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### Reframing for Social Justice: The Influence of Critical Friendship Groups on Preservice Teachers' Reflective Practice

A primary goal of teacher preparation programs should be to develop the reflective capacities of preservice teachers, especially social justice oriented programs that prepare teachers to increase access to rigorous, relevant, critical, and engaging educational experiences for young adolescents, particularly historically underserved youth. Through analysis of participants' discussion boards, this qualitative case study examines common dilemmas for a group of 11 diverse undergraduate preservice middle school teachers and descriptions of their process during "critical friendship" group protocols. Results reveal most dilemmas revolved around relationships with others, curriculum and instruction, and perceived deficiencies of students. However, through the process of engaging in reflective conversations supported by classroom activities, some participants re-envisioned initial dilemmas, such as reframing deficiency views as pedagogical or relationship issues. Additionally, all participants articulated benefits of the critical friendship group meetings in their reflections. Implications for improving supports for critical, collaborative reflection during student teaching are discussed.

重构社会正义：批判性友谊小组对前教师反思实践的影响

教师培养目的的一个基本目的是提高前教师的反思能力，尤其是以社会正义使命为目的。此类目的旨在培养前教师为青少年提供严格的、相关的、批判性的以及参与感强的教育体验，尤其是历史上的弱势青少年。通过分析参与者的讨论板，定性个案研究探究11位本科前中学教师共同面临的困境以及他们对于“批判性友谊”小组过程的描述。研究结果显示，大部分困境集中在以下几个方面：与他人的关系、课程大与教学以及学生的偏见。但是，通过参与课堂活动的反思过程，一些参与者重新审视了他早期的困境，例如重新认识到学生的偏见源于教学或者关系。此外，所有的参与者都明白了他们通过批判性友谊小组反思实践得到的成果。我们探讨了在前教师教学期间增加批判性、合作性反思实践的意图。