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**FROM WHERE AND FROM WHOM?**

**AN EXPLORATION OF THE EXPERIENCES SUPERVISORS DRAW UPON IN**

**THEIR PRACTICE**

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**ABSTRACT**

As the teacher education preparation climate shifts to emphasize extended clinical field experiences as the heart of preservice teacher preparation, the research community has attempted to understand more about the pedagogies and personnel that will support learning in these areas. Supervisors of clinical field experiences are a staple in the clinical field experience, yet the research community has a limited viewpoint of the practices and decision-making that lay underneath their work. Using a multiple case study methodology and a select but diverse group of participants, most from a PDS context, this study investigated the resources that supervisors draw on to resolve challenges in their practice. The results of this study highlighted the significance of coursework in the field of teacher education preparation. Specifically, the results noted that exposure to and practical application of philosophies and pedagogies learned during coursework were utilized to resolve challenges in supervisors' work with preservice teachers. Additionally, supervisors in this study highly benefited from a community of supporters where struggling supervisors drew knowledge and information for immediate use.

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# CHAPTER 1: INTRODUCTION AND RATIONAL OF STUDY

This chapter reviews the research that establishes the need for this study by discussing the teacher education policy context and research related to supervisors' work within teacher education. It begins by describing the current policy environment, which now calls for increased clinical practice in teacher preparation and follows with a brief account of the importance of clinical preparation within teacher education. This introduction orients this discussion around the supervisor as an essential component of teacher preparation while highlighting the areas of research that have neglected to capture the complexities and intricacies of this work. This introductory chapter ends with my call to action toward the in-depth investigation of the experiences that supervisors use to address difficult tasks that arise in their work with student teachers.

**Policy and Advocacy to Amend and Reform Teacher Education**

As demands to improve our nation's public schools increase, pressures are felt not only in schools -- by teachers, administrators and families -- but also by the teacher preparation programs that prepare preservice teachers for their future work. This pressure has surfaced as a form of teacher education program accountability that ultimately would link former student teachers' standardized test scores with their former teacher education program and possibly require a national uniform certification (Zeichner, 2011; Cochran-Smith & Fries, 2005). In light of this scrutiny, congressional committees, national organizations invested in teacher preparation and teacher educators worldwide have recommended that teacher preparation programs be turned "upside down" and reformed to better prepare teachers (National Research Council, 2010;

NCATE, 2010; Zeichner & Bier, 2015). These recommendations address a number of areas of the teacher preparation program that need improvement, including more cohesive curriculum goals that integrate theory and practice and the development of a universal performance assessment that would demonstrate candidates' professional skills as a requirement for licensure (AACTE, 2012).

One critical area of concern that has been at the forefront of policy in teacher education is the promotion of clinical field experiences as a cornerstone of teacher preparation. Levine (2010) describes clinical preparation as an "opportunity to connect theory and content with practice; where they (teacher candidates) can hone their skills; and where their performance can be regularly assessed" (p.3). The call for extended field experiences in clinical preparation has even led to congressional and federal support through funding to incentivize these types of experiences (AACTE, 2013). The following section describes the significance of clinical preparation as the centerpiece of the teacher preparation program and advocates the university supervisor as one of the most prominent features of the field experience portion.

**Understanding the Significance of Clinical Preparation**

To understand the policy push to increase clinical preparation, we must first discuss the importance of clinical preparation for teachers' professional development, career prospects, and preservice teachers' future students. While field experiences may vary in duration, context and other requirements, it is the most common aspect of teacher preparation programs nationwide (AACTE, 2012). Two-thirds of teachers are prepared in college-recommending programs with field experiences. Of the remaining student teacher preparation programs, which are alternative certification programs, nearly 70% of them also have field experience requirements (Zeichner &

Bier, 2015). Thus, it is safe to say that the field experience is a staple in the majority of teacher preparation programs in this country.

Researchers and preservice teachers describe the student teaching experience as one of the most significant professional development opportunities contributing to overall teacher development (National Research Council, 2010; Metcalf, 1991; Guyton & McIntyre, 1990). Clinical experiences provide a space for student teachers to connect theory from methods courses to classroom practice and refine their teaching strategies and beliefs, and they've ultimately have been found to affect teacher-retention rates and student success. Clift and Brady's (2005) extensive review of methods courses and field experiences found the concepts presented in methods courses are reinforced when coupled with corresponding field experiences. Connecting theory to practice creates what Zeichner & Bier (2015) call a "sheltered opportunity," where students can practice clinical skills learned in classroom courses.

In addition to providing a space to connect theory to practice, clinical experiences also provide preservice teachers with the opportunity to refine their teaching strategies and articulate their teaching beliefs. It is one of the few times in a teacher's career when he or she is given extensive feedback and support in learning to teach. Preservice teachers have the opportunity to receive feedback on their teaching from both cooperating teachers and supervisors. This feedback provides a platform where the preservice teacher can reflect and revise his or her teaching practices and beliefs. Opportunities to practice, receive feedback and reflect on one's beliefs are strategies that encourage preservice teachers to teach in ways that are fundamentally different from how they were taught (Borko & Mayfield, 1995, Darling-Hammond, 2005).

In addition to the initial professional development gained during the student teaching field experience including connecting theory to practice and developing teaching practices and

beliefs, we have also learned about the impact that specialized, extended clinical field experiences are found to have on teacher careers and student success. In the Blue Ribbon Panel's 2010 report on clinical preparation and partnerships for improved student learning, commissioned by NCATE, the panel reports that no in-school intervention has the ability to affect student achievement greater than that of an effective teacher (NCATE, 2010). Students were found to have greater gains in student achievement when they have access to teachers whose preservice teacher preparation included clinical practice in classrooms (Boyd et al 2008; Darling-Hammond, 2002). The aforementioned policy briefs have also each highlighted the positive impact of extended clinical practice on teacher self-efficacy and teacher retention. When self-reporting their sense of competence and confidence, teachers are crediting extended field experiences as the most critical experience. With respect to teacher retention, researchers studied and compared various routes to certification and found that a lack of clinical skills and experience has been linked to high levels of teacher burnout and attrition (AACTE 2012). This research, boasting the positive contributions extended field experiences have on students and teachers, highlights the importance of these experiences within the teacher preparation curriculum.

While the research above might imply that simply being in the field leads to a fruitful field experience, most research indicates that the personnel directing the field experience is a major component of its overall quality. Superior clinical field experiences are described as being "well-supervised. Darling-Hammond (2014) best defines the well-supervised clinical experience by referring to both the quality and intensity of supervisors' work as factors that affect teacher learning. Levine (2010), who calls learning to teach a practice-based profession, compares the learning of teaching to the process one would endure to join the medical or psychology

profession. Each of these practices requires opportunities to put knowledge into action, but most important to this study, they also involve "supportive, structured and mentored induction experiences" (Levine, 2010, p4), that are designed to help future professionals build their skills. In the learning of teaching, the field experience must be accompanied by deep conversations and reflections on teaching and decision-making to give preservice teachers the skills they will need to grow as professionals over their careers (Calderhead, 1991). Bransford et al., (2006) describe university supervisors as experts who are able to point out features of classroom instruction that novices are unable to pick up on. This type of guidance only scrapes the tip of the iceberg in thinking about the types of support and professional development supervisors offer to preservice teachers. University supervisors are the "trusted guides" that help preservice teachers make sense of their experiences by providing an outside perspective and representations of good teaching. In noting the university supervisor's significance within clinical field experiences, the following section reviews the research on what is currently known about university supervisors as a profession. This research describes the type of professionals that engage in university supervision and also describes the main responsibilities and functions of their work.

**Who Are Clinical Professionals?** Field experience supervisors are drawn from a wide variety of professionals. Supervisors belong to two distinct populations of teacher educators: university-based and school-based. University-based supervisors may include full and assistant professors, fixed-term and adjunct faculty, as well as graduate students, while school-based supervisors may include teachers who are released from their classroom to work closely with the teacher preparation program (Zeichner, 2010).

The number of faculty members who choose to engage in field experience supervision is limited for various reasons. These include: the work of supervision in preservice teacher

preparation is not highly regarded; university structures such as tenure, promotion and merit pay are not connected to the work completed in practicum supervision; and university faculty have other time constraints, including their own research, teaching graduate courses and advisement responsibilities (Beck & Kosnick, 2002). In light of these issues, very few faculty engaged in supervision are full professors, and most faculty working in supervision are largely ineligible for tenure (Zimpher & Sherrill, 1996).

While the number of faculty involved in supervision is limited, the university meets its supervisory needs by employing clinical faculty and graduate students to complete this service. Clinical faculty are mostly retired teachers or administrators that work for the university as supervisors (Zeichner, 2010). Graduate students are often involved in field-based supervision out of financial need and many do not have any training or education in supervision (Zeichner, 2010). Graduate students traditionally engage in supervision for a set period of time (the time needed to complete their doctoral education), after which they are replaced with a new graduate student to fill the void.

Outside of the university, school-based supervisors also work with the teacher education program in field experiences. In some professional development school contexts, classroom teachers are released from their teaching duties, either on a full-time or part-time basis to serve as supervisors for interns/preservice teachers. Some teacher education programs have requirements for teachers who step out of the classroom to work as supervisors in field experiences, including previous experience with mentoring preservice teachers or leadership within the school community (Zimpher & Shrill, 1996). These opportunities give school-based teacher educators some experience with supervision and the preservice teacher educator program. Reassigned teachers leave the classroom for a predetermined amount of time and return

to work for the school district once the time frame is complete and thus have a similar restricted time of service as graduate students.

Acknowledging the variety of professionals that work together to supervise field experiences is crucial to this study. While each supervisor individually is very different from the others, their job responsibilities as supervisors are the same. The lack of initial and ongoing professional development offered to supervisors as they enter and work throughout their tenure with the program tells us that each supervisor possibly arrives to his/her work with his/her own conception of supervision and its practice (McIntyre & Byrd, 1996). Studying this variety and the experience they bring to their work as supervisors is one area of research this study will help to explore.

**Roles and Responsibilities of University Supervisors.** Regardless of how an individual ventures into teacher education to become a supervisor, they have roles and responsibilities that must be fulfilled in their work with preservice teachers. Nolan and Hoover (2011) best articulate the roles and responsibilities of the supervisor by describing the supervisor's main functions as modeling effective teaching, giving feedback and support about teaching, encouraging inquiry and reflection and challenging the teacher to grow as a professional. Research in the field of supervision narrowly focuses on the university supervisor's responsibility of giving feedback and support. The cycle of supervision, created by the bright minds of Goldhammer (1969) and Cogan (1973), and updated by Serviovanni and Starratt (2007), is a process that encourages the use of collecting observable teaching data to improve teacher instruction. The most discussed aspect of the cycle of supervision is the post-observation conference, where supervisors share feedback and discuss areas for improvement with the student teacher. Research in this area focuses on a number of factors within the post-observation conference, including the proper dispersal of air

time between participants (Zimpher, 1980), the type of discourse that is used by participants (Zeichner and Liston, 1989; Christensen, 1988), and the impact of certain types of discourse on the preservice teacher's learning (Soslau, 2012; Liston and Zeichner, 1991; Zeichner, 1988). Supervisors were found to give constructive feedback that encouraged preservice teachers to think about their decision-making, discuss alternative experiences and options that preservice teachers may or may not be thinking of or seeing in their classrooms (Steadman & Brown, 2011). Researchers looking to improve their work in post-observation conferences have also found tools that enhance reflective conferences (Soslau, 2015; Zepada 2002).

In addition to the supervisor's main responsibilities as an observer and evaluator, he or she is also involved as a model teacher for both the preservice teacher and cooperating teacher. The work of Burns (2012) and Steadman and Brown (2011) project the role of the supervisor as one that extends support to both the student teacher and mentor teacher. In Burn's (2012) dissertation, which investigated supervision conducted by a hybrid teacher educator, she reframed the supervisor's' role from solely supporting the student teacher to supporting both the student teacher and mentor as a teacher educator.

Lastly, the supervisor acts as a liaison between the university and school community to communicate information from the university and program to the preservice teacher and cooperating teacher (Zimpher, 1980; Steadman & Brown, 2011). The supervisor communicates information concerning expectations for the program, evaluations and other programmatic features from the university. In this role, the supervisor also serves as the gatekeeper to the certification process by evaluating preservice teachers for semester grading and certification purposes.

While the previously presented research articulating the various roles and responsibilities of supervisors has depth, it does not paint a complete picture of the extensive work that the supervisor completes. Scholars, including Nolan and Hoover (2011) Garman (1985) and Zeichner (2007), have called for a more modern view of teacher-educator roles and responsibilities that demonstrate the knowledge bases and skills that are needed to facilitate learning and development during field experiences. The skills and knowledge bases that teacher educators, and especially supervisors, should be drawing from to support their work with student teachers include the ability help student teachers overcome their apprenticeship of observation, link theory learned in methods courses to practice during field experiences, and develop student teachers' metacognitive abilities to promote reflective educators. These ideas, which are expanded upon in Chapter 2, provide the basis for a line of research that seeks to understand what skills are needed to accomplish these tasks and identify how teacher educators come to learn these skills and knowledge bases throughout their professional career.

There are two possible explanations for why we do not have a deeper understanding about the work of supervisors in these areas. First, just as with the work of teachers, the work of teacher educators and supervisors is largely tacit. Studies of supervisory conferences look closely at the impact of what is said but rarely address supervisor decision-making leading up to their actions. (Zahorik, 1998; Zeichner & Liston, 1985; Waite, 1992). Explorations of supervisor decision-making may provide new knowledge about the work supervisors are engaged in.

The second reason why we do not know much about the complexities of the work of supervisors is that their specialized skills are highly undervalued. Teacher educators are frequently former successful teachers that enter this profession with little training and preparation (Dinkleman, 2006). This assumption presumes that no greater skill is needed to

transition from a teacher to a teacher educator. Supervisors' past experiences as teachers are assumed to prepare them for their work as teacher educators. Recently, we have discovered that the transition from former teacher to novice teacher educator is incredibly difficult because it has become clear that the work of a teacher educator has many complex components that are not easily extracted from previous work as a teacher. Swennen (2009) describes this best by saying that "the work of teacher educators demands new and different types of professional knowledge and understanding, including more extended pedagogical skills, than those required of classroom teachers" (p. 93). New teacher educators and supervisors are also adapting to the new developmental levels of their students as they transition from teaching school-age children to adult learners. Supervisors as teacher educators must acquire specialized skills to be effective in their work with preservice teachers. What we do not yet know is where or how these skills are acquired (Burns, 2012). This lack of understanding in this area is articulated by recent policies that call for the investigation of the practices of teacher educators and also ask for further training for professionals working with student teachers (Knight et al. 2014).

**Berry's Tensions: A Pathway to Investigate the Work of Supervisors**

The field of self-study has exploded as a means for teacher educators to learn more about their own practice and share their findings with the entire community. From these studies, we have learned a great deal about the struggles teacher educators have in transitioning from classroom teachers to methods instructors and supervisors. Specifically, we have learned that these difficulties arise due to the new types of knowledge and skills that are needed to facilitate successful student teaching experiences. As new teacher educators attempt to meet the demands of this new age of student teaching, they have been found to draw on myriad experiences to meet

the gaps that they find between their current work as teacher educators and the challenges they face in their work with student teachers.

In acknowledging that teacher educators use their past experiences to navigate their work with preservice teachers, I felt that it was important to expand this understanding from a small conglomerate of self-studies to one thorough and descriptive investigation of this particular phenomenon. One particular study that was of significant influence on this work was Berry's (2007) examination of her practice as a teacher educator. In her self-study, she identified a number of challenges that she found in her own practice and attempted to understand how she resolved these challenges in her practice. This study contributed in large part to my thinking about how the resources that supervisors might draw on in their work could be investigated. As Berry did in her study, I wanted to use the problems supervisors encountered in their practice where lots of information could be obtained about the actual work that supervisors were engaged in. From these provocative experiences I then looked to understand where supervisors drew knowledge, skills and general information that was used to resolve these problems. This is the area of Berry's research that was not explored and that I believe is an important contribution to the literature on teacher education and teacher preparation.

**Purpose of the Study and Research Questions**

Both field experiences and supervision within the field experience are important to the growth and development of preservice teachers. Additionally, the research community has illuminated the roles and responsibilities that supervisors enact to have an impact on these important goals. However, the presence of a diverse supervisory population comprised of professionals with widely varying backgrounds, the lack of depth with which many supervisory practices have been explored and the novel understanding that supervision requires a specialized

set of skills for effective teacher preparation has led me to see the need for a study that explores this gap. This research need has been articulated by NCATE's report on teacher preparation where the authors contend that, "very little is known about the demographic characteristics and qualifications of clinical faculty who are typically practitioners or the doctoral students who serve crucial roles as supervisors for student teachers. And next to nothing is known about the instructors who staff programs that are not university-based" (NCATE, 2010, p 53). The curiosity revealed by scholars and policymakers in this area creates a strong desire to pursue this line of study.

Given the complexities and issues teacher educators and supervisors experience when transitioning into the teacher education profession, it has become important to have a better understanding of the work teacher educators and supervisors perform and an understanding of the knowledge necessary to complete such tasks. With this agenda in mind, this study sought to answer the following research questions:

1. What types of challenges are salient when describing their practice as supervisors?
2. What experiences do supervisors draw upon in responding to challenges that arise in their practice?
3. What is the relationship between these responses and the different ways supervisors are prepared for the supervisor role?

**Key terms and definitions**

Before proceeding to the next chapter, it is important to note that conducting this study in a PDS setting includes the use of language and nomenclature that is vastly different from language used in both traditional field placements and other PDS contexts. I will define the

terminology that will be used throughout this work and continue to use this language as it relates

to the context within which this work will be completed.

Table 1

*Key terms and Definitions*

| Key terms | Definitions |
|---|---|
| PDS | PDS is an acronym for Professional Development School. The PDS is a teacher preparation program that provides the capstone field experience for preservice teachers. In the context of this study, preservice teachers, or interns, are immersed in a yearlong internship to work toward state certification and completion of their teaching degree. |
| Intern | Interns are known as the preservice teachers that are participating in the Professional Development School teacher education program. This name matches the goals of the program as interns are a part of a yearlong internship in the classroom. |
| Mentor | Mentors are traditionally known as cooperating teachers in other field placement experiences. These teachers are school district employees that accept an intern, or preservice teacher, into their classroom during the field experience. This designation also meets the programmatic goals of an internship as the mentor provides guidance and support to the intern during the year. |
| PDA | PDAs or Professional Development Associates are commonly known as supervisors in traditional student teaching experiences. PDAs have myriad responsibilities throughout the PDS context including supervising interns, teaching methods courses and supporting the PDS community. This designation meets programmatic goals in that the PDA is not only asked to care for the professional development of the intern under their supervision, but may also act as a professional development outlet for other members of the community with whom they come in contact. |
| Knowledge | In the context of this study, knowledge is defined as the skills, concepts, and ideas supervisors use in their work with student teachers. These skills, concepts, and ideas are formulated by the work of scholars within the supervision community, but also may have developed from prior experiences from supervisors' teaching or life. |
| Experience | The Merriam Webster Dictionary defines experience as both a product of action and the production of knowledge. To reduce the ideas discussed around knowledge and experience throughout this piece, I will use the term experience to describe simply "something personally encountered, or lived through" The experiences that are mostly described in this study are related to supervisors prior experiences. However, supervisors also describe instances where they are experiencing a challenge while also experiencing resolution strategies. |

**CHAPTER 2: REVIEW OF RELEVANT LITERATURE**

In the previous chapter, I argued for research that investigates the experiences supervisors draw on in their work to solve problems in their practice. In this chapter, I will present the scholarly literature and relevant theories that support this research and laid the foundation for this study. Two fields of literature have informed this research: teacher educators' specialized knowledge and skills and past experiences on teacher educator pedagogy.

**Teacher Educators' Specialized Knowledge and Skills Needed to Promote Preservice Teacher Learning and Development**

Since the main focus of this study is to understand the relevant experiences and resources supervisors draw on in their work with preservice teachers, I will present literature that reflects the specialized knowledge and skills that are theorized as being relevant to supervisors' practice. I have reviewed the three main problems that are identified by Hammerness, Darling-Hammond and Bransford (2005) as areas where pre-service teachers struggle in learning how to teach. These areas, which include overcoming an apprenticeship of observation, overcoming the problem of enactment, and overcoming the problem of complexity provide a backdrop for understanding the pedagogical challenges supervisors are might encounter in their work with preservice teachers.  Within the presentation of each area of struggle, I also present literature that illuminates the theories within teacher education and supervision that should inform supervisors in their work with pre-service teachers. Finally, I present strategies gathered from research on the work of supervisors and teacher educators that connect the preservice teacher's struggle and scholarly literature with pedagogical approaches to resolving the particular challenge. These pedagogical approaches provide examples of the experiences supervisors may encounter in their

work with student teachers. In summary, the knowledge bases presented highlight possible experiences that potentially will be recounted by supervisors throughout their interviews.

In their landmark chapter on how teachers learn and develop, Hammerness et al (2005) defined three problematic areas where preservice teachers struggle in their teacher preparation journey. The first of these three areas occurs in the student teacher's apprenticeship of observation. Drawing on the work of Lortie (1975), these authors describe how the 12-year apprenticeship of being a student can make it very difficult for a preservice teacher to envision teaching possibilities beyond what they have experienced. Unlike students in many other college majors where the accumulation of declarative knowledge is sufficient, preservice teachers must not only be knowledgeable at a declarative level, they must be able to enact what they know in the complicated setting of the P-12 classroom. This problem of enactment is the second major issue in learning to teach that Hammerness et al (2005) identified.  The third and final major problem that Hammerness et al (2005) pinpointed as a critical task in preservice teacher learning and development is the problem of complexity. This group of researchers assert that student teachers struggle with the metacognitive demands that are required to organize information about their teaching, student learning and their content all at once.

Teacher educators are expected to meet the needs of preservice teachers by employing skills and drawing from a knowledge base that supports development in the areas described above. The following section describes research-based strategies that supervisors may employ to meet student teachers' needs and defines what skills and knowledge bases must be accessed to accomplish the task.

**Overcoming student teachers' apprenticeship of observation.** Hammerness et al (2005) describe the first issue in learning how to teach as overcoming a student teacher's

apprenticeship of observation. Lortie's (1975) description of a phenomenon called "Apprenticeship of Observation" demonstrates strong connections between a student teacher's previous experiences as a student and his or her understanding of teaching as a profession. He estimates that the average student spends 13,000 hours in direct contact with classroom teachers, meaning students have seen teachers engaging in that occupation far more than they have seen any other occupational group at work. The tricky aspect of this phenomenon is not the passive observation of teaching, which may then be incorporated into a student teacher's belief systems, but instead the student's attempts to understand the position of a teacher throughout various situations and student actions. This particular point poses an issue for preservice teachers in that they have learned about teaching through their observations of former teachers without having access to the teacher's intentions or reflections. Teacher educators are challenged with helping student teachers bring these deeply held beliefs to the forefront of their experience, allowing them opportunities to challenge their beliefs and develop more current ideals about their work as teachers. The knowledge and skills teacher educators need to help preservice teachers overcome their apprenticeship of observation include understanding student teachers as adult learners. The next section describes the how teacher educators must transition from first-order to second-order teaching to read students as adult learners.

     ***Working with student teachers as adult learners.*** Teacher educators can help student teachers overcome their apprenticeship of observation by being proficient in their understanding of how to work with student teachers as adult learners. As previously discussed, teacher educators frequently transfer the pedagogies they used as teachers of P-12 students to their work with student teachers. Recent studies of teacher educators by Boyd and Harris (2010) illuminate the issues that surround teacher educators' use of pedagogies that they transfer from one setting

to another. In their attempt to understand how teachers were transitioning from their work as classroom teachers into teacher educators, Boyd and Harris learned that teacher educators identified as teachers, and used transferred pedagogies from one setting to another. They were unable to see the differences between students as children and students as adults.

Teacher educators, who may have extensive knowledge of child learners from their past experience as teachers, must shift to accommodate the differences between children as learners and student teachers as adult learners. Teacher educators must have an understanding of two different concepts to help them in their work with student teachers as adult learners. They must first understand the varying motivations that lie behind child and adult learning and secondly, they must understand that adult learners are not only different from children as learners but that they are also very different from each other as learners.

Knowles (1968) describes the art and science of teaching children, or pedagogy, as fundamentally different from the art or science of helping adults learn, or andragogy. He identified four fundamental differences between children as learners and adults as learners to explain what practices best motivate and promote adult learning. First, student teachers as adult learners have independent and autonomous self-perceptions of their place in the world and thus, they value more self-direction in their learning. Adult learners want to be respected as adult learners by being involved in the assessment of their strengths and weaknesses and by planning to make improvements via inquiries in an area they find interesting.

Second, student teachers as adult learners also differ from children as learners in the role that experience plays in their learning. While adults have a larger quantity of experiences than children, the most notable role of experience in adult learning is its connection to their self-identity. Adults create their identity from collections of their life experiences. Thus, educational

experiences that do not use the adult's past experiences within the educational plan can be viewed as personally devaluing.

Third, the role of experience in adult learning explains why they are less likely to learn via transmission or lecture only. Adults' experiences are so strongly connected to their beliefs and identity and are most likely not altered by a presentation that conflicts with these beliefs. Valuing adult experiences to enhance learning requires the use of techniques that provide opportunities for adults to make small manipulations in their perceptions of the world and test their beliefs.

Lastly, children and adults differ in their learning because of the time expectations each group has for their learning. Children seem to understand that school has postponed learning applications and that the information acquired in school will manifest its worth later in life. Adults, on the other hand, expect that their new learning will be immediately applicable to their life. This is strongly connected to the motive of self-directed learning in that adults usually engage in some form of self-selected learning to solve an immediate problem in their own lives. Thus, teachers of adult learners must be cognizant of the problems adults bring to the educational experiences and use these problems to situate learning. The following section highlights the strategies supervisors could employ in their practice to meet the needs of preservice teachers as adult learners.

***Strategies supervisors may use to support preservice teachers as adult learners.*** In the field of supervision, supporting preservice teachers as adult learners can be achieved by utilizing a variety of supervisory styles that fit the needs of the learner. Student teachers require different levels of support in their growth and development, which can include the use of either more directive or more collegial approaches to supervision. A collegial style of supervision is

described as a relationship built on mutual trust and respect, and rests on the foundation that both the teacher and supervisor have power, bring expertise and have responsibilities within the supervisory processes (Sergiovanni & Starratt, 2007; Nolan and Hoover, 2011). Garman (1982) further emphasizes the importance of collegiality in a supervisory relationship through her description of an organic member or unit, a mind-set shared in the supervisory relationship where each member is working toward having high-quality interactions and maintaining a collaborative and supportive relationship. Each of these supervisory styles highlight the supervisor's need to understand and react to the differences adult learners bring to their learning experiences.

In summary, preservice teachers bring their apprenticeship of observation to the learning experiences in methods courses and field experiences. Teacher educators are charged with helping preservice teachers overcome this apprenticeship of observation, which clouds the preservice teacher's ability to learn new understandings about teaching, by recognizing that preservice teachers are adult learners. Adult learners bring their own experiences to new learning situations and want to have their experiences recognized and validated and want to be involved in evaluating the progress of their learning in order to facilitate a change in beliefs. Supervisors may assist preservice teachers through this process by enacting various styles of supervision that are developmentally appropriate for each individual learner. Additionally, supervisors may create a collegial partnership between the preservice teacher and themselves to help the learner feel a part of the growth process.

**Overcoming the problem of enactment.** The second problem that Hammerness et al (2005) describe in learning to teach is the problem of enactment. This issue is described as the difficulty associated with taking action using the knowledge and skills that preservice have

learned in their coursework and in their clinical experiences. Preservice teachers must understand

not only how to enact the knowledge but also recognize contexts in which the knowledge that

they have applies. Some teacher-preparation programs have chosen to redesign their entire

approach to make it more practice-based (Forzani, 2014) or to embed methods courses in field

experiences. However the vast majority of teacher-education programs still separate methods and

foundation courses from field experiences, thus, the first opportunity for many preservice

teachers to deal with the problem of enactment is in the field experiences that occur after

methods courses have been completed.

In post-methods field experiences like student teaching, one major solution to the

problem of enactment in teacher preparation is the use of practice and reflection. Teacher

educators can assist preservice teachers in resolving the problem of enactment by helping student

teachers close the gap between the theoretical information learned in coursework and the

practical classroom. Preservice teachers can engage in field placements by explaining and

discussing their own pedagogical and didactical approaches. This is a form of teaching labeled

second-order teaching, where teacher educators focus on teaching about teaching and learning.

*Differentiating between first- and second-order teaching.* We now know that the work

of teacher educators demands specialized knowledge and skills to develop preservice teachers as

competent professionals. Swennen (2009) asserts that one of the most important knowledge

bases is derived from the ability of teacher educators to differentiate between the knowledge

needed to teach children from the knowledge needed to be an effective teacher educator. This

differentiation between knowledge needed to teach students and knowledge needed to teach

teachers is frequently discussed in teacher-educator literature and is known as first- and second-

order teaching (Swennen, 2009). In first-order teaching, teachers of children attempt to convey

subject matter to a group of students. It is differentiated from teaching about teaching, known as second-order teaching, and requires a completely separate set of pedagogical and knowledge bases. Second-order teaching is best described by Loughran (2006) as the ability "to articulate the what, how and why of teaching and to do so through the very experiences of teaching and learning about teaching" ( p 14). This involves the knowledge of teaching as a subject and discipline, content of a particular subject area and most importantly, knowledge and skills about the education of teachers. While the knowledge of a content area might come natural to most teacher educators, knowledge of how to teach teachers is initially foreign.

In their qualitative study attempting to learn the challenges of novice teacher educators, Murray and Male (2005) learned that acquiring the skills to engage in second-order versus first-order teaching was a struggle for many of their interviewees. One new teacher educator described his realization that second-order teaching was required in his new line of work by saying,

> It wasn't that I didn't know the day-to-day subject stuff, obviously I did, but I knew how to teach it to year seven or ten, not how to teach students about how to teach biology to kids, if that makes sense? …It was that sense of —that made me anxious, knowing that I had to find ways to develop their knowledge of how and what to teach and for that my own knowledge needed to be 150%. (p.131)

This study mostly informs a strand of research on beginning teacher educators that has covered the troubles of transitioning into the role and the identity struggles beginning teacher educators have with the induction process. Murry and Male's (2005) is one of a handful studies that uses methodology that is not self-study and incorporates the responses of a larger set of individuals. These types of studies create balance in a research area dominated by one select methodology further supporting the need for this particular study.

***Strategies to overcome the problem of enactment:*** Cycle of supervision. The field of

supervision has attempted to tackle the bridging of gaps between theory and practice by conducting cycles of supervision as inquiries that inform teachers' practice and encourage professional development. The cycle of supervision, originally posed by Cogan (1979) and Goldhammer (1969), has been used as a model to guide supervisors through the process of inquiring into a teacher's practice as a united pair. The cycle targets instructional improvement through the analysis of observational data collected during a teaching session. The parameters of the observation and data collection are previously agreed upon and are a contract between the supervisor and teacher.

Supervisors use observation tools in their work with teachers that allow the supervisor and teacher to focus their inquiry on a specific area for improvement. These tools may include the use of both quantitative tools that measure classroom events, behaviors and objects through presence, absence or frequency, as well as qualitative tools that capture events and interactions where the data is mostly narrative in nature. Focusing on one specific area for observation also allows teachers as adult learners to engage in personal inquiries that are specifically tailored to their own problems. Teachers select areas of their practices that supervisors can collect observational data on and are the drivers of their learning.

Following the data collection, the information is analyzed to allow the pair to make sense of what the data say and answer the teacher's targeted question. This practice allows teachers as adult learners to assess their strengths and weaknesses and gives teachers the space to make decisions about what future inquiries they would like to pursue. Each of these practices -- collecting teacher-specified observational data and allowing opportunities for self-evaluation -- provide the opportunity for supervisors of in-service teachers to differentiate and meet the needs

of each of student teacher as an adult learner, while also providing the support to encourage

teachers to connect theory to their practice.

