

MONITORING LESSON-PLANNING DYNAMICS IN PRE-SERVICE TEACHER TEAMS: A Retrospective Study

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This study was conducted at The University of the West Indies (UWI), St Augustine campus in Trinidad and Tobago. It originated from the Diploma in Teaching English to Speakers of Other Languages (DipTESOL) practicum in June-July 2017. Teacher trainees (n=14) in seven teams or dyads were tasked with lesson planning and delivery for groups of adult refugee learners (n=57) of mixed literacy levels. The impetus for the study came from clinical observation sessions which showed that individual members of two teams functioned in an auxiliary capacity although “collaboratively constructed” lessons had been sent forward for review. This led two teacher educators to question the extent to which members of teaching teams had shared the responsibility of lesson planning. They probed two aspects of co-instructional planning (individual input and team collaboration) which impacted on trainee assessment and lesson delivery, but which remained unaccounted for in the field. A mixed-methods approach in a two-phase process was used. Using a proxy measure in phase one, the teacher educators examined 172 lesson plans and 158 supporting documents submitted on Edmodo, an online networking forum, and experimented with basic metadata (*author, created, modified by, and last modified date*) to extract patterns reflecting individual input and team collaboration. In phase two the former teacher trainees were invited to validate these results and to contribute qualitatively to the findings through verbal reports and email exchanges. Eleven of the fourteen teacher trainees, representing each of the seven dyads, responded. The study revealed the patterns of individual input and team collaboration which emerged during lesson-planning in the aforementioned context, and proposes that these patterns may help to guide practicum contexts where pre-service teachers are assessed in teams.

Introduction

Assessment in the teaching practicum typically involves, though is not limited to, instructional planning and lesson delivery. In 2018, following several decades of research in English Language Teaching (ELT), TESOL International issued six universal guidelines for promoting excellence in language teaching. Among these core principles for exemplary teachers was the design of high-quality language lessons. As such, instructional planning is considered to be a significant process in the professionalization

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of teachers. The lesson plan, the concrete outcome of instructional planning, integrates theory and practice and provides evidence of teacher competence and readiness for practice (Pang, 2016; Ruys et al., 2012; Tillema, 2009). In cases, however, where instructional planning occurs in teams, the need to track individual contributions and peer collaboration appears to have been overlooked. This became evident to the authors of this paper (two teacher-educators) during a TESOL practicum held in 2017 at The University of the West Indies. They questioned whether “free riding” or “social loafing” (Brooks & Ammons, 2003, p. 268; Fellenz, 2006, p. 571) was at play when they observed that individual members of two teams functioned as teaching assistants rather than co-teachers in the classroom but had been awarded the same scores as their peers for the lesson delivery component.

The need to address the problem of shared responsibility for instructional planning became more pressing at the end of the practicum when the teacher educators noted: (1) that they had awarded a low score for the lesson planning component to one team (D₅) who had not collaborated as required to revise six of their lesson plans for submission, and, (2) that the scores they had awarded for the individual research component were inconsistent with team scores (Table 1).

Table 1. Team vs Individual Assessment

Dyad	Peer	Team Assessment		Individual Assessment
		Lesson planning /(10)	Lesson delivery /(10)	Report /(10)
D ₁	{ Onika	7.87	8.20	5.50
	{ Taalia	7.87	8.20	8.67
D ₅	{ Nancy	4.80	7.90	7.33
	{ Tom	4.80	7.90	6.17
D ₇	{ Thirston	7.07	8.17	7.83
	{ Fiona	7.07	8.17	8.83

Note. D = Dyad; the sub-index represents the respective dyad.

The teacher educators felt obligated to examine how the lesson planning exercise had been shared. They initiated the research process six months later, by drawing basic metadata from the online networking forum, Edmodo, where the seven dyads had posted their lessons. The

information posted there, which related to who had authored, created and modified lessons plans and supporting documents, and when, was presented to the former pre-service teachers, eleven of whom participated in the study. The former pre-service teachers validated the quantitative results and, through a qualitative system of enquiry, were afforded the opportunity to explain how the system of shared lesson planning had, in fact, been managed.

Background

At The University of the West Indies (UWI), St Augustine campus in Trinidad and Tobago, the Diploma in Teaching English to Speakers of Other Languages (DipTESOL) includes five theoretical courses: assessment and evaluation, curriculum design, language structure, language acquisition and learning, and principles and approaches in teaching. The teaching practicum, the sixth and final course, allows teacher trainees to demonstrate their conscious understanding of the processes involved in English as a Second Language (ESL)/English as a Foreign Language (EFL) teaching in practical dimensions, and encourages them to develop a critical stance towards their professional development as reflective ESL/EFL practitioners. In 2017 the teaching practicum followed a service-learning model and refugee learners (n=57) from Bangladesh, Bolivia, Colombia, Cuba, Pakistan, Syria and Venezuela made up the learner population.

In order to accommodate the teaching of learners at three levels of proficiency and to provide seven randomly matched trainee pairs with adequate practice, seven classes were created. The Common European Framework of Reference for Languages (CEFR), an international standard used to describe language ability on a six-point scale (Council of Europe, 2001) was used. Of the refugee population, 45.61% who were at CEFR A1 or below were placed into three elementary classes, whereas the remaining learners who had tested at CEFR A2 (31.58%) and CEFR B1 (22.81%) were placed into two pre-intermediate, and two intermediate classes, respectively.

Each group of learners was assigned one pair of trainee teachers for each of three scheduled classes every Saturday over a period of eight weeks. This allowed classes to be exposed to the local accents of a maximum of six teachers and their various teaching methodologies, and allowed teacher trainees the opportunity to cater to as wide a spectrum as

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possible of proficiency levels. The first two classes were an hour and a half long and were devoted to grammar and listening and speaking respectively, whereas the third was a one-hour long class for integrated skills.

The eight-week syllabus was needs-based and informed by: (1) mandatory workshops which prepared teacher trainees for the service-learning sessions; (2) placement testing which teacher trainees helped administer; (3) initial classroom contact, and, (4) an eight-week syllabus made available to trainees.

Two teacher educators, the authors of this paper, were responsible for lesson review and the bulk of classroom observations. One of them had taught the course in assessment and evaluation in TESOL while the other was responsible for the ESL programme on the University campus. Two other members of faculty who conducted classroom observations had also taught courses in TESOL to the group in question.

A system to review lesson plans was established whereby the trainees were required to post the three lessons designed in pairs on an online platform every Monday at noon. The platform was Edmodo, an educational networking tool based on web 2.0 technologies, which allowed for the sharing of large amounts of content and feedback delivery and provided a safe space to review and revise documents. This platform, it was believed, would foster the kind of communication and collaboration that would best service the practicum. The given deadline would allow the two teacher educators to conduct thorough reviews of the twenty-one lesson plans which would furnish each pair of teacher trainees and their students with four hours of structured classes on Saturday.

