources that teachers and students bring to the classroom.

Adapting Practice-Based Pedagogies & Tools for ELL Methods

In drawing on and navigating these tensions in PBTE pedagogies while also working with the affordances and constraints of teaching ELL methods courses, I made several adaptations to collective learning cycles, the rehearsal process (embedded within collective learning cycles), and tools I used for presenting targeted practices. First and foremost, the

practices I targeted centered the diverse strengths and needs of multilingual learners and distilled research-based practices that support equitable instruction with MLs. In utilizing PBTE, I was also interested to situate targeted practices and collective learning cycles within a wider context as well as to engage teacher candidates in a team-based process that might further scaffold their development as linguistically responsive teachers. I describe these adaptations further in the study context; however, I also summarize them here as follows for clarity:

1. Embedding practices within larger framework—In order to situate what I term as "essential practices for equitable instruction with multilingual learners" within a larger context, I created a framework (see Appendix A) that embeds essential practices within foundational orientations so that practices are not seen in isolation or as separate from teacher beliefs, values, or orientations.
2. Expanding collective learning cycles to encompass a whole-part-whole cycle—In an effort to provide more context for teacher candidates, I presented and modeled targeted practices within an instructional activity, but I also showed how those instructional activities (structured talk tasks in this case) were embedded within lessons and units with real multilingual learners. To complete the learning cycle, once TCs had rehearsed a structured talk task, they were then asked, where possible, to enact it with real students and/or to embed targeted practices into lessons and units that they planned. Thus, TCs could see how the targeted practices and instructional activities might work within actual lessons and units with real MLs.
3. Leveraging the team process in co-planning, co-rehearsing and collectively debriefing—Due to the newness and complexity of designing and leading a structured talk task in the rehearsal process, I chose to have TCs co-plan and co-rehearse in teams so that they

might benefit from the mediated support of their collaborative efforts as well as my coaching and questioning during their co-planning process. In addition, during the debrief process, I positioned us all as a larger team supporting our collective learning as we grew and developed together as linguistically responsive teachers.

4. Choosing not to pause during the rehearsals—Since structured talk tasks are intended to maximize student talk while de-centering teacher talk, the ELL practicum supervisor (a co-facilitator during the course #1 rehearsal process) and I chose not to pause during rehearsals because pausing would have simply interrupted the "students" who were engaged in the structured talk task. Peercy and Troyan (2020) wrestle with whether to pause teacher candidates during rehearsals for various reasons and ultimately argue for the flexible application of PBTE pedagogies. Certainly, pauses during rehearsals can provide rich learning opportunities; however, in these rehearsals, we instead wanted the teacher candidates to experience the extended student interaction that can ensue from a well-structured talk task. Therefore, we did not interrupt the structured talk task rehearsals and instead debriefed them immediately following each rehearsal, with the teacher team who led the structured talk task first reflecting on what worked well and could be improved, followed by other teacher candidates and instructor/s contributing their perspectives and insights.
5. Eliminating any role playing of multilingual learners in rehearsals—Lastly, because the practicum supervisor and I wanted to avoid any stereotyping of multilingual learners, we chose not to have TCs act like students so much as to participate in the activity as themselves while also considering how the structured talk task might support or confuse a specific multilingual learner.

With these adaptations, I attempted to find a middle way of navigating tensions around PBTE by centering the diverse strengths and needs of multilingual learners and creating more context in which to situate the collective learning cycles and targeted practices while also helping the TCs to see, articulate, and begin to enact practices at micro, meso, and macro (i.e., task, lesson, and unit) levels. In addition, I wanted to scaffold TCs' ability to enact the complexity of LRT by integrating multiple practices simultaneously, and I felt that they would benefit from the collective support of a team as well as my coaching throughout the entire rehearsal process.

Choosing Structured Talk Tasks as the Instructional Activity for Rehearsal Process

In considering an instructional activity to focus on during the team-based rehearsal process, I chose structured talk tasks for several reasons. First, after teaching ELL methods for five years at this university, I saw a pattern in which most teacher candidates fortunately came to the ELL methods course with an asset-based view of culturally, linguistically diverse students and a desire to bridge to students' experiences. However, often teacher candidates in their primary teacher certification program had been so focused on learning to teach content that they had trouble recognizing the language demands of those content lessons and tasks for multilingual learners. In addition, typically if teacher candidates did consider language, they focused on teaching literacy skills and had fewer ideas for facilitating oral language practice beyond a simple turn and talk. Working with limited time for rehearsals, I chose an instructional activity that, based on my assessment, would support TCs to grow in the areas where they most needed support in teaching multilingual learners. Secondly, in teaching ELL methods, I needed an instructional activity that would cut across content areas, and meaningful student talk is obviously central to all content area lessons. As Faltis and Valdés (2016) state, "Learning to talk in classrooms is the gateway to participation in myriad interactions around topics and texts

across all grade levels" (p. 552). In addition, structured talk tasks could be utilized in any language of instruction, thus supporting teachers in dual language or world language settings as well as affording strategic translanguaging opportunities.

Lastly, I designed structured talk tasks as a focal instructional activity for TCs to design and rehearse because research shows that multilingual learners need extended opportunities to engage in meaningful interactions and to develop oral language skills in a new language (Swain, 1985; Verplaetse, 2008). Typically, ELL students do not get sufficient oral language practice in mainstream classrooms (Walqui & Heritage, 2018), and the classic IRE (Initiation, Response, Evaluation) interaction pattern in which the teacher is at the center controlling students' responses does not lead to the extended, dialogic interactions that help language learning students (Gibbons, 2015). With opportunities to develop their ability to build on one another's ideas, elaborate on claims, and collaborate on various ambitious tasks, language learners can develop their interactional competence (Kibler et al., 2015). These interactive opportunities support not only content and language learning, but they also contribute to multilingual learners' personal and social development as members of an academic classroom community (Verplaetse, 2008). Often, ELL students need additional scaffolds and supports to engage in classroom discussions and small group work, and their active participation cannot be left to chance (Harper & de Jong, 2004). Harper & de Jong (2004) have emphasized that the explicit focus on teaching language forms in context can be helpful for language learners, and this is often an unfamiliar skill for mainstream teachers that can be practiced in the design and facilitation of structured talk tasks. In addition, elaborated conversation and discussion in which students are authentically engaged in critical thinking and sense-making also supports literacy skills development

(Coleman & Goldenberg, 2010; Palinscar & Brown, 1984). For these reasons, structured talk tasks became a worthy instructional activity for the team-based rehearsal process.

In summary, structured talk tasks served as the rehearsed instructional activity within the ELL methods courses so that teacher candidates could learn about and integrate the following three essential practices (also articulated in the framework in Appendix A):

- promoting meaningful, collaborative interactions;
- teaching explicitly relevant language & literacy skills in meaningful contexts; and
- providing comprehensible input and scaffolding language production.

Of course, there were opportunities within the team-based rehearsal process to discuss other essential practices, but these were the targeted practices we focused on in the rehearsal process. While structured talk tasks are my own formulation of purposeful, collaborative student talk activities that center students' thinking, it is important to recognize that many others have written about structuring and scaffolding meaningful talk for multilingual learners (de Jong & Harper, 2005; Dutro & Kinsella, 2010; Gibbons; 2015; Verplaetse, 2008; Walqui & Bunch, 2019; Walqui & Heritage, 2018). In constructing this idea of structured talk tasks, I particularly wished to build on Walqui and Bunch's definition of tasks as:

> concrete instantiations of individual support manifested through interactions that engage students in structured participation, unpacking a bit at a time the concepts, skills, and language that are in the process of being apprenticed, while linking them and building on prior encounters with such disciplinary practices (2019, p. 47).

Based on this definition, tasks have specific objectives as well as a clear beginning and ending. These tasks are intentionally crafted to support the overall objectives of a lesson and make sense within the overarching goals of a unit. In addition, structured talk tasks are intended to engage multilingual learners in intellectually rigorous, meaningful activities that also afford language development opportunities. To be clear, structured talk tasks are not basic turn and talks

supported by a fill in the blank style of sentence frames, but rather they are intentionally designed opportunities for multilingual students to participate meaningfully in the conceptual, analytical, and language practices that make up disciplinary practices (Valdés, et al., 2014; Walqui & Bunch, 2019) that students need to meet Common Core State Standards.

In terms of supporting teacher candidates' development as linguistically responsive teachers, the design and facilitation of structured talk tasks provide a less overwhelming microcosm for teacher candidates to begin to unpack the language demands of tasks while also learning how to support multilingual learners in equitably participating in student-centered talk and working toward achieving academically rigorous content and language objectives.

A Road Map for What's Ahead

After designing the team-based rehearsal process with structured talk tasks, embedded within adapted collective learning cycles, I was interested to study how and what teacher candidates learned in the process of co-planning, rehearsing, and debriefing their structured talk tasks. As a teacher educator experimenting with PBTE pedagogies and tools, I also wanted to reflect on how I might be able to improve the team-based rehearsal process to further scaffold TCs' enactment of structured talk tasks, and linguistically responsive teaching more broadly, in field placements.

In what follows, I first lay out the conceptual framework for this self-study, then I describe my research methods, including a fuller description of how I situated the team-based rehearsal process within a larger whole-part-whole learning cycle and utilized the framework for equitable instruction with multilingual learners to serve as a bridge between linguistically responsive teaching theory (Lucas & Villegas, 2011) and practice for teacher candidates. In sharing findings, I address four major themes. The first three themes illustrate how and what

teacher candidates learned from each phase of the rehearsal process—co-planning, rehearsing, and debriefing different structured talk tasks. In the fourth theme, I discuss challenges of the team-based rehearsal process and my own learning about the necessity of further supporting TCs' enactment of structured talk tasks in field placements. In addition, I make suggestions for improving the whole team-based rehearsal process, and I particularly focus on ideas for strengthening the enactment phase in the overall whole-part-whole learning cycle that I facilitated.

Conceptual Framework

Broadly, this self-study draws on a sociocultural understanding of learning as occurring within social contexts and mediated through interaction with people and tools (Vygotsky, 1978), and the study relies on a conceptualization of *scaffolding* as temporary assistance such that learners can perform tasks that they may not yet be able to accomplish independently (Wood et al., 1976). Scaffolding is not merely help, but actually "just right" support (Kibler, et al. 2015) implemented by the teacher based on careful observation and understanding of learners. The importance of scaffolding instruction with multilingual learners is well-established (Faltis & Valdés, 2016; Gibbons, 2015; Walqui, 2006), and TCs' design and facilitation of structured talk tasks afford TCs the opportunity to practice scaffolding instruction for multilingual learners in multiple ways. Likewise, I draw on the concept of scaffolding in considering the parallel process of how the team-based rehearsal process supports TCs' ability to approximate a level of complexity in teaching multilingual learners that they may not yet be able to enact independently.

Framework for Preparing Linguistically Responsive Teachers

To conceptualize linguistically responsive teaching (LRT) in this self-study, I employed Lucas and Villegas' framework for preparing linguistically responsive teachers (2011) which outlines orientations, knowledge, and skills that mainstream teachers need to be linguistically responsive with multilingual learners. In this framework, linguistically responsive orientations entail: (1) sociolinguistic consciousness or "an understanding that language, culture, and identity are deeply interconnected and an awareness of the sociopolitical dimensions of language use and language education" (Lucas & Villegas, 2011, p. 56-57); (2) a strong value on linguistic diversity and an asset-based perspective on students' home languages; and (3) an ability and tendency to

advocate for ELL students both in and out of the classroom. In terms of LRT knowledge and skills, Lucas and Villegas (2011) emphasize: (1) learning about ELL students' language backgrounds, experiences, and proficiencies; (2) understanding language demands of oral and written discourse in terms of relevant language functions and forms that might be necessary to engage with content area lessons and/or tasks; (3) applying second language acquisition principles such as provision of comprehensible input and promotion of meaningful social interaction; and (4) scaffolding instruction that facilitates ELL students' understanding and skills development.

While there are other frameworks for teaching multilingual learners (CREDE National, 2021; Echevarría et al., 2008; TESOL, 2021; Walqui & Bunch, 2019) as well as for considering teacher preparation for teaching MLs (de Jong & Harper; 2011; Gebhard et al., 2011; Walqui, 2011), I chose Lucas & Villegas' framework for its' focus on preparing all pre-service teachers, not just ELL specialists. Ultimately, to help multilingual learners succeed in U.S. schools, all teachers need to become linguistically responsive. In addition, I needed a framework that applied to teachers at any grade level working with students at beginning to advanced levels of language proficiency. I recognize that this framework builds on but does not encompass Villegas & Lucas' framework for culturally responsive teaching (2002). In addition, although it articulates sociolinguistic consciousness and a value for linguistic diversity, it stops short of promoting culturally sustaining pedagogies (Paris & Alim, 2017) that might also serve multilingual learners. However, for the purposes of this self-study, the LRT framework allowed me to focus on the practices that I most emphasized in the team-based rehearsal process such as understanding language demands, promoting collaborative, meaningful student talk, and scaffolding instruction while also providing the bigger picture of encapsulating LRT orientations, knowledge, and skills.

To operationalize LRT knowledge and skills (Lucas & Villegas, 2011) in the ELL methods courses, I distilled six essential practices which served as the high-leverage or core practices that the teacher candidates worked to understand and enact in their planning and teaching at micro (i.e., task), meso (i.e., lesson), and macro (i.e., unit) levels. These essential practices center the diverse strengths and needs of multilingual learners, and they are intended to create more equitable instruction within all content areas.

