will succeed in school and in life. Embracing and practicing hope will lead to greater perseverance, resilience, and feelings of accomplishment in students and teachers, and the ability to confront interruptions, disruptions, and tribulations without being overcome by them. There is no better place to create structures and opportunities to explore the integration of hope in the school curriculum and teaching than in existing school–university partnerships.

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The Roles of Professors-In-Residence within An Enhanced Clinical Preparation Model of Teacher Learning and Leading

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The Roles of Professors-In-Residence within An Enhanced Clinical Preparation Model of Teacher Learning and Leading
The quality of a global citizenry is dependent on the quality of a nation's school and the quality of a nation's school is dependent on the quality of a nation's teachers (Wei, Darling-Hammond, & Adamson, 2010). Yet, unlike any other career path, pre-service teacher candidates come into the profession with surface agency grounded on preconceived notions based on personal experiences of learning, teaching, students, and curriculum content (Lortie, 1975). Building on those preconceived notions brings along positive and negative effects that may serve as mirrors for reflection, windows into possibilities, and doors for professional learning opportunities. The first year of teaching is often challenging and the year when teachers decide whether to remain in the profession. More than 20% of first-year teachers leave their school or the profession within their first year of teaching and almost 40% of beginning teachers leave the profession within their first five years (McVey & Trinidad, 2019). The amount of support provided to beginning teachers is critical during their formative years when teachers are transitioning from preparation to practice (Rychlik & Carroll, 2003). Collaboration and support among professionals within teacher preparation programs and school districts during teacher preparation and induction are needed to address the critical features of effective, sustained professional learning (Desimone & Garet, 2015). Clinical preparation and professional learning

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must engage pre-service teacher candidates a comprehensive learning community to construct, deconstruct, and reconstruct their beliefs to envision powerful models of exemplary teaching practices and professional commitments with a focus on a coherent and dynamic job-embedded model of learning over time. Coherent and intentional learning opportunities are necessary at every stage of teachers' career paths from pre-service to in-service (Ball & Cohen, 1999).

Adapting Rudine Bishop's (1990) metaphor of mirrors, windows, and doors, we have organized this article broadly around the following three questions: (a) How do we produce mirrors of reflection for teacher candidates to become reflective practitioners with a focus on teaching as assisting performance? (b) What windows of possibilities can we design for teacher candidates to employ research-proven instructional practices? and (c) What doors of opportunities can we draft to support the development of professional capital within a professional learning community of practice? The first question provokes us to consider what is essential and necessary for professional growth to take place over time from pre-service to in-service. The second question demands for an assessment and evaluation of what actual instructional practices have merit and with what students from a socio-cultural and social emotional lens. Finally, with so many misinterpretations and misuse of professional learning communities, our third question beckons an explicit depiction of a genuine professional learning community of practice that develops humanely, vigorously, and gracefully over time focused on teacher AND student learning.

Theoretical Foundations for An Enhanced Model of Support

When considering the specific professional knowledge base in teacher education, a dichotomy appears evident (Shulman, 1988). Whether referred to as knowledge base and attitudes (Dewey, 1933), knowledge base and decision making (Kennedy, 1990), scientific and artful (Eisner, 1991), or research into practice, professional competencies must be skillfully applied within the contexts of classrooms and schools. Accordingly, both components are equally important as "one of the components cannot exist without the other" (Kennedy, 1990, p. 546). Specifically, although the theoretical foundations in teacher education appear dichotomous, our model of teacher preparation is a practice-based, professional view of continuous teacher learning and application of competencies, best practices, and problem solving to meet the needs of students. The National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel called for teacher preparation to develop clinical orientations (2010).

Collaboration and support among professionals within the teacher preparation program and school districts during teacher preparation and transition are needed to address the critical features of effective professional learning including job-embedded practices, sustained and intense duration, focused on discreet skills, and active learning (Desimone & Garet, 2015). This requires teacher preparation programs to focus on rigorous academic coursework and more practical, classroom-based experiences (NCATE, 2010) to better prepare pre-service teacher candidates to address the expectations within classrooms through the continued development of pedagogical content knowledge. The National Association of Professional Development Schools (NAPDS) articulated Nine Essentials of comprehensive partnerships (Essential 1), responsive innovation (Essential 4), and sustained clinical preparation (Essential 2) for professional learning and leading (Essential 3) though university and school partnerships (NAPDS, 2021). The mission of the American Association of Colleges of Teacher Education (AACTE, 2018) Clinical Practice Commission (CPC) was to operationalize the principles and practices of the NCATE Blue Ribbon Panel (2010). The focus of this article describes an enhanced model of the developmental process and professional learning through collaborative clinical preparation by university Professors-in-Residence and school-based educators.