Some trainees expressed concern about producing three lesson plans for a Monday deadline, and negotiated for a Tuesday deadline instead, given the short interval between the end of classes on Saturday and the deadline set for Monday. The teacher educators acceded to this request. The staggered posting of lessons from Monday to Tuesday night/Wednesday morning, worked well for the review process as the eight to nine hours required by each teacher educator to review the full complement of lessons were now spread over the course of two or three working days. Audio and video files and worksheets which accompanied the lessons were posted on Edmodo separately for review.

Scaffolding was typically provided when lessons were too teacher-fronted. Group activities did not always take a central role.

Additionally, resources found online had not been sufficiently modified to suit the needs of the learner population. In catering for the lower levels of proficiency, some trainee pairs tended to favour resources which had been created for children, and which were consequently not age appropriate.

Literature Review

Team teaching, also known as co-teaching, collaborative teaching and cooperative teaching, refers in this study to the institutional practice of placing together two trainees at the practicum stage of their DipTESOL. Baeten and Simons (2014) used the “teaming model” (p. 94) to describe the context where trainees are tasked with two activities which are central to teacher preparation, i.e., the planning and delivery of lessons. Exploring team teaching in a fuller sense, or beyond the TESOL practicum, offers a deeper insight into its inner workings and core practices, and in so doing, provides a more solid footing for the present study.

Some types of team-teaching arrangements involve interdisciplinary teams which may comprise two specialists: one trained in special needs, or TESOL, for instance (Fennick & Liddy, 2001; Gladman, 2015; Winn & Messenbeimer-Young, 1995), the other experienced in a content area. Other team-teaching models have emerged for professional development. In the interest of enhancing their effectiveness, two or more subject teachers who service the same grade level from one or more schools or regions, collaborate to plan and reflect on their lessons (Alloway, 2013) and follow a peer-observation protocol during lesson delivery (Singer, 2015). Even in the context of the TESOL practicum, different team-teaching configurations exist, and teams may comprise either a trainee and a cooperating teacher (Hall & Davis, 1995) or mentor, for instance, or two trainee teachers at the practicum stage of their development, as is the case in the present study.

Team teaching as a teaching and learning strategy is rooted in the socio-constructivist approach to learning (Alloway, 2013; Baeten & Simons, 2014) and is considered to be an institutional representation of Vygotsky’s Zone of Proximal Development where social interactions enable the construction of knowledge (Alloway, 2013; Dang, 2013; Nguyen & Dang, 2019). Although teacher training preparation does not typically focus on developing skills to collaborate effectively with colleagues (Fennick & Liddy, 2001), teacher teams (and arguably teacher trainee teams as well) tend to establish their own norms and routines and

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to seek out their own workspaces if they are to engage in collaborative lesson planning. In so doing, they engage in the negotiation of meaning or, in more specific terms, participation and reification. Participation is related to the sense of connection that team members, through their shared purpose, not only feel, but act upon; whereas reification refers to the interactional experience taking concrete form, such as a plan book or lesson plan. In negotiating meaning, the team avails itself of learning opportunities as “replays”, “rehearsals” and “pedagogical reasoning” (Alloway, 2013, p. 40). The difficulty in treating with instructional planning in isolation is evident here as replays are reflections on what has already materialized in the classroom during lesson delivery, and rehearsals simulate classroom events before they happen.

Rehearsals and replays are nonetheless concepts which are endorsed by Pang (2016) who offered a theoretical treatment of the lesson planning process to fill the gap in EFL/ESL teacher education literature. Pang’s *rehearsing* refers to the steps in the lesson which are practised in sequence in preparation for lesson delivery. Her *reflection* encapsulates the process whereby having recaptured significant events in lesson delivery, viz. the emotions, failures, and successes, and having gained a deeper understanding of lesson content and delivery, the trainee teacher allows this renewed understanding to influence future teaching cycles. But Pang approached the notion of pedagogical reasoning quite differently from Alloway, who described it according to “units of teacher-to-teacher talk” (Horn, 2007, p. 46) through which issues are aired and explained in a highly collaborative setting. Pang (2016) used Shulman’s (1987) “pedagogical content knowledge” (p. 8), to describe pedagogical reasoning which, in her view, was practical problem solving which develops pedagogical competence in teacher trainee development. In revisiting Shulman’s five essential stages in the reasoning process of a teaching cycle, Pang reiterated them: “comprehension”, “transformation”, “instruction”, “evaluation” and, “reflection” (p. 252). Aside from reflection which has already been dealt with, comprehension and transformation are closely related to instructional planning. Comprehension relates to the trainee teacher’s declarative knowledge which is always in a state of flux, and constantly growing even as the trainee teacher becomes a practising teacher and a seasoned professional. It incorporates an understanding of the concepts to be taught, along with their structural and functional features and the real-world contexts in

which they may be simulated or practised. Transformation speaks to the trainee teacher's procedural knowledge or his/her ability to reshape and adapt the content to suit the group of learners under his/her charge. It incorporates the formerly mentioned rehearsing or practising of the steps of a lesson before it is delivered in the classroom.

Team teaching has been found to have several advantages in teacher education. It is reported to cultivate a feeling of security, enable the fair distribution of work, develop cooperative skills, make for more interesting lessons and allow for greater attention to individual learner needs (Medgyes & Nyilasi, 1997). Team teaching is said to smooth the transition between the practicum classroom and the workplace classroom (Baeten & Simons, 2014) and to offer both emotional and professional support to team members, resulting in teacher candidates who develop professionally as far as their pedagogical skills are concerned, and personally, as they become more self-confident (Baeten & Simons, 2016).

Naturally, tensions emerge from team teaching arrangements although the pressures associated with collaborating to plan and deliver lessons have been found to enhance interaction and reflection, and ultimately, to be profitable for teacher learning and development. Disagreements may arise through partner dominance (Medgyes & Nyilasi, 1997) or because peers are incompatible, or share different beliefs about teaching and co-planning activities, or require more scheduled time to plan their lessons (Fennick & Liddy, 2001). From an activity theory perspective, peers may even be at different levels of appropriation of pedagogical tools (Dang, 2013); while tools here refer to the materials available in the environment for teaching purposes, appropriation embodies the ways in which peers adapt their way of thinking through social practices. Other pressures are that trainee teachers who compare themselves to other team members may feel that others are outperforming them or winning the favour of mentors and they may become nervous about their own performance. The level of collaboration involved in team teaching is also more time intensive than individual teaching and is therefore associated with an increased workload (Baeten & Simons, 2014; Medgyes & Nyilasi, 1997).

