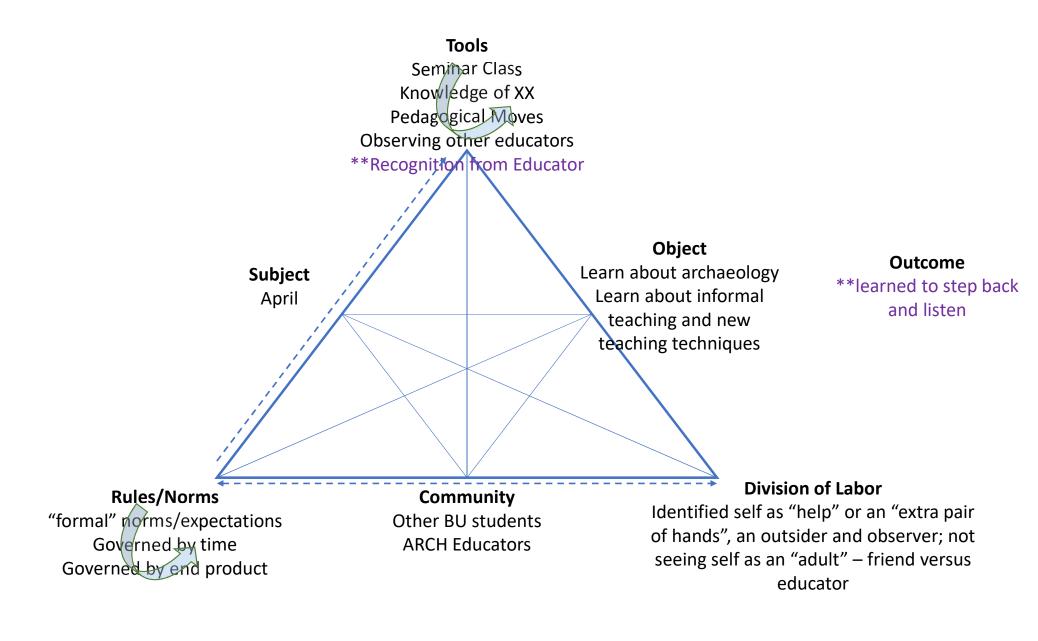


Rules/Norms

"formal" norms/expectations Governed by time Governed by end product

Other BU students **ARCH Educators Parents** Middle School

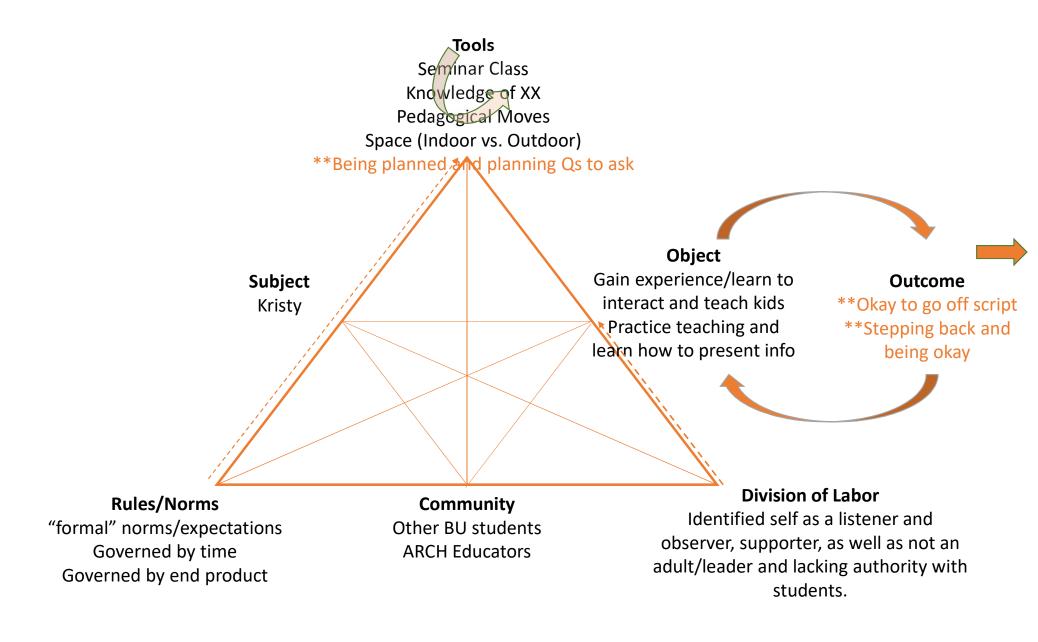
Identified self as teacher's aide (void of student) and as an Outsider looking in



