Candidate Mentor Supervisor Model: A Case Study

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DISSERTATION

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Abstract

The purpose of this research was to better understand affordances and constraints of the Candidate Mentor Supervisor Model (CMSM) as experienced by teacher candidates and their mentor supervisors. The results indicated perceived benefits to teacher candidates. Candidates participating in the CMSM reported a sense of nested support within their supervision team during the student teaching experience. Candidates found having a site-based supervisor provided them immediate feedback and support on issues of teaching and learning. Candidates reported the value of a second on-site support person contributed to a developing security as a new professional, reporting support similar to induction phase mentoring from a mentor supervisor. Such support included emotional support, collegial support and teaching support for survival. Additionally, candidates noted the frequent observation by university and school personnel contributed to a sense of ease when engaging in the supervision cycle.

Mentor teachers serving in the role of supervisors identified a strength of the model as providing them embedded professional development. The structure of the model made it possible for mentor teachers to engage in peer and near-peer observation. As a result, the mentor supervisors found themselves noticing and reflecting on instructional and management practices which were directly reflected in their own practice.

This single case study included university field supervision through a facilitator, a mentor teacher and a site-based practitioner serving as a candidate supervisor. Seven teachers and eight candidates at four different elementary schools participated in the research. Through analysis of interviews, documents, and artifacts, the research sought to uncover the perceived impacts of the model on preservice and practitioner professional

development. The results indicate strengths in the CMSM model which could provide opportunities for partnerships in teacher preparation that may serve the professional needs of candidates and practitioners.

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Introduction

The student teaching internship, the culminating event of the preservice teaching program, has been called the most influential experience within teacher preparation. The experiences and mentoring a preservice teacher receives during this time can have a profound impact on both the development of habits and dispositions that form as well as the teacher's readiness for the complexities of the profession. Both of these factors have implications for success and retention in the field.

Brill and McCartney (2008) found nearly a third of all teachers leave the profession in the first three years and as many as half of new teachers leave the field within the first five. Teachers cite lack of administrator support, unrealistic expectations and lack of preparedness as key reasons for leaving (Brill & McCartney, 2008; Darling-Hammond, 2003; Ingersoll & Smith, 2003). Indeed, some schools in high needs areas report even higher rates of turnover (Brill & McCartney, 2008; Darling-Hammond, 2003; Ingersoll & Smith, 2003). Ewing and Smith (2003) found new teachers just entering the field expect to leave the profession after ten years. Growing evidence suggests teachers who lack preparedness are at greatest risk of leaving (Darling-Hammond, 2003). Therefore, it is imperative teacher preparation programs provide preservice teachers quality internship experiences that will best prepare them for the demands placed on first year professionals in order to adequately prepare them for the first few years of teaching, known as induction. Researchers and policy analysts suggest accelerating the professional development of induction phase teachers through collaboration with universities, implementing robust induction and mentoring programs and creating

structures of support within the larger educational settings (Caroll, 2007; Darling-Hammond, 1997; Feiman-Nemser, 2012; Ingersoll & Smith, 2003, 2004).

As reform efforts continue to come under scrutiny, state governments and leading educational policy centers are calling for deepened school-university partnerships as a means to support the implementation of research based practices in the schools (Carroll, 2007; Goodlad, 1993; Sykes & Dibner, 2009). Deepened partnerships have wide implications for the expansion of shared responsibility of teacher training and the quality of teacher candidates produced.

This research was conceived in an effort to build community relationships with schools, engage in collaborative and reciprocal teaching and learning opportunities and to produce and support quality teachers. The researcher worked with local schools to develop a program to engage preservice candidates, practitioners and university faculty in professional development opportunities that would not only more fully support preservice candidates, but would also engage, inform and grow teachers of preservice teachers.

Statement of the Problem

The problem prompting this research stems from the need for quality cooperating teachers who can act as mentors to preservice teachers, coupled with the desire to ensure the preparation of teacher candidates during field experiences for the complexities of teaching. While such complexities can be supported through increased feedback, evaluation and collaboration with colleagues, these factors also add to the stressors of teachers and if not viewed as a regular part of teaching can contribute to turnover rates in the teaching field.

Leading researchers in the field of teacher education and student achievement agree: the classroom teacher plays a pivotal role in student achievement (Darling-Hammond, 2003; Hill, Rowan & Ball, 2005). Some have concluded the classroom teacher is the single most important school factor on student achievement (Goldhaber, 2002; Sanders, Wright & Horn, 1997). Goldhaber (2002) reported that up to 8.2% of variation in achievement can be attributed to teachers. Those qualities and behaviors impacting variation are the topic of many current research agendas. This will be further examined in the literature review. Given the high level of teacher turnover within the first five years of teaching, the quality of the teaching workforce is threatened. A policy brief prepared for the National Commission on Teaching and America's Future in 2007, placed a $7 billion price tag on teacher turnover in the public schools of the United States (Carroll, 2007). Included in these cost estimates are the cost of turnover, including recruitment, hiring and professional development of new staff (Brill & McCartney, 2008). When teachers leave a district, they are taking with them the investment in professional development for teacher quality. Carroll (2007) offered several steps to fix the problem. One of those steps is to invest in well-prepared teachers and induction programs.

Novice teachers require a quality preservice program designed to not only prepare teacher candidates with content and pedagogical knowledge, but also prepare those entering the field for activities of teachers that may be very different from their lay understanding of teaching. Teaching is no longer a solitary act. The act of teaching in the 21st century demands high levels of collaboration. Goddard, Goddard and Tschannen-Moran(2007) found increased collaboration and professional development of teachers

may impact student achievement on high stakes tests. Therefore, experience with effective collaboration, the willingness to receive descriptive feedback and the ability to engage in meaningful, sustained professional development within the context of practice will undoubtedly prove crucial for developing high achieving schools. As such activities continue to be embedded in the actual act of teaching, a quality preservice program should prepare future teachers for the changing supervision cycle, including the emphasis on collaboration.

The continuum of professional development for teachers begins with preservice experiences, continues through to the first few years of teaching, known as induction, and into the careers of veteran teachers (Darling-Hammond, 2003). Many purported the most important factor for teacher retention may be the support new teachers receive during the induction phase (Darling-Hammond, 2000; Ewing & Smith, 2003; Feiman-Nemser, 2012). In fact, a national study on new teacher support found that approaches that are comprehensive in nature within teacher induction can reduce teacher turnover by more than 50 percent (Ingersoll & Smith, 2004).While the structured, deliberate support from the administration is necessary, McCormack (2007) argued induction needs to not only include formal training, but collegiality built out of relationships formed with others with whom they can receive both formal and informal support. Such findings point to the importance of developing quality mentoring practices in veteran teachers, which is a component of the model studied. Additionally Feiman-Nemser (2001) states, "much of what teachers need to know can only be learned in the context of practice…this requires coherent and connected learning opportunities that link initial preparation to new teacher induction" (p. 1048).

This research provides a new model for implementation for teacher preparation and mentoring. The Candidate Mentor Supervisor Model (CMSM), attempts to deliberately link preservice professional development and induction phase professional development, by putting in place practices in the student teaching experience which mimic professional development of new teachers. Teacher candidates in this model, are placed in the classroom with a mentor teacher. Additionally, each teacher candidate receives site-based support from a current practitioner, who also hosts a teacher candidate. The team is supported by a university facilitator who also observes each candidate while providing traditional support.

Preparation of preservice teachers requires quality cooperating teachers, or mentor teachers. Since the reauthorization of the Elementary Secondary Education Act (ESEA), known as No Child Left Behind (NCLB), public education and the quality of its teachers has been under increasing scrutiny. Teachers are held to levels of accountability unprecedented in previous legislation (Lin, 2005). There are a multitude of factors contributing to student achievement, many of which are outside the direct control of schools (Goldhaber, 2002). One factor schools have direct control over is that of teacher quality. While it is difficult to pinpoint and accurately measure individual teacher quality, extensive research studies have identified teacher characteristics that lend themselves to higher levels of achievement for students placed with teachers who exhibit such characteristics (Goldhaber, 2002).

In the era of high stakes testing it is becoming increasingly imperative to place teacher candidates in classrooms with strong mentors. However, such mentors are not always willing to host candidates. Several factors contribute to this problem. Along with

the expectation that all students will achieve, comes accountability on the part of the classroom teacher for student achievement (Darragh, Picanco, Tully & Henning, 2011). Bacharach, Heck and Dahlberg (2008) found classrooms implementing a traditional model of student teaching, routinely produce lower student achievement scores than the classroom teacher alone. In addition, with more and more states investigating and implementing forms of pay for performance, hosting a teacher candidate can become a liability not just for students but for the livelihood of teachers, as many such programs link pay to student achievement.

How cooperating teachers are selected varies widely from university program to university program and district to district. It is widely agreed the student teaching experience is the paramount experience in a preservice teacher's preparation program (Richardson-Koehler, 1988; Lemma, 1993). Therefore, placing teacher candidates with high quality teachers is imperative if we want to cultivate a climate of excellence.

While universities and school districts may be providing pedagogical and content knowledge necessary for beginning teachers, the question remains, are they providing field-based experiences to support the variety of needs of preservice teachers? Evidence suggests that the two systems, higher education and K-12 are operating in isolation and external from one another while providing support to preservice and new teachers (Bullough 1997, 2005). In the traditional model of student teaching, universities have limited interaction with the teacher candidate, and almost none with the supervising teacher, essentially gifting their preservice teachers to the K-12 system (Zeichner, 2002). Support from the university may even be contrary to that given by the hosting school. Preservice teachers often hear conflicting praise and criticism of their practices.

Chetty, Friedman and Rockoff (2011) indicated though new teachers often experience a rapid increase in their student achievement scores within the first five years, poor results are earned during the first two years. In addition, Goldhaber (2002) also stated that the more experienced teachers were found to have higher levels of student achievement than new teachers. Adding a new teacher's student achievement data to the collective data may have a negative impact on value added growth. Therefore, the accelerated growth of induction phase teachers has implications not only for student achievement within the new teacher's classroom, but on the livelihood of all teachers within the building. Quality induction programs support accelerated professional development through quality mentoring, reflection, embedded, sustained professional development and the acquisition of desirable teacher dispositions (Ingersoll & Kralik, 2004). This research seeks to explore the impact of university-school partnerships as it relates to collaborative efforts in the development of preservice teachers, on the overall professional development of participants.

Purpose

The CMSM attempted to implement researched-based promising practices in a new way by re-visioning the student teaching/mentoring experience. The purpose of this research was to evaluate the perceived impact of such an alternative model of student teaching, one that redefines the traditional roles in the triad model of student teaching, on the accelerated professional development of preservice teachers as well as the impact on the perceived growth of current practitioners. Cooperating teachers assumed the role of mentor to a teacher candidate placed in their classroom, while at the same time, assumed the supervisory duties of the university supervisor.

Participants were asked to assess the level of university support and collaboration in not only the supervision cycle of preservice teachers, but on the redefinition and evolving role of teaching. In addition to professional development, this research sought to discover the impact on local schools' and teachers' willingness to engage in future collaborative efforts with the university.

Research Question

The overarching question that guided this research: "How has the university supported structure of the CMSM aided in the perceived professional growth of all participants?" This research question was explored through the following sub-questions:

1. What is the perceived impact of the CMSM on preservice teacher development?
2. What is the perceived impact of the CMSM on teacher professional development?
3. What are the affordances and constraints of the CMSM?

Limitations

The research was conducted in four schools within two local school districts in the same geographic location. Participation was limited to schools within proximity to the university center and those with a current working relationship within preservice preparation. Therefore the selection of sites and participants was purposeful and convenient. The participating schools were regular hosts to teacher candidates, indicating a current willingness to collaborate with the university. One of the schools was a current partner school with the Department of Curriculum and Instruction and is actively working to increase collaborative learning and research opportunities. In addition, the participating teachers were selected by the building administrator and showed high levels of interest in

participation in the CMSM, indicating characteristics of life-long learners and teachers who value professional improvement.

The model required participation from two practitioners at each site; each practitioner serving as a mentor to one teacher candidate and a supervisor to the other. A participant from one site chose to engage in the model, but not participate in the research at the completion of the project. Thus, the data from that team was limited due to the fact that some teacher candidate perceptual data could not be included in the research.

Initial conversations with principals occurred in the spring prior to the commencement of the research. Over the course of the summer, leadership changed at one participating school. Though the mentor teachers were selected prior to the principal leaving, it was not communicated to the teachers they would be participating in the model or the research. Additionally, the new principal was unaware of the arrangement. This lack of communication may have interfered with the successful launching of the model within the school, which included absence from initial training and limited supervision at the beginning of the semester. Much of the data collection relied on participants completing requested tasks. Each teacher candidate was required to film their teaching five times over the course of the research. After collecting feedback, the number was reduced to three. Each teacher candidate was asked to upload video into Teachscape, an online website subscribed to be the state. There, teacher candidates could reflect on the video, tag evidence and record thinking. Due to inconsistent adherence to timelines, and lack of follow through by some teacher candidates, the video evidence was not useable data for the research. This limited the type of data available for analysis.

This research relied on self-reporting of participants. In any self-reporting situation, assumptions and pre-conceived notions abound. Teachers were not necessarily selected based on quality or exceptional teaching ability. Guided by research on promising practices, teacher participants engaged in dialogue centered on effective teaching to help build a collective understanding of effective teaching practices and educational vocabulary.

The CMSM was partially derived by the researcher out of a desire to build deeper relationships with schools. As such, the researcher did not play a passive role in the implementation of the model. Therefore the inherent biases of the researcher provided another limitation of the research.

Finally, the sample size of the research consisted of eight preservice teachers, seven practitioner-based mentor supervisors and three university facilitators. The sample size was determined to be small enough to collect more in-depth data on each site, allowing for ample data to ensure the uncovering trends in preservice teachers. Because the research was contextually based, one cannot assume generalizations from one setting to another. It is expected that results will inform and guide future programs at additional sites.

Delimitations

This research was delimited in time and place. It took place from September through December 2012 during the university, fall semester. The research occurred within four elementary schools in the Inland Northwest. Two of the schools were magnet schools, one art and the other science within a single school district; The third was in the same district. All three schools were School-Wide Title I schools, receiving federal

funding due to the percentage of students receiving free or reduced lunch. The fourth school was in another school district, which was located within the same geographical area. This school was also a Title I school.

This research was further delimited to purposefully selected participants engaged in student teaching during the fall semester. Sites were limited to elementary schools regularly accepting teacher candidates. Site-based practitioners were selected based upon student placement needs, grade level requests and administrator selection for participation.

The teaching model implemented in this research allowed for many research questions. Teachers in the study received multiple professional development opportunities from the university, including co-teaching training, mentoring training and a collective building of understanding of effective teaching strategies. This research did not specifically evaluate the impact of those trainings on the practice of current practitioner. In addition, opportunities abound for analyzing the impact on student achievement of the elementary students in the affected classrooms, which was not a focus of this research. This research sought a holistic understanding of the perceived impact of collective strategies and experiences as described by the participants.

Assumptions

The first assumption lies in the theories constructing the theoretical framework of the study. While constructivism is often not explicitly named within reform curricula or content standards, many of the position statements of national teaching organizations, such as the National Council of Teachers of Mathematics (NCTM), National Council of Social Studies (NCSS) and the National Science Teachers Association (NCTA), name

components of constructivist or social constructivist theory. Indeed, as the literature review will examine, constructivist theories are not just the underpinnings of predominate teaching and learning, but have influenced reform era professional development. It is through this lens that the research examined the impact on preservice teachers and current practitioners with regards to professional development and induction. However, it is acknowledged that the constructivist theory is not the only theory of learning present within education. This research study assumed the position of social constructivism as the predominant theory of the reform era.

Significance of the Study

This research contributes to the potential strategies and structures used when developing and implementing preservice student teaching experiences. It informs reform efforts in higher education as well as induction programs for the teaching profession. First, the research identifies potential structures in which higher education and K-12 can work together to identify and address problems of practice. Through practitioner observation and coaching of preservice teachers in a neutral space, practitioners can then seek to identify and apply strategies in their own practice. Second, this research identifies shifts in preservice thinking about practice and will seek to understand the collective impact of the redefined triad on the teacher candidates' practice. Specifically, the research looks at how increased levels of collaborative support impacts professional development of preservice teachers, in hopes to strengthen the student teaching experience to better prepare quality first year teachers prepared for the intricacies and complexities of the teaching profession.

Definition of Key Terms

The following terms are relevant for understanding the discussions within the research:

Co-teaching Model: is defined as the preservice teacher learning to become a professional through the help of many. The co-teaching model of student teaching consists of the mentor teacher and teacher candidate working in tandem, sharing the teaching, planning and assessment responsibilities (Bacharach, Heck & Dahlberg, 2008).

Induction: refers to the transition from student of teaching to that of teacher. It generally is presumed to include the first few years of teaching as teachers learn the norms and culture of the profession, develop a professional identity and become proficient in their craft (Griffin, 1985).

Mentoring: refers to the roles current practitioners play in helping induction phase teachers understand the climate, culture and daily duties of the job of teaching. They may answer questions, provide resources, observe and provide feedback and help the new teacher navigate the terrain of educator.

Preservice Teacher: refers to university education program students who have not yet graduated and become certified teachers.

Teacher Candidate: refers to a preservice teacher who has completed all coursework and is employed in the internship phase known as student teaching (Bacharach, Heck & Dahlberg, 2008).

Student Teaching: refers to the experience at the end of the teacher preparation program where the teacher candidate spends significant time teaching in a classroom.

Traditional Professional Development: refers to teachers as passive participants in learning activities. Commonly referred to "sit-n-get," traditional professional development is characterized by a presenter talking at teachers for the purpose of imparting new knowledge or skills (Little, 1993).

Reform Professional Development: activities that focus on teacher understanding of student thinking and conceptual development within subject matter, characterized by active participation and constructing one's own knowledge are referred to as reform professional development (Little, 1993).

Mentor Supervisor: is a current practitioner, hosting one teacher candidate and also assuming the role of university supervisor for one or more teacher candidates other than his or her own.

University Facilitator: university faculty member overseeing the triad from the university end. The facilitator also observes the teacher candidate, facilitates dialogue between all parties and intervenes when conflict arises.

Summary

Student teaching is more than a capstone experience in an education preparation program. It is the penultimate pre-professional experience that has a lasting impact on the professional development and direction of teachers. Matching teacher candidates with practitioners with a passion and desire for teaching effectiveness and professional growth is imperative. Universities and local districts can work together to not only provide high levels of support for teachers in the induction phase, but through deliberate collaboration, can bridge the gap between theory and practice and ultimately affect mutual influence on practice.

In the following chapter, the literature review will shed light on the current research and body of knowledge as it exists on teacher retention, models of preservice programs and collaboration. In chapter three, the methodology for this research will be discussed as well as data collection methods. In chapter four, the results of the data will be presented, followed by an evaluation of the results. Final conclusions, recommendations and summary will be made in chapter five.

Chapter Two: Review of the Literature

Introduction

The following literature was meant to be conceptual and exhaustive in nature. An exhaustive review on teacher candidate mentors serving as supervisors was conducted. The following search terms were used in an array of combinations: mentor teacher, supervisor, cooperating teacher, practitioner, preservice educator models, student teacher, candidate, preservice teacher, field based experiences, student teaching, practicum, internship, observation, responsibility, supervision structures, mentoring, teacher preparation, impact, and, as, and development. Extensive database searchers revealed no studies matching any of the combined searched terms. The exhaustive search indicates a like model has not been implemented and researched.

The review that follows, then, is meant to be primarily conceptual in nature. According to Stake (2010), conceptual literature reviews search for "contextual relationships" (p. 111) and seeks to search "diverse matters related to the study's phenomena" (p. 111). The purpose of this chapter, then, is to review the literature as it pertains to the embedded promising practices in the introduced model of student teaching. In order to better inform the research questions, the following topics were addressed within the literature review:

1. Constructivism, social constructivism, situative theory and andragogy as a paradigm for adult learning.
2. Historical and current perspectives on teacher preparation
3. Teacher retention and turnover and the implications for preparation

4. Teacher induction, mentoring and the potential for teacher preparedness, professional development and impacts on teacher retention.
5. Models of student teaching and supervision
6. Professional development of practitioners in the field of education
7. University-school partnerships and the potential for supporting preservice teachers and overall educational renewal

The first topic, theoretical frameworks, explores the literature on various theories of learning influencing educational practices and describes the framework through which this research was designed. The second topic explores historical and current perspectives related to teacher education. Understanding the evolution of teacher education and the influences on such is important to understanding the purpose and intent behind both the implemented CMSM and the resulting exploratory study. To fully understand the current state of teacher education and the path of teacher education, one must have an understanding of how the outcomes of teacher education of the past have influenced the present. Such readings lead to a review of accepted and explored models of student teaching, the components of those models, and the roles of the participants within the models as well as the strengths and barriers to success of those discussed. Supervision within the discussed models is a key discussion point as it frames the exploratory study under research. Supervision leads to a discussion of professional development, and current theories and trends in professional development , with a particular emphasis on the potential within university-school partnerships. Finally, mentoring, professional development and a rationale for a continuum of learning from preservice to proficient practitioner will be explored through the existing literature.

Theoretical Frameworks

Constructivism

Constructivism was chosen as a theoretical framework for this research for several reasons. First, it is widely researched and accepted as valid theory of learning in both K-12 and higher education. Second, it is a guiding theoretical framework for learning integral to the positions of multiple content-based professional organizations and reform based professional development initiatives. *Principles of Learning*, (National Council of Social Studies, 2010), is a joint foundation made up of the seven predominate education professional organizations with the following belief (NCSS, 2010)

> We are the pivotal connection between the outcomes envisioned for an innovative education system and the on-the-ground, everyday practices that channel every effort, by every teacher and every student, toward rigorous and relevant learning. We have a vital interest and a vital role to play at the heart of teaching and learning. With a unified voice, we have developed Principles for Learning that is right for the educational challenges of our time. We are committed to putting these principles into practice in learning settings all over the country. (p.1).

Included among the foundations guiding principles are the ideas that 1) learning is a social act, and 2) learning occurs in a global context (NCSS, 2010). Each of these positions is directly connected to basic tenets of constructivism.

Unlike behaviorism, the predominant learning theory pre-reform, which explains learning as "a system of behavioral responses to physical stimuli" (Fosnot & Perry, 2005), constructivism focuses on cognitive development and deep understanding (Fosnot & Perry, 2005), where stages of development are seen as "constructions of active learner reorganization" (Fosnot & Perry, 2005). Constructivism has its roots in the likes of Dewey, Montessori, Piaget, Brunner and Vygotsky. As a learning theory, constructivist learners make meaning and create new understandings through the intersection of their

previous experiences with an event they are engaging in first hand. The new input intermingles with previous structures to create new structures of understanding.

Piaget, a developmental psychologist and biologist, known for his theory of cognitive development, made his greatest contribution to the theory of constructivism, when he focused on the mechanisms of learning (Piaget, 1970), specifically on the process that allowed for new constructions and perspectives. He posited learning is biological in nature, and through his study of snails, noticed the variability in adaption. Piaget concluded that " the subject exists because, to put it very briefly, the being of structures consists in their coming to be, that is, their being 'under construction.'…there is no structure apart from construction" (Piaget, 1970, p140). He showed through his research that which is responsible for the changes in cognition is the same thing that causes evolution . Piaget's new idea, then, was that "knowledge proceeds neither solely from the experience of objects nor form an innate programming performed in the subject but from successive constructions" (Piaget, 1977, p. v), but, rather is provoked by situations (Steffe & Tzur, 1994).