Mentoring Pre-Service Teacher Candidates

Mentors are individuals who take on the responsibilities of guiding and supporting preservice teachers as they develop practical knowledge for teaching (Darling-Hammond et al, 2017). Within our enhanced model of teacher preparation, Professors-in-Residence are clinically focused university professors who mentor a cohort of pre-service teachers in one school setting for at least twenty percent of their time. Professors-in-Residence (PIR) support high-quality implementation of evidence-based practices by supervising teachers and pre-service teacher candidates, preparing educators within clinical practice (NAPDS, 2021) to demonstrate competencies to meet professional and state certification and licensure requirements and in alignment with district priorities. The PIR facilitates professional learning by teacher candidates and mentors through continued, onsite professional development, coaching, demonstration teaching, co-planning, modeling, inquiry, and observations. More specifically, possible opportunities may include relationship building, professional development, job-embedded coaching, and research. These dimensions and evolving roles of the PIRs in our model are responsive to the specific strengths and needs of the teacher, from mentoring of an intern to the collaborative collegiality of experienced teachers. The PIR serves as a catalyst for learning through mentoring and coaching as each remains open as both a teacher and learner. Each engage, reveal, and expose pedagogical content knowledge (Shulman, 1987) that informs teaching practices. The multi-dimensional, enhanced roles of the PIR serve as the catalyst for continuous learning along the journey of professional careers (See Table 1).

Coaching has become an important educational catalyst for professional learning during this process. In fact, support for coaching can be found in research and literature in multiple fields (e.g., Knight, 2016; Snyder, Hemmeter, & Fox, 2015). Joyce and Showers' (1982) seminal research remains one of the most resounding

Table 1: Professor-In-Residence Multi-Dimensional Roles

Mentor	Manager	Facilitator	Resource	Collaborative Coach
Work w/ preservice teacher candidates	Complete and monitor project requirements	Recognize and highlight strengths and needs	Provide relevant research on promising practices	Work w/ in-service teachers
Serve as a source of wisdom	Monitor and manage schedule	Assess school culture and learning environment	Search and share curricular materials	Model the role of a lead learner
Develop trusting professional relationship	Communicate w/ school leadership	Update and introduce professional vocabulary	Coordinate instructional demonstrations	Evaluate instructional practices
Encourage life-long professional learning	Communicate w/ university colleagues	Promote a growth mindset	Prepare and provide required documents	Share up-to-date and seminal research
Provide demonstrations of instructional practices grounded on students' strengths and needs	Maintain and share ethnographic non-participant and participant field notes	Build and support a professional learning community of practice based on strengths	Coordinate w/ Principal Investigator(s) and Project Manager(s) availability of instructional resources	Develop a theory of what is occurring and how to interact with what is occurring

conceptualizations of the potential for coaching. Their research found that professional learning opportunities reinforced by ongoing coaching led to 80% to 90% of classroom implementation of new practices (Joyce & Showers, 1982) by practicing teachers. However, although the peer coaching model has been broadened (Joyce & Calhoun, 2015; Knight, 2016), coaching research to date has not clearly addressed that coaching leads to improved student outcomes (Kraft, Blazar & Hogan, 2018), nor the impacts of clinical coaching during induction of new teachers (Desimone & Garet, 2015). (See Figure 1.)

Clinical coaching represents the bridge between university-based and school-based teacher educators engaged in teacher professional learning and leading for all participants through discovery and inquiry (NAPDS, 2021). There is a clear focus on increased clinical practice and school-university educator partnerships to enhance high-quality educator preparation (NAPDS, 2021; NCATE, 2010). The intersection of the AACTE Clinical Practice Report and the National Association of Professional Development Schools (NAPDS) Nine Essentials identified clinical educators and coaches drawn from both higher education and the P-12 sector rigorously prepare, develop, and sustain teacher candidates, with student learning as the focus (Garin et al., 2018). Through the implementation of these design principles, the goals of continuous development and support for teacher candidates

through collaborative, clinical coaching between university and school-based teacher education can be realized IF the mentoring and coaching processes balance technical expertise and efficiency with professional, problem-posing supports to develop and enhance experiences, perspectives, and purposes to education (Freire, 1975) through reflection and discussions.