       **Strategies to overcome the problem of enactment: Modeling.** An additional venue

where teacher educators can support their preservice teachers in connecting theory and practice

is in modeling this process in their own instruction. Teacher educators are working in their

everyday practice toward resolving the theory/practice gap by looking into their own practice

and in encouraging novel teaching practices to student teachers. This outlook has been

encouraged by scholars such as Korthagen et al (2005) whose literature review lives at the

intersection of effective teacher preparation and effective pedagogies enacted by teacher

educators and teacher-education programs. One of the seven principles that resulted from that

review states, "Learning about teaching is enhanced when the teaching and learning approaches

advocated in the program are modeled by the teacher educators in their own practice" (p.1036).

Korthagen encourages teacher educators to move past deeply held delivering tips and tricks or

"what works" lectures, and refrain from advocating the use of innovative practices that they

themselves do not employ in their own teacher-educator classrooms. The strategies that have

been identified in research on teacher educators' practices, such as modeling, talking aloud and

noticing are discussed here as ways in which teacher educators can help student teachers to "see

into their teachers' thinking."

       Loughran and Berry (2005) wrote extensively about their experiences of modeling their

thinking for their preservice science teachers. Their work focuses on allowing their students to

see them challenged by the dilemmas they work through as science teacher educators. "Explicit

modeling is not as simple as "just saying what one is doing." It involves a sensitivity to situations

and a concentration on decision-making about what might be helpful to highlight (or not) in a

given situation " (p. 197). Loughran and Berry defined this practice as professional critique, and in this self-study challenge themselves to make their thinking explicit and also move beyond the norm of affirmations and encouragement of student teachers' work.

Unfortunately, Ludenberg's (2007) study on teacher educators' use of modeling as an effective tool in their work with preservice teachers demonstrated that teacher educators do not seem to have the knowledge and skills needed to utilize this particular skill. Teacher educators did not articulate the thinking behind their actions and failed to incorporate modeling as a tool. This research is supported by the lack of studies that have follow-up on the ideas presented by Loughran and Berry" (2005),  while the idea of modeling is still being described as an important tool for teacher educators.

In summary, preservice teachers encounter the problem of enactment during their field experiences when they struggle to connect the theory learned in the coursework to their practicum experience context. Teacher educators need to differentiate between first- and second-order teaching, which emphasizes learning to teach about teaching. Supervisors may engage in the process of overcoming the problem of enactment with preservice teachers by conducting cycles of supervision. Supervisors must be well-versed in collecting and analyzing teaching data and also have the skills to support preservice teachers to be active in this process. Additionally, supervisors can model and think aloud the teaching practices that are being used in the supervisor's work with student teachers as a means of demonstrating the connection between theoretical teaching concepts and practical applications in the classroom.

**Overcoming the problem of complexity.** As noted by Hammerness, Darling-Hammond and Bransford, teachers live in a complex cognitive, emotional and metacognitive world. Teachers need to be able to understand their own thinking and also monitor the progress they are

making in the understanding of their own thinking. Ludenberg (2002) suggested that teacher educators can assist student teachers during their work on these issues by developing their competence to reflect on their own practice and developing reflective competence in others.

***Reflecting on practice and developing reflective competence in others.*** The third area of knowledge teacher educators need in their practice is the understanding of how to develop reflective competence in their student teachers as well as knowledge of how to reflect on their own practice. Lunenberg (2002) suggests that teacher educators need knowledge of a variety of reflection methods and should also have the ability to use reflective strategies that take into account student teachers' state of development. Teacher-educator researchers have touted the use of self-study and personal inquiries as skill-building tools that allow teacher educators to be reflective and also support reflection in their teachers.

Self-study has been touted as the pre-eminent way for teacher educators to learn more about their practice and in turn, develop reflective competence in their student teachers. The use of self-study as a legitimized practice that has helped teacher educators improve in their practice has grown to include a number of professional associations and a Conversation as Inquiry Group at AERA (Loughran, 2014). These activities open up opportunities for teacher educators to pursue action research with their students as a form of learning about their own practice.

Cochran-Smith (2003) reviewed a number of studies that she supervised where small groups of teacher educators engaged in studying their own practices in an effort to improve their work with preservice teachers. Throughout a number of these studies, the participants were attempting to improve their own practices as a vehicle to then improve programmatic philosophies or practices. Cochran-Smith argues that this type of collaborative self-study encourages teacher educators to look into their practice and adopt an inquiry stance toward their

work as teacher educators. This inquiry stance then directs their instructions, encouraging student teachers to adopt similar beliefs toward teaching

***Supervision strategies to help preserve teachers address the problem of complexity.*** In order to develop student teachers' reflective abilities, supervisors may turn to conferencing as a space to help students evaluate their reflections and extend their thinking.

*Conferencing.* Supervisors may use conferencing and associated skills as a supervisory tool that improves student teachers' cognitive growth and reflective abilities. Supervisors must be aware of the variety of approaches to conferencing that can be used to support each teacher individually. However, encouraging reflective thought requires supervisors to possess the skills to facilitate a meaningful discussion surrounding the data that was collected and its interpretation for the teacher's future practice. These conferencing skills that will "facilitate others' cognitive growth (Costa & Garmston, 1994,  p73)" are recognized as "Cognitive Coaching."  This model of reflective conferencing values the development of cognitive growth in practitioners concerning their practices, incorporates the use of specialized skills and conferring actions during debriefing with in-service teachers. In their "Mediator's Toolbox," Costa and Garmston (1994) highlight conferencing skills that build trust and community within the dyad, and also response behaviors and meditative questioning that support thinking. Conferencing skills that build trust and community within the partnership include the use of inviting and purposeful nonverbal and paralanguage cues. These cues include gesturing as an additional visual signal that supports verbal statements as well as the use of an "approachable voice, (p.75)" which is less interrogative and denotes a spirit of genuine inquiry while questioning. This is a particularly useful tool in supervision because of the power dynamic that exists between most supervisors and teachers. Using nonverbal and paralanguage cues that communicate safety and inquiry are

less threatening to the relationship and may serve as an additional corner that is needed to support the supervisory relationship.

*Inquiry.* Action research, or inquiry, is a commonly used programmatic feature in teacher- education programs and can be used by supervisors to help preservice teachers overcome the problem of complexity. Of the 10 design principles of clinical preparation suggested by the National Council for Accreditation of Teacher Educators, one focuses on developing teachers who are "innovators, collaborators and problem solvers" (p.5). Korthagen, Lougharn and Russell (2006) argue in their advocacy for inquiry as a critical element of teacher-preparation programs that inquiry creates opportunities for student teachers to analyze their own learning and make meaning of their experiences. This process allows student teachers to engage in the metacognitive exercises that help them recognize and attack the nuanced problems that arise in teaching. Supervisors play a critical role in engaging in the inquiry process with student teachers by acting as the sounding board and trusted guide throughout the process.

In summary, student teachers must overcome the problem of complexity in order to monitor their own understanding of the nuanced situations that arise in teaching, and develop action plans to facilitate change. Teacher educators must have skills that involve their own attempts to recognize areas of their practice that require modification. Most teacher educators engage in the practice of self-study as an attempt to learn more about how practices can be improved. The questioning and research skills drawn out by the process of self-study may play out in supervisors' use of conferencing and exploring inquiry with student teachers. These two processes give supervisors the opportunity to help student teachers recognize areas where they want to grow and create plans to improve in those areas.

**Summarizing Research on Sources of Teacher Educator Knowledge**

The previous section presented the literature that describes my understanding of the knowledge and skills teacher educators need to be successful in their work with preservice teachers. This literature is based on a framework presented by Hammermass et al (2005), where three separate barriers of learning to teach are presented. These problems include the student teacher's apprenticeship of observation, problem of enactment and the problem of complexity. Teacher educators must have the knowledge base to help adult learners reflect on their current understanding of teaching to formulate new ideas of teaching, differentiate between first- and second-order teaching, and encourage reflection exercises. I then used these sources of literature to speculate what skills supervisors may employ to support the knowledge bases. These skills include using tools of clinical supervision to promote collegial partnerships with student teachers, modeling teaching to bridge the gap between theory and practice and using the tools of conferencing and inquiry to support reflection in preservice teachers' practice.

I believe these literature bases work together to describe the types of pedagogies supervisors use in their experiences working with preservice teachers. Burns (2014) found that supervisors do engage a particular clinical pedagogy of supervision that is centralized around the act of noticing as a skill, this body of research extends from her research to include a wider variety skills that are required of supervisors as teacher educators. Since this study seeks to understand what experiences supervisors draw upon to conduct their work with preservice teachers, I felt that it was critical to have an understanding of what knowledge bases and skills would align with the experiences supervisors would be having in the field. Now that this literature base allows me to speak on the knowledge and skills I expect supervisors to use in their practice throughout this study, I now turn to developing my understanding of the possible experiences supervisors may reflect while using these resources.

**Experiences Teacher Educators Draw on in Their Practice**

As previously discussed in chapter one, teacher educators, including supervisors, very rarely receive training prior to their work with pre-service teachers. Thus, when teacher educators encounter activities in their work that they must complete, or issues they must resolve and are without the pedagogical skills that were discussed in the previous section, they have been found to draw on their experiences from a wide variety of sources to meet their job requirements. In this section I will discuss the varying experiences that teacher educators are known to draw on to supplement the knowledge and skills needed to work with preservice teachers.

**Preservice teaching.** Thus far, scholars have demonstrated that teacher educators draw on their past experiences in a number of areas in their lives to support their work as teacher educators. One study by Bullock (2009) highlights the idea that teacher educators may reference their apprenticeship of observation as teacher candidates to frame their practices and pedagogies as teacher educators.

The principles conveyed in the theory of apprenticeship of observation are present in Bullock's (2009) self-study of his development as a new teacher educator. In his experience, he used his apprenticeship of observation from his preservice teaching experience to determine what an effective teacher educator "looked" like. Bullock did this by using his experiences as a teacher candidate to frame the experience he wanted to provide for the preservice teachers under his care. He made assumptions about the needs of his teacher candidates based on the needs he himself had during his teacher preparation as a candidate. For example, in his practicum experience, he felt overwhelmed by the initial coursework and practicum experience occurring simultaneously and felt that he should be especially sensitive to his candidates during this similar period in their experience. Bullock summarizes this experience by saying that, "just as teacher

candidates might be able to imitate their former teachers, so too are new teacher educators able to imitate their former teacher educators" (p.299). The apprenticeship of observation as a teacher candidate served as a vantage point where he was able to think about the work and skills of his teacher educator without access to his/her intentions or goals, and formulated his teaching approach from these experiences.

The findings from this research encouraged me to be more alert during interviews and analysis for the possibility that supervisors in this study would share experiences that were similar to Bullock's. While this study helps to identify one of the many genres of past experiences teacher educators draw from to complete their work as teacher educators, it does not help us understand how Bullock acquired the skill or how he implemented it into his practice.

**In-service teaching.** Teacher educators also draw from their experiences as in-service teachers to support their work with preservice teachers. Goodwin's (2014) mixed-methods study of self-identified teacher educators identified that "they fell back on" their experiences as P-12 teachers to complete their work when they had not yet developed pedagogies as teacher educators. This study confirms a hunch that is generally claimed throughout the teacher-educator community.

One particular way that teacher educators use knowledge from their in-service teacher experiences is by using a "pedagogy of presentation." A "pedagogy of presentation" is best described by the work of Berry (2007) and Ritter (2007) as an antiquated method of teaching teachers where tips and tricks used in their work as in-service teachers become a part of the learning experiences for preservice teachers. Each author recognized the shortcomings of telling the preservice teachers about the successful strategies used in their teaching as a primary teaching strategy and admitted that using this strategy helped to remedy the lack of confidence in

their new roles. More specifically, Ritter (2007) enacted a pedagogy of presentation by providing student teachers with advice that he had used in his work as an in-service social studies teacher. As previously mentioned, he deflected to using the skills that he had acquired as an in-service teacher in his new role as a teacher educator because he was looking for ways to demonstrate his competence in this new arena. Thus, he only provided advice to his student teachers in areas where felt more skilled than the student teachers. Ritter's study primarily sought to understand the different types of challenges he encountered in his work as a new teacher educator and heavily relied on the use of his personal reflective journals throughout his year of field supervision as sources of data. This study highlights the difficulty new teacher educators experience in transitioning into their new roles and provides a foundation that permits this study to then explore how teacher educators attempt to overcome these problems.

Berry (2007) learned about the struggles associated with enacting a pedagogy of presentation in her self-study of the tensions she experienced in her work as a science teacher educator. Berry's analysis of myriad data sources including videotapes of her methods classes, an autobiographical account of her work leading up to the teaching of her class and student interviews revealed Berry's desire to provide tips and tricks that the preservice teachers could immediately enact in their practice. She felt conflicted about this type of engagement with the preservice teachers because she held conflicting assumptions about her responsibilities as a teacher educator. On one hand, she recognized the importance of encouraging teachers to inquire into their practice but also simultaneously recognized that her students were struggling and needed resolutions to their problems immediately. Berry's findings, like Ritter's (2007) findings, highlight the challenges that teacher educators encounter in their work. This study inspired me to

recognize that supervisors, as a subset of the teacher-educator population, could possibly encounter challenges that are germane to their work as field instructors.

Another example of research that demonstrates teacher educators' enactment of a pedagogy of presentation occurred in a large qualitative research study of new teacher educators. Murry and Male (2005) interviewed nearly 30 teacher educators in England within their first three years of transitioning from being classroom teacher to a teacher educator. After their first year of working as a teacher educator, the first cohort of interviewees expressed their desire to "'graft all their years of experience on to them (the students)' or saying 'this is what worked for me, I'm the expert' (p.131)." This study is one of many during the initial boom of self-study in teacher-education research that attempted to learn more about the struggles teacher educators have while transitioning from classroom teacher to teacher educator. While the findings of these studies each make significant contributions to this work, they are all similarly focused on identifying areas of the teacher educator's identity that is affected or altered by the transition.

The use of a pedagogy of presentation also plays out in teacher educators' need to deal with the identity issues surrounding their transition from classroom teachers to that of teacher educators. Two teams of researchers, Dinkleman et al. (2006) and Murray and Male (2005), sought to understand how novice teacher educators develop their identity in the beginning years as teacher educators and found that novice teacher educators were more likely to "cling to the life raft (p.131)" of school, by emphasizing their school-teaching experience as a way of establishing credibility with their students. While investigating the transition of two new teacher educators into their new roles after being classroom teachers, Dinkleman (2006) describes their use of their K-12 experiences as a way "to maintain citizenship in the world of teaching (p.19)." This particular study focused on the difficulties of this transition with regard to the shifting

identities of the teacher educators involved and indirectly influences my work by providing a platform where I can begin to extend research.

The previously mentioned interview study with Murray and Male (2005) also produced findings that highlighted teacher educators' tendencies to use their previous work as in-service teachers as evidence of credibility in their new roles. Researchers reported learning that the "majority of interviews (26 out of 28) reported emphasizing their school-teaching experience with students… by stressing their previous identities as good schoolteachers, and celebrating their years of achievement in schools" (p.131). As previously mentioned, this study looks to understand how teacher educators' identity is altered as they transition from their work as classroom teachers into their current role.

Lastly, teacher educators also used their experiences as in-service teachers to formulate their beliefs and initial practices as teacher educators. Cuenca (2010) conducted a self-study to understand how his experience as a former classroom teacher shaped the pedagogical decisions he made in his practice as a novice supervisor. An analysis of field notes from conferences revealed that he relied heavily on the beliefs and practices that he used as a classroom teacher to direct and inform his pedagogy as a teacher educator. His ideas about effective teaching were based on the strategies and practices that he himself had employed as a teacher. Thus, he praised student teachers who shared beliefs and practices that he used in his teaching and directed students to reform if their teaching did not align with the practices in his previous teaching experiences.

**Life experiences.** In addition to teacher educators' use of prior experiences as in-service teachers to support their new responsibilities, teacher educators were also found to use their life experiences as a way to understand and complete their new jobs. John (2002) interviewed

teacher educators to learn more about the sources of their expertise and when reviewing their life history learned that two of his participants referenced childhood interactions with their teachers and parents as experiences that affected their current work. The participants, Beth and Edward, revealed that their prior life experiences, including their affinity for teaching in their separate subject areas, was impressed upon them at an early age by family members. The ways in which each of the teacher educators came to love and appreciate their disciplines eventually affected some features of their practice as teacher educators. This study detailed beautiful anecdotes from the interviews detailing how they connected their work as teacher educators to their past life experiences. The use of life history interviews as a data collection source was also compelling and impactful in this study. Where John's (2002) study strays from my needs was in the angle at which the research questions were addressed. John's study sought to understand how the teacher educator's' life experiences affected the way they view themselves as teacher educators. It is searching to build personal theories of teacher educator pedagogy. My study is slightly outside of this area in that I am interested in the supervisor's life experiences, but I am most interested in how the skills learned from those life experiences influenced their work as supervisors.

Similarly to John's (2002) study, Ritter's (2007) self-study of his transition from teacher to teacher educator acknowledged that some sources of prior experience that may have contributed to his supervision. Analysis of Ritter's reflective journals revealed that his "maturity, recent life experiences, professors and colleagues (p.14)" and the ongoing learning that he was experiencing with his students, all made contributions to his developing pedagogy as a teacher educator. What is missing from Ritter's account is the "what" of the matter. What life experiences? And what impact was made?

These two studies suggest that the sources of teacher educators' prior experience is not constricted to educational settings. In light of these findings, I am encouraged to investigate other experiences that supervisors in this study may have encountered that may have impacted their work. These studies also support the use of life history interviews, which will give each participant the opportunity to help me as the researcher understand their stories and learn from their past experiences. The theory that supervisors' prior experience and life experiences, both in and out of teaching, may impact their supervisory decisions as they assume their new roles has the potential to lead to a greater understanding of supervisory practices.

**Summarizing Prior Experiences of Teacher Educators**

In summary, the research on experiences teacher educators may draw on in their work reveals that teacher educators draw from a variety of past experiences to create a pedagogy they see as useful for their work with preservice teachers. This literature indicates that teacher educators use their in-service teacher experiences with children to provide preservice teachers with tips and tricks they can use in their own work. This research also vaguely identifies that teacher educators may also use knowledge gained from experiences outside of teaching to inform their work as teacher educators.

**An Updated Image of Teacher Educator Knowledge**

Literature within the context of teacher educator pedagogy readily recognizes the variation of knowledge and skills that teacher educators, and thus supervisors, can use in their work with preservice teachers. These knowledge bases and skills include an understanding of student teachers as adult learners, the ability to connect theory and practice, the ability to be reflective and develop reflective competence in others and lastly, the ability to explain one's own pedagogical decisions. Additionally, the field of teacher-educator research recognizes that in the

absence of the aforementioned knowledge and skills, that teachers educators will draw on the knowledge and skills they have developed in other contexts to support their work with preservice teachers. Currently, there are very few opportunities for novice or experienced supervisors to engage in the types of professional development opportunities that would develop the specialized knowledge base and skills that have been outlined in this literature review. We also must accept that supervisors, as a wildly diverse population of teacher educators, will draw on some form of knowledge and skills from outside of the reported knowledge base and skills when confronted the challenges in their practice. Thus, instead of splintering these two bodies of research as separate entities and disconnected items, I believe these two bodies of research formulate what should be considered an updated image of teacher-educator knowledge.

An updated view of teacher-educator knowledge is required if our community wants to have a realistic image of how teacher educators, and for the purposes of the study, supervisors, engage in their work with preservice teachers. Combining the fields of specialized knowledge and past experiences is helpful in moving forward in this work for a number of reasons. First, we are able to invite teacher educators to accept that they are affected by their apprenticeship of observation through watching teacher educators as preservice teachers. Second, we can use teacher educators' experiences as in-service teachers to our advantage when adapting their practices from first-order to second-order teaching.

Burns' (2014) study on the decision-making opportunities supervisors encounter in their work with preservice teachers helps us appreciate the importance of including teacher educators' prior knowledge as a part of their work. In her study, she investigated the use of noticing as a pedagogical skill in the supervisor's tool kit. What was most interesting to me about this study was that supervisors were found to draw on their unconscious practice in deciding how to enact

the skill of noticing in their practice. The presence of supervisors who are pulling information across contexts is a clear fact in our current work.

Lastly, redefining the knowledge base and skills of teacher educators creates the foundation for this particular research initiative. What is missing from the current research is an identification of what relevant experiences supervisors specifically draw on to resolve problems in their practice. Acknowledging that prior experiences are a form of knowledge that can be used in teacher educators' work highlights the gap where this research is situated. I can now begin to investigate more deeply what specific interactions teacher educators are drawing on for resources. I am also now able to explore whether there are more sources of knowledge and attempt to uncover a more nuanced view of what is transferred from these experiences. Lastly, am I able to direct this research from the area of general teacher educators to more specifically identifying the resources that supervisors especially draw from in their practice, and begin to separate the work and pedagogical practices of supervisors from that of method instructors.

## CHAPTER 3: RESEARCH DESIGN

In this chapter, I describe the research design that addressed the following research questions: What types of challenges are salient when describing their practice as supervisors? What experiences do supervisors draw upon in responding to challenges that arise in their practice? What is the relationship between these responses and the different ways supervisors are prepared for the supervisor role?

**Methodological Orientation**

The design of a study is governed by the research questions, goals of the study and the epistemological and ontological stances toward knowledge and reality held by the researcher (Maxwell, 2013). These particular factors, including my positioning as a researcher and the selection of research questions for this study, have contributed to my decision to use qualitative methodology and related methods for this research. More specifically, I explored this topic by using the foundations of case study with phenomenological undertones, which best fits my research questions, goals and personal stance as a researcher.

Qualitative research seeks to understand how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experience (Merriam, 2013, p13). The methodology is defined by its focus on understanding the meaning and understanding participants make of their experiences, the researcher's positioning as the primary data-collection instrument and the use of inductive processes that allow theories to unfold as opposed to testing hypotheses. These broad characteristics clearly orient this study toward the qualitative tradition (Stake, 2005).

**Case study methodology.** Merriam (2013) defines case study as "an in-depth description and analysis of a bounded system" (p. 40) that searches for meaning and understanding within a particular context or circumstance. While case study research is frequently a term given to a wide variety of research endeavors, researchers have described it as a methodology of its own and suggest that its characteristics differentiate it from other types of qualitative research (Merriam, 2013; Yin, 1989). Case study includes many defining characteristics of qualitative research including the positioning of the researcher as the primary data-collection instrument, an inductive investigative strategy and a richly descriptive end product. However, it is differentiated from other methodologies due to its narrow focus on a bounded system or unit of analysis that contains what will and will not be studied.

A bounded system is defined by the choice of what should and should not be studied, more often than not, linking a particular phenomenon to a particular context. The bounded system or unit of analysis in the case study represents a particular question, issue or problem that the researcher is attempting to understand and thus, the results are not generalizable (Stake, 2005). The unit of analysis that creates the bounded system this study is this diverse group of supervisors that work in the PDS context presented in this study. The unit is created by the supervisors that make up the participants in this study. These identities include graduate student, inservice teacher and tenure track faculty. The collection of these diverse group of supervisors working within this unique PDS setting will create the foundation for interesting data collection.

**Multiple case study methodology.** Multiple-case study is described by Baxter & Jack (2008) as a research design that, "enables the researcher to explore differences within and between cases" (page unknown). Qualitative research methodologists differentiate between a single-case study and a multiple-case study simply in the design aspect of the research. In a

single-case study, the bounded system is most often one unit of analysis. In a multiple-case

study, each case is considered to be its own bounded case. One compelling argument for the use

of multiple-case study to investigate a case is shared by Miles & Humberman (1994):

> By looking at a range of similar and contrasting cases, we can understand a single-case
> finding, grounding it by specifying how and where and, if possible, why it carries on as it
> does. We can strengthen the precision, the validity and the stability of the findings.
> (p.29)

The authors offer a rationale for the use of multiple-case study by highlighting the importance of

selecting both similar and contrasting cases to give the study depth and strengthened validity.

To accomplish this task, the researcher must pay special attention to the selection of

cases. Yin (2003) suggests that researchers select four to six cases with differing characteristics.

The selection of cases with differing characteristics, such as how supervisors are prepared for

supervision, allows the researcher to draw comparisons throughout the cases.

Chapter 2 outlines the literature that identifies the main sources of information guiding

this study. In this section, I will describe how the cases were selected, how data were collected

for each case study and how data were analyzed within the methods of multiple-case study

design.

The multiple cases that were selected were generated from two contexts and five different

supervisors. The main distinction between the two different types of supervisors investigated in

this study concerned the main roles supervisors experienced on their way to working as

supervisors. One group of supervisors were full-time graduate students studying teacher

education before and/or during their supervision work. Another group of supervisors were in-

service teachers who were formerly mentors in the PDS program. This is not to say that these

groups are completely exclusive. For example, all of the participants in the study have prior in-

service teaching experience. Additionally, all of the participants in this study have experience in

graduate coursework in teacher education. However, the identification of individuals for each type of case is identified by the subject's main source of work. Some participants were full-time graduate students whose supervision was a part of their graduate student work while others were classroom teachers who were released from their classrooms to serve as full-time supervisors. This particular categorization is supported by Stake (2006) who argues that, "the single case is of interest because it belongs to a particular collection of cases. The individual cases share a common characteristic or condition. The cases in the collection are somehow categorically bound together. They may be members of a group or examples of a phenomenon" (p.5-6).

**Phenomenological undertones.** Along with my researcher lens, which is described in the following section, I believe the nature of this research dictated my decision to pursue a case-study methodology with phenomenological undertones.

Phenomenology is best described as the study of "the lifeworld – the world as we immediately experience it pre-reflectively rather than as we conceptualize, categorize or reflect on it" (Van Mannen, 1991, p9). In other words, the goal of a phenomenological study is to uncover and describe the lived experiences for several individuals concerning a concept or phenomenon (Creswell, 2008). Research in this methodological tradition is most interested in what people experience and how they interpret the world. These interpretations are known as the "essence" or underlying meaning of the experience. On the other hand, Saldana (2011) suggests that researchers may use a phenomenological approach to their work, "when the purpose (of the research) is to come to an intimate awareness and deep understanding of how humans experience something" (p7). Given the lack of empirical research that describes or explores the way in which supervisors resolve challenges in their practice, I believed that it was important to use an exploratory methodology that placed the participants' experiences in the forefront of the study.

In utilizing an exploratory approach, I was able to collect in-depth information about the supervisors' experiences, and in turn, compare and contrast the supervisors' experiences for patterns that best illustrate the nuances of this particular phenomenon.

With these thoughts and approaches in mind, this research design drew from various phenomenological methods of research including the use of in-depth interviews, deductive analysis and a rich description of the essence or nature of supervisors' resolution of tensions in their practice.

More quantitative research approaches such as experimental research including the use of surveys or quantitative measures, would not have sufficiently helped me to describe the phenomenon of how supervisors use experience to resolve problems in their practice adequately because the literature does not provide well defined concepts or principles that could be tested as independent and dependent variables in a positivistic study.. Additionally, other qualitative and descriptive research designs also would not have matched the goals of this study. An ethnographic approach, which primarily seeks to understand the culture of a group, would not have been appropriate given my focus on the experience of each individual. Due to the need for a much larger number of participants within reasonably similar contexts , a grounded theory approach also would not have been appropriate. Finally, a study that focused on discourse analysis would not have been particularly helpful in uncovering the experiences that supervisors drew on in making statements during conversations.

**Context of the Study**

The primary context for this research was a Professional Development School partnership between a local school district and a large mid-Atlantic university in the fall of 2014. At the time of this study, the partnership was going strong in its 16th year of operation and operated in all

eight of the elementary schools throughout the school district. On average, 50-60 mentor/intern pairs are created each year and each pair is joined by a PDA. PDA workloads ranged from eight mentor-intern pairs to two mentor-intern pairs per PDA. The student teaching internship is a yearlong commitment by all preservice teachers and professionals working in the PDS community focused on learning to teach, building strong relationships and a focus on inquiry.

One of the supervisors in the study was not a part of this context. She supervised in a different elementary school context in a different state, whereas her student teachers were working in a pre-student teaching field experience. This supervisor monitored 30 interns during one semester and taught a seminar class simultaneously. This supervisor was selected to fulfill the void of a tenured track faculty member within the sample of participants. The other available tenured track faculty member is the co-chair of this study and thus not available to be a part of this study.

I selected this partnership as the primary setting for my research because the wide variety of supervisors available to study. This PDS operates under the Four E's: (https://ed.psu.edu/pds)

- **Enhance** the educational experiences of all children.
- **Ensure** high-quality inductions of new teachers into our professions.
- **Engage** in furthering our own professional growth as teachers and teacher educators of all children.
- **Educate** the next generation of teacher educators.

These goals, and action intended to achieve them, demonstrate a strong commitment to communitywide professional development, including a focus on teacher educators engaged in the act of supervision. Reassigned teachers from the local school district, graduate students learning about teacher education and preparation and college faculty (both tenure track and adjunct faculty) are all impacted by this job-embedded professional development.

This PDS site also supports the notion that supervision is a complex activity requiring strong relationships between the members of the triad, school community and teacher-educator community. While supervision is a small slice of the teacher-preparation experience, supervisors in this context have extensive contact with their interns with whom they engage a minimum of two hours each week. In the following section, I outline the description of the roles and responsibilities of the PDAs in this context to better highlight the significance of their role in the PDS setting.

**The professional development associate.** PDAs in preservice teacher programs have extremely complex and multifaceted job descriptions. Noting the purposeful change in language from University Supervisor to Professional Development Associate highlights the expansive nature of their job responsibilities. The work of Burns (2012) provides an expansive framework that describes the complexities and intricacies of the Professional Development Associate. She suggests that the PDA is a source of leadership that provides supervision or teacher education not only to preservice teachers, but also to mentor teachers, teachers and administrators throughout PDS school buildings, organizations and the entire PDS learning community. In contrast, the University Supervisor is known as one who explicitly focuses on the supervision aspect of a preservice teacher's development in the classroom. The PDA is responsible for providing a supervision experience that also includes the development of teaching acts but is also focused on the development of the preservice teacher as a professional in the school community. PDAs are also charged with working in conjunction with mentor teachers as models and co-learners within the teacher-education profession. Generally speaking, PDAs are engaged in the following responsibilities to meet the goals of their job descriptions as noted from my experience as a PDA and observations of the work of PDAs during my tenure:

- Reading and providing feedback in weekly reflective journal entries.

- Reading and providing feedback on planned lessons.

- Watching and collecting data on teaching; debriefing episodes.

- Assisting interns in the process of a semester-long inquiry investigation.

- Evaluating teaching progress twice each semester.

- Reading and evaluating course assignments including professional teaching platform and inquiry paper.

- Facilitating weekly intern meetings.

- Facilitating monthly mentor meetings.

- Planning and teaching methods courses and seminars connected to the teaching internship.

- Planning and facilitating PDS community retreats, celebrations and professional development opportunities.

- Reading, interviewing and selecting yearly cohorts of interns with the school district community.

- Connecting to the university via whole campus PDS meetings, faculty search committees and other professional development opportunities.

As noted in the introduction, the terminology used to describe PDA is a specialized vocabulary. In this study, I used the term PDA to describe four out of the five supervisors, because they were a part of the PDS context where this study took place. However, when generally describing the group of supervisors, I will not use the term PDA because it is not an inclusive term that describes the entire group. Hopefully this distinction will simplify readers' understanding of this work outside of the domain of teacher education.

**Participant Selection**

Participants were selected according to the research design outlined for multiple-case

study, a sampling logic where participants are selected to create a representational sample of

potential participants. In this case participants were selected who represented cases that could be

compared within and across supervisors. Graduate students represent participants who were full-

time graduate students studying teacher education prior to their work or during their work as

supervisors. In-service/mentor teachers represent participants who spent the majority of their

time working in classrooms with students and alongside interns prior to their work as

supervisors.  Yin (2003) recommends the use of four to six cases for to improve validity and

generalizability.  Table two describes the two types of supervisors selected to participate in the

study.

Table 2

*Categories of Participants*

| Graduate Students | In-service/Mentor Teacher |
|:---:|:---:|
| Stacey | Makenzie |
| Reeva | Maggie |
| Brandy | |

Each participant is thoroughly described in each profile presented in Chapter 4.

**Data Collection**

The data collection method that was used to capture the experiences of PDAs in this

study was the use of interviews.  In this section, I describe the interview methods used in this

study.