Social Constructivism

Another key belief held by constructivists is learning is a social and active process**.** Social constructivism is an extension of constructivism that applies constructivist theory in social settings. In this theory, culture and context is important in understanding and constructing knowledge. Its beginnings are most often attributed to Lev Vygotsky. Vygotsky emphasized learning's influence on development, a key distinction from Piaget (Steffe &Tzur, 1994). Vygotsky believed intelligence was socially constructed and cognitive development occurred through daily, lived experiences. These

experiences were especially influenced by older, experienced members of their cultural community (Vygotsky, 1978). In addition, he suggested learning happens within the zone of proximal development. The zone of proximal development, otherwise known as ZPD, is defined as the difference between where the child is able to solve problems independently and the level of potential with the assistance of adult guidance (Vygotsky, 1978).In his work, he studied children's development of language, finding:

> An essential feature of learning is that it creates the zone of proximal development; that is learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and cooperating with peers (p. 40).

Situative Theory

Situative theory, a contributing theory to this research, is an extension of sociocultural theory. It asserts not only is the environment important, but it is the interaction between the individual and the environment negotiating truths. Knowledge does not exist in the individual, or in the environment alone, but occurs across learning and social contexts (Hickey & Pellegrino, 2005). In situative theory, learning transfer occurs "when constraints and affordances are invariant over transformations of context" (Allal, 2001). This differs from cognitive theory characteristic of behaviorism, where knowledge is thought to be acquired by a learner in a single task. In order for transfer to occur, the knowledge is taught in multiple task environments (Allal, 2001; Anderson et al., 2000; Cobb & Bowers, 1999).

These beliefs have their beginnings in the works of John Dewey. In his 1902 paper entitled "The Child and the Curriculum," Dewey argued acquisition of knowledge was not an individual process because activity takes place in an environment or situation that has built in conditions. In addition, he explained that part of the learning includes

learning about the contextual aspects in which the activity is nested, and may be more important than the content of the actual lesson (Dewey, 1938, p.48).

Andragogy

Constructivism and social constructivism have biological and developmental roots. Whereas the early contributions focused on the learning and development of children, andragogy has its roots in adult education. The Greek stem, "aner" along with the root, "agogus" translate to leader of man. Knowles (1973) posited,

> as an individual matures, his *need* and *capacity* to be self-directing, to utilize his experience in learning, to identify his own readiness to learn, and to organize his learning around life problems, increases steadily from infancy to pre-adolescence, and then increasingly rapidly during adolescence (pg.43).

The theory of andragogy is based on four assumptions which differ from pedagogy. First, when an individual achieves a self-concept of self-directedness, the individual has reached adulthood psychologically. When in situations where self-direction is restricted, the learner experiences tension between the situation and their self-concept (Knowles, 1973). Second, as the individual matures, they build a reservoir of experience on which to draw, making the individual themselves a resource for learning and creates a broad base for developing understandings (Knowles, 1973). Third, andragogy assumes as the learner matures, the learning is a driven by a need to learn based on expanding social roles. Finally, a critical assumption is that the learning is problem driven. Inadequacies of practice drive the learner to seek opportunities to acquire new learning for immediate application. "The critical implication of this assumption is the importance of timing learning experiences to coincide with the learners' developmental tasks" (Knowles, 1973, p. 47). Thus the learner situates themselves for just-in-time learning. With regards to the theoretical framework around which this

research is constructed, it is through the lens of the intersection of constructivism, social constructivism and situative theory as each applies to the adult learning theory of andragogy, that this researcher organized the guiding questions, data collection and data analysis.

Teacher Education- A Historical Perspective

Issues of teacher quality and arguments as to the best way to educate and train teachers are nothing new. In the United States, such arguments have their foundations with the very beginnings of educating the masses in the newly formed nation and continue to this day. Likewise, retaining teachers, professionalizing teaching, reputation of the profession and legislative involvement are all issue which have been around since the beginning of public education and continue to be questioned and debated by institutions of higher education, those in the profession and government.

Normal Schools

State funded Normal Schools emerged in the 1800's as a means to prepare enough teachers to meet the growing demand as education moved from educating the elite to educating the masses. Any well-educated adult was considered ready to teach and a college graduate was considered more than adequate (Fraser, 2007). Previous to this movement, children were educated by educated women in their homes and graduates of such schools as Harvard and Yale, whose graduates saw teaching as a means to earn money until a time when they were financial able to pursue careers in medicine and law. Teaching was not a destination, but a stopping point along the career path. Of these graduates few stayed more than five years (Fraser, 2007).

With the rise and expansion of schooling for all, in the form of Common Schools, the people of the United States began to examine the schools, what was taught and whether the current needs were being met (Harper, 1939). The students attending the normal schools were young men and women between the ages of sixteen and eighteen. Some had a high school level of education and some did not. As a result, multiple programs were developed, ranging in one to two years of preparation. Many of the students were already teaching in country schools. Some attended to become better teachers, and some saw attendance as a means to further their education towards other careers, and for many, some, to leave their country schools all together (Fraser, 2007).

Teacher Institutes

Simultaneous to the Normal School movement, was the creation and spread of Teacher Institutes. Established in rural areas and in those regions lacking in state-supported Normal Schools, Teacher Institutes sought to provide some level of standardization to those currently or wanting to teach in unserved areas. Providing one day to multi-week in service, Teacher Institutes provided extended opportunities to deepen one's content knowledge and brought instruction in teaching methods.

The Teacher Institute, though an attempt at providing some level of education and preparation for those teaching, was deemed as never able to an adequate education for all individuals (Fraser, 2007). The most useful of institutes would be one in which the teachers attending had been trained in a normal school (Fraser, 2007). The main mission of the Institutes were consistent throughout: to introduce teachers to a scientific approach to teaching, to have discourse with colleagues and to provide an opportunity for teachers to measure themselves against their peers. In other words, the institutes encouraged and

supported independent judgment, responsive teaching, and dialogue about teaching with peers thus providing the opportunity to gauge ones' own effectiveness (Fraser, 2007). By 1922, 44 states held some form of institute and 30 required them by law (Fraser, 2007).

Within the first part of the 20th century, a clearer distinction was made between preservice and inservice teachers as the standards for teaching increased. Most preservice preparation was delivered through institutions of higher education. Schools and districts attended to the education of inservice teachers. Though still in use in rural areas for teacher preparation, districts held institutes as a means of continuing education for teachers. A five day institute prior to the commencement of the school year was not uncommon. Such institutes are still common today (Fraser, 2007).

Both of these movements, the Normal School and Teacher Institutes, were local responses for the need for qualified teachers. One movement was supported by the states and the other provided an alternative by invested parties to the lack of state support. Both of these movements were both praised for the attempt to provide more qualified teachers in the classroom, and criticized for the quality of teachers it produced. The debate over teacher quality, what should be taught and how teachers should be educated is as old as public education itself. State involvement, through funding and legislation supported the notion that teaching was a necessary profession to meet the growing needs of society.

Depression Era

The Depression era had resounding impacts on the teaching profession and teacher education. Due to the response for supplying qualified teachers to the growing number of students requiring education, the profession saw an abundance of teachers. Coupled with economic woes, the country developed an over-supply of teachers. To deal

with the oversupply, universities increased teacher education standards, while localities decreased salaries (Fraser, 2007; Harper, 1939).

The widely read study titled the *National Survey* was conducted in 1930. The authors of the report found while many teachers did meet the minimum standard of two years college education for elementary teachers and four for secondary, the distribution of those teachers were disparate between urban and rural settings. Small town and city school teachers were more likely to meet or exceed the education expectations, while nearly sixty percent of those teaching in open country schools reported less than two years of school (Fraser, 2007). As a result, two significant changes occurred. First, many universities moved from offering only a two year program to a four year preparation program in education, ushering in the change from Normal Schools to State Colleges. Second, state licensing requirements took hold. No longer was hiring at the whim of local boards or individuals. States began to acknowledge and require new teachers to not just pass an exam, but to demonstrate competency in the skills of a teacher (Fraser, 2007).

Midcentury

New reform in the 1950's, spurred on by the Fund for the Advancement of Education, advocated for the abolishment of undergraduate teacher education all together. The reasons for such a bold pronouncement stemmed from the belief that teacher education was the function of all faculties in the liberal arts, and until such time it was, teacher education could not be done well. The fund's leaders sought out alternative programs, ultimately backing the concept of the 5th year program (Woodring, 1957).

Reform Era

A Nation at Risk. Wide spread concerns over the quality of education were exacerbated by the 1983 publication of *A Nation at Risk,* released by the National Commission on Excellence in Education. The Commission was created as a result of the Secretary of Education's concern about "the widespread public perception that something is seriously remiss in our educational system" (*A Nation at Risk*, p.1, 1983).

Citing a litany of statistics, including declining SAT scores post Sputnik, United States performance on comparative international exams in mathematics and sciences, the commission concluded the United States would not be able to compete globally if changes to the educational system were not made (*A Nation at Risk,* 1983). The group identified areas for improvement. Specifically targeting higher education, the report identified three key concerns: 1) the quality of the individuals representing teacher education students, 2) the lack of subject matter inherent in teacher education programs, 3) the lack of professionalism bestowed on teachers and the teaching profession (*A Nation at Risk*). Recommendations targeting teacher education included high educational standards for entrance into teacher education programs, and the inclusion of master teachers in the design of teacher education programs along with involvement in the supervision of teachers during their probationary years (*A Nation at Risk,* 1983).

A Nation at Risk set in motion a series of actions and reactions from various organizations. Professional organizations rewrote standards for teaching and learning; new content curricular materials were developed and methods of teaching studied, funded through competitive grants such as those funded by the National Science Foundation. Colleges of education also took notice.

Center for Educational Renewal. In 1984 John Goodlad along with Kenneth Sirotnki and Roger Soder, developed the Center for Educational Renewal (CER), a center for inquiry at the University of Washington, producing major works of publications on teacher education; most notably, *Teachers for our Nation's Schools* (1990) which was authored exclusively by Goodlad and included research findings from a study of 29 institutions. The work of Goodlad and the Center argued teacher education must be reformed (Goodlad, 1990). He noted renewal required high levels of collegiality of practicing teachers, but preparation programs fostered intellectual and social isolation. In addition, he explained disconnect between the campus-based and school-based portions of the program. Furthermore, he noted the lack of emphasis in teacher education on schools themselves. The center researchers hypothesized university-school partnerships would bring about simultaneous renewal for schools and schools of education. As a result, the National Network for Educational Renewal, NNER, began as a means to both support and strengthen university-school relationship (NNER, 2012)

Holmes Group. During this same time period, two other significant reports were conducted which, together nearly redefined teacher education: the Holmes Group's *Tomorrow's Teachers* and the Carnegie Foundation's *A Nation Prepared.* The Holmes Group was comprised of College Deans from the some of the most prestigious schools of education, who, in their 1986 report, created an outline for actions and commitments for the group and the represented research institutions' colleges of education (The Holmes Group, 1986). Such goals included a 1) commitment to changes within their own institutions, 2) improvements to the profession and 3) a commitment to connecting institutions with schools (The Holmes Group, 1986). The commitments were challenging

and bold at a time when many teacher education programs, despite the dire warning of *A Nation at Risk,* remained complacent (Fraser, 2007). The overall goal was to "make the education of teachers more intellectually solid." The group aimed to bolster the profession while simultaneously increasing the standards and expectations placed on those preparing teachers and the teacher education students. This manifesto, of sorts, was followed by two other reports, *Tomorrow's Schools* in 1990 and *Tomorrow's Schools of Education,* in 1995. Together these three documents are known as the Holmes Group Trilogy.

The Homes Group and Carnegie report held many similarities: a shift in teaching from an occupation to profession, moving teacher education to the graduate level, more residence in the schools, and competitive salaries. While a call for establishing high standards for teachers and a hierarchical professional structure was a theme in both reports, the Carnegie report pressed for the establishment of a national board for teaching standards. In 1987, such a board was created and partially funded by the Carnegie Fund. The National Board for Professional Teaching standards was launched.

The two longest standing initiatives are the Holmes Group and the NNER. The Homes Group evolved, changing the name to the Holmes Partnership and garnering support from several professional organizations. It is still in existence today. Likewise, from the CER emerged the NNER. What started as a partnership of 14 institutions with local school districts continues to grow today (NNER website, n.d.).

In 1998, the Federal Government reauthorized and amended the Higher Education Act (HEA) of 1965 (HEA, 1998). Included in the amendment was the Teacher Quality Enhancement Grants Program for states and partnerships (HEA, 1998). Under this

amendment, institutions could compete for funds to increase and study the partnerships between teacher education programs and local schools. A pre-No Child Left Behind (NCLB) initiative, Congress hoped it would support efforts for teacher preparation accountability and improvements in the efforts to train Highly Qualified Teachers (HQT).

The trends from the earlier eighties to the new millennium showed a concerted and well backed effort to improve the quality of teaching and with it, the quality of teacher education programs, while at the same time attempting to professionalize the work of teachers. From proposing new structures in teacher education, include increased time in the field, joint efforts between the university and schools for the responsibility of teacher preparation, to increased standards for teacher subject knowledge, the time between the release of *A Nation at Risk* and the new millennia created the structures for much change within education.

The actions based on these reports are eminent. Professional organization re-evaluated standards, licensing requirements changed within states, some changing to a tiered licensing system and entrance requirements for teacher education became more stringent. States adopted learning standards for their students,(Fraser, 2007) federal laws focused on student achievement for all (No Child Left Behind, 2001) and more teachers began participating in the National Board exams (National Board for Professional Teaching Standards, 2012).

Current State of Teacher Education

The current state of teacher education in the United States not only reflects historical developments, but has been shaped by political expediency resulting in legislation steeped in accountability. During the past 15 years, two key legislations have

had resounding impact both on K-12 and in institutions of higher education charged with educating future teachers.

The Era of NCLB

New teachers entered into, in some ways, a very different profession than their predecessors. The new millennium ushered in sweeping and large scale reforms in education. What *A Nation at Risk* and subsequent reports did for changes in teacher education during the eighties, nineties and in to today, NCLB was the true motivator for change within the public K-12 schools in the 2000's. The reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001 also known as NCLB required strict testing and accountability expectations for students and schools; requiring testing in reading and math from grades 3-8 and high school testing for all students in all states. Failure to make adequate yearly progress (AYP) meant strict sanctions against schools, ranging from warning status to school take-over and turnover of educational staff. Schools were given a single academic year to keep from sinking farther into the sanction steps, which threatened the very livelihood of the staff. The law was met with both praise and criticism. One fear was the law's "emphasis on testing would narrow the curriculum and de-professionalize teachers' work"(Cochran-Smith, 2005).

NCLB set strict expectations for American students and teachers in the subjects of reading and mathematics, mandating 100% achievement of all students enrolled in schools and districts receiving federal funds by the year 2014. With punitive actions ranging from school choice for students, requiring districts to pay for supplemental services, to restructuring schools including replacement of administrators and faculty, the past decade has found schools struggling to make adequate yearly progress (Center on

Educational Policy, 2009). In an effort to show growth, district and building administrators have increasingly focused on student achievement data and strategies that will illicit immediate growth in student scores in math and reading. As practitioners focus on the day-to-day, researchers have scrambled to identify those variables that impact student achievement.

Local reactions to the law varied. To exempt one's school from the requirements meant to forfeit much needed federal dollars. To comply meant schools and districts needed to take strong steps to ensure improvements in academic achievement within reading and math. Those strong steps varied from district to district. In many districts teacher autonomy was all but removed (Schoen & Fuseralli, 2008). Curricular decisions were taken out of the hands of teachers and heavy emphasis was placed on tested subjects, often to the detriment of adequate student experience in such subjects as science and social studies (Schoen & Fuseralli, 2008). Additionally, with the swift evolution of technology, data collection and dissemination became far easier. Governmental websites, newspaper, and even realtor marketing information contained data pertaining to local school achievement. School effectiveness, teacher effectiveness, and student achievement levels were determined by a single test. Schools and the teachers within them were under a microscope.

In addition to the stressors placed on teachers, the law also required increased standards for both instructional assistants and teachers, requiring the latter to be highly qualified in the subjects they taught. States not requiring examinations for licensing soon implemented such requirements. By 2007, all 50 states and Washington D.C required some sort of exam for licensing (Dell'Olio & Donk, 2007). Within the law HQT are

defined, not through their pedagogical skills, but through whether or not the teacher has passed a subject test and holds a Bachelor's Degree (NCLB, 2001). Whether or not a teacher demonstrated the dispositions characterized with effective teaching, was irrelevant. High levels of responsibility coupled with low levels of autonomy, inability to make curricular and instructional decisions with in their own classroom, punitive actions on the part of the Federal, state and local level and ill measures of teacher effectiveness have characterized the NCLB era.

Currently, the United States educational policy is in flux. The NCLB ESEA failed to be renewed. Lack of legislative action prompted the Department of Education to Institute Race to the Top (RTTT) which provides alternative funding for states, with new sets of application standards, including evaluation of teachers, pay for performance and use of student test data in informing decisions, both instructional and staffing (U.S. Department of Education, 2013). Additionally, as of the final revision of this research, several revisions to NCLB have been introduced in the legislature. Both RTTT and revised NCLB have implications on quality teachers.

Current State Initiatives

Yet another public school initiative impacting local teachers is merit pay, or pay for performance. This issue is timely due to the RTTT grants issued by the Department of Education. The grants are sizeable, and in the current economic crisis, where states are slashing budgets, federal dollars can make up a sizeable gap in budgets. The grants are competitive and states' applications are weighted based on certain criteria, one of which is merit pay (Race to the Top Executive Summary, 2009).

Merit pay. At the time of this writing, the state in which the research was conducted, had just passed a merit pay initiative. Within the initiative, bonus pay may be earned for several criteria, one of which is student achievement, and another is growth towards goals (Idaho State Department of Education, 2012). A certain portion of student growth is found to be affected by the quality of teacher in the classroom, and to this measure it is imperative if teachers are to receive merit pay, they will need to work collaboratively to increase the collective effectiveness. Though, during the revision of this writing, voters overturned this initiative, the idea is not dead and continues to have implications for local teachers.

The Charlotte Danielson Framework for Teaching and Learning. The state in which this research occurred has adopted the Charlotte Danielson Model as the state's teacher evaluation and supervision model. Initially published in 1996, Charlotte Danielson's Framework for teaching evolved out of work with Educational Testing Services, where she worked as a program administrator developing the Praxis series of exams (Danielson, 1996). These exams were developed to test the skills and knowledge new teachers should have as they enter the profession. In addition, the framework was created to help local agencies for use in their licensing decisions. The Praxis III serves as a classroom performance assessment and is used to assess actual teaching skills within the classroom context and is the basis for Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 1996).

The Framework is broken into four Domains: Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities. It outlines standards for proficiency in each category by breaking them down into smaller

components. The framework provides guidance to teachers and evaluators in determining quality teaching by providing performance indicators at various levels of competency (Danielson, 1996). For this research, the framework provides a professional lens through which to evaluate the professional development of preservice and current practitioners.

Teacher Retention

At a time when the United States struggles with economic crisis, increasing levels of poverty, unemployment and underemployment rates and national divide, the expectations and accountabilities of our schools have also increased. According to NCLB, 100% of students in grades 3-8 and in grade 10 are required to pass state determined standards and assessments in reading and mathematics by the year 2014. According to the Center on Educational Policy (2009) nearly half of all schools did not make Adequate Yearly Progress (AYP), per federal guidelines, an increase from only 12 states in 2010. As the deadline for 100% passing rates approaches record numbers of schools are falling short of expectations. At a time when the need for effective teachers has never been so great, the United States is seeing startling numbers of teacher turnover within our schools.

Each year, it is projected that teacher turnover reaches approximately 17%. One third of all teachers leave the profession within the first three years, while nearly 50% leave within five (Ingersoll & Smith, 2003). Those percentages increase drastically in our most impoverished and needy schools where turnover may exceed 60% or more (Ingersoll & Smith, 2003). Teacher retention includes both controlling migration of teachers from school to school or district to district, “movers” as well as teacher attrition, “leavers.”

According to Ingersoll and Smith (2003), the problem is not that there are not enough teachers, but rather an ability to retain teachers. In the last decade, policymakers have continued to elucidate the teacher shortage crisis. With an increase enrollment as well as a large number of impending retirements, teacher shortages remain a concern. While retirements do account for many openings, about 56% of those leaving do not leave due to retirement (Ingersoll & Smith 2003).

The most movement comes from beginning teachers. In a 2003 report, Ingersoll and Smith found 38.8% of new teachers left to pursue another job. In addition, 28% of respondents cited dissatisfaction as a cause of leaving. The study further identified the primary conditions leading to dissatisfaction on the job. Ingersoll and Smith(2003) found that while well over 75% of respondents said that poor salary was a condition of leaving, among the top reasons, teachers identified student discipline and poor administrative support as contributing factors (Ingersoll & Smith, 2003). Likewise, in a study on predictive factors of teacher turnover in California schools, researchers found that "working conditions added predictive power to models of turnover" (Loeb, Darling-Hammond & Luczak 2005, p. 65). In fact, they found working conditions were the primary predictor for the number of first year teachers in the building, indicating high levels of turnover in the teaching forces of those buildings. Work, or school, conditions encompass many factors, such as the physical state of the building, access to appropriate teaching materials and class size. Newer teachers are less likely to be equipped to work with students in such conditions (Loeb, Darling-Hammond & Luczak, 2005).

With the heavy emphasis on student achievement and teacher accountability, all teachers are expected to perform at the same levels as veteran teachers at the very

beginning of their career. Teachers can easily become dissatisfied with the outcomes of their efforts, as they grapple with issues and difficulties that may interfere with achievement, many of which can only be learned once the new teacher is in their classroom. Managing student behavior, learning to work and respond to parents, and adjusting to the unique building climate, all the while attempting to develop a public professional identify, can detract from the real goal of the classroom: teaching and learning (Feiman-Nemser, 2003). In a 2003 study of early career teachers conducted by Ewing and Smith, new teachers reminded them that staff and administrators need to be sensitive to the needs of new teachers. Included in those needs were adjusting to teaching fulltime, negotiating relationship, understanding the classroom, and dealing with the idealism of the preservice program. Of noticeable concern for new teachers as they adjusted to the demands of teaching, was the lack of preparation on behavior management. First year teachers felt ill prepared in their preservice program to plan for and adequately respond to management issues.

Teacher turnover in schools can have multiple effects. First, schools with turnover in staff may leave students with less experienced teachers who are, on average, less effective (Kane, Rockoff & Staiger, 2006). Second, when schools experience turnover, it may impact the overall stability of coherent instruction (Brill & McCartney, 2008). New hires must not only learn how to work within a new culture, they may also enter amidst reform efforts where their counterparts have received extensive professional development, leaving them, and potentially their students, lagging behind.

Turnover has a costly impact on already financially struggling districts. Districts continue to allocate significant portions of the budget towards professional development.

When turnover occurs, the money spent on training those teachers is lost as well (Brill & McCartney, 2008). In addition, new teachers coming in either miss the professional development opportunity or districts pay to ensure they have a qualified, well trained staff. In addition to professional development costs, hiring new teachers takes resources that could otherwise be used directly for students. It is estimated that the cost of teacher turnover has reached over $7 billion (Carroll, 2007).