- Utilize authentic, ongoing assessment around students' comprehension, content understanding, and language skills to inform planning and instruction (Echevarría et al., 2008; Lucas et al., 2008; O'Malley & Pierce, 1996).
- Know students and bridge to students' experiences, utilizing students' funds of knowledge (González, Moll, & Amanti, 2006; Nieto, 2000), home languages (Brisk, 2006; Creese & Blackledge, 2010; Cummins & Hornberger, 2008), and interests, while also building necessary background knowledge (Echevarría, et al., 2008).
- Teach explicitly relevant language and literacy skills in meaningful contexts (at word, sentence, and message level), providing controlled practice to freer application (Schleppegrell, 2004; Swain, 1995; Wong-Fillmore & Snow, 2000).
- Provide comprehensible input (Echevarría, et al., 2008; Krashen, 1982) & scaffold language production (Gibbons, 2015) for students to engage with rigorous, grade-level content and language.
- Promote meaningful, collaborative interactions with intentional focus on extended oral language practice (Gibbons, 2015; Swain, 1985; Vygotsky, 1978; Wong-Fillmore & Snow, 2000).

- Differentiate instruction for students' varying strengths, needs, and language proficiency levels, based on ongoing assessment and understanding of students (Goldenberg & Coleman, 2010; Lucas et al., 2008).

As you can see in Appendix A, I situated these principled practices within a framework for equitable instruction with multilingual learners along with foundational orientations, and this central course tool was deliberately interactive and supported TCs to see, name, and begin to enact these practices throughout the whole-part-whole learning cycle (including the team-based rehearsal process) as well as within their ELL practicum placements.

Research Methods

This self-study was conducted within two ELL methods courses, taught in consecutive quarters. In the first course, I examined many of the teacher educator pedagogies and tools that I was utilizing; however, based on initial findings in the first course, I focused more closely in the second course on investigating the team-based rehearsal process. The specific research questions that emerged were:

1. How and what do teacher candidates learn about linguistically responsive teaching through co-planning, rehearsing, and debriefing structured talk talks?
2. What are challenges of the team-based rehearsal process and the enactment phase that follows, and how can I improve both to further scaffold teacher candidates' enactment of linguistically responsive teaching?

To pursue these questions, I sought to engage the teacher candidates in reflecting with me not only on what they were learning but also how they were learning. I wanted to understand what pedagogically was most helpful to TCs' learning about linguistically responsive teaching and why. And I also wanted to reflect myself on what I could do to improve TCs' learning experiences such that they could enact LRT more fully in their field placements and beyond.

Self-Study of Teacher Education Practices

As discussed earlier, self-study of teacher education practices (S-STEP) has been recommended to address the call for more empirical research on second language teacher educator pedagogies (Sharkey & Peercy, 2018). As Pinnegar and Hamilton describe, self-study, "is situated in the midst of context, content, and process. This kind of inquiry involves questioning all three of these aspects from our perspectives while simultaneously accounting for the experience of the other(s) within our practice" (2009, p. ix). For me, this mainly qualitative

self-study afforded a means to examine my teacher education practice, particularly as I experimented with PBTE pedagogies, by studying what and how teacher candidates learned in the context of the team-based rehearsal process and larger whole-part-whole learning cycles that I facilitated during two ELL methods courses.

LaBoskey (2004) identified five characteristics of S-STEP as follows: (1) self-initiated and focused; (2) aimed toward improvement; (3) interactive and collaborative with other practitioners, other researchers, the research participants, and with the data sets themselves; (4) mainly qualitative but utilizing multiple methods; and (5) guided by exemplar-based validation. This self-study of the team-based rehearsal process in two ELL methods courses is highly localized and focused on how I can improve and learn as a teacher educator as I experiment with and adapt PBTE pedagogies. Through "cycles of critical reflection, embodied knowledge becomes intellectually accessible" (Pinnegar & Hamilton, 2009, p. 99), and this was certainly true for me as I often followed my intuition in adapting PBTE pedagogies for ELL methods and interacted with the ELL practicum supervisor, course participants, and their work as teacher candidates. The ELL practicum supervisor worked with me in the first course to co-facilitate and reflect on what was working and needed improvement in the team-based rehearsal process. In addition, texts like Grossman's *Teaching Core Practices in Teacher Education* (2018) served as guides as the ELL practicum supervisor and I experimented with the team-based rehearsal process. In addition, I also maintained a reflective journal to keep track of my own reflections as well as others' ideas and observations while teaching both courses.

This ongoing collaborative and reflective process with 'critical friends' is a key feature of self-study (Peercy & Sharkey, 2018), and the teacher candidates themselves also became 'critical friends' in helping me to understand what pedagogically was working for them and why. From

day one, I was transparent with TCs that I was interested in learning from and with them about the teacher education pedagogies and tools that most supported their learning about LRT. The TCs generously provided me with ongoing feedback via weekly exit tickets after course sessions, impromptu conversations before and after class, written reflections on team-based rehearsals, ranking of teacher education pedagogies' effectiveness in post-assessments, discussions during course end focus groups, and interviews. These same TCs also patiently tolerated being videotaped in whole class sessions as well as small group planning. So, really, I had many 'critical friends' engaging with me in this study, including the ELL practicum supervisor and the teacher candidates themselves.

Study Context

This self-study took place in the context of teaching two iterations of an ELL methods course—the first course was geared toward secondary content area teachers and the second course was exclusively designed for elementary teachers. Accompanied by a field-based ELL practicum and seminar, the ELL methods course was one of four courses offered simultaneously as part of an intensive, quarter-long, public university-based ELL endorsement program on the west coast of the United States. Almost all the ELL methods course participants were working toward earning their ELL endorsement, and primarily, these teacher candidates planned to teach in mainstream classroom contexts.

Study Participants

In all, 28 ELL methods course students participated in this self-study. During the first ELL methods course, 12 of 15 teacher candidates consented to be part of the study. Of those 12, there were four secondary social studies teachers, four secondary English language arts teachers (one of whom was an experienced teacher who was also a World Language teacher), two

secondary math teachers, and two elementary teachers (one of whom was not formally trained as an elementary teacher but who was interested in teaching English to elementary students in Taiwan). Ten of 12 study participants were pre-service teachers who had just completed, or were about to complete, their teacher certification process. In the second ELL methods course, all 16 teacher candidates were elementary-trained and consented to be part of the study. Of those 16 teachers, 10 were pre-service teachers who had just completed their elementary certification process, and six were experienced, in-service teachers who were returning to earn their ELL endorsement or further their education**.**

Course Pedagogies & Tools

In both versions of the ELL methods course, I utilized a variety of pedagogies and tools to scaffold teacher candidates' learning about linguistically responsive teaching. However, in this section, I focus on describing the PBTE pedagogies and tools I utilized in helping TCs to see, understand, and ultimately enact the essential practices articulated in the *Framework for Equitable Instructional with Multilingual Learners* (Appendix A). In addition, I describe how I adapted collective learning cycles (Grossman, 2018) and implemented TCs' team-based rehearsal process with structured talk tasks.

Use of Framework for Equitable Instruction with Multilingual Learners

The *Framework for Equitable Instruction with Multilingual Learners* (Appendix A) was a central course tool that I designed to provide a shared language for seeing and articulating LRT orientations, knowledge, and skills that TCs were learning about in examining units, lessons, video exemplars, and instructional activities such as structured talk tasks. To illustrate essential practices in the framework, various lessons and/or tasks were modeled in Spanish, Turkish, and/or English. The language immersion lesson demonstrations were intended to remind teacher

candidates what it is like to learn in a language that is not one's first language as well as to cultivate TCs' empathy toward MLs' challenges in learning content in a new language (Galguera, 2011; Settlage et al., 2014). In addition, the language immersion lessons were also designed to demonstrate how essential practices can be integrated to support multilingual learners in accessing and engaging with content while simultaneously promoting language development.

Throughout the course, we utilized the framework as a shared reference point and common language for making sense of what TCs were seeing and attempting to rehearse and enact. Bransford et al. (2005) emphasize the significance of "well-connected knowledge that is organized around 'big ideas'" (p. 86). Studies of memory and learning demonstrate that students learn well when they have a conceptual map or schema that helps them organize the information and see the relationship between concepts (Singley & Anderson, 1989). In addition, regarding teachers, connecting broad principles to practical applications helps teachers to understand more deeply and transfer what they are learning (Cochran-Smith & Lytle, 1999; Feiman-Nemser, 2001). Thus, the framework provided a cognitive map and deliberately interactive tool for TCs to begin to understand and track important components, or "big ideas" (Bransford, et al., 2005) of LRT.

As discussed before, I chose to highlight in the framework (see Appendix A) six essential practices that center the strengths and needs of multilingual learners, and I situated these practices within a larger framework with foundational orientations. These foundational orientations include some of the following: (1) the importance of an asset-based view of people's cultural identities and home languages; (2) the ability to foster a safe, collaborative classroom climate with clear procedures and high expectations for all students; (3) a commitment to

challenging inequities, adapting instruction to address students' strengths and needs, and engaging families and communities; and (4) an ability to critically reflect on identity and its influences on teaching and learning. As Philip et al. (2019) and Peercy et al. (2019) caution, practices cannot simply be implemented without taking up the larger context in which they are enacted. For example, if students do not feel safe within a classroom to express themselves or their cultures and languages are subtly or not so subtly being denigrated, then it will be hard to promote any kind of meaningful, collaborative interactions. Thus, my use of the framework seeks to contextualize essential LRT practices and to find what Kennedy (2016) refers to as an appropriate grain size that balances teacher candidates' need to 'see' individual practices without losing sight of the whole picture.

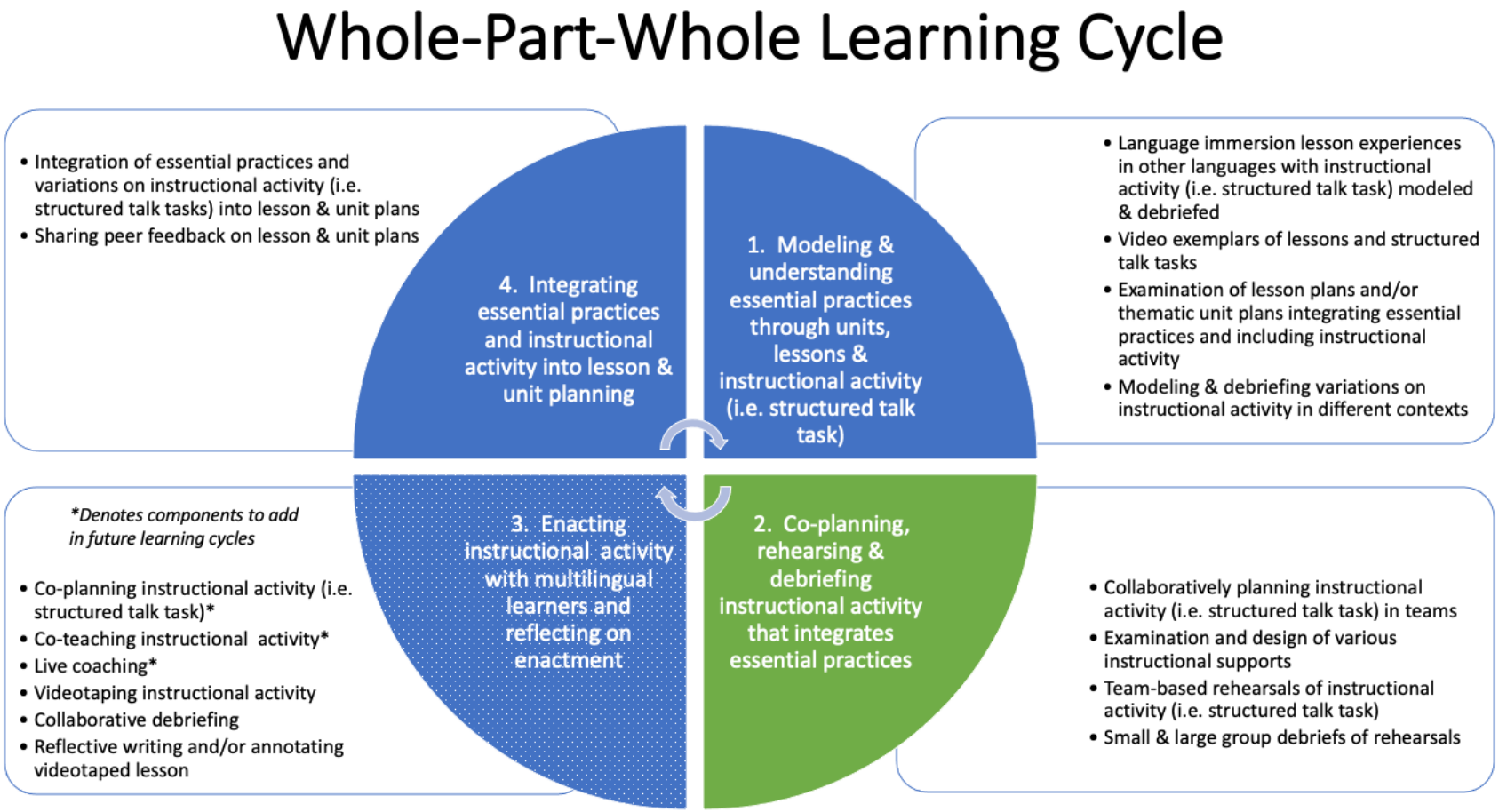
Expanding Collective Learning Cycle into Whole-Part-Whole Cycle

To provide more context for essential practices and the team-based rehearsal process, I adapted collective learning cycles (see Figure 1) so that teacher candidates could see essential practices integrated into structured talk tasks that were also nested within lesson plans and/or thematic units. A frequent critique of practice-based teacher education is that targeted practices are decontextualized and overly prescriptive, and so I wanted to show TCs how practices were integrated at macro, meso, and micro levels with real multilingual students. In some cases, TCs also had the opportunity to analyze the actual ELL students' work that resulted from structured talk tasks and lessons that had been specifically designed to address assessed the academic and linguistic strengths and needs of those students. In this way, I hoped to demonstrate the deeply situated and relational nature of designing and facilitating structured talk tasks based on profound knowledge and assessment of specific multilingual students.