The practicum setting is itself dynamic and clearly presents further challenges. The TESOL practicum has been described as a multidimensional activity which brings together various participants including student teachers, cooperating teachers, university supervisors, administrators and students (Merç, 2015). Further, student teachers are

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assessed through a complex process characterized by multiple sources of assessment (Leshem & Bar-Hama, 2008), and several assessors with dissimilar assessment targets (Tillema, 2009) some of whom function also as trainers (Bolitho, 2013; Musaeva, 2013). Student teachers, who share the responsibility for teaching a group of students without clearly defined guidelines on how to engage in the process systematically, are at an obvious disadvantage, particularly when they function in a context where the quality of teaching takes precedence over their obligation to work in teams (Fennick & Liddy, 2001). Conditions may also become unfavourable if key variables in the collaborative lesson planning context are not taken into consideration. The context, that is, the school, its district and larger educational environment, and the personal lives of the team members, not only affect interaction in collaborative lesson planning, but also the way in which meaning is constructed (Alloway, 2013). Pang (2019) acknowledged the connection between teacher disposition and the acquisition of pedagogical skills as she proposed the development of a core practices framework for EFL/ESL teacher education.

No significant research has yet been conducted with respect to a clear role for peer assessment of group work in the TESOL teaching practicum or, for the purposes of this study, how peer assessment may best be exploited to sufficiently reflect individual input and team collaboration. In educational contexts generally, peer review is used to support the assessment of outcomes such as classroom contributions, presentations and reports, and to evaluate individual contributions to group work, given the difficulty for instructors to do so themselves. Educators are particularly concerned that the work assigned to a group has been evenly shared, and that free-riding, or social loafing, is avoided (Brooks & Ammons, 2003; Fellenz, 2006).

Social embarrassment has been found to surface in contexts where peer assessment is introduced in small, well-established groups (Topping, 1998). Peers may fear giving constructive feedback which could cause offence or upset the established status quo. Biases and personality differences may also influence performance ratings (Baeten & Simons, 2014; Bernadin et al., 2000). Other setbacks are that students might either be unwilling to evaluate their peers, or unaccepting of peer feedback as accurate, particularly if ratings are poor (Topping, 1998). Peer assessments which are confidential and conducted at the end of a semester or programme do not offer a tenable alternative either since these were found

to encourage undesirable behaviour by group members (Brooks & Ammons, 2003).

Research Problem and Purpose

The problem which motivated the present study originated in the aftermath of the TESOL practicum held in June-July 2017 at The University of the West Indies, St. Augustine, Trinidad and Tobago. A system of team teaching had been implemented, and seven teaching teams or dyads were tasked with lesson planning and delivery. The problem arose when the teacher educators had reason to question the extent to which team members had collaborated to plan their lessons. Individual members of two teams had been seen, during clinical observation sessions, to function in an auxiliary capacity although ‘collaboratively constructed lessons’ had been sent forward for review. A case for the research enquiry was made stronger when it was noted that one team had not collaborated to revise the six selected lesson plans for submission, and had consequently received a low score. Further, the scores awarded for the individual research component were found to be inconsistent with team scores.

The purpose for the study was clear. An exploration of the dynamics of co-instructional planning during the practicum course in question would lend support to any future teaching practicum where the system of team teaching was implemented. The outcome of the investigation would help to guide teaching teams in sharing the responsibility of lesson planning, and would ultimately enhance their professional development. The study would make for fairer and more rigorous assessment practices. Teacher educators would be in a better position to monitor the co-instructional planning exercise, and to factor in levels of collaboration and individual input as they evaluated the lesson plans produced by teams.

Research Questions

The primary research question was:

How did members of teaching teams collaborate in sharing the responsibility of lesson planning?

Quantitative sub-questions were:

1. What patterns reflecting individual input and team collaboration were used during co-instructional planning?

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2. What was the estimated weighting expressed in percentages for the patterns of individual input and team collaboration used during co-instructional planning?

Qualitative sub-questions were:

3. To what extent did the results from phase one of the study capture the patterns of individual input and team collaboration which had been followed during the Dip. TESOL practicum one year before?
4. How did the former teacher trainees describe their engagement in the shared lesson planning exercise in 2017?

Methodology

Team Teaching

In delineating the steps in the research process, it is significant to begin with the conditions under which the teacher trainees were oriented to the system of team teaching during the practicum exercise, and how they were expected to collaborate. Teacher trainees (n=14) were placed into seven randomly matched pairs and told that instructional planning and lesson delivery would be carried out collaboratively, in their designated teams or dyads. Their orientation to co-teaching took place through a series of pre-practicum workshops where teams became better acquainted and were afforded the opportunity to work together. Two workshops were conducted offsite on the protection of the rights of the refugee population, and three were conducted onsite on syllabus creation, pronunciation, and lesson-planning and delivery. In onsite workshops one and three, each dyad constructed an eight-week syllabus for an assigned CEFR level, and was asked to design and present two lessons. The teams were also charged with the shared responsibility of administering the oral placement tests to the adult refugee population in order to determine learner level and need.

The seven dyads were provided with guidelines with respect to when their weekly lessons were due on the online platform, Edmodo. They were advised to use this forum for inter- and intra-team collaboration. Inter-team collaboration was crucial for the drafting of lesson plans in pairs or dyads, whereas intra-team collaboration was useful for the discussion of lesson content and themes with other teams who taught the same classes.

Apart from the requirement to post their lessons on the online platform at a specified time, teams were not presented with formal guidelines as to how they should collaborate to plan their lessons together. Rather, it was left to them, as it is typically left to (seasoned) teaching teams, to establish their own norms and routines and to seek out their own workspaces (Alloway, 2013). A weekly meeting was, nonetheless, held at the close of classes on Saturday where teams reported on what had taken place during the week before as they planned and delivered their lessons. Their accounts were related primarily to the teaching content they had delivered, and how the groups of learners had fared.

Research Design

Given the aim of this investigation and its timing, i.e. after the teaching practicum exercise had been brought to a close, a sequential explanatory mixed methods design was considered to be most appropriate to reap optimal results. The design entails two well-defined phases in a sequential format, beginning usually with a quantitative phase preceding a qualitative one. Data and data analysis from the quantitative phase offer a broad understanding of the problem at issue. Data and data analysis emanating from the qualitative phase serve to provide explanations for the results in statistical form through the in-depth views of research participants (Ivankova et al., 2006).

The aim of the study was twofold. It sought primarily to identify the patterns of individual contribution and team collaboration which trainees (n=14) followed as they engaged in co-instructional planning during the 2017 teaching practicum at UWI St. Augustine. It also sought to explore in depth the factors which had contributed to the formation of these patterns. Each of the two aims described, that is, identifying patterns and exploring factors, required a different research method. Mixing both kinds of data within the study was, therefore, necessary given that neither a quantitative nor a qualitative method on its own would suffice.

An influential factor in choosing a mixed-methods research design was the timing of the study. Once the teaching practicum had been brought to a close, there was little incentive for former teacher trainees to participate in the study, since this had no bearing on their grades. The researchers were mindful of the literature which spoke of the reluctance of team members to evaluate their peers, or to accept peer feedback as accurate, particularly if ratings were poor (Topping, 1998). They were

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equally apprehensive about conducting peer assessments at the end of a programme, since these had been found to motivate undesirable behaviour by group members (Brooks & Ammons, 2003).