**Qualitative interviewing.** Qualitative Interviewing is best described as an open-ended,

in-depth, conversation serving the purpose of understanding how people make meaning of their

life experiences. It has strong ties to interpretive philosophical underpinnings and is particularly rooted in methods of ethnographic and phenomenological nature. Seidman's (1991) approach to qualitative interviewing is a form of qualitative interviewing that was used to meet the methodological orientation of this study and capture the data needed to learn about the PDAs in this study.

Seidman's (1991) approach to qualitative interviewing, described as an "in-depth, phenomenological interview," (p. 9) combines elements of life history, focused and in-depth interviewing and was inspired by the phenomenological work of Alfred Schutz. Schutz believed the best way to understand the social world was through the examination of things in their own place and that the details of one's lived experiences could be found "at the level of daily life itself," or in context (Costelloe, 1996). Thus, qualitative interviewing is interested in understanding particular stories within particular situations.

In addition to traces of phenomenological underpinnings, Siedman also addresses the presence of life history markers in the genetic makeup of qualitative interviewing. Life history interviews detail an individual's perspective of their lives where the telling of the narrative contributes to the meaning-making process (Atkinson, 2002, p. 125). Qualitative interviewing is based on the belief that there is a connection between the meanings individuals choose to extract from their life experiences and the process of recounting and formulating thoughts to tell their stories. Mason (2002) confirms these goals by relating them to a researcher's ontological stance. Qualitative interviewing shows that "people's knowledge, views and understandings, interpretations, experiences and interactions are meaningful properties of the social reality" the researcher is interested in explaining (Mason, 2002, p. 63). Mason's view of how researchers should approach qualitative interviewing compiled with Schutz's phenomenological imprint on

qualitative interviewing, brings light to the nature and goals of the method: 1) understanding people's experiences; and 2) how they make meaning of these experiences; while 3) maintaining a focus on their particular situation or context.

*Rationalizing the use of qualitative interviewing.* Seidman (1991) rationalizes the use of qualitative interviewing as a data-collection method that will allow researchers to understand the stories of others and construct knowledge of contextual relevance. When a researcher is interested in understanding other people's stories, they are a part of the process of affirming the worth in an individual's experiences by giving "them new insights into themselves, their problems and their human condition" (p.3). The process of using language as a way to make meaning of the participants' experiences benefits researchers in that they are able to make sense of another person's actions or behaviors (p.4).

Qualitative interviewing can be used as an interviewing method if the researcher is interested in the production of situated knowledge. The construction of knowledge involves the interaction between the interviewee and researcher, drifts away from the interviewing experience as a way to draw out facts and seeks to build meaning through the conversation about the contextual factors of his or her experience (Mason, 2002, p63) Thus, qualitative interviewing will be a useful method if a researcher is seeking to understand the stories and actions of others with respect to their specific context.

*Strategies and techniques in qualitative interviewing.* Seidman's structure for in-depth, phenomenological interviewing is a three-interview process and involves the use of open-ended questions that build upon the previous responses. The three-interview structure is used to give the researcher and participant an opportunity to explore the context of the interviewee's life with respect to the topic or event in question. In the first interview, "The Focused Life History,"

participants tell as much about their past experiences surrounding the topic up until the moment of interest. In the second interview, "The Details of Experience," the interview will "concentrate on the details of the participant's present experience in the topic or area of the study." In the third interview, "Reflection of the Meaning," interviewees are asked to make meaning of their experiences by looking at the interactions between their experiences and determining how they have led to their current state by "addressing the intellectual and emotional connections between their work and life" (Seidman, 1991, p. 12).

An amended version of Seidman's three-step interviewing process helped reveal the past experiences, current tensions in their practice and the experiences that have led to their decision-making. My approach to using Seidman's interviewing approach and structure are described in this section followed by an explanation of how this structure helped me to capture the experiences of the PDAs in the study.

The research questions and methodological orientation helped me to narrow the type of interviewing that would be appropriate for helping participants recall specific events from their work as PDAs, and make connections to past experiences that may have impacted their work. Seidman's (1991) approach to qualitative interviewing, described as an "in-depth, phenomenological interview" (p. 9), was a fitting match to complete this task because this type of interviewing combines elements of life history with focused and narrow in-depth interviewing.

Seidman also addresses the presence of life history markers in the genetic makeup of qualitative interviewing that connect this interviewing method to the phenomenological tradition. Life history interviews detail an individual's perspective of their lives (Atkinson, 2002, p125). Qualitative interviewing is grounded in the belief that there is a connection between the

meanings individuals choose to extract from their life experiences and the process of recounting and formulating thoughts to tell their stories. Mason (2002) confirms these goals by relating them to a researcher's ontological stance. Qualitative interviewing shows that "people's knowledge, views and understandings, interpretations, experiences and interactions are meaningful properties of the social reality" (p.63) the researcher is interested in explaining.

This study used a variation on Seidman's approach to interviewing to better understand PDAs' experiences in highly contextualized situations. The Seidman structure identified one goal per interview: Life History, Experience and Meaning Making. Instead of structuring three separate interviews as prescribed in the Seidman technique, I structured each to accomplish the three goals of the Seidman technique. In this study, the goals were modified to help the participant describe a challenge that occurred in their past, unpack the resolutions used to resolve the challenge, and finally locate and describe the past experiences that supported the resolutions used.

To help facilitate this process, two different elicitation strategies were enacted throughout the interview process. Each participant was presented with a picture grid to help facilitate recall of a challenge with a preservice teacher in their past. Using this elicitation strategy, the participant was asked to find his or her most challenging intern from the pack. This was an important strategy because two out of the five supervisors were being interviewed three to five years after their supervisory work in this PDS context. While most people browsed through the pictures on the picture grid, very few supervisors needed the grid to identify their most challenging intern. Picture grids were provided for four out of the five supervisors to make their selections, since the picture grids are an exclusive document used in the PDS context. Reeva, a supervisor who did not supervise in this PDS program previously, but who currently works in the

PDS context in this study, provided her own picture that helped her with the elicitation process. Once a supervisor selected an intern using this process, the PDAs were asked to write three challenges they experienced with the intern that they could describe in detail. Writing down the challenges provided the participants and me with a reference list that could be used when we exhausted discussing previous challenges. The combination of the picture/picture grid as well as writing of the challenges created the direction for the each of the initial interviews. Equipped with a challenge, I asked the supervisor to describe in detail the challenge that occurred, how they attempted to resolve the challenges, and any past experiences that they felt may have contributed to their ability to resolve the challenge in the manner that was used.

I completed this full rotation for the description of one challenge, its resolutions and related past experiences within the first interview. Before the second interview, audio recordings were reviewed and partially transcribed. This process allowed me to understand where there were gaps in information that was provided and thus, providing the participants with the opportunity to clarify their intent. The questions formulated by this process were used to begin the second interview. When all of the clarifying questions were resolved, I directed my attention to the remaining challenges that the supervisors listed. This began a new cycle of learning about the challenge, its resolutions and the relevant past experiences.

The table below outlines the complete data collection process as described above.

Table 3

*Interview Schedule*

| Supervisor | Interview 1 | Interview 2 | Interview 3 |
|---|---|---|---|
| Makenzie | Elicitation with Picture Grid (1 hour) | Clarifying (1 hour) | Elicitation with writing samples (1 hour) |
| Maggie | Elicitation with Picture Grid (1 hour) | Clarifying (1 hour) | Elicitation with assessment |

| | | | documents (1 hour) |
|---|---|---|---|
| Reeva | Elicitation with group picture (1 hour) | Clarifying (1 hour) | Elicitation with Inquiry Paper (1 hour) |
| Stacey | Elicitation with Picture Grid (45 minutes) | Clarifying and Elicitation with Systematic Observation Documents (45 minutes) | |
| Brandy | Elicitation with Picture Grid (45 minutes) | Clarifying and Elicitation (45 minutes) | |

The table above summarizes the general layout of each interview indicating the

participant and goal of each interview as well as the amount of time spent with each subject.

**Data Analysis**

The data analysis process was used to identify the challenges, resolutions and relevant

experiences supervisors experienced in the practice and also understand what relevant

experiences they drew on in their work. Merriam (2009) suggests that data analysis of multiple-

case study be conducted in two phases: within-case and cross-case analysis. During with-in case

analysis, the case is treated as its own entity and where the researcher analyzes the data

singularly. Following this analysis of each single case, the researcher seeks to understand what

connections can be made between cases. In the following section, I describe the two-phase

process that was conducted to analyze the data at the singular-case level and across cases.

**Coding processes.** The data analysis process began with coding the transcripts when

challenges, resolutions and past experiences arose. The transcripts were color coded red for

challenges, yellow for resolutions and green for past experiences. I used this strategy to organize

and reduce the large volume of data that was spread out across the two or three interviews into

workable elements. Saldana (2009) equates this approach to coding to exploring the data where

discovery is most important and "analysis" is in the foreground. Throughout his process, memos were created using Evernote to keep track of my patterns and interesting twists and turns in the data.

The next round of coding consisted of assigning codes to the types of challenges, resolutions and past experiences that were emerging from each category. For example, when Stacey was describing the challenge she had with an intern who struggled with writing, the code "writing challenge" was assigned to statements where she discussed this challenge. Codes were usually one to three words in length to maintain simplicity.

**Organizing Data.** Following this second round of coding, concept maps were generated to understand the connection between supervisors and the challenges, resolutions and relevant experiences they encountered. Mason (2002) urges researchers to organize their data graphically to better "read' their data. Charts, graphs or diagrams simplify information so that the researcher can make sense of all of the data. Thus, charts and graphic organizers were two main organization strategies that were used during data analysis to attempt to understand the data. First, Figure 1 below displays a concept map that displays the connection between supervisors and the challenges they face in their practice.

Figure 1

Example Concept Map of Challenges
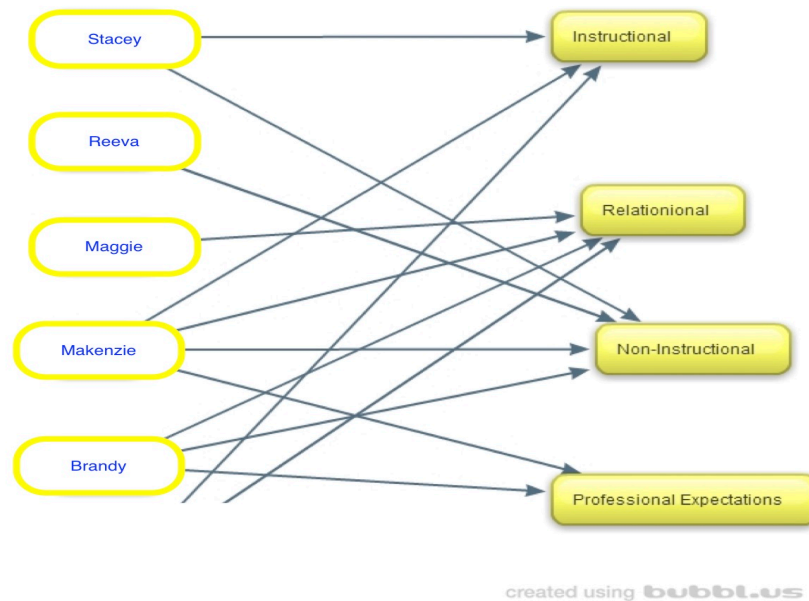


This concept mapping exercise was intended to help me see relationships between supervisors with similar challenges. It actually was not very helpful since I was primarily looking to understand more about the sources from which supervisors drew information.

   While the concept maps helped me to see how supervisors were connected to challenges, resolutions and relevant experiences, I was unable to see how the challenges, resolutions and relevant experiences were related to one another. Thus, I began creating problem spaces to better compare these elements.

A problem space is an abstract description of all of the possible states that can occur in a problem situation (Eysnek & Keane, 2010, p470).  A number of different researchers have included different elements within the problem space and for this study, I defined a problem space as encompassing the initial state or challenge and operators or resolutions. The operators are an important aspect of the problem space because they reveal the tools that can be used to resolve the problem. Thus, operators are known as resolutions in the problem -solving spaces in this study. The two charts below are examples of problem spaces that were constructed to compare one supervisor's challenges and past experiences. These charts allowed me to compare experiences both within supervisors' own experiences and between supervisors. For example, the chart below describes all of the problem spaces I learned from Stacey's work. The goals and resolutions are of most concern to me, so these are the only elements of the problem space that are identified for comparison.

Table 4

*Stacey's Problem Space During Analysis*

| Stacey | | | |
|---|---|---|---|
| Challenge #1 | Past Experience #1 | Challenge #2 | Past Experience #2 |
| Improve instruction | Improve instruction | Improve writing | Improve writing |
| Strategy | Strategy | | |
| Build relationships | Build relationships | Build relationships | conferring |
| Systematic observation | Systematic observation | Guided practice | |
| Analyze data | Analyze data | | |
| conferring | conferring | | |

In another example, this configuration, where the problem spaces of three supervisors are displayed, allowed me to compare goals and resolutions across three supervisors.

Table 5

*Sample of* Graduate *Students' Problem Spaces* for *Cross Analysis*

| Stacey | | Brandy | Reeva |
|---|---|---|---|
| Challenge: Improve instruction | Challenge: Improve writing | Challenge: Improve Intern/Mentor Relationship | Challenge #1: Improve Deficit Mindset |
| Resolution 1: Build relationships | Resolution 1: Build relationships | Resolution 1: Systematic Observation | Resolution 1: Positive self-talk |
| Resolution 2: Systematic observation | Resolution 2: Guided practice | Resolution 2: Data Analysis | Resolution 2: Co-teaching configurations |
| Resolution 3: Analyze data | | Resolution 2: Collaborate | Resolution 3: Inquiry |
| Resolution 4: Conferring | | | Resolution 4: Collaborate |

Reading the data from this viewpoint allowed me to see similarities between resolutions and make generalizations about how these supervisors' past experiences led them to use these strategies. A wide variety of problem spaces were compared to find similarities and differences between the resolution strategies used in supervisors' challenges and from their past experiences. The most telling problem spaces became the main source of data for the claims presented in the findings section.

**Researcher's Perspective**

Cresswell (2008) describes the idea of bracketing or creating an epoche as a critical aspect to phenomenological research. The epoche unveils the researcher's prejudices, viewpoints and assumptions that may keep them from understanding the phenomenon under study from the

perspective of the informants. The following section describes the perspective I am bringing to this study.

In addition to the positioning I brought to this research through my theoretical framework, I also brought my own biases to this proposed study based on my experiences of working within the teaching profession and working as a PDA. First, I have had a wide variety of supervisory experiences as both a preservice and in-service teacher that have led me to my interest in this inquiry. As a preservice teacher, I was supervised in a yearlong student-teaching placement by two different supervisors. Each supervisor was dramatically different from the other. The supervisor overseeing my fall student teaching practicum was a retired teacher from the Scarsdale teaching community who was exceptionally caring, supportive and positive. She took a special interest in ensuring I was comfortable in my placement and cared deeply about my well-being. Her critiques of my teaching practice always seemed attainable to me and she helped me to reach many of the goals outlined in the student-teacher evaluation document. In my second semester, my supervisor was a graduate student who had recently left the teaching profession to pursue her Ph. D. While she was also friendly, her supervision was mostly focused on the improvement of my teaching practice through critique and evaluation.

As an in-service teacher, I was able to experience two different groups of supervisors at two different school buildings. One set of supervisors used a hands-off approach and very rarely gave me feedback that contributed to growth in my teaching practice. However, this group of supervisors was deeply invested in my personal well-being and took interest in my comfort in working at their school building. The second set of supervisors was heavily focused on my professional development as a teacher and less about building a personal connection to me as an individual. In my second building, standardized measures for both teachers and students were

high-priority building goals and thus these measures were the focus of supervisory efforts. Each teacher in the building was observed once a week and debriefed with their respective supervisor during one prep period each week to review observation notes and make future goals.

As a preservice teacher supervisor, each of these supervisory experiences affected my beliefs and approaches to supervision. I felt as though I was responsible for critiquing and evaluating interns' teaching over the year but also responsible for learning about them as individuals to develop personal relationships with them. In my first year as a supervisor, I was most successful at developing personal relationships, but less successful at critiquing and evaluating interns' teaching experiences. Working in the PDS and being exposed to the learning community of PDAs each week helped me to realize that my supervisory methods were not inquiry-based and thus, only allowing the interns to grow in their teaching practice, not into professional problem-solvers. I spent the first and second year struggling with how to help interns develop an inquiry stance toward their teaching while also learning how to implement an inquiry stance toward my supervision. I struggled with how to collect relevant data about their teaching that would allow the interns to generate conclusions and learn from their work. I also wanted to develop the patience and willpower to speak less during conferences and provide interns with the space to talk through their problems without giving the answers. These issues plagued my first two years of my PDS experience.

In the third year of my work as a PDA, I was finally more successful at combining a personal approach to supervision with an inquiry-based supervisory style. I became more comfortable with sharing my supervisory goals with my interns and asking for their opinions on how we could resolve issues in their practice together. I was better able to understand the importance of reciprocal learning between the PDA and intern.

In reflecting on my experiences over the years of experiencing supervision and learning to supervise, it has become clear to me that a number of individuals have contributed to my understanding of supervision as a professional practice, and thus, influencing my decision-making in resolving issues as they arise. These experiences and individuals have shaped my work, but also have helped me to conceptualize the goals of this study. I suggest that the effect previous supervisors have had on my professional development may be a factor that contributes to the decision-making other supervisors use in their practice to resolve difficult issues.

As a researcher who has previous attachments to the context in which this research took place, it is important for me to disclose how my role as a researcher potentially influenced the outcomes of this study. My former participation as a PDA who has worked closely with many of the participants in this study brings to light both advantages and disadvantages I had in pursuing this line of inquiry. The advantages of my prior participation as a PDA include my familiarity with the context and language that was used to discuss structures and occurrences within the PDS context. Additionally, my relationships with the participants may have allowed them to feel more comfortable in speaking with me than with other researchers who do not have previously established relationships. This relationship may have allowed them to speak more candidly or honestly during our interviews.

Unfortunately, my prior connection to the PDS context may have also posed contrasting disadvantages to this research. The previously established relationship that I had built with the participants may have prevented them from fully disclosing information about their work especially if it seemed contradictory from the goals or requirements of the PDS program. Additionally, many of the participants are familiar with collecting, assessing and publishing qualitative research and understand that some perceived negative information can be reported in

a way that the participant had not intended. I believe that this may have created a disadvantage in participants creating protective walls as not to appear in a negative light when the study was complete. Lastly, as a researcher, I may have been at a disadvantage in working with these participants because of my familiarity with the context and role. I might have been less likely to ask clarifying questions, or I might have made assumptions about statements of which I feel I have a strong understanding.

In addition to revealing my connections to the participants and context, it is also important for me to reveal my preconceived notions about what outcomes I believe would emerge from this study. First, it was clear to me that I was operating under the assumption that PDAs would discuss the problems that have occurred in their practice because I have experienced these problems in my practice. While reading through the teacher-education literature, I strongly connected with the problems and was encouraged to use it as a framework based on the apparent ties to my work as a supervisor. However, supervisors may not have experienced similar problems in their practice.

Additionally, I expected that PDAs would describe their PDS experience as a significant factor contributing to their beliefs as a supervisor and an impactful experience that has shaped their work as supervisors. Since many of the supervisors have spent extensive time working in the PDS setting and I am fondly aware of the professional development I have experienced as a teacher educator and former PDA, I expected that the context would be a large contributing factor to many PDAs' resolution of problems. I specifically expected that many PDAs would mention a conversation or demonstration by a particular individual as a leader in the PDS that had a particular impact on their beliefs and practice.

**Trustworthiness of Findings**

Establishing trustworthiness in the design and execution of a qualitative research study allows researchers to voice that the study was completed ethically and that the claims are valid. Since the phenomenological underpinnings of this study suggest that it will attempt to understand "the constructions of the respondents in their own terms (Erlandson et al, 2003, p149)," the design of the study must include measures that demonstrate the value of the participants' constructions and my ethical commitment to conduct a responsible study. In this sense, each of the measures that I used to ensure the validity of the study was put in place to ensure that the study measured the goals and questions that are intended through the use of relevant and appropriate research methods as well as an awareness of my biases and assumptions that could have clouded the results of the study. The strategies used to ensure trustworthiness and credibility in this study were triangulation with selective sampling, member checks, self-reflective memos and outside sources.

Qualitative researchers have suggested the use of triangulation of multiple pieces of data sources to heighten the credibility of a study. Since the main data collection source of this study was individual interviews, the purposeful sampling strategy also serve as a method of triangulation. Using a wide range of participants exposes "individual viewpoints and experiences (that can be) verified against others (Shenton, 2003, p66)," ultimately creating a complete image of the topic under investigation. Readers are still able to find comfort in the findings of the research, even with the use of varied participants and not varied methods, because similar findings could converge from different vantage points (Erlandson et al., 2003).

Member checks are described by many methods specialists as the most important element within a research design to establish credibility (Merriam, 2013; Erladson et al., 2003 Shenton, 2003). During a member check, participants have the opportunity to either ensure that the

transcripts reflect the language they intended to use or convey the message they intended to share and also provide feedback on if the researcher has drawn interpretations from the data that reflect their actual reconstructions. Each of these processes give the researcher and participants an opportunity to check for misunderstandings of the data and also to unveil areas of interpretations that are incorrect due to the researcher's bias or confusion (Shenton, 2003). In this study, informal member checks were conducted at the end of each of the first two interviews to ensure that I had obtained an accurate understanding of the reconstructions that were discussed (Erladson, 2003). Transcripts from the interview were used to ask clarifying questions. For example, in interview 1, Maggie described a professional development experience that had an impact on her philosophies as a classroom teacher. I did not understand that this could have been a significant past experience at the time, so I asked Maggie to recount this experience in more detail during the second interview. Participants were also asked to clarify intricate details of their descriptions to ensure that I had the most accurate picture of the account. When working with Makenzie, I realized from reviewing the transcripts that she was using problem-solving strategies to solve a number of small problems but not addressing the larger problem of the relationship issue between the intern and mentor. In the second interview, I thought it was important to ask Makenzie if this strategy was intentional and understand her perspective behind these problem-solving strategies.

After the data were analyzed, I communicated my interpretations of the profiles and cross-case analysis that was conducted with Reeva, Makenzie and Brandy. I phoned each participant and revealed what I had learned about their supervision and also revealed what patterns had emerged from the data that was collected. Makenzie and Reeva confirmed that the interpretations that I made represented their work and each clarified minor details about their

biography that helped me improve each of their profiles. Brandy was concerned that my interpretations were too narrow about the impact of the implications of my findings. I originally intended to check in with all five participants, but found that these three participants represented a cross sample of university-based and school-based professionals.

During the interview sessions, I attempted to be aware of the biases that I brought as a former PDA to my interview questions. For example, when working with Makenzie and Maggie, I was aware that they were both mentor teachers in the PDS before becoming PDAs. I assumed during the interviews that each of the participants would discuss past experiences related to mentoring. When this did not occur, I prompted each of the participants repeatedly if they had "learned the strategies from anywhere else?" I did not offer the hint of mentoring. Additionally, I attempted to ensure that I allowed participants to tell stories that I knew well. For example, when Stacey described using systematic observations to help her intern improve her teaching, I asked Stacey to describe examples of what this looked like and how she used it, even though I am well-versed in the task and have used many of Stacey's reports as templates to improve my own supervision.

Following the interview sessions, I attempted to make intimate connections with the data to ensure that I had captured the participants' stories. I listened to the recorded interviews and transcribed the interviews. The process of transcribing the interviews allowed me to be close to the data and access it both through hearing and reading it. I read and reread the transcriptions throughout the coding process and attempted to understand the data.

In addition to the strategies that were built into the study to address the biases that were brought to this work, two advisors vetted the validity of claims that were made from my analysis. One advisor, an experienced teacher educator and researcher within the PDS community,

examined the data and claims and measured their validity against cultural and historical knowledge he has gained over his years in the profession. An additional advisor, with limited knowledge of the particulars of teacher education and supervision in this setting, vetted the research, data and claims by asking clarifying questions. These questions encouraged me to write the reporting of this research in a way that would be clear to populations outside of my field. Any biases or blind spots were questioned for clarification and transparency to this reader.

**Writing the Report**

The research report was divided into three parts to depict the findings learned in the study. First, a matrix of quotes was created for each supervisor to highlight the challenges, resolutions, past experiences that were described and provide evidence of each area to write the report. This matrix was used to write profiles for each supervisor to help the reader understand the experiences in their own words. Second, concept maps were used to describe the variety of challenges, resolutions and past experiences supervisors encountered in their practice. Berry's (2007) work on teacher-educator tensions, which describes in-depth the problems that she faced as a methods instructor, is the only source that brings to light the specific challenges to that role. This thorough categorization of supervisors' problems, resolutions and past experiences provides a similar database that the teacher educator community can reference. Third, claims and corresponding evidence are presented. These claims note the most prevalent findings that I learned from all levels of analysis.

**CHAPTER 4: FINDINGS**

The purpose of this study was to understand what challenges supervisors encountered and what relevant experiences supervisors drew on to resolve challenges in their practice. I sought to answer this question by examining supervisors' most memorable and challenging experiences. Supervisors described the challenge, associated resolutions and relevant experiences or resources they drew on to resolve these challenges in great detail through semi-structured interviews. The following chapter provides an introduction of each participant as well as in-depth account of each participant's journey to resolve challenges in their practice. Each section is structured to describe the challenges the supervisors reported experiencing in their practice. Following each challenge, I present the resolutions supervisors described using to resolve challenges in their practice. Following the presentation of challenges and resolutions, I present the relevant experiences supervisors have described as contributions to the resolution strategies that were attempted. When supervisors describe more than one challenge, this outline is used to support each challenge.

**Supervisor Profile: Stacey**

Stacey had served as a PDA for four years at the time of this interview and was a retiree from the school district involved in the PDS partnership. In addition to supervising interns in the classroom, she taught the math methods course for one cohort of interns. Over the course of her work with the PDS, Stacey had supervised nearly 20 interns in both the middle and elementary school buildings. Stacey's appointment to the PDS came through her assistantship through the College of Education. Stacey was working toward her doctoral degree in curriculum and supervision. Stacey's full-time graduate studies met at the intersection of teacher education and mathematics teacher education.

Before working as a PDA, Stacey worked in the school district that partnered with the university to create this PDS. She served in a variety of roles including directing the Curriculum Support Office, working in the school buildings as a Curriculum Support Teacher and working as a mathematics teacher in the middle school. Stacey also hosted interns in her classroom as a mentor teacher as a part of the traditional student teaching program before the PDS partnership was established.

**Stacey's Problem Space.** Table six below summarizes Stacey's description of two of the most difficult challenges that occurred in her practice, the strategies she used to resolve these practices and the sources she drew on to implement these resolutions. The particulars of these events are described throughout this profile.

Table 6

*Stacey's Problem Space*

| | Stacey | | | | | |
|---|---|---|---|---|---|---|
| Challenges | Improve intern writing Improve clarity Improve reflection | | | Improving Instructional Competence | | |
| Resolutions | Relationship-building | Guided Practice | Fewness | Evaluation/ Goal-setting | Teachable moments | Clinical Supervision |
| Relevant experiences | CST | CST | Unspecified | Community | Unspecified | Graduate Preparation |

**Stacey's Frist Challenge: Intern writing.**

Stacey described two separate challenges that were significant to her experience as a supervisor. She first recalled a challenge she faced with improving the intern's writing in reflective journals, program assignments and lesson plans.  As a supervisor and course instructor,

Stacey read and assessed each of these types of writing samples and described two main areas of

concern in the intern's writing: clarity and quality of content. Stacey describes the issues by

saying,

> Not only was it the way she wrote but that she didn't have very good writing skills. Basic
> writing skills are not good. Not that I judge a teacher by their writing skills, but you can
> think about when this girl writes a newsletter home to parents there's going to be a
> problem here. So there was that part of it that came out in the writing. And the other part
> that came out in the writing was just the way she looked at things. What her priorities
> were. What was important to her in her reflective journal? (Stacey Interview 1).

Stacey felt challenged to help the intern improve her writing in the areas of clarity and quality of

content so that the intern could successfully communicate information clearly and thoughtfully to

her future audience of parents and students.

**Improving Clarity in Writing**

Stacey first articulated her concern for the intern's lack of clarity in her writing by saying,

> I could tell that she was trying to be sort of flowery and creative and maybe using a
> metaphor and then the sentence wasn't complete or it didn't connect. The front of the
> sentence did not connect with the back of the sentence (Stacey).

Stacey believed the intern was attempting to put thought and effort into the writing she

submitted, but felt challenged to help the intern express her thoughts in a more concise and

articulate way so the targeted audience could follow her writing.

**Improving Writing Content**

The quality of content in the intern's writing was also a problem that Stacey sought to

address throughout the intern's lesson plans. Stacey contends that the intern struggled with

writing lessons plans with accurate content information by saying,

> The other place I would say (I was challenged) would be in her lesson plans because she
> would write things in there, you know how we would have them write exactly what they
> would say in some of the parts of the plan? So what she was planning on saying wasn't
> appropriate; grammatically or content wise. (Stacey Interview 2).

This quote demonstrates that Stacey was concerned that the intern's teaching script contained errors in content information that would be taught to the students, thus impacting student learning.

**Resolutions to improve writing: Relationship building.** Stacey was very deliberate about selecting the strategies she used to resolve challenges with her intern. Stacey began resolving the challenge of improve the writing in her intern's journals by building a strong relationship between the intern and herself. Stacey says,

> I spent a lot of time with her. My first thought was to make sure I developed a good relationship with her. I knew that if I could develop a close relationship with her then I could help her understand some of the sensitive things (Stacey Interview 1).

Stacey found it was important to establish a strong and trusting relationship with the intern from the very beginning of their work together because she felt as if the intern would be more receptive to hearing about and amending some of the challenges that Stacey spotted in her writing and teaching. In Stacey's words, "I always thought that it would be a little sensitive to her if I said, "Stop trying to be so cutesy and let's try to get the basics down here" (Stacey Interview 2). In recognizing the importance of building a relationship where the intern could trust her, Stacey was creating a safe space for the intern to grow and accept Stacey's instruction.

Stacey's relationship-building tactics were enacted by Stacey's constant availability to the intern when she had trouble with her writing and writing assignments. Stacey describes the frequency and quantity of time that she met with the intern by stating she "spent face-to-face time with her on every one of her assignments" (Stacey Interview 1).

*Relevant experiences: Curriculum support teacher.* Stacey drew on her work as a Curriculum Support Teacher (CST) as a source of knowledge where she learned the importance of building strong relationships with teachers while working in a supervisor-teacher partnership.

Stacey describes how she built relationships with both administrators and teachers in her work as

a CST and how these relationships help her to complete her job:

> I worked with that many teachers. And I learned early on that you had to meet each one of them where they were. Not just the teachers but the principals. I mean I tried to build relationships that I interacted with as a CST. I have clear memories of how I would have a different relationship with each administrator because that was really important to make sure (of) that, and it wasn't even really that much of a trick that I was trying. I mean I just kind of thought this person is this kind of a person. This administrator, this is where they are coming from. This is what their priorities are. This is what is important to them and so if I'm going to make any impact in their building, I can just focus on those things. (Stacey Interview 1)

She goes on to explain:

> You had to be able to get the teacher in the CST position to trust you that you're not going to be telling on them when they don't do something correctly and that your intent is to help them and you just have to develop that trusting relationship, which I can see is a similar kind of thing with Lauren because I didn't really want to say to the teacher, "You're not really getting this; let them model it for you (Stacey Interview 2).

**Resolutions to improve writing: Guided practice.** The second strategy that Stacey used

to resolve the intern's writing issues was guided practice. Stacey describes guided practice as

time spent sitting beside the intern, each with their personal computers, working on the writing

assignments together. Guided practice included two sub-strategies. Stacey provided explicit

examples of grammatical corrections that the intern needed to make in her writing and also

offered suggestions that allowed the intern to have a choice in how she would make amendments

to her writing. Stacey describes the differences in these two strategies by saying she "would

make suggestions on the things in her journals or in her written work. Then, I would ask her to

redo it. Take those suggestions and use the ones that made sense" (Stacey Interview 2).