In the ELL methods courses, the TCs not only rehearsed the essential practices in the team-based rehearsal process with structured talk tasks, but they also incorporated structured talk tasks and related essential practices into their own lesson plans and thematic unit plans that were planned for their students. Drawing on modularity theory, Janssen et al. (2015) discuss the importance of helping teacher candidates to recompose or re-construct practices that have been decomposed to examine them more fully. To this end, in the ELL methods courses, all TCs were asked to integrate essential practices and structured talk tasks into their lessons and units, thus re-constructing for themselves various practices that they had examined and approximated during the team-based rehearsal process. As Figure 1 illustrates, the whole-part-whole learning cycle began with introducing and understanding essential practices within the context of whole units, lessons, and/or instructional activities embedded within lessons. Once the practices had been modeled and decomposed more holistically, we then focused on co-planning, rehearsing, and debriefing structured talk tasks as a means to explore and approximate targeted essential practices. Where possible, TCs enacted structured talk tasks and related essential practices in field placements and reflected upon results. And finally, the TCs completed the cycle by integrating structured talk tasks and essential practices within whole lessons and units.

Figure 1: ***Collective Learning Cycle Adapted for ELL Methods Course***

(Note: Green highlights where the team-based rehearsal process was located within overall learning cycle.)

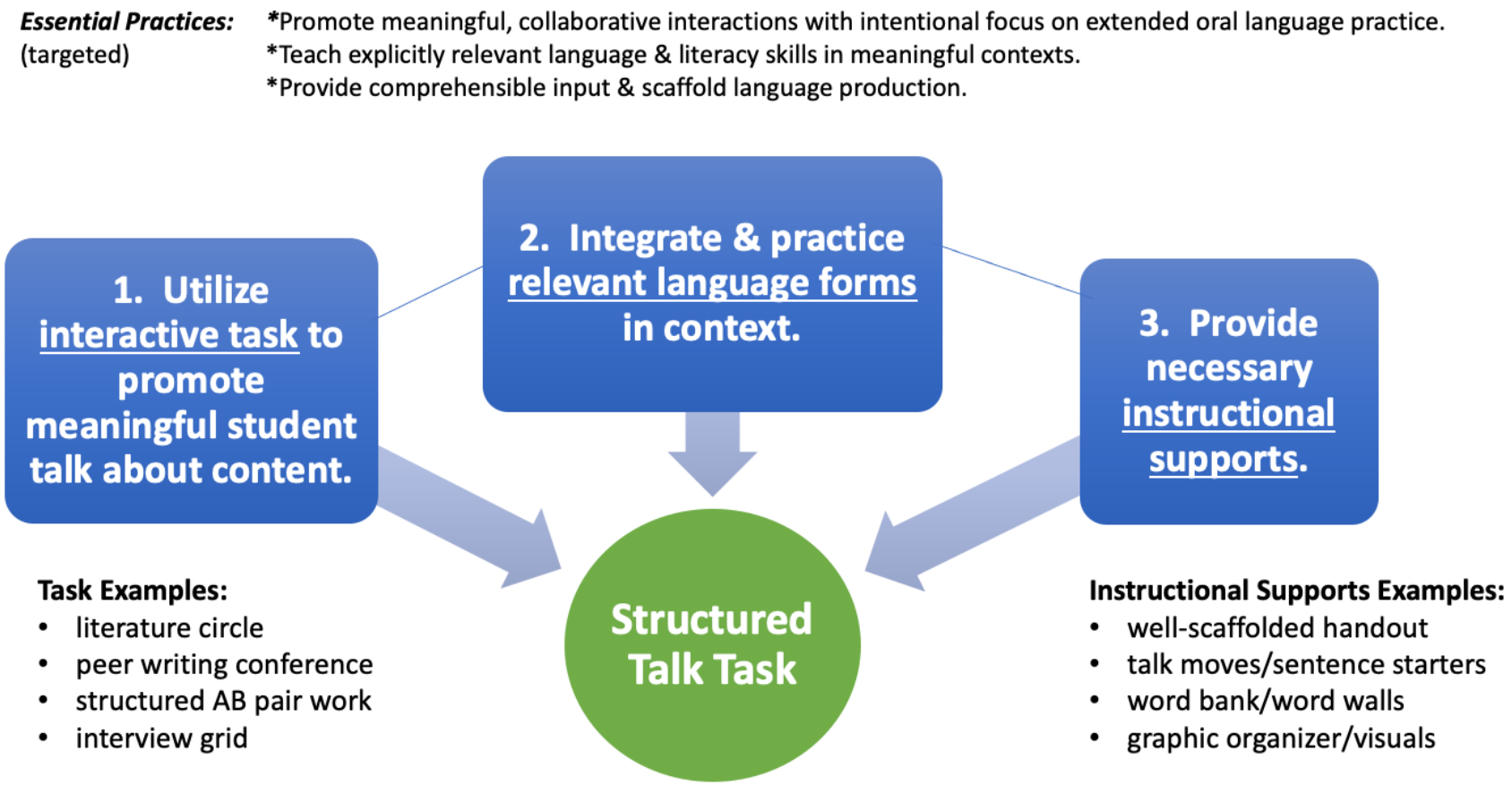


Use of Structured Talk Tasks as Instructional Activity

The team-based rehearsal process with structured talk tasks became a means for scaffolding TCs' approximation of targeted essential practices outlined in the framework. In calling for iterative collective learning cycles, some practice-based teacher educators recommend embedding teacher candidates' rehearsals in circumscribed instructional activities (Grossman, 2018; Kazemi, Franke, et al., 2016; McDonald, et al., 2013). As discussed before, I designed structured talk tasks (see Figure 2) to serve as the rehearsed instructional activity so that TCs might not only see how multiple essential practices can be integrated into one task but also to practice scaffolding MLs' development of conceptual, analytical, and language practices while engaging with their peers.

As Figure 2 depicts, structured talk tasks utilize (1) an interactive task to promote meaningful student talk about content, and this task is intentionally structured to: (2) integrate and/or practice relevant language forms in context as well as to: (3) provide necessary instructional supports that allow multilingual learners to engage productively in extended talk with their peers. Structured talk tasks can be conducted in whatever language is the target language, and they are purposefully integrated into lessons and units to support targeted objectives and simultaneously scaffold students' content learning, critical thinking, and language development. Structured talk tasks may utilize various interactive participation structures such as an information gap activity, interview grid, or literature circle. However, the key is that the structured talk task promotes multilingual learners' equitable, productive engagement with the content through strategic integration of relevant language forms and a 'just right' level of instructional supports.

Figure 2: ***Representation of How Structured Talk Task Integrates Targeted Essential Practices***



Introducing & Modeling Essential Practices via Structured Talk Tasks

To introduce structured talk tasks, I provided models of different structured talk tasks that reflected TCs' content areas and/or grade level contexts, and teacher candidates were able to see multiple essential practices integrated into one instructional activity and situated within real classrooms. For example, with the secondary teacher candidates, I engaged TCs in a Spanish lesson that utilized an interview grid to allow them to experience how that structured talk task could scaffold an extended interaction with their peers despite their varying Spanish proficiency levels. I also showed them an interview grid (and the resulting student work) that I had utilized with my former newcomer secondary students to scaffold their oral rehearsal/pre-writing process for writing a paragraph about coming to the United States. This was one of many scaffolded tasks, or participation structures, that I had utilized to support multilingual learners at beginning to intermediate levels of English language proficiency as they wrote their life story in a multiple paragraph narrative essay, and I showed the TCs how that one structured talk task fit within the much larger scope of a scaffolded writing project unit. Because context is so critical to teaching multilingual learners, it felt important to situate practices within instructional activities that were also nested within lessons and units with real students so that TCs could see the bigger picture versus an oversimplification of teaching practice.

To help TCs see how practices could be enacted in different settings, I also wanted to show multiple structured talk tasks in a variety of contexts, and so we also watched and debriefed a videotaped lesson of high school students at intermediate to advanced English language proficiency levels engaging in well-scaffolded literature circles. Prior to TCs' co-planning and rehearsing their own structured talk activity, I also modeled what I expected of TC's structured talk task rehearsals by presenting and engaging TCs in an information gap

activity in which partners had to ask and answer questions about characteristics of geometric shapes to determine one another's listed shapes. In this way, TCs had multiple opportunities to see and experience a wide range of structured talk tasks that demonstrated examples of controlled to freer oral practice opportunities for students at varying language proficiency levels. For elementary candidates, I modified the representations of structured talk tasks so that they fit their contexts such as watching a video of kindergarten students distinguishing between fact and opinion using a structured talk task.

Preparing Teams for the Rehearsal Process

Since we know that teachers are helped by working in content-specific contexts (Walker & Stone, 2011; Wei et al., 2009), I created similar content area and/or grade level teams of 2-4 teachers for the team-based rehearsal process, and I assigned each group a pre-selected interactive task that I wanted them to utilize in designing their structured talk task. Recognizing that these teacher candidates needed more ideas for how to reduce teacher talk and increase student talk, I deliberately chose a selection of different interactive participation structures (i.e. structured AB pair work for math, oral rehearsals in pairs with a graphic organizer for pre-writing in English language arts, structured AB pair discussion while pair reading in social studies, peer writing conferences in English language arts, and structured academic controversy in social studies) so that TCs could experience multiple structured talk tasks across different contexts. I also wanted TCs to see how these oral language practice opportunities could be integrated with reading and writing so they could begin to explore ways to integrate different domains of language. In addition, the rehearsals of structured talk tasks allowed TCs to practice the routine aspects of a participation structure that they might regularly utilize in their content

area and/or grade level while simultaneously developing more of the 'adaptive expertise' (Bransford et al., 2005) of scaffolding the task for MLs within a specific context.

Galguera (2011) demonstrates and argues for engaging preservice teachers in participation structures with a focus on developing their critical language awareness, and building on this work, I wanted TCs to be, not just participants in these activities, but the designers and facilitators themselves, thereby cultivating more deeply their critical language awareness. To this end, teams were provided with descriptions of interactive participation structures, concrete examples of instructional supports (i.e., student work templates for structured AB pair work, a scaffolded handout and checklist for peer writing conference, etc.) that might be utilized, and a planning template for designing their rehearsal of the structured talk task. If any teams wanted to utilize a different participation structure in creating their structured talk task, then they had that flexibility. The TCs were required to create the context in which the structured talk task would take place (i.e., content area unit, lesson topic, and approximate language proficiency levels of students). In some cases, TCs drew on the contexts of their current practicum placements or past classroom teaching experiences, and in other cases, they imagined their classroom contexts for the upcoming school year. In this way, TCs could situate the instructional activity into settings that were meaningful to them. As teams co-planned, the teacher candidates also had to determine their content and language objectives as well relevant, appropriate targeted language forms and instructional supports that they would integrate into the design of the structured talk task so that they could begin applying this new learning in a real and embodied way.

Data Collection

Primary data sources for this self-study were the following: (1) pre- and post-assessments of TCs' learning about linguistically responsive teaching; (2) course-end focus group discussions; and (3) TCs' written reflections about the team-based rehearsal process, and (4) my own reflective journal for tracking what I was observing, hearing, learning, and thinking about in teaching the ELL methods courses. These data sources allowed me to focus on what TCs felt was most important to their learning process about linguistically responsive teaching and why. In addition, the pre- and post-assessments allowed me to compare TCs' understanding of LRT practices at the start and end of the course, and while short answer responses do not substitute for actual enactment of LRT, they do help point to areas where understanding may have grown.

During the first course session in both courses, I administered an ungraded, open-ended response pre-assessment of teacher candidates' understanding of linguistically responsive teaching practices as well as a follow-up, ungraded post-assessment on the last course session. These assessments served as formative assessments for me and self-assessments for the teacher candidates around their understanding of LRT essential practices. Also, in the post-assessment, I asked TCs to rank in order the teacher educator pedagogies and tools that were most helpful to their learning about LRT, and I asked TCs to explain why that specific pedagogy or tool was most helpful to them.

During the last course session and following the post-assessment, I also conducted a brief, informal focus group around the effectiveness of teacher education pedagogies and tools that I utilized throughout the methods course. These focus groups began with TCs informally voting with stickers on a poster listing the teacher education pedagogies and tools from the course that they felt most helped their learning about linguistically responsive teaching. The

resulting responses on the poster served as a launch point for discussing why TCs felt that various teacher education pedagogies had most supported their learning about linguistically responsive teaching. The pedagogies and tools listed on the poster were the same ones listed in the post-assessment; however, TCs could also contribute additional ideas to these lists.

With written reflections about the rehearsal process specifically, TCs completed an open-ended, ungraded questionnaire asking them about what their most valuable learning was, what most supported their learning, and what could be improved. In addition, while the rehearsal process was unfolding, TCs completed quick exit ticket reflections on what was working well and what could be improved in the co-planning, rehearsing, and debriefing process.

Secondary data sources that I used to corroborate, complicate, and triangulate my findings were: (1) transcriptions of videotaped sessions of teams' co-planning their structured talk task, the actual rehearsals themselves, and their accompanying debriefs as well as associated materials; (2) TCs' annotated lesson plans and thematic unit plans; (3) course #1 TCs' written reflections about the effectiveness of the structured talk task they enacted in their field placements; and (4) transcripts of selected interviews with TCs after the course.