The use of a sequential explanatory mixed methods design to guide the study afforded the researchers the opportunity to set the research in motion by first collecting, classifying and analysing metadata using descriptive statistics. Asking former pre-service teachers to validate the results and to provide their own views of what had transpired during the teaching practicum meant that they were not being asked to evaluate their peers. Rather, they were being asked to assess the system of individual input and team collaboration. They achieved this by firstly interrogating the preliminary data set presented to them, and then providing their comments. Conducting the quantitative phase first and prioritising, or giving more weight to, the collection and analysis of data in this phase of the study (Ivankova et al., 2006) was expected to yield greater accuracy overall.

Data Collection Procedure and Participants

The first phase was carried out six months after the TESOL teaching practicum of June-July 2017. This stage involved gathering and classifying information from 172 lesson plans and 158 supporting documents that had previously been uploaded to Edmodo by former TESOL trainees (n=14; 12 females, 2 males). A listing of lesson plans and supporting documents in various formats — Adobe documents, audio files, Microsoft Word documents and PowerPoint presentations — were compiled by their designated names in an Excel spreadsheet according to teams. Basic metadata (*author, created, modified by, and last modified date*) were then extracted and enabled the researchers to identify possible patterns reflecting individual contribution and team collaboration.

Metadata were used because they are embedded in the details of documents or files. Metadata provide a history of each document, revealing when the document was first created, who authored it, the editing time spent and the last time that the document was modified. For one team who had posted lesson plans in Adobe PDF format only, metadata were limited to the trainee who had uploaded the respective documents. This, no doubt, made a strong case for validating the findings.

This second phase of the study was carried out one year after teacher trainees had successfully completed the practicum. Researchers sought validation of the patterns which had emerged during phase one of the study. But the focus here included an exploration of the factors that contributed to the use of certain patterns of collaboration. This was what Ivankova et al. (2006) referred to as the intermediate stage of the research. It is the stage when results obtained from phase one inform the data collection process in the second phase, and where the quantitative and qualitative data connect, and the results from both data sets are integrated.

The former trainees were invited to first scrutinize the spreadsheet alongside the preliminary patterns of individual contributions and team collaboration and to ensure that these data were as accurate as possible. They were then asked to respond to the following questions: (a) To what extent did the results of the study capture the patterns of individual input and team collaboration which your team followed during the DipTESOL practicum in June-July 2017? (b) How would you, former teacher-trainees, describe your engagement in the shared lesson planning exercise in 2017?

The former trainees were encouraged to check, update and revise their respective Excel spreadsheets (metadata), but in particular those cells containing information on authorship and collaboration. They were invited to provide their comments or verbal reports on the exercise. They were informed at this time of their right to remain anonymous, to participate or refuse to participate, or to withdraw from the study at any point in time. One former teacher trainee who had asked, was assured that participation or non-participation would not impact the grade which had been awarded for the TESOL teaching practicum course. Of the 14 former TESOL trainees (or seven dyads) who participated in this study, 11 former TESOL trainees (10 females and 1 male) willingly took part in the second phase of this research and, at least one member of each team provided comments on their respective datasets and undertook the task of data validation. Comments were provided on the Excel spreadsheet, through email and face-to-face reports which were transcribed. Eight participants used email, three gave verbal reports, and one emailed his/her feedback and gave a verbal report.

Data Analysis

Descriptive statistics were used to analyse the quantitative data which aimed to provide profiles of peer contribution and team collaboration during the process of co-instructional planning. This analysis focused on: 1) representing the patterns of contribution/collaboration which had guided the creation and modification of lessons; and 2) representing these patterns in percentages per group.

Percentages were calculated by dyad, by phase, according to the type of instructional materials, that is, lesson plans or supporting documents, and according to patterns of collaboration. For each dyad in a particular phase, the number of lesson plans created or modified following a specific pattern of individual contribution or team collaboration were added together. Then, the total number of lesson plans by dyad and by phase was calculated. The percentage corresponding to a particular pattern of collaboration was obtained by dividing the number of lesson plans for a given pattern of collaboration by the total number of lesson plans. Then, the percentage of lesson plans by dyad and by phase was calculated. A similar procedure was followed to obtain the respective total of supporting documents by dyad and by phase and the respective percentages for patterns of collaboration for supporting documents (Table 4).

Qualitative data were collected via email correspondence and in-depth interviews. Comments were made on the Excel spreadsheet, and verbal reports were transcribed. The examination of qualitative data was guided by a thematic analysis of the written and verbal comments made by former trainee teachers. The aim here was twofold: (a) to validate the data reflecting individual contributions and team collaboration and, (b) to gain an insider view of (some of) the dynamics which were at play during the co-instructional planning exercise.

In accordance with the principles of mixed-methods research it was necessary for the data from both the quantitative and qualitative stages of the research, as well as the results of the data analysis from both phases to be integrated to ensure a more comprehensive interpretation of the findings (Creswell, 2014; Plano Clark & Creswell, 2014). This level of integration is achieved in the discussion and conclusion section of this paper.

Findings

Quantitative Data

Research Question #1. What patterns reflecting individual input and team collaboration were used during co-instructional planning? The initial analysis carried out during phase one revealed two patterns: (1) individual contribution or non-collaboration (nc) in which one peer undertook the task of developing the whole lesson and, (2) partial collaboration or co-operation (cp), in which the work of developing instructional materials was split between peers, i.e., one creating the lesson, the other revising it. During phase two the remaining three patterns emerged: (3) collaboration in lesson creation (cbc) where both peers collaborated to create the lesson and one peer revised it; (4) collaboration in lesson revision (cbr) where one peer created the lesson, but both undertook the task of revising it; and, (e) full-collaboration (fcb) in lesson creation and revision where both peers participated in creating and revising the lesson. Table 2 shows patterns identified during phases one and two. The structure used to illustrate these patterns of collaboration consists of two terms. The term on the left of the arrow indicates the author(s) of the respective lesson. The term on the right represents the member(s) who last modified the respective lesson. The plus sign is read as in collaboration with, and the arrow points to the agent(s) who undertook the task of refining the lesson.

Table 2. Emerging Patterns Illustrating Individual Contribution and Team Collaboration

Lesson Creation		Lesson Adaptation	Emerging Patterns
Phase One			
P_a	→	P_a	Non-Collaboration (Individual Input) = nc
P_a	→	P_b	Cooperation (Split Work of Creation and Revision of Lesson) = cp
Phase Two			
$P_a + P_b$	→	P_a	Collaboration in Lesson Creation = cbc
P_a	→	$P_a + P_b$	Collaboration in Lesson Revision = cbr
$P_a + P_b$	→	$P_a + P_b$	Full Collaboration in Lesson Creation and Revision = fcb

Note. P = Peer, and the subscript letters ‘a’ or ‘b’ represent the respective participants.