*Relevant experiences: Curriculum support teacher.* While Stacey worked in the

Curriculum Support office, she wrote curriculum for the district and also supervised two other

employees who did the same. She drew on these experiences during her work as an overseer of

curriculum writers to support the strategy of using guided practice to improve her intern's

writing. When Stacey was charged with writing curriculum, her colleagues and fellow writers

encouraged her to look more critically at her writing so that it would be presentable to its

intended audience. As Stacey recalls the situation,

> I know that I learned how to be a better writer by working with my colleagues Cary and
> Susan. They taught me so much about writing. I realized (that after working with my
> friends Cary and Susan), that I never really looked at my own writing critically (Stacey
> Interview 1).

She further explains her experiences by saying,

> Cary and Susan would be in charge of the writing team and they were perfectionists. Like
> I remember times when I wanted to get something out and they wouldn't do it until it was
> right. So they taught me. I learned through them that it's worth it (to do that.)…To take
> the time to make sure that your message is clear. That your finished product looks
> professional. That all of those impact how people receive your work. They taught me
> that. (Stacey Interview 1)

Thus, from Stacey's personal struggles with her colleagues who attempted to help her

produce professional-quality writing, she had the firsthand experience of what it is like to have a

colleague critique her writing and require a higher standard of work. Stacey's experience with

the challenge of producing quality writing also helped her to empathize with her intern and

understand a similar point of perspective.

> I didn't look at my own writing critically and so by working on units that had to be
> published to the district I gained an appreciation for what other people think when you
> don't have a very good way of communicating through your writing…I know I probably
> didn't even reread it much. So by critically I mean that just taking the time to really
> reread it and think about what somebody else might be thinking. How somebody else
> might interpret what you are saying. I never really thought about that that much. (Stacey
> Interview 2)

Stacey also has a clear understanding of how experiencing this challenge has affected her ability

to supervise her intern. She says, "And so I probably would not have been able to help my intern

with their own writing if I hadn't learned about my own writing" (Stacey Interview 2), indicating

that mirror experiences profoundly impact a supervisor's ability to resolve challenges in their work.

**Resolutions to improve writing: Fewness.** The third strategy Stacey used to resolve her intern's writing challenge was the principle of "fewness." This is a common strategy used in instructional supervision where the supervisor reports only a few bits of information collected from data generated during an observation (Goldhammer, 1969). Narrowly focusing on a few bits of information prevents the teacher from being intellectually and emotionally overwhelmed and helps them feel as though they can work toward making progress in their profession (Nolan and Hoover, 2011; Acheson & Gall, 2003). With the principle of fewness in mind, Stacey chose to pick and choose which elements of the intern's writing would be addressed due to the overwhelming need for improvement. Stacey says that she "had to pick and choose something (to work on) because there were still other things in some of her writing that did not really work but I think I chose to just focus on certain things so that we could make some kind of progress" (Stacey Interview 2).

*Relevant experiences: Fewness.* Stacey did not explicitly discuss what sources she drew on to conceptualize the use of fewness as a strategy to resolve challenges in her practice. However, Stacey's coursework as a graduate student most likely contributed to her knowledge of this concept. Stacey took graduate coursework in teacher education and took a class on supervision, where readings and activities were geared toward using clinical supervision to improve teaching.

**Summary of challenge: Encouraging reflective writing.**

In summary, Stacey recalled the challenge of improving her intern's reflective writing. She was mainly concerned with improving the intern's clarity in writing and the quality of

content in her lesson plan. Stacey used the resolution strategies of relationship-building, guided

practice and the principle of fewness to resolve the challenges she was having with her intern's

professional writing in class assignments, journals and lesson plans. Stacey drew most resolution

strategies from her work as a Curriculum Support Teacher.

**Stacey's Second Challenge 2: Improving Instructional Competency**

A challenge that Stacey experienced with the same intern was improving her instructional

competency. Stacey was challenged with the quality of the intern's teaching performance in the

classroom, which Stacey attributed to an interesting source. She describes her experience by

saying,

> She fell and tripped and stumbled a lot when she was teaching. She could have taught the
> lessons that her mentor typically taught but PDS and the methods and things that she
> needed to do for this program were more complicated and asked more of her, and so she
> struggled with some of those to be able to teach a lesson at a different level than what she
> would see with her mentor. (Stacey Interview 1).

Stacey felt as though the intern was not being exposed to high-quality mentoring, and thus she

would have a more difficult time amending her traditional ways of thinking about and executing

instruction. Stacey provided an example of the time when she stepped in to support the mentor

teacher by saying, "Well, again her mentor wasn't a good model so she didn't really see a lot of

good instruction. She didn't see good talk moves. Good questioning techniques. And so for

someone who doesn't know that intuitively, I wasn't sure how to get her to be in that practice"

(Stacey Interview 1).

**Resolutions to improve instructional competence: Evaluation tool.** As previously

described, Stacey felt as though her intern's teaching competency was very low and that she

rarely attempted to try new instructional practices that varied from her mentor's approach to

teaching. Stacey began to try out strategies to help her intern use more modern styles of teaching

and classroom management by first using the fall program evaluation form as a tool. Stacey

specifically utilized the indicator on the form that encourages interns to step out of their mentor's

shadow and try instructional practices that may not be used in their classroom.

> On the evaluation form there is always a focus on you need to take initiative and that's
> something we all say at the first evaluation. We always say that this is something that you
> can do. Take initiative; your mentor would love it. I would try to do that sort of thing
> (Stacey Interview 1).

Stacey felt that this was an important strategy to use in this situation because she wanted to give

the intern an outlet to try instructional practices that were different from the strategies that she

was seeing from her mentor teacher.

*Relevant experiences.* Stacey indirectly described her use of the evaluation tool as a

product of learning that she drew from the community of supervisors that she worked with.

On the evaluation form there is always a focus on you need to take initiative and that's
something we all say at the first evaluation. We always say that this is something that you can do
take initiative your mentor would love it. I would try to do that sort of thing (Stacey Interview 1).

Stacey's reference to "we" in the quote above is referring to the PDAs in the PDS community. In

this quote, Stacey is describing the community norm that exists where supervisors in the

community use a similar strategy to accomplish the goal of encouraging interns to be more active

in their classroom.

**Resolutions to improve instructional competence: Using Teachable Moments.** Stacey

also used the strategy of capitalizing on teachable moments to encourage her intern to improve

her instructional practices and also to attempt teaching techniques that were not being modeled.

When the intern would come to Stacey with a novel idea for a lesson, she would use that moment

as an opportunity for the intern to practice a teaching strategy that she may not have been

witnessing in the classroom under the mentor teacher. Stacey describes the situation by saying,

> When she would get ideas like that (teaching an innovative lesson) it would give me a
> chance to work with her on things that were unrelated to what the mentor was doing. And
> so then she and I could go to him and be like, 'Oh, this is something really exciting,' and
> it wasn't any reflection on him. Wasn't like we're going to take what you do and do it
> differently. We are going to bring something in completely new and we may fail at this
> and you might think this is crazy but we're going to give it a shot (Stacey Interview 1).

Stacey was always very careful to meet the needs of both the mentor and intern in this situation.

She encouraged the intern to attempt novel teaching practices to improve her skills, but she also

cared for the relationship within the triad by respecting the professional abilities of the mentor

teacher.

   ***Relevant experiences (teachable moments).*** Stacey does not discuss how or where she

learned the use of teachable moments as a strategy to resolve the challenges associated with

intern's instructional competence.

   Resolutions to improve instructional competence: Clinical supervision. Lastly, Stacey

worked to resolve the challenge of improving her intern's teaching practices by using clinical

supervision. Stacey recorded a number of different observations including tallies of students the

intern called on, questions she asked the students, tracking her position around the classroom

during a lesson and on task/off-task behavior. After recording these various observations during

the intern's teaching, Stacey would share her observations with the intern as a point of entry for

discussions about her teaching practices.

   Following Stacey's use of systematic observations to help the intern collect data in areas

of her practice where she sought to improve, Stacey also used the strategy of coaching data

analysis with the intern to resolve issues in her teaching practice. Stacey taught her intern how to

share the responsibility of interpreting data that was collected from teaching observations. Stacey

describes her intentions on coaching the intern to interpret data from the classroom by saying,

> I tally who they call on early on I try to do basic data collection that anybody can analyze
> so that I'm not the one telling her what she needs to do and not do and she's figuring that
> out on her own. And so I would do where she stood in the room and whether she called
> on girls or boys or any of that sort of thing and that gave me an entry point for
> conversation with her. In the beginning there was just basic stuff; it wasn't even really
> pointed at a particular issue that I thought she had. It was just getting her used to looking
> at what she was doing and seeing that we could have productive conversations about that
> (Stacey Interview 1).

When Stacey makes observations that can be interpreted by the intern with minimal interference,

she is giving the intern the power to analyze the data for herself. Thus, each party is making

contributions to the data collection and analysis of the teaching lesson. In Stacey's words,

"Systematic observations are perfect for getting interns to look at their own thing without you

having to say, 'The kids weren't paying attention' or 'You're not calling on the kids in a

balanced way'" (Stacey Interview 2).

   ***Relevant experiences (clinical supervision): Graduate coursework.*** Stacey's resolution

strategies to use clinical supervision as a tool to improve her intern's instructional competency

was learned during her graduate student coursework. In Stacey's case, she practiced and

accumulated supervision skills through a graduate school class that she took before she became a

supervisor. Stacey describes the objective of the class and how she used the information learned

from the class by saying,

> The class focused on different ways that you can take systematic observation and what
>
> the purpose of them was. And how it could help you, instead of being evaluative. It's a
>
> way that you can give feedback without you saying, 'Hey that didn't go very well.'
>
> (Stacey Interview 1).

This strategy of providing observational data instead of judgmental feedback was the exact

strategy Stacey used to support her intern in her lack of instructional competency. Stacey's

graduate coursework also provided her with an outlet to practice the skills that she would later

use to resolve this same challenge as a supervisor. As a part of Stacey's graduate school class,

she was asked to practice collecting and analyzing systematic observations with a teacher in a

real-life setting. Stacey partnered up with a teacher who was eager to learn more about how

systematic observation and data collection could improve her teaching and the learning that

would occur in her classroom. Stacey describes her experience by saying,

> So I spent lots of time in her room at least once a week I went into her room during that
> semester and I took observations for her. I would ask her what do you want me to look
> for and then we would, the two of us would, have an evening conversation on the Google
> doc. There would be some times where I would come home and I would be looking at it
> and she would be on it. She would be on the doc making comments and stuff and so I had
> a really great person to work with initially (Stacey Interview 2).

This experience also helped Stacey adopt her philosophy for using systematic observation as a

tool for helping teachers improve their practice. "As David teaches us, if they come to their own

understanding of their issues, it's more likely that they can change" (Stacey Interview 2).

**Summarizing Stacey**

Stacey encountered two challenges in her supervision practice. In the first challenge,

Stacey attempted to encourage reflective writing by improving the clarity and quality of content.

She attempted to resolve this challenge by implementing resolutions such as relationship-

building, guided practice and fewness. Stacey drew on strategies that she learned from her work

as a CST and curriculum writer to solve this particular problem. In the second challenge, Stacey

attempted to improve her intern's instructional competency by using evaluative tools to set goals,

capitalizing on teachable moments and employing clinical supervision. The sources of two out of

the three strategies that Stacey used in this challenge were unknown, but we do know she drew on Clinical Supervision, which she learned from her studies as a graduate student, as a source of information to resolve this challenge.

**Supervisor Profile: Reeva**

In this section I will describe the challenges, resolutions and relevant experiences Reeva drew on to resolve challenges in her practice as a supervisor. Reeva was a supervisor for one year in a pre-student teaching internship while working as an adjunct faculty member at a large university in the southeast. In this student-teaching practicum, interns work in pairs and co-teach throughout the semester. Reeva described her work as more of a traditional supervisor where she was invited into the classroom to observe and debrief lessons. During this period, Reeva also facilitated seminar for these same interns. This seminar focused on the use of teacher inquiry in the classroom as well as co-teaching configurations and strategies that interns could use to teach with their partner. Reeva did not work in the same context as the other participants in the study.

Prior to her work as a classroom supervisor, Reeva had a fellowship as a graduate student in a professional development partnership between a university and underperforming school district that provided inquiry coaching and support to teachers. Reeva was pursuing her doctorate while doing work in this fellowship, which focused on teachers and students using inquiry in their classrooms. During her time as a graduate student, Reeva took a number of courses related to teacher inquiry. These courses focused on foundations and historical understanding of teacher inquiry as well as methods of facilitating inquiry for teachers. During Reeva's graduate experience, she taught a number of courses where she incorporated the use of the teacher-inquiry process into assignments and course requirements. Reeva did not have prior coursework in the use of clinical supervision.

Before that, Reeva also worked as a third-grade teacher in a small school in Florida, where she served students in low-income communities. Reeva's experiences prompted her to use inquiry as a tool to improve her work in the classroom and as a stance toward teaching her students. As an in-service teacher, and as a part of attaining her master's degree in Teacher Leadership, Reeva worked in a "train the trainer" model of professional development to spread the merits of classroom inquiry throughout her school district.

Reeva described the challenges she incurred during her year as a visiting professor supervising and teaching in the pre-student teaching portion of her student's field experiences. The time frame of Reeva's supervision is dissimilar to the other PDAs in this study because it occurs during a different portion of the total practicum experience timeline. PDAs are supervising during the student teacher's culminating student-teaching experiences while Reeva is supervising in the penultimate field experience.

**Reeva's Problem Space**

The following table summarizes Reeva's description of the most difficult challenges that occurred in her practice, the strategies she used to resolve these problems and the sources she drew on to implement these resolutions. The particulars of these events are described throughout this profile.

Table 7

*Reeva's Problem Space*

| | Reeva | | | | |
|---|---|---|---|---|---|
| Challenge | Improving Student Teacher's Deficit Mindset | | | | |
| Resolutions | Altering intern's thinking | Co-teaching | | Inquiry | | Community Support |
| Past Experience | IST | PST | Teacher Education | Graduate work | IST | |

| s | | | Program goals | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

**Reeva's First Challenge: Improving Student Teacher's Deficit Mindset**

Reeva discussed one challenge she encountered during her work as a supervisor, which was overcoming an intern's deficit mindset toward the students in the classroom. Reeva described the intern's behavior as acting as if "the kids were always the problem" (Reeva Interview 1) when the intern felt as though the lesson did not go as planned. The intern would react negatively when the students did not understand directions or the planned material. Reeva illustrated this point by describing a specific social studies lesson that did not go as planned:

> So the kids were a little bit confused about what they were supposed to be doing in their writing activity and it was all their fault. It had nothing to do with the way that she had organized the lesson. It had nothing to do with what the read aloud was. She would mostly blame it on behaviors (Reeva Interview 1).

Reeva noticed that the intern's deficit mindset about the students and their abilities permeated her face-to-face work with students during instruction, one-on-one interactions, the intern's journal writing and post-observation conferences. Reeva was concerned about the intern's perception that the students were not capable of meeting her expectations because of their background and upbringing. From Reeva's account, the intern's journals described,

> how disgusted she was and how sick she was about this child and how he couldn't do this and he couldn't do that and his mom wasn't doing this for him. ... She still thought that the kids and their families had a lot to do with how the classroom was working (Reeva Interview 1).

Noting information from post-observation conferences, Reeva states,

> It was usually her perception that they (the class) didn't get where (the intern) wanted them to go because of the way (the intern) taught it. It was because the kids didn't do it right or they couldn't do it right (Reeva Interview 1).

Reeva assessed that her challenge would be to help the intern engage in more positive talk about children.

What was most noticeable about Reeva's challenge with this intern was her personal reaction to her encounters with the intern. She was personally affected by the intern's deficit mindset toward the students. She said, "It would just make my blood boil when she talked about kids. That was really hard for me because I would never think about talking about kids in the ways that she did" (Reeva Interview 1). Reeva describes the exploratory time of learning about the intern's problem as frustrating and upsetting. What was most bothersome to hear was that the intern "couldn't see where the kids 'were.'" (Reeva Interview 1

**Resolutions**

Reeva employed a number of strategies to help the intern gain a more positive mindset toward the students. In this section, I will discuss the different types of strategies used and also note the sources where she gained experience in using these strategies.

**Resolution: Altering intern's thinking.** Reeva's initial approach to resolving the issue of improving her intern's deficit mindset toward students was to use the post-observation conferences to help the intern become more aware of the positive characteristics and contributions of the students. When discussing this strategy, Reeva says, "I had to explicitly ask for her to come up with some positive things that happened about the kids. So I would tell her to start with positives and she would tell me what she had done well" (Reeva Interview 1). Reeva found that the post-observation conference provided a space for structured conversations around the intern's teaching. Reeva created this small stepping stone, talking positively about what the intern had done well in the lesson, to then branch out and begin speaking positively about what the students had done well in the lesson as opposed to pointing out only the negatives.

***Relevant experiences: In-service teaching.*** Reeva used experiences from her work as an in-service teacher to find strategies that she could use to resolve the challenge she was having with her intern's deficit mindset toward students. When asked if she recalled attempting to overcome students' negative thinking in any other life experiences, a light seemed to click in Reeva's head and she said, "I think that is something that I used with my kids when I taught third and fourth grade! (Reeva Interview 1)" Reeva worked in a school where the students did not feel empowered.

> The school that I worked in was high poverty high need. Third grade in Florida, the kids are retained if they don't pass the standardized tests so I would have kids come into my class and say, "What grade are you going to be in next year?" They would say third. Without a beat. They just expected they were going to fail. So my role for the year and in fourth grade but now they are in fourth grade and they are tainted. They already knew, school is not for me I don't fit here. They knew that and they were right. So even when I was teaching fourth grade we spent the whole year what I really wanted to do was reshape their learner identity. Like what does it mean to be a learner? It doesn't mean that I pass a test. That is not what it means. I'm really good at some things. And the other things I'm not good at, I can build on. We did compliments for everything (Reeva Interview 1).

As an in-service teacher, Reeva constantly worked to help her students find their value outside of standardized tests and grades. She further recounts the experiences by saying, "We (the students and I) would always spend time working with compliments. And throughout the school year we would work on specific compliments and how we could do more than just say 'good job.' Good job about what?" (Reeva Interview 1).

Reeva drew on this experience of helping her own students speak positively about their work and transferred this strategy to her work as a supervisor.

***Resolution: Co-teaching.*** Reeva also used the strategy of co-teaching to combat the intern's deficit mindset toward the students. Reeva describes how she enacted the co-teaching strategy with her intern by structuring a variety of co-teaching configurations:

I would help them structure all different kinds of co-teaching like parallel teaching and centers tag team teaching I don't know the exact terms but like tag-team teaching where you teach one part and I teach the other part. They even did a couple of lessons where they did the whole thing together so it was like tag team but more constant like ping ponging almost. All of the interns did this but I think it was particularly useful for these two because they mapped out what their team teaching would look like for these different scenarios. So I'll do this and you'll do that and they looked like football plans; you know with x's and arrows, and that was really helpful for them because I could pull that out and say, 'Remember how you diagramed this? You may want to try this' (Reeva Interview 1).

Reeva learned these co-teaching strategies as a result of her involvement in teaching the seminar that was related to the internship experience. These co teaching configurations were a part of Reeva's resolution strategy to help the intern reduce her deficit mindset toward students because she felt that a variety in configurations would allow the intern to:

… do things with the kids that she wouldn't have chosen to do otherwise. She would choose to do the read-aloud. She would choose to do the mini lesson. All of the whole-group stuff. Those would be the parts that she would do. So getting her to do more small-group work to be circulating and working with the kids one-on-one, it put her in a position to get to know the kids on a different kind of level (Reeva Interview 1).

Reeva felt that the intern needed more time to develop relationships with the students so she could get to know them as human beings and not make sweeping generalizations based on the intern's perceptions of them.

***Relevant experiences: Preservice teaching and program goals.*** Reeva's use of co-teaching as a strategy to support her attempt to improve the intern's deficit mindset was drawn from her tenure as a preservice teacher and her work as a seminar facilitator with the program. As a preservice teacher, Reeva was involved in a co-teaching partnership with her cooperating teacher. She describes her experiences by saying,

Judy was my mentor teacher. And we did a ton of co-teaching and co-planning. And I don't even know if Janet knew what that language was, but I don't know if she knew mentoring either, but she was so good at co-planning with me. While I did do that traditional taking over of the classroom, most of the time we were co-teaching because

we were such a great teaching team that it made sense to us that we were having two teachers in the room when we could. When I think about her mentoring style, I was very elbow-to-elbow with her. I did everything that she did even before she came back to school from her motorcycle accident. We would email lesson plans back and forth to each other; talk on the phone about things I was doing with the sub so she was always completely in the loop with what was going on in the classroom (Reeva Interview 2).

At the time, Reeva and her cooperating teacher were unaware that they were engaging in co-teaching styles of teaching, but later on, as Reeva began to learn about co-teaching from her work with her student teachers, she was able to use language to frame her experiences.

As a program facilitator, Reeva learned that one of the major program initiatives where Reeva completed her supervision was to use co-teaching in the classroom as a part of the intern's learning. Thus, student teachers were expected to learn the various configurations of student teaching and practice them during their practicum experience. Reeva described how the student teachers were introduced to co-teaching and how it was an integral part of the teacher-preparation program.

The co-teaching component came from the people who had taught the seminar before. We studied co-teaching in part of the course. So the internship included a once-a-week, three-hour seminar that was on the school site so we would all come together and one of the things we studied were co-teaching strategies because the student teachers worked in classrooms in pairs. So they had to learn to teach together (Reeva Interview 1).

Thus, in this context, Reeva was responsible for facilitating co-teaching experiences with her student teachers to fulfill a programmatic goal, but also structured the experience to meet her student teacher's learning needs.

**Resolution: Inquiry.** Reeva also used the strategy of conducting inquiry with her intern to respond to the intern's deficit mindset toward her students. Inquiry provided Reeva with the opportunity to systematically collect data on the intern's teaching and have focused conversations about "adapting (her) own practices to help (the) kid along" (Reeva Interview 1), instead of the intern focusing on how to fix the students. Reeva "would go in with her and would

take observational data of how she was interacting with the student" (Reeva Interview 2). Reeva followed up the collection of this data in conferences with the intern. Reeva felt as though the intern's participation in inquiry helped the intern make significant growth in learning about herself as a teacher over the semester.

*Relevant experiences: Graduate Work and In-service Teaching.* Reeva drew on the resources she gained from her experience as an in-service teacher while learning how to use inquiry in her classroom and facilitate inquiry research with other teachers. One of Reeva's most impactful experiences came from her work with the process of doing and facilitating inquiry research. As an in-service teacher, Reeva enrolled in a graduate program where she first learned the foundations of inquiry. She describes her initial experience by saying, "My first inquiry experience I had no clue what was going on. I was just kind of following the process and trying to trust what my professor was telling me to do" (Reeva Interview 3). During this process, Reeva learned to value the systematic analysis of data as a way of learning more about the nuances in her classroom that were not readily visible. Prior to the use of inquiry in her classroom, Reeva could make generalities about the conditions of her classroom but, "really being systematic about it; paying attention to something specific and how those things connected to other parts of the classroom" (Reeva Interview 3), was a skill she learned from using the inquiry process.

After using inquiry to transform major facets of her school's curriculum and seeing other teachers use inquiry to impact other areas of their students' lives, Reeva began facilitating inquiry within her local school district. She began this work as a facilitator of inquiry projects with teachers on her grade-level team then moved to facilitating inquiry for teachers throughout her entire school. Eventually, Reeva became an inquiry facilitator for facilitators, similar to the "train the trainer" style of professional development.

Following Reeva's graduate work in teacher leadership while pursuing her master's degree, Reeva pursued her Ph.D. in Curriculum, Teaching and Teacher Education with a focus on Teacher Inquiry where she was able to continue this work. Reeva described gaining additional experience as full-time graduate student where her assistantship required her to work as a professional developer that focused on teaching inquiry to teachers and schools. Reeva describes her work as a doctoral student by saying,

> During my doc program, almost all of my work was professional development work. So do you remember the district side that wasn't the graduate program that was the professional development part? That's what I did for my assistantship. We did year-long job-embedded professional development or we did summer-long professional development. So we would come back once a month or every two months to see how they were doing. I was trained as a National School Reform Faculty. I had training as an educational equity work and tied to a National School Reform Faculty; that's how I learned how to teach adults really (Reeva Interview 3).

Reeva describes these job-embedded professional development experiences as opportunities for her to develop and disseminate tools that teachers would use to conduct inquiry in their classrooms, school buildings and across the district. These are the relevant experiences and skills that Reeva drew from to use inquiry as a resolution strategy in her work with her intern as a supervisor.

**Resolution: Community support.** Lastly, Reeva used the advice and consultation of her colleagues as a strategy to resolve problems with her intern. During Reeva's work as a supervisor, she worked closely with two other graduate students who worked as supervisors in the program. Their offices were in close proximity to each other and Reeva frequently turned to these two supervisors for support. Reeva states,

> Almost every time I had a conversation with this intern or had something turned in, I ended up going to them like, 'Oh my gosh! I don't know how to deal with this.' They would read emails that I was crafting with her. They would help me prepare with one-on-

one conferences I would have with (the intern) and just really think through strategies for helping (the intern) push past this (Reeva Interview 2).

In addition to reading emails and staging conferences, Reeva turned to her colleagues as co-teachers as well. During seminar, Reeva's colleague ran a small-group protocol, including Reeva's intern, to provide the intern with a new set of ears and perspective on her inquiry project.

> So with the other times there was another time when **(one of)** my colleagues, Mark, he came and this was the point in inquiry where I was having a really hard time getting past this deficit mindset that I was telling you about before. So when he came, we split the class in half; he took half and I took half and he took her in his group because I knew her back story really well. He heard it from me, but by taking her into his group, he was really able to kind of get a better sense of where she was. Then she could hear from someone other than me that this was not OK. So I think this was really tag-teaming with my colleagues (Reeva Interview 2).

Thus, Reeva also relied on the support of her colleagues to help her problem-solve and create resolutions to problems that she incurred in her work as a supervisor.

 ***Relevant experiences: preservice and in-service teaching.*** Reeva encountered a number of experiences where she collaborated closely with colleagues and other professionals. As a preservice teacher, Reeva was paired with a master teacher who subscribed to an "elbow-to-elbow (Reeva Interview 3) mentoring style. Reeva describes the experience as being filled with "a ton of co-teaching and co-planning because we (they) were such a great teaching team" (Reeva Interview 3). As an in-service teacher, Reeva enjoyed being a part of a school that departmentalized subject areas, which provided additional collaborative experiences. This allowed her to work closely with teachers who taught the same subject area while also trusting that another group of teachers was caring for her students in another venue.

**Summary**

Reeva described the challenge of helping her intern overcome a deficit mindset that she had with her students during her internship. Reeva used resolution strategies such as altering the student's thinking, co-teaching and inquiry to target this particular issue. Reeva drew on a variety of relevant experiences to enact these strategies including her tenure as a preservice teacher, work as an in-service teacher, graduate coursework in inquiry and the learning she drew from her doctoral assistantship.

**Supervisor Profile: Maggie**

In this section, I will describe the challenges, resolutions and relevant experiences Maggie drew on to resolve challenges in her practice as a PDA. Maggie was a second-year PDA at the time of this interview and had just one year of supervision work under her belt. Prior to becoming a PDA in the PDS, Maggie was a mentor teacher with the PDS for 10 years. During this time, she also taught the mathematics methods course for three years. Before working with the PDS, Maggie had a number of traditional student teachers and pre-student teachers in her classroom.

Maggie was released from her duties as a teacher in the school district to engage in a special professional development opportunity available for teachers who want to work in the PDS. These teachers are called "Reassigned Teachers," and their work as PDAs involves supervising interns and teaching a methods course. Reassigned teachers frequently have very large workloads ranging from eight to 10 interns in comparison with other PDAs in the program because they are replacing their full-time school district workload with the full-time workload of the PDS.

**Maggie's Problem Space**

The following table summarizes Maggie's description of two of the most difficult challenges that occurred in her practice, the strategies she used to resolve these practices and the sources she drew on to implement these resolutions. The particulars of these events are described throughout this profile.

Table 8

*Maggie's Problem Space*

| | Maggie | | | | | | |
|---|---|---|---|---|---|---|---|
| Challenges | Interrupting intern | | Direct Instruction | | | | Reflection |
| Resolutions | Formal evaluation/ goal-setting | Feedback | Modeling | Community support | Feedback | Formal evaluation /goal-setting | Modeling |
| Relevant experiences | Unspecified | Mentoring | In-service teaching | Unspecified | Unspecified | Unspecified | Professional Development |

**Maggie's First Challenge: Interrupting Intern.**

The first challenge Maggie described stemmed from an intern repeatedly interrupting the mentor teacher during conversation. Initially, Maggie characterized the intern's repeated interrupting of the mentor teacher as a product of the intern's excitement about beginning the student-teaching experience. Maggie says, "It wasn't in a mean sort of way. It was just like the mentor would to start to say, 'Oh I noticed that Sally …' (and the intern would interject and say) 'OH, YEAH! I REALIZED.' (Maggie Interview 1)." As time went on, and the interrupting continued, Maggie's outlook on the situation changed drastically. She was concerned about the toll the interrupting would take on the intern/mentor relationship, the perception of the intern

throughout the school building and how the interrupting behavior would affect the intern's

relationships with future colleagues once the internship concluded.

**Resolving interrupting: Formal evaluations and goal-setting.** One strategy that

Maggie used to resolve the challenge of repeated interrupting with one of her interns was to use

the PDS Evaluation Form to label the problem and create a measurement stick that could be used

to assess the intern's progress in curtailing the behavior. The PDS Evaluation Form is an

evaluation tool that the community uses to assess interns and communicate the goals student

teachers are expected to achieve as the program progresses. Many PDAs create goals for interns

based on the indicators provided in the evaluation form.  In Maggie's example, she chose to use

a section on the evaluation form that focused on professional relationships to create goals for her

intern that would curtail the repeated interrupting. Maggie targeted a goal that would encourage

the intern to be a listener during division planning meetings to curtail interrupting of colleagues.

In Maggie's words,

> There's a section on the form in the fall focus area (of) becoming a professional and
> establishing professional relationship. One of the comments was, 'The intern will spend
> time during division planning meetings quote 'taking in information and waiting to make
> suggestions when he or she and the mentor have time to talk later. This will allow for
> reflection on opportunities to gather ideas.' So this one was kind of like you need to be
> listening, you need to be taking it in, you need to be talking to your mentor later to find
> out if this is something you should share. It didn't really work" (Maggie Interview 1).

Maggie used the formal evaluation form as a tool to resolve the challenge of helping the intern

with cutting in on conversations with colleagues in the school building. The form gave Maggie

the language she needed to articulate her concern in a formal matter and also served as a public

record between the intern, mentor and PDA that a particular goal needed to be met.

***Relevant experiences (evaluation tool): Unspecified.*** While Maggie spoke of her use of the evaluation tool as an option she used to target the intern's interrupting problem, she did not specify where she learned this strategy.

**Resolving Interrupting: feedback.** Maggie sought to resolve many of the challenges she encountered with her interns by using verbal and written feedback, in addition to the feedback on the written evaluation. Upon learning about her intern's interrupting during conversations with his mentor teacher and during division meetings, Maggie provided verbal feedback to the intern about the impact of the behavior. Maggie said, "I pulled the intern aside … and said, 'Look, your mentor hasn't said anything about this but if you're my intern, the fact that you keep talking over top of me would drive me crazy. You need to stop; it looks unprofessional" (Maggie Interview 1). Maggie's feedback also provided directions that gave the intern a sense of what behaviors could be inserted into conversations with colleagues that would curtail the interrupting behavior. She suggested, "You need to be listening; you need to be taking it in; you need to be talking to your mentor later to find out if this is something you should share" (Maggie Interview 1).

***Relevant experiences (feedback): Mentoring.*** In Maggie's work as a mentor teacher in the PDS and cooperating teacher for pre-student teachers, she used focused feedback that targeted specific problems that she needed to resolve. Maggie describes using feedback in a similar situation that occurred when she had a pre-student teacher:

> I had a pre-student teacher 15 years ago… Apparently, the very first day while this person was waiting for me in the office, was asking some questions of the secretary. 'I wrote a unit on Africa, do you think they want to see my unit? I'll bring it in tomorrow.' And I was like, sigh. You know I just … Maybe because that's not my personality to be so forward in a brand-new situation and that was one where the supervisor in that case and I had to sit down and figure out how to say, 'You're too pushy. You need to … it's showing a lack of respect towards the people you are working with and one way you do that is by listening to them first and then say, 'You know I did write a unit about Africa and whatever the unit of study was. Do you think anyone would be interested?' Rather than, 'I wrote a unit; I'll bring it in'  (Maggie Interview 1).