Mirrors of Reflection
Reflection can be traced to the writings by John Dewey (1933) who used the terms "reflection" synonymously with the word "thinking". Research on teacher cognition and efficacy found that experienced teachers draw on richly elaborated knowledge structures derived from classroom experiences to understand teaching tasks and to interpret classroom events. In other words, the knowledge base for teaching resides as much within the teacher as in external, research-driven principles for practice (Fenstermacher, 1989). Given that, what are the roles of PIRs as mentors that are essential and necessary for professional growth to take place over time for developing teachers from pre-service to in-service? Shulman (1987) stated that learning to teach involved a "continuing dialectic between the learning principles and the experiences of cases" (p.13). Knowledge is constructed through the continued communication and interpersonal skills of the mentor (Showers, 1985) to create situated knowledge, shaped and made meaningful by the contexts of use (Resnick 1987). Teaching practices

are the focus for preparation. The responsibilities of teacher educators, our Professors-in-Residence, are to collaborate, inquire, and co-construct situated learning by engaging in discussions centered on artifacts of classroom notes, videos, or observational tools. When an event or observation causes perplexity or doubt, the teacher must attempt to make meaning out of the event, examine it, and appraise it, to stimulate growth. Schon (1987) referred to this as "reflection on practice" in which decisions made related to next steps and reflections on individual growth. Figure 2 describes the mirror, window, and door metaphor.

This proactive process of instructional decision-making through information both advances and refines the art of teaching (Datnow, Park, & Kennedy-Lewis, 2012). However, although artifacts may be collected through observations, individual growth requires sensemaking of the information (Mandinach, 2012; Marsh, 2012). Enhancing instructional practices means carefully analyzing and reflecting throughout this recursive process, either alone or with a colleague (Cain, 2011). This collaborative process of sensemaking by teachers and other educators facilitates professional learning through discussions, interpretations, and conclusions (McNiff, Lomax, & Whitehead, 2002) so colleagues can apply in other classrooms (Bradley-Levine, Smith, & Carr, 2009) and in other contexts. In this way, the effects of reflections can extend beyond the walls of one classroom
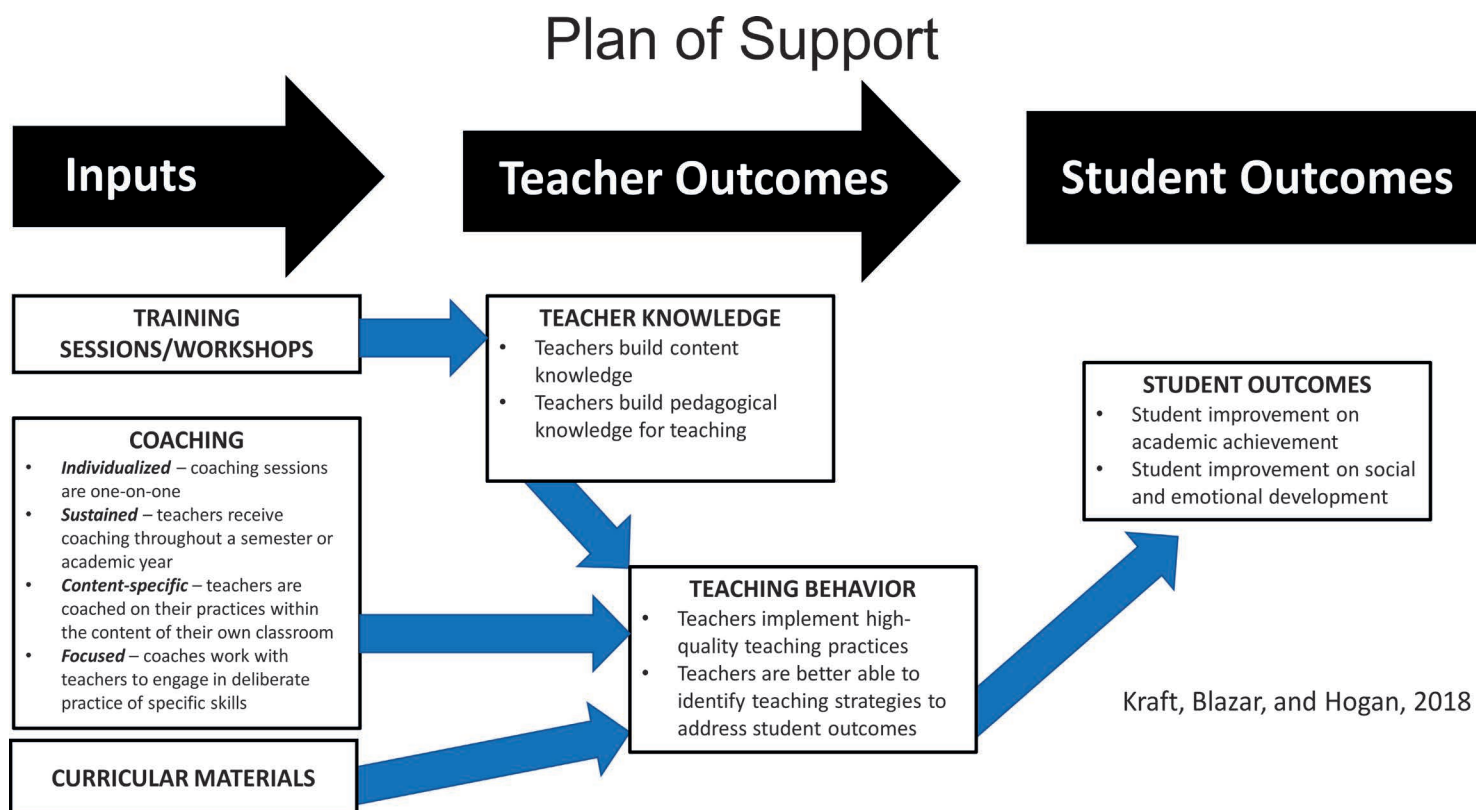