Induction

Induction programs have not only been identified as an important component of professional development for new teachers, it is also a key component to enhancing the likelihood a new teacher will remain in the profession (Strong, 2007). Indeed, in the National Commission on Teaching and America's Future (2007), the authors outline steps for reducing the turnover of America's teachers. A crucial step in this direction is to invest in comprehensive teacher induction programs.

Griffin (1985) defined induction as the period in which an individual makes the transition from teacher candidate to full-time teacher in an elementary or secondary school. The experiences of the new teacher in these early years will not only impact their decision to stay in the profession, but also play a role in what kind of teacher they will become (Feiman-Nemser, et al., 1999; Wong 2004). In a research report by Ingersoll and Kralik (2004), the authors reviewed 150 empirical studies. They found evidence to support the claim that "assistance for new teachers, and in particular, mentoring programs, has a positive effect on teachers and their retention" (Ingersoll & Kralik, 2004). The authors identified various components of induction programs, including, seminars, collaboration with other, common planning, reduced preparation periods,

teacher's aids and an external network of teachers. The study found as the number of components increased, the turnover rates decreased after one year in the field.

Another study by Odell and Ferraro (1992) followed two cohorts of new teachers four years after their first year of teaching, during which the teachers received mentoring. The authors were able to locate 88% of teachers. Of those 96% were still in the classroom after three years of teaching. The teachers questioned most appreciated the emotional support they received from their mentor.

Strong and St. John (2001) conducted a study examining long-term retention of teachers six years after engaging in comprehensive induction programs. The authors were able to locate 66 of the 72 participants of the mentoring. The authors found 88% of participants were still teaching. Such results are promising, given the average 50% turnover rate of teachers after five years.

Novice teachers, who engaged in comprehensive induction, including mentoring, stayed in the profession longer. According to Feiman-Nemser (2001), a comprehensive induction program helps beginning teachers to enact central tasks of purposeful teaching. This realization that a high quality induction program can reduce attrition rates has prompted research on what comprises a high quality program and the intended outcomes for the new teacher (Darling-Hammond, 2000).

Mentoring

Researchers have identified four components of effective, comprehensive induction programs. Among the four, is mentoring (Gray & Gray, 1985; Danielson, 2002). Novice teachers receive mentoring, whether or not the mentoring is formally structured and recognized by the district. As new teachers seek out guidance and support,

districts can reduce the risk or poorly chosen informal mentors by providing systematic, well-structured mentoring programs

Quality mentoring programs provide more than generalized support for novices. As Danielson (2002) stated, “learning to teach is a highly complex undertaking, and the novice’s progress is hastened by well-designed activities focused on the improvement of practice” (p. xi). Such programs include coaching of novice teachers, adequate training for mentors, incorporates self-assessment, reflection and formative assessment and is well planned (Danielson, 2002; Gray & Gray, 1985; Wood, 1999).

Mentor teachers can support new teachers by providing four types of support, as articulated by Veenman (1984). Survival and moral support can be provided by approaching mentoring through a humanistic lens. Wang and Odell (2002) describe this approach as helpful in helping teachers overcome stress, which Kyriacou (2001) found as a working condition affecting attrition.

Teacher Preparation

Teachers routinely cite the student teaching experience as the most important component of the preservice, professional program (Richardson-Koehler, 1988; Lemma, 1993). Indeed, experience weighs heavily into the development of new teachers. Experience begins long before a student enters a professional program. The notion of what it is to be a teacher is already established in the minds of most preservice teachers. Through the cumulative years of experience as a student, individuals shape their conceptions of what it means to teach (Darling-Hammond, 2006; Feiman-Nemser & Buchanan, 1985). However, as discussed earlier, the role of the learner in interaction with the context, shapes how and what we come to know. As children, we interacted within

the context of school with different frames of reference than did our teachers. Therefore, what students come to know about teaching is structured within the observable behaviors of teachers rather than within cognition (Lortie, 1975).

Research conducted by Lacey (1977) concluded new teachers responded well to the cultural norms of the school, quickly abandoning what they learned in their preservice program. The study demonstrated how the school culture does not foster the use of knowledge and skill developed in the preparation program (Feiman-Nemser & Buchanan, 1985; Griffin, 1985; Kennedy, 1991). Rather, school culture transforms the new teachers. Goodlad (1983) suggests rather than transforming teachers, novices teach as they were taught and not as they were taught to teach. Practicing teachers and university faculty can help preservice teachers avoid this by providing opportunities to connect the field-based experiences to the formal knowledge acquired through the university (Feiman-Nemser, 1985).

Feiman-Nemser (1985) explained one pitfall for preservice teachers is that of operating within two separate settings, the academic and the professional. Doing well on an assignment in a teacher preparation program does not necessarily have anything to do with success as a teacher. Here, practitioners and faculty can help link the skill developed within the academic assignment to the actions of a teacher. To leave the responsibility of connecting formal knowledge with experiential should not be left up to the novice, rather carefully, and deliberately constructed by teacher educators (Feiman-Nemser, 1985).

Another pitfall Feiman-Nemser (1985) labeled “cross-purposes.” This is because the classroom functions are designed for student success, not as a laboratory for learning to teach (p. 62). The teacher candidate is deemed successful if they have learned to adapt

to the expectations of the mentor teacher (p. 56). In this sense, the practicing of teaching can actually be a hindrance to the preservice teacher. The teacher candidate is seeking to replicate the organizational and teaching frameworks of the teacher, thus implying that the thinking of the teacher candidate my revolve more around replication, rather than on the inputs of the teacher on the instructional decisions on the classroom (p. 60).

Models of Student Teaching

It is a commonly held belief that the field experience of student teaching is the most influential component of teacher education (Brimfield & Leonard, 1983; Davies & Amershek, 1969; Goodnough, Osmond, Dibbon, Glassman & Stevens, 2009; Richardson-Koehler, 1988; Yee 1969). In many instances it is also the most fragmented & removed from other components of the preservice program (Guyton & Byrd, 2000; Feiman-Nemser 2001; NCATE, 2001; Zeichner, 1980). Zeichner (2002) identified several concerns with the field experience. Often times, the supervision of student teachers is given a low priority at the university and is not valued as an important activity (Zeichner, 2002). Field supervision is often relegated to non-regular faculty such as temporary faculty, retired teachers and graduate students. In addition to receiving poor pay, such employees often have little connections to the rest of the teacher education program (Zeichner, 2002). Such factors fuel the perceived disconnect between the campus-based, theory portion of the program and the student teaching experience. It also reinforces the theory-into-practice model, which says preservice teachers learn the theory at the university and then practice the theory in the classrooms of practitioners (Zeichner, 2002). “This places school-based teacher educators in a secondary role in the teacher education program and undervalues the importance of practitioner knowledge in the

process of learning to teach" (Zeichner, 2002, p. 61). He urged the continued efforts to further involve cooperating teachers in teacher education and increasing the use of site-based supervisors in the field, noting efforts of professional development schools. Additionally, he argued not for better individual placements in specific classrooms, but for communities with a culture of inquiry and reflection by staff (Zeichner, 2002). These views suggest moving away from traditional structures towards collaborations between universities and schools throughout the continuum of professional development.

Traditional model of student teaching. In the traditional model of student teaching, the teacher candidate is placed with a cooperating teacher and is supervised by a representative of the university or college program (Zeichner, 2002). Within this model, the teacher candidate typically observes for a designated length of time, slowly taking over a routine, subject or portion of the learning, gradually accepting more and more responsibility. The regular teacher phases out until the teacher candidate has total responsibility for planning, teaching and classroom management, for a fixed period of time. After the solo period, the teacher candidate slowly phases out as the regular teacher regains portions of the day until she is teaching in her own classroom fulltime once again. As the teacher candidate teaches, at first the cooperating teacher observes and provides feedback, until ultimately, they leave the classroom in the hands of the intern, observing and providing feedback on occasion (Zeichner, 2002).

In this model, researchers found the teacher candidate primarily mimicked the routines, procedures and practices of the cooperating teacher. The cooperating teachers typically provided feedback based on whether the student did or did not copy the teacher's practices (Koehler, 1988). But the real act of teaching cannot be routinized but

are adaptive based on the students, the context and the ever-changing events of the classroom (Darling-Hammond, 2003). The classroom teacher's procedures, routines and instructional choices are often deliberately made. However, discussions between the two tend to focus on upcoming activities and specific issues of classroom management (Koehler, 1988), depriving the teacher candidate the opportunity to engage in the metacognitive act of pondering the complexities of teaching (Darling-Hammond, 2003). One norm often associated with this model is the idea that one learns how to teach through the experience of teaching (Little, 1981; Lortie, 1975). The campus-based component of the teacher education program can be quickly discounted (Koehler, 1988).

***Supervision in the traditional model*.** The traditional model of student teaching includes a university supervisor, teacher candidate and a site-based cooperating teacher (Zeichner, 2002). In this model, the teacher candidate is assigned to a classroom with a practitioner who mentors them. A university supervisor makes observations, provides feedback and ultimately evaluates the performance of the teacher candidate. In this model, there is often little collaboration or even communication between the cooperating teacher and the university supervisor (Cartaut & Bertone, 2009). The framework for the experience consists of a gradual release of responsibilities until the teacher candidate assumes all responsibilities of the classroom, often without the teacher present. The model is fraught with limitations, including conflicting advice from the supervisor and cooperating teacher, limited communication and collaboration, and power struggles (Cartaut & Bertone, 2009).

Co-teaching Model. The co-teaching model of student teaching originated out of special education. In the 2000's, researchers Bacharach, Heck and Dahlberg from Cloud

State University, researched the co-teaching model of student teaching in regular education. The results of the multi-year study were impressive and indicated co-teaching as not just a viable model, but a preferable model. Bacharach, Heck and Dahlberg (2008) found students in classrooms where teachers engaged in the co-teaching model with a teacher candidate out-performed those in a classroom using the traditional student teaching model, and those with a teacher alone (Bacharach, Heck & Dahlberg, 2008).

Based off of research and success within special education (Cook & Friend, 1995), the co-teaching model of student teaching involves both the practitioner and the student teacher, working side-by-side from the beginning, collaborating in the planning of, implementation of and reflection of teaching and learning in the classroom (Bacharach, Heck & Dahlberg, 2008; Cook & Friend, 1995). Participants engage in seven different delivery strategies of instruction, which include: one teaching one observe, one teach one assist, both teach, stations, parallel teaching, differentiation and solo teaching. Within those delivery strategies, the teacher candidate and mentor teacher assume different levels of responsibility. The teacher may take responsibility for leading the planning and delegating tasks, or the teacher candidate might.

The results of co-teaching not only affect students, but can have positive effects on the teacher candidate and practitioner as well (Bacharach, Heck & Dahlberg, 2008). In the traditional model of student teaching, collaboration between preservice teacher and supervising teacher assumes a hierarchical stance, with the teacher telling and directing, and the preservice teacher responding. The co-teaching model does not dismiss hierarchy all together, however a major tenet of the model is one of collaboration, mutual problem solving and flexibility within roles (Bacharach, Heck & Dahlberg, 2008).

Professional Development Schools Partnerships in Student Teaching

In addition to the co-teaching model, other university-school partnerships have attempted alternate models of student teaching which expand and redefine the role of the traditional triadic members. The following three studies, in particular, influenced the current research.

A single case study conducted by Bullough (2005) studied the impact on identity development in on preservice mentor teachers. In his model, the preservice teachers were placed in a paid internship for a year. A site-based mentor was relieved of her duties to provide mentoring on an ongoing basis. The preservice teachers also had a university supervisor. Using data collected from a weekly email protocol describing highs and lows of the intern's week and story-telling interviews of the single triad, Bullough was able to create a vision of the experience from the perceptions of the three participants. In this situation, the mentor had unsatisfactory levels of communication with the university supervisor, and concluded the roles of mentoring and supervising were very different (Bullough, 2005). As an onsite mentor, the participant described her role as not to evaluate but to help the teacher candidates grow as professionals. Additionally, the researchers found teachers in mentoring roles needed more than training. They needed opportunities to develop their identity as a mentor and see it separate from teaching (Bullough, 2005).

Zheng and Webb (2000), studied a model giving full supervisory responsibilities to the cooperating teacher of the preservice teacher. The cooperating teacher served as both evaluator and mentor to the preservice teacher. The university served the role as

teacher candidate coordinators but did not evaluate the teacher candidates. The study utilized a Likert Scale, survey design, capturing preferences from supervisors and school-based faculty. The data from their study suggested that neither the classroom teacher nor the university supervisors favored this model, both believing the university supervisors were better qualified to evaluate teacher candidates (Zheng & Webb, 2000). Additionally, school-based faculty preferred to have supervisors deliver bad news to teacher candidates (Zheng & Webb, 2000). The research concluded supervision needed to be a joint effort, with the cooperating teacher in the role of mentor and the supervisor in the role of evaluator (Zheng & Webb, 2000).

A third study conducted by Wilson, (2006) used clinical master teachers (CMT). CMT's were considered master teachers once they had hosted teacher candidates more than once. The CMT's were recommended by their principal and assumed the duties of the traditional supervisor and the mentor teacher. Each site had multiple CMTs who worked together to jointly supervise the teacher candidates at their site. Each teacher candidate was supervised a minimum of 12 times over the course of the 16 week semester. The traditional university faculty became a liaison and provided suggestions to the CMT's and resolved conflicts, while a university professor served as a coordinator for the CMT's. In this three-year case study, utilizing focus group interviews, surveys and anecdotal records, Wilson (2006) found the collaborative effort built sense of community within the school-based team. The CMT's described professional empowerment, and the teacher candidates also noted the level of professionalism modeled to them by the CMT's (Wilson, 2006). A primary concern emerged from the study with regards to the quantity or work and responsibility placed on the cooperating teachers (Wilson, 2006). Because

the cooperating teachers were the sole supervisors, each was responsible for not only observations, but paperwork, remediation of problems and evaluation, including assigning of grades.

Each of the above reviewed studies contributed to the design of the CMSM as well as the research design of the study. The researcher contemplated the outcomes and complications of each model, then sought to eliminate such difficulties within the CMSM.

Professional Development

In 1983, the report *A Nation at Risk*, prompted widespread concern that the United States was maintaining the implied expectation of leading in world class education. Spurred by advances in industry from competing countries, the National Commission on Teaching Excellence was created to exam the status of teaching in the United States. The resulting document, *A Nation at Risk*, encouraged, among other recommendations, increasing the quality of the teaching force, and spurred , as an example, "the efforts by . . . the National Council of Teachers of Mathematics (NCTM), to revise, update, improve, and make available new and more diverse curricular materials" (p. 73). In 1989, NCTM released new content standards for learning and teaching mathematics. In addition to challenging long held notions of how mathematics is taught and learned in the United States, the new standards called for inclusion of all students in the learning of mathematics where:

> the artificial barriers imposed by a system relegating certain students to a certain particular set of content knowledge or limiting their opportunity to learn would in the long run contribute to a society that was ill equipped to make use of mathematics as a way to think about and improve their world (Burril, 1997, p. 335).

Rote memorization of facts and arithmetic procedures came secondary to conceptual understanding. Teachers were encouraged to listen to and understand student thinking, encourage and engage in discourse rather than present mathematics to be listened to and practiced (NCTM Standards, 1989). Such pedagogical moves were consistent with theories of learning that align with constructivism and sociocultural which purport that people make their own meaning through the intersection of prior understanding and current experiences, and that learning is a not only individual but a social activity.

Such changes in teaching and learning inevitably place teachers in the center of reform. Successful educational reform, then, relies to some degree, on effective teachers (Garet, M., Porter, C., Desimone, L., Birman, B. & Kwang, S.Y. 2001). Therefore professional development has become the focus of such reform initiatives (Garet, et al., 2001), prompting a serious look into professional development for teachers as means to embrace content and pedagogical changes and to build capacity of instructional leaders in the classroom setting.

Reform Professional Development

As professional standards assumed a more constructivist view of learning, so too did professional development for educators. Researchers of early reform efforts noted the lack of empirical evidence on effective professional development, and in the studies sought examples of proof through examining cases and noting similarities. In an essay entitled *Teachers' Professional Development in a Climate of Educational Reform,* (1993), Little used case examples of professional development for teachers to underscore the powerful experiences where teachers work collaboratively to involve themselves in not just consumption of subject matter but also in its construction (Little, 1993). In these

examples of how professional development for teachers can be, she noted that among the attributes teachers ascribe to those professional development opportunities that were viewed favorably by participants, teachers noted the opportunities had focus, delved deeply into the content, and they were given time to think about and "grapple" with important ideas. Furthermore participants weren't just talked at but were engaged in doing and learning (Little, 1993). In addition, participants had the opportunity to work with and consult with others through the process. She continues to address six principles of professional development. Among those six principles, Little foremost stated that professional development should offer "meaningful intellectual, social and engagement with ideas, materials and colleagues" (Little, 1993, p. 138). She expressed participant experience and context should be taken into account, thus aligning with social constructivist theories of learning. Additionally, such experiences should consider and be placed within the big picture of purpose of practice (Little, 1993).

Impact on student learning. After the widespread adoption and implementation of content standards, coinciding with NCLB, the impact of professional development on student achievement and influence on teachers' practices took on a new fervor. Borko (2004) explored the existing body of knowledge on teacher professional development programs and their impact on student learning. Like Little, Borko examined case studies as existent "proofs of effective professional development," such as Cognitively Guided Instruction (CGI) and Developing Mathematical Ideas (DMI), both mathematics professional development aimed at understanding how students engaging in and think about mathematics, as well as additional professional development initiatives in writing and mathematics drawing on constructivist and sociocultural theories. Borko (2004)

posited effective professional development should build teacher content knowledge by having an explicit focus on subject matter. If teachers are to guide student thinking, they must possess the ability to understand student conceptual understanding, understand how students think about ideas embedded in content and the connection between the two (Borko, 2004).

Learning Communities

Secondly, the research indicated that strong professional learning communities contribute positively to both teacher learning and student achievement (Borko, 2004; Little, 2002). In addition, Borko noted that "records of classroom practice can be powerful tools for facilitating teacher change" (Borko, 2004, p.7). Records of practice do not need to be confined to one's own classroom, or even exclusively to K-12 classrooms, however artifacts linked to teaching and learning where teachers can connect to their own lived experiences may prove to have a lasting impact on practice. Similarly, situative perspectives purport that the both the context and the activities in which people learn impact what it is the learner takes away from the experience. If an expected outcome of professional development is a positive impact on student achievement and changes in teacher practice, embedding professional development within the daily day where teachers work, makes for an ideal structure for professional development.

Additional attempts at defining effective professional development yielded studies on structural features of professional development. According to Hiebert, Gallimore and Stigler (2002), the research on teacher learning shows professional development opportunities which lead to teacher acquisition of new methods have commonalities, which include collaboration in planning centered on curriculum, instructional practices

and student thinking; exposure and observation of alternative methods and reflection on the effectiveness of those methods.

Impact on teacher practice. Building their study upon this framework for professional development, Garet et al. (2001) attempted to study the relationship between the structures of professional development and changes in teacher skill, knowledge and practices. The researchers found that reform professional development tended to last longer over a period of time and included more contact hours than traditional professional development sessions. In addition, the activity type also had a positive, however modest impact on the teachers' knowledge and skills (Garet, et al., 2001). The longer time spans were also found to have had a positive impact on teacher active learning. Another positive impact, as reported by the teachers, was that reform-based professional development activities tended to be more coherent in nature. That is, the extent to which the professional development was a part of a larger plan of teacher learning aligned with state standards and assessments and fostered communication within professional learning communities (Garet, et al., 2001). The researchers concluded that high quality professional development involved higher numbers of hours and spanned a period of time; it is coherent and aligned to standards, frameworks for learning and fostered shared learning experiences. Finally, the researchers found that an increase in knowledge and skills also had an impact on change in practice. (Garet, et al., 2001).

Communities of Practice

As the literature reviewed in the previous section stated, working together to examine practice may lead to increased knowledge and skills. Little (2002) also supports shared learning through active participation with others where teachers can collectively to

question teaching practice, study new ideas of teaching and actively engage in professional growth.

Furthermore, Little (2002), Borko (2004) and Hiebert, Gallimore and Stigler (2002), each identified the importance of teacher collaboration in the context of their daily work as a structural component to professional development. Communities of practice, professional learning communities and instructional coaching embedded within teaching and learning and centered on the work teachers engage in, are each promising practices for effective professional development leading to changes in instructional improvement and school reform (Little, 2002).

The term "communities of practice" was first coined by anthropologists Lave and Wenger in 1991. In their book, *Situated Learning: Legitimate Peripheral Participation,* the author's noticed that much of the learning occurred not just in an apprenticeship model, but through the interactions with others also engaging in an apprenticeship. Wenger (2012) defined communities of practice from three dimensions. First, a community of practice shares a defined domain of interest, where "membership implies a commitment to the domain" (Wenger, 2012, p. 1). The members value and learn from one another. Second, a community of practice is just that: a community. In the community, members engaged in shared discussions, activities, build relationships and learn from one another (Wenger, 2012). Finally, members are practitioners who develop a set of shared repertoires, resources, experiences, tools and practice (Wenger, 2012). These three elements constitute a community of practice.

Communities of practice exists within larger organizations, are often informal and characterized by groups of people seeking to develop their own practice often times in

response to mandates and directives (Wenger, 1998). Communities of practices define themselves through the activity, not through official designations, business units or hierarchical structures. Furthermore, it is defined through the acquisition of knowledge created collaboratively by the group. “A community of practice exists because it produces a shared practice as members engage in a collective process of learning” (Wenger, 1998).

The terms community of practice and professional learning communities (PLC) are often used interchangeably within educational professional development. The term professional learning community emerged out of the business world and essentially modified itself to fit the world of education. Dufour (2004) cautioned the use of the term professional learning communities, stating that many educators use the term to describe any working team (2004). He outlined three big ideas encapsulating true professional learning communities. First, the PLC must exist for the purpose of ensuring that students learn, thus shifting the focus from student to teacher. Second, educators working within the PLC embrace a culture of collaboration, anchored in “collective purpose for learning” (2004). Finally, PLC’s judge their effectiveness on results. Members seek evidence that changes in practice impact student learning (2004).

In professional learning communities, the principal or other educational leader is often a part of the creator of learning communities. Dufour (2004) stated “for teachers to participate in such a powerful process, the school must ensure that everyone belongs to a team that focuses on student learning (p.10, 2004), thus implying forced membership. This idea is contrary to the beliefs behind communities of practice where communities are often informal and membership is not forced. In an unpublished, action research

project conducted by Stout, at the New Teacher Center, (personal communication, 2011) teachers indicated that a defining characteristic of effective PLCs was one that was teacher driven, based on common needs, and not forced by administrators.