In this scenario, Maggie is recounting her experiences with a pre-student teacher who was eager to share before being a listener where she provided direct feedback to work toward resolving the issue. This particular source is nearly a carbon-copy use of verbal feedback to help bring attention to the issue that needed to be addressed.

**Maggie's Second Challenge: Direct Instruction.**

The second challenge that Maggie encountered was a problem of practice that many supervisors struggled with during this particular year of supervision. Maggie was challenged to help an intern alter philosophical beliefs that centered on direct instruction as a teaching model as opposed to an inquiry-based approach to teaching. The PDS context where Maggie conducted her supervision and where Maggie served as a mentor for a number of years before becoming a PDA, subscribes to a model of inquiry-based teaching. The PDS model of inquiry-based teaching is embedded in all of the methods courses conducted during the student-teaching experience and thus is a model that PDAs encourage interns to use in the classroom. Maggie's intern was previously trained on the use of direct instruction as a teaching model as a part of the intern's Special Education minor degree. Maggie describes the challenge by saying,

> This one dealt around the idea of telling rather than showing is not quite the right word but what I found was that with a couple of my interns last year, particularly those who had a special ed minor, they were really stuck in this idea of direct instruction, meaning I tell you what we're going to learn. I teach you it. I ask you questions to see if you learned it and then I assess you and I do it again ad nauseam (Maggie Interview 1).

Maggie illustrated a lesson she observed the intern teach as the impetus for her understanding of what her challenge was,

> They were trying to work on telling time. ... The intern is sitting at the kidney table with a little clock and all the kids have clocks and I can't remember exactly what questions were asked but the intern said to do something and the kid says, 'Where's two-thirty?' So the intern moved over here and said where two-thirty is. Over here. They kept asking the

intern questions and the intern kept making all the times on the clock. I'm just sitting there thinking, 'What are you doing!?' And the kids left and they were going to lunch and I just sat there and the intern said, 'Well, that didn't go very well. And I said, 'No, it didn't'(Maggie Interview 1).

In this example, Maggie witnesses the intern using a direct instruction model of teaching, which is in contrast to the philosophy that she hopes to establish with the intern. In Maggie's words,

> ... Teaching is not telling. It is not taking information from my brain and sticking it into yours. Teaching is saying, 'What do you think? And why?' (Maggie Interview 1).

**Resolving direct instruction: Modeling.** One of the main strategies Maggie used to resolve the challenge she faced with helping her intern develop an inquiry-based teaching style was to use modeling. Maggie described how the modeling resolution was conceived and executed by saying,

> We could not figure out what else to do, so finally I said, 'What if I take one of the stations and model it?' Even though the intern had seen (the mentor teach in that way) multiple times. I want this intern sitting right next to me. She's like, 'Great! Let's do that!'.... A lesson plan had been written about this is a flip. This is a slide. This is a turn. And I contacted the mentor and I said, 'Remember we talked about me possibly modeling? How about we do it with this, because the lesson plan is all telling? She said, 'Great!' And I sat there and the intern sat next to me and I said, 'OK. We thought it would be neat for me to sit with you. I'm going to do the first round and we will go from there.' He was like, 'OK.' Not upset but like, 'OK' (Maggie Interview 1).

Maggie then proceeded to model how she would run a station using inquiry-based methods of instruction. In this description, Maggie demonstrates how she would run a math station and use inquiry-based methods of instruction as opposed to direct instruction methods preferred by the intern. Following this first round of lesson demonstration, Maggie gradually offered the intern the opportunity to practice using the same inquiry-based instructional techniques that she was using with a new group of students that rotated into the math station. The

intern practiced using the same inquiry-based language that Maggie modeled in the first rotation during the first work that the students completed. Maggie further modeled the second and third work. During the third rotation, Maggie encouraged the intern to complete all three works. Maggie hoped that modeling the math station would help the intern understand what inquiry-based methods of instruction looked like and would also give the intern practice with using the methods with guidance.

*Relevant experiences (modeling): Professional development*. Maggie experienced a number of professional development opportunities that shaped her philosophies and practices as a teacher and PDA. As an in-service teacher, Maggie completed a two-and-a-half-year professional development opportunity to develop her mathematics instruction. Maggie discussed the purpose of the professional development by saying:

> Over the course of the project we learned about the ways to ask questions that would requires students to think about their learning as opposed to do what I tell them to do. … I learned how to talk. I learned how to ask questions. I learned how to say, 'I don't know.' 'That's a good question.' 'How are you going to find out?' (Maggie Interview 1)

Maggie describes this professional development experience that influenced the way in which she approached the teaching of mathematics in her classroom and helped her develop a better understanding of how to move beyond teaching as telling. In addition to the math professional development, Maggie also made her way into a number of other classes for teachers interested in pursuing other professional development opportunities that could be enacted in their classroom. Maggie then enrolled in a class that would extend her understanding of inquiry-based teaching:

> So I had taken that long class and then quite a few years after that, Dr. Rooke had offered a class in my building for teachers who wanted to work on their science teaching and I took that class, too. So I started becoming more interested in how to teach through inquiry, not necessary meaning inquiry in any specific sense of the word, but as in asking questions. But that project definitely caused me to view things differently.
> (Maggie Interview 1)

These professional development experiences greatly impacted Maggie's view of quality instruction. Her experiences with learning inquiry through her math and science professional development gave her the foundation to value inquiry-based instruction in her classroom and thus provide experiences with her interns to practice this type of instruction in their own classroom. After describing her professional development involvement, Maggie also described how her learnings flowed over into her classroom:

> One of the things I noticed when I stopped telling them what to think and started asking them questions is I could puzzle them for days. I don't remember the problem. … A girl was asking, 'Does this always work?' and I looked at her and said, 'That's a great question.' She went and she spent the rest of that math period and the following math period and she kept coming back and checking in and she was working with someone else and when she came back the third time, she's like, 'Yes, it does always work and this is how I know why.' So I think what I had done was tried to help preservice teachers to understand that teaching is not telling. Teaching is trying to get kids to think about their own learning. Think about what's going on (Maggie Interview 2).

It is clear from these examples that Maggie was heavily influenced by professional development experiences that shaped her philosophies concerning inquiry based teaching. Each of these professional development opportunities provided Maggie with the opportunity to learn and refine her approaches to her own practice. As Maggie began her work as a supervisor, these philosophies followed her and became a platform that she pursued with her own interns.

**Resolving direct instruction: Community support.** Maggie consulted with the mentor teacher and used her to make decisions as a team when working to resolve the intern's instructional issues. Before enacting the strategy where she used guided practice to improve the intern's instruction, Maggie describes the conversations she had with the mentor teacher about how to make progress on the issue:

> So shortly after that, the mentor and I were getting very frustrated because we were just seeing the point we wanted to tell him that what you want them to learn was not getting across. We could not figure out what else to do" (Maggie Interview 2).

Maggie and the mentor connected frequently and worked together to create a plan to

address the challenges they faced. Additionally, their collaboration helped them to discover an

issue in how they were assisting the intern with rewriting lesson plans:

> His mentor would write five comments which were things he needed to change. Usually I read them first. I would have already written a few things that needed to be changed and sometimes our comments contradicted each other. And there were a couple of lessons that were very discombobulated and I pulled up the lesson plan and I went, 'OK.' She and I talked and said we have to stop both telling him what he needs to fix because he's getting mixed up. He is trying to do your suggestion. He's trying to do my suggestion (Maggie Interview 1).

Without these close relationships and openness to collaborate, Maggie and her mentor teacher

may not have learned that they were giving the intern mixed messages as he wrote and revised

lesson plans.

*Relevant experiences (community support): In-service teaching.* Maggie describes

herself as a problem-solver who frequently looks to others to help her resolve challenges that she

encounters. Maggie recalls her work later in her career where she refines how she gathers

information from her colleagues to resolve challenges. She describes a selection strategy where

she finds colleagues that share similar philosophies and picks strategies that she feels will meet

her needs.

> I operate by saying, 'What do you do? What do you do? OK, what do I want to do? I like piece A. You said, 'I like piece C.' She said, 'I don't like anything.' She said, 'Oh, I like a lot of what she said.' And I put it together and try from there. For example, the third-grade teacher I worked with my last couple of years, she was hired to teach third grade the first year she moved to third grade. She and I were like two peas in a pod. And I was fully willing to say I have 18 years of experiences. I know loads about this. Let's work on this together. So we would talk things over. We would talk to the other third-grade teacher. We would look to see what the other third-grade teacher was and then we would sit down and figure out if we wanted to do it. Sometimes we did the same things. Sometimes we did different things. But we were enough alike in our philosophy that we started working together…So finding like-minded people has been helpful for me all throughout my life and my teaching career (Maggie Interview 3).

In this example, Maggie draws from the other teachers she has surrounding her as relevant experiences and information that she can use to make choices and solve problems that arise in her practice as a classroom teacher. These are skills she then transfers over to her work as a PDA.

**Resolving direct instruction: Feedback.** When attempting to resolve the challenge of helping her intern adopt inquiry-based instruction, Maggie provided written feedback on the intern's lesson plans and journal entries. Since the intern submitted lesson plans before teaching sessions, Maggie had the opportunity to read and provide feedback on each lesson plan. Maggie sought to help the intern write plans that reflected a more inquiry-based approach. Maggie reports,

> Maybe if we work on these plans it will help you figure it out. Well, even getting the plans to change to reflect more inquiry was very difficult. The intern just didn't seem to put things in and I was like, "no that's still not it. You're just telling them something different to do." I would meet with the intern and talk through the plans and when we talk through the plans, he would rewrite an entire new thing and then he would teach whatever it was I told him to do. I'm like OK, so it's not the planning. It's not that you're not being responsive to trying to fix it (Maggie Interview 1).

Maggie guided the intern to amend lesson plans that had a direct instruction approach to demonstrate an inquiry-based approach. She met with the intern and worked to improve his plans to include more questions and include more student interaction.

*Relevant experiences (feedback): Unspecified.* Although Maggie discussed the thoroughness of guiding the intern through amending the lesson plans to reflect a more inquiry-based approach to instruction, she did not specify where she learned this approach to resolving this issue.

**Resolving direct instruction: Evaluation form and goal-setting.** Maggie used the evaluation form to set goals to help the intern improve the writing of lesson plans. Maggie and

the mentor teacher wanted the intern to write more inquiry-based lesson plans. Maggie read the

following goals from the evaluation form:

> Lesson plans need to include lots of questions and experiences for the kids rather than teacher talk. For example, plan ways to ask questions that bring misconceptions to light rather than planning for what you tell them if they don't understand. And the third one fits plan lesson activities that involve creativity which will help them with enthusiasm for the activity  (Maggie Interview 1).

Maggie specifically created goals that would directly address the issues that the intern was

having with creating inquiry-based lessons. She contends that she used the evaluation tool in this

scenario because she was stumped with how to help the intern make progress in this area.

*Relevant experiences (evaluation form): Unspecified.* As with Maggie's previous use of

the evaluation tool to create goals toward resolving challenges with other interns, Maggie did not

specify where she learned to use this particular strategy.

**Maggie's Third Challenge: Reflection**

The third challenge Maggie encountered was how to help one of her interns improve on

reflection in the journal and in her everyday work. While reflection is a large aspect of the

intern's assignments including reflective journal writing, reflecting on lesson plans and reflecting

throughout various assignments, Maggie was challenged with helping one intern see the value in

reflection and how to use the process of reflection to become a better teacher. In Maggie's

words,

> "This particular intern had a lot of problems with reflection. She really didn't understand the purpose for them. It was something she had to do because we told her she had to do it. So in the fall semester, this manifested itself about mid-October I would say when  it stopped being so obvious what she could write about in her reflective journal ... journals that just didn't go anywhere; didn't tell me anything" (Maggie Interview 1).

Maggie felt as though the intern's journals did not delve into issues that the intern was

experiencing in the classroom and wanted to help the intern learn how to use the journal to think

about her thinking. Maggie provided an overview of what a problematic journal would look like

and the area where she sought to help the intern make improvements by saying,

> "When there was an issue in the fall, her journals were great. It described the issue and her struggles and some questions. When there wasn't an issue, she didn't know how to approach it. I don't think she had ever been asked to think about her thinking or think about her learning before" (Maggie Interview 2).

**Resolutions for Reflection: Modeling.** Maggie also used modeling as a strategy to

resolve the challenge she had with helping her intern developed better reflective processing in

her journals. When Maggie was challenged with helping an intern write reflective journals with

depth and that demonstrated reflective processing of her teaching experiences. Since Maggie was

taking part in a differentiated supervision experience that required her to keep a journal of her

experiences as a first-year PDA, she decided to write a journal entry describing how she viewed

reflection and its merits to share with her intern. Maggie says,

> I thought to myself, "What is it that I'm thinking of when I'm thinking of reflection?" And I pulled up my computer and sat in one intern's room for a minute and started typing, 'What does it mean to reflect? It's what it is. What is it not? What can it look like? What does it not look like? And what does it not look like was retelling of events. Telling me things I already know. Telling me things you already know. And I sent that to her and she was like, 'Oh, this is so helpful.' I said, Great! Things that give her ideas so she could pop around and other things she could look at (Maggie Interview 2).

Maggie's journal entry provided an example of the contents of a quality reflective journal entry

that her intern could use.

> *Relevant experiences (modeling): Professional development*. Maggie discussed a

professional development opportunity where she learned the importance of modeling writing

with her students. She describes her experiences by saying,

> My last year in the classroom, I had worked with Dr. Williams on writing and she was talking about using authors' books and hunting for the way authors starts things and what not and doing more writing in front of my students. So modeling writing and I had kept a notebook. I actually still have it. Of stories that I've started or written as a teacher trying to model things and that year I was more intentional with not doing a model because it's

perfect but doing the model to show the struggle. So I showed things that I had to
struggle with (Maggie Interview 2).

Maggie's professional development experience gave her the tools she needed to consider

modeling difficult aspects of the writing process for her third-graders. Additionally, the notebook

she kept of her work remains as an example reference for her students. Each of these strategies

were employed in her work as a PDA while attempting to help her intern write more reflectively

in the weekly journal.

**Summary**

Maggie encountered three separate challenges in her work as a PDA where she struggled

to stop an intern from interrupting the mentor in conversation, help an intern use an inquiry-

based approach to teaching, and support an intern in writing more reflective journal entries. She

worked toward resolving these challenges by employing a number of strategies, including the use

of formal evaluations to set goals, modeling teaching and writing, providing verbal and written

feedback, and looking to the mentor teacher as for support. These strategies were drawn from a

number of sources including Maggie's professional development experiences, her work as an in-

service teacher and her experiences as a mentor teacher.

**Supervisor Profile: Makenzie**

In this section I will describe the challenges, resolutions and relevant experiences

Makenzie drew on to resolve challenges in her practice as a PDA. Makenzie was a PDA for one

year at the time of this interview and had previously worked in the PDS for five years as a

mentor teacher before entering into the role as a Reassigned Teacher. Makenzie is unique to this

group because in addition to being a PDA and former mentor teacher, she was also a former

intern within the same PDS program. Her experience of being an intern occurred only three years

prior to her becoming a mentor teacher.

**Makenzie's Problem Space**

The following table summarizes Makenzie's description of the most difficult challenge that occurred in her practice, the strategies she used to resolve this challenge and the sources she drew on to implement these resolutions. The particulars of these events are described throughout this profile.

Table 9

*Makenzie's Problem Space*

| | Makenzie | | | | |
|---|---|---|---|---|---|
| Challenges | (Relationship-Building) Questioning | | (Relationship-Building) Voice Volume | | Relationship-Building |
| Resolutions | Google Communications | Feedback | Modeling | Developmental Supervision | Connecting with mentor teacher |
| Relevant experiences | Collaboration with mentor | Mentoring | In-service teaching | Graduate coursework | Mentoring |

**Challenge: Intern/mentor Relationship**

Makenzie described her first challenge as a strained relationship between a mentor and intern. Initially, Makenzie did not identify her challenge as a large issue that involved the intern and mentor's personality differences but instead, saw very small intricacies where the mentor suggested that the intern needed improvement. Thus, while this challenge ultimately is about Makenzie attempting to resolve relationship issues between the intern and mentor, it is told through the lens of three smaller, disconnected challenges that Makenzie faced in attempting to resolve a larger challenge. Makenzie explains it best when she says, "Mary (the intern) moved because she had relationship issues with her mentor. So it really wasn't a problem with her

necessarily; it was a problem with the situation and the relationship" (Makenzie Interview 1). In order to understand the relationship challenge that Mary was having with her mentor teacher, Makenzie first attempted to resolve the challenges of dealing with Mary's questioning, Mary's loud voice and Mary's classroom management.

**Makenzie's First Challenge: Questioning**

The first challenge the mentor teacher presented to Makenzie concerned the intern's questioning behavior. The mentor teacher was concerned with the number of questions the intern was asking and the timing of when the intern answered the questions. Makenzie describes the problem by saying,

> I think that the mentor teacher indicated a couple of times that Mary asked a lot of questions and would ask questions perhaps during the time that she needed to be teaching and that she was frustrated by this. ... Mary asked a lot of questions and her mentor teacher really wanted her to write those questions down and talk to her at another time. She (the mentor) also needed space. Early on she indicated that during specials, during lunch, during any down time when the mentor teacher was used to getting things finished or getting things done, Mary wanted to talk and ask questions and was excited about everything that was going on (Makenzie Interview 1).

Makenzie learned early into the internship that she would be challenged with helping the intern find an outlet to express her curiosities as a budding teacher that would also meet the needs of the mentor teacher. Makenzie was aware that the mentor teacher had limited time to spend with the intern to work through her questions because she reserved her preparation period for accomplishing tasks that were related to her primary obligation as the lead teacher of the classroom. Thus, it would be Makenzie's responsibility to find an arrangement that would meet each individual's needs.

**Resolving questioning problem: Google communications.** When dealing with the circumstance of paring down the amount of questions the intern was asking the mentor throughout the day and finding an appropriate time where the mentor could thoughtfully respond

to the questions, Makenzie attempted to use a number of resolutions. First, she sought to help the intern find a place to catalog all of her questions and save them for a time where the mentor teacher could choose when to respond to the questions, instead of answering them on a whim. The triad developed a shared Google document that the intern would write questions in and the mentor could respond to them when she had time. Unfortunately, the intern did not find this strategy useful, and frequently would not write questions in the Google document. Makenzie made a number of attempts to direct the intern's questions to the Google doc, in an effort to follow through with the mentor's suggestions and simultaneously meet the intern's need to ask questions. Makenzie was unsure as to why this resolution did not work well for the intern and was unable to find a resolution to this issue even though it was a major source of contention for the mentor teacher.

*Relevant experiences (Google communications):* Makenzie drew from the mentor teacher's knowledge of using Google docs as a place for the intern to catalog her thoughts and questions. Using this technology created a space for the intern to write questions and also gave the mentor teacher a space the where she could respond to the questions when she had time.

**Makenzie's Second Challenge: Voice Volume**

The second challenge the mentor teacher presented Makenzie with was the loud volume of Mary's voice in the classroom, which traveled easily throughout the quiet classroom. Makenzie describes her experiences in the following illustration:

> Mary had a very loud voice. … It was sort of a quiet, peaceful classroom. And Mary was not always aware of how loud her voice was and it would bother the mentor teacher. She wasn't always aware of the rest of the kids in the classroom (Makenzie Interview 1).

The mentor teacher's frustration and the contrast between the learning environment and the volume of the intern's voice alerted Makenzie to the challenge ahead. She felt as though it

was her responsibility to help the intern use a voice volume in the classroom that would keep the

mentor teacher appeased by decreasing distractions for the mentor and students.

**Resolving voice volume: Modeling.** Makenzie attacked the challenge of dealing with the

intern's loud voice in a quiet environment with more variety than dealing with the previous

challenge. In order to alert the intern of the discrepancy between the volume of her voice in

contrast with that of the classroom environment, Makenzie indirectly addressed the issue by

whispering when talking to the intern in the classroom. Makenzie describes her use of this

strategy by saying:

> I think I originally started with that quiet voice and that was definitely because of the
> classroom. I mean when I am talking to students in the classroom, my voice would
> naturally go down a bit when I hear voices going up. And usually people respond to that.
> People, when you start whispering, they start whispering. … I am hoping that she is
> going to observe how quiet the classroom is by noticing how quiet the classroom is by
> noticing how quiet my voice is and maybe it is triggering like, 'Oh, yeah,' even if she
> says, "Why is she whispering?" It hopefully would start triggering some sequence of
> events (Makenzie Interview 1).

Makenzie modeled what she felt was an appropriate volume level in the classroom and

hoped that by using this strategy that the intern would be able to pick up on how to modify her

own volume level.

***Relevant experiences (voice volume): In-service teaching.*** Makenzie drew from her

experiences as an in-service teacher when she used modeling as a strategy to help Mary reduce

her voice volume in the classroom. The quote above best illustrates how she drew from her

experience as a classroom teacher to model appropriate voice volume in the classroom.

**Resolving voice volume using developmental supervision.** After Makenzie came to the

realization that the intern was not responding to the modeling strategy, she attempted to collect

data so that the intern could hear the discrepancies between the volume of her voice and that of

others in the classroom. Makenzie recalls her experiences by saying:

> I would go in and audiotape her one day and stayed in one spot and as Mary walked around the classroom talking to different students, you could hear the conversation from the corner of the room and so through Evernote, I audiotaped the conversation and wrote notes like, 'Do you hear your voice?' trying to make her aware. (Makenzie Interview 1)

Makenzie used Evernote as a tool to collect audio data to present Mary with information she

would need to adjust her voice volume in the classroom.

After using the resolution strategy of collecting and analyzing data of the intern's loud

voice proved futile, Makenzie decided to use a more direct approach to resolving the issue.

Makenzie directly approached the intern and addressed her loud voice in the classroom.

> She was not aware of (the volume of her voice). So then, I eventually was very direct. "Your voice is very loud. This classroom is very quiet. This might be bothering your mentor teacher. Just be aware of it." (Makenzie Interview 1)

This direct acknowledgement of the issue in the classroom was Makenzie's last effort to reduce

the intern's volume in the classroom and simultaneously address the strained relationship

between the mentor and intern. Although Makenzie used direct instruction or direct supervision

as a strategy, she was clear that she only used this strategy as a last resort. When asked why she

did not simply start with this direct strategy, Makenzie responds by saying:

> Because usually the more subtle method is successful and it comes down to relationship-building and I feel like if I come in every time and I'm telling you what to do, you're not really going to learn. I think a student teacher needs to learn and one way to learn is through observation. So I'm hoping that she is going to observe how quiet the classroom is. By noticing how quiet the classroom is; by noticing how quiet my voice is and maybe it triggering like, 'Oh yeah.' Even if she says, 'Why is she whispering,' it hopefully would start triggering some sequences of events. The fact that it didn't trigger, it said to me she might need more direct supervision (Makenzie Interview 1).

Makenzie's use of data collection and direct feedback to the intern notes her use of

developmental supervision in her work to resolve this challenge. This type of supervision, where

supervisors use varied methods of supervision depending on the readiness level of the teacher under their care, is noted Makenzie's use of both an inquiry approach to supervision as well as a more direct approach to supervision to resolve the same issue.

***Relevant experiences (collecting data): Graduate Coursework.*** Makenzie directly references her graduate school experience as a source of knowledge that she drew on in collecting data as a strategy to help the intern understand how her voice volume was distracting in the classroom. She references her experiences by saying, "At this point, I am six weeks into a supervision class with Dr. Henry where I am reading Glickman who, of course, says that it needs to be done through observation" (Makenzie Interview 1). This reference points to Makenzie's budding understanding of Glickman's (2010) developmental supervision text, which encourages supervisors to use systematic observation and data-collection tools to help teachers learn about their teaching. Later, Makenzie also references the fact that this class and text were relevant experiences that encouraged her to consider moving away from collecting data to more direct methods of supervision. Here she notes that, "Glickman depending on what level they are at with their supervision, they might need more direct instruction" (Makenzie Interview 1). Makenzie is clearly using information that she has learned thus far in her graduate work to support her intern with this challenge.

**Makenzie's Third Challenge: Classroom Management.**

The third challenge the mentor presented Makenzie with was her issue with the intern's lack of classroom-management skills.

> She (the intern) did struggle with whole group or even small group interactions. She would become so focused when she read the story. She would not be aware of the interactions on the carpet… The mentor teacher may have been working with a small reading group in the back and she was sort of in charge of reading with students around

the room but she didn't naturally pick up that idea of, "I could be going over and making sure that this little child is on task (Makenzie Interview 1).

Makenzie remembers this particular experience as a challenge because of her previous work as a mentor teacher. She describes Mary as a "classic 22-year-old intern," and thus expected Mary to have trouble in managing large and small groups at the beginning of the internship.

At this point of Makenzie's experiences, she became concerned with the number of challenges that she was experiencing with this intern and mentor pair. She abandoned her attempts to resolve the small challenges described above as questioning, voice volume and classroom management and began to focus her efforts on resolving the relational issues the mentor had with the intern.

**Resolving overall relationship issues.**

Makenzie began to identify that the challenges she was trying to resolve with the intern were being perpetuated by an unsupportive relationship between the intern and mentor. This sparks her concern for the intern's growth as a teacher while working in an environment where she could not explicitly work on her teaching. Makenzie describes this issue by saying, "I was trying to picture how she was going to grow as an intern. Plus, I felt like we were spending so much time on little things that I couldn't start looking at the big picture" (Makenzie Interview 1). For this reason, Makenzie made attempts to keep the mentor teacher happy in hopes that improving the overall relationship between the mentor and intern would help the pair get through the internship.

Her final push to resolve the overall issue was to target her resolutions toward improving the mentor's outlook on the relationship. Makenzie begins by recalling a scenario where she

attempted to resolve the relational issues between the mentor and intern by helping the mentor

see the intern in a more positive light:

> There were times where I looked at what the mentor teacher wanted and at one point I said, "You seem frustrated. What would you like? ... Or, what's going well?" I remember coming home on a Friday night and I think I got an email from her: 'She's not responding to this Google doc. I don't know what's going to happen.' And I said, 'What is going well? And can you list some things that are going well?' And again, maybe if she puts it on paper it will work. The list of issues was enormous (Makenzie Interview 1).

In the end, Makenzie was clearly perplexed with how to properly identify the challenge

that was in front of her, and thus struggled with enacting solutions to resolve it. Although she

was resourceful and drew from every corner of knowledge that was at her disposal, this

particular challenge proved to be quite difficult to handle.

**Relevant experiences (relationship issues): Mentoring.** While Makenzie notes that she

was unsuccessful at both identifying and resolving this particular challenge, she also offers her

experience as a mentor teacher as rationale for why she struggled with resolving this issue.

> What started to worry me was she would come in and say, 'I don't know what to do. I don't know what to do with this.' And I was surprised at how overwhelmed she was by the situation. Because I would have taken Mary into my classroom. To me, in my mind, I would have taken Mary into my classroom and enjoyed her, and I really had to make sure that I wasn't judging the mentor teacher (Makenzie Interview 1).

> She goes on to say:

> I can tell you where my frustration as a mentor teacher comes in: probably irresponsibility, lack of motivation, not being engaged, lying. So when the mentor teacher was frustrated, I kept thinking about was she frustrated with this (situation) like I was frustrated with these situations? Where is her frustration level? I try to empathize with the mentor" (Makenzie Interview 1)

In each of these illustrations, Makenzie was using her experience as a mentor teacher as a

reference point for understanding the mentor teacher's frustrations. It is almost as if Makenzie

had a difficult time understanding why the mentor teacher struggled to even have a relational

issue, since her hard limits as a mentor teacher were based on elements of the student teacher's professionalism and performance.

**Summary.**

Makenzie had the difficult task of resolving a relationship issue between a mentor and intern pair. Initially, she was unable to identify the larger relationship issue and identified a few small issues namely the volume and timing of the intern asking questions, her distracting voice volume in the classroom and classroom-management issues. After noticing that the mentor's list of problems with the intern was nearly endless, Makenzie realized that she was actually dealing with a relationship between the pair. This realization then became a resolution that helped Makenzie deal with her challenge. Makenzie attempted to resolve this larger issue by sympathizing with the mentor teacher to appease her. Throughout her problem-solving, Makenzie drew from a number of sources to find solutions. She looked back to her work as an in-service teacher, mentor and also used information she learned from her graduate work to support her learning.

**Supervisor Profile: Brandy**

Brandy is a former PDA who worked with the PDS as a full-time graduate student. She worked with the program for four years. During her time with the program, Brandy worked closely with a local school to create an extensive professional development program centered on differentiated supervision with in-service teachers. Prior to her work in the PDS, Brandy was an in-service teacher for five years.

**Brandy's Problem Space**

The following table summarizes Brandy's description of the most difficult challenge that occurred in her practice, the strategies she used to resolve this challenge and the sources she

drew on to implement these resolutions. The particulars of these events are described throughout

this profile.

Table 10

Brandy's Problem Space

| | Brandy | | |
|---|---|---|---|
| Challenges | Mentor/Intern Relationships | | |
| Resolutions | Systematic observations | Community Support | |
| Relevant experiences | Graduate Coursework | | |

**Challenge 1: Mentor intern relationships.**

Brandy encountered two major challenges during her work as a supervisor with the PDS.

While Brandy admitted to being challenged by the work of preparing preservice teachers to enter

the profession of teaching, she claims that none of the intern-only specific challenges surpassed

the level of difficulty and attention that were required to tackle problems with mentor teachers.

In her words:

> "The weird thing is that there is not one of my interns here that I struggled with
> philosophically. They all struggled, but nothing that I was like, 'OK, this is it.'
> Shockingly, when I look at them, more of the issues are with the mentor teachers. The
> intern was caught in the middle (Brandy Interview 1).

Thus, it was no surprise to learn that both of Brandy's challenges stemmed from relational issues

with and between members of the triad.  Brandy describes one of the relational issues she faced

between one mentor and intern pair by saying:

> The relationship between the intern and mentor (was) tense. For whatever reason, their
> personalities kept clashing. Neither one wanted to talk openly about anything so they
> struggled with communication. And Laura felt like Caroline just wasn't cutting it. And,
> therefore, anything that Caroline did, she just didn't try very hard (Brandy Interview 1).

Here, Brandy describes her initial thoughts on the challenges she needed to overcome between

the mentor and intern. Brandy saw the major issue as the lack of clear communication in the

relationship. Additionally, the intern's struggles with picking up instructional skills contributed

to both the mentor's attitude toward the intern as well as the intern's effort in the classroom.

Brandy went on to elaborate on the source of the mentor/intern communication issues by saying:

> "Laura's feedback to Caroline was judgmental or evaluative: 'You did this well; you did
> this well. You need to do this.' And perhaps Caroline needed that. And they did not see
> eye to **(eye)** on where each of them thought she was doing well or where she was
> struggling" (Brandy Interview 1).

In this quote, Brandy nails her understanding of the issue by identifying the root of the intern and

mentor's lack of communication: teacher feedback and evaluation. The intern and mentor

struggled to understand how to give and receive feedback. Brandy discusses the intern's

perspective in this challenge by saying:

> "I was struggling to find ways for her to find her voice in looking at her own practice
> instead of letting someone else make judgments about her practice, because I really think
> she felt like she was being judged all of the time" (Brandy Interview 1).

Additionally, Brandy came to understand that the intern and mentor had similar communication

styles. She identified each of the women as passive and said, "Their personalities were very

similar. They were both quiet. They didn't like conflict. They didn't want to step on the other

person's toes" (Brandy Interview 3).

While personality clashes are frequently generally described as inherent issues between

two people with varying personalities, in this case, Brandy felt as though the similarities in the

intern and mentor's personalities contributed to their miscommunications. It was not in the

nature of either woman to communicate to resolve difficult issues and thus, Brandy was then

challenged to find ways to help the pair communicate.