Using the arrows, as shown in Table 2, to set lesson creation apart from lesson revision, Table 3 illustrates the patterns of collaboration implemented by dyads during seven weeks of the teaching practicum.

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Following the same notation, Table 4 provides: (1) an overview of findings from the initial and final analyses; (2) data validated by participants in phase two; and (3) the identified patterns of contribution/collaboration. Findings obtained in phase two also revealed more complex patterns of collaboration by dyads D₂, D₃, D₄ and D₅ (Tables 2 and 3). However, patterns of full collaboration can be observed in dyads D₃ and D₅. Conversely, less complex patterns of collaboration were revealed for dyads D₁, D₆ and D₇ only. In a co-operative manner these dyads split the work of creating lessons. In addition, the most striking aspect emerging from these findings seems to be that dyads D₁, D₃, D₄ and D₆ sustained individualistic patterns of non-collaboration in both stages, or, in lesson creation and revision (tables 3 and 4).

Table 3. Collaboration Patterns by Week

Pattern	Dyads / Weeks						
	D ₁	D ₂	D ₃	D ₄	D ₅	D ₆	D ₇
P _a → P _a	1-7	1-3, 5, 7	1-7	1-7	2, 5	1-7	1-7
P _a → P _b	1-7		2	2	1-7	3-7	2-7
P _a + P _b → P _a				1-5, 7			
P _a → P _a + P _b		3-7					
P _a + P _b → P _a + P _b			1, 2, 4-6		1, 4-7		

Metadata accurately described the patterns of collaboration implemented by dyads D₆ and D₇. This finding appeared to be attributed to the fact that these dyads implemented patterns of non-collaboration and co-operation only. On the other hand, findings obtained from metadata for dyads D₂, D₃, D₄ and D₅ differ from phase one to phase two as new patterns of collaboration emerged in phase two through data validation. This, however, was not the case for dyad D₁ as the same patterns of collaboration emerged in both phases (see Table 4).

Research Question #2: What was the estimated weighting expressed in percentages for the patterns of individual input and team collaboration used during co-instructional planning? The estimated weighting (or total in phase 2) expressed in percentages for patterns of non-collaboration (nc), co-operation (cp), partial collaboration (cbc and cbr) and full collaboration (fcb) was calculated using findings from the final analysis in phase 2 as shown in Table 4. In Table 4, the two columns labelled 'Total' for phases 1 and 2, represent the sum of the total number of lesson plans and supporting documents for the respective patterns of

collaboration. This calculation was performed separately for each dyad, phase and pattern of collaboration. The described procedure was applied to each dyad in both phase 1 and phase 2.

Dyads D₁, D₆ and D₇ appeared to share similar patterns of collaboration, that is, non-collaboration and co-operation. In D₁ and D₆, the weighting of non-collaboration (55.32% and 76.74%, respectively) was not only sustained but was greater than that of co-operation (44.68% and 23.26%). D₇ displayed the following weightings in the categories of non-collaboration and co-operation: 43.48% and 56.52%.

Only two dyads, D₂ and D₄, displayed patterns of partial collaboration (either at the stage of lesson creation or revision). The collaborative effort invested by D₂ at the stage of creation was 60%, while non-collaboration was 40%. On the other hand, D₄ invested 30.30% in collaboration at the stage of lesson creation, 3.03% in co-operation and, 66.67% in non-collaboration. D₃ and D₅ were identified as the only dyads who achieved patterns of full collaboration; 12.38% and 29.03%, respectively. However, D₃ achieved 86.67% in non-collaboration or split work, and 0.95% in co-operation. D₂ remained as the only dyad that did not display patterns of co-operation. In sum, D₅ appeared to be the dyad that implemented the most balanced approach to collaboration, having devoted 51.61% to co-operation and 19.35% to non-collaboration or split work (see figures in Appendix 1).

Table 4. *Quantitative Findings from Phases 1 and 2*

Dyad	Pattern of Collaboration		Phase 1: Initial Analysis			Phase 2: Final Analysis		
			LP/ (%)	SD/ (%)	Total/ (%)	LP/ (%)	SD/ (%)	Total/ (%)
D ₁	P ₁ → P ₁	(nc)	6/ (27.3)	12/ (48.0)	18/ (38.3)	1/ (4.5)	6/ (24.0)	7/ (14.9)
	P ₂ → P ₂	(nc)	10/ (45.4)	5/ (20.0)	15/ (31.9)	14/ (63.7)	5/ (20.0)	19/ (40.4)
	P ₁ → P ₂	(cp)	6/ (27.3)	6/ (24.0)	12/ (25.5)	7/ (31.8)	12/ (48.0)	19/ (40.4)
	P ₂ → P ₁	(cp)	—	2/ (8.0)	2/ (4.3)	—	2/ (8.0)	2/ (4.3)
	Total (LP+SD per Dyad)			22	25	47/ (100.0)	22	25
D ₂	P ₃ → P ₃	(nc)	9/ (42.9)	3/ (75.0)	12/ (48.0)	3/ (14.3)	4/ (100.0)	7/ (28.0)
	P ₄ → P ₄	(nc)	2/ (9.5)	—	2/ (8.0)	3/ (14.3)	—	3/ (12.0)
	P ₃ → P ₄	(cp)	10/ (47.6)	—	10/ (40.0)	—	—	—
	P ₄ → P ₃	(cp)	—	1/ (25.0)	1/ (4.0)	—	—	—
	P ₃ → P ₃ + P ₄	(cbr)	—	—	—	12/ (57.1)	—	12/ (48.0)
	P ₄ → P ₃ + P ₄	(cbr)	—	—	—	3/ (14.3)	—	3/ (12.0)
	Total of LP + SD per Dyad			21	4	25/ (100.0)	21	4