Preservice Professional Development

The notion of what it is to be a teacher is already established in the minds of most preservice teachers (Feiman-Nemser, 2001; Lortie, 1975). Through the cumulative years of experience as a student, individuals shape their conceptions of what it means to teach (Feiman-Nemser, 2001; Feiman-Nemser & Buchanan, 1985; Lortie, 1975). These years of experience provide a foundation for assessing what is learned during the preservice years, acting as both a filter and a barrier for the construction of new knowledge (Feiman-Nemser, 2001; Lortie, 1975). As Feiman-Nemser (2001) stated, "these taken for granted beliefs may mislead prospective teachers into thinking that they know more about teaching than they actually do and make it harder for them to form new ideas and new habits of thought and action" (p. 1016). Darling-Hammond (2003) suggested these beliefs are so tightly held, that preservice programs do little to change student beliefs, rather students seek confirmation of previous held notions in the actions, events and proceedings within the preservice program and field experiences. Furthermore, Feiman-Nemser (2003) contended new teachers need four to five years to achieve competence as a teacher and five to become proficient. Yet, half of new teachers do not make it to point where they are proficient. These two phenomena speak to the importance of accelerated professional development beginning in the preservice field experience phase and continuing on through induction. Practitioners and faculty, who seek to impact teacher

quality through collaboration in preservice programs, should collaborate in ways that allow for impactful and accelerated professional growth in new teachers.

Gaps in the Literature

An exhaustive search turned up no literature directly related to supervisory structure embedded within the CMSM. If a like model exists, research has not been conducted. However, in the search, several models with similar ideas and conceptual foundations were uncovered. The gap in the literature indicated an opportunity for exploration. The following section provides a rationale for the chosen topics of literature reviewed.

Linking the Literature

The CMSM was created for several reasons. The first was to explore opportunities to further develop relationships with the schools. Tenants of the Holmes Group and National Network for Educational Renewal described the need for university school partnerships for the purposes of educational renewal within both systems.

The second reason was to provide a supportive student teaching experience where teacher candidates were fully supported. The compelling argument by Feiman-Nemser (2003) states the need for viewing professional development of teachers as a continuum, including linkage of preservice with induction phase. Therefore, needs for embedded supports within CMSM were identified through research on turnover, induction and mentoring. The unique needs of preservice teachers was not ignored but was not included in this review as it is already considered within current practice at the university. It did not pose a change in practice.

The summary of research on turnover, induction and mentoring point coupled with the idea of professional development as a continuum led to the review of professional develop literature within the standards driven era of education. Key studies showed a relationship to the theoretical framework of the current study. The findings on promising practices in professional development influenced the development of the CMSM and were explored in the study.

Finally, the guiding tenant of the early work on professional development schools and partnerships influenced the conceptualization of the model. More recent studies supported the ongoing exploration of such relationships.

Summary

Teachers are held accountable for student learning under NCLB, and RTTT. Teachers' livelihood are dependent on fair evaluations which clearly articulate expectations and let teachers know where they are within the continuum of teaching standards. With increased demands on teachers, hosting a teacher candidate can be a detriment to student achievement. The co-teaching model can help increase student achievement and provide an optimal learning ground for the teacher candidate. In addition, partnerships with universities which incorporate sustained professional development in the context of teachers' daily lives can provide additional growth towards increased effectiveness in the classroom.

Chapter Three: Methodology

Introduction

This chapter reviews the purpose of the research and restates the addressed research questions. Rationale for a qualitative research design is also included. The case study design is often associated with educational research and fieldwork. Merriam (1998) stated "A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon or social unit" (p. 21). A descriptive case study provides a comprehensive description of the phenomenon being studied and is helpful in situations where little research has been previously conducted. Merriam (1998, 2009) suggested descriptive case studies are appropriate when studying innovative programs. Likewise, evaluative case studies also focus on description, but include evaluations and judgments. Evaluative case studies are appropriate in instances when the success of a program cannot be discerned based on individual difference and behavioral objectives. This single case study is descriptive and evaluative in nature.

Purpose of the Study

The purpose of this research was to explore the perceived level of professional development support of preservice teachers through participation in the CMSM. Similarly, the research sought to uncover perceptions of current practitioners of their own professional development as a result of their participation. The *Charlotte Danielson Framework for Teaching and Learning* provided the framework through which professional development was defined for both teacher candidates and practitioners. Following a qualitative exploratory case study method, inquiry guided by the Danielson Framework provided a description of the lived experiences of the students and

practitioners. Inquiry was supported through the collection of artifacts and documents, including observation summaries, videos and lesson plans. Finally, the research sought to understand the perceived effectiveness of the various components, uncovering both benefits and barriers. Using a qualitative case study approach, this research explored the impacts of alternate strategies as implemented within the framework of the co-teaching model of student teaching. The findings may help to inform and direct future partnerships in professional development between the university and the schools for the purposes of rejuvenation and improvement of teaching and learning.

Research Questions

This research explored the impact of redefining responsibilities of mentor teachers, by incorporating supervision of teacher candidates outside of the mentor teacher's own classroom as a portion of the mentor teacher duties. Specifically, this research sought to understand the perceived impact on teacher candidate professional development, practitioner professional development as well as emerging perceptions of university-school partnerships as it pertains to preservice teacher education. The findings can help to inform and direct future collaborative and professional development goals between the university and the school.

The research questions guiding this research:

1. What is the perceived impact of the CMSM on preservice teacher development?
2. What is the perceived impact of the CMSM on teacher professional development?
3. What are the affordances and constraints of the CMSM?

The *Charlotte Danielson Framework for Teaching and Learning* was used as both a structural support throughout the research and as a lens through which to view professional development and efforts towards effective teaching.

Rationale for a Qualitative Case Study Design

Merriam (1998) stated "qualitative researchers are interested in studying the meaning people have constructed, that is, how they make sense of their world and the experience they have in the world" (p. 6). A natural fit for research on education, where the constructivist view of learning is a commonly held belief, qualitative research maintains a concern for the lived experience and how it is understood by participants. This research sought to explore the lived experience of preservice teachers and practitioners engaging in an alternative internship environment.

A case study is a study of an individual, program, or a specific context (Trochim & Donnelly, 2008). In a case study, a person, group of individuals, an event or context is explored through multiple data sources, over a period of time. Merriam (1998) further identified the defining quality of the case study the ability to "fence in" (p. 27) the object of the study, meaning boundaries exist. Thus the study is bound by place and time. This single case study explored a student teaching model, the CMSM, as it was implemented at four sites, involving eight school triads, each supported by a university facilitator. The model was studied over the course of one academic semester.

Merriam (1998) stated, "Case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in the process rather than the outcomes." This research sought to understand how the CMSM helped to support the professional development of preservice teachers and practitioners

throughout the process, as perceived by the participants. It did not seek to measure the professional development, rather to understand the benefits or drawbacks to nested support on preservice teachers throughout the experience.

A case study is a study of an individual or a specific context (Swanborn, 2010, Trochim & Donnelly, 2008; Yin 2009). Yin (2009) described a case study as "empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.13). The phenomena can be a person, group of individuals, or an event or context is explored over a period of time and using multiple data sources. Merriam (1998, 2009) further clarified by concluding the defining characteristic lies in the delimiting of the study. Thus the study is bound by place and time. The CMSM was implemented at four separate sites within two school districts over the course of a single academic semester. The research sought to understand the experiences of the participants at these four sites, as they engaged in an alternate model of student teaching. Though the sites are different, the individual contexts were not explored, rather the model itself within the context of everyday teaching and learning served as the phenomena studied.

Case studies may study a single case or multiple cases. Yin (2009) made a case for single case study in the situation where the case is unique. Because this is a study investigating a newly created model for student teaching, the single case study was chosen as a means to develop a full picture of the program. Additionally, because the program itself was the topic of inquiry, rather than the individual site, a single case study provided the best design alternative. Within this single case study, several embedded subunits exist, including the teacher candidates, the university facilitators and the

practitioner supervisors. When collecting data from embedded subunits, Yin (2009) reminded researchers to be certain to relate the data back to the whole, which in this case, is gaining an understanding of the CMSM. The embedded subunits from which data was collected included the mentor supervisors and the teacher candidates. Data collected from each was used to gain a more complete understanding of the case being studied.

Research Design

This qualitative research utilized a descriptive and evaluative, single case study format. Qualitative research is, by design, rich in description; where the goal of the inquiry is to understand the description, discover meaning and generate hypotheses where appropriate (Merriam, 2009). Merriam (2009) also stated "a case study is an in-depth description and analysis of a bounded system" (p. 40) In this research, eight preservice teachers engaged in the co-teaching model of student teaching, as described by Bacharach, Heck & Dahlberg (2008). Each teacher candidate was placed within a classroom with a mentor teacher. Together they went about the daily habits and responsibilities of the classroom teacher. The mentor teacher provided mentoring to their mentee as they both lived the experience. In addition, the mentor teacher acted as a university supervisor to an additional teacher candidate not assigned to his or her classroom, but within his or her school. In this role each practitioner became a mentor supervisor, assuming the mentor role, while also assuming the traditional role of teacher educator and evaluator, similar to that of the traditional university supervisor. Mentor supervisors were paid the university honorarium for hosting a teacher candidate. Additionally, each mentor supervisor received the same supervisory pay per candidate as the university facilitator. The third member of the triad, the traditional university

appointed supervisor, assumed the role of a facilitator. Though the university facilitator maintained their regular duties as outlined in the handbook, including conducting the observation cycle, this role also assumed the regulatory duties normally ascribed to the position, thus relieving the mentor supervisor of such. These duties included resolving conflicts, attending to policy and procedural enforcement and ensuring a quality experience. Careful analysis of multiple sources of data exposed themes in the perceptions of the participants as to their perceptions of professional growth as aided by the model.

The nature of qualitative research is one where the researcher seeks to gain an in-depth understanding of an experience or event by analyzing the human behaviors and the reasons for those behaviors (Trochim & Donnelly, 2008). By delving into the rationale and the methods and processes of decision making, qualitative studies seek to better understand the human motivations in select situations and inquire into how individuals make sense of their situations. It is interpretive and naturalistic in nature. Denzin and Lincoln (1994) stated: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). As such, both the context and purposeful sampling are important in the research design.

Understanding the context in a qualitative study is crucial. Qualitative research does not seek to generalize findings to broader situations; rather it seeks to understand a given event and the human behaviors that occur within that event. Johns (2006) defines context as: "situational opportunities and constraints that affect the occurrence and meaning of organizational behavior as well as functional relationships between variables"

(p. 386). Cappeli and Sherer (1991) went on to define context as "the surroundings associated with phenomena which help to illuminate that [sic] phenomena" (p. 56). Understanding the context is necessary in the sense-making of human behaviors. In this research, it was the contextual factors and the participants' reactions to and reflections of which were analyzed for facilitation of advancing professional development.

Multiple subunits were embedded within the research including, teacher candidates, mentor supervisors, and university facilitators. In addition, though eight triads exist, and therefore eight individual subunits, those subunits are embedded within four larger units linked by common expectations. Figure 1 depicts the configuration of the CMSM.

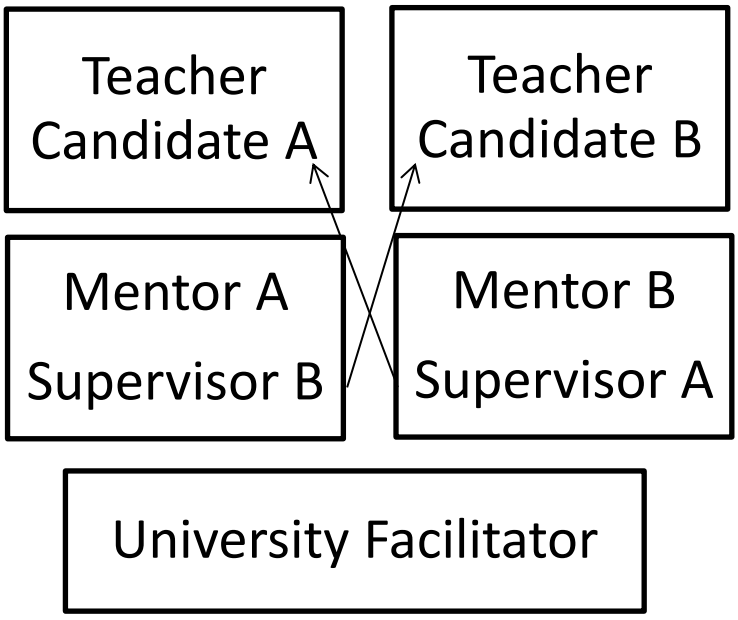
Figure 1

CMSM Explained

Within each school-based community of practice, there existed two triads bound by the same university facilitator and two mentor supervisors. Each teacher candidate at the school received help from site-based practitioners, one in the form of a mentor and co-teacher, and one in the form of a supervisor. In addition, each was served by the same university facilitator. Figure 2 depicts the relationship within each site-based team.

Figure 2

Site-based structure of the CMSM



Sampling

Purposeful sampling defines the sampling method used in many qualitative research studies. It allows the researcher to select individuals and sites that will best inform his or her understanding of the research phenomena and central problem of study (Creswell, 2007). Within purposeful sampling, a variety of sampling methods can be applied depending on the purpose for the research. Sample size, too, is distinctive in qualitative research. Larger sampling does not necessarily lead to better data. By focusing

on fewer subjects and/or sites, the researcher can gather extensive detail on each subject or site in order to make those specifics clear.

Under the umbrella of qualitative research, lie several worldviews, or paradigms, consistent with the intent of qualitative research. The paradigm that guides the research, depends greatly on the belief system of the researcher (Creswell, 2007). Social Constructivism is one such paradigm. Those who hold the view of social constructivism seek to understand the world in which they live and work (Creswell, 2007). Meaning is derived through the lived experiences, and is subjective in nature. The goal of the research is to rely on the experiences of the participants and the participants' understanding of those experiences. It is through interaction with others, that meaning is constructed. By analyzing the views of the participants, the research develops theories and or meaning, through emerging patterns. Within the social constructivist paradigm, research questions tend to be broad, in order for the participants to make meaning, rather than being too directed, which may lead the participant to particular conclusions (Creswell, 2007). The researcher's goal, then, is to interpret the meanings that the participants held about the event, phenomena or situation.

Site selection. This research was a multi-site, single case study. The sites were selected based in part on convenience and part purposeful selection. Four sites were involved, each within a thirty minute driving distance of the researcher, thus each can be viewed as having partially been selected due to the convenience for the researcher. As Merriam (2009) explains, there often is some element of convenience figured into the site selection, but convenience alone does not provide for credibility nor guarantee information-rich cases. In addition, each site routinely hosts preservice teachers during

the internship and therefore has an ongoing relationship with the university. “Purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 2009, p. 77). Purposeful sampling provides a means for selecting information-rich cases for which to study (Patton, 2002). In this instance, the site selection was for both the implementation of the model as well as the study of the model.

Once the purpose has been set, the researcher must establish a set of criteria for selecting the sites and participants from which the most can be learned about the phenomenon. For this research, the criterion included 1) an elementary school located within reasonable driving distance for the researcher which, 2) had hosted teacher candidates regularly and had an existing relationship with the university, and with 3) principals interested in the model and with 4) principals willing to accept two teacher candidates. Additionally, the hoped for criteria were for school sites with a drive for professional development, supportive, visionary principals and practitioners with a high level of professionalism willing to take on added responsibility. Once those criteria were expressed to the university placement coordinator, control over site selection remained out of the researcher’s direct control.

Because the CMSM was a newly established model, with limited implementation, the site selection could also be considered unique. Unique sampling occurs when instances of the phenomenon are atypical (Merriam, 2009). The model is not an established model, having been previously implemented only at a single site. The research expanded the model to four separate sites. Though multiple sites were included,

the research remains a single case study; one that is designed to gain a greater insight into a model or program.

School district A is the largest district in the region, with an enrollment of just over 10,000 and serving students in ten elementary schools, three middle schools, two high schools and one alternative high school. Two elementary schools in the district requested participation in the research and a third was approached by the internship placement supervisor based primarily on student requests for placement.

The first school was considered a partner school with the university. The partner school housed university methods courses on site, and all practicum students in those methods courses were placed at the school. This pre-existing, but new, relationship sparked an interest in furthering the collaboration between the university and school for the purposes of improved teacher quality. At this site, a pilot study prior to this research study was conducted. Institutional Review Board approval was requested and granted to study one school-based community of practice consisting of two teacher candidates, two site-based practitioners and one university facilitator. Participants in the pilot found the experience to be beneficial and impactful on their own professional development. Results from that pilot fueled this current research. In addition, the school asked to participate in the expanded research based on the feedback from the pilot. The additional two schools in the district expressed an interest in participating in the new model and were willing to engage in the research as a participating school.

All three cooperating schools in School District A were Title I schools, meaning each received federal funding based on free-reduced lunch counts. Two of the cooperating schools were magnet schools, one a science and math magnet school, the

other an arts magnet school. Both schools met adequate yearly progress, AYP, as defined by the federal government. The third school in the district was in year two of the school improvement process and was not a magnet school. All three schools were elementary schools.

The fourth participating site resided in School District B, a rural district with six elementary schools, two junior high schools, two high schools, and alternative school and a technical school. The participating school was also a Title I school and had met AYP. The principal at this school was asked to participate in the research by the university placement coordinator because of an ongoing, positive relationship with the university, its commitment to professional development and its belief in a shared responsibility for preservice education.

Participant selection. Teacher candidates were selected based on their student teaching placements. Placements were based on school willingness to host, teacher candidate grade requests, and district and school requests. Per university procedures, schools were provided teacher candidate files for review and choose to accept or reject teacher candidates. Participants were limited to only those ready to intern the fall semester of 2012 and only to elementary teaching candidates. Because the original pilot took place in the elementary, the model was presented only to elementary principals. In addition, the branch campus only offered an elementary program. Because part of the research is aimed at assessing the models potential impact on university-school collaborations, the research was limited to the schools with which the university might realistically work with on an ongoing basis. All preservice teachers were undergraduates, or currently held a bachelor's degree and seeking certification only.

Site-based practitioners were selected strictly by the building administrator. As in all teacher candidate placements, administrators seek to place the teacher candidate in their requested grade level. Administrators purposefully selected the mentor supervisors based on student request, building need and the capacity to be a positive professional mentor to those new to the field.

University facilitators were selected from a pool of existing supervisors for the university. Traditional supervisors for each student and school were selected by the university placement coordinator. University facilitators were chosen by the same method for this research. Informed consent (Appendix D) was solicited and provided by facilitators, mentor supervisors and teacher candidates.

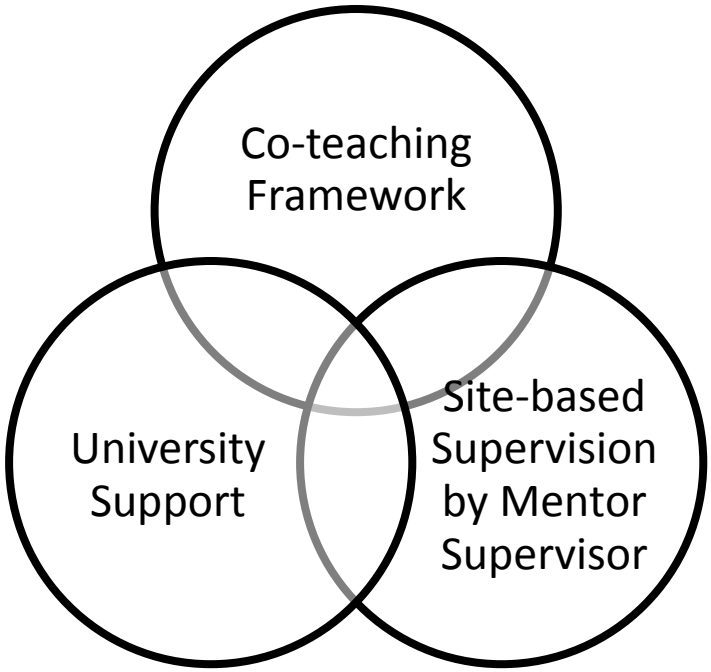
Data Collection Methods

Data collection is varied within the case study. Through the use of sources such as interviews, observations, artifacts and documents, the focus of the research is to develop an in-depth description and analysis of the case (Creswell, 2007). The researcher analyzes data through rich description of the case and by identifying emerging themes and/or cross themes. Case studies are optimal for use in educational research. In this research, multiple forms of data were collected for the purpose of creating a description of the overall event, the CMSM. Data was analyzed and themes discovered which helped to better understanding the model as it pertains to professional development.

The CMSM involved three main components: the co-teaching model of student teaching, site-based supervision from both a mentor and supervisor, and support from the university. Data collection focused on the intersection of the three components, as depicted in Figure 3.\

Figure 3

Intersection of CMSM Components



Interviews. A primary means of collecting information in a qualitative case study is through interview. According to Kvale and Brinkman (2009), "the qualitative research interview attempts to understand the world from the subjects' point of view, to unfold meaning of their experiences, to uncover their lived world prior to scientific explanations" (p. 1). The research interview, as opposed to other forms of interviews, is based on conversation, in this instance, professional conversation of daily life (Kvale & Brinkman, 2009). The primary way to gain an in-depth understanding within educational organizations, is through the experiences of those within the organization; those who carry out the processes (Seidman, 2006). For this research, the principal data collection occurred through semi-structured interviews and focus groups. Interviews were

conducted with all eight teacher candidates engaged in the CMSM towards the end of their student teaching experience. The interviews were semi-structured in nature, designed by the researcher to encourage dialogue and elicit responses requiring reflection on their experiences. Questions ranged from mostly broad, to more specific in order to begin to see the picture in its totality. In addition to in-depth interviews with teacher candidates, practitioner focus groups were conducted midterm and end-of-term. The purpose of the midterm focus group was twofold, serving both programmatic and research purposes. The first reason was to provide the practitioners with a more in-depth understanding of the requirements placed on teacher candidates and university expectations on quality. This time was spent unpacking quality lesson planning and instructional strategies. Secondly, time spent with the focus group was aimed at collecting data to inform continued implementation of the model and gain feedback as to the model itself.

The purpose of these qualitative research interviews was to gain an understanding of the lived, daily experiences of the teacher candidates and mentor supervisors engaged in the CMSM. The interviews took the form of semi-structured interviews with the purpose of gaining an in-depth understanding of the model. Interview guides were prepared in advance, in order to provide some structure, but as Patton (2002) described, are not as restrictive as closed interview questions. The guides were written to prepare for the interview, but in an effort to maintain a conversational atmosphere, were reviewed prior to the interview and not referred to during. Seidman (2006) explained interview guides should be used with caution. Because in-depth interviews are not conducted to test a hypothesis, rather are to help participants "reconstruct their experience and to explore

their meaning" (Seidman, 2006, p. 92) interview guides should include key questions which establish the focus of the interview. The interviewer should be prepared to follow a thread of conversation of interest to the interview (Seidman, 2006). Interview guides were written for teacher candidate interviews as well as for the interviews with the teams of teachers at each site. The questions were written to complement one another and aimed at understanding the differing roles of the participants.

The interview guide for teacher candidates (Appendix A) asked questions aimed at gaining both descriptive and interpretive information pertaining to their experience with the CMSM, including co-teaching, descriptions of the support received from university facilitators and site-based supervisors as well as the perceived quality of feedback provided. The interview guide for mentor supervisors (Appendix B) also asked questions developed to gather both descriptive and interpretive data regarding their experience within the co-teaching model as a mentor, and as site-based supervisor. Additionally, questions were included as to the implementation of the model.

Focus group. The focus group consisted of mentor supervisors, two special education teachers also providing support to two teacher candidates, and one university facilitator. The purpose of the focus group was to gather descriptive information from mentor supervisors at the midpoint of the semester. Information was used to gain a developing picture of the program as well as to inform the unfolding implementation of the model. A less formal interview setting, the interview guide (Appendix C) contained minimal questions and focused primarily on issues of implementation and general questions regarding strengths and barriers to successfully implementing components to the model.