Brandy's challenge is best identified as one where she was attempting to build a better working relationship between the mentor and intern where they gave and received feedback in a way that met each of their personality needs, and to improve the intern's teaching. While Brandy was committed to doing whatever was possible to help the intern reach her potential as a teacher, she acknowledged that focusing on the preservice teacher's learning was put on the backburner because of the relationship issues.

> "In Caroline's situation, it was about her learning. Laura didn't feel like Caroline was learning … and Caroline felt like she was, but they had two different perceptions. I had trouble helping Caroline see what Laura was doing. The reason I struggled as a supervisor, because we were struggling with Caroline to see some of those things but the struggle and emotion behind it caused issues and tensions were the evidence of the preservice teachers' learning struggles" (Brandy Interview 2).

> She later goes on to say:

> "The issue was about Caroline's learning, but the emotional issues really trumped that. We didn't tackle the learning issue because we were too focused on helping them get along. If an intern's behavior is rubbing a mentor wrong, I think there might be something else underneath. But it's identified as a relationship issue" (Brandy Interview 2).

These examples illustrate Brandy's conceptualization of this challenge. She is aware that resolving this relationship particular problem was the most important step in attempting to move forward with any supervision that would focus on the intern's growth as a teacher.

**Resolving relational issues: Systematic observation.** Brandy remembers working to resolve the challenge of the communication issues between the mentor and intern by engaging in a form of systematic observation called scripting. Scripting involves taking verbatim notes on what the teacher says during a lesson. Brandy describes why she felt that scripting was the best tool to begin building communication between the mentor and intern.

> "I remember taking notes on Caroline, and doing a lot of scripting and having Caroline look with me through the data and trying to have Laura there as well, and have Caroline

talk about what she saw from her perspective. I was just trying to give her an alternative approach. I was trying to find ways to empower the intern" (Brandy Interview 1).

She later went on to say:

"I was trying to find a way to neutralize it so that it wasn't coming from one way or the other. And I was trying to create a climate that was data-driven instead of judgment-driven" (Brandy Interview 1).

In this illustration, Brandy describes her rationale for using scripting as a tool to open the lines of communication between the mentor and intern. Scripting is a data-collection method used to reduce evaluator inference by providing a snapshot of the teaching episode without bias or judgment. This type of data, which can be equated to watching a video playback of a teaching episode, meets Brandy's goals of providing a neutral tool that both the mentor and intern could use in analysis. Brandy felt that scripting would create a neutral playing field where the data could replace judgments or evaluations that could not be captured during the teaching episode and she hoped that both the mentor and intern could begin to use this style of communicating with each other. While Brandy's goal was to use scripting as a tool to empower the intern, she also thought modeling the exercise would impact the mentor teacher. Brandy noted that she was not sure if the mentor teacher would be in a place where the mentor could learn from a graduate student. However, Brandy did think that if the mentor teacher was given a seasoned PDA, that the mentor would have been more receptive to accepting new styles of supervision.

**_Relevant experiences (systematic observation): Graduate coursework._** As a preservice teacher, Brandy remembered the hands-off approach she encountered with receiving supervision: "My whole background of a university supervisor was someone who sat in the back of the classroom and took notes. Not data, but judgments about my teaching. That's what I knew, I didn't know anything else" (Brandy Interview 2). In light of Brandy's apprenticeship of

observation concerning the work of supervisors in the classroom, Brandy encountered a number

of classes that helped her to develop a new way of addressing supervision of preservice teachers.

Brandy first took a course that helped her to develop her skills in coaching and teacher

education. She reflects on this course by saying it helped her refine her supervision skills. The

tools she learned included different data-collection methods such as scripting to support student

teachers' learning. At the time, Brandy had just transitioned from being a wildly successful

classroom teacher and reports that she recognized that her classroom-teaching skills did not fully

equip her to work successfully as a teacher educator.

Brandy also took another course that she says helped her enact the concepts of

supervision that she was learning about into her own practice. She describes this experiences by

saying:

> "One of the most influential courses was David's professional development course, where I met Sarah. There's nothing like taking a course with David, who can help you talk through concepts in the most supportive way possible. For his course, which he has also taught me a lot about giving choice, I like that I like to see purpose behind what I am doing. I was teaching creating outdoor environments with my students, so that is what brought me and Sarah together. What she offered was her staff. A site to do this work. We designed this professional development together. David also had assignments on the syllabus that was a choice. Book review. PD plan. Third was a choice. We said to him, 'We really want to try to see if we can differentiate professional development for our staff. What if we find a grant? Could we write it as an assignment?' That's how we got funded $50,000 over the course of the years. EPA and state of PA. Would not have been possible without David allowing the chance of making something practical. A chance for me to work with a colleague and develop a life-long friend. And second, I was able to enact the things I was learning and really wrestle with meaningful problems and putting it into practice and changing the culture of that school and professional learning."

Brandy's work in David's professional development course provided her with real-world

opportunities to use the tools and practices she gained by working on professional development

opportunities in a school setting. Both the supervision course and David's professional

development course provided Brandy with the opportunity to learn and refine the supervision skills she used in resolving this relationship issue within her triad.

**Resolving intern/mentor issues: Community support.** In addition to using systematic observation, Brandy also relied heavily on the other PDAs in her community for support and guidance in resolving this challenge. Brandy briefly recounted the direct support from the PDS director, Dr. Henry, who sat in on a difficult meeting that Brandy had with the mentor and intern pair about their challenges. She describes Dr. Henry's support in resolving this challenge on two separate occasions. First, he led a meeting to gain an understanding of what the problem was in the relationship between the mentor and intern. Brandy describes this meeting by saying:

> Bern oversaw that year because I remember Bern coming into the meeting and it was interesting in my growth and development because I'm watching him try to ask questions with Betsy and Kate and I can see him unraveling Betsy's story through questioning and I could watch it happen and I knew what he was doing but I couldn't do that. I wasn't sophisticated enough in my practices yet. I could understand it conceptually and I was watching it unfold in practice but I could not enact that yet. I actually said that to him afterward. I said, 'I just watched you. I knew what you were doing but I couldn't stop it'" (Brandy Interview 1).

In this situation, Brandy recalls how Dr. Henry facilitated a meeting and presented material in a way that she was unable to in her own supervision. He supported her by acting as a stand-in for this meeting to bridge the gap between the facilitation needed to understand the situation and Brandy's current skills.

Dr. Henry also supported Brandy during this challenge by helping to handle another meeting where she was unsure how to deal with a potential legal issue. Brandy remembers the account here:

> At that point it was really starting to go downhill and I needed help fast because none of the other things I was doing the bringing up at PDA meetings, trying different strategies was working, and Betsy was ready to fail her and not welcome her back and actually I remember trying to have these meetings and Kate was on contracts and Kate's mom showed up at a meeting. Talk about your head sinking when someone's mom shows up.

> We were going to have an evaluation meeting with her with Betsy and how everything before the midterm because of how everything was falling apart and Kate's mom showed up. And I was thankful for Bern at that point because I didn't know what were were dealing with potential lawsuits now I didn't know what her mom was going to say and I knew that I wasn't allowed to talk to Kate's mom without her permission and Kate actually did not let her mom come in the meeting (Brandy Interview 1).

In this situation, Dr. Henry stepped in to support Brandy's knowledge of an incident outside of supervision. As a graduate student, she was unaware of the legalities associated with a parent being a part of the academic process and Dr. Henry was knowledgeable in this area.

In addition to the support that Brandy described specifically from Dr. Henry, she also recognized the role that the entire PDA community had on helping her to resolve her challenge. In particular, she discussed how she used the community as a support system while she was resolving this challenge.

> I needed more support and the PDA meeting was a place where I could find that. It was a place where I felt safe to express a struggle I was having. And to reach out to people that I knew and had developed relationships with over the course of the years. It's a place where I had shared successes; places where I had cried; places where I had been angry, and yet I was allowed to have all of those emotions in that space (Brandy Interview 1).

Brandy describes the PDA meetings as an integral source of support and knowledge when she was dealing with this struggle. While Brandy was unable to recall specifically what types of support translated over from her conversations in the PDA meetings to her work with the intern and mentor in this situation, she was able to express the types of support she generally garnered from these meetings:

> I knew who to ask for support when I needed different kinds of support. I could go to anybody for practical support when I would need it. I had to go to a lot of people for emotional support, particularly my co-PDAs and particularly the reassigned teachers. They were particularly good for emotional support.

Brandy went on to say:

> "There was a real big reflective component. I could get that from David, another faculty member in the community, and I could get that from the PDA meeting sometimes. But I

could definitely get procedural and practical strategies on what to try next based on what Bill and Marion had done whey they had a struggling person. What Kris had done when she had a struggling person, and I certainly have emotional support when I was struggling because everyone struggles in the PDS. They have all been through it so when you need support that was a pick-me-up where you knew people loved you no matter what" (Brandy Interview 1).

These illustrations highlight the different types of support that Brandy received from her community members while she was attempting to resolve this challenge.

**Summary**

Brandy described the challenge of mediating a tense relationship between a mentor and intern. She attempted to resolve this issue by using systematic observation and collected scripting data as a resource to share with the mentor and intern teacher. She hoped this data would give power to the intern in that conversations about her teaching would be evidence-based. Brandy also hoped it would provide modeling for the mentor teacher and encourage the mentor teacher to be more objective in her evaluations of the intern. Brandy discussed learning how to collect data and systematic observations from a clinical supervision course she took in graduate school and also through a professional development course. These courses helped Brandy develop her philosophies toward supervision and the skills to enact her philosophies out in the field.

**CHAPTER 5: CROSS-CASE ANALYSIS AND CLAIMS**

In this chapter, I discuss the analysis that was completed across all five of the cases. I describe the trends among challenges and resolutions, as well as relevant experiences supervisors drew on in their practice. Additionally, I reveal and assess the major findings as they relate to the research questions laid out in this study. The cross-case analysis has revealed that supervisors experience both instructional and non-instructional challenges in their work. Supervisors reported more non-instructional challenges. Supervisors also were found to use a variety of resolutions to resolve challenges in their practice with graduate students, all relying on philosophies and pedagogies of teacher educator preparation. Lastly, the cross-case analysis revealed that supervisors reference experiences from past and current work as providing resources they could draw on in resolving problems.

Through this research, I have learned that the supervisors in this study with graduate coursework in teacher education drew from the philosophies and pedagogies learned in their work with preservice teachers. Another major finding of this study reveals that supervisors relied on support from community members to supplement areas of their practice. The details of these findings are presented throughout this chapter.

**Types of Challenges**

Supervisors experienced a number of challenges in their work with interns. The types of challenges supervisors reported can be separated into two groups: instructional challenges and non-instructional challenges. Instructional challenges refer to instances where supervisors reported that they attempted to help interns improve teaching practices within the classroom or their thinking surrounding pedagogy. Supervisors reported that they more frequently experienced non-instructional challenges in their work. Non-instructional challenges refer to instances where

supervisors reported that they attempted to help interns improve on a behavior that was detrimental to their professional work, an aspect of the working relationship with the mentor or a professional challenge the supervisor had with the responsibilities of the job.

**Instructional challenges.** Three out of the five supervisors described experiencing instructional challenges. Maggie described the challenge of helping a student teacher adopt an inquiry stance toward his teaching. Stacey described her experience with an instructional challenge when she encouraged her intern to make pedagogical decisions that were more aligned with the goals of the PDS program. The third supervisor, Reeva, described the instructional challenge of helping an intern improve her deficit mindset toward students.

**Non-instructional challenges.** All six supervisors described dealing with non-instructional challenges. These challenges fell into three categories: professionalism, mentor-intern relationships and personal challenges.

**Non-instructional challenges (intern professionalism).** Two supervisors described separate encounters with intern professionalism challenges. Maggie described a challenge where an intern frequently interrupted the mentor teacher and other staff members throughout various conversations. The intern frequently attempted to complete sentences for the mentor teacher and also interjected personal thoughts into conversations while cutting off the mentor teacher. Maggie encountered another professionalism challenge where an intern struggled to write reflectively about her experiences in the classroom. Maggie felt that this was an issue of professionalism because the intern would need to become more reflective and inquisitive about her practice if she wanted to grow as a teacher. The second supervisor, Stacey, reported that she experienced a professionalism challenge with an intern who lacked an important skill. Stacey reported that she was challenged in guiding her intern to communicate professionally through her

writing. Stacey asserted that the intern's writing lacked the clarity and attention to detail that is necessary to communicate with principals, other teachers and parents. She reported that she was concerned that there was a connection to her ability to be reflective in her writing and her growth as a professional.

**Non-instructional challenges (Relationships).** A second area of non-instructional challenges can be described as mentor-intern relationship challenges. Supervisors in this category describe their challenges with creating and maintaining working relationships between mentors and interns during the student teaching placement. Two supervisors describe the challenges they experienced in this area. Makenzie encountered the challenge of maintaining a mentor-intern relationship when she discovered personality mismatches between the two teachers.

Brandy also described a personality clash between one of her mentor-intern pairs. The tense relationship was highlighted not by their mismatches but by each of their common communication styles. The mentor-intern pair was unable to openly discuss issues and conflicts within their working relationship. Thus, the negative intensity seeped into other facets of the internship experience.

**An Analysis of Challenges**

The most glaring take away from the types of challenges supervisors discussed was the disproportional rate at which supervisors experienced instructional versus non-instructional challenges. Supervisors were more likely to describe their experiences with a non-instructional challenge as one of their most challenging moments of their practice. The comparison of the number of instructional versus non-instructional challenges tell us that supervisors are tasked with not only preparing student teachers to be successful classroom teachers, but must also work

to support the intern in unexpected ways. Other research supports the notion that supervisors are expected to wear multiple hats and have duties that stretch outside of simply learning and instruction for teacher preparation.

So why did supervisors in the study experience a disproportionate amount of non-instructional challenges? First it is important to note that four out of the five supervisors in this study were working in year-long internship experiences where the intern and mentor spent most of the 185 days of the school year together. Mentor teachers and student teachers are expected to form professional relationships to support the learning of the intern, mentor and students in the classroom. However, everyone is human. Small issues that come about such as where should the intern put his/her belongings, the volume of the intern's voice or the personality clashes that exist between members of the triad are all examples of how the practicum focus can be shifted from one of instructional hurdles to one of non-instructional hurdles.

One other reason why I am not surprised to see a disproportionate amount of non-instructional challenges is that growth and development with regard to intern professionalism is also a part of the university supervisor job description. Supervisors are responsible for not only helping student teachers grow in the art of teaching and learning to teach, but also in how to be a professional in a school building. Evidence from the evaluation tool that is used in the PDS where four out of the five university supervisors work shows the importance of professionalism in learning to teach. The following list describes the four standards that interns are expected to attain to be in good standing with the university.

Professionalism Standard D1. The intern consistently meets expectations and fulfills responsibilities.

Professionalism Standard D2. The intern establishes and maintains productive, collaborative relationships with colleagues and families.

Professionalism Standard D3. The intern values and seeks professional growth.

Professionalism Standard D4. The intern continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.

Each of these standards is supported by a number of indicators of performance, but what is of most importance to this study is that supervisors are expected to recognize whether these standards of professionalism are being met. When they are not being met, supervisors are expected to have the knowledge and skills to address the deficient areas of professionalism.

The main problem with the large discrepancy between instructional and non-instructional issues is that non-instructional challenges seem to block opportunities for quality supervision. We see this in the cases of Makenzie and Brandy where the mentor teacher's feelings toward the intern prevented the supervisor from engaging in true supervision. Learning how to tactfully resolve these issues so supervisors can focus on the practicum involves conflict resolution skills that will help the supervisor support the mentor as a teacher educator. These skills include supporting the mentor's emotional needs as well as providing the mentor with objective evaluation tools. Perhaps if the supervisor is able to redirect the mentor's concerns from a personal nature to one of purely looking at the intern's instruction, fewer non-instructional challenges may arise.

**Summary of Challenges**

Supervisors' challenges fit into two overarching issues, instructional and non-instructional challenges. Instructional challenges focus on a supervisor's responsibility to help student teachers improve their teaching practice within the practicum experience. Non-

instructional challenges refer to instances where supervisors reported that they attempted to help interns improve on a behavior that was detrimental to their professional work, an aspect of the working relationship with the mentor or a professional challenge the supervisor had with the responsibilities of the job. Supervisors are more likely to see instructional challenges in their practice than instructional challenges. This is possibly because it is difficult for supervisors to make progress on instructional challenges when non-instructional challenges are barriers to progress. This understanding of the challenges that supervisors face highlights the complicated nature of their work. Specifically, it clarifies the need for supervisors to have a variety of specialized skills to be successful in their work. The following section moves on from the types of challenges that supervisors faced in their practice to describe the types of resolution they used to resolve the challenges.

**Types of Resolutions**

Supervisors described using myriad strategies to resolve the challenges they encountered in their work with interns. The types of resolutions were so numerous that few could be combined into logical categories. However, I will report on the types of resolutions that were similar among different supervisors and also on the types of resolutions that stood out from the group. Supervisors were found to use community support, formal evaluations, instructional supervision and techniques learned as in-service teachers to resolve the challenges they faced in their work with preservice teachers.

**Community support.** Four out of the five supervisors interviewed reported that they used community support to help resolve challenges in their practice. One way in which supervisors reported receiving help from their community when dealing with their challenges was through problem solving and advice sessions. Makenzie and Brandy specifically reported

that they solicited advice from other supervisors that worked in the PDS community during PDA meetings. They spoke of bringing their challenges to a structured conversation called, "Issues and Concerns," a place were other PDAs solicit advice on resolving supervisory issues. While Reeva did not have a formal setting to discuss the challenges she was having in her practice, she described how she sought support from her community of supervisors. Reeva met often with her group of supervisors informally to talk through issues and role play solutions. Lastly, Maggie described how she used community support by collaborating closely with the mentor teacher to brainstorm resolutions to the challenges she had with an intern. Maggie and her mentor teachers spoke frequently when they were trying to understand how to help one intern mesh professionally with the mentor and adopt an inquiry stance toward teaching.

These supervisors' behaviors tell us that community support is critical to helping these supervisors work though their issues. This note will be discussed later in detail as a major finding of this study.

**Formal Evaluations.** Stacey and Maggie were the two supervisors who used formal evaluations as strategies to help resolve challenges they had with their interns. Stacey reported how she used the formal evaluation provided by the PDS program to encourage her intern to create goals that would impact her instructional practices. Stacey's use of the evaluation form in this manner gives the intern the space to attempt to teach in ways that are different from how she sees her mentor teacher teach. This is an interesting use of the form since research has recognized that student teachers are "carbon copies" of their mentor teachers as they mock their teaching strategies and techniques (Roselle, 2012). It is Stacey's responsibility to walk alongside of her intern as a trusted guide so that she is able to take calculated risks in her teaching.

Maggie reported using the formal evaluation form in two separate situations: to create goals that focused on an intern's professional behavior and to encourage an intern to take an inquiry stance toward teaching. Maggie reported using the evaluation form to create professionalism goals for her intern as a way to clearly communicate the problems. Maggie described not having the words to help the intern in a professional way, and using the form to guide her discussion points helped.

Maggie also reported using the evaluation form to encourage an intern to take an inquiry stance toward teaching. I interpreted this usage to mean that she was using the form to create goals for the intern to accomplish. This usage of the form is similar to Stacey's goals.

The different ways in which the supervisors used the evaluation form are interesting because they demonstrate the variation in how supervisors understand this form. Using the examples above, it seems as though Stacey was using the evaluation tool to enhance the intern's classroom instruction. Maggie used the tool to support her supervision and also correct a troublesome behavior. Not one singular use of the form is wrong or right, but the difference in how supervisors report using the form indicates that there are a multitude of other angles to explore concerning this area.

**Teacher Educator Techniques.** Supervisors reported using a variety of strategies that are under the umbrella of instructional supervision strategies. These are strategies that are born out of supervision textbooks and methods and are used heavily in teacher education. These instructional supervision strategies include systematic observation, data analysis and post observation conferences. Stacey, Reeva and Brandy all reported using some form of instructional supervision strategies to resolve their challenges with interns. It is important to note that Reeva's use of instructional supervision strategies was slightly varied from Stacey and Brandy. Reeva did

report her use of systematic observations and data analysis in her work with interns, however, she employed these strategies while immersed in an inquiry project that focused on helping the intern overcome a challenge. Additionally, it is also important to note that the strategy of post observation conferences was reported as being used by all of the supervisors, but was not referred to with this name in each case. All supervisors discussed face-to-face meetings with their interns in which they discussed the challenges that were being resolved.

This particular finding becomes a major claim in this research study. We now know that Stacey, Brandy and Reeva all had graduate coursework where they were expected to learn the philosophies and techniques of improving teacher's education. These teacher educators then employed these strategies in their work with preservice teachers. In the major findings section, I will describe why I think this particular phenomenon is important and what I have learned from this finding.

**In-service Teacher Techniques.** Three out of the five supervisors reported using teacher techniques that would commonly be found in the practice of in-service teachers. These techniques included both modeling and guided practice. Modeling is defined as behavior on the part of the teacher that is intended to demonstrate or exemplify a practice, concept or skill. Maggie discussed using modeling to resolve a challenge in her practice by writing a reflection journal to present as an example to her interns who were struggling with reflection. Makenzie described how she used modeling to resolve a challenge in her practice by whispering in the classroom to signal to her intern to lower her voice during small group work time.

Guided practice is defined as a learning opportunity where the learner is able to apply and practice what he/she knows under the direction of the teacher. Stacey and Maggie both reported using guided practice as a strategy to resolve challenges with their interns. Stacey discussed

using guided practice with an intern who needed help with the quality and content of their writing. She described how she sat alongside the intern and prompted her with questions while editing and revising her assignments and journals. Maggie reported using guided practice with an intern that was struggling to use an inquiry stance toward his teaching. Maggie talked about how she slowly guided the intern through math workstations, eventually giving totally control to the intern as the three groups of students rotated through the instructional station.

The strategies supervisors used from their experiences as in-service teachers are interesting because they mirror pedagogical skills that we suggest that teacher educators possess to work with preservice teachers. Supervisors used modeling and guided practice in their work with preservice teachers, which are strategies promoted by Berry (2007) and Ludenberg (2002), as critical to helping preservice students connect theory to practice during their practicum experiences. In Chapter two, I argued that the skills in-service teachers bring to their work as supervisors should not be discarded just because they are geared toward first order teaching. These results, showing that supervisors are using skills like modeling and guided practice, which transfer between context, demonstrate that at best, supervisors' in-service teacher experience provides some skills that transfer. What I am unable to tell from this study is the differences between how supervisors are using modeling with elementary students and preservice teachers, in order to understand if the leap is being made from first order to second order teaching.

**A Summary of Resolutions**

Supervisors described using resolutions such as community support, formal evaluations, teacher educator techniques and in-service teacher techniques to resolve the challenges the faced in their practice. Supervisor's use of community support and teacher educator techniques are of great interest to me because they are commonly used strategies by almost all of the participants.

It is not an uncommon finding to learn that the supervisors used techniques from in-service teaching in their practices since research has already demonstrated this phenomenon to be true.

**Types of Relevant Experiences**

Supervisors described a number of experiences that guided their decision making while working with preservice teachers These experiences include classroom teaching experiences, prior supervision experiences, graduate school and professional development experiences. After describing the similarities and differences between the experiences the supervisors referenced while working with preservice teachers, I will then discuss the significance of the types of categories that were found.

**Classroom teaching experiences.** Supervisors discussed the impact that their experiences as both preservice and in-service teachers had in helping them decide how to resolve the challenges in their practice as supervisors. Reeva described the impact of her preservice teaching experience on her ability to use coteaching as a resolution strategy to solve a challenge in her practice as a supervisor. Reeva co-taught with her cooperating teacher using a wide variety of co-teaching configurations and thus, used these configurations when presented with the opportunity to help her intern think more positively about her students. Reeva, Maggie and Makenzie all described how they relied on their experiences as in-service teachers to resolve challenges. One way that these teachers reported using their experiences as in-service teachers in their practice with interns was to extract strategies that they used with their elementary school students directly into their practice. Reeva discussed using a strategy with her intern that she also used with her third graders when she attempted to elicit positive feedback about a lesson during a debriefing. In her experience as an in-service teacher, Reeva used compliments to help her students speak positively about their work and find value in the work of others. Makenzie also

described how she extracted resolutions from her experiences as an in-service teacher. When Makenzie encountered an intern that was struggling to use appropriate voice volume in the classroom, she mirrored a strategy she used as an elementary school teacher, which was modeling the appropriate voice level in the moment. Makenzie described using this strategy when her elementary school students were too loud during a quiet reading block. Maggie also described using modeling as a strategy in her work as a supervisor that was gleaned from her experiences as an in-service teacher. Maggie relied on modeling to demonstrate how to write a quality reflective journal and also relied on modeling to demonstrate how to use inquiry-based teaching with an intern struggling with improving his instruction.

Learning that supervisors reference their experiences as in-service teachers in their work as supervisors is not a novel finding for this study. Dinkleman et al (2006), Bullock (2009), Berry (2007) and a number of other self-studies on the transition from in-service teacher to teacher educator note that this is a common practice. It is however comforting to confirm a finding from across the research community within this particular study.

**Prior Experience as a Supervisor.** Stacey was the only supervisor to have previous experiences in a supervisory role prior to the work as a PDA. As a curriculum support teacher and curriculum coordinator, Stacey worked in a supervisory role in the school district. She worked closely with teachers who opened their doors and were interested in improving their math and science teaching. Stacey also provided resources to teachers including curriculum materials and project materials. Stacey's past supervision experience was used in her approach to building relationships when she suspected that she would have challenges with her intern. Stacey reported that her work as a curriculum support teacher taught her that she needed to learn about

and attempt to understand each of the administrators and teachers under her care in order to build a trusting professional relationship.

As previously discussed, university supervisors are drawn from a number of different professions where they have experience as administrators or serve in other supervisory roles. (Goodwin, 2014). Stacey's previous life experience as a supervisor of curriculum differentiates her past experiences from the other participants. One particular way in which the data demonstrates this is that Stacey did not report a relationship challenge as three of the other four supervisors did. It is possible that Stacey draws from her previous experiences as a curriculum support teacher to understand relationship dynamics. Thus, it is possible that her unique combination of relevant experiences and her current work as a graduate student merged together to prepare her for her work as a teacher educator.

**Graduate School.** Three supervisors described their experiences in graduate school pursuing Ph.D.s in teacher education. Stacey and Brandy both referenced their experiences as graduate students at the same university in the same program. Specifically, they referenced their work in the Professional Development School and its impact on their supervision and they each referenced specific classwork that impacted their supervision. Stacey and Brandy described a supervision course that they took with David, a facilitator in the PDS and university professor, which they drew from when resolving challenges in their practice. One course that both supervisors drew from was an instructional supervision course where the participants are asked to complete cycles of supervision with a current in-service teacher. Stacey recalls this course as an experience that helped her to practice supervision in a new way and change her supervisory philosophies. She used the systematic observation skills she gained from this class to collect data for her intern to improve her teaching practices. Brandy also described her experiences in this

supervision course as one in which her supervision skills were developed. She recalled the cycle of supervision as one that she remembers improving her supervision skills. In addition to the supervision course, Brandy recalled an additional course on professional development that impacted her supervision philosophies. In her descriptions, she did not discuss the influence as a direct connection, but a course in which she was exposed to lifelong colleagues and opportunities that helped her to build her supervisory platform.

Reeva was also an adjunct faculty member during the time in which she was supervising interns, however, Reeva describes a combination of her Master's Degree experience and Ph.D. coursework that impacted her work as a supervisor. In both of her post collegiate programs, Reeva was heavily entrenched in studying the use of inquiry as a professional development tool for in-service teachers. Through these experiences, Reeva became an inquiry coach and facilitator of inquiry trainings for in-service teachers. As a supervisor, Reeva turned to inquiry to help her resolve a challenge she was having with an intern.

As previously discussed, the experiences of Stacey, Brandy, and Reeva are similar in that they decided to use strategies from their work as graduate students to support their work as supervisors. The significance of this finding will be discussed in the major claims section.

**Professional Development Experiences.** Quite a few supervisors described experiences with professional development that changed the way they approached their work. Maggie described a significant professional development experience called the Math Teacher Development Project. During her three-year experience with this PD, Maggie developed skills in facilitating math talks and using more inquiring methods in teaching mathematics. Maggie used this philosophical approach and skill set to identify her intern's challenge with teaching as direct

instruction. In helping the intern resolve this problem, Maggie referenced her work in the project as an in-service teacher to model inquiry based talk during stations.

Stacey, Reeva and Brandy all describe types of professional development experiences that were described above in the Graduate School section. I felt that it was important to discuss each of these supervisors in both categories because of the impact that their graduate school experiences had on their philosophies as a supervisor and the practices they referenced when attempting to resolve problems in their practice. This particular phenomenon may be the case because as graduate students, these supervisors were also working with preservice teachers while simultaneously being involved in relevant coursework. This combination of coursework with relevant work experiences may have created a professional development experience for each of the supervisors.

I have found this small bit of information to be quite interesting. While the nature of professional learning is articulated in many different sections of this chapter, discussing the transformational learning experience that many of the supervisors as they develop professionally highlights the importance of growth throughout the professional tenure. These highlights align with my original proposal suggesting that the professional knowledge of an in-service teacher should not be labeled as useless in the world of teacher education. Supervisors described drawing on these very critical professional experiences in their work with preservice teachers and thus, to continue their learning throughout their work as teacher educators, we should validate the learning that takes place during that time.

**Summary of Cross Case Analysis**

Supervisors challenges fell into two broad categories: Instructional and non-instructional. Instructional challenges refer challenges to improve teaching practices within the classroom or

thinking about pedagogy while non-instructional challenges refer to challenges with behavior that was detrimental to student teachers' professional work. Examples of non-instructional challenges included working on intern/mentor relationships and professionalism. To resolve these challenges, supervisors employed strategies such as evaluation and goal setting, instructional supervision techniques, classroom teacher techniques and community support. Two patterns emerged from the data where four out of the five supervisors described using community support to resolve challenges. Additionally, supervisors who were graduate students relied on their coursework in teacher education to resolve challenges they encountered in their work with student teachers. Lastly, supervisors drew from myriad relevant experiences to support their work as supervisors. They used knowledge and information from all stages of their career ranging from their work as preservice teachers to their roles in leadership positions.

This cross case analysis has confirmed that the work of university supervisors spans beyond the traditional call to observe and evaluate student teachers. Additionally, this analysis has demonstrated that supervisors decide to draw from resources to resolve problems from their experiences in the past but also draw from experiences that are currently on going, such as the community where they are working.

In the following section I will describe the major findings of this study and provide evidence from the data that supports these claims. Additionally, I will provide analysis that connects these claims to the current research literature and project where these claims fit within the research community. This research makes two major claims. The first is that supervisors with graduated coursework in teacher education preparation reference the skills acquired in the coursework when problems arise in supervisors practice. The second major claim of this study

asserts that supervisors utilize the surrounding community to support areas of their practice that are deficient when resolving challenges.

**Claim #1**

**Supervisors with graduate coursework that was intended to prepare them for their roles as teacher educators and in which they had the opportunity to apply the course concepts in real world settings used the philosophies and skills acquired from these experiences to solve challenges in their current practice.**

Three of the five supervisors in this study completed coursework in a full-time graduate program slightly prior to or during their work as a supervisor. Each of these three supervisors described their graduate coursework as learning experiences that shaped the philosophies they used as supervisors and the skills they implemented in their practice. In the following section, I will present the evidence that describes the supervisors' graduate coursework and the philosophies and skills they gleaned from their experiences as well as the opportunities that were provided to practice these philosophies and skills in the real world setting. Following this description, I will present the challenges that the supervisors faced that provided them with the opportunity to use the skills and philosophies from their coursework to resolve current challenges in their supervision practice.

**Coursework**

The following section will describe the coursework that each of the three supervisors experienced as graduate students. Additionally, the critical philosophies and skills these supervisors gained from these experiences will be discussed.

**Professional development and instructional supervision coursework.** Both Stacey and Brandy's learning experiences with adult learners was generated by coursework with clinical

supervision philosophies and an opportunity to practice related skills in a real world context.