Data Analysis

In investigating the two research questions, I utilized constant comparative method (Glaser & Strauss, 1967) to track patterns about how and what teacher candidates learned about linguistically responsive teaching from the team-based rehearsal process as well as what challenges arose. In the first course, I examined more broadly teacher educator pedagogies and tools for scaffolding TCs' learning about LRT, and based on those tentative findings, I focused more specifically in the second course on the team-based rehearsal process. Continuously, I

tracked and incorporated TCs' feedback as well as my own reflections about how to improve the team-based rehearsal process and the overall course.

Analyzing What Pedagogies TCs Valued and How TCs Learned about LRT

In initially tracking TCs' learning process more broadly in terms of which teacher education pedagogies and tools were most helpful to their learning about LRT and what could be improved, I triangulated data from multiple sources including TCs' post-assessments, course end focus groups, written reflections about the team-based rehearsal process, and selected interviews. After both course ends, I tallied TCs' ranking in individual post-assessments about most helpful teacher education pedagogies and tools for learning about LRT, and I compared this data against their collective voting about helpful teacher education pedagogies and tools during course end focus groups. Given a list of the various teacher education pedagogies and tools utilized in the ELL methods courses, TCs from both quarters ranked the team-based rehearsal process (See Table 1 for summary of results) as being among the top three most helpful to their learning about linguistically responsive teaching, and thus, I focused this study more closely on this rehearsal process.

Table 1: ***Results from TCs' Voting about Most Helpful Teacher Education Pedagogies & Tools for Learning about Linguistically Responsive Teaching***

Teacher Education Pedagogies & Tools (in order that originally listed on posters)	**Course #1**	**Course #2**	**Totals from both courses**
Use of guiding framework with essential practices	4	5	9
Lesson demos in Spanish and/or Turkish to illustrate essential practices	3	3	6
Sharing video exemplars to demonstrate/deconstruct practices	1	0	1
Instructor modeling and debriefing instructional strategies in context of class (and compiling list of strategies)	11	9	20
Examining sheltered lesson plans and thematic unit plans	0	0	0

Co-planning, rehearsing, and debriefing structured talk tasks	6	9	15
Your own lesson and unit planning with feedback from peers and instructor	2	2	4
Watching and reflecting on your own videotaped lessons in placements *(only asked of Course #1 TCs)*	0	Not applicable	0
Sharing concrete examples of scaffolds and supports *(added to list by Course #1 TCs)*	12	Not asked	12
Sharing examples of student work, pre- and post-instruction *(added to list by Course #1 TCs)*	4	Not asked	4

In both TCs' ranking of teacher education pedagogies as well as the focus group discussions that followed, TCs from course #1 and 2 repeatedly emphasized the importance of seeing and enacting practices in relevant contexts. As shown in Table 1, participants from both courses felt that instructor modeling and debriefing instructional strategies in context of class was most helpful, followed by co-planning, rehearsing, and debriefing structured talk tasks. The participants from course #1 felt so strongly about sharing concrete examples of scaffolds and supports that they added this and examples of student work to the list of teacher educator pedagogies and tools. Of course, some TCs also expressed valuing other pedagogies and tools such as the use of the guiding framework or the lesson demos in other languages; however, the TCs' emphasis on valuing concrete, practical instructional strategies, real examples of scaffolds and supports, and the rehearsal process was striking.

In investigating the team-based rehearsal process more closely, I first coded openly then axially TCs' written reflections about the rehearsal process, transcripts from focus group discussions, and selected responses to questions in post-assessments as well as interviews (See Table 2 for codes, data exemplars, and data sources) using constant comparative method (Glaser and Strauss, 1967). I examined and compared data from course #1 and #2 separately first and then collectively. In deriving the axial codes, I gave more weight to the most frequently occurring codes that appeared across multiple data sources. I then selectively coded transcripts of

actual co-planning sessions, rehearsals, and debriefs of structured talk tasks to cross-check whether the axial codes emerging from TCs' reflections about their learning process were also represented in videotaped co-planning sessions, rehearsals, and debriefs. I also cross-checked whether TCs' reflections about what helped and hindered their learning about LRT was demonstrated in terms of their actual learning and growth about LRT by examining their pre- and post-assessments, their lesson and unit plans, and their written reflections about their lessons enacted in field placements.

Table 2: ***Themes, Codes, Data Exemplars, and Data Sources***

Themes	Codes	Data Exemplars	Data Sources
The power of co-planning to hash out TCs' understanding of language demands and language objectives	• Valuing back-and-forth with language demands and language objectives • Clearing up confusion about language demands and language objectives • Learning how to teach and scaffold language development	Written reflections: "The co-planning conversations helped me narrow down objectives and refine my phrasing of them. The back and forth pushed us all to more precise thinking and reasoning about objectives." Written reflections: "I found it was hard at first to determine the language objectives, functions, and forms needed by students. By working with peers, I found it easier to clarify these ideas, and I put them into practice." Post-assessment: "I feel I now have a greater appreciation for explicit and targeted focus on language objectives as a way to plan for these meaningful interactions and language practice. This was always challenging for me before."	Written reflections about team-based rehearsal process Pre- and post-assessments Interviews Cross-checked with videotaped co-planning sessions and TCs' lesson and unit plans
Making scaffolding practices doable through seeing structured talk in action	• The power of experientially seeing and doing • Valuing concrete examples of different scaffolds and supports • Feeling more confident about 'doability' of essential practices	Written reflections: "Co-planning and rehearsing these [structured talk tasks] has been a powerful tool to be able to get a more realistic feel of how this could be doable within my own classroom." Interview: It was a lot about watching others that was the most helpful. Seeing what works and doesn't work. Post-assessment: "I now think more deeply about the scaffolds and how they are specifically helping students meet content and language objectives." Post-assessment: "I feel a lot more equipped to do this [structured talk tasks] now that we've reviewed and practiced some concrete strategies."	Written reflections about team-based rehearsal process Pre- and post-assessments Interviews Focus group discussions Cross-checked with videotaped rehearsals and TCs' lesson and unit plans

Themes	Codes	Data Exemplars	Data Sources
Deepening understanding of LRT by highlighting successes and pushing thinking through contextualized reflection	• Highlighting successes and pushing thinking • Finding balance with high challenge and high support • Exploring complexity of LRT	Written reflections: "While the modeling and teaching has been valuable to watch, I think the <u>most</u> valuable learning has come from the 'glows and grows.' The opportunity to debrief as a teaching group followed by the whole class debrief has yielded awesome and very applicable feedback. It has gotten me thinking so much more about scaffolds/supports for ELLs and the importance of intentionality and planning." Written reflections: [My most valuable learning was] "the importance of knowing and planning for the ELP [English language proficiency] levels and skills of a particular group and having enough differentiation of support. You need to make sure you are appropriately challenging."	Written reflections about team-based rehearsal process Interviews Cross-checked with videotaped debriefs
Working with challenges of rehearsal process and enactment phase in field placements	• Recognizing challenges of no actual students in rehearsals • Recognizing challenges of enactment phase in field placements	Focus group discussion: "It [rehearsal] felt kind of forced or there was a funny thing where we're students but we're teaching to our peers. It was just a funny, funny thing to be in and felt a little artificial at times." Reflection on taught lesson: "I was focused on following what my mentor teacher had planned for the day. We never actually had a lesson that I observed where we did structured oral language practice explicitly. I wanted to follow my mentor teacher's expectations, but that meant that I rarely got to observe students doing small group or pair work."	TCs' written reflections about team-based rehearsal process Focus group discussions TCs' written reflections on structured talk tasks enacted in field placements My reflective journal

Analyzing What TCs Learned About LRT

As tools for monitoring and analyzing TCs' learning about different aspects of linguistically responsive teaching, I utilized deductive coding derived from the essential practices articulated in the course's *Framework for Equitable Instruction with Multilingual Learners* (see Appendix A). These essential practices served to operationalize the knowledge and skills articulated in Lucas and Villegas' LRT framework (2011). In this way, I could monitor the extent to which TCs were demonstrating their LRT knowledge and skills from the beginning to the end of the course. Specifically, I looked for patterns in terms of TCs' levels of understanding of different practices as well as shifts in TCs' demonstrated learning. While a principal focus in this study was on TCs' learning of LRT knowledge and skills in the form of essential practices, I did also track shifts in TCs' orientations, and for this purpose, I utilized Lucas and Villegas' framework to think holistically about LRT orientations, knowledge, and skills. In retrospect, however, my stronger focus on examining TCs' learning about essential practices in the framework may have limited my perspective on how TCs were thinking about LRT orientations.

In our initial class sessions together, I initially paid close attention to TCs' pre-assessments and comments in class as I monitored TCs' understanding of different aspects of LRT. As the course progressed, I also examined their annotated lesson plans and thematic unit plans to see which essential LRT practices were being integrated or still needed further development. In particular, I examined instances where noticeable shifts occurred (or didn't occur) in TCs' demonstrated understanding of LRT in order to understand what teacher educator pedagogies or tools might have scaffolded TCs' learning. For example, initially, one of the largest gaps in many TCs' understanding centered around identifying content area language demands and explicitly teaching language at a word, sentence, and message level in meaningful

contexts. In my experience of teaching ELL methods courses, this is not unusual; however, a striking shift occurred when, after participating in the team-based rehearsal process, TCs' lesson plans were noticeably stronger than in past years in terms of identifying content area language demands at a vocabulary, syntax, and discourse level as well as in articulating specific language objectives that were then integrated into the lesson. This got my attention because the main difference in my teaching of the course was the introduction of these team-based rehearsal process with structured talk tasks.

To understand what TCs learned about LRT, I also compared TCs' pre- and post-assessments at course end by coding changes in terms of TCs' demonstrated learning and/or their expressed learning about aspects of LRT. In this process, I compared each TCs' pre- and post-assessments (see results of deductive coding in Table 3). A "1" represented TCs demonstrated learning about an aspect of LRT by expressing new and/or expanded ideas or by articulating their own growth in understanding of an aspect of LRT. A "0" represented no new learning and/or no expressed learning about that particular aspect of LRT. If a TC already articulated knowledge of an aspect of LRT in the pre-assessment, and there was no articulated new learning, then I coded that response as "0." In analyzing the areas where TCs demonstrated the most learning, I also compared this data with TCs' annotated lesson plans, annotated unit plans, and written reflections about lessons enacted in field placements to see which LRT essential practices were showing up most strongly in their instructional planning, teaching, and reflections. In addition, I had TCs utilize a three-point Likert scale to self-assess the effectiveness of the structured talk task they implemented in field placements, so I also examined trends in their self-assessments.

Table 3: ***Deductive Coding of What TCs Learned about LRT**** (in comparing pre and post assessments)

Essential LRT practices & identification of functional language forms (presented in order beginning with greatest percentage of learning)	**Course #1** (out of 12 participants)	**Course #2** (out of 15 participants)	**Totals** (out of 27 participants)	**% of total participants showing evidence of learning**
Promoting meaningful, collaborative interactions with intentional focus on extended oral language practice	11	15	26	96.3%
Utilizing ongoing assessment around students' comprehension, content understanding, and language skills	10	10	20	74.0%
Providing comprehensible input & scaffolding language production	8	10	18	66.7%
Teaching explicitly language in meaningful contexts	6	9	15	55.6%
Differentiating instruction for students' varying strengths, needs, and language proficiency levels	5	10	15	55.6%
Identifying syntax/sentence level examples of language forms	8	6	14	51.9%
Bridging to students' experiences	7	5	12	44.4%
Identifying vocabulary/word level examples of language forms	5	3	8	29.6%
Identifying discourse/message level examples of language forms	4	4	8	29.6%

*In coding, "1" constituted new or expanded ideas and/or expressed change in learning articulated by individual TC regarding each essential practice.

In summary, in answering the first research question related to how and what TCs learned about LRT via the team-based rehearsal process, the thematic findings presented below emerged inductively from listening to what TCs' shared about how they learned and deductively from analyzing what TCs also demonstrated in terms of what they learned about LRT. And in answering the second research question related to challenges of the team-based rehearsal process and how I could improve them to further scaffold TCs' enactment, I rely on what TCs shared as well as my own reflections.

Researcher's Positionality & Study Limitations

In this self-study, I am in the role of both ELL methods course instructor and researcher, and therefore, while my positionality affords me a unique perspective and access, it may also inhibit my ability to see, hear, and welcome unexpected responses as well as to inhibit the candidness of teacher candidates' responses during interviews, focus groups, and written reflections. To mitigate this, I was very transparent with TCs about the dual role I was playing. From our very first meeting and throughout the course, I communicated that I really valued their honest feedback. I also reassured them that their participation in the study was entirely optional. In addition, I emphasized that grades would not be affected either way regarding their participation in the study.

As Troyan and Peercy (2018) emphasize, critical friends can serve as sounding boards and ask challenging questions in self-studies. Therefore, I asked the ELL practicum supervisor, a critical friend throughout this self-study, to review a draft of this study and to give me feedback on whether I have accurately portrayed the team-based rehearsal process and findings. Also, the course study participants themselves have been invaluable critical friends throughout this process (as described above), and I have also conducted member checks by e-mailing study participants a

draft of my findings and asking for their feedback. All five study participants (one from course #1 and four from course #2) who responded to my email confirmed that the findings seemed accurate and reflective of their experience.

The findings of this qualitative study are necessarily specific to these participants and this context and setting; however, by sharing quotes from TCs' reflections and excerpts of transcripts from TCs' co-planning sessions and rehearsal debriefs, I attempt to provide *thick description* (Geertz, 1973) so that the reader can assess for themselves the validity of the findings. In addition, I have attempted to describe my teaching and facilitation in sufficient detail such that readers can envision the course, the adaptations to the PBTE pedagogies, and the team-based rehearsal process as they make sense of the findings and determine whether the findings have applicability in other contexts.