Seminar Class Knowledge of XX Pedagogical Moves Space (indoor vs. outdoor) Prior Experience as Formal & Informal Educator **middle ground for stepping in-stepping back **Object Outcome** Logical aspects of **Subject** Being super flexible developing program Karri (behind the scenes) & how programs account for complications and needs **Division of Labor** Rules/Norms **Community** Identified self as classroom aide or "formal" norms/expectations **ARCH Educators** assistant; not in control or expert in Governed by time Middle School room. "I put on this role or persona." Governed by end product

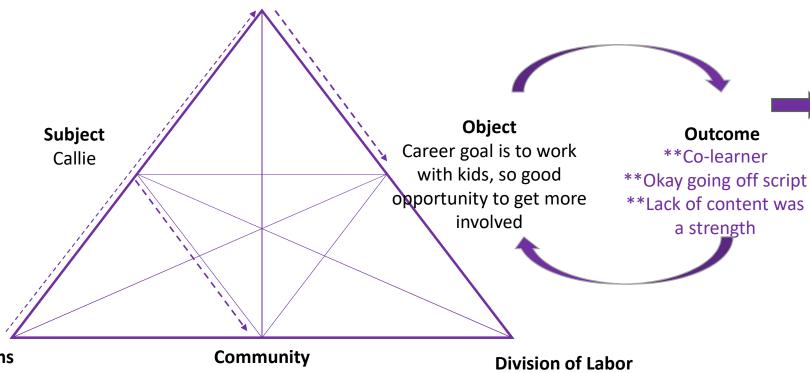
Tools

Bounded by a "script"