Figure 1: Plan of Support for Pre-service Teacher Candidates

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Figure 2: Mirror, window, and door metaphor.
Adapted from: Sims Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 1(3), ix–xi.

and have a much greater influence. The mirrors of reflection can enhance depth of understanding and interpretations as a result of discussions with other educators during collaborative structures such as data meetings, professional learning communities, lesson studies, and professional learning opportunities, especially if there is a clear connection between thought and action (Croft et al, 2010; Darling-Hammond et al, 2017). As Schon (1988) asserted, the main features of these reflective activities include collaboration and inquiry-based discussions within the structures of coaching, problem solving, and decision making of teaching practices.

Windows of Possibilities
Co-construction, deconstruction, and reconstruction of meaning through shared experiences, critical questioning, and collaboration are critical to learning and solution seeking. Communication and shared solution seeking inherently bridge the gap between old and new knowledge and between differing understanding between colleagues. With the skills of the Professors-in-Residence as coaches to facilitate communication and inquiry, the co-construction, deconstruction, and reconstruction of new knowledge for more effective instruction is realized. Research has described the positive effects of coaching structures (e. g, Showers, 1985) and collaboration (Friend and Cook, 1995) on the development of effective instructional practices by teachers. Discussions through structured dialogue enhances and contextualizes the situated knowledge of teachers, whether novice or experienced. While serving as a mirror of reflection, the Professors-in-Residence facilitate structured dialogues and discussions focus on instruction and its impact on student learning to provide new possibilities for deepening knowledge through co-construction, deconstruction, and reconstruction of situated knowledge. The discussions and reflections of specific practices inform, reshape, and deepen pedagogical content knowledge (Shulman, 1987).

Although the research conducted by Vygotsky (1978) centered on the cognition of children, social settings and communication served as the basis for a foundation to build understanding and learning (Rogoff, 1990). The developmental processes of deepening and enhancing learning occurs within social structures. Rogoff (1990) describes discussions to develop successive approximations of learning. For this to occur, a responsibility of teacher educators is to engage teachers in professional dialogs based upon demonstrations, deconstructions, and approximations (Grossman & MacDonald, 2008) within a trusting, fail safe, collegial learning environment.

Through the sustained interactions with the PIR, the pre-service teacher candidates and the supervising teachers discuss and demonstrate the impact of instructional and intervention practices on student learning. Demonstrations might be offered through video, simulations or in person in the classroom. During the demonstrations, each educator is deeply critiquing while observing instruction. Questions and observations are posed and shared with the goal to deepen understandings and extend the learning about the rationale, critical components, and variables that affect student learning, specific to various classroom contexts. Each interaction deepens the experiences and develops pedagogical content knowledge with continued approximations of new learning to developed schema by each participant within the Zones of Proximal Development (Vygotsky, 1978).