Findings

My primary goal in this self-study was to understand how and what teacher candidates learned about linguistically responsive teaching through the team-based rehearsal process with structured talk tasks. To address this primary question, I present the findings in themes that connect to stages of the rehearsal process (presented in that order): (1) preparing for rehearsals: the power of co-planning to hash out TCs' understanding of language demands and language objectives; (2) rehearsing: making scaffolding practices doable through seeing structured talk tasks in action; and (3) debriefing rehearsals: deepening understanding of LRT by highlighting successes and pushing thinking through contextualized reflection. In each stage of the rehearsal process, TCs' learning about linguistically responsive teaching took a slightly different focus, and each stage also helped to reinforce or deepen their learning about various aspects of LRT.

To address my second research question about challenges of the team-based rehearsal process and how to improve them to further scaffold TCs' enactment of LRT, the fourth and final theme relates to (4) improving enactment: working with challenges of the rehearsal process and the enactment phase in field placements.

Preparing for Rehearsals: The Power of Co-Planning to Hash Out TCs' Understanding of Language Demands & Language Objectives

Consistently, TCs from both courses valued the collaborative back-and-forth process for hashing out their fledgling understanding of language demands and language objectives while co-planning their team-based rehearsals of structured talk tasks. This is notable because, for mainstream teachers, understanding language demands and how to determine and explicitly address language objectives in the context of a content lesson is often unfamiliar terrain. Harper and de Jong (2004) point out that mainstream teachers, "need to learn to look *at* rather than *through* language," used in the classroom in order to understand the linguistic demands and

scaffold instruction accordingly (p. 158). This is a complex endeavor. And initially, for many mainstream teachers especially, the language of instruction is invisible (Diaz-Rico & Weed, 2002). It is the air they breathe. The process of making explicit the language demands with colleagues starts to make visible the usual invisibility of the language.

TCs' Reflections about Co-Planning

Analysis of TCs' written reflections about the rehearsal process and interviews suggest that the rehearsal co-planning process supported teacher candidates to work out their understanding of language demands and language objectives. One of the most frequent comments on TCs' written reflections about team-based rehearsal process was how valuable the collaborative planning time was for helping them to make sense of content area language demands as well as to learn how to write language objectives. For example, one elementary teacher candidate commented that, "I found it was hard at first to determine the language objectives, functions, and forms needed by students. By working with peers, I found it easier to clarify these ideas, and I put them into practice." Another elementary teacher candidate shared that, "The co-planning conversations helped me narrow down objectives and refine my phrasing of them. The back and forth pushed us all to more precise thinking and reasoning about objectives." Echoing the research about the importance of communities of practice (Lave & Wenger, 1991), these teacher candidates articulate the value of collaborating with colleagues, particularly as they enter a challenging learning zone. As one elementary teacher candidate reflected in an interview, she felt that the team-based rehearsals of structured talk activities were the most helpful to her learning because,

> As a new teacher going through the process of here's my topic from my lesson, and then, what are the language demands at the word, sentence, message level? Pulling from that, like, what's my language learning target? All of that whole process…is really new to me. And I think practicing that, especially with teachers who are at different levels of

> mastery, you know, people who've been teaching for a long time versus novices, was helpful for me.

This teacher candidate's reflection speaks to the complexity and newness of backwards designing language demands in her planning as well as the power of working with more experienced teachers which collaborative planning affords.

Repeatedly, candidates point to co-planning time for helping them to wrestle with their nascent understanding of language demands and the use of language objectives, and their comments also emphasize the value of collective engagement in planning actual contextualized tasks for students. For example, one teacher candidate wrote that the most valuable learning was, "working with others to help determine/identify the target language objectives and to design tasks that specifically practice these objectives." As I wrote in my own reflective journal, "teachers are so much about the doing of it and so the planning process is very much where the rubber starts to meet the road…not just the collaborative teaching but the collaborative planning." Hakkarainen and Paavola (2009) argue for a trialogical approach to learning in which learning can be advanced over time through the collaborative development of shared objects or tasks. And in some ways, co-planning structured task tasks afforded TCs the opportunity to collectively wrestle with, test out, and refine their fledgling pedagogical language knowledge by putting it into action in the form of concrete structured talk tasks and supports that could be improved upon over time.

Evidence of TCs' Learning about Language Demands & Language Objectives

At the start of both ELL methods courses, many of the teacher candidates showed difficulty in being able to speak or write knowledgeably about understanding content area language demands and explicitly teaching language and literacy skills in meaningful contexts. For example, on the pre-assessment, when asked to provide examples of academic language

forms at a word/vocabulary, sentence/syntax, and message/discourse level, some of the teacher candidates left this question blank. One refreshingly honest teacher candidate wrote that she felt "shaky on syntax," and another elementary TC wrote, "I have a lot of questions about this [academic language demands at vocabulary, syntax, and discourse levels]!" As is the case with many teachers, the TCs could provide more examples of academic language forms at the vocabulary level than at the syntactical or discourse level. In addition, during the debriefs of the first language immersion lessons (taught by me in Spanish to introduce the TCs to the six essential practices in the framework), both the elementary and secondary teacher candidates were hesitant to identify what language forms were targeted and practiced in the lesson even though language forms had been amplified in context at word and syntactical levels.

After participating in co-planning, rehearsing, and debriefing structured talk tasks, individual teacher candidates showed an increased ability to identify language demands at a vocabulary, syntactical, and discourse level in both their post-assessments as well as in lesson and unit plans. This is important because, as Scarcella (2008) argues, ELL students need explicit instruction in academic English across all content areas at syntactical and discourse levels as well vocabulary levels, and therefore, their teachers need to become more adept at identifying content area language forms (Bunch, 2013; Wong Fillmore & Snow, 2000).

Comparing these TCs' lesson plans and unit plans with past years, prior to the use of the team-based rehearsal process, there was a noticeable improvement in the level of specificity of TCs' language objectives, the sophistication and variety of targeted language forms beyond the word level, and the integration of actual structured talk tasks that allowed students to practice targeted language forms in meaningful contexts. In past years of teaching ELL methods, before the use of rehearsals, TCs' language objectives tended to be more general, or the targeted

language forms did not address language at a syntactical or discourse level. Often, the language objectives were written at the top of the lesson or unit plan, but it was not apparent in the lesson how students might be introduced to or be able to practice the targeted language in context. Since the rehearsal process with structured talk tasks were TCs' first opportunity to apply their course learning around language demands and language objectives, it afforded them the opportunity to clarify and hone their understanding collectively and concretely, and they were able to advance their understanding further as a collective. Learning is situated, and people in communities of practice, with shared goals and purpose, can improve over time (Lave & Wenger, 1991).

In co-planning rehearsals, the teacher candidates' learning around language demands and language objectives was scaffolded by TCs' collaborative, small group process as well as by the mediation that I provided via tools and coaching to various teams. In the following exchange, three secondary social studies teacher candidates co-plan their rehearsal of a structured pair reading of an article about Japanese internment. This structured talk task was to take place within a larger unit about World War II and Japanese internment. Within this individual lesson, these TCs wished to utilize structured talk to scaffold their middle school students' reading comprehension of the article. Since the majority of their students were performing around an intermediate English language proficiency level, the TCs planned to have the student pairs alternate reading aloud each paragraph and determining, through semi-structured talk, the main idea of each paragraph (i.e., Partner A: "I think the main idea is…, Do you agree?" and Partner B: "I agree/disagree because…, "I am still wondering about…", and "What does…mean?"). At this point, these TCs have agreed on their content objective ("Students will be able to determine the main idea of each paragraph.") as they feel that their students are struggling to do this independently, and now the TCs are focusing on determining a language objective. At the

beginning of this process, one TC suggests the vague language objectives that students can "read and discuss" and "write these sentences," and in this excerpt, with some instructor prompting, they are working to get more specific about their language objective.

> TC #1: I just feel like, isn't this too much? It's like students are going to predict, students are going to have a conversation, students are going to, you know, then it's like are we just describing the task?
>
> TC #2: Well, students are going to have a conversation. That sounds more like a task.
>
> TC #1: But the conversation is the language objective. Like having a discussion about a topic. Like students will be able to discuss the reading.
>
> Instructor: You might want to get a bit more specific than that...they have to predict, they also have to ask and answer questions, and agree/disagree. So, of these, for your students at an intermediate level, which do you think is going to be the heaviest lift? What would be the thing that you would anticipate being the hardest that actually needs to be taught?
>
> TC #2: I feel like it would be the agreeing, disagreeing and then like explaining.
>
> TC #3: Explaining why. Yeah, this is going to be hardest.
>
> TC #1: So, this is like justify their agree or disagree.
>
> TC #2: Oh look, justify (*looking at language objectives handout again*).
>
> TC #1: Justify their reasons…
>
> TC #2: Justify their thinking about the main idea.
>
> Instructor: So, students will be able to state the main idea and explaining their thinking.
>
> TC #3: What grade is it? Man, they struggle with reasoning.
>
> Instructor: So, this is where the language supports can really come in, right? What can help them think that through?
>
> TC #3: Yeah.
>
> Instructor: So, if we contextualize this, the predicting part is review. You've done this in the past and/or you could have them preview the article all at once beforehand to get the gist.

> TC #1: Yeah, like the picture. Okay, cool. I'm glad you were here for this. That was helpful. So, content objective: Students will determine and state the main idea,…and then language objective: Students will explain and justify their…
>
> TC #2: thinking…
>
> TC #3: their reasoning.

As evidenced above, at first, these secondary social studies TCs were focused on language objectives in generalized terms such as "read," "write sentences," and "have a conversation." However, through their exchange and with instructor prompting, these TCs were able to get much more specific about the actual language function their students needed to support both their thinking process and their ability to express it (i.e., explain and justify their thinking). By the end, these TCs were collectively able to determine a far more specific and academically rigorous language objective related to the content objective and task while also considering their students' needs around language development and critical thinking skills. This excerpt captures a fairly representative sample of teams' various back and forth processes of hashing out language objectives in their co-planning process. With instructor support and tools as well as their colleagues, the co-planning process afforded TCs the opportunity to make explicit the language demands that are often implicit in content lessons and tasks and to achieve a level of specificity that they may not have been able to arrive at independently.

Thus, the data reveals that the collaborative planning process was particularly useful in helping TCs make sense of and apply their nascent pedagogical language knowledge (Bunch, 2013; Galguera, 2011) by putting it into action. In other versions of PBTE rehearsals, one TC might plan a rehearsal independently; however, in this case, the co-planning process supported TCs collectively to make explicit language demands of a content area task, derive a language objective while considering students' language proficiency levels and needs, and then determine

appropriate supports for scaffolding a structured student talk task—all important components of linguistically responsive teaching. TCs' collective efforts resulted in rehearsals of structured talk that demonstrated a greater degree of sophistication than they might have achieved independently. Given the complexity of teaching multilingual learners and the limited time for the methods coursework and practicum, the team-based approach to co-planning rehearsals scaffolded TCs' learning about language demands and language objectives.

Rehearsing: Making Scaffolding Practices Doable through Seeing Structured Talk in Action

In addition to supporting TCs to understand language demands and specify language objectives, analyses indicate that participating in both leading and seeing rehearsals of structured talk tasks supported the candidates' learning about how to scaffold instruction for multilingual students. Teacher candidates reported that seeing and trying out a variety of concrete scaffolding practices within the context of structured talk tasks contributed to their confidence and sense of the "doability" of the practices. In addition, TCs' rehearsals themselves as well as post-assessments demonstrated TCs' learning about scaffolding instruction for multilingual students by promoting meaningful, collaborative interactions, providing comprehensible input, and scaffolding language production.

TCs' Reflections on Learning from Rehearsals

Teacher candidates highly valued having the essential practices modeled and rehearsed within varying contexts of structured talk tasks, and this process helped TCs get a sense for the feasibility of various scaffolding practices across different content areas. We know that applying and refining what is being learned is key to successful learning (National Research Council, 2000), and for teachers, learning about practice *in* practice is also critical (Darling-Hammond & Hammerness, 2005). Repeatedly, elementary and secondary TCs alike expressed how actually

seeing in action the various participation structures and language supports that went into structuring multilingual students' collaborative talk helped them to understand how the essential practices worked in concert. The rehearsals made the practices feel more doable. For example, one experienced elementary TC commented that, "Co-planning and rehearsing these [structured talk tasks] has been a powerful tool to be able to get a more realistic feel of how this could be doable within my own classroom." Similarly, a pre-service TC wrote that seeing and debriefing different structured talk tasks rehearsed in varying content and grade level contexts allowed her to, "feel like I'm already one lesson deep in each of these strategies! As a novice teacher, this is so valuable in building my confidence while also allowing/helping me to envision these practices in context!" In these various quotes, there is the sense that actually seeing the practices rehearsed in specific content or grade level contexts facilitates the transference of their learning about scaffolding instruction and other LRT practices. In addition, since people have "competence motivation" (White, 1959) and are motivated to perform and engage in future activities where they have had previous success, rehearsals may also be scaffolding their enactment of linguistically responsive practices in the future by supporting teachers' confidence, willingness, and motivation to scaffold instruction in their own classrooms.

During the focus groups at course end, teacher candidates discussed their reasons for why they felt particular teacher pedagogies had been the most helpful, and their responses generally involved valuing the practical and concrete versus the theoretical and a sense of feeling more equipped as a result of participating in structured talk tasks and facilitating one themselves. One experienced elementary teacher stated that,

> The theoretical is nice as a background and as an umbrella to organize my thoughts, but I feel like I am a visual learner and actually seeing what does this look like in practice and how can I actually bring this to my classroom is super valuable because I think that the theoretical sometimes can get lost when you then get the teacher craze of thousands of

> tabs open, right? And so being able to actually have something, 'Oh, I've seen this strategy, I can practice this, I can do this.' I can see how I can put this into my practice.'

