**Online-Only Material**

Appendix C: Examples of Data with Inductive and Deductive Codes

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| *Quotation/ Excerpt from the Data* | *Context* | *Inductive Code(s)* | *Deductive Code(s)* |
| “So when I designed my mini unit, I thought about the students who were particularly outraged at injustice that we had looked at in the curriculum earlier… I thought about individual students and will continue to do so, is just pulling out IEPs and learning profiles during lesson planning for a week…I have all of the needs of my kids written down.” | Interview with Anna from PTR regarding her experiences in student teaching | Individualized Education; Lesson planning | Knowledge of Students |
| “We ended up with a number of people who were incredibly fluent and proficient in thinking about issues of race, maybe more than we've ever had before, along with a number of people who it was completely new to at the same time…Let's talk about the problem in some efficient way and then move on, start talking about what we're going to do about it. Instead, we sort of jumped the gun and got straight into talking about what we're going to do about it. That left some people confused, other people feeling rushed.” | Interview with Joe, NETR’s Director of Curriculum, in response to their first CAT session | Efficiency; Race; Actions before beliefs | Knowledge of Society |
| “I think that early in anybody's teaching career, especially in middle school, it's hard for them to imagine a student having an experience different from their own. So, if a practice teacher, a novice teacher had a very hard middle school experience and experienced bullying or othering, being the target or victim of that, it's often why people teach middle school… I think that it's often hard for them not to project, and I see them consistently being surprised when their assumptions have been challenged by the students being in front of them.” | Interview with Emma, instructor in PTR, about how residents respond in student teaching | Egocentrism; Conversations with Students; Assumptions | Knowledge of self; Knowledge of students |
| Resident 1: “One of the critiques [of 100% compliance] is that you are teaching students to be followers, it seems a little bit controlling.”  Angela: So what do you say to people like that when you are all being asked to row in the same direction?  Resident 2: “I am going to be really unpopular soon, but we have to critically evaluate the student population, evaluating your own privilege and you are teaching students from low income backgrounds and how you are *commanding* them.” | Observation of first classroom management session in NETR, led by Angela (9/13/14) | “Rowing in the same direction”; Control; Authority; historically marginalized students | Classroom/ Behavior Management |