This synergistic, reflective (Schon, 1988) model of teacher learning is facilitated by the PIR, knowledgeable yet sensitive to the specific strengths and needs of the educators and students within the context of the specific classroom and school. The cycle of sustained, deepened professional learning continues by reflective practitioners to both enhance current understandings of pedagogical content knowledge but also to apply new learning to novel situations during solution seeking sessions

that address unique educational situations as opportunities to address student learning (Smith & Smith, 2018).

Opening the Door to New Opportunities
The collaborative structures and communication skills of the PIR not only facilitate reflective practices, but also create unique solutions to new opportunities, new knowledge, and skills. In fact, Schon asserted (1987) that quality of reflection is one of the essential features of professional life. Guiding, supporting, and sustaining educators as teachers and learners are critical to professional learning throughout educational careers (Fullan, 2005) as collaborative, solution finding discussions address complex educational challenges. Adaptive challenges require new learning beyond existing knowledge and capacities and present an invitation to further deepen applied learning to new opportunities (Heifetz & Linsky, 2002). As previously described, this collaborative process of sensemaking through discussions, interpretations, and conclusions (McNiff, Lomax, & Whitehead, 2002) facilitates unique actions within classrooms (Bradley-Levine, Smith, & Carr, 2009) and other contexts as new windows of opportunities. Actualizing the potentials of professional learning communities to address adaptive challenges within classrooms and schools require progressive interactions of adaptive teacher leaders who engage in sensemaking processes of reflection. Progressive interactions maximize quality knowledge and social cohesion (Fullan, 2009) within a system.

The knowledge, skills, and relationships of the PIR encourage progressive, reflective interactions to synergize and develop knowledge and leadership among participating educators. Throughout this process, the multiple roles of the PIR evolve and vary from initial mentor to collaborative coach based upon the situational discussions and presenting opportunities. The initial focus of the PIR is to enhance and connect the university theory and practice to the real-life classroom contexts by the student interns and the supervising teacher during internship. As progressive interactions continue and expand to others during other discussion structures (e.g., grade level, PLC meetings), other educators within the school engage in the processes. Eventually, a critical mass of developmental teacher leaders within the school learn, use, and share the new leadership capacities to others to expand the impacts of coaching (Smith & Smith, 2018). Teachers find meaning by connecting to others, and they find well-being by making progress on problems by focusing on solutions that are important and benefit their students (Fullan, 2005). Within classrooms and schools, opening doors to new opportunities is created and sustained by a critical mass of developmental teacher leaders who employ reflective, sensemaking practices for continuous learning within supportive, collaborative learning communities as they spread the new leadership capacities to others within their schools.

Great teachers are great students first. All teaching needs to be viewed as learning and enhancing performance.

One Case Study-Coaching Sessions

Student learning, teacher knowledge, and implementation of effective classroom practices are the initial goals of coaching models. One of the methods used by the PIRs was field notes of an entire period of time while observing in a classroom. These notes captured specific interactions and communication by the supervising teacher, pre-service teacher candidate, and students in the classroom. Some PIRs used a form of Cornell notetaking or a T-chart for purposeful notetaking of an observation (Wetzel, Hoffman, & Maloch, 2017). The field notes document descriptions on the left side (low-inference data). On the right side of the field notes, the PIR posited interpretations and reflective questions related to the observed student-teacher interactions. These notes were shared with the supervising teacher and intern for discussions, reflections, and actions, as determined. Figure 2 is a sample page of a PIR's actual field notes from a classroom visit. The field notes never identify individuals by name. TC stands for Teacher Candidate. ST stands for Supervising Teacher and S with a number next to it stands for different students. Reflective discussions were prompted through the use of observations and genuine questions of inquiry from the PIR during a coaching session. These resources were especially important during the observation post-conferences, as observational data provided the basis for continued learning through windows of reflection.

Sustained professional learning

In addition to enhanced coaching and observation sessions facilitated by the PIRs at least one day each week, professional learning among the pre-service teacher candidates, the supervising teachers and the PIRs occurred. To enhance the knowledge and application of the professional learning goals for teachers and pre-service teacher candidates in the classrooms (Smith & Smith, 2018), resources from the university-based teacher education program and district-provided curriculum resources framed the readings, discussions, synchronous learning sessions, and generative responses held weekly among the triad and across internship sites. Using a professional learning community of practice framework, discussions illuminated student learning, specific practices, content, and resources to enhance implementation. In addition, other critical elements were discussed. Specific content of mathematics, disciplinary literacy, and social emotional learning was identified by the pre-service teacher candidates for additional information, especially during implementation within internship experiences.