All interviews were digitally recorded, with the exception of one focus group interview where technology difficulties occurred. In addition, notes were taken during the interviews. In-depth and focus group interviews were conducted face-to-face with limited follow up questions conducted via email. Interviews were transcribed by the researcher and hired assistants. Interviews transcribed by others were read through in entirety by me while also listening to the recorded interview. This allowed the researcher to check for accuracy as well as to develop a deeper level of familiarity with the data, such as it was originally experienced. Interview data was downloaded in digital form and maintained in files located on a locked desktop computer. Exact written transcriptions and thematic analysis of each interview were also created.

Documents and artifacts. In addition to the interviews, various artifacts were collected to support and enhance the findings collected from the interviews. Artifacts such as observation documents written by the mentor supervisors, the University Student Teaching Handbook, and video reflections from teacher candidates were used to supplement the data gained through interviewing.

In addition to interviews and observation, Yin (2003) suggested using documents, archival records, and physical artifacts. The data from documents can supply the researcher with descriptive information to help build understanding, verify hypotheses and establish or support emerging categories (Merriam, 2009). Merriam (2009) referred to all data sources other than interview and observation, as documents. This umbrella term is used to refer to a range of sources, included digital, video, audio, written sources and physical evidence (Merriam, 2009). For the purpose of this research, the term document is used to refer to all artifacts other than interview and observation. Such

documents were generated by teacher candidates, by university facilitators in the form of observation notes routinely produced during the student teaching experience and by mentor supervisors. The documents are a regular part of the student teaching experience. Additionally, researcher generated documents in the form of field notes were also analyzed.

Other research generated documents included in this study are those prepared by the participants once the research was begun (Merriam, 2009). Documents included teacher candidate video, candidate reflection and observation notes from the mentor supervisors, all of which constitute a unique addition to the typical student teaching experience. It is important to note, documents and their collection timeline were negotiated with mentor supervisors at the onset of the model's implementation. Teacher practitioners were asked to host a teacher candidate, engage in a co-teaching model of student teaching, provide supervision to a teacher candidate and partake in a research study. Due to the larger number of requests, the researcher proposed the types of data collection and ascertained participant willingness to engage. An important standard in a quality research design, Lincoln (1995) asserted, is the researcher's respect for the equality within the relationships between researcher and participants. The research acknowledges and respects the lives of those involved and makes room for such within the research. Thus, for this research, the data collection was arrived at through negotiation and agreement of what was deemed possible within the daily work lives of the mentor supervisors.

Observation and field notes. Merriam (2009) described research observation as observation which is systematic, addresses a research question and is subject to analysis

for trustworthiness. The researcher takes on one of several roles as an observer. In this study, the researcher serves as *researcher as participant.* In this role, the participants are fully aware of the research activities and researcher's participation in the group is secondary in nature (Merriam, 2009; Stake 2010). Furthermore, participants have control over the information shared with the researcher (Merriam, 2009).

Observations were conducted by the of each teacher candidate teaching by the researcher. As an instructor for the professional seminar course, the researcher regularly observes teacher candidates in the field. The candidates were observed and a post-observation conference was conducted with each. In this sense, the researcher became a part of the preservice support structure for the teacher candidates. In an effort to minimize researcher impact, observations were kept to one per teacher candidate. The observational notes provide a third set of eyes when juxtaposing the observation notes of the mentor supervisor against the university facilitator. In this sense, the researcher acted as a participant.

Field notes were kept for each professional development session and observation. The field notes were used to help clarify the picture of what is going in within the CMSM. Table 1 depicts the types of data collected over the course of the study.

Table 1

Data Collection Timeline

September	October	November	December
Candidate video analysis	Candidate video analysis	Candidate video analysis	Mentor Supervisor team interviews
Mentor Supervisor observation data	Mentor Supervisor observation data	Mentor Supervisor observation data	Mentor Supervisor observation data
	Mentor Supervisor mid-term group interview	End of November Candidate individual interviews	Candidate individual interviews
Field notes	Field notes	Field notes	Field notes

Data Analysis

In this single case study, an embedded analysis of specific aspects of the case was used (Creswell, 2007; Yin, 2009). In an embedded analysis, a description of the case emerges. Following the description, the researcher focuses on an analysis of themes (Stake, 1995) for the purposes of understanding the depth and complexity of the case. Using a constant comparative method of data analysis (Glaser & Strauss, 1967) where one piece of data is compared against another to identify similarities and differences, the data was collected and evaluated throughout the research study. As Merriam (2009) discussed, data analysis in qualitative study "begins by identifying segments in your data set that are responsive to your research questions" (p. 176). The following data sets were analyzed using a constant comparison method for responsiveness to the research questions of the study.

Video

Teacher candidates were asked to submit five videos of them teaching, along with their analysis. The number of submissions was revised in October to three videos. The videos and commentary were uploaded into Teachscape, a program which allows for time-stamping and commentary. Data was extracted by the researcher and categorized into four components: classroom management, assessment, differentiation, general instruction. Each video commentary was entered in such a way as to determine patterns of observable growth by the teacher candidates.

Observation Notes

Next, observation notes were collected from mentor supervisors and university facilitators. Observation notes from mentor supervisors were collected at mid-term and end of term. Facilitator notes were collected at the end of the term. During the mid-term collection, only two mentor supervisors submitted notes. The notes were transcribed. Following the suggestion of Merriam (2009), initial thoughts and emerging ideas were noted by marking in the margins of the transcription. Following this open coding, the researcher reviewed all notes for patterns and emerging themes. Analytical coding, as described by Corbin and Strauss, (2007) is the process of grouping like codes into larger themes. As each transcript emerged, new themes emerged. This required going back through the already reviewed transcript to reorganize codes based on the emerging analytical codes. The data was organized into the larger themes of instruction, content specific instruction, classroom environment and dispositions.

Focus Group

A focus group of mentor supervisors was conducted in October where preliminary data was collected to shape both the implementation of the CMSM and data collection. Follow-up focus groups occurred at the end of the term, during which the two mentor supervisors were interviewed together. Data collected during the focus groups was recorded, transcribed and uploaded into NVivo for analysis. The same process for focus group interviews was followed as was for observation notes, but with codes specific to that data set. Analysis included coding for co-teaching and supervision. Initial coding began with affordances and constraints and was further stratified into categories including planning, instruction, time, candidate strengths and weaknesses and professional development.

Teacher Candidate Interviews

Teacher candidates were interviewed individually at the end of November or beginning of December. Each interviewed lasted between 30-50 minutes and were all conducted within a week's timeframe. Interviews were recorded, recordings were transcribed and transcriptions were uploaded into NVivo for analysis. As with other data sources, the analysis began with open coding on the transcripts and moved towards analytical coding within NVivo. Categories such as co-teaching, planning, instruction, feedback and supervision emerged. Patterns emerged and themes were identified including but not limited to instructional time, confidence building, emotional support, pedagogical support, differences and similarities in feedback and student differentiation.

Observation

Each teacher candidate was observed by the researcher once as a means of providing a clearer, more balanced picture of teacher candidates' skills and capabilities. Observation notes were transcribed and loaded to NVivo for pattern identification, followed by analysis for theme. The same coding process was followed for observations as it was for the previously described two data sets.

The Role of Researcher

In qualitative research, the researcher serves as the key instrument for the collection and analysis of data (Merriam, 2009). The researcher examines documents, observes, and interviews participants (Creswell, 2007). The researcher is able to detect and analyze both verbal and nonverbal communication and immediately process the data (Merriam, 2009). The researcher's interpretation of the data is not objective; it is filtered through the lens of being human and is subject to the perceptions and biases of both the participants and the researcher (LeCompte & Preissle, 1993). Because the researcher as the primary instrument is not objective, background information on the researcher is relevant to establish credibility.

Having spent 18 years in the public schools the researcher brings to the research preconceived ideas regarding effective teaching strategies, expectations on the roles of mentor, field facilitator, as well as, individual interpretation to the *Charlotte Danielson Framework for Teaching*. Researcher awareness of effective teaching strategies, effective mentoring strategies and quality staff development come from analysis of research, participation in ongoing professional development and professional practice involving

observation as an instructional coach, building administrator and preservice faculty member.

This research study evolved out of the researcher's role as a Community Partnership Coordinator for a university. It involves the work done on a daily basis to build community partnerships. Creswell (2007) raised caution when researchers are compelled to study their own work place. Of particular note is the question of whether or not good data can be collected where hierarchy exists, where the act of collecting data may cause a power imbalance (Creswell, 2007). Of the eight teacher candidates in the research, seven were also students of the researcher during the course of the study. Because of such concerns, the researcher relegated themselves to the role of researcher as much as possible and limited interaction within the model to explaining the model to participants, establishing expectations for participation and providing co-teaching and mentoring training at the beginning and mid-point of implementation Additionally, with the imposed hierarchy in mind, and with it the possibility of perceived power imbalances, teacher candidates were interviewed only once at the end of the term to reduce any worries which might occur regarding retaliation of honest responses. Finally, Creswell's (2007) advice when he stated "when it becomes important to study one's own organization or workplace, I typically recommend multiple strategies of validation be used to ensure the account is accurate and insightful" (p. 122), was taken.

Credibility, Consistency and Trustworthiness

Internal validity is a term commonly associated with research. It refers to how closely the research findings match reality. In qualitative research, it is the construction of reality that is studied (Merriam, 2009) and some argue reality cannot truly be captured

(Maxwell, 2005). Researchers should, however, strive for credibility of findings within qualitative research. For this research, credibility was enhanced through triangulation using of multiple sources of data (Denzin, 1978). Data was compared and cross-checked. One means of cross-checking was achieved through conducting interviews from participants with differing perspectives; teacher candidates and mentor supervisors. Observation and document analysis provided additional means for comparing and cross-checking data.

In addition to data triangulation, respondent validation occurred through member checks. Maxwell (2005) argues member checks are the most important way to avoid misinterpretation and avoid researcher biases. By allowing members to check their own words, the facts cannot be disputed (Yin, 2009). Yin (2009) also suggested having participants review draft reports which may also include research findings. For this research, member checks occurred by allowing participants to review the findings after the initial interpretations were made.

Pattern matching is another means of strengthening credibility (Trochim, 1989). Findings of this research were compared with literature claims explored within the literature review. This process was repeated across subunits and data sets.

To maintain consistency, Yin (2009) suggests two tactics. The first is to create a database of collected artifacts. In this research, a database was created which contained all artifacts including transcripts of observation notes, interview transcripts, field notes and transcripts of video analysis. Maintaining these documents in one location allows for investigation of the case beyond the written report of the findings.

Another strategy for enhancing consistency is establishing a chain of evidence. A chain of evidence allows one to trace the steps of the research study in either direction (Yin, 2009) to show how the researcher got from the research questions to the analysis of findings. The research questions guided the methodology, which led to the protocols for data collection. The data was entered into the database, which led to the written report on the research questions. In this way, the chain of evidence was completed.

Summary

This study began out of a work-based project aimed at increasing the partnerships between the university and local schools. As a part of classwork in a previous course, the study began as a small qualitative study that turned into the pilot for the current research. In the pilot, the researcher collected data from two teacher candidates and two site-based mentor supervisors engaged in a model that shares the responsibility for preservice preparation. The pilot included a review of the literature, approval from the Institutional Review Board, testing of interview questions, and other data collection tools such as observation protocols, video analysis and survey questions. The results of the research proved promising and led to an expansion of the problems and a revision of the data collection strategies and tools as indicated in the this section. The design of this research was based on qualitative methods, utilizing a single case study design, with embedded subunits. Chapter four will introduce the single case study and the eight embedded subunits.

The first three chapters were written from a theoretical perspective utilizing a scholarly register. The proceeding chapters shift register as the voices of the participants

illustrate the data and influence discussion of the findings regarding constraints and affordances of the CMSM.

Chapter Four: Findings

Introduction

The following chapter describes the perceptions of the participants towards the CMSM. The first part of the chapter provides background information on the participants. The second part addresses the themes and patterns uncovered through interviews with the teacher candidates regarding the co-teaching structure and the enhanced supervision. This part also addresses the perspectives of the mentor supervisors towards the co-teaching model and towards their role in supervision, and themes are identified within artifacts. The final part includes a synthesis of the two components of professional development regarding the teacher candidates and mentor supervisors. This research is both descriptive and interpretive in nature.

A primary component of the CMSM included co-teaching as a structure for the student teaching. This model was selected to maximize the learning opportunities for the teacher candidate by allowing immediate interaction in teaching and learning with side-by-side coaching from the mentor. Additionally, the co-teaching model allowed the teacher to remain teaching in the room for the bulk of the experience. Review of the literature in Chapter two discussed the importance in professional development of teachers to link learning with practice and with "just in time learning." If opportunities exist in the CMSM for professional development of the practitioner, it supports the implementation of just-in-time learning, whereas the traditional model of student teaching removes the teacher from the intimate day-to day living in the classroom.

A second component of the model shared responsibility for supervision of the teacher candidate by a university supervisor, renamed a university facilitator and a site-

based practitioner supervisor, named a mentor supervisor. Each mentor hosting a teacher candidate also assumed responsibility for the supervision of a candidate placed within the same building. The mentor supervisor provided support to their supervisee through ongoing observation and feedback. The mentor supervisor primarily assumed the "teaching" role of the traditional university supervisor while providing input on the evaluation of the teacher candidate through mid-term and final evaluations. The university facilitator carried out the traditional roles of the supervisor, including observation, feedback and evaluation. The facilitators were asked to pay special attention to the relationships within the site-based teams, serving as a mediator where needed, and taking the responsibility of conflict resolution off of the shoulders of the teachers, in an effort to maintain the professional relationships within the building. To protect anonymity, pseudonyms have been used.

Participants

Participants included eight teacher candidates, three university facilitators and seven practitioners. Although eight practitioners participated in the model as mentor supervisors, seven participated in the research.

Teacher Participants

The teacher participants were located at four sites; two per building. At one of the sites, two teachers engaged in the CMSM, thus allowing the model to occur, though only one participated in the research. In two of the sites, each team also consisted of a special education teacher. The special education teachers engaged in a co-teaching model but did not participate as supervisors. However each was an important part of the support structure for the teacher candidates. Table 2 provides demographic information on teacher participants.

Table 2

Characteristics of Mentor Supervisors

Mentor	Gender	Site	Grade Level	Experience Range
Beverly	Female	School A	First	6-10
Karen	Female	School B	Second	3-5
Melissa	Female	School B	Third	11-15
Claire	Female	School C	Second	3-5
Mark	Male	School C	Sixth	6-10
Irene	Female	School D	Third	20+
Audrey	Female	School D	Third	3-5

Beverly. She was a first grade teacher. She was a teacher leader in the district and spent several days of the semester working on curriculum alignment. She had between 5-10 years of experience teaching in the primary grades.

Karen. She was an alumna of the university and graduated within the last six years. She has taught at two schools in the district. This was her second year at this site. Karen was involved in curriculum alignment at the district level during the semester, which required time out of the classroom

Melissa. A third grade teacher; Melissa had taught in the district for 13 years, all of them at the same school. She had taught multiple grade levels and was also a teacher leader and spent time during the semester working on curriculum alignment.

Claire. Claire was an alumna of the university who had five years of teaching experience. This was Claire's first teacher candidate. Claire was also a soccer coach, and left directly after school to fulfill coaching duties. On some game days, Claire left before school was released.

Mark. Teaching was a second career teacher for Mark. He had taught at two elementary schools in the district and had been at his current location for the past few years teaching sixth grade. Mark was also a coach and left directly after school some days in order to meet his coaching obligations.

Irene. Irene was also a graduate of the university. She had taught multiple grades for over twenty years. During the study, she taught third grade. Irene had had several teacher candidates over the years.

Audrey. Audrey had been teaching for between 3-5 years. She had hosted a teacher candidate in the past. The year of the study was Audrey's first year teaching third grade and her first year on the team. She had taught third, second and kindergarten at School D.

Teacher Candidate Participants

Teacher candidates participating in this research included traditional and non-traditional students, first-time undergraduate degree seekers, return degree seekers and certificate only candidates. Teacher candidates completed their program studies at one of two university campuses: the main campus and a university center. Table 3 provides demographic information on the teacher candidates.

Table 3

Teacher Candidate Characteristics

Candidate	Degree Type	Traditional or Non-traditional
Clark	Certification only	Non-traditional/ BS holder
Jody	BS Early Childhood/ECE Sped	Non-traditional
Dawn	Certification Only	Non-traditional
Hannah	BS Early Childhood/ECE Sped	Traditional
Samantha	BS Elementary Education	Traditional
Kim	BS Elementary Education	Traditional
Tiffany	BS Elementary Education	Traditional
Cheryl	BS Elementary Education	Non-traditional/second BS

Clark. Clark was a non-traditional student completing certification only in elementary education. He held a previous degree in earth science and worked in the field of science for five years. He was a student at the university center and completed one semester of internship at School A in fourth grade.

Jody. Jody was a non-traditional student completing her degree in early childhood education and special education from the university center. Her certification allows her to teach from infancy to third grade in special education and up to third grade in general education. She had multiple field experiences within early childhood education and special education. She completed only one student teaching internship in the K-12 setting. Eight weeks was spent in regular education in first grade and eight weeks was spent in the special education setting at School A.

Dawn. Dawn was a non-traditional student who completed the certification only program at the university center. She was also enrolled in the Master's Degree in Curriculum and Instruction. She held previous degrees in Kinesiology and Business and had six years of professional work experience in the recreation industry. Dawn completed one semester of internship in sixth grade at School C.

Hannah. Hannah was a traditional student from the main campus who completed her bachelor's degree in early child special education. She participated in multiple field experiences in special education and early childhood settings. She completed a single internship in the K-12 setting in second grade at School C. Unlike Jody, she stayed in the regular education setting, in second grade, during the entire 16 week internship. To meet the special education requirement, Hannah spent a portion of her day with the special education teacher providing instruction in an inclusive setting.

Samantha. Samantha was a traditional student from the main campus who completed her bachelor's degree in Elementary Education. During this research, Samantha was participating in her second semester of internship. Her first was completed during the summer in Samoa in conjunction with the university and was supervised by a professor in the department of Curriculum and Instruction. Samantha was placed in a second grade classroom at School B.

Kim. The semester of this research marked the second internship for Kim. Kim completed her first internship in another state and was supervised by an unknown supervisor from another university. Kim was a traditional student and completed her Bachelor's Degree in Elementary Education at the main campus. She was placed in a third grade classroom at School B.

Tiffany. Tiffany was a traditional student working on a Bachelor's Degree in Elementary Education and enrolled at the university center. The semester of the research, Tiffany was enrolled in her first of two internships, in a third grade classroom at School D.

Cheryl. Cheryl was a non-traditional student seeking her second Bachelor's Degree. She was enrolled at the university center and completed her degree in Elementary Education. She worked five years in the mental health field serving youth. She completed her internship at School D in a third grade classroom.

Interviews

The following is a description of the findings from interviews conducted in December of 2012, with each teacher candidate upon the near completion of the internship. Each interview was conducted separately. Findings from the mentor supervisors were gathered at midterm and at end of semester in December.

The mid-term interviews were conducted in two focus groups; one with two teachers and university facilitator present, the second with the remaining mentor supervisors, including the special education mentor teachers. The purpose for the mid-term focus group was to gather feedback on the implementation of the model for the purposes of making adjustments as necessary and to provide support for the teachers, answering any questions. Additionally, at this meeting, the teachers received training on the expectations on the teacher candidate with regards to lesson planning for the purposes of evaluation and mentoring.

Final mentor supervisor interviews were conducted in pairs. The team of teachers from each site was interviewed together to help construct a full picture of the experience,

filling in parts of the experience for each other. The interviews lasted between thirty and forty-five minutes. The duration of each interview was influenced by the time of the meeting. One team wished to be interviewed before school, giving thirty minutes for the meeting. The remaining two teams interviewed for approximately forty-five minutes each after school. Table 4 outlines emerging themes and patterns from interviews with participants.

Table 4

Identified Themes from Personal Interviews

Teacher Candidate	**Mentor Supervisor**
Co-Teaching • Time • Planning • Instruction	Co-Teaching • Time • Planning • Barriers
Supervision • Frequency • Feedback • Benefits	Supervision • Barriers • Strengths
Embedded Support	Embedded Professional Development

Teacher Candidates on Co-teaching

Teacher candidates were overwhelmingly positive about the co-teaching model with 88% expressing it was an ideal model for the introduction into teaching. The eight teacher candidates mentioned the potential for the model noting many of the positives mentioned by her peers. Among the benefits of the model, the teacher candidates noted

time and duration of teaching, alignment of teaching philosophies and management styles with their mentor and the level and structure of the support offered by the mentor as contributing factors to the success of the co-teaching model of student teaching.

Time. Each teacher candidate was asked to describe the co-teaching experience in each of their classrooms. Seven of the eight candidates felt co-teaching was an ideal student–teaching model as they experienced it. When asked to describe their experiences, each teacher candidate cited the amount of time spent teaching and the duration of their classroom engagement as a positive aspect. Rather than spending a great deal of time upfront observing, teacher candidates learned through participation, which occurred quickly.

Hannah and Tiffany compared their experiences with peers in other schools. Those candidates, they said, spent a longer period of time observing, then slowly took over a subject or a portion of the day, building up to assume all teacher responsibility for a few weeks. After the solo weeks the teacher candidates were weaned off of the class while re-introducing the classroom teacher back to her students.

Hannah shared “it was the best possible model that we could have done” (personal interview, 2012). She described her understanding of the observation period as one where the candidate is “trying to figure out the routines and trying to figure out the strategies they are using, and just the kind of management” (personal interview, December, 2012). For her, she observed only a few days and then began to teach in the classroom. Rather than learn the routines through observation, she was a part of them and learned through participation.

Tiffany compared her peers' experiences to the practicum where she would "watch the teacher, and do whatever, and we'd jump in, do something, then we'd sit back, watch the teacher do whatever" (personal interview, December, 2012). Instead, she said it was perfect, because from the beginning of the year, it was like having two teachers in the room, where they were both engaged in some aspect of teaching all the time.

The immediacy of involvement in class in all aspects of the day, no matter how small, was noted among the teacher candidates. Candidates reported engaging within the first couple of days of the internship in classroom activities and lessons in some capacity. Clark explained how he would record on the white board or document camera as the teacher delivered instruction. This allowed him to be up in front of students, engaged in the teaching while still taking a minor role. He also reported taking over science immediately. This, he said, was due to his previous career working in the science industry. He and his mentor had met in the spring to discuss the internship, set expectations and divide up the planning. For Clark, there was a swifter transition into teaching (personal interview, December 2012).

Dawn also was satisfied with the amount of time she had teaching. "I think it was good because we got to… I get to teach from the very beginning" (personal interview, November 29, 2012). She explained that even though she wasn't sure it was following the co-teaching, she did get started right away. Working side-by-side with the teacher allowed her to build her confidence in front of students in a low-risk environment, "being able to have the students and practice being in front of them… that was positive" (personal interview, November 29, 2012).

For Kim, co-teaching started off well, with minimal observing. Most of the co-teaching opportunities consisted of one teacher teaching and one assisting. However, after a few weeks, she was sent to observe in other's classrooms. She thought this was due to the mentor's perception of her skill. She reported, her teaching time was limited by subject. She explained how she would work with groups during literacy and assumed all social studies, but she had limited opportunities to teach mathematics. This, she said, was due to the change standards and the mentor's uneasiness with expectations. Because of this, Kim did not feel as though she had more time teaching in this model in comparison to her first semester of student teaching (personal interview, December, 2012).