The secondary TCs echoed this sentiment of valuing practical applications of the theory. In emphasizing appreciation of the practical side of the ELL methods course, one secondary TC shared that, "I feel like I'm going to look back on a lot of this over and over again. Whereas the theoretical stuff…it's like you can have that theoretical component in each quarter but to think you're going to frontload all the theory and turn people into culturally responsive teachers…I don't know." The gap between theory and practice is a frequent critique of teacher education (Anderson & Herr, 1999), and both the elementary and secondary TCs repeatedly affirmed the importance of being able to see the practices in action and enact them as contributing to their sense of these practices being doable.

This recurring theme of "doability" makes sense within the realities of busy teachers' lives, stressful work conditions, and the complexity of the work, and it was revealed again in teachers' valuing the rehearsals for allowing them to add to their toolbox of instructional strategies and supports. Teacher candidates often commented that they valued seeing concrete examples of various graphic organizers or templates that they could use and/or adapt. In an interview, one secondary social studies candidate gushed about another social studies team's rehearsal, saying, "I've talked about [their] presentation so many times. I loved it. I took all of the materials." Some TCs specifically referenced appreciating what I had characterized in some of the debriefs as "the power of a well-scaffolded handout" (i.e., a teacher-created one-page student handout that serves as a thinking map and guide for students' conversations with built-in language supports such as talk moves/formulaic expressions, sentence frames, and/or word banks). One experienced elementary TC shared in her written reflection,

> My most valuable learning was seeing the 'power of a well-scaffolded handout.' I know time is scarce. Creating handouts with all the necessary scaffolds in one place is so appealing because it seems more efficient than creating and then recycling sentence strips, posters, etc. and just as effective.

The stresses of limited time for classroom teachers to plan lessons and prepare materials is real, so the process of engaging with teachers to determine and streamline replicable routine tasks, participation structures, and instructional supports is very much a part of supporting teachers and scaffolding their ability to take up new practices that can feel dauntingly complicated to figure out and create independently.

Evidence of TCs' Learning about Scaffolding Practices

Although the quality of the team-based rehearsals naturally varied, all the teacher candidate teams were collectively able to embody critical LRT knowledge and skills in their rehearsals of structured talk tasks. In terms of the LRT framework, each elementary and secondary-focused team-based rehearsal demonstrated the following elements of scaffolding instruction: (1) identified the language demands of content and/or tasks; (2) scaffolded instruction in multiple ways including amplifying targeted language forms and scaffolding students' language production related to language objectives; (3) provided comprehensible input while considering students' specified language proficiency levels; and (4) promoted small group student interactions in a meaningful context.

As an example of a secondary team-based rehearsal, two pre-algebra teachers demonstrated their growing understanding of LRT by designing and facilitating an information gap activity that was geared toward newcomer students at beginning and early intermediate English proficiency levels. In this structured talk task, partners A and B alternated finding slope and y-intercepts of line graphs and communicating their slopes and y-intercepts such that their partner could re-construct their partner's equations and line graphs. Having analyzed the content

and related language demands, the TCs' content objective was, "We can construct an equation and graph of a line given slope and y-intercept", and their language objective was "We can justify the graph of a line by re-phrasing the slope and y-intercept." As an instructional support and source of comprehensible input, these TCs provided a beautifully color-coded, interactive anchor chart to review and reference key mathematical concepts and targeted language forms such as slope, y-intercept, equation of y = mx + b, graph, etc. In addition, they clearly modeled the information gap task utilizing the same well-designed handout that the participants were going to use in their structured pair interaction. With a barrier between each AB pair, each partner had to use complete sentences to describe the slope of their lines as well as give coordinates of their y-intercepts practicing orally the lesson's targeted language forms. In this way, the barrier activity promoted meaningful, extended student pair interactions that targeted the content and language objectives. Thus, these TCs demonstrated their ability to identify language demands, integrate a targeted language objective into a structured interactive activity while appropriately scaffolding the activity.

In examining TCs' post-assessments as well as their lesson and unit plans, TCs showed an increased knowledge of a variety of scaffolding practices as well as an understanding of the importance of oral language practice for ELL students. In their lesson and unit plans, teacher candidates were able to utilize structured talk tasks as an integral part of students practicing and working toward meeting lesson or language objectives. Also, in comparing TCs' pre- and post-assessments regarding knowledge of LRT practices (see Table 3 in data analysis), over 95% of teacher candidates demonstrated an increased understanding of how and/or why to promote meaningful, collaborative interactions. When asked how their ideas had changed over the course, many teacher candidates commented in their post-assessments on their growing understanding of

how to scaffold students' content understanding and language development through structured pair work and groupwork and the use of instructional supports in the form of anchor charts, strategic student pairings, graphic organizers, well-scaffolded handouts, etc. In addition, some teacher candidates revealed a shift in understanding the value of structured talk tasks. As an example, one secondary teacher candidate wrote in her post-assessment, "I did not do very much support for oral language interactions before, and now I feel like this is one of the most useful things to do with ELLs." In a different post-assessment, an elementary teacher reflected, "before it seemed like management would outweigh the benefits. Now I see how you can structure it [meaningful student collaboration] so it is a powerful time for learning and practice and [meaningful student collaboration] gives you more opportunity to engage with struggling students." Teacher candidates have pre-existing ideas and competing priorities, and so finding ways to help them see the value and benefit of LRT practices is critical.

In summary, the rehearsals afforded each TC the hands-on, experiential opportunity to enact linguistically responsive teaching practices with the support of fellow TCs. Findings suggest that rehearsals contributed to TCs' perception that LRT practices were both valuable and doable, and in rehearsals, post-assessments, lesson plans, and unit plans, TCs demonstrated developing understanding of how to integrate scaffolding practices into instruction. These findings, like other studies (Cohen & Hill, 2000; Lieberman and Wood, 2003), show that teachers can enact new practices effectively when they are able to practice and refine content-specific instructional strategies with their peers in a learning community. With teachers' busy lives and lack of sufficient planning time, finding ways to bring ease to teachers' lives is necessary, and TCs' comments suggest that demonstrating manageable student participation structures, pointing out ways to streamline materials, and helping them to translate theory into

practice contributed to TCs' willingness to try out these practices in their own classrooms. TCs' strongly stated appreciation of seeing scaffolding practices in action, down even to the level of examining the components of a well-scaffolded handout, suggest that getting down and dirty with the practicalities of real linguistically responsive teaching scaffolded TCs' learning.

Debriefing Rehearsals: Deepening Understanding of LRT by Highlighting Successes and Pushing Thinking through Contextualized Reflection

As indicated above, the rehearsals themselves supported TCs' sense that scaffolding instruction was doable, and the rehearsal debriefs afforded rich, mediated dialogue for TCs to refine and deepen their understanding of scaffolding and the complexity of different aspects of LRT. In terms of the debrief process, each team that facilitated a structured talk task had an opportunity to first share with the group their self-assessment around what worked and could be improved about their structured talk task. Then, the rehearsal participants (those who had been in the 'student' role) had an opportunity to share their ideas and feedback.

Collectively, TCs could offer one another relevant, applicable feedback, and then I, as the teacher educator, could build on their feedback in ways that were contingent and responsive to the team's rehearsal as well as to their feedback. The pattern of highlighting TCs' successes (i.e., amplifying strengths of their rehearsals and connecting them back to targeted essential practices) and pushing TCs' thinking emerged in the debriefs. This process supported TCs to grow in their understanding of opportunities and challenges within LRT such as finding a balance with 'just right' scaffolding, selecting targeted language forms that match students' language development needs, and expanding ideas about differentiated instruction. Within the debriefs, there were also opportunities to wrestle with the complexity of LRT regarding tensions such as over- vs. under-scaffolding or utilizing leveled texts that over-simplify politically complex issues in an effort to increase students' reading comprehension.

TCs' Reflections on Rehearsal Debriefs

In written reflections, several of the TCs commented that the 'glows and grows' (our framing of the debrief protocol) were the most valuable part of the rehearsal process for them. One elementary TC wrote,

> While the modeling and teaching has been valuable to watch, I think the most valuable learning has come from the 'glows and grows.' The opportunity to debrief as a teaching group followed by the whole class debrief has yielded awesome and very applicable feedback. It has gotten me thinking so much more about scaffolds/supports for ELLs and the importance of intentionality and planning.

A secondary TC shared that the reflective process, "led me to gain deeper insight into teaching," and another secondary TC wrote that, "Comments from everyone really guide me to see the things we can improve." Some examples of TCs' various takeaways from the rehearsal debriefs are the following: (1) "You can do high-level content with lots of scaffolds!" (2) "Sentence frames are a delicate balance. [They] need to be strategic, enough, without being clunky." (3) "The importance of knowing and planning for the ELP levels and skills of a particular group and having enough differentiation of support. You need to make sure you are appropriately challenging." (4) "I want to find a balance between providing it [scaffolds] so that there will always be that level of opportunity and then also asking them to do more." In each of these takeaways, TCs expressed a growing understanding of the balancing act of finding 'just right' scaffolding.

In the framing of the rehearsal process, I emphasized that we were not evaluating one another's teaching but rather collaboratively thinking about how we incorporate language objectives, appropriately scaffold activities, and structure meaningful, collaborate student talk. The ELL practicum supervisor and I chose not to interrupt rehearsals to offer live coaching as it would have interrupted the flow of the activity. In addition, we were very interested in creating a

safe, collaborative container for TCs to be able to test out these new ideas. Positioning all of us as a team supporting our collective understanding of LRT led to very engaged, supportive feedback and discussion that ultimately scaffolded TCs' learning about LRT.

Evidence of TCs' Learning about Complexity of LRT from Debriefs

Over the course of multiple rehearsals and debriefs, TCs grew in their understanding of language demands and their ability to target language forms that attended to students' language development needs at their proficiency levels. For example, at first, many of the teacher candidates focused in the debriefs on the activity itself and then secondarily on the instructional supports. The TCs did not initially attend as easily to the targeted language forms nor did they often address whether the complexity of the language forms complemented the language development needs of the students. For example, after the very first rehearsal in course #1, one of the secondary TCs who had co-led the rehearsal of peer writing conferences realized that the sentence frames that their team had created to support students' peer writing conferences were clunky and awkward and didn't sound like how people actually talk. In addition, with some instructor prompting, the same TC recognized that, for the students at intermediate English language proficiency levels, the targeted language forms were perhaps more basic than was helpful. Several debriefs later, that very same secondary TC initiated discussion about the complexity of the targeted language forms and whether it supported the language development of the specified students' language levels. Thus, over time, the debriefs supported TCs to also attend to language forms and language proficiency levels of students rather than focusing solely on the activity and scaffolds.

Although the focus of the structured talk task rehearsals was to scaffold TCs' understanding and enactment of targeted practices (i.e., explicitly teaching relevant language in

meaningful contexts, providing comprehensible input and scaffolding language production, and promoting meaningful, collaborative interactions as described in Figure 1), the debriefs also afforded rich, contextualized opportunities to discuss other aspects of LRTs such as differentiated instruction or the sociopolitical dilemmas of utilizing leveled texts such as Newsela that overly simplify complex and politically charged ideas. For example, over time through instructor prompting and discussion, TCs began to see how structured talk tasks afford natural opportunities for differentiated instruction. The following excerpt is taken from a debrief of elementary TCs' rehearsal of a pre-writing activity in which they used structured AB pair work to encourage second graders at a beginning to intermediate language proficiency level to orally rehearse their opinion writing about their favorite animal. In the debrief, TCs are appreciating how the structure of the handout (with a graphic organizer and space to sketch ideas on one side and differentiated sentence frames on the other side) scaffolded the student pair conversation in terms of not just stating opinions and providing reasons but also asking questions and giving feedback to one's peers.

> TC #1: I liked that there was a scaffold to help you give feedback to your partner, and that part, you really had to listen to your partner's opinions and take notes. And I can see as a [student performing at] level one or two, that it would have been intimidating to give feedback if I was trying to listen, just trying to comprehend what my partner was saying, but then I have a spot to write my thoughts down, and I have language scaffolded to give feedback. That was really nice.
>
> Instructor: And then how could you further differentiate this, do you think? What are the opportunities getting invited here for further differentiation?
>
> TC#2: One thing that I liked about the bubble map in terms of differentiation was that I felt like it left it open for students to draw or write.

Based on the ideas these TCs were sharing about more pre-planned, micro-level scaffolds that provide options and supports for students, I wanted to push their thinking about differentiation such that TCs might also see how the scaffolded AB pair work structure itself affords the teacher

time to provide "in the moment" differentiated instruction to students who need it, and so I pushed this point, giving examples such as a teacher providing a personalized word bank for a newcomer ELL student while other students are engaged with one another. One elementary TC wrote in his post-assessment that his "biggest takeaway" was seeing how the structured talk could "free me to support targeted students" and that the time used to create materials was worthwhile because it could "free the teacher" to differentiate instruction. These types of practical insights came from the debrief process and ultimately further scaffolded and deepened TCs' understanding of linguistically responsive teaching elements.

Thus, as evidenced above, the debriefs allowed TCs to reflect critically, to refine their thinking and teaching, and to collectively gain more insight into the complexities of linguistically responsive teaching. The debriefs afforded structured mediational opportunities to highlight TCs' successes as well as to push their thinking and expand the discussion into other aspects of LRT such as differentiated instruction or the sociopolitical dimensions of the use of overly simplified, leveled texts. Because the debriefs were focused on a specific structured talk task, we could collectively delve into the complexity of LRT while grounding the discussion in the concrete realities and dilemmas of facilitating a structured talk task with multilingual learners.