Reflective questions and inquiry framed the weekly discussions, as pre-service teacher candidates shared their experiences and reflections of observations from the notes. Also, additional topics were identified from these weekly discussions that opened doors for new learning opportunities and connections. For example, components of the school district-based evaluation system were discussed during professional learning sessions. Learning targets were an established procedure and expectation within the district's evaluation system. Explanations and connections to lesson learning targets were discussed by the school-based teacher educator and the PIR to align and connect university tasks and products with district expectations. Through the 12 weeks of clinical experiences, a coaching cycle of briefing, observing, and debriefing occurred weekly by the PIR. Specific goals, observations, generative responses, and continued professional learning discussions occurred at each session. In addition, the pre-service teacher candidates were also asked to keep a reflective journal about the process and learning.

These continued professional learning sessions were also intended to ease the transition of pre-service teacher candidates into first year teachers with a specific focus to connect theoretical knowledge to specific classroom and school contexts. To continue the discussion related to resources used by teachers in the school district, the knowledge and use of district-purchased assessment and curriculum materials were enhanced by the PIR and supervising teacher during internship. As one example, this school district purchased and implemented a district-wide progress monitoring assessment system in reading and mathematics. Students in the elementary school were assessed at least 4 times annually with this computer-based evaluation system, with results available for teachers. One of the unintended outcomes and learning from this collaboration was the extent to which the pre-service teacher candidates could understand and use the computer-based assessment results from the computer-based system to plan and implement instruction and individual interventions. Given the lack of access to the school district computerized system by university personnel, specific charts, graphs, and results from this system had not been included in university-based methods or assessment courses.

Although there had been an overview of the system provided initially to all teachers in the school district, sustained support during implementation and interpretation of results to the individual teachers or pre-service teacher candidates about the students in their classrooms is necessary. The reflective discussions about this system of district-approved assessment system provided a catalyst and opportunity for professional learning and support for both the pre-service and in-service teachers in this case study. In addition, the new knowledge also enhanced the curriculum content of both university-based and school district-based professional learning focused on the interpretation and use of data generated from this computerized system for instructional planning. The school-based instructional coach facilitated numerous one-on-one sessions related to the data use from the generated reports during this pilot case study. As a result, the first-year teacher could not only describe the student results generated from the computerized assessment system but could not plan for differentiation for specific students based upon the results.

Summary

Collaborative and supported teacher professional learning is paramount within teacher preparation. To enhance teacher development from preservice through in-service, continuous professional learning, coaching, and reflection connects research to practice within classrooms and schools. Collaboration and partnerships among educational stakeholders provide diverse expertise to collaboratively construct, deconstruct, and reconstruct important and realistic goals for student outcomes and effective instructional

TC- Why do you think they're so excited? Continues to read text. Why is it not 8? Do you see anything about fuel? At least we have evidence to support what we thought. First of all, what is compare and contrast? Who can tell me what cause and effect is? That could be problem and solution. What does chronological order mean?	Could students read silently first, generate their own questions, then read aloud to defend their answers? How are you documenting their reading behavior?
S8- in order	
TC- Chronological would be the correct answer.	
S8- Height	
TC- Why do you think it's height? Number 21. The following question has two parts. Are there any key words that support you answer? See anything <S5>? We're supposed to be looking for evidence from Lindberg… You have to find two answers. Reads aloud.	How are the students interpreting your question? Can the students generate their own questions to prompt discussion?
ST- I think we need to go to our seats and circle our answers.	
TC- Thank you all.	Modeling social behavior.

Figure 3: Sample of Observation Notes

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practices to continuously improve schools (Darling-Hammond et al, 2017). Coordination and continued communication among all educational partners provide valuable input for continuous improvement within a system of school reform to assure new opportunities for learning.