Dyad	Pattern of Collaboration		Phase 1: Initial Analysis			Phase 2: Final Analysis		
			LP/ (%)	SD/ (%)	Total/ (%)	LP/ (%)	SD/ (%)	Total/ (%)
D ₃	P ₅ → P ₅	(nc)	2/ (9.5)	29/ (34.5)	31/ (29.5)	3/ (14.3)	28/ (33.3)	31/ (29.5)
	P ₆ → P ₆	(nc)	15/ (71.4)	55/ (65.5)	70/ (66.7)	8/ (38.1)	52/ (61.9)	60/ (57.1)
	P ₅ → P ₆	(cp)	4/ (19.1)	—	4/ (3.8)	—	1/ (1.2)	1/ (1.0)
	P ₅ +P ₆ → P ₅ +P ₆	(fcb)	—	—	—	10/ (47.6)	3/ (3.6)	13/ (12.4)
	Total of LP + SD per Dyad			21	84	105	21	84
D ₄	P ₇ → P ₇	(nc)	18/ (78.3)	—	18/ (54.6)	6/ (26.1)	—	6/ (18.2)
	P ₈ → P ₈	(nc)	5/ (21.7)	10/ (100.0)	15/ (45.4)	8/ (34.8)	8/ (80.0)	16/ (48.5)
	P ₇ → P ₈	(cp)	—	—	—	—	1/ (10.0)	1/ (3.0)
	P ₇ + P ₈ → P ₈	(cbc)	—	—	—	9/ (39.1)	1/ (10.0)	10/ (30.3)
	Total of LP + SD per Dyad			23	10	33/ (100.0)	23	10
D ₅	P ₉ → P ₉	(nc)	—	3/ (60.0)	3/ (9.7)	—	3/ (60.0)	3/ (9.7)
	P ₁₀ → P ₁₀	(nc)	26/ (100.0)	2/ (40.0)	28/ (90.3)	1/ (3.8)	2/ (40.0)	3/ (9.7)
	P ₉ → P ₁₀	(cp)	—	—	—	8/ (30.8)	—	8/ (25.8)
	P ₁₀ → P ₉	(cp)	—	—	—	8/ (30.8)	—	8/ (25.8)
	P ₉ +P ₁₀ → P ₉ +P ₁₀	(fcb)	—	—	—	9/ (34.6)	—	9/ (29.0)
	Total of LP + SD per Dyad			26	5	31/ (100.0)	26	5

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Dyad	Pattern of Collaboration		Phase 1: Initial Analysis			Phase 2: Final Analysis		
			LP/ (%)	SD/ (%)	Total/ (%)	LP/ (%)	SD/ (%)	Total/ (%)
D ₆	P ₁₁ → P ₁₁	(nc)	11/ (34.4)	4/ (36.4)	15/ (34.9)	11/ (34.4)	4/ (36.4)	15/ (34.9)
	P ₁₂ → P ₁₂	(nc)	12/ (37.5)	6/ (54.5)	18/ (41.8)	12/ (37.5)	6/ (54.5)	18/ (41.8)
	P ₁₁ → P ₁₂	(cp)	2/ (6.2)	1/ (9.1)	3/ (7.0)	2/ (6.2)	1/ (9.1)	3/ (7.0)
	P ₁₂ → P ₁₁	(cp)	7/ (21.9)	—	7/ (16.3)	7/ (21.9)	—	7/ (16.3)
	Total of LP + SD per Dyad			32	11	43/ (100.0)	32	11
D ₇	P ₁₃ → P ₁₃	(nc)	3/ (11.1)	10/ (52.6)	13/ (28.3)	3/ (11.1)	10/ (52.6)	13/ (28.3)
	P ₁₄ → P ₁₄	(nc)	6/ (22.2)	1/ (5.3)	7/ (15.2)	6/ (22.2)	1/ (5.3)	7/ (15.2)
	P ₁₃ → P ₁₄	(cp)	12/ (44.5)	6/ (31.6)	18/ (39.1)	12/ (44.5)	6/ (31.6)	18/ (39.1)
	P ₁₄ → P ₁₃	(cp)	6/ (22.2)	2/ (10.5)	8/ (17.4)	6/ (22.2)	2/ (10.5)	8/ (17.4)
	Total of LP + SD per Dyad			27	19	46/ (100.0)	27	19

Note. LP = Lesson plans; SD = Supporting documents. Both LP and SD indicate number of documents submitted by participant. Patterns of collaboration: nc = non-collaboration; cp = co-operation; cbc = collaboration in lesson creation; cbr = collaboration in lesson revision; fcb = full-collaboration in lesson creation and revision (see Table 2 and figures in Appendix 1).

Qualitative Data

The qualitative findings derived from phase two are presented below according to the two qualitative sub-questions #3 and #4. Readers are reminded of the primary research question for this formal enquiry: How did members of teaching teams collaborate in sharing the responsibility of lesson planning?

Research Question #3: how far did the results from phase one of the study capture the patterns of individual input and team collaboration which your team followed during the Dip. TESOL practicum in June – July 2017? Three former teacher trainees found that the patterns derived from the metadata accurately reflected individual input, but not team collaboration. While Edmodo had been reserved for the posting of lessons, another virtual workspace had been used for collaborative activity. Further, and perhaps given the limited timeframe in which to produce lessons in pairs, collaboration was enabled through verbal and written communication as ideas for lesson plan creation had been exchanged in person on Saturdays, or by telephone, through email, or WhatsApp messenger. According to the research participants, “We started discussing and sharing ideas after each class so as to determine how to proceed the following week”(Nancy), “When we shared the plans with each other, if the other person had suggestions they would tell the creator who edited accordingly” (Fred), “It was very difficult to indicate collaboration as sometimes I may have given an idea for the lesson and left it to [Savannah] to find the content or I might have given ... the content for [Savannah] to create the lesson” (Eela), “There were some things I prepared separately and then uploaded to online doc that [Tom] would create but of course the doc then would be edited by both parties and just final information sent to Edmodo so the various comments and changes would no longer be there”(Nancy).

Four former pre-service teachers from four different teams invested a great deal of time validating results from phase one of the study. Quite to the contrary, three peer teachers who had worked alongside three of the four, stated that the results presented to them for validation were accurate and that time constraints did not allow them to provide verification: “I didn't have enough time to go through this document,” (Tom) “I believe the spreadsheet is accurate as [Eela] and I generally took turns with the lesson plans and submitted it for each other's comments before submitting it for assessors” feedback,’ (Savannah) “The

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information in the spreadsheet is accurate as far as I can remember. I didn't have to edit and I agree with the presentation of data” (Onika).

Individual scores noted for two of these three former pre-service teachers, i.e., Onika and Tom (see introduction) were different from those awarded to their peers and were not on par with the scores which had been awarded to their teams. It could therefore be said, that at least two of the three who were readily willing to accept the numerical data presented from phase one, may have, in fact, contributed less to instructional planning than they were willing to admit. Another possibility was that these former pre-service teachers were reluctant to rate their teammates, or that, given that the proposed task had no bearing on their scores, there was little value in undertaking the work involved.

For one of the four who invested a great deal of time validating preliminary results from phase one of the study, modifying the data proved painstaking as she sought clarification more than once on the data presented, and checked and re-checked them against the lesson plan drafts in her possession, those on Edmodo and those which had been collaboratively constructed on Google Docs:

I'm making some brief notes as I go along so that I can give you feedback with comments and then I'll see how to edit the excel sheet as per your instructions ... If I understand correctly the metadata described is from the submissions sent showing author of document (please advise if I'm wrong) but if this is so then this is not reliable. (Nancy)

Two of the four who worked assiduously to validate the spreadsheet data provided, stated that the results were precise, but seized the opportunity, nonetheless, to enhance them: “Once again I must say this was a very thorough analysis you have done. I am very impressed! I've made a few modifications contained within” (Taalia), “I've updated columns C&E with the help of the Google Drive docs. I'm not sure if columns Q, R, S were supposed to automatically update but I'm not sure that it did... Please let me know if you need any further clarification” (Seeta).