Improving Enactment: Working with Challenges of the Rehearsal Process and Enactment Phase in Field Placements

The last theme centers around recognizing challenges of the rehearsal process and enactments of structured talk tasks in field placements as I reflect on how to improve and further support TCs' enactment of linguistically responsive teaching. First, I discuss challenges of lacking real students during rehearsals and how that reality necessitates scaffolding opportunities for TCs' enactment of structured talk tasks with real multilingual learners in field placements. I also share structural and logistical challenges in supporting TCs' efforts to enact structured talk

tasks in schools, and I close with my reflections on how to further scaffold TCs' enactment phase (following the team-based rehearsal process) in the future.

Challenges of 'Playing the Student' in Rehearsals

Rehearsals, by their very nature, are opportunities to practice something new for teacher candidates without the complexity of working with real students, and yet this reality brought challenges as well as successes. For most teacher candidates, participating in the rehearsals in the role of a student felt helpful; however, for a few teacher candidates, it felt artificial and contrived. In particular, secondary TCs in the course #1, who had a longer ELL practicum placement, wished to have the structured talk tasks better integrated into their field placements. In contrast, the elementary TCs in course #2, with a very limited practicum placement, valued the rehearsals more highly as a hands-on opportunity to see and approximate LRT practices. One secondary teacher candidate who appreciated experiencing how the students might feel commented that participating in the structured talk, "gave me an opportunity to see what support or scaffolding they might need more." An elementary TC commented that, "It helps me to take a lens of my students and to envision what it would be like for them to be learning so many things at once." In contrast, one secondary TC shared in the course end focus group, "It felt kind of forced or there was like a funny thing where we're students but we're teaching to our peers. It was just a funny, funny thing to be in and felt a little artificial at times." The nature of rehearsals as approximations of real teaching is constrained by the limitations of not having real students, and for a few TCs, this was challenging.

To ground TCs' efforts to imagine the structured talk task with multilingual learners, the ELL practicum supervisor and I supplied TCs with copies of *Proficiency Level Descriptors for English Language Proficiency Standards* (Council of Chief State School Offices, 2013) as well

as an *English Language Development Matrix of Grammatical Forms* (Dutro, et al., 2007). These two tools aided teacher candidates' ability to consider the imagined language proficiency levels of the students that might participate in the activity and to evaluate the match between the targeted language forms and students' approximated proficiency levels. However, at times, the sense of the whole student was lost because teacher candidates were relying on their nascent understanding of multilingual learners and language proficiency levels to imagine the structured talk task with real students. In the future, I might offer optional class profiles that detail specific multilingual students' backgrounds; however, there really is no replacement for teaching real students. An important aspect of LRT is learning about students' language backgrounds, experiences, as well as their language proficiencies (Lucas & Villegas, 2011), and so in this regard, rehearsals fell short.

During the rehearsals and debriefs, I, as the teacher educator, sometimes felt the dearth of real students to give us the immediate feedback of how the scaffolding helped or hindered students' sense-making and ability to engage productively in the structured talk task. To circumvent any stereotyping or essentializing of multilingual learners, the ELL practicum supervisor and I chose not to have TCs truly acting like students which also meant that the leaders of the rehearsal did not get in the moment feedback about what might have been confusing to students. At various times, our discussions brought up questions about whether the activity seemed over -or under-scaffolded, but really, without enacting the activity with actual multilingual learners, our conversations were somewhat conjecture. Since over-scaffolding can be an issue in teachers' efforts to support multilingual learners (Daniel et al., 2016; Kibler, 2011; Valencia & Wixson, 2013), not having real students to practice contingent and responsive scaffolding felt like a significant constraint of rehearsals. While the rehearsal process afforded

rich opportunities to grow and learn about LRT, this experience affirmed for me the need to view rehearsals as a valuable yet only intermediary step in collective learning cycles. Ultimately, supporting TCs' enactment of LRT with real students is essential.

Challenges in Supporting the Enactment Phase in Field Placements

Those teacher candidates who had the opportunity to enact the rehearsed structured talk task, or some variation of it, in their ELL practicum placements benefitted from the effort. For example, one secondary teacher candidate reported, "I started using it [structured talk tasks] in practicum, and it is effective." This TC observed that, with structured talk tasks, "quiet students get more speaking time." Even those TCs who rated their efforts to implement a structured talk task as "somewhat effective" had useful takeaways on what they might have done to further scaffold the talk task including more clearly modeling the task, providing an additional instructional support such as a graphic organizer, or considering more strategic groupings of students.

Unfortunately, seeing and enacting structured talk tasks in field placements was not possible for every TC due to a variety of factors such as the characteristics of their practicum placement, a lack of alignment around the timing of their rehearsal and their practice teaching opportunities, and a lack of coordination between coursework and practicum placements. In the case of course #2, the practicum placement that corresponded with the ELL methods course was so brief that the practicum supervisor and I did not even attempt to have TCs enact structured talk tasks in their field placements. In a couple cases from course #1, I was surprised to hear TCs report that their cooperating teacher did not utilize small group or pair work. For example, in reflecting on her videotaped lesson, one secondary TC wrote about her ELL classroom placement, "We never actually had a lesson that I observed where we did structured oral

language practice explicitly. I wanted to follow my mentor teacher's expectations, but that meant that I rarely got to observe students doing small group or pair work." Reflections like these made me wonder both about the quality of some TCs' field placements as well as my own failure to scaffold TCs' ability to see the LRT practices in their placements separate from structured talk tasks.

The idea of structured talk tasks was my own packaging of an instructional activity that integrated multiple LRT practices; however, I had not communicated this idea to TCs' coaches or cooperating teachers. In addition, I began to wonder how I might increase the permeability (Hebard, 2016) of TCs' sense-making of LRT across the multiple settings of coursework and field placements. The ELL practicum supervisor and coaches had utilized a classroom observation rubric that I had developed based on the essential practices I focused on in the ELL methods course. TCs commented that this rubric had been very helpful to them in their planning of observed lessons in field placements. In the future, I also wish to use the *Framework for Equitable Instruction with Multilingual Learners* not just for seeing and rehearsing essential practices within the ELL methods course but also as another boundary object (Anagnostopoulos et al., 2007) that might move between the methods course and field placements to support TCs' classroom observations and reflections as well as communication and collaboration with cooperating teachers and coaches.

The majority of course #1 teacher candidates videotaped themselves teaching a lesson in their placements, and the results of their attempts to enact structured talk tasks varied widely which suggests to me the need for further scaffolding of enactment in field placements. For example, in their written reflections on their videotaped lessons (11 of 12 study participants completed), three TCs rated their implementation of structured talk as effective, one TC didn't

implement structured talk, and 7 rated their implementation as *somewhat* effective. The TCs' reflections and the videotaped lessons themselves suggest that the majority of these TCs needed additional support in the enactment phase. My own reflection is that sending TCs off independently to enact structured talk tasks in their field placements was not sufficient, and in the future, I plan to further scaffold TCs' enactment through more collaborative planning, co-teaching or live coaching, and collective debriefing with cooperating teachers, coaches, and/or other teacher candidates. I also think the provision of a more extensive planning and reflection template would help.

While singlehandedly coordinating a coherent teacher education program is not realistic for one ELL methods instructor in a much larger teacher education program, the lack of alignment between coursework and practicum placements as well as the lack of communication between course instructors, cooperating teachers, and coaches is an obstacle to supporting TCs' enactment of structured talk tasks in field placements. Nonetheless, my own scaffolding of TCs' ability to see, plan for, and enact structured talk tasks in field placements, and linguistically responsive teaching practices more broadly, is an area for me to improve in the future.

Discussion

Broadly, this self-study was intended to address the call for more research on pedagogies that support teachers to be increasingly linguistically responsive (Johnson, 2015; Villegas et al., 2018) as well as to help me better understand how I can utilize and adapt practice-based teacher education pedagogies and develop my own teacher educator practice. Notably, Villegas et al. (2018) articulate the need for more research on pedagogies that specifically support TCs' ability to understand language demands and scaffold instruction. In considering once more Lucas & Villegas' framework for preparing linguistically responsive teachers (2011), the choice of structured talk tasks as a rehearsed instructional activity strongly contributed to TCs' learning about the LRT knowledge and skills related to understanding language demands, scaffolding instruction, and promoting collaborative, meaningful talk. In addition, the findings reveal that each stage of co-planning, rehearsing, and debriefing structured talk tasks provided structured mediated spaces (Johnson, 2015) that scaffolded and progressively deepened TCs' learning about different aspects of linguistically responsive teaching. Thus, I offer the team-based rehearsal process with structured talk tasks as one teacher education pedagogy to scaffold teacher candidates' beginning repertoires of practices around understanding disciplinary language demands, promoting meaningful student interactions, and scaffolding instruction with multilingual learners.

Due to the constraint of lacking real multilingual learners in the rehearsal process, this self-study crystallized for me the importance of ensuring that TCs enact and reflect on rehearsed instructional activities and related essential practices with real MLs so that TCs can get a feel for the contingent, responsive nature of scaffolding. In addition, findings suggest that many teacher candidates would have benefitted from more mediated support during the enactment phase

(following the team-based rehearsal process in the whole-part-whole learning cycle). Although eventually scaffolds need to be thoughtfully removed as learners develop, the data suggests that TCs needed a more gradual release of responsibility as they were being apprenticed into linguistically responsive teaching.

This self-study has also helped me to see more clearly the affordances and constraints of practice-based teacher education pedagogies for preparing teachers to teach multilingual learners. In the sections that follow, I will argue that the team-based rehearsal process with structured talk tasks, situated within a larger collective learning cycle, is a particularly effective pedagogy for learning experientially about pedagogical language knowledge by giving agency to teacher candidates as they learn to support the agency of their multilingual learners. I also emphasize the value of the team and co-planning in the rehearsal process and consider how to bring the team approach to the enactment phase. Lastly, I also problematize the notable lack of data on whether the rehearsal process contributed to a significant shift in TCs' LRT orientations, and I relate the results of this self-study to the current debate around the role of practice-based teacher education in preparing teachers to work effectively with racially, culturally, and linguistically minoritized students.

Learning Experientially about Pedagogical Language Knowledge

The data reveals that the team-based rehearsal process with structured talk tasks led to TCs' increased understanding of language demands of lessons and/or tasks in terms of language functions and forms at levels of vocabulary, syntax, and discourse as well as how to facilitate language development in the context of content instruction. This is critical because many classroom teachers struggle to see and make explicit the language they are using as they are typically much more focused on teaching the content (Diaz-Rico & Weed, 2002; Harper & de

Jong, 2004). Since language permeates content instruction (Faltis & Valdés, 2016, Schleppegrell, 2004), teachers often unwittingly privilege speakers of the language of instruction while widening the opportunity gap for speakers of other languages. In addition, without an understanding of disciplinary language demands, many teachers miss the opportunity to amplify disciplinary language practices in context as well as to promote valuable oral language practice opportunities within content area instruction.

Galguera (2011) and Bunch (2013) claim that mainstream teachers need to develop *pedagogical language knowledge*, or in other words, an understanding of language demands of lessons as well as skills for teaching relevant language within content area instruction. At the same time, there are practical questions about what exactly needs to be understood by mainstream teachers in terms of linguistics, second language acquisition, and multilingualism and how to make space for such learning within the context of already packed, intensive teacher education programs (Bunch, 2013). This study's findings suggest that the team-based rehearsal process with structured talk tasks may serve as an effective pedagogy for TCs to learn experientially about pedagogical language knowledge in the process of analyzing the language demands of disciplinary tasks while working to promote meaningful, collaborative student talk and scaffold instruction with multilingual learners.

Fostering Agency in Multilingual Learners and their Future Teachers

In arguing for mainstream teachers' acquiring pedagogical language knowledge, Bunch (2013) points to van Lier and Walqui's view of *language as action* (2012) as a useful overarching principle and frame for understanding how language can be taught in the context of academically rigorous content area instruction and engaging, meaningful, collaborative tasks. Building on and moving beyond a functional language perspective, language in this view is

conceptualized as “an inseparable part of all human action” that is “an expression of agency, embodied, and embedded in the environment” (p. 4). Bringing this idea to the classroom, language as action emphasizes that language development results from multilingual learners having agency and being meaningfully engaged in purposeful tasks that are intentionally scaffolded to lead to specific academic and language goals. I argue that well-designed structured talk tasks afford the type of purposeful, action-based work that van Lier and Walqui recommend for multilingual students’ sense of agency, intellectual engagement, and language development.

The conceptualization of structured talk tasks may also serve as a bridge for helping mainstream teachers get beyond using a handful of “ELL strategies” to understand practically how they can de-center themselves and facilitate meaningful, intellectually engaging activities that increase student talk and student agency. In designing and rehearsing structured talk tasks, TCs were able to learn about facilitating language development amidst content instruction, and in the process, they integrated important second language acquisition principles such as providing comprehensible input (Krashen, 1982), lowering students’ affective filters (Krashen, 1982), giving explicit attention to linguistic forms (Schleppegrell, 2004; Wong-Fillmore & Snow, 2000), and promoting extended, purposeful student interactions (Gibbons, 2015; Swain, 1985; Vygotsky, 1978; Wong-Fillmore & Snow, 2000). Thus, structured talk tasks afforded a means by which TCs could practically begin to enact important aspects of second language acquisition theory while also learning to support the agency of their multilingual learners.