As universities continue to enhance partnerships for teacher learning and K-12 student impact (Cain, 2011), each educational stakeholder has an opportunity to look through the windows and doors for continued learning opportunities. This article focused on the multiple, developing roles of an onsite Professor-In-Residence as a knowledgeable and supportive coach to facilitate reflection upon observations and to pose questions to open doors of new opportunities. As each of us, as learners and collaborators, reflect in the mirrors of our professional responsibilities and opportunities, a coach provides a clear look on our teaching through observations and response. Each of us must realize that it is time to move beyond rhetoric and collaborate across roles, experiences, and knowledge to address school reform through our ongoing learning over time. As mentioned at the outset, great teachers are great students first. All teaching needs to be viewed as learning and enhancing performance. As current educator preparation programs implement performance tasks WITH and BY teachers and not TO teachers, preservice teacher candidates emerge and take ownership of their professional learning by mindfully engaging in the process of looking in the mirrors for reflection to determine the vista of professional learning windows and doors of opportunities while teaching as engaged members of our professional communities.

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What Does it Mean to Tutor? Conceptualizing Tutoring with a Commitment to Social Justice in Preservice Teacher Education

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Blue Technical High School (Blue Tech), a pseudonym, is a new technical high school in which students take community college courses. Other distinctive features of the school include a focus on project-based learning, flexible scheduling, one-to-one computer access, and the opportunity for students to receive industry certifications through real-world, work-based training. Based on data from the school, approximately 58% of students receive free and reduced lunch, and 59% of the students are White, 20% are African American, and 14% are Hispanic. The staff are majority White. Blue Tech is currently in its third year of a partnership with the Round College's (a pseudonym) Secondary Education Program in which preservice teachers tutor students at Blue Tech. The Principal and two teachers at Blue Tech work with the tutoring program and are strong supporters of the partnership with the college's Secondary Education Program. Unlike at most other schools where tutoring occurs at the end of the day, Blue Tech's leaders believe the tutoring experience is so valuable that they have dedicated 1-hour time slots throughout the day to the program. Three Blue Tech people work with the tutoring program: Christa, who teaches English; Ashley, who teaches math; and Edie, the principal of the school. I, Robert, am a faculty member in the Round College who supervises the preservice teachers. Although I have supervised preservice teachers tutoring at other high schools, this was my first year doing so at Blue Tech.

The partnership between Blue Tech and the Secondary Education Program is mutually beneficial to the Blue Tech students and to the preservice teachers' development. The preservice teachers benefit from working one-on-one with a high school student and the Blue Tech students get help with their learning as well as the broader support of a mentor.

Round College's 2-year teacher preparation program includes a sequenced field experience every semester, and the tutoring field experience occurs in the second semester. In the first semester, preservice teachers are placed at two different types of high school with the goals of learning about high school teaching, and high school students. In the second semester, preservice teachers provide in-depth tutoring to one student. In the third semester, preservice teachers have a field placement in their content area in which they observe, teach mini-lessons, and teach a small number of 90-minute lessons. Finally, their last semester is a full-time internship.

In preparation for tutoring, three education faculty members, all of whom are White (i.e., myself, the secondary program coordinator, and the director of the Education Lab who oversees the Round College's tutoring programs) met on campus with the 15 preservice teachers to go over the goals, describe course assignments, and provide information about Blue Tech. The preservice teachers were overwhelmingly White and there were approximately equal numbers of men and women. The faculty explained that tutoring would provide an opportunity to work in-depth with a high school student and noted the focus of the tutoring would vary depending on each student's needs and could

include helping the tutee with content knowledge, getting organized, or developing writing skills. We stressed the importance of creating trust and allowing time with their tutee to build a relationship. However, our explanation of tutoring was not explicitly grounded in any theory or praxis. For example, in preparation for tutoring, no consideration was given to how the race, class, or gender of the tutors or the tutees might have affected tutoring.

The tutors and tutees were matched in the following way. Ashley and Christa identified students they thought would benefit from tutoring. Students' names, availability, and, in a few cases, notes of particular need were sent to the three faculty members at the college, who made the placements. Frequently, placements were made based on the availability of preservice teacher and the Blue Tech student.

The importance of the racial and gender backgrounds of tutors and tutees (See Table 1) was only recognized after the tutoring had begun when two tutors, Amanda and Christy, began to surface issues that possibly related to gender or racial identity. Pseudonyms are used for tutors and tutees.

The 10-week tutoring program, which involved two 1-hour tutoring sessions each week, was unfortunately reduced to 6 weeks because of COVID-19 restrictions. On the first visit to Blue Tech, the teachers and principal provided the preservice teachers with a 30-minute orientation and tour of the school. The preservice teachers had to submit a lesson plan for their tutoring that was reviewed by staff in the Education Lab. At the end of each week, the preservice teachers wrote