The university handbook, which outlines the expectations for the field experience, suggest teacher candidates spend the first few weeks engaging in observation and small tasks such as taking attendance, correcting papers and "looking for ways to be helpful to the mentor teacher" (University Internship Handbook, 2012). During weeks 3-6, the handbook suggests teacher candidates working at the elementary level begin to teach some subjects. During weeks 6-12, teacher candidates are expected to assume more responsibilities with direction and feedback given from the mentor, taking over primary responsibilities of teaching, planning and assessment. The recommended solo time for teacher candidates is three weeks minimum (University Internship Handbook, 2012). The last month is spent gradually transitioning back to the practitioner assuming all responsibilities (University Internship Handbook, 2012).

Teacher candidates engaging in the CMSM utilizing co-teaching as a structure for the internship reported two to three weeks of solo teaching, but reported some level of participation in many if not most lessons during the remaining time in the classroom.

Additionally, teacher candidates reported many opportunities for solo lessons throughout the semester, as Dawn stated, "l would do lots of lessons on my own but not necessarily from the start to finish day" (personal interview, November 29, 2012).

Though the actual hours spent engaged in teaching were not calculated, teacher candidates reported extensive involvement for the duration of the sixteen weeks. As Hannah stated:

> So I've taken over the classroom for a week and then I will again next week. So I will have taught for about two or three weeks on my own. But still, I think it was good because I'm still teaching every day no matter what and even if I don't have a lesson planned per say, I'm still in there and working with her and I still know the routine (personal interview, November, 2012).

She went on to explain how she is teaching, sharing the teaching load "50/50," throughout the entire experience, rather than sitting in the back of the room and then getting thrown into teaching. This, she felt, was better to be teaching the whole time instead of sitting back and feeling as though she wasn't really involved in teaching (personal interview, November, 2012).

The teacher candidates felt immersion in the classroom from the very beginning gave them more time teaching than candidates in a traditional model. They were able to assume teaching responsibilities quickly with the support of their mentor and felt as though they were a part of the classroom community.

Planning. The teacher candidates reported mixed types of support from mentors in the area of planning. Each mentor-candidate team was provided with a half-day of planning time, paid for by the university, at the first half of the semester when the teacher candidates needed more guidance on planning considerations. None of the teacher candidates mentioned the half-day planning opportunity in their interview. Additionally,

candidate-mentor teams were expected to plan together for a minimum of an hour per week.

Half of the teacher candidates reported limited instruction and guidance on planning for instruction. According to the teacher candidates, planning for those teams included the mentor teacher outlining what needed to be accomplished during the week and assigning planning tasks. Kim described the planning process as “divide and conquer” (personal interview, December 2012). In her situation, she and her mentor would sit down and fill in the weekly schedule. After the schedule was completed, they would divide up who was teaching which subject and lesson. Each would plan individually and the two would come back together and give each other their lesson plans. The teacher candidate reported minimal direction on how to teach the lesson and little feedback on the lesson plan prior to teaching. Kim reported having taught most of the social studies, while her mentor teacher taught the majority of the math. She explained in the instances she was able to teach math, she felt she was not provided the resources for the change in standards and struggled with developing a solid lesson. “I was trying to teach like she was teaching, without looking at the literature and looking at the lessons that they've already said aren't good” (personal interview, December, 2012). Kim did note changes in the standards caused teachers to be in a state of flux as the primary teachers grappled as a team to understand and teach the new standards (personal interview, December 2012).

Dawn also mentioned the time spent formally planning was often focused on filling in the schedule for the week. She and her mentor would each fill in the schedule separately and then meet together to compare schedules. She reported her mentor teacher

did not really write lesson plans. In the beginning, her mentor would discuss with her how he would teach a particular lesson. Dawn would then plan her lesson based on how her mentor described how he would teach, rather than developing her own lessons. Eventually, Dawn was able to plan all of the instruction from November onward through the remainder of her experience. She was able to plan the lessons with her vision and was encouraged to do so. In these instances, she felt her mentor provided more feedback on the structuring of lessons and assessments (personal interview, November 29, 2012).

The other four teacher candidates reported more structured interactions with their mentor teachers in planning. Tiffany mentioned planning as strength in her student teaching experience:

> Planning wise it was a lot easier because we were doing everything together and were able to feed off each other's ideas, and obviously she knows more than me so I was able to get her expertise, and I had everything I learned in college so she was able to steal that (personal interview, November 26, 2012).

She and Audrey planned together on a weekly basis, describing how in the beginning, Audrey took the lead in the planning, especially in terms of developing "ideas." The mentor guided the learner in the planning process and planning considerations. As the semester progressed, the roles in planning shifted, with Tiffany taking on the lead in the planning. Additionally, during their weekly meetings, the roles of each teacher were delineated. They went into each lesson with a clear idea of who was doing what within the lesson. She described how she was given the opportunity to restructure the lessons within the math curriculum to meet the needs of the "lower switch group," in order to give the students more time on a given skill, versus skipping around, as it is laid out in the math materials. Audrey supported her by gaining the support of her teammates and

principal and giving feedback on the lesson designs (personal interview, November 26, 2012).

Hannah described a similar experience with her mentor, Claire. At first, Hannah taught lessons Claire had planned. This allowed Hannah to get involved in the teaching right away with quality lessons, where she could focus on teaching and management. The two would sit down every couple of days and look at the schedule and the curriculum to develop the plans. She described how Claire would "lead her in the beginning" (personal interview, November 27, 2012). Claire then gave her planning responsibilities for lessons and then subjects. The subjects may have changed from week to week, based on who wanted to plan what. As they two became more comfortable with each other, the formal sit down became less formal. Planning became talking throughout the day, where they didn't formally record everything. They would decide who wanted to teach each lesson throughout the day, and Hannah would write up her plans. At this stage, Hannah reported Claire did not go over all of her plans to make sure she had every component, but gave her the leeway to make her own decisions (personal interview, November, 27, 2012). The lesson planning, then, went from formal to informal over the course of the semester.

Samantha also described highly supportive approach to planning. She and her mentor planned once a week for the week ahead, often staying until the evening hours. She described a scene where they pushed together desks and laid out all of the curriculum resources and planned out the lessons for the week together. As the semester progressed, Samantha took on more of the planning, providing her completed plans to her mentor teacher for review prior to teaching. Additionally, they kept track of the co-teaching strategies employed by using the chart provided to them. This helped to keep them

accountable to trying co-teaching strategies on a regular basis, and kept them alert to over-using one strategy, which may not favor the development of the teacher candidate (personal interview, November 29, 2012).

For Jody, the regular planning provided her with the extra support she felt she needed. The two planned every day after school for the next day and the next week's reading switch. She noted they did not write complete plans, but rather she described filling in a chart with key words and sentences to guide the lessons. In the beginning, Jody said Beverly took the lead in planning the lessons, talking through the lesson content and structure with Jody. Eventually, Jody described how Beverly "forced her into it" (personal interview, November 30, 2012). Jody said she did not feel comfortable in planning and described how she was worried her lessons would not flow they way Beverly's did. She also described how Beverly urged her to find her own flow, and to just "go." This was hard for Jody, but after some adjustments she felt more comfortable with herself, her lessons, and attributed some of that to Beverly, for her continued ongoing support throughout the planning process (personal interview, November 30, 2012).

Jody also engaged in co-teaching with her second mentor in the resource room. Planning was not an issue in the resource room, because of the district's required scripted curriculum. They were required to be on a certain lesson each day and there was no room to stray from the pacing chart for the resource students (personal interview, November 30, 2012).

Within the classroom mentoring structure of the student teaching, the teacher candidates expressed mixed levels of mentoring in planning. Ranging from planning in isolation to almost daily planning, the level of support varied greatly. Teacher candidates

completing their internship in primary grades indicated more time spent co-planning and more oversight by the mentor of their independent planning. With the exception of one candidate placed in third grade, teacher candidates placed in the intermediate grades reported less guided practice in lesson planning. No teacher candidate expressed dissatisfaction in the planning process.

Instruction. Dawn and Jody commented on the structure of the co-teaching model as a good model for slowly developing instructional skills. They noted the time at the beginning doing small portions of the lesson with their mentor allowed them to get up in front of the class and build confidence so when they were taking over whole lessons, subjects and ultimately solo teaching, they had the confidence to teach. They were able to focus on the lesson and not nerves. Jody explained,

> I think it was easier for me, you know, as a student teacher, to, you know, go with the co-teaching than to be left on my own, where you just observe and then you teach the last three or four weeks. It made me feel more confident in being able to teach, having the co-teacher and having the feedback. And we got feedback, we got immediate feedback right away, like, hey, that was a great lesson (personal interview, November 30, 2012).

Having the mentor in class with her co-teaching helped Cheryl to improve her instructional skills and kept her from causing confusion with students. She provided an example, "She noticed that I used a science term but I didn't say anything about that science term. She would jump in say 'oh boys and girls didn't we just hear that term in our science lesson yesterday?'" (personal interview, November 28, 2012). The mentor was able to model the subtle nuances of teaching through modeling within the co-teaching structure.

Hannah and Dawn both reported how the co-teaching strategy of stations benefited their development of instructional strategies. For Dawn, because the strategies

were clearly described and the teams were urged to try them, she was able to practice small group differentiated strategies for reading through developing stations. Stations were new to her mentor teacher. Without the requirement of trying all of the co-teaching strategies, she might not have had the opportunity focus on small group differentiation. She explained,

> I suggested it and he was keen. I've been suggesting for a couple of months you know what I mean? I had to prompt. But I wanted to do fluency and comprehension and phonics and some sort word study. Part of that also was working with the resource room teacher. She's actually required to do direct instruction in the room because it's an all-inclusive room and right now that has really been happening (personal interview, November 28, 2012).

Dawn went on to describe how she was able to take a leadership role in developing balanced literacy stations while leading the collaborative efforts of three other teachers, her mentor, the resource room teacher, and Hannah, the second teacher candidate who completed her special education requirements partially in Dawn's sixth grade classroom. Dawn was able to practice differentiation strategies while learning how to develop the various components of a literacy program.

Hannah also benefited from the required co-teaching strategies. Like Dawn, she and her mentor utilized stations. "Well mostly we did stations a lot so that was great. We'd do that, stations, with math, usually three times or at least twice a week. So that was a great one so that one was independent, I had one; she had one, so that worked perfect." Sometimes the groups were differentiated and sometimes just having a small group of children was enough to provide differentiation within the group. She described how she learned how to work with small groups of students while others engaged in independent activities. Requiring the co-teaching strategies allowed her to also envision how it might look in her own classroom.

Samantha and her mentor really utilized the strategy of co-teaching lessons, each weaving in and out of the lesson. In math, during classroom discussion, Claire might have a student come up to share their work and Claire would model questioning strategies. They would then switch off and Samantha would lead the next sharing of work, following Claire's model. Claire might jump in if Samantha struggled with a question or missed an opportunity. This allowed her to safely practice content specific discourse without sacrificing learning opportunities for the students (researcher observation conference, October 10, 2012). It also helped Samantha to "internalize" the questioning strategies (personal interview, November 29, 2012).

When asked about instruction and how the co-teaching strategies supported her development of instructional skills, Tiffany felt as though she grew in the area of assessment. She described how the two would seamlessly move in and out of co-teaching a lesson together. This was a regular and normal Tiffany explained,

> Well, even now we have our own record of our student performance, like I keep it especially for math and really try to keep a close eye on them and she does the same for like report cards and we have kind of a double check system with each other. And we are also able to just like informal assess, where I have a feeling like where this students not really getting it just from observations in class and then she's like yeah I noticed that too and we're able to collaborate on how to help them (personal interview, November 26, 2012).

Because they were both intimately engaged in the teaching, they were both able to collect ongoing data. Through regular discussion of student performance, Tiffany grew her repertoire of strategies for interventions, re-teaching and extending through her regular discussions on student performance.

Not all teacher candidates discussed growth in instructional skill as a product of co-teaching. Of those who did, four were also the candidates who reported regular and

ongoing support in planning for instruction. The fifth candidate reported minimal formal co-planning, but extensive discussion throughout the day. The teacher candidates who perceived the most support through co-planning and implementation of co-teaching strategies referenced their own growth in instruction. Two teacher candidates who either did not reference growth or the mention was minimal were both non-traditional, Bachelor's degree holding teacher candidates who noted their strengths and confidence as the primary reason for their success in using the co-teaching model and in their internship as a whole. The final teacher candidate noted struggles within her internship and lack of confidence in her abilities (personal interviews, November and December, 2012).

Teacher Candidates on Supervision

Each teacher candidate had a university facilitator and a site-based mentor supervisor. The role of the supervisor was to act as a liaison between the university and the schools, by communicating expectations to all, clarifying roles and responsibilities and to ensure the student teaching experience did not interfere with the learning of the school-aged children. Additionally, the supervisor supported the teacher candidate and the mentor by observing the teacher candidate and providing feedback on their teaching, facilitating communication, resolving conflicts and advocating for all participants. The university facilitator served as a teacher and evaluator (University Internship Handbook, 2012). In the CMSM, the university supervisor was named a university facilitator and engaged in all aspects of the supervision as outlined in the handbook and assumed primary responsibility for facilitating and implementing the evaluation process.

In the CMSM, each teacher candidate also had a site-based supervisor named a mentor supervisor. This supervisor was located within the building and also hosted a

teacher candidate within his or her own classroom. A half-day mentor training accompanied the co-teaching training. During the mentor training, mentor supervisors along with the two of the university facilitators, received training on mentoring expectations such as the number of required observations, observation forms used and the observation cycle. The participants watched a video of a mentor and mentee engaged in the observation cycle, analyzed the mentor actions and reviewed the mentor language. Each participant had the opportunity to practice mentoring conversations through role play scenarios. Questions and concerns were addressed in this meeting. All expectations, timelines, guidelines and forms were provided in hardcopy form to the mentor supervisors and university facilitators. Additionally, supporting documents were provided to aid in the mentoring conferences.

University facilitator. According to the university's handbook for student teaching, university supervisors are required to observe the teacher candidate a minimum of four times over the course of the 16 week internship (University Internship Handbook, 2013). In addition, the traditional supervisor, which in this research is called the university facilitator, also conducts an initial conference to set expectations, guidelines and orient the mentor to the requirements of the internship and provide resources. The facilitator is required to conduct a mid-term with the each teacher candidate and was also asked to include the mentor teacher and the site-based mentor supervisor in this discussion. The same expectation was set for the final evaluation.

Frequency. Teacher candidates reported a variation of number of observations by their university facilitator. Candidates at School D shared the same university facilitator and reported three observations each. Supporting documents from Cheryl show she was

observed by the university facilitator four times. According to submitted documents, Cheryl was observed twice in October and twice in November. The October observations occurred five days apart. The time between her second and third observation was four weeks and three weeks and a day separated her third and her fourth. However, documentation indicated Tiffany was observed four times by the university facilitator over the course of the semester. She was observed once in September, twice in October and once in November. Two weeks separated her first and second observation, her second and third observation and her third and fourth observation. Three weeks and a day separated her final two observations. Table 5 depicts observation occurrences for teacher candidates at School D.

Table 5

Observations Conducted by University Facilitator at School D

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**	**Obs. 5**
Cheryl	9-28	10-9	10-23	11-6	11-28
Tiffany	10-3	10-5	11-6	11-28	X

At School A, Jody reported having been observed by her university facilitator three times in regular education and twice in special education. Documentation provided by the facilitator supports two general education observations and two special education observations, for a total of four observations. The first two observations were ten days a part. Observation two and three were twenty-nine days apart and observation three and four were thirty-five days apart. Clark was also observed by the same facilitator and reported four observations. This was substantiated through documentations supported by

the university facilitator. The first two lessons occurred two weeks apart. The second and third were three weeks and four days apart. The final observation occurred four weeks later. For both teacher candidates, the first observation occurred at the end of the fourth week of school. Table 6 shows the dates of observations for teacher candidates at School A.

Table 6

Observation Conducted by University Facilitator at School A

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**
Clark	9-28	10-8	11-6	12-11
Jody	9-28	10-12	11-7	12-5

Teachers at School C and School B reported more observations conducted more often. Both Hannah and Dawn report a minimum of six observations by the University facilitator. Documentation provided supports six observations each. The first observation for each teacher candidate occurred in the third week of school. Three weeks separate the second from the third observation for Dawn, with her next two observations occurring weekly. The final observation occurred on November 14th, two weeks after her last observation. Hannah's third observation occurred one week after the second observation. She was observed every other week for her remaining observations, with her final occurring on November 14th. The final observation for each teacher candidate by a university facilitator occurred one month before the completion of their internship.

Supervisor A also served School B Elementary. Samantha reported having been observed a minimum of six times, which was supported through documentations supplied

by the university facilitator. Samantha was observed twice in September, with the first observation occurring in the second week of school; twice in October and twice in November. Observations were approximately two weeks apart through mid-November. Kim reported observations occurring twice per month. This was substantiated through documentation supplied by the university facilitator. Table 7 shows the dates of observations for teacher candidates at schools B and C.

Table 7

Observations Conducted by the University Facilitator for School B and School C

	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	Obs. 6	Obs.7
Dawn	9-20	9-26	10-17	10-20	10-23	11-14	x
Hannah	9-20	9-27	10-4	10-17	11-1	11-14	x
Samantha	9-13	9-24	10-3	10-16	11-1	11-16	X
Kim	9-13	9-24	10-3	10-16	11-7	11-6	11-26

The number of observations varied by facilitator. Two of the university facilitators made the minimum number of observations required. Mentor supervisors at these sites made the minimum number of observations required, or fewer. Teacher candidates at these two sites felt supported, however the two teacher candidates who were not observed until October but heavily observed in November stated they would have liked more frequent, consistent observations throughout the experience. Teacher candidates at two sites received more than the minimum required observations from the university facilitator and at least the minimum number of observations by the mentor supervisor, expressed satisfaction with the number of observations and the frequency.

These teacher candidates felt positive about the level of support and shared responsibility of their two observers.

When asked how comfortable each felt being observed, all stated emphatically they were very comfortable to be observed and receive feedback as they entered the profession of teaching; all rating their level of comfort ability at least at a seven on a scale of 1-10.

Jody expressed the most trepidation at the beginning,

> Now? I feel really comfortable being observed because I've had it so much. At first? Not so comfortable. I didn't really like having people come in and observe me. I'd rather they just come in without me knowing, and knowing ahead of time, because it made me nervous, and... made me critique myself a lot harder, and take their criticisms really hard, and now doing observations has just made me filter what I can use and what works for me (personal interview, November 20, 2012).

When asked how she felt about taking constructive feedback, she continued,

> It's a lot easier than at first, 'cause I can have that filter, to like, okay, what they said, works, or partially works, and some of this does not work so well for me. But I could probably use this information for- later use (personal interview, November 20, 2012).

Jody went from being very upset by feedback in the beginning to being able to digest it For immediate use or application in the future.

Clark evolved over the semester as well. Though he expressed confidence in himself from the beginning, his attitude towards observations and feedback evolved.

> One of the more nerve-racking thing when we started teaching is not the students in front of you it's when other people come in and… you know that students are very forgiving. And how you teach when you have someone else in the room…they're looking at your techniques and things like that. I was really that nervous at the beginning but you get accustomed to it (personal interview, November 29, 2012)

Clark had five people over the course of the semester observe him at some point. As time went on, he began to realize those observing were there to help him grow as a teacher.

> You have your plan ready to go. And you execute your plan. And then you evaluate it decide what went on well and what you could do better. And it's just down to me and you and I didn't feel like I had to do this grand whole dog and pony show every time someone walked into my classroom. I could just keep going and going.

He elaborated further,

> But I get people coming in sometimes two or three times in one week and you're not going to do that, be able to get those types of lessons. And so it is more real feedback and more real understanding of where the teaching is at on a day-to-day basis (personal interview, November 29, 2012).

The observation and feedback, then, became a regular occurrence. It was not viewed as an intimidating abnormality, but a regular part of teaching and learning.

***Feedback*.** Each teacher candidate mentioned feedback provided on their lessons by the university facilitator. All teacher candidates felt as though some of the feedback was useful in making improvements in teaching, but the degree as to the usefulness of the feedback was not unanimously felt.

Dawn noted the support she received was very much focused on classroom management. Her supervisor, she said, made good observations, but her suggestions for feedback were not always well received by her cooperating teacher. She noted her mentor had a much more relaxed style and allowed more behaviors than her supervisor wanted to see. She noted the noise level was a concern for her facilitator, but also said the noise level was acceptable to her mentor teacher. The suggestion provided to her was to use points to reward desired behaviors. The mentor teacher was not in agreement with the point system. Dawn did try to use the point system but didn't feel it was effective because of the lack of support and follow through. She noted the only instructional feedback she received from the university facilitator was "good job" (personal interview, December 2012). She expressed she would have liked more constructive feedback on her

instructional skills and strategies and noted the feedback she received in this area was from the observation conducted by the researcher. She did, however, feel as though the facilitator was supportive, positive and shared management strategies she could take with her to future jobs.

Hannah shared the same university facilitator as Dawn. She also said the feedback was focused on classroom management, but with an emphasis on management for engagement. Hannah said she did a lot in small groups. Facilitator A focused on engagement within the group,

> I learned with (Facilitator A) making sure they're always engaged and I did a lot of small groups with my things so she was always having me make sure that the groups were small enough that there is not too many kids and they're not off task (personal interview, December 2012).

Hannah reiterated the good advice Facilitator A gave her on classroom management by providing an example where her facilitator questioned her decision to stop a child who seemed off task: "So telling me you told him not to keep drawing why would that have been bad if he actually had been drawing? It probably would have kept him quiet until we started the next thing." Hannah felt the feedback was general and could carry over from lesson to lesson, such as the number of children in a group, or making sure students were always doing something. As for instructional feedback, Hannah said her facilitator gave her advice on small matters to "tweak" the lesson. No specifics were mentioned in the personal interview.

Samantha and Kim shared the same facilitator as the teacher candidates at School C. Both teacher candidates were very positive about the support they received from the facilitator. Samantha explained the feedback from the facilitator was helpful for classroom management purposes. She noted the advice given was to be consistent in her

behavioral expectations and to follow through (personal interview, November 29, 2012). Kim also felt the university facilitator focused on the classroom management issues and student engagement, and provided her with some "different student engagement strategies" (personal interview, December 2012). She noted the positive tone of the observations and feedback, stating, "she focused on what I did well and what I needed to work on in the lessons themselves" (personal interview, December 2012). Additionally, Kim commented on how she did not always feel very positive herself about her teaching and the university facilitator tried to keep her "from beating up" on herself (personal interview, December 2012). In this sense, the moral support was provided through positive, constructive feedback.

Dawn, Hannah, Samantha and Kim all conferred with their shared facilitator after each observation and written documentation of the observation was provided to them after each lesson.