The supervisors were simultaneously graduate students and working as supervisors in the PDS

and thus, each recalls taking coursework in the College of Education that impacted their

supervisory stance and practice. Each of the PDAs recall taking a supervision course with David,

also a supervisor with the PDS program, where they learned how to collect and analyze

systematic data for teachers. Stacey describes this experience by saying,

> It's that project thing. I can't remember everything about the class. But I do remember learning different ways that you can take systematic observation and what the purpose of them was. And how it could help you. Instead of being evaluative. It's a way that you can give feedback without you saying, 'Hey, that didn't go very well....' I don't do the trip sheet kind of thing. Where I say these are the things that I really liked. These are the things you need to work on. I've never done that. And you know what if I hadn't taken that class? I probably would have used those trip sheets. And had that style (Stacey Interview 1).

In this quote, Stacey is providing her account of what she remembers from taking

David's supervision course. Her main take away from the course was that she learned important

concepts of clinical supervision, including treating the teacher as a colleague (in a non-evaluative

manner), and also learned some skills that she could use in her own supervisor work.

Brandy similarly remembers talking the supervision course with David and described it

as a class that "helped me to refine my practices." She also found that David's written reflections

in assignments were influential to her learning in the course. Brandy took another of David's

course geared toward professional development, which was influential to the development of her

supervisory beliefs. Brandy described her experience by saying that, "One of the most influential

courses was David's professional development course where I met a principal friend. There's

nothing like taking a course with David who can help you talk through concepts in the most

supportive way possible." Brandy goes on to describe how the course altered her beliefs by

saying that, "I was able to enact the things I was learning and really wrestle with meaningful problems and putting it into practice and changing the culture of that school and professional learning. (Brandy Interview 1). In this example, Brandy is noting that David's professional development course was a site of learning for her during her work as a graduate student. Although she is not explicit about what exactly she learned in this course, my experience in taking this course helps me to relay that the course focuses on preparing students to enact high quality professional development in education settings. The course provides theoretical understanding of educators as learners as well as provides students with varying models and examples of researched-based, effective professional development for educators. These are the ideas that Brandy describes as being able to put into practice in her own work.

These illustrations provide examples of the philosophies and practices Stacey and Brandy learned in their graduate coursework taught by David. In one class, they learned the practices of instructional supervision, which encourages supervisors to use systematic observation to facilitate the improvement of classroom instruction with teachers. Brandy's account describes the learning she encountered in David's professional development class which was focused on supporting educators as learners. She also learned skills and models she felt she could enact in her practice. Stacey and Brandy's illustrations thus highlight the various philosophies and skills they gained from the coursework experienced during their graduate studies.

**Inquiry coursework.** Like Stacey and Brandy, Reeva's learning experiences as a graduate student contributed to the skills and philosophies she enacted as a supervisor. Reeva's case is slightly different from Stacey and Brandy because in addition to being a graduate student, Reeva was simultaneously an in-service teacher. Reeva's Master's Degree program was a job-embedded professional development experience where she learned how to enact inquiry as a

stance in her own practice and supported other teachers by facilitating inquiry projects throughout her district.

Reeva describes the teacher leadership program where she pursued her master's degree by saying that,

> In my first inquiry experience I had no clue what was going on. I was just kind of following the process and trying to trust what my professor was telling me to do and the class was mostly on-line. The systematic analysis of data, it taught me how to read my classroom in a way that I didn't know how to do before and that I don't think the teachers I was working with knew how to do. I could read my classroom but really being systematic about it paying attention to something specific and how those things connected to other parts of the classroom (Reeva Interview 3).

From this experience, Reeva describes how inquiry altered her beliefs on the value of studying instruction.

> Inquiry became a tool for me to push against the scripted mandated curriculum I was given that did not match my kids. I mean my kids were worried about life they were not worried about the scripted lesson plans...So yeah inquiry became a way for me to stand up for myself as a beginning teacher and say, 'Here are somethings that I know need to happen for my kids and here is the proof that I have for that.' So even from the very first time I tried inquiry it was a tool for advocacy… Always at the center it was standing up for yourself and your kids and really figuring out what it is that the people you are working with need and doing that by looking at yourself. Because you can't change other people. We won't get anywhere if we keep trying to change other people (Reeva Interview 2).

This illustration provides a snapshot of the philosophies and skills Reeva learned from her graduate coursework on Inquiry. During Reeva's master's coursework, she was introduced to inquiry as a method to improve her own practice as a teacher. She also worked in a train-the-trainer model in which she supported other teachers in her district as they used inquiry in their classroom to make improvements in their teaching. Reeva also took coursework in her doctoral program where she learned about the history of teacher inquiry, foundations of teacher inquiry as a practice, and tools and skills to facilitate teacher inquiry in the field. Reeva's graduate

assistantship provided her with the opportunities practice the skills and tools that she learned

from this work as she supported school districts in their use of teacher inquiry as professional

development for their teachers. To be clear, Reeva did not receive any coursework in

supervision. I believe that her coursework in teacher inquiry is on par with the types of

philosophies, skills and tools that are used in clinical supervision. These philosophies include the

use of inquiry as a tool for advocacy and the collection of systematic observations over time to

learn about trends in the classroom. Reeva also describes her learning of an important

philosophical tenet of inquiry, which includes the notion that teacher inquiry is aimed at making

changes in the teacher's practice, not so much in student behavior. Additionally, Reeva's account

describes the skills she took away from her course on Inquiry including the systematic collection

and analysis of data.

 **Practical application of new skills.** The coursework attached to the supervisors'

graduate school experiences provided them with the opportunity to practice the philosophies and

skills associated with the work. Stacey learned the practice of collecting systematic observations

to create tools for conversation with teacher partners. Stacey was able to put these philosophies

to test in the real world by doing a project associated with her class.  Stacey recalls the project

that she completed in her supervision course which helped her to practice collecting and

analyzing data with a teacher by saying, " I spent lots of time in the teacher's room at least once

a week. I went into her room during that semester and I took observations for her. I would ask

her what do you want me to look for and then the two of us would have an evening conversation

on the google doc (Stacey Interview 2)." She continues to describe her experiences by saying, "I

had a really great person to work with initially and that helped me understand how useful things

could be...She was really interested in how she was teaching and what her kids were doing and

so we would try things that she would ask me, 'What do you think about this? Do you think we should change the learning spaces on the rug? Do you think we should take the teacher chair and move it somewhere else?" We would try something. I was really trying to learn how to use these" (Stacey Interview 2).

Stacey had opportunities for practical application of the new philosophies and skills she had learned in her graduate coursework. She and her partner practiced using various data collection tools and analyzing the data to make changes in the classroom that would improve the teacher's instruction.

Brandy recalled practically applying the philosophies and skills she learned from her professional development course taken during her graduate work. Brandy described learning the importance of giving adult learners choice in directing their own learning through a process called differentiated supervision. David's class provided the opportunity for Brandy to practice what she had learned in her coursework. Brandy and another graduate student wrote a grant to create differentiated professional development opportunities for a local school near the university. During the use of this grant, Brandy was able to gain experience applying theories of choice and clinical supervision strategies that she had learned in her previous course work. Brandy describes her experiences by saying,

> We (my classmate and I) designed this professional development together. We said to David, we really want to try to see if we can differentiate professional development for our staff...I was able to enact the things I was learning and really wrestle with meaningful problems and putting it into practice and changing the culture of that school and professional learning (Brandy Interview 1).

This example demonstrates Brandy's desire to use and implement the philosophies she learned in her coursework with David into her practice. The mere creation of a differentiated

professional development program demonstrates Brandy's commitment to the philosophy of choice and agency taught throughout David's class.

Reeva accumulated a lot of opportunities for practical application by conducting inquiry as a student in her master's program. Reeva learned from her coursework that inquiry was a tool that she could use to systematically learn about her practices and make decisions to improve her teaching. She was able to put these philosophies and skills to the test while completing her own inquiry project and helping other teachers do inquiry in their classroom. Reeva conducted her own inquiry project on the impact of using a course management system to improve student engagement and attendance. She collected data on student attendance, discipline referrals and standardized test scores. Reeva was shocked to see how the data demonstrated that the implementation of the course management system in her classroom had improved attendance, lowered referrals and improved standardized scores. From this example, we can see how Reeva had the opportunity to utilize the skills and philosophies of inquiry in the real world and understand their benefits.

In addition to completing coursework in her Master's program that introduced her to the inquiry process and provided her with opportunities to facilitate inquiry work throughout her school district, Reeva also reported working as a professional development coordinator during her doctoral coursework. Reeva facilitated inquiry professional development workshops and followed up with teachers' progress using inquiry throughout in a number of school districts in the state. She also reported facilitating inquiry projects during a college course on digital technologies in the classroom. Lastly, Reeva reported facilitating inquiry projects with both in-service teachers and their students.  Now that we have established that the supervisors' graduate coursework taught them philosophies and skills that they then practiced and applied before they

became supervisors, I will now provide evidence showing how this education manifested itself in their practice as supervisors.

**How Coursework Impacts Supervisors' Response to Challenges**

Table 1 below displays the challenges each supervisor encountered and the different resolutions they used to solve each challenge. I will use the table to describe the challenges each supervisor faced, the resolutions each supervisor used in her work and how these resolutions relate back to the philosophies and skills of the graduate coursework.

Table 11:
*Comparison of Graduate Students' Problem Spaces*

| Stacey | | Brandy | Reeva |
|---|---|---|---|
| Challenge: Improve instruction | Challenge: Improve writing | Challenge: Improve Intern/Mentor Relationship | Challenge #1: Improve Deficit Mindset |
| Resolution 1: Build relationships | Resolution 1: Build relationships | Resolution 1: Systematic Observation | Resolution 1: Positive self-talk |
| Resolution 2: Systematic observation | Resolution 2: Guided practice | Resolution 2: Data Analysis | Resolution 2: Co-teaching configurations |
| Resolution 3: Analyze data | | Resolution 2: Collaborate | Resolution 3: Inquiry |
| Resolution 4: Conferring | | | Resolution 4: Collaborate |

**Stacey using relevant experiences to resolve challenges.** Stacey's graduate coursework in clinical supervision and adjoining practical fieldwork prepared her to face challenges in her work as a supervisor. Table 11 provides an illustration of the resolutions Stacey used in her practice of a supervisor. Column one outlines four resolutions Stacey used when she was

challenged with improving her intern's classroom instruction: building relationships, systematic observation, data analysis and conferring. Column two of the table outlines the two resolutions Stacey used when she was challenged with improving the quality of her intern's writing: building relationships and guided practice. Throughout column one and two, the grey boxes represent the resolution strategies that can be directly linked to Stacey's relevant experiences as a graduate student which informed the philosophies and practices she used to resolve challenges as a supervisor. Five out of the six resolution strategies Stacey employed in her work as a supervisor drew information she learned from her graduate coursework.

The use of building relationships, in connection with systematic observation and data analysis signal Stacey's use of resolution strategies that stem from her graduate coursework in clinical supervision. Stacey learned many important principles of clinical supervision in her graduate coursework, such as the importance of building rapport and relationship with a teacher and using systematic observation to collect useful, non-judgmental data that will allow the teacher to make assessments of their own practice. Stacey collected data for her intern in the same way that she collected data for the teacher in her course project. She describes this work by saying, "I tally who they call on. Early on I try to do basic data collection that anybody can analyze so that I'm not the one telling her what she needs to do and not do and she's figuring that out on her own. And so I would do (record) where she stood in the room and whether she called on girls or boys or any of that sort of thing and that gave me an entry point for conversation (Interview 1)." Stacey's use of basic data collection tools as well as her attempt to build an environment where she stepped out of the evaluator role and allowed the intern to analyze the data to come to her own conclusions are tenets of clinical supervision that Stacey learned and practiced in her graduate work.

**Brandy using relevant experiences to resolve challenges.** Brandy's graduate coursework in clinical supervision and professional development techniques provided the groundwork for her to use philosophies and skills from her learnings in her supervision practice. Table 11 provides an outline of the resolution strategies Brandy used to resolve challenges in her work as a supervisor. Brandy's challenges and resolutions are depicted in column three of the table. She encountered a challenge with an intern and mentor relationship and used three resolution strategies: systematic observation, data analysis and collaboration with colleagues. The two greyed out boxes in column three of table one, systematic observation and data analysis, represent the strategies Brandy learned from her graduate coursework and class projects which provided the philosophies and practical experience used in her work as a supervisor.

Brandy describes the process of collecting observational data and talking through the situation, which she learned from her graduate coursework, by saying, "so I remember taking notes on Jennifer and doing a lot of scripting and having Jennifer look with me through the data and trying to have Renee there as well and have Jennifer talk about what she saw from her perspective (Brandy Interview 1)." In this example, Brandy discusses the collection and analysis of observational data and creation of a collegial work space, each principles that she a she gleaned from her graduate coursework and practiced in the real world. Additionally, Brandy describes her quest to help her intern gain agency as an intern in the classroom, stemming from her learning from David's professional development course. In Brandy's words, "I was trying to find ways to empower her. I was struggling to find ways for her to find her voice and look at her own practice instead of letting someone else make judgments about her practice because I really think she felt like she was being judged all of the time (Interview 1)." In this instance, Brandy draws on her understanding of agency and autonomy underlying differentiated supervision. She

gained knowledge on this practice in her work servicing a grant highlighting differentiated

supervision in local elementary school.

      **Reeva using relevant experiences to resolve challenge.** Reeva's graduate coursework

in the use of teacher inquiry provided with the philosophies and skills that she later used in her

work as a supervisor. Table 11 outlines the challenges and resolutions Reeva encountered in her

supervision practice. Reeva was tasked with resolving the challenge of improving an intern's

deficit mindset toward her students. Column four details the four strategies she used to resolve

this problem: Positive self-talk, co-teaching configurations, inquiry, and collaboration. The

greyed out boxes in column four represent the resolution strategies Reeva learned as a result of

her graduate coursework which focusing on inquiry as a process to foster change in the

classroom.

      Reeva's foundational coursework in her Master's program provided her with the

philosophies and pedagogical practice to utilize inquiry as a tool to resolve challenges in her

work as a supervisor. When Reeva was confronted with the challenge of improving the deficit

mindset displayed by one of her interns toward the intern's students, Reeva used strategies and

philosophies from her inquiry practice to resolve the problem. Reeva describes her experiences

by saying, "I would go in with her and I would take observational data of how she was

interacting with the student." She did definitely progressed, and because it was something she

was thinking about, she got better at it, and by the end of the semester she was calmer than she

was before. Through inquiry I was able to have a lot of really good conversations about yeah,

this happened and "I see that you're frustrated and that makes you upset. What are you going

to do about it? "(Reeva Interview 2). In this example, Reeva discusses using Inquiry as a strategy

of systematically collecting data on classroom instruction to create opportunities for dialogue and

change with her intern. These philosophies and practices are central to the use of inquiry as an informational tool and agent for teacher change in the classroom which Reeva learned from her coursework and was able to apply to her work as a supervisor.

Additionally, Reeva describes collaboration as a tool that she used to support her work as a supervisor when resolving this challenge with her intern. Reeva worked closely with her colleagues to get advice on how to handle the challenge she encountered. This preference to collaborate is spawned by Reeva's experiences in doing inquiry in her graduate coursework and facilitating inquiry in her district as an in-service teacher. When asked what part of the inquiry process shocked her, she said, "I think collegiality. I had to collaborate with other people. It would not have been as powerful if I had done it in my classroom and not told anybody. And I was a pretty shy beginning teacher. I closed my door and didn't want to cause any waves so inquiry forced me to share what I was doing (Interview 3)." This notion of collegiality and collaboration that Reeva used in her practice as a supervisor was drawn out of her experience with graduate coursework in the use of inquiry as teacher research.

In summary, each of the three supervisors described resolving challenges in their practice by using resources learned in their graduate coursework. The evidence shows that experiences with graduate coursework provided the supervisors with the opportunity to learn philosophies and practice the use of skills and tools learned in the coursework. Additionally, supervisors then used these skills when challenged in their practice with preservice teachers in the same ways that were practiced throughout coursework.

The evidence above supports the claim that supervisors' used philosophies and skills from their graduate coursework in the past to solve challenges in their current practice. Upon my initial exploration of supervisors' challenges, the connection between the resolution strategies

used in their current practice and their relevant experiences was not readily apparent. Further probing revealed that supervisors found exceptional value in their graduate coursework and also were given opportunities to put the philosophies and skills they had learned into action. These two events, engaging in coursework, and putting the philosophies and skills taught in their courses into action, provided a foundation, which supervisors then used to support their work as supervisors with challenging situations. Supervisors were then able to reach back to find relevant experiences for immediate use in their current practice.

**Discussion**

In chapter one I discussed how policy organizations and scholars encouraged the preparatory experiences for teacher educators to improve clinical experiences with in teacher preparation programs. I have learned in this research that supervisors with graduate coursework in teacher preparation draw from the philosophies and pedagogies learned in the coursework while working with preservice teachers. This claim supports the scholarship suggesting that teacher educators and specifically, clinical faculty, who work closely with developing preservice teachers, would benefit from coursework in teacher education.

Researchers have attempted to tackle the study of graduate coursework development in teacher education. However, these studies including Conklin (2015) and Butler (2014) have missed the mark by narrowly focusing on developing teacher educators identity during the courses. One particular study, Kosnik et al (2011) studied a group of graduate students looking to understand how their participation with in a Beginning Teacher Educator community would influence their work in the field, identity as transitioning teacher educators and their research initiatives. While graduate students in the BTE community articulated that the group helped them to refine their practices in the field, graduate students reported being exposed to the reading of

scholarly articles, interviews of other teacher educators, and observations of other teacher educators in action to improve their practices.

Goodwin's (2014) mixed methods study on teacher educator knowledge and preparation highlights the lack of preparatory experience most teacher educators experience before entering their practice. Interview respondents described their experience with graduate coursework as haphazard and limited. While respondents did discuss working as supervisors and methods instructors alongside their coursework, Goodwin found that supervisors' coursework did not highlight important teacher educator skills. They reported learning their craft through trial and error, adapting practices that resembled assignments and teaching strategies that saw modeled by other teacher educators that they viewed as effective.

These findings of Goodwin (2014), Conklin (2015), and Butler (2014) support the work of other scholars that have researched the lack of attention paid to graduate students as students of teacher preparation (Zeichner, 2005; Dangel, 2014). The results of my research highlight areas not addressed in the previously described research efforts. Specifically, this study demonstrates that coursework in teacher education helped supervisors employ pedagogical knowledge and skills to support preservice teachers as they are learning how to teach. This study demonstrates that supervisors used the low-risk opportunities provided in graduate school classes to practice the pedagogies and skills that would then be useful to them as supervisors of preservice teachers.

This is an outcome that scholars in the field of teacher educator education have desired. Van Velzen (2013) remarks that "a lot of work needs to be done to empirically ground the many beautiful and apparently useful pedagogies we have and to develop an empirically based knowledge base for teacher educators (p26)". These sentiments are echoed by the theoretical conceptions of teacher educator knowledge composed by Loughran (2014), Korthagen (2005), as

well as research studies by Goodwin (2014) and Davey (2013) who all described the lack of teacher educator knowledge as a huge hang up for the profession.

The findings of this research also connect back to the Ludenburg's (2002) framework defining the pedagogical needs of teacher educator education. At minimum, the findings demonstrate that the graduate students were exposed to a curriculum that presented teachers as adult learners and encouraged the graduate students to use practices that helped student teachers reflect on their practice. The graduate students took classes in supervision and teacher inquiry, which exposed them to strategies of collecting non-judgmental data for their teachers and working closely with the teacher to learn from their own practice. These particular strategies also reflect the work of researchers in the field of supervision including Sergiovanni and Starratt (2007) and Nolan and Hoover (2011) who promote the use of data collection in both in-service and preservice teaching as critical tools that supervisors can use to help their partners improve instruction.

In summary, my research highlights the types of experiences supervisors should experience in order to have access to philosophies and pedagogical tools needed by teacher educators. These experiences include graduate coursework in teacher education that exposes supervisors to philosophies and pedagogies that can be used to support preservice teacher learning. These philosophies include the ideas of clinical supervision and inquiry and can be enacted through the use of pedagogies and tools such as non-judgmental data collection and analysis.

**Claim 2: A supportive professional community fill gaps in supervisors' teacher education** experience **and skills to help them resolve challenges.**

The second major finding of this study concerns the type of community supports that supervisors used to help them resolve challenges in their practices. In this section I will present evidence supporting the claim that the supervisors in this study had gaps in their philosophical and pedagogical understanding of preservice teacher education. These gaps lead four out of the five supervisors in this study to turn to mentor supervisors in their community for help to resolve challenges.

All of the supervisors were conducting their supervision practices in spaces with well-established professional learning communities and tight knit working communities. In the case of Stacey, Brandy, Makenzie and Maggie, they were completing their supervision in the PDS site described in the context section. This PDS has instituted a fair number of supportive measures where supervisors can ask questions and learn from others. Reeva, a supervisor who worked outside of the PDS, worked closely during her supervision with her officemates, graduate students who also worked as supervisors. Each of these venues provided supervisors in this study with the space to access knowledgeable supervisors who could provide knowledge to support these supervisors in their struggles. In the following section I will present evidence that supports this claim and also describe why supervisors were more likely to look to community supporters for help.

**Defining Gaps**

Before describing how communities support supervisors when gaps arise in their knowledge, I will define what the terminology "gap" refers to in this context. In this study, I am defining a gap as an incomplete set of knowledge or skills needed to perform a task. Gaps are presented when supervisors meet a challenge that they feel unequipped to resolve. Following the presentation of evidence on what gaps exists in supervisor's' knowledge and skills and the

different ways in which community supporters fill these gaps, I will provide a rationale that notes how these gaps relate to supervisors' relevant experiences.

**Locating gaps in supervisor knowledge.** Four out of the five supervisors in this study experienced identified situations when they did not have the experience needed to resolve an issue and solicited help from outside sources. Two of the four supervisors candidly identified when they were grabbing for straws and unable to come up with strategies that they could use to resolve their challenges. Within the first minute after describing the challenge that stood out the most in her practice as a supervisor, Reeva honestly admits her initial reaction to resolving the challenge by saying, "I wasn't sure what to do! (Interview 1)" Similarly, Brandy reached a point in attempting to resolve her challenge in a relationship between a mentor and intern pair. After attempting to meet with each member and attempting systematic observations with the pair, Brandy honestly admits that, "I constantly felt like strategy after strategy was failing; that I needed more support (Interview 1)." These two examples highlight supervisors who openly admitted when they did not have the knowledge in their own practice to create a plan and resolve the challenges.

Maggie and Makenzie also relied on community support to help them resolve challenges in their practice but did not openly admit to being stuck at any point. Instead, the two supervisors casually mentioned the use of PDA meetings as a structure where they went to get help with solving their challenges.

Stacey was the only supervisor that did not mention asking for help from community supporters.

**What are the gaps?** Supervisors encountered a number of different types of gaps in their practice. First, supervisors had gaps related to teacher education pedagogy. Teacher education

pedagogy refers to the knowledge of student teachers as adult learners and the skills to facilitate

the teaching of learning to teach. Maggie reported learning about teacher education pedagogies

she could use in her practice from community supporters.  When describing her challenge of

helping an intern not interrupt his mentor while talking, Maggie expressed that she was not

seeing any improvement in the students' behavior after it was addressed.  Maggie's community

supporters gave her information that explained the nature of working with student teachers as

adult learners. She remembers the experience by saying:

> Early on in my experience as a PDA we were talking at one of the meetings or
> something. So someone said just like we do with our own students we have to scaffold
> the learning for these big students. I said, Oh yeah right. So thinking about whenever you
> are expecting someone to do something brand new they needed support. Whether it's
> lessons in math or handwriting. I was being reminded by other PDAs that these are still
> students, students of teaching and students of learning how to teach. They are still
> students (Maggie Interview 1).

In this example, Maggie's community supporters were helping her understand her

student's needs as an adult learner as she attempted to resolve the challenge of discouraging

interrupting. Maggie's community supporters provided her with the advice to scaffold her work

with the student teacher to help him understand what the problem is and how he could work to

change it over time, instead of expecting the intern to make amendments in his behavior after

one conversation.

In another instance, Maggie's community supporters provided her with another dose of

information she could use in her work as a teacher educator. When looking to resolve the

challenge she had with an intern's reflection quality, Maggie shared her frustrations within the

PDA community. The community responded by advising Maggie to consider the developmental

needs of each of her interns. Maggie remembers the event by saying, "I think one of the PDAs

said she just might not be ready. We talked about developmentally where they are and we talked

about different people and different issues and I thought I'm just going to try the best that I can

and if she can't get there maybe she's not ready. (Maggie Interview 2)." In this quote, Maggie is

addressing her efforts to help her intern improve her reflections and overall reflective stance

toward teaching. The community supporters provided Maggie with advice on understanding that

learning as a student teacher comes with a readiness factor that supervisors must consider.

Supervisors were also found to have gaps in their understanding of teacher education

practices. Community supporters modeled useful teacher educator practices and also provided

advice on strategies supervisors could use in their practice. For example, Brandy discusses a

scenario where Dr. Henry, a community supporter, modeled how to navigate a particular

conference with a mentor and intern pair with relationship issues. In this example, Brandy's

community supporter models the supervisor's' role with in a toxic relationship between an intern

and mentor pair. Dr. Henry, the community supporter, was providing Brandy with an example of

how she could enact the practices she knew about supervision but was unsure how to fully

express.

Both Maggie and Reeva asked for help with navigating challenges in their practice and

each were given specific strategies that they could use to resolve the problem. While Maggie was

attempting to resolve the challenge of how to help an intern improve their instruction, supporters

provided suggestions on what strategies she could use in conferences with the intern. She

describes the event as saying,

> I was talking to some of the PDAs about my frustrations and what I remember somebody
> and I don't remember who was saying, ask them questions, because the first words out of
> their mouth are going to be, 'how did I do?' and your answer is going to be, 'I don't
> know how do you think you did (Maggie Interview 1)?

In this scenario, Maggie was interested in learning more strategies for having conversations with her intern about improving instruction. Community supporters provided Maggie with strategies of asking questions that she could use to spark conversations with her intern during conversations about their instruction.

Reeva also experienced a supportive community who provided strategies that filled gaps of knowledge in her relevant experiences. When trying to resolve the challenge she had with an intern who had a deficit mindset, Reeva went to her colleagues to get ideas on how to handle the experience. Reeva explains the encounters by saying,

> Every time I had a conversation with this intern or had something turned in, I ended up going to them like, 'Oh my gosh, I don't know how to deal with this.' They would read emails that I was crafting to her. They would help me prepare with one-on-one conferences I would have with her and just really think through strategies for helping her push past this but still maintain a lot of professionalism (Reeva Interview 1).

In this example, Reeva asked her community to support her in her efforts to help improve her intern's deficit mindset. They responded by giving her strategies she could use in post observation conferences to work toward resolving the challenge and also role played with her to scaffold her learning of useful strategies she could use.

The evidence above supports the claim that community supporters fill the gaps in supervisors' practice when resolving challenges in their practice. The data revealed that four out of the five supervisors in our study expressed their desire to get help from community supporters when they ran into a challenge that they were unable to resolve with their own knowledge and skills. Supervisors openly admitted to finding themselves at the end of their knowledge of how to resolve challenges and sought support while others took advantage of supports built into their community to gain support. When supervisors identified that their knowledge was insufficient to resolve their challenge, they then asked for support to fill the gaps in the areas of knowledge and

skills that could be used in their practice. Evidence of this search for help is displayed by Maggie, who received support in learning new knowledge about student teachers as adult learners and their varying developmental readiness levels. Additionally, Reeva and Brandy were given strategies for resolving challenges in their practice when gaps surfaced in their practice. In each of these two instances, the community supporters helped to fill gaps in supervisor's' knowledge and experiences.

**Discussion**

A number of figures in the community supported the supervisors when they had challenges in their practice by filling gaps in their knowledge of teacher education pedagogy and understanding of the types of practices supervisors use in their work with preservice teachers.

**Mentors as a trusted guide.** Teacher educators, including methods instructors and classroom supervisors, are commonly not trained in the philosophies and skills of teacher education and are asked to rely on their experiences as former teachers to support their work in the classroom and field. This claim is described best by Murray and Male (2005), Dinkleman et al. (2006) and Goodwin (2014). Each of these scholars separately identified that teacher educators support their work with preservice teachers by using their K-12 teaching experience.

Research on how teacher educators transition into the profession reveal that novice teacher educators look to mentors, especially mentors that work in the same field as them, to model best practices and help them think about the practices they can use to improve their work. Field's (2012) study of teacher educators transitioning into their role as supervisors found that when supervisors were placed with experienced tutors who the supervisor wanted to emulate, they felt more at ease in resolving problems in their practice. So there is at least some recognition that individual supporters within a community can make a difference.

**Structures that support mentoring.** Generally, supervisors commonly operate as islands who are isolated from other supervisors due to the nature of their work (Dangel, 2014). They frequently visit schools and classrooms in isolation and do not share visitation sites with other supervisors. The communities in which four out of the five supervisors worked are drastically different from most teacher education sites. Supervisors are grouped in their visiting locations with other supervisors and rarely charged with managing a building on their own. The groups of supervisors within each building commonly have a mix of experienced supervisors that can provide mentorship if needed. These two structures provide spaces for supervisors to ask for help when needed and make community supporters who might be well versed in the act of supervision available to people who need their help.

**Structures to support professional development.** Research on supervisors' working in communities for learning is growing and being acknowledged as a legitimate area where teacher educators can grow in their practice. This research supports the notion that teacher educators are working in communities to enhance professional development of new members. Levine (2011) proposes the concept of a "supervisor professional community" as a tool for "improving and studying the work of supervisors in preservice teacher education (p. 931)." This review and subsequent case study used the structure of learning communities typically found in in-service teacher professional development and created a framework to investigate how this structure would support the learning of supervisors engaged in a similar community. Levine suggests that this supervisor professional learning community would work best when supervisors worked through cases or dilemmas and engaging in activities that promote sharing of practices or artifacts. These particular practices were championed by other researchers such as Hadar (2013) and Gallagher (2011) who both studied the conditions that support teacher educator learning

communities. While Gallagher et al engaged with their professional learning community of teacher educators to study a group of new faculty as budding scholars and Hadar focused on the connection between simultaneous group and individual professional development, they both articulated a number of crucial aspects of professional learning communities articulated by Levine (2011). These group of studies advocate for a decrease in isolation and the use of structures and artifacts as ways to discuss areas of professional learning. They also describe the importance of safety with in the community as a characteristic that enhances risk-taking and learning.  This current study is supported by the aforementioned research in that the structures and practices that were put in place within the PDS context to reduce supervisors working in the filed alone were helpful in filling gaps in supervisor knowledge. The PDS where four out of the five supervisors are from holds regular meetings each week where supervisors have the opportunity to gather with one another and ask for help with any issues that they may have in their work. Additionally, the group of supervisors create a safe space where their issues and concerns can be addressed.

The data in this study support the notion that professional learning communities can exist among groups of supervisors and that there are structures that support this work. The PDS where most of the supervisors operate and learn, exhibits characteristics of a community of practice, where social participation and learning in a particular context support the growth and development of group participants (Lave and Wenger, 1991). This particular structure, where new members are slowly folded into the community by gaining knowledge from more seasoned members, details the uniqueness of this professional group. As previously described in the context section, this PDS operates under the principles of the Four E's, which highlight the educational goals of the organization. In particular, the fourth "E" addresses the program's goal

to educate the next generation of teacher educators alongside its goals to educate children, preservice and in-service teachers. The fourth "E" is being attended to when supervisors relying on members within the community for knowledge and support. This type of support serves as on going professional development for supervisors within the community who are budding teacher educators, such as the supervisors in this study. Of the four supervisors who spent most of their time working in the PDS context in this study, three described challenges that occurred during their first three years of working in the PDS. Thus, they clearly are supervisors who are in need of ongoing mentorship and professional development from more knowledgeable community members.

The structures that were described in this section, including clear mentoring roles and community spaces to discuss pedagogical problems and practices related to the work of supervision support the goals outlined and acted upon in this context.

**Summary**

This chapter detailed the findings of a multiple case study that investigated the resources preservice teacher supervisors used to resolve challenges in their work as teacher educators. This study especially sought to understand the relevant experiences that supervisors used in resolving these challenges. A cross case analysis revealed that supervisors incur both instructional and non-instructional challenges and utilized resources from their experiences as preservice and in-service teachers, graduate students and other professional development experiences. Lastly, this study also learned that supervisors use resources such as guided practice and modeling drawn from their experiences to attempt to resolve their challenges.