Research Question #4: How did former teacher trainees describe their engagement in the shared lesson planning exercise in 2017?

Team collaboration, with respect to at least four groups, appeared to be affected by the consideration that one trainee teacher in each dyad

was (thought to be) more competent than the other. One former pre-service teacher, Fred, who was found by teacher educators to function in an auxiliary capacity during clinical observations, hesitated to modify Thompson's lessons and indicated that Thompson, the more experienced teammate, collaborated by modifying *his* work.

Another, with no former teaching experience, Eela, believed that she was the more competent partner and it appeared that she was the more dominant as well. She generally determined what Savannah produced, and made sure to modify these lessons. In similar fashion, the other former trainee teacher, Thirston, who appeared to function in an auxiliary capacity during clinical observation (see introduction) stated, that his more experienced teammate, Fiona, collaborated by modifying *his* work.

The former trainee who invested considerable time in modifying summary results from phase one of the study, Nancy, alluded not only to being the more experienced peer, but pointed to the fact that Tom did not acknowledge her experience. Nancy took umbrage at the fact that Tom not only failed to acknowledge her experience, but perhaps appeared to consider his own self as equally, if not more experienced. Notable to mention is that this dyad, D₅, was awarded a low score for lesson planning since peers had not collaborated to revise the six lesson plans required for submission.

Comments in response to Research Question #4 from participants from these four groups, were as follows:

If I modified a plan created by [Thompson] it may not have been anything major with regard to content (Fred).

It was very difficult to indicate collaboration as sometimes I may have given an idea for the lesson and left it to Savannah to find the content or I might have given him/her the content ... to create the lesson. I may have collaborated or intervened more as I was the "experienced counterpart" in our duo. In most cases I did the final reading/vetting of lesson plans before submission. Savannah would have submitted the documents (Eela).

[Fiona] didn't start anything... I modified all and I started all ... she modified...she attempted to play the role of the proof-reader (Thirston).

There were instances where I produced whole or most of a lesson plan or suggested activities or resources and despite my experience and knowledge in the teaching field ... my partner chose to veto or even

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ignore these suggestions and thus final weekly submissions were not always a full and equal collaboration from both partners (Nancy).

Discussion and Conclusion

This study set out to determine the levels of individual input and team collaboration in co-instructional planning among pre-service teacher teams in the wake of a TESOL practicum. The institutional practice of team teaching or placing together two trainees for the TESOL practicum for professional development (Medgyes & Nyilasi, 1997; Baeten & Simons, 2014) formed the basis of this study. Team teaching as a teaching and learning strategy, rooted in the socio-constructivist approach to learning (Alloway, 2013; Baeten & Simons, 2014; Dang, 2013; Nguyen & Dang, 2019), was reflected in the pairing and tasking of trainees with two activities central to their professional development, i.e., the planning and delivery of lessons. The collaboration patterns from co-instructional planning which emerged in phase two provided evidence of teacher development in four dyads. The first three (D₂, D₃, D₅) showed patterns of collaboration in five of a total of seven weeks; and the fourth, (D₄), in six of a total of seven weeks. While these teams showed a higher level of collaboration than the rest, only dyads D₃ and D₅ showed that full collaboration had occurred both in lesson creation and modification (see Table 3). This level of collaboration resembles one of the models identified by Baeten and Simon (2014) for team teaching, called the “teaming model” (p. 94), although it may be considered of relevance to the exercise of co-instructional planning in TESOL as well.

The tensions regarding team teaching arrangements acknowledged in the literature (Dang, 2013) were, nonetheless, evident in this study, where Fred, a member of D₂ was hesitant to modify the work of his more experienced counterpart. This appeared to be reflected in the absence of co-operation patterns where peers shared the task of lesson creation and adaptation. That Thompson was more experienced than Fred, may have accounted for the non-collaborative or individualistic rating of 40%, which was split between them respectively, as follows: 28% and 12%, as well as the collaborative rating of 60% in lesson revision, where Thompson and Fred took responsibility for 48% and 12% of the workload, respectively (see Table 4). The situation in question may, in fact, be explained from the perspective of activity theory where team members are

at different levels of appropriation of pedagogical tools (Dang, 2013) which will have, no doubt, affected the scope of their interaction.

This study, however, accounts for another factor which may contribute to the tensions experienced in trainee teacher teams, i.e., the element of power play, or what Medgyes and Nyilasi (1997) referred to as partner dominance. This appeared to influence patterns of collaboration in at least three dyads (D₄, D₅, and D₇). In D₄, where non-collaborative patterns dominated (66.67%), Eela created 48.48% of lessons and vetted 33.33% of them. She generally determined what Savannah produced, and made sure to modify these lessons. A different example of power play was noted in D₅, where peers who did not defer to each other contributed in three of seven weeks both to lesson creation and revision, which resulted in high patterns of collaborative activity (80.65%) and individualistic patterns of only 19.35%. Indeed, the benefits which accrue from the pressures associated with co-instructional planning, found to enhance interaction and teacher development (Dang, 2013) were exemplified here. In D₇, of the 43.48% of lessons which followed a non-collaborative pattern, 28.26% and 15.22% were created by Thirston and Fiona respectively, with the more experienced team member, Fiona, investing less effort than her counterpart. The co-operation pattern achieved by this team was 56.52%, and, as Thirston reported, Fiona modified 39.13% of the total lessons planned. The underperformance of the more competent partner was, therefore, evident. These findings may be said to challenge those presented by Medgyes and Nyilasi (1997) who stated that team teaching enables the fair distribution of work, and develops cooperative skills.

Teacher trainee teams, however, established their own norms and routines and sought out their own workspaces for collaborative lesson planning. Teams made the decision to reserve Edmodo for the posting of lessons, and used Google Docs, WhatsApp messenger, telephone, email and meeting in person on Saturdays to communicate verbally and in writing as they constructed their lesson plans. These were the forums where the negotiation of meaning or team “participation” took place, and learning opportunities, that is, “replays”, “rehearsals” and “pedagogical reasoning” (Alloway, 2013, p. 40; Pang, 2016, p. 247) were presented.

The design of the TESOL practicum context in the present study with its composition of various participants responsible for lesson review, clinical observation and assessment, reflected the standard, though arguably complex model of the practicum where multiple assessors and

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forms of assessment exist, and where assessors have been found to have overlapping roles (Merç, 2015). It is also true that this study replicated two of Fennick and Liddy's (2001) observations with respect to the teaching practicum: (1) that teachers are placed into teams without having been formally trained in collaborating effectively with colleagues, and; (2) that teams did not seem to have adequate scheduled time to plan their lessons.