Tools Seminar Class/Reflections Knowledge of XX Pedagogical Moves

**Posing questions she knew the answers to

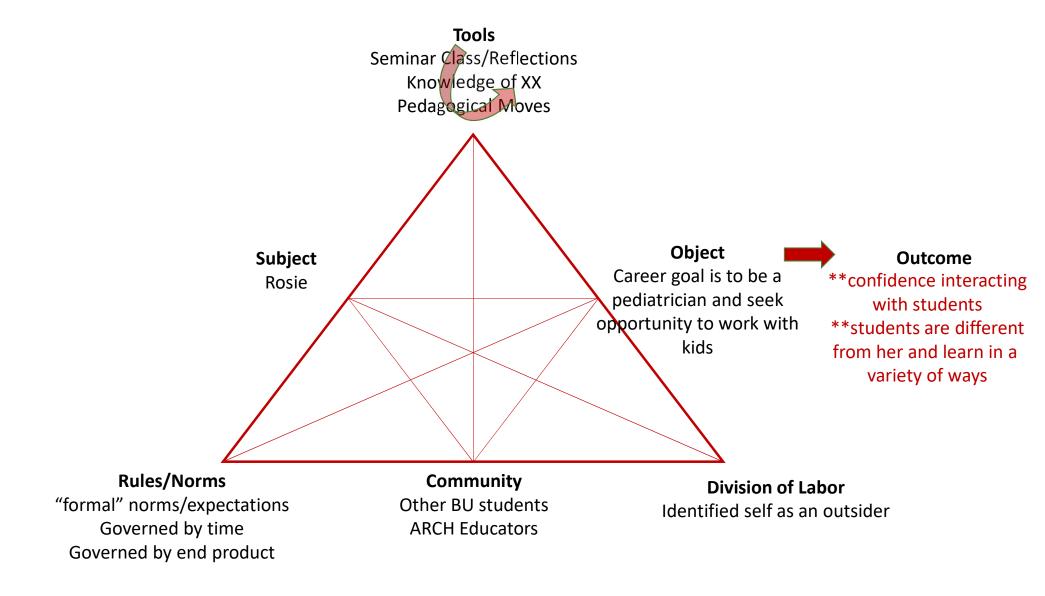


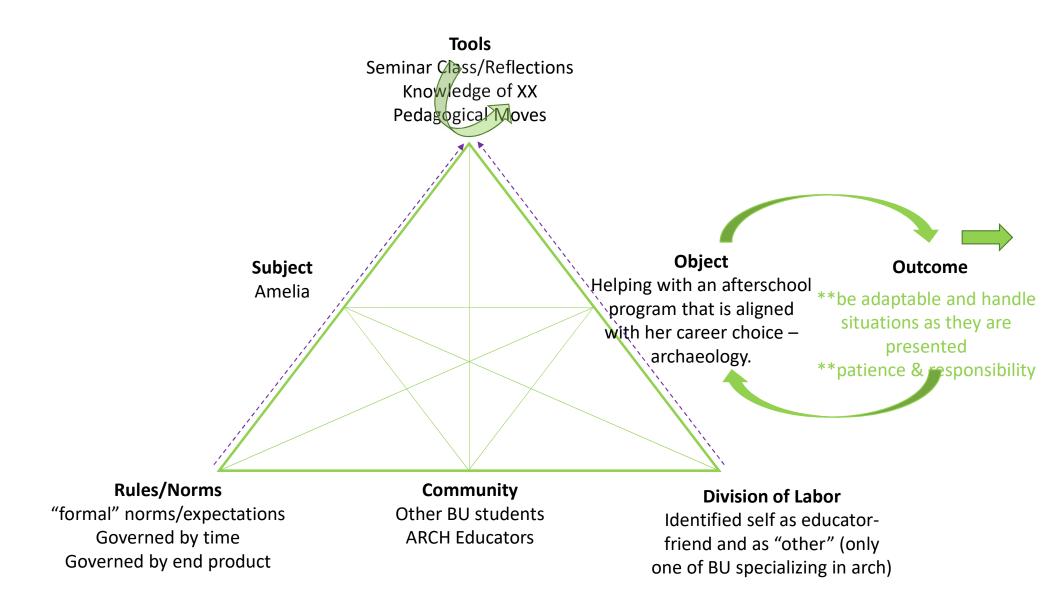
Rules/Norms

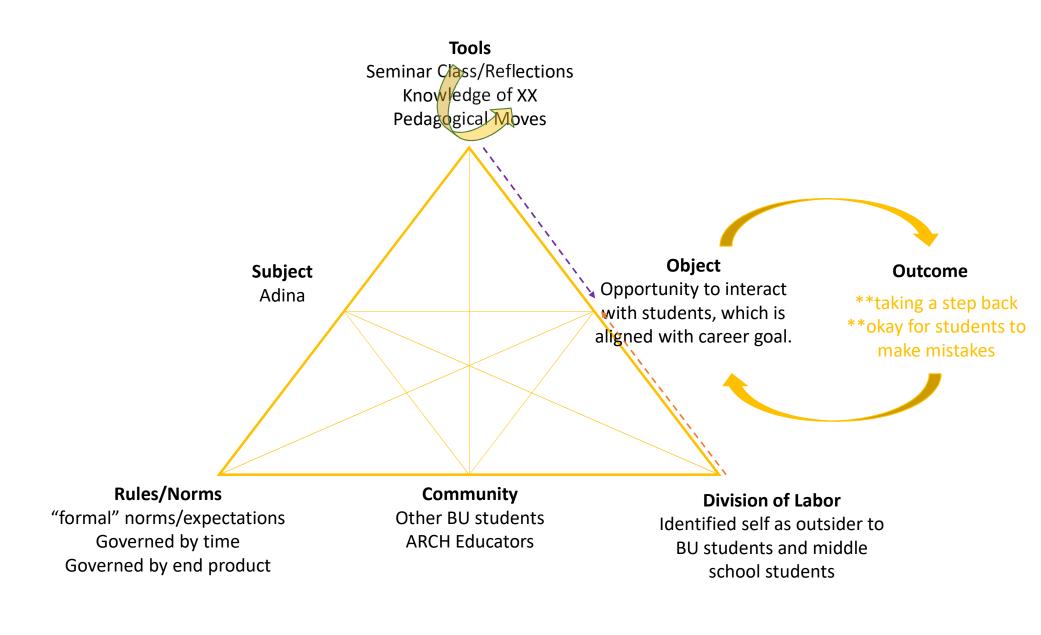
"formal" norms/expectations
Governed by time
Governed by end product

Other BU students ARCH Educators

Initially identified self as outsider (lack of arch content)







Tools Seminar Class/Reflections Knowledge of XX **Pedagogical Moves Object Subject Outcome** Support exposure to arch **role model in terms of Maxine at a young age; potential knowledge of arch shape their career path **gain confidence in Talking about arch with kids **Division of Labor Community Rules/Norms** Identified self as "they" as she distanced herself "formal" norms/expectations **ARCH Educators** from the students based on her identity and Governed by time experiences; Shift | Did not want to be viewed as Governed by end product teacher (i.e., superior), but as an ally or friend –

middle person