Two major themes were derived from this research. First, supervisors with experience in graduate coursework were more likely to draw on these experiences as strategies to resolve their

challenges. Second, supervisors commonly utilized their surrounding community members as support to bridge the gap between their lack of knowledge and challenges. Each of these findings have been regarded by scholars in the field as important areas of research and investigation. These major findings fill a gap in the current research landscape by highlighting the importance of coursework in developing supervisors' pedagogical skills and also identifying how graduate students use these skills in their work with preservice teachers. Additionally, this study reinforces the importance of professional learning communities for supervisors and demonstrates how more experienced supervisors can support supervisors with challenges.

**CHAPTER 6: CONCLUSION**

This study sought to dig deeper into the experiences of supervisors as teacher educators to develop a better understanding of this important subset of clinical faculty. This quest began by asking the following research questions:

1. What types of challenges are salient when describing their practice as supervisors?

2. What experiences do supervisors draw upon in responding to challenges that arise in their practice?

3. What is the relationship between these responses and the different ways supervisors are prepared for the supervisor role?

This research was completed to fill the gap currently in the research on teacher educator knowledge, which narrowly explores the relevant experiences that impact the work of teacher educators and supervisors. In this chapter, I will summarize the major findings of this work and describe the significance that this study has in the landscape of teacher education research.

**Summarizing Findings**

This research has unearthed two major findings. First, it is clear from the findings that supervisors draw on a number of experiences throughout their careers as resources to resolve problems in their practice. These resources include their experiences as preservice teachers, in-service teachers, professional development experiences , graduate coursework, various teacher leadership positions, previous teacher educator experiences and their personal experiences. Many of these sources were previously identified by other scholars as relevant experiences that were used in teacher educator's practices to fill gaps in teacher educator knowledge during the transition from the classroom to teacher education. Generally, researchers assumed and

acknowledged that teacher educators relied on past experiences to resolve new challenges, mainly because this is a common practice that is utilized through all of human problem solving.

What this research has shown is evidence that supervisors who are being prepared as teacher educators were specifically using elements of graduate preparation in their everyday work. Three of the supervisors in this study took coursework in teacher education preparation. During this coursework, the supervisors learned philosophies and pedagogies that can be used to support preservice teacher learning and also were provided with opportunities to practice newly learned information in conjunction with the coursework. The previously unreported areas where supervisors extract resources to resolve problems included graduate work, which specifically prepares teacher educators, and in this case supervisors, for their work in the field.

That last significant finding of this research study concerns the types of resources that supervisors draw on when they encounter a struggle that they do not have the resources to resolve. This study highlights the importance that community members play in helping supervisors resolve the issues they counter in their work. When supervisors were tasked with problems that they did not have the resources to resolve, they depended on their colleagues and teams of supervisors to support their areas of deficiency. These colleagues and other supervisors acted as an extension to supplement the knowledge and skills that were missing from the struggling supervisor's resources. As previously discussed, this phenomenon is described in the literature on communities of practice but is foreign to the work of supervisors. Although I have come across a few studies that discuss supervisors working in groups to resolve problems and learn from one another in groups (Cochran-Smith, 2003; Gallaher, 2011), no studies, to my knowledge, have discussed the types of support structures that other supervisors provide to their colleagues in the form of knowledge and relevant supervision skills. Instead, I have learned that

there is indeed a desire for supervisors to have more group support in their work (Dangel, 2014;Goodwin, 2014) and that groups of teacher educators are forming professional development groups to meet this desire (Hadar, 2013).

## Scholarly Significance

The policy climate presented in Chapter one details the push toward intense clinical experiences where student teachers are mentored by well-trained teacher educators. Additionally, the research community has learned that teacher educators, and specifically supervisors, are often not well prepared to complete their responsibilities as teacher educators. The community also acknowledges that supervisors pull resources from different experiences in their lives to support their work as supervisors. This research helps the teacher educator community to directly identify what resources supervisors are drawing from and also identifies some of the skills that are being drawn from these experiences.

This study contributes to the research community by continuing to chip away at the myth that no training is required for the specialized work of teacher educators. Supervisors in this study with specific graduate training used that knowledge in their work with preservice teachers, and that is exactly what we would hope their doctoral preparation would be used for. It also encourages colleges of education who are training teacher educators to share the practices that are being used to support the professional development of graduate students.

I also believe that this finding is significant because proves the importance of the experiences that have contributed to a supervisors' knowledge and skills at any moment of their career. Many of the studies reviewed, especially studies detailing the trials and tribulations of supervisors transitioning into teacher education, reveal that a wide variety of experiences have an impact on the philosophies and skills of teacher educators' work. Being unappreciative of the knowledge that supervisors who previously served as classroom teachers bring to their work as

supervisors will not help this community to prepare better teacher educators. Instead, the community should look to understand the prior experiences of all different types of teacher educators. This will help us to understand their relevant expertise and how to tailor professional development experiences that reinforce the goals of teacher preparation while acknowledging the resources former teachers are able to bring to the table.

The second finding of this study was the importance of a supervisor community to support teacher educators who have gaps in their knowledge. This finding makes two contributions. First, it helps the teacher educator preparation community understand that supervisors may draw from experiences that have occurred in their past, but also, supervisors may draw from resources that are available to them in their moment of need. While this seems like a common sense occurrence, most studies discussed this approach to supervisor problem solving in isolation from one another and without detail. This research helps us understand that the community members serve as an extension of knowledge from experienced members to the supervisor in need. The mentorship that supervisors seek from well-established members in the community as learned by Goodwin (2014) vanVelzen (2010), and Davey (2013), communicate the general guidance and security provided by an experienced mentor. In this study, the supervisor and mentor are acting in concert with one another to resolve the challenge. This fine grain detail separates this study from the work of other previous scholars.

Second, this study helps contribute to the teacher educator preparation community by identifying the structures and practices that support the work of supervisors while they are out in the field. A number of other scholars describe professional learning communities in teacher education as a resourceful way to develop professionals throughout their careers (Cochran-Smith, 2003; Levine, 2010) without the micro level analysis of how to maintain it. Dangel (2014)

provides the best example of what a supportive supervisor community would look like on a macro level; including the structures and resources used in the process. Dangel created a framework for supporting supervisors through "Supporting our Supervisors" meetings within the college of education. This framework draws from a clinical friendship approach and has four components where the group attempts to support supervisors working in the field. Dangle shares how his community works with supervisors to facilitate processes that make their practice public, gain mentorship and support from senior members, and practice skills that will be used out in the field. The micro-level detail explaining what is occurring through the support systems is missing.

This study provides an understanding of the dynamic that exists between supervisors who are reaching out for help and supervisors in the community with relevant experience who are able to support. It is a micro-level understanding of the professional development experiences that take place within the community. The community of supervisors from this study supported struggling supervisors directly in the moment of need by supplying philosophical, pedagogical and emotional help when it was needed. Strategies, suggestions and modeling attempts were used by community members to garner support for struggling supervisors.

**Implications**

In light of the findings presented, I believe that there are three recommendations that can be applied to the work of supervisors following this work. First, the findings of this study continue to shed light on a topic that is under studied and is clamoring for legitimacy. Researchers have been interested in bringing credibility and legitimacy to the teacher educator profession (van Veen, 2013; Feiman-Nemser, 2013), establishing a common language to describe the big themes and principles that guide our work (Loughran, 2006), and to understand successful and effective practices that adequately prepare preservice teachers for their futures

work (van Veen, 2013). This study attributes to these goals by encouraging the adequate preparation of teacher educators to support effective teacher education programming.

Research in this particular area is rare and is mostly theoretical instead of exploratory. Two researchers, Kosnik (2011) and Conklin (2015), have discussed their work in preparing teacher educators within graduate school programs. Each concluded that preparation at the graduate level impacts the philosophies and skills students take away from the classroom experiences in students' preparation. Where we need to extend this work is in learning the processes by which these classes support future teacher educators in learning to teach about teaching and teach about learning. This means moving beyond reading articles and dissecting assignments, into researching how graduate students put what they have learned into practice. Similarly to how we have attempted to understand how students and teachers go through the processes of learning how to teach, we can begin to look into these processes for teacher educators as well.

A number of stakeholders can take action on these findings, and thus, my first recommendation is that teacher educator preparation programs ensure that the teacher educators working as field supervisors have opportunities to learn relevant pedagogies of teacher education and have low-risk opportunities to practice these skills. This practice should include an experienced mentor to guide the teacher educators through the reflective process. Supervisors should be provided coursework within the field of teacher education preparation that focus on preparing the supervisor in data collection, observation and collaborative forms of supervision.

Additionally, I also recommend that departments of education and sites for field placements should work more closely to ensure that mentor teachers and supervisors such as reassigned teachers, have the experience of practicing the work of supervision. Supervisors not

only need preparation to begin their work, but also require ongoing and concurrent support. I honestly find that this is one of the easiest recommendations to implement given the data driven climate connected to teacher effectiveness and assessment. Teaching teachers how to engage with their peers as adult learners through data collection and peer inquiry are tools that would benefit a number of stakeholders in the community.

This study also brought forth the idea of a supervisor community that comes together to support other supervisors while resolving problems in their practice. The community of supervisors that were in both the PDS Context and Reeva's context supported gaps of knowledge related to pedagogy and practices. The influx of information from the community assisted supervisors in resolving some of their challenges.

Due to these findings, I propose a third recommendation. Teacher educators must continue to find ways to build communities of supervisors and nurture the growth and development of supervisors within learning communities.  Supervisors regularly work alone (Dangle, 2014) and are frequently without resources that they can use to resolve problems in the event that there understanding is deficient (Goodwin, 2014). As a new faculty member, I am currently experiencing this phenomenon myself. In order to give supervisors and in turn student teachers the resources and education that they each need respectively, we must begin to instill structures that support supervisors as a community and not as an individual entity working for a university. These structures can be as simple as weekly meetings that focus on the practice of supervision and problem solving; similar to the seminar experience that is provided for many teacher candidates during their field experience. These types of structures will not only open up resources for supervisors to improve their work, but it will also strengthen the field of supervision.

**Limitations**

While the findings of this study were significant in a number of ways, there are some areas of limitations that were exposed during the research process. First was the issue of including or excluding the notion of effectiveness as a measure to evaluate supervisors past experiences as resources. I did not anticipate during the design of this study that I would want to have a better understanding of whether or not one supervisor's resolutions were actually more useful than another or worked better in a particular situation. One supervisor, Stacey, brought on this urge, who appeared to me to be exceptionally effective or at least more independent at resolving the problems she encountered. She was the only supervisor who did not mention struggling to resolve her problems and also did not mention reaching out for help during any point of her problem resolutions. I was struck by how her past experiences and resolutions were linked and wondered if it would be possible to understand if her past experiences contributed to my perception of her effectiveness. One reason that Stacey may have had less trouble with resolving problems in her practice could be because of her work as a Curriculum Support Teacher. In this experience, Stacey reported not doing any of the same duties that she completed as a PDA in the PDS. Stacey did not use aspects clinical supervision in her work as a CST and only provided feedback to teachers on their instruction unless she was asked. Stacey did offer to teach alongside teachers if they inquired about a novel instructional approach or expressed interested in improving their teaching in some way. Stacey recalls that the main learning that she took away from her work as a CST was that she learned how to deal with lots of different types of people and how to get to know people's needs to establish relationships with them. These experiences possibly explain why she did not incur a relational issue in her practice which we know from Brandy and Makenzie's accounts are intense barriers to supervisors' work. I speculate that Stacey's relationship first approach to supervising interns helped her to recognize

the importance of building rapport with the preservice teachers she supervised before engaging in generating feedback about their work.

While the study included a number of safeguards to strengthen validity, including use of multiple sources of data, multiple case study design, and advisors external validity checkers, the study could have been strengthened by including other perspectives. As an outside observer of some of these particular issues, I can attest to the fact that there were some descriptions that I wanted the supervisors to elaborate on. If other participants could have been included in the study, possible professors to describe the learning goals of graduate student coursework, other supervisors in the community who were problem solvers, or even mentor teachers to support the reporting of the story, the results may have been strengthened.

Lastly, this study was conducted in a PDS setting which is a unique context for the professional development of supervisors. The PDS context provided space and time for supervisors to collaborate, and also provided access to clinical faculty that were trained graduate students. The uniqueness of this particular context limits my ability to generalize the study to non-PDS contexts.

### Areas for future research

Research on the pedagogical skills supervisors use in their work with pre-service teachers has been called for, but our current research climate has not kept pace with this demand. Based on the results of this research, an updated research agenda has been unveiled and is ripe for exploration. First, this very investigation should be repeated with a closer attention to how supervisors are using the skills they are drawing upon in their practice. While a small case study could potentially be conducted to fit this need, I would advocate for a mixed methods study that can be conducted in two phases. Drawing from the work of Goodwin (2014), this study should first begin with the exploration of supervisors' work using data collection methods that focus on

observations of supervisors in action. I would expect to learn what strategies are being utilized in their everyday work. An analysis of these observations should formulate the questions of a large scale survey targeting graduate students, reassigned teachers, and tenured faculty for responses. In theory, these results would allow me to extrapolate the findings of this small scale study to a generalized population.

A second strand of research that can be perused would be in the area of exploring professional development options through graduate coursework and ongoing professional development. Kosnik (2015) and Field (2012) have both provided examples of how research in this area could be explored. Each completed self-studies of their graduate school courses in teacher education to investigate the impact their coursework on the graduate student transition from teacher to teacher educator. Moving forward, faculty can pursue similar studies that continue to develop the concepts that are explored in this study. These research initiatives would involve looking closely at the learning experiences graduate students encounter in their coursework. This will help to clearly identify experiences that are useful preparation.

As noted above, I did not anticipate during the design of this study that I would want to have a better understanding of whether or not one supervisor's resolutions were actually more useful than another or worked better in a particular situation. Now that this study has been completed, I see it as a third area for future research.  One supervisor, Stacey, brought on this urge.

Stacey's experiences highlight an interesting line of research concerning effectiveness that could be explored. To get an understanding of supervisor's effectiveness at resolving issues in their practice, and gain an additional measure of the impact that different resources can have

on their supervision, a small-scale single case study must first be conducted to understand the initial requirements of such a study.

A fourth question that was left unanswered was the idea of understanding how supervisors came to recognize their experiences as challenges and thus begin the process of locating resources to resolve them. I did not intend to investigate this particular area as a problem, but now as I recognize the importance of analogical problem solving and analogical mapping, I see the importance of articulating the process in which a supervisor might come to see that a problem exists and thus beginning the process of resolving it

The last area of research that can be pursued in light of these findings is a closer look at supervisor learning communities. Research on teacher learning communities and their applications to supervisor learning communities have been investigated (Levine, 2011) but I am now interested in learning the details of exchanges that occur in which information is exchanged or supplemented from expert supervisors. In addition to reinforcing the pedagogical skills that are critical to supervision, this research could potentially highlight the structures, practices and artifacts that bridge the gaps in new supervisors knowledge. Additionally, exploring research in this area will meet the call for exploring supervisor professional development over time.

**Researcher Reflections**

  Engaging in this extensive research agenda has helped me to gain valuable experiences as a researcher and also has helped me to shape my ideas surrounding professional development for cooperating teachers and my own practice as a supervisor. As a researcher, I struggled during the data collection phase with collecting interview information as well as analyzing the information simultaneously. I collected all of my interview data at once and separately completed the analysis only to find that I had lingering questions following my analysis. In the future, a number of strategies would help me to ensure that I was able to collect more sound data. First, I would conduct a sample round of interview questions and analysis to ensure that the interview questions target the research questions. Second, I would create an interview and analysis calendar that spaced out the interviews. This would give me time to do the analysis between interviews while also ensuring that the relevant data are being collected. Third, I would create a chart that outlines what data I am attempting to collect. This would help me during the interview to ensure that I have steered the conversation in the appropriate direction but also to ensure that there are no gaps in my data collection. If possible, I would also create a partnering system where I would work with either the participant or colleague to ensure that the data collected were clear to other readers.

  In addition to growing as a researcher, I also was able to establish a professional development agenda. The constituents that are in need of the most attention are graduate student supervisors. I hope that I can begin to support an online forum for graduate students across the country to share their experiences with other graduate students, learn about the pedagogy of supervision, and provide troubleshooting capabilities with the group. This type of community is

commonly achieved in person, but I think that an online environment, with video capabilities, resources, and message boards can meet similar needs.

I also believe that it is possible to build a bridge between cooperating teachers and their work as teachers and teacher educators. My goal here is to better understand the tools that cooperating teachers are using in their classrooms and reflect how those skills can then be used in their work with preservice teachers as teacher educators.

Lastly, this dissertation has taught me the value of supervisor learning communities and that I, myself, need to engage with a learning community as a practicing supervisor. This community does not need to be at my institution, but this research has demonstrated that a professional learning community specifically dedicated to supervisors' work can support the learning and the work that supervisors do with preservice teachers.

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# APPENDECIES

## Appendix A: IRB Approval

PENN STATE
1855

| | | |
|---|---|---|
| Vice President for Research<br>Office for Research Protections | The Pennsylvania State University<br>The 330 Building, Suite 205<br>University Park, PA 16802 | Phone : (814) 865-1775<br>Fax: (814) 863-8699<br>Email : orprotections@psu.edu<br>Web : www.research.psu.edu/orp |

### EXEMPTION DETERMINATION

**Date:** October 14, 2014

**From:** Courtney Whetzel, IRB Analyst

**To:** Monique Alexander

| | |
|---|---|
| Type of Submission: | Initial Study |
| Title of Study: | Uncovering Prior Knowledge and Past Experiences in Resolving Tensions in Pre-Service Teacher Supervisor Practice |
| Principal Investigator: | Monique Alexander |
| Study ID: | STUDY00001153 |
| Submission ID: | STUDY00001153 |
| Funding: | Not Applicable |
| Documents Approved: | • Interview Protocol 1.docx (1), Category: Data Collection Instrument<br>• Interview Protocol 2B.docx (1), Category: Data Collection Instrument<br>• Alexander IRB Protocol (2), Category: IRB Protocol<br>• Interview Protocol 3.docx (1), Category: Data Collection Instrument |

The Office for Research Protections determined that the proposed activity, as described in the above-referenced submission, does not require formal IRB review because the research met the criteria for exempt research according to the policies of this institution and the provisions of applicable federal regulations.

Continuing Progress Reports are **not** required for exempt research. Record of this research determined to be exempt will be maintained for five years from the date of this notification. If your research will continue beyond five years, please contact the Office for Research Protections closer to the determination end date.

Changes to exempt research only need to be submitted to the Office for Research Protections in limited circumstances described in the below-referenced Investigator Manual. If changes are being considered and there are questions about whether IRB review is needed, please contact the Office for Research Protections.

Penn State researchers are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within CATS IRB (http://irb.psu.edu).

This correspondence should be maintained with your records.

ID00000027

Appendix B: Interview Protocol 1

Interview Protocol 1 Modified

**Introduction**

Thank you for agreeing to be a part of my study. I am very thankful that you could speak with me to day. My research is interested in learning about your work and experiences as a supervisor, as well as your experiences that have impacted your work as a supervisor. Today, I am hoping that you will share with me some challenges you have had with past interns and how you worked to resolve those challenges in your practice.

Just as a reminder, I will be audio recording today's conversation to use as data for my researche. Thus, you should know that what you share in this interview will be kept confidential to the extent possible. Also, you may choose to withdraw from the study at any point without repercussion or penalty. If any concerns arise during this interview or at any other point during the study, please feel free to bring them to my attention. Do you have any questions before we begin?

**Question 1:**

We will first begin by identifying the most challenging intern you have serviced in your work as a supervisor. In past interviews, we used a picture grid from years past to help PDA's choose their most challenging intern. Since we do not have access to your picture grid, I am going to ask you to generate a list of interns you have supervised separated by year not including the interns you are supervising this year.

Now while looking at this list, think about the intern that was the most challenging for you to supervise. Other supervisors have described this intern as one that "kept them up at night," "required extra attention or supervision," "someone they worried about," or

"had ongoing dilemmas." You might also think of this intern as one who challenged your supervision practice in any way. So, please take the time to look through this list and decide which intern you would like to choose.

Now that you have identified this intern, you will want to think of the three most illustrative experiences that you had with this intern that describe the challenges you had with this intern. Please jot down a word or phrase that will jog your memory in thinking about these experiences and this intern.

During this interview, I will ask you to describe each of the three experiences and set the scene for me so that I can understand your challenge. I will then follow up with questions that will help me to understand what steps you took to try and resolve the issue. Following these questions, I will also be interested in learning what experiences influenced your decisions to resolve these issues in the way you selected. You will not have to remember this sequence but I am just providing this information as a heads up. Should we get started?

Appendix C: Interview Protocol 2

**Interview Protocol #3: Member Check**

Introduction:

Thank you for meeting for your final interview. In this session, I will share some of the big themes that have emerged from our previous interviews. We will work together to ensure that the themes that have emerged are congruent with your thinking about the subject. During this time we will first review big themes. Within each of these themes we will review the transcripts from your interview that support the theme as evidence. You will be asked to tell me if these entities "ring true" to you and your experience.

Just as a reminder, I will be audio recording today's conversation to use as data for my researcher. Thus, you should know that what you share in this interview will be kept confidential to the extent possible. Also, you may choose to withdraw from the study at any point without repercussion or penalty. If any concerns arise during this interview, please feel free to bring them to my attention. Do you have any questions before we begin?
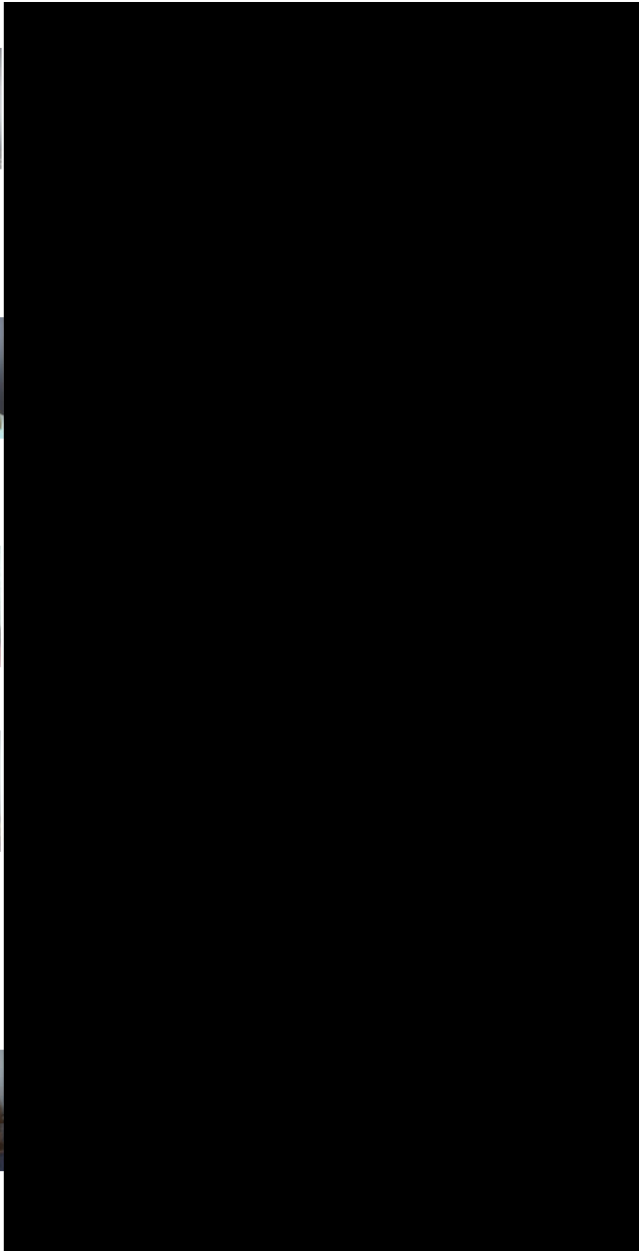
Appendix D: Sample Picture Grid

# Radio Park Elementary School – Class of 2007–2008

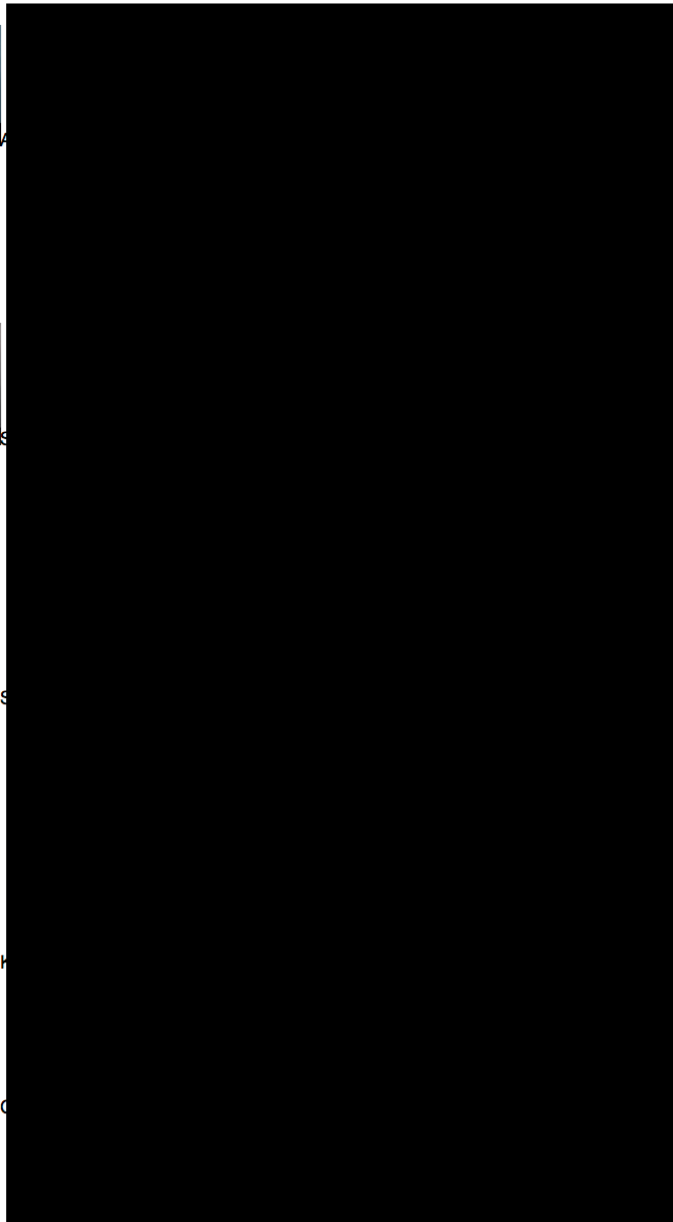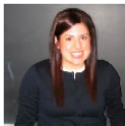**Penn State Intern**                                    **SCASD Mentor**

## Kindergarten

# Park Forest Middle School – Class of 2008–2009

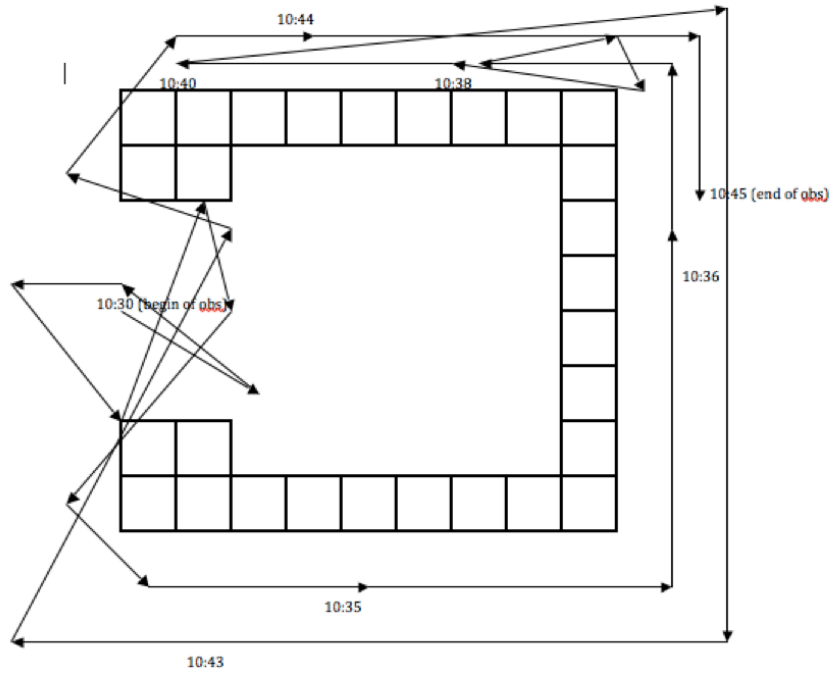**Penn State Intern**                    **SCASD Mentor**

## Grade 6

Appendix E: Sample of Supervisor Artifact

**01.19.12**
Supporting the Bridge Building Math Project Assignment
01.19.12  Movement in the classroom from 10:30-10:45.

Lauren
The Lion and Mouse Writing Lesson
01.31.12

"/" on task
"o" off task
"P" participated in reading

Times
Observed
9:30
9:33
9:36
9:39
9:42
9:45
9:48
9:51
9:54
9:57
10:00

| | | |
|---|---|---|
| Cade "P" "P" | ////o ///// // | /o//o ///// /o | Mike |
| Katie | ///// ///// // | ///// ///// | Heather "P" "P" |
| Brian | ///// oooo/ /// | //o// /o/// // | Samantha "P" |
| Nick "P" "P" | ////o ///// o/ | /ooo/ ///oo // | Jacob "P" |

| | |
|---|---|
| | ///// ///o/ // |
| | Steven |

| | | |
|---|---|---|
| Silas "P" | /o/// //o// // | ///// ///// // | Kaitlyn |
| Caroline "P" | ///// ///// // | ///o/ ///// o/ | Jason "P" "P" |
| Brendon | o/// //o// // | ///// ///// // | Dave |
| Katherine "P" "P" "P" | ///// //o// // | -/// ///oo // | Coop |

| | |
|---|---|
| | ///// ///// // |
| | Luke |

| | | |
|---|---|---|
| Cristina | ///// ///// | ///// ///o/ // | Kameron "P" "P" |
| Hannah | /o/// ///// /o | //o// ///// // | Raed "P" |
| Jonnie | ///// ////o o/ | ///// ///// // | Ragad "P" |
| | | Ben "P" "P" |

**Vita**

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## ACADEMIC PREPARATION

Ph.D., The Pennsylvania State University, Curriculum and Instruction. Areas of concentration: teacher preparation, supervision, professional development schools, December 2016
M. Ed., Teacher's College of Columbia University, Elementary Education, May 2007
B.A., Bucknell University, Biology, May 2005

## EXPERIENCE

*Visiting Assistant Professor,* Bucknell University, Lewisburg, PA, 2016-2017 Academic Year
*Adjunct Professor*, Bucknell University, Lewisburg, PA, Spring 2016
*Graduate Assistant,* Professional Development School, The Pennsylvania State University, State College, PA 2011-2014
*Lead Teacher: Grade 5,* Achieve Charter Academy, Canton MI 2009-2010
*Split Grade Instructor: Grades 4/5,* Pierre Toussaint Academy, Detroit, MI, 2007-2009

## PEER REVIEWED PUBLICATIONS

Alexander, M., Mark, K. (2016) *Uncovering Supervisors' Comments in Reflective Journals.* The Pennsylvania Teacher Educator, Volume 15 Fall 2016

## SERVICE TO THE PROFESSION

Pennsylvania Association of Colleges and Teacher Educators
      Graduate Student Coordinator/Assistant Registrar, 2012-2013
      Reviewer Pennsylvania Teacher Educator Journal, 2014
      Planning Committee, 2012- 2014
      Reviewer/Presider- Graduate Student Poster Session, 2013-2015

## SERVICE TO BUCKNELL

Bucknell Black Alumni Association
*Executive Board,* 2016- present
Bucknell Engineering Camp
*Partner Program Coordinator,* 2016-present

## AWARDS AND FELLOWSHIPS

Association of Teacher Educators Clinical Fellow          2015
Association of Teacher Educators
Button-Waller Graduate Assistant Fellowship          2011-2015
The Pennsylvania State University, University Park, PA.
Arthur Blumberg Scholarship          2012
Council of Professors in Instructional Supervision