The findings of this study, however, probe the intricate nature of the practicum a bit further, as it brings to light questions related to the validity and fairness of team assessment. While educators are concerned that the work assigned to a group has been evenly shared (Brooks & Ammons, 2010; Fellenz, 2006), the drawbacks of peer assessment are evident (Baeten & Simons, 2014; Bernadin et al., 2000). This study itself lends testimony to the implausibility of peer assessment, for instance, in its conflicting reports from peers who worked assiduously on the data validation exercise in phase two, whereas their teammates categorically stated that the results presented to them for validation were accurate. The authors of this article believe that, in the interest of fairly assessing members of pre-service teams on their ability to plan the lessons which they deliver, it is useful for stakeholders in the TESOL practicum to guide and monitor lesson planning dynamics since validity is at stake.

Metadata were used in this study to elicit individual contributions and team collaboration, but were, however, found to provide a partial reflection of the ways in which social interactions resulted in the construction of knowledge, given that teams used different workspaces and modes of communication for co-instructional planning. The process of data validation in phase two served to produce a clearer reflection of what had obtained during the practicum exercise. A concrete method of monitoring patterns of collaboration in pre-service teacher teams, is, however, not being prescribed here. This study brings to the fore five patterns reflecting various levels of individual contributions and team collaboration in lesson plan construction. These may serve as a guide for teacher educators in any teaching practicum context to ensure that trainee engagement in teams is kept at an optimum level, and that the basis on which scores for formative assessment are awarded, is critically evaluated. Equally useful, however, is consideration of the provision of formal training in team collaboration since this teaching dynamic is not limited to the practicum setting (Alloway, 2013; Fennick & Liddy, 2001; Gladman, 2015; Singer, 2015; Winn & Messenbeimer-Young, 1995). Further,

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trainee teacher teams would also benefit from a clear protocol for collaborative lesson planning and scheduled times and spaces where 'pedagogical reasoning' may be given its due (Alloway, 2013; Pang, 2016, 2019).

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Appendix 1
 Patterns of Collaboration That Emerged in Phase 2

Figure 1
 Patterns of Collaboration for Dyad 1

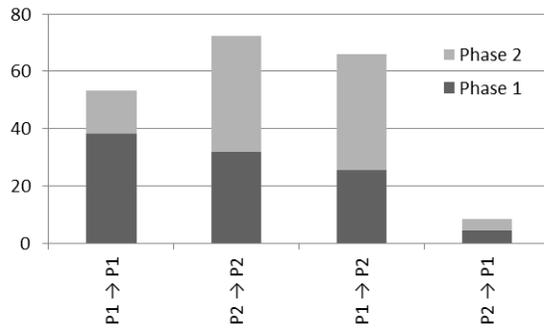


Figure 2
 Patterns of Collaboration for Dyad 2

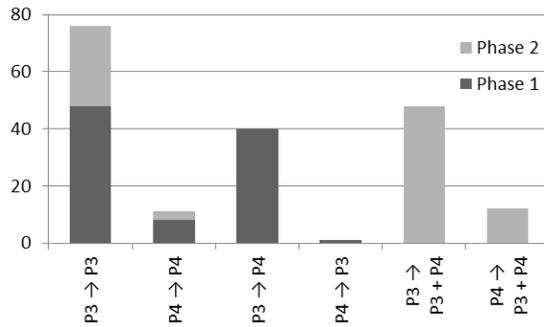
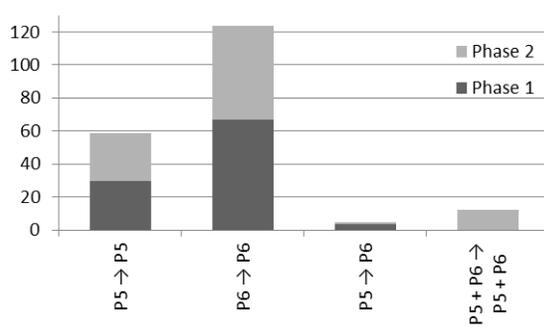


Figure 3
 Patterns of Collaboration for Dyad 3



Monitoring Lesson-Planning Dynamics in Pre-Service Teacher Teams: A Retrospective Study

Figure 4
Patterns of Collaboration for Dyad 4

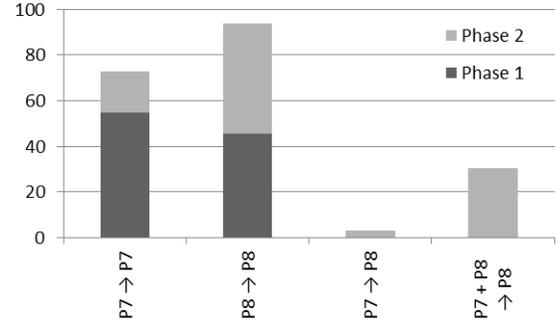


Figure 5
Patterns of Collaboration for Dyad 5

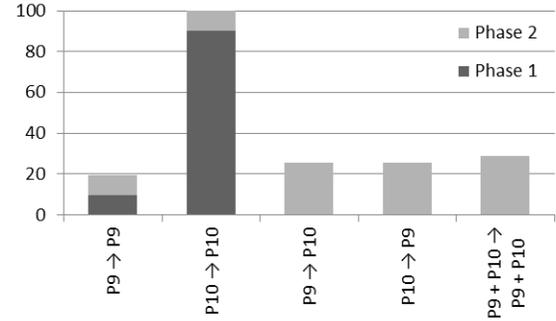


Figure 6
Patterns of Collaboration for Dyad 6

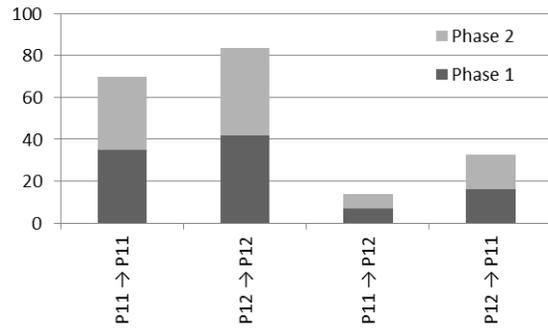
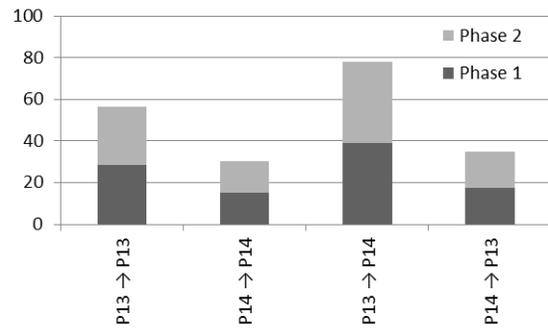


Figure 7
Patterns of Collaboration for Dyad 7



Note. These figures display the total sum of percentages as they refer to the respective pattern of collaboration for both Phase 1 and Phase 2. The total sum of percentages includes both the work of creating lesson plans and supporting document per dyad and for the respective phase.