In considering language as action (van Lier & Walqui, 2012), I also posit that teacher candidates, likewise, need purposeful, action-based tasks like team-based rehearsal processes with structured talk tasks to learn about pedagogical language knowledge. Bunch (2013) defines pedagogical language knowledge as, “knowledge of language directly related to disciplinary

teaching and learning and situated in the particular (and multiple) contexts in which teaching and learning take place" (2013, p. 307). The findings in the study show how TCs learned about disciplinary language demands by anticipating with their team what a student might be confused by or want to say when engaged in a particular talk task. Their analysis is deeply contextualized and situated within the particulars of a specific context. And then, based on their analysis of the language demands of the content and considering students' language proficiency levels, they can then determine appropriate content and language objectives and how to scaffold the talk task accordingly. The micro-level focus of designing a single talk task allowed TCs to explore the complexities and practicalities of certain elements of LRT without being overwhelmed and before attempting to enact LRT at meso and macro (i.e., lesson and unit) levels. Since teachers' sense of efficacy has been linked to student achievement and teachers' willingness to try new instructional approaches (Darling-Hammond, 2009), the cultivation of TCs' sense of self-efficacy and agency around linguistically responsive teaching is critically important.

While Galguera (2011) argues that preservice teachers benefit from experiencing and reflecting on facilitated participation structures to increase their critical language awareness (Alim, 2005), the team-based rehearsal process takes this idea a step further in helping TCs have agency in designing, facilitating, and reflecting upon their own structured talk tasks. We know that inert knowledge is less powerful than knowledge that is applied and transferable to new situations (National Research Council, 2000). Therefore, engaging teams of TCs in the challenging task of backwards designing (Wiggins & McTighe, 2005) and facilitating a structured talk task supports TCs' sense of agency while simultaneously providing an opportunity to apply and reflect on their nascent understanding of language demands, second language acquisition theory, and scaffolding practices with multilingual learners. In addition, by

participating in other TCs' rehearsals of structured talks tasks and experiencing them through a multilingual learner's perspective, the TCs are afforded multiple experiences of considering language during content instruction.

The Value of the Team in the Rehearsal Process

Ambitious teaching with multilingual learners is complex work, and as shown in this entire rehearsal process, it helps to have a team approach. Groups of learners, collaborating on a shared task, can produce results that they might not have been able to achieve independently (Donato, 1994; Gibbons, 2015). Within practice-based teacher education, some teacher educators might facilitate a rehearsal led by only one TC who plans independently for the rehearsal. In this case, TCs miss the valuable opportunity to co-plan and/or to rehearse the instructional activity themselves. This self-study's findings reveal that teacher candidates greatly benefitted from the co-planning process, and the teacher candidates repeatedly emphasized that it was the back-and-forth process of collectively identifying language demands and determining content and language objectives for their structured talk task that most helped their learning about linguistically responsive teaching. Practice-based teacher educators have investigated how the rehearsal itself and its accompanying dialogic mediation facilitated by the teacher educator helps TCs (Kazemi, Ghousseini, et al., 2016; Lampert et al., 2013); however, the data from this study suggests that the co-planning time with colleagues, supported by the teacher educator, was also critical for scaffolding TCs' development as linguistically responsive teachers.

The practicality of designing structured talk tasks and related tools in community created a trialogical approach to learning (Hakkarainen & Paavola, 2009) in which knowledge was co-constructed through shared interaction and the co-development of tools to scaffold student talk. I modeled structured talk tasks, showed other exemplars of structured talk tasks, and shared with

TCs concrete examples of well-scaffolded handouts and resources to support talk tasks. Then, collectively TCs could build on that work and learn from one another. Like the structured talk tasks for multilingual learners, the team-based rehearsal process provided both a structure and a process that scaffolded TCs' development, and as we know, people in communities of practice, with shared goals and purpose, can improve over time (Lave & Wenger, 1991). In this case, the team-based rehearsal process focused on integrating essential practices to enact equitable instruction with multilingual learners, and this helped create situated communities of practice with a shared language and purpose.

Bringing the Team Approach to the Enactment Phase

While the data suggests that having the chance to facilitate and participate in a variety of structured talk tasks contributed to TCs' sense of the "doability" of certain LRT practices, findings also suggest that many TCs required more mediated support during the enactment phase in field placements. To further scaffold the enactment phase, it is most likely necessary to attend to the larger context of teacher education programs (McDonald et al., 2013). As a methods instructor, I need to find more ways to address the classic *two-worlds pitfall* (Feiman-Nemser & Buchmann, 1985) in which TCs encounter very different norms and practices as they move between teacher education coursework and field experiences. As discussed in the findings section, some TCs did not have the opportunity to observe students engaged in small group discussions or pair work in their field placements. As the ELL methods instructor, I need to help TCs see and make sense of targeted LRT practices across the multiple settings of coursework and placements (Hebard, 2016). Potentially, one of the largest shifts to improve TCs' enactment of LRT may entail strengthening the collaboration and communication between cooperating teachers, coaches, the field supervisor, and myself so that TCs are supported by a more team-

based approach as they plan for, enact, and reflect on rehearsed instructional activities with actual students (McDonald et al., 2013). In addition, more mediated support might be provided via team-teaching with a peer and utilizing structured planning templates to help teacher candidates plan and recontextualize (Braaten, 2019) their structured talk tasks for their specific field placements.

Since teacher candidates 'playing the student' can never replace enacting rehearsed activities with real multilingual students, finding ways to re-situate TCs' learning and instructional practice into the relational, nuanced, and embodied nature of teaching is essential. For good reason, practice-based teacher educators embed rehearsals within larger collective learning cycles in which TCs also enact targeted instructional activities with students in their field placements and reflect on these enactments (Grossman, 2018; Kazemi, Franke, et al., 2016). Within the limited time constraints of an ELL methods course and a short ELL practicum experience, the team-based rehearsal process, followed by teacher candidates incorporating structured talk tasks and related essential practices into lessons and units, certainly helped TCs' learning about LRT. However, to further scaffold TCs' enactment of structured talk tasks and related LRT practices in their field placements, it may be necessary to provide more mediated support in the enactment phase.

The Question of LRT Orientations & The Debate about Practice-Based Teacher Education

Although the findings show that the team-based rehearsal process with structured talk tasks particularly increased TCs' knowledge and skills related to linguistically responsive teaching (Lucas, 2011), there is notably less data to demonstrate whether this team-based rehearsal process contributed to a significant shift in TCs' LRT orientations in terms of their sociolinguistic consciousness or a stronger value for linguistic diversity. The data suggests that

the rehearsal process contributed to TCs' increased confidence around how to identify language demands and scaffold instruction for multilingual learners. Faltis and Valdés (2016) hypothesize that this critical pedagogical language knowledge may support teachers' inclination to advocate for linguistically diverse students. Certainly, teacher candidates in this self-study voiced their increased desire to advocate for multilingual students with colleagues or to adapt instruction to meet MLs' needs. However, I still wonder whether the choice of structured talk tasks really promoted learning around other important LRT orientations. In some instances, there were opportunities in rehearsal debriefs to discuss sociopolitical dilemmas of using adapted texts or other complex issues, but these were spontaneous conversations arising from a specific rehearsal.

In general, it is more difficult to show evidence of TCs' shifts in other LRT orientations as a direct result of the team-based rehearsal process. It may be that the research methods I used did not adequately capture this kind of data. I was also looking for significant shifts in understanding, and many teacher candidates entered the ELL methods course (having just completed their teacher education programs) with already existing asset-based views of students and a desire to incorporate students' funds of knowledge into their instruction. By course end, teacher candidates spoke increasingly about advocating for multilingual students in and out of the classroom, encouraging translanguaging, and engaging families. However, these ideas were also emphasized in their other ELL endorsement coursework, so I am unable to correlate this learning to the ELL methods course and certainly not to the team-based rehearsal process specifically. As a teacher educator recognizing that the team-based rehearsal process cultivated LRT knowledge and skills more readily than LRT orientations, I want to explore how in the debrief process I can more intentionally address LRT orientations. For example, I think I could

have done a better job of pushing TCs' thinking about how they might strategically incorporate translanguaging into talk tasks.

In a way, this self-study helps me think about the current debate about the role of practice-based teacher education in preparing teachers to work with language minoritized youth **(**Peercy et al., 2019; Philip et al., 2019). As Peercy et al. (2019) suggest, practice-based teacher education cannot solely provide what teacher candidates need to be successful with culturally, linguistically diverse students. While the team-based rehearsal process supported the development of teacher candidates' beginning repertoires of LRT practices, there is still a strong need for other pedagogies that foster TCs' sociolinguistic consciousness, understanding of cultural, linguistic diversity, and desire to advocate for multilingual students. For example, teacher candidates need opportunities to get to know multilingual families, participate in home visits, go on community walks, and examine their own biases and assumptions. At the same time, as Villegas et al. (2018) outline in their review of the empirical literature, teacher educators must attend not only to teachers' knowledge of and beliefs about ELL students, but there is also the need to cultivate TCs' instructional practice so they understand practically how to teach in ways that create more equitable classrooms.

As with many educational debates, it may be that there is a 'both/and' response to the question of whether there is a place for practice-based teacher education pedagogies in preparing teachers to be linguistically responsive while centering on equity and social justice (Philip et al., 2019). On the one hand, the team-based rehearsal process with structured talk task, situated within a whole-part-whole learning cycle, supported TCs to begin to understand and enact instructional practices that lead to more equitable instruction with MLs. In addition, the essential practices and foundational orientations (articulated in the framework in Appendix A) allowed

TCs to begin to grasp some of the theory and practice of linguistically responsive teaching as they attempted to enact LRT at task, lesson, and unit levels. However, to realize linguistically responsive teaching fully, there is still clearly a need to keep cultivating teacher candidates' desire to learn about multilingual students' backgrounds, to value cultural and linguistic diversity, and to challenge social inequities, and the development of these orientations requires experiences beyond the scope of practice-based teacher education as it is currently articulated.

Implications

When I first embarked on this self-study, I was not sure what I would learn. I thought perhaps teacher candidates would tell me that the language immersion experiences in Spanish or Turkish were the most impactful. It was listening to the teacher candidates and what they told me was most helpful to their learning about linguistically responsive teaching that guided me toward looking more closely at the team-based rehearsal process with structured talk tasks. And then, when I looked at evidence of what teacher candidates did learn in the ELL methods course, the team-based rehearsal process emerged even more clearly as an experiential and collective learning opportunity that directly addressed the research gap around teacher educator pedagogies that support the cultivation of beginning repertoires of linguistically responsive practices (Villegas et al., 2018) as well as pedagogies to increase teacher candidates' pedagogical language knowledge (Bunch, 2013).

Self-studies of teacher education have the potential to be an efficient way to crowdsource and assess the quality of various teacher educator pedagogies and tools as there is still so much to be explored. Future self-studies might investigate how rehearsal processes with different instructional activities support TCs' learning about other aspects of LRT. For example, how might rehearsals of a unit launch allow TCs to practice bridging to students' experiences, utilizing home languages, and building necessary background knowledge while also cultivating TCs' understanding of connections between identity, language, and culture? In addition, each facet of collective learning cycles could be elucidated in the context of scaffolding teacher candidates' ability to enact LRT. Also, in what creative ways can we strengthen the alignment between methods coursework and practicum placements, or re-organize teacher education programs altogether, such that TCs' enactment of LRT in field placements can be supported

more fully? Longitudinal studies of teacher candidates' efforts to enact LRT in their classrooms are also necessary to determine what additional scaffolding is necessary for teachers to move along the continuum from apprenticeship to appropriation of linguistically responsive teaching.

While this self-study occurred in an ELL methods course within an ELL endorsement program, the findings also have implications for other content area methods courses as well as in-service professional development. For example, since student talk is a critical component of teaching in all content areas, the team-based rehearsal process with structured talk tasks could be a practical means for content methods instructors to integrate linguistically responsive teaching practices into their coursework and field placements. Also, since language demands can be quite specific to different disciplines (Schleppegrell, 2007), the process of backwards designing and facilitating structured talk tasks within content methods coursework might be a powerful way to increase teacher candidates' practical understanding of pedagogical language knowledge and scaffolding practices for multilingual students within their content area. Since we know that not all teacher candidates earn ELL endorsements, teacher educators of all content areas need to find ways to prepare future mainstream teachers to be linguistically responsive. The team-based rehearsal process with structured talk tasks, along with accompanying pedagogies and tools, may serve as an efficient and effective pedagogical step in the process.

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Appendix A: *Framework for Equitable Instruction with Multilingual Learners*

Foundational Orientations	***Essential Practices***	***Examples***
• Peoples' cultural identities, home languages, and diverse perspectives are assets to be understood, valued, and connected to for rich learning. • Warm, safe, collaborative classrooms with clear procedures & high expectations support learning. • Multilingual learners deserve intellectually rigorous and responsive thematic instruction with high challenge and high support. • Equitable education requires advocacy and a commitment to challenging inequities, adapting instruction to meet students' needs, and engaging families and communities. • Critical reflection about identity as well as teaching and learning are essential for quality teaching.	**Utilize authentic, ongoing assessment** around students' comprehension, content understanding, and language skills to inform planning and instruction.	
	Know students & bridge to students' experiences, utilizing students' funds of knowledge, home languages, and interests, while also building necessary background knowledge.	
	Teach explicitly relevant language & literacy skills in meaningful contexts (at word, sentence, and message level), providing controlled practice and freer application.	
	Provide comprehensible input & scaffold language production for students to engage with rigorous, grade-level content and language.	
	Promote meaningful, collaborative interactions with intentional focus on extended oral language practice.	
	Differentiate instruction for students' varying strengths, needs, and language proficiency levels, based on ongoing assessment and understanding of students.	