Cheryl was located at School D and had Facilitator C as her university facilitator. She was positive about the feedback provided by Facilitator C. Of particular note was the focus on the design of the lesson. "(Supervisor C) observed a lesson and she had said that my introduction to my lesson was not strong enough. She told me how she introduced her lesson which was a very structured approach" (personal interview, December 2012). Her take away was to have a solid lesson, one must have a strong beginning and a strong ending. The result for the teacher candidate was scripting the beginning and the endings of her lessons. Additionally, this teacher candidate appreciated the feedback on her lesson plans, coming from the perspective of a building principal (personal interview, November 28, 2012). She stated, however, the majority of the feedback was on classroom

management. This feedback was appreciated. Cheryl noted her learning on classroom management throughout her preservice program was theory and she did not have much opportunity to practice. Her current class, she said, was a tough class, so she appreciated the feedback in classroom management (personal interview, November 28, 2012).

Tiffany shared the same university facilitator as Cheryl. She described how feedback from her first two observations was focused on classroom management issues and her last two were all "just positive so I kept on doing what I was doing" (personal interview, November 26, 2012). She said she did not receive constructive feedback on instruction other than minor adjustments. From the university level, she reported the only constructive feedback she received on her lessons came from the researcher. She attributed this to a poor lesson and stated, "(Supervisor C) got all the good lessons" (personal interview, November 26, 2012). Tiffany and Cheryl conferred after each observation with their shared facilitator and documentation of each observation was provided to them.

Jody and Clark shared a university facilitator. The facilitator also served in the capacity of adjunct instructor for methods and has had both teacher candidates as students in his course. Jody reported the feedback received from her facilitator was focused on instruction and management. She noted feedback about adjusting the volume of her voice, giving examples in her instruction and adding variety to her reading strategies as examples of feedback received (personal interview, November 30, 2012). Clark described the feedback in terms of instruction. He said he often had at least forty five minutes of debrief with his facilitator and described the conference as conversational, noting he was able to discuss his ideas with his facilitator and bounce ideas back and forth. With both

Clark and Jody, the facilitator conferred after the observation and provided written feedback in the form of a narrative (personal interviews, November 2012).

Five of the eight teacher candidates reported the feedback provided them by the university facilitator was mostly centered on classroom management. Feedback on instruction was reported as less frequent, and focused primarily on student engagement, which for several was tied back to the classroom management. According to one teacher candidate the instructional feedback she received was in the form of a "good job," leaving her to continue what she was doing, rather than grow her skills (personal interview, November 26, 2012). The remaining three primarily noted feedback on instruction. For one teacher candidate, feedback focused on lesson design, for the second on trying different strategies and for the third the feedback resulted in collaborative engagement with the facilitator around instruction.

The number and frequency of observations and the types of feedback provided varied from candidate to candidate and from facilitator to facilitator. Teacher candidates receiving plentiful feedback on instruction did not view this as a sign of poor teaching but as a means to continued improvement. Teacher candidates receiving minimal feedback on instruction viewed the lack of feedback differently. In one teacher candidate's eyes, she viewed those as good lessons as compared to the observation by the researcher, who provided constructive feedback on a quality lesson. Another teacher candidate questioned her teaching and only heard negatives when, in fact, little instructional constructive feedback was provided.

Mentor supervisor. Site-based supervisors were provided to each teacher candidate. The site-based supervisors served as a mentor to a teacher candidate in their

own room and served as a supervisor to a second building teacher candidate. Mentor supervisors were asked to observe a minimum of four times, as outlined in the University Handbook (Student Teaching Handbook, 2012), but were urged to attempt to observe every other week. Teachers were provided the university link to the Handbook and were expected to participate in the mentor training before school started and at the mid-term. Supervisors were provided with a timeline of responsibilities, observation templates and post conference forms. Additionally, supporting documents were provided to assist in understanding the structure and language of mentoring conferences. Notecards with mentoring language as well as an outline for a mentor conference were also provided.

Frequency. The number of times each teacher candidate was observed by their site-based mentor supervisor varied depending on the site. The mentors reported miscommunications from administrators, scheduling difficulties and simple forgetfulness impacted the amount of observations conducted.

At School C, the teachers were told by their principal they were not allowed to leave their teacher candidate in the room by themselves (focus group interview, October, 2012). Though the CMSM was supported by the building administrator in the spring of 2012, the principal changed over the summer. This change was not announced and the researcher was unaware of the change in administration until the end of August. Many attempts were made to connect with the administrator prior to the school year, but contact was not ultimately made until October. Due to the misinformation, the team reported supervision commencing after the midterm in October. However, artifacts show observations began in September (observation notes, September 2012.) Dawn reported four or five observations during the internship. Hannah also reported four observations

from her mentor supervisor. Dawn's mentor supervisor, Claire, observed twice in September and twice in October. Mark provided documentation for four observations. Two occurred in September and two in October. It was noted by Hannah that Mark conducted other "drive by" observations in addition to the formal observations (personal interview, November 27, 2012). Documentation of those lessons was not provided. Tables 8-11 show the dates of observations made at each school by mentor supervisors.

Table 8

Dates of Observations by Mentor Supervisors at School C

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**
Dawn	9-13	9-27	10-18	10-29
Hannah	9-12	9-25	10-18	10-22

Clark did not note any difficulties in scheduling observations with Beverly, and noted she observed four or five times over the course of the semester. Documentation of the observations was supplied by the teacher candidate for one observation which occurred in September and a second in November.

Table 9

Dates of Observations by Mentor Supervisors at School A

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**
Clark	9-19	X	11-8	x

Observations by the site-based mentor supervisors did not begin until after the mid-term at School D Elementary. Tiffany reported having been observed three times by

her mentor supervisor, receiving written feedback for one observation. The documented observation occurred in October. Cheryl reported four observations from her mentor supervisor. This was substantiated through written documentation of the observations supplied by the teacher candidate. Cheryl was observed once in October and three times in November.

Table 10

Dates of Observations by Mentor Supervisors at School D

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**
Tiffany	10-17	X	X	X
Cheryl	10-17	11-26	11-19	11-28

Teacher candidates at School B reported more frequent observations by site-based mentor supervisors. Kim wasn't sure how many times she had been observed, and guessed four or five times. Documentation supplied by the supervisors show Kim was observed seven times by her site-based mentor supervisor; Once in September, three times in October, and three times in November. Samantha reported being observed six or seven times by her site-based mentor supervisor. The frequency of observations was substantiated through documentation of observations supplied by the mentor supervisor. Samantha was observed once in September, three times in October and three times in November.

Table 11

Dates of Observations by Mentor Supervisors at School B

	Obs. 1	**Obs. 2**	**Obs. 3**	**Obs. 4**	**Obs. 5**
Kim	10-17	10-30	11-1	11-16	11-8
Hannah	10-17	10-30	11-1	11-16	11-8

Feedback. Six of seven teacher candidates with participating mentor supervisors felt the feedback received from their site-based mentor supervisor was beneficial to their professional growth as a teacher while two of the eight noted they were not able to implement the feedback within their internship sites but felt the feedback would be useful for future situations.

Claire served as supervisor to Dawn. Claire attended the co-teaching and mentor training in the fall. She also attended the focus group discussion and training at mid-term. Claire completed observation forms but chose not to use the post-observation Collaborative Assessment Log (CAL). No documentation of post conferences was submitted. At the mid-term observation notes were not submitted, however she noted at the mid-term training she had not had much opportunity to observe due to miscommunications.

Dawn reported Claire provided her written feedback of her observations but they were not able to debrief any lessons. However, on one occasion, a conversation occurred while waiting for a staff meeting to begin. According to Dawn, feedback provided on her lessons from Claire was positive, noting what she was doing well: “they were all positive and that’s great, but, you know I didn’t hear positive stuff, because I’m not very nice to

myself" (personal interview, December 2012). She also commented she would have liked a deeper level of specificity in the comments, which may have come out in dialogue. In addition to positives, Claire had suggestions for her for classroom management, but noted the differences in teaching styles between herself and Dawn's mentor. She was aware the suggestions may not work with the preferences of the hosting teaching and therefore, the suggestions were not implemented in class (personal interview, 2012).

Mark served as supervisor for Claire's teacher candidate, Hannah. Mark was not able to attend the co-teaching or mentoring training provided before the start of the school year. Due to compacted schedules, the researcher, instead, was given thirty minutes to summarize the expectations of the mentor supervisor. There was no time for mentor training, however training materials were provided. Mark used his own observation forms rather than the optional templates provided. He did not use the required CAL for post-observation conferences and no other documentation of post-observation conferences was provided. At the mid-term, Mark did not submit any observations due to miscommunications between the researcher and the administration.

Hannah and Mark, though they did not have opportunities to pre-conference, were able to debrief after each lesson. Hannah described Mark's feedback as specific to each lesson, "Mark would give me little tweaks to make the lesson better"(personal interview, November 27, 2012). She noted specifically receiving feedback on academic language specific to the content, such as in math, using the term "value" when teaching place value concepts, things she said she learned in her methods class, but she didn't think of when teaching. Additionally, she noted Mark was less formal, more relaxed and would often stop in, without a specific time identified. Hannah felt he was more focused on the

specific lesson, the nuances and small picture of her teaching, giving suggestions to improve the specific lesson observed (personal interview, November 27, 2012).

At School A, Beverly provided site-based supervision to Clark. Beverly attended co-teaching and mentoring training in August and also attended the focus group discussion and mentor support at the mid-term. Although observation templates were provided to her, Beverly chose to use her own observation for when observing Clark. Beverly did not complete the required post-observation CAL, and no other documentation was provided for the post observation conference. Additionally, no observations were submitted at the mid-term collection point. However, observations were collected along the way after the mid-term.

Clark described his feedback from Beverly as complimentary in nature rather than constructive feedback. When pushed to elaborate Clark said,

> Beverly looked at it like, 'boy wish all the other teachers could come into school and see that lesson… they could see how you integrate science and reading and writing so easily together.' So it was more she was looking at it as work in these techniques could be brought into the school as compared to how can I make those techniques better (personal interview, November 29, 2012).

When asked if Beverly provided any constructive feedback, Clark stated she would suggest small things to make the lesson go better, such as how to arrange the students so the lesson would go more smoothly. He also stated her compliments were constructive feedback, in that the comments served to reassure him he was making good instructional decisions with techniques and strategies (personal interview, November 29, 2012).

Cheryl was supervised by Audrey. Audrey attended both the co-teaching training and the mentor training at the beginning of the year. She also attended the mid-term focus group discussion and mentor support. Audrey used both her own observation forms and

the templates provided. She also completed the CAL, documenting her post-observation conferences with Cheryl. Audrey submitted no observations at the mid-term collection point.

Cheryl was observed four times by her site-based mentor supervisor. She felt the feedback was good. In particular, she noted Audrey's ability to provide specific feedback on strategies to use with particular children.

> I felt like Audrey's feedback was a little bit more beneficial because she's here in the school. She knows the kids, she knows the exact problem areas that our particular grade level has and which kids need extra support and which don't. She could spot strategies that I was using for those particular reasons (personal interview, November 28, 2012).

Because Audrey had an intimate knowledge of the school, the grade level and the culture in the building, she was able to provide Cheryl with specific feedback applicable to the exact moment in time and to the exact student. This, Cheryl explained, was a definite strength of the CMSM.

Tiffany's site-based mentor supervisor was Irene. Irene did not attend the co-teaching training or the mentor training at the beginning of the school year. The researcher met with Irene separately at her school within the first week of school. The meeting lasted an hour and summarized the co-teaching model, outlined the expectations for the mentor supervisor and provided resources for mentoring and observing. There was not time to provide mentor training. Irene did attend the mid-term focus group discussion and mentor support. Irene used her own observation form for one observation. The required post-observation conference form was not used to document conferences. No documentation of post-observation conferences was submitted.

According to Tiffany, she was observed three times by her site-based mentor supervisor. She responded she only met once with her mentor supervisor to discuss a lesson post observation. In the conference, the feedback she received was the thinking she was requiring of the students was too much. The students weren't getting it (personal interview, November 26, 2012). During a second observation, when the students were grappling with a math problem and not immediately coming to an answer, Tiffany reported her supervisor jumped in to the lesson because, as Tiffany perceived it, she wasn't giving them the answer or telling them how to do it. "So she came up and started teaching because they weren't getting it right away and I just kind of stepped back and let her do it which was fine… but it wasn't what I was after" (personal interview, November 26, 2012). For Tiffany, the feedback indicated either the teacher did not understand the purpose of the lesson or did not agree with the teaching philosophy of allowing children to grapple with ideas. Other than those two episodes, Tiffany reported feedback on classroom management as positive, noting Irene liked her management style and was encouraging (personal interview, November 26, 2012).

Julie served as the site-based mentor supervisor for Kim. Julie attended the co-teaching training and the mentor training before school started in August. She was unable to attend the focus group with the other mentors. Instead, a one- hour session was provided for her and her teammate, who was also unable to attend. Julie used observation forms provided by the university facilitator rather than the observation templates provided to her. She did complete the CAL after each observation debrief. Julie submitted completed observations as requested at the mid-term meeting.

Kim was very positive about the support she received from her mentor supervisor. Kim's student teaching experience was affected communication barriers, For Kim, having a supervisor on site provided her with immediate support and a safe individual with whom she could connect on a regular basis. For Kim, her site supervisor helped to give her perspective on her teaching and teacher development over time.

> I would process through with her. What am I doing with this? Am I doing any better with this? And she'd encourage me to be less hard on myself…about a lot of it, because I... I was sort of feeling like I'm a horrible teacher, and she was able to tell me, no, like, here's how you would fix this or how you could do that or whatever. Like, she was really able to, um... just sort of help me look at it in, like, big picture thing, um, you know (personal interview, December 2012).

Receiving the support from a current practitioner outside of the situation helped to convince her, the skills would come with time and practice. In addition to moral support, Kim felt the feedback she received from Claire focused more on student engagement in the lessons and less on classroom management. She also discussed how Julie would help her work through the pacing and the flow of the lessons (personal interview, December 2012).

At the same site, Melissa provided supervision support to Samantha. Melissa attended the co-teaching training in August and a portion of the mentor training. She was unable to attend the focus group discussion and mentor support with the other mentors. Instead, she and her teammate were provided a one hour meeting to review expectations, collect feedback and provide some training. Melissa used observation templates provided to her by the university facilitator rather than the provided observation templates. She did complete the CAL after each post-observation conference. Completed observation documentation was turned in as requested at the mid-term.

Samantha did not share much about her observations with Melissa, only noting the feedback was primarily classroom management based. They discussed her voice in particular. She noted Melissa provided her with positive feedback about her personality match with teaching (personal interview, November 29, 2012).

Benefits of a mentor supervisor. The teacher candidates unanimously expressed positive comments about having a practitioner as a supervisor. The mentor supervisor provided them with encouragement, support, immediate access and a friendly face in the building. They each felt as though the CMSM should continue and be extended to other teacher candidates.

Several teacher candidates expressed one benefit of a site-based supervisor, was the accessibility for help. In the instance of an issue or want of advice, the teacher candidate did not have to worry about setting up a meeting with the facilitator but could immediately go to the site-based mentor for assistance. As Samantha said, "I think just having them here you're able to go and talk to them about your lesson so instead of having me having to go email someone" (personal interview, November 29, 2012) she was able to find her supervisor in the building and get immediate advice and feedback. Jody also valued having someone in the building whom she could easily access for assistance. She described it as such, "having someone in the building, having him in the building that I could just run to, like hey, for a quick moment can you talk to me about this? It was helpful" (personal interview, November 30, 2012).

The accessibility of the mentor supervisor encouraged authentic professional dialogue which transcended the role of student. The teacher candidates found themselves immersed as a participant in the lived experiences of teachers. Within that culture,

professional dialogue characterizes communities of practice. Because they had forged a relationship with their supervisor, and because the supervisor was a regular participant in their community of practice, teacher candidates found themselves seeking out their supervisor for professional conversations and input on their teaching.

Hannah discussed how she was able to observe her supervisor teaching in his classroom. Because she also completed her special education internship simultaneously, she worked in her supervisor's room on a daily basis and was able to observe him teach. Understanding his teaching style helped her to better understand his perspective when providing her feedback, because she could actually see what he was talking about. "It is good to get both perspectives and get a happy balance," (personal interview, November 28, 2012) she said, describing comparing feedback from her mentor and her supervisor.

Additionally, while the teacher candidates overall appreciated and valued the feedback from the facilitators, the perspectives of current practitioners were perceived as more relevant to the real world of teaching. As Clark stated,

> I know that if I was having a situation where I was uncomfortable with (my mentor) or something was going on there I could have gone and talked to someone else about it and said 'hey this is what's going on but what should you do in this relationship?' How it looks at the school is not necessarily coming at it from the University of point of view.

Clark valued the input of practitioners who were living the same day-to-day he was.

A second teacher candidate was straight-forward,

> Having feedback from someone who is teaching in the here and now is easier to accept than somebody you don't really know anything about. You don't know what they were like as a teacher. You don't know. You know I don't know who they are from the man in the moon" (personal interview, November, 2012).

This teacher candidate went on to express respect for the facilitator, but said the current practitioners had built in credibility because of their current status as a teacher.

Cheryl also mentioned the hierarchy of relevance when she discussed the differences between her facilitator and her supervisor.

> I felt like Audrey's feedback was a little bit more beneficial because she's here in the school. She knows the kids she know the exact problem areas that our particular grade level has and which kids need extra support and which don't. She could spot strategies that I was using for those particular reasons" (personal interview, November 28, 2012).

For Cheryl, it wasn't just that Audrey was a practitioner, it was the contextual knowledge one could only have through collaborative ongoing relationships which made the feedback all the more relevant. It wasn't that her facilitator wasn't valued, but that her mentor supervisor brought a perspective only she could bring.

Finally, teacher candidates expressed gratitude for having someone else in the building they knew was rooting for them; someone outside of the classroom for whom they could go to for encouragement and support. One teacher candidate discussed her mentor supervisor's room as a safer place to sit and cry, whereas she did not feel it appropriate to do so in her own classroom. A second teacher candidate described how if she hadn't have had a supervisor on site, "I wouldn't have had that constant daily interaction with another person who was invested in my learning" (personal interview, November, 2012). Not feeling secure in her situation, her supervisor,

> Was super encouraging, and she would talk to me and she would talk things out with me and she, you know, really let me talk, and also tell me, you know, how she was feeling, and I think that…it was really nice to have her in my school because it was a real connection. She was actually able to see me from a day-to-day basis (personal interview, November, 2012).

Mentor Supervisor on Co-teaching

Time. Mentor teachers also acknowledged time as a contributing factor in the development of teacher candidates. However, the perspectives varied from teacher to

teacher. Teacher comments about time centered more on themselves and their students, with only some consideration given to the teacher candidates themselves.

Mentor teachers at two of the four sites felt as though engaging the teacher candidates from day one was ideal for their class and for the candidates' development. They noted the expedited interaction as beneficial for them as teachers, specifically for the purposes of better meeting the needs of the students in class. Each noted as a positive, the ability to pull small groups, work one-on-one and assess students. At a second site, the participating mentor supervisor was a first grade teacher. She was one of two teams hosting an eight week teacher candidate in the blended certificate program as described earlier in this chapter. Her teacher candidate had volunteered in her classroom the previous year, having spent fall as a practicum student and spring as a weekly volunteer. Her teacher candidate spent the first eight weeks in her general education classroom and the second eight weeks in the special education environment. The mentor expressed a concern with not spending enough time observing and learning procedures in the classroom. She felt as though in the fall, it is difficult with first graders. In particular, she explained the need for first graders to have boundaries set. Having two people in the class was too much for the students. As time went on, the students adapted better. This teacher suggested co-teaching only in the spring semester when those expectations and procedures were established.

Mentor teachers at the remaining site were in agreement over the issues related to time teaching and duration. Both of these teachers felt as though the teacher candidates needed more time observing classroom routines and procedures to better understand classroom and school expectations. Because the teacher candidates were immersed in

teaching, even in small acts, they felt the teacher candidates were not able to take note of the important classroom management concerns or how the teachers set expectations, managed behaviors and established routines. Because of this, the team felt as though this impacted the remainder of the internship (group interview, December 5, 2012). Additionally, these two teachers felt because the teacher candidates "shared the load" the teacher candidates didn't fully grasp the complexities of the job, nor did they feel as though the teacher candidates took the job as seriously as they should. The lack of time observing and the shared teaching throughout the entire internship, they said, did not help to establish the same sense of importance for the work (group interview, December 5, 2012).

All of the mentor supervisors were in agreement co-teaching allowed for more active involvement on the mentor's part throughout the semester. They were appreciative of the expectation the co-teaching model placed on teachers to spend most of their time engaged with the teacher candidate and the children (group interviews, November and December, 2012). Though all of the teacher candidates had solo time there was flexibility on how this solo time occurred. Most of the mentors gave their teacher candidate at least two solid weeks of continuous solo time, with many opportunities interspersed throughout the semester for solo lessons or half days. This allowed the classroom teacher to provide targeted instruction to groups of students or struggling individuals. Having two teachers in the room allowed for flexibility in meeting student needs (group interviews, November and December, 2012).

Planning. Teachers were extremely grateful for the paid half-day to plan and felt as though they would not have been able to spend the quality time supporting their

teacher candidates on the day-to-day planning to the depth they did during the half-day planning. They were able to map out subjects, thereby creating an overview of the curriculum for the teacher candidates. As one teacher explained, "up until that point we were trying to plan and trying to plan, but I never felt like we were caught up on anything."

Day-to-day planning was described differently by each mentor and was consistent with the perceptions of the teacher candidates. The primary teams, made up of one first, two second and one of the three third grades, described planning as a joint and guided effort. For one team, the lesson plans were developed in collaboration and the roles of each teacher were decided prior to the lesson (personal interview, December 5, 2012). Beverly described how in the beginning she did all of the lesson plans and gave them to her teacher candidate for implementation, guiding the teacher candidate through planning but wanting her to take on more responsibility. For Beverly, she craved new ideas of how to do things (group interview, December 5, 2012). In the end, she demanded her teacher candidate do the planning.

One upper grade teacher voiced the same concern. In the beginning, he showed the teacher candidate his plans, which were, he called, "chicken scratch." He felt as though the teacher candidate was putting too much effort into the writing of the plans. Mark, however, did acknowledge the importance of thinking through the process and emphasized this with his teacher candidate. In the end, he said, she did the majority of the planning and had those plans thoroughly written for her mentor the few occasions she had to be gone. She made sure he understood the plans before she left, an action Mark

appreciated and showed she was evolving as a professional (group interviews, December 5, 2012).

Instructionally, the mentor supervisors spoke not of how co-teaching strengthened the skills of their teacher candidates but of the benefits to the students in the classroom. This differed from the perspectives of the teacher candidates, where only two discussed students benefit. Of note, teachers appreciated the opportunity to differentiate for students. Using strategies such as stations, parallel teaching and pulling small groups while one was teaching; this allowed the teachers and teacher candidates to give extra attention and provide targeted instruction.

> I felt like it worked really well, and I think that the biggest benefit was for the kiddos because you're allowed to do so much more individualized instruction and smaller group instruction. And so I felt like my kiddos have had an easier transition into second grade in four or five months than they have in the past four years that I've been teaching (group interview, December 5, 2012).

For one teacher, co-teaching provided him the motivation and opportunity to implement centers in his sixth grade classroom, something he had wanted to try. During supervisory duties, he was able to observe his supervisee and her mentor teacher implement centers. From those observations, he was able to help the teacher candidate design learning centers for his classroom. In the end, the students benefitted from receiving small group instruction in a balanced literacy setting (group interview, December, 2012).

Beverly also described the benefits for students using co-teaching strategies. Because she had a teacher candidate in her room, she was able to not only mentor Jody, she was able to do more small group instruction through centers and parallel teaching (group interview, December 1, 2012).

Barriers. Very few barriers existed for teachers engaging in co-teaching. The timing in the year was noted by three of the primary teachers as difficult for co-teaching to exist. The three teachers felt co-teaching in the beginning weeks interfered with the systematic establishment of procedures. The teacher candidates did not have enough knowledge of classroom procedures to be able to effectively model, teach and reinforce procedures (personal interview, November &December 2012). The time spent in planning was also noted, but was not necessarily a barrier in these instances. However the teacher viewed planning as potentially problematic (personal interviews, November & December, 2012).

Mentor Supervisor on Supervision

Each teacher candidate had a university facilitator and a site-based supervisor. The site-based supervisor was the mentor of the second teacher candidate in the building. Supervisors were asked to attempt to observe their supervisee once every two weeks, or eight times. The minimum number of observations acceptable was five. As a part of the observation cycles supervisees were asked, at a minimum, to observe an entire lesson and debrief with teacher candidate within two days. Supervisors were allowed to record data in a manner which was comfortable for them, however, two different data collection sheets were provided along with an in person explanation of how best to use the forms. Additionally, each supervisor was asked to complete a CAL to record their post-observation conference with the teacher candidate. The intention of the log was to provide a record of the post-conference conversation, noting strengths, areas of concern, next steps for the teacher candidate and for the supervisor. Coding for the Danielson Model was included on the form. Finally, a timeline for observations, a description of

required actions, copies of and directions for forms were provided in writing to the supervisors.

Each supervisor was asked to attend a half-day training in August. During the training, supervisors and university facilitators discussed responsibilities and engaged in professional development on mentoring strategies. Participants learned about the types of mentoring support, including facilitative, directive and collaborative, how to recognize when to use each style, as well as the types of language to accompany each. Participants watched a mentor session between a new teacher and a mentor and analyzed the mentor moves. Finally, participants practiced using the mentor language in a role play situation.

Barriers. Several obstacles stood in the way of providing ongoing support and feedback to the teacher candidates. Lack of time, competing priorities, communication and unclear expectations proved difficult for many of the supervisors.

Time. All seven participating supervisors commented on the issue of time when it came to observations. Three of the supervisors felt it was too difficult in the beginning of the year to leave the classroom with a novice teacher. These teachers felt the teacher candidates did not fully understand the procedures or the importance of the procedures, to be trusted to enforce them that early in the year. Beverly, Karen and Melissa, teaching first, second and third, respectively, each commented on the importance of establishing routines and procedures through modeling, practicing and reinforcing desired behaviors (group interviews, November 29 & December 5, 2012). Because the emphasis was on establishing an environment where learning can occur, observations were difficult. However, all three did conduct observations during the first month of school. Additionally, because routines and procedures set the tone and efficiency for the rest of

the year, each of the teachers did not want to leave the teacher candidate alone during this time. As Beverly said, “As it went on it was fine and the kids transitioned ok, but the beginning of the year was a bit tough for 6 year olds” (personal interview, November 29, 2012). Claire, a mentor supervisor agreed with Beverly, “ even just taking the time to debrief, I mean, you have this, that, the other thing, you know, sometimes, especially at the beginning of the year, it was hard to schedule. It got a little easier as we went on” (personal interview, November 29, 2012).

During the mid-term focus group interview, Audrey and Irene explained they were too caught up in the co-teaching and day-to-day aspect of establishing routines and setting expectations, they simply forgot about the supervision responsibility. Neither of the two expressed a concern over the appropriateness or timing, but rather simply forgot to do it. The teachers at School C did not express concerns with the classroom management as a factor in whether or not to observe in the beginning of the year.

For the others, finding time to schedule an observation in advanced proved difficult. Claire and Mark, shared some of their observations were not planned, and conducted when time allowed. Each had asked their supervisee to inform them when they would like an observation conducted. Arranging and re-arranging planned co-teaching activities sometimes made that difficult. As Claire said, trying to get in the observations in the beginning was “chaotic.”

Once regular observations were underway, two teams found making time to observe, easier. m. At School C, Melissa and Claire coordinated teaching schedules to make it work. As Claire explained, “It worked out nicely for us because we could just trade. But if we didn't have schedules to do that it would have been more difficult”

(personal interview). Audrey and Irene felt the same way. As members on the same grade level team, they shared the same schedule due to the district requirement of ability grouping grade-level students for reading and math.

Communication. Communication between various stakeholders also proved difficult. In two instances, the teachers were not told by the principals they would be engaging in the model, and therefore they had not planned accordingly. Though the researcher met with each principal, described the model and made explicitly clear the expectations, teachers had committed to other responsibilities. In these instances, lack of communication created time barriers, as the teachers had also committed to other, competing tasks, such as coaching and curriculum leadership. One of these teams was also told by a newly hired principal they were not allowed to leave the teacher candidate alone to observe, or to go to mentor training. This was not the case. The miscommunication caused lapses in observations and frustration on the part of the supervisors (focus group interview, October 8, 2012).

Communication between the mentor supervisor and supervisee also proved problematic. Two of the seven mentor supervisors expected the supervisee to let him or her know when to observe. The expectations may or may not have been explicitly stated, as evidence does not indicate one way or the other. However, two of the teacher candidates expressed discomfort over doing so. Both teacher candidates preferred the mentor supervisor come when time permitted. When asked if each felt the mentor supervisor was approachable, they both replied, “No.” For each of them, it was more about the hassle of the scheduling and having to either rearrange the schedule, or worse,

have the mentor supervisor rearrange lessons around the observation (personal interviews, November 29 & November 30).

Expectations. Two of the mentor supervisors felt the expectations for them were not clear enough and suggested what was most needed was a timeline outlining when each observation should occur and reminding them of which forms to turn in when (group interview, December 1, 2012). Such an outline was provided during training, however, the mentor supervisors had no recollection. Two supervisors at School D suggested time could be designated at the mid-term focus group meeting. Though time was allowed for questions and clarification was provided, the two suggested a more formal reminder (group interview, November 28, 2012). In addition, one of the supervisors expressed during the mid-term focus group, she felt unqualified to act as a supervisor. Though her peers assured her, she remained unconvinced. This impacted, she said, her ability to know what to look for and what to focus on during an observation (group interview, October 3, 2012). When asked a follow-up during the end-of-term interview, she said her confidence increased (group interview, December 1, 2012).

Strengths. The mentor supervisors noted various strengths of the overall CMSM. Some of the strengths focus on the teacher candidates and while other strengths were specific to the mentors themselves.

Support for Teacher candidates. Overall, the supervisors felt the co-teaching model was a strong model and better prepared the teacher candidates for teaching. Claire referenced her experience, where she had two full semesters. She noted a concern with the decrease of the internship down to one semester, but felt the teacher candidates in this model got more out of the experience then she did out of her two semesters. If the

university is going to go to one semester, she felt the model, co-teaching with site-based supervision, would "overcompensate" (group interview, December 1, 2012). She felt the accelerated movement into heavily supervised co-teaching, the modeling in the moment and the site-based supervision were the strengths.

Three supervisors expressed concern for teacher candidates entering student teaching less confident or not as strong. Those three teachers felt the teacher candidates needed more time to observe and a slow transition. When asked if they thought the slow transition could still happen within co-teaching, the response was "yes." Each admitted they had a certain perception of co-teaching that may have been more rigid than necessary. A follow-up question was posed: "which model would provide the best support for a struggling teacher candidate, the traditional model, where the teacher candidate is teaching a lesson, and is essentially solo, where the mentor may not even be in the room; or in the co-teaching, where the mentor is there to coach them through each situation. The first grade teacher replied, "co-teaching," whereas the other two stated traditional (group interviews, November 28 & December 1, 2012).

All mentor supervisors felt the feedback provided the teacher candidates was relevant and a positive addition to the traditional university supervisor. Claire and Mark described their added role as "more professional development than assessment" (group interview, December 1, 2012). Claire elaborated,

> When I came in or Mark came in it wasn't like, 'Oh, my gosh! Someone's here to grade me.' It was like, 'someone with a different perspective is just going to sit down and discuss with me what worked, what didn't, what they would have done versus something else.' And so I think they were more comfortable trying new things and asking actual questions, and you know, admitting their faults, because we weren't grading them, we were just in there to give another point of view (group interview, December 1, 2012).

This perspective reaffirmed the goals of the model which was to provide an authentic supervision for professional growth model versus a solely evaluative one. The goal was to attempt to more closely mirror the first year mentoring and support new teachers experience in the field. Claire and Mark's testimony affirmed this goal was accomplished in at least one site. They went on to further explain how the additional supervision brought multiple perspectives to each situation. Additionally, they felt they added "day-to-day contact, the personal relationship, a real-world perspective" beyond what the university facilitator could offer (group interview, December 1, 2012).

Another area of strength for the teacher candidate was the reinforcement of feedback. With only one person providing feedback, a teacher candidate may feel picked on, or feel the supervisor was too hard on him or her. The teacher candidate may feel like the teacher or supervisor lacks credibility. Melissa and Claire stated the teacher candidates received consistent feedback from three practicing educators, because they all noted similar strengths and weaknesses (group interview, December, 2012).

The mentor supervisors also identified the safe pillar of support outside of the classroom. Having a site-based mentor supervisor provided another person for the teacher candidate to go to for support. Claire, like several of the teacher candidates, noted the emotional support, "It's another friendly face" (group interview, December 5, 2012). Mark noted the gender difference in his mentor/mentee situation. He felt having a female mentor supervisor provided Dawn with a different perspective than he brought and it was an additional, safe, non-threatening person with whom to talk (group interview, December 1, 2012).

Mentor Supervisor Professional Development

All seven mentor supervisors felt the CMSM provided them with embedded staff development. The teachers noted three different ways in which this occurred.

First, the teachers felt through the supervision process, they were forced to evaluate their own practices. In the process of giving advice, the mentor supervisors reflected on whether such advice was considered promising practices, or whether the supervisor themselves used best practices in the classroom. "To be able to explain that to somebody, why you do it, and just, kind of reflecting on your practices, going back and thinking about what you do, really talking it through" (group interview, December 5, 2012) was noted as a practiced which facilitated growth.

All of the mentor supervisors agreed to benefits of going into the rooms of others, Releasing oneself to see other teachers' practices, even teacher candidates, caused the mentors to reflect on their own teaching. Audrey described it this way,

> Sometimes it also makes you more aware of something that you haven't really thought of or noticed before that might even be happening in your classroom, good or bad. Whatever. Or with… since we switch students so much to see if somebody else handles that particular student and what works for them in there, so being within the same grade level it was actually really neat being able to see those same kids and how they interact with a different combination of students, with a different teacher (group interview, November 28, 2012).

Irene, a veteran teacher agreed with Audrey, a newer teacher and colleague, "I'm always looking for new ideas, new approaches to things and with the new younger teachers usually it's nice to have that fresh outlook, and that enthusiasm, which is so uncommon" (group interview, November 28, 2012).

During the interview with Mark and Claire, (November 28, 2012) the two discussed how the structure of the CMSM provided them opportunities they might not

have otherwise received, to “get out of their bubble” (Claire, group interview, December 1, 2012).

> I feel like with myself, it was great to be able to go into Mark's room and kind of look and see how he runs his classroom and then how, you know, Dawn would go in and take over. So I think observation even with us is the biggest thing, you know, getting new ideas. How does this run? What are his transitions like? I mean, just that time to just sit and watch- is, like amazing. And then you can go back and make adjustments in your own room or be like, oh, I forgot about that one thing (group interview, December 1, 2012).

At School C, the teachers do not have release time to visit one another for peer observations. The CMSM provided the two the opportunity to engage in peer observation then directly go back to reflect on their own current practice, because they are able to remain teaching while having a teacher candidate.

Mark cited the specific examples of centers. Centers were something he had wanted to try but had never done them with his sixth graders. By serving as a mentor supervisor for Hannah, he was able to observe Claire and Hannah in the primary grades and adapt for his own grade level. He watched instructional strategies, management strategies, transitions. Through reflecting with his teacher candidate, the two were able to implement centers within their own room (group interview, December 1, 2012).

Audrey and Irene also mentioned limited time to observe others, although they noted a more concerted effort on the faculty’s part to prioritize such professional development. Irene thought the CMSM provided the opportunity for her and her colleague and could see expanding the model within the building, but then thought better, “we can’t have a whole building full of interns!”

Overall, the mentor supervisors identified strengths for the teacher candidates, equating the model to professional development versus evaluative. They saw the two

components of co-teaching and site-based practitioner supervision has showing promise for both the professional development of the teacher candidate and the mentor. All teacher candidates suggested proceeding forward with the only suggestion of ensuring consistent, well-paced feedback. All of the mentors saw promise in the model. Four responded they would engage in the model again without hesitation, and the three primary teachers would consider engaging again in a spring semester with reviewing the co-teaching model through a wider lens.

Documents and Artifacts

Observation Forms

Each teacher candidate was asked to provide a lesson plan to the observer prior to each lesson observed. This is in accordance with the requirements of the university as outlined in the Student Teaching Handbook. Each facilitator and supervisor was given two different recording templates to use during observations, and was also encouraged to find a recording style comfortable for him or her. Both templates were from the New Teacher Center in Santa Cruz. The first form, for selected scripting, contained a column for teacher words and actions and a column for student words and actions. The second form was a rectangle and is best used for recording teacher and student movement, student responses, illustrating biases in questioning or teacher interaction. In addition to one of the templates, each observer was asked to complete the CAL**.** The CAL is a formative assessment tool designed to capture post-observation mentoring or supervisory meetings where the lesson is debriefed with the teacher candidate. It is aligned to the Charlotte Danielson Framework, containing coding for the four domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. This

tool was also developed by the New Teacher Center. Supervisors and facilitators were asked to submit for analysis, the lesson plan for each observed lesson, the observation notes and the post-observation CAL.

Per the university Handbook for Student Teaching (2011), supervisors (in this instance, facilitators and mentor supervisors) are required to observe a minimum of four times over the course of the semester. Facilitators were asked to not reduce the number of observations conducted due to having an additional supervisor. Each site-based mentor supervisor was asked to also complete a minimum of four observations, but preferably two a month.

Each set of artifacts was first transcribed by the researcher and then uploaded into NVivo for analysis. Feedback for each teacher candidate was coded using the researcher developed coding and analyzed for emerging themes. Comparisons were made of observation data and feedback provided the teacher candidate between the teacher candidate's site-based mentor supervisor and the university facilitator. CALs served primarily as a summary of the conversation between the observer and the observed. Each CAL was reviewed for new information or emerging themes.

The purpose of the review and analysis of observation artifacts was to 1) triangulate data collected through the interview process in order to create a clearer picture of the model and to 2) serve as its own data set for the purposes of uncovering patterns and themes in observation. The following summarizes the findings.

Kim

Kim was observed a total of eleven times. She was observed six times by the university facilitator and five times by her mentor supervisor. Observations occurred

three times in September, four times in October and four times in November. Table 12 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment, which includes management, or instruction. Those instructional points which were specific to content were also counted.

Table 12

Frequency and Substance of Observations for Kim

	September	October	November
University Facilitator	[01] 15 observation points 7 environment 8 instructional - 1 content specific [02] 13 observation points 8 environment - 3 suggestions or questions 5 instructional	[01] 10 observation points 7 environment 3 instructional [02] 7 observation points 2 environment 4 instructional 1 disposition	[01] 9 observation points 2 environment 7 instructional - 1 content specific [02] 8 observation 2 environment 6 instructional
Mentor Supervisor	41 observation points 21 environment 19 instructional - 6 content specific	[01] 29 observation points 13 environment 16 instructional -3 content specific [02] 22 observation points 7 environment 12 instructional - 5 content specific 3 dispositions	[01] 19 observation points 10 environment 9 instructional - 7 content specific [02] 12 observation points 5 environment 7 instructional - 5 content specific

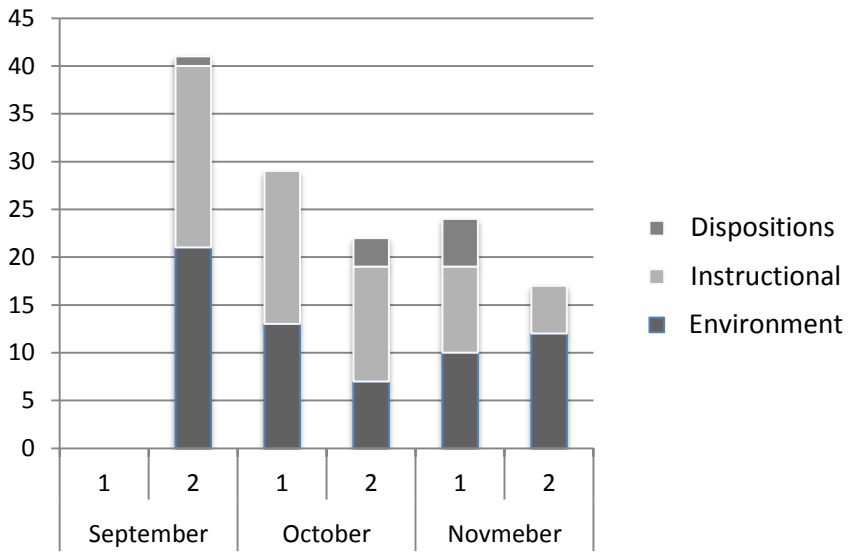
Mentor supervisor. Kim's belief was the feedback given her from the site-based mentor and the university facilitator was compatible. She noted feedback was positive, supportive and lent perspective towards her experiences and beliefs in her ability. She commented each provided constructive feedback with suggestions for improvement and

felt the feedback complimented one another, thus giving her extra support (personal interview, 2012).

Observation notes supplied by Claire, Kim's mentor supervisor, included a copy of the taught lesson, observation notes and the post-observation CAL. Though Claire used the CAL documenting key points from the mentoring conversation, she did not use either of the observation templates provided. Instead, Claire used a form provided to her by the university facilitator which included a check sheet of "look fors" and lines for writing observations. The form is not created or supported by the university. The following table, Figure 4 shows the distributions of comment types per observation.

Figure 4

Mentor Supervisor Comments by Domain for Kim



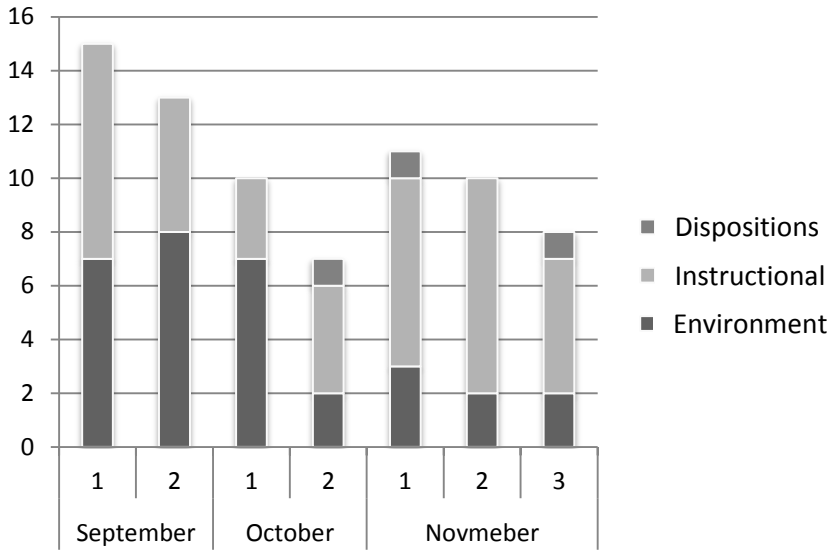
On average, the mentor supervisor made 22.2 comments per observation. The number of comments decreased over time. The approximate ratio of classroom environment comments to instructional comments was 1:1. The majority of classroom environment comments focused on managing classroom procedures and managing

student behavior. Noise level, attentiveness to instruction and off-task behavior during activities comprised the majority of comments. Each of the sub-categories within the Domain of Classroom Environment influenced the establishment of a culture of learning, however, climate itself was not noted. Claire's comments were both observational and suggestive. Claire noted whether or not students were on task, how Kim responded and questions or suggestions for improvement. Instructional comments included content specific observations and suggestions for improvement.

University facilitator. Kim's university facilitator supported a total of four teacher candidates at two schools. Facilitator A did not include lesson plans from each observation with in her submitted documents. Neither the of the suggested observation templates were used, rather the observation sheets included a checklist of expected components or dispositions and lines for observations. CALs post-observation were not included. Facilitator A conducted seven observations; two per month during September and October and three in November. Figure 5 shows the distributions of observation points for each observation over the course of the semester.

Figure 5

University Facilitator Comments by Domain for Kim



On average the university facilitator made 10.5 comments or suggestions per observation. The ratio of classroom environment observation points to instructional was also nearly 1:1. The first three observations focused more on classroom environment than the four during the second half of the semester. The focus of classroom environment was on attentiveness and general behavioral comments such as, "students well behaved" or "students off task and giggling and playing" were noted on each observation. Suggestions for improvement on classroom management centered on extrinsic motivators such as awarding points for following directions, "get them started quicker- might award points." Giving points for behavior was suggested or noted in four of the seven observations.

Instructional comments focused on general strategies or lesson components which could transcend content and topics, such as brainstorming, providing examples, giving clear directions and classroom discourse. The majority of comments made by the facilitator was observational in nature and was preceded by a plus or a minus sign to

indicate strengths and weaknesses. Facilitator observation data pointed towards general observations of teacher or student actions. Reading the observation notes, one could not necessarily identify the subject observed. Suggestions focused on capturing and maintaining student attention while instructional comments tended to focus on student engagement and questioning strategies. Many observation notes were identified as positive teacher candidate actions, and follow up comments of why they were positive actions tended towards surface level reasoning, such as "kids liked it" (observation notes, October 16, 2013) or "going over ideas as a group is a good idea" (observation notes, November 16, 2013). Specific pedagogical content knowledge was not indicated within the notes.

Embedded support. A comparison of observation notes between the mentor supervisor and the university facilitator indicate congruent, embedded support for Kim. Where the university facilitator provided more general feedback for improvement, the mentor supervisor included more content specific observations, suggestions and guiding questions. Additionally, each observer provided balanced feedback by focusing equally on classroom environment and instruction. There was no indication within the notes of any contradictory feedback provided. Rather each supported the feedback of the other by noting similar weaknesses and highlighting strengths of the teacher candidate.

Samantha

Samantha was observed eleven times; six times by her university facilitator and five times by mentor supervisor. She was observed three times in September, four times in October and four times in November. Table 13 includes the number of observation points made during each observation as well as whether the observation points were

aligned to environment or instruction. Those instructional points which were specific to content were also counted.

Table 13

Frequency and Substance of Observations for Samantha

	September	October	November
University Facilitator	[01] 17 observation points 10 environment 6 instructional [02] 21 observation points 15 environment 6 instructional	[01] 12 observation points 5 environment 7 instructional - 1 content specific [02] 5 observation points 5 environment	[01] 10 observation points 4 environment 6 instructional [02] 10 observation points 1 environment 9 instructional
Mentor Supervisor	[01] 27 observation points 23 Environment 3 instructional - 2 content specific 1 dispositions *Observer noted purpose of observation as classroom environment only	[01] 25 observation points 21 environment 4 instructional - 4 content specific [02] 15 observation points 9 environment 6 instructional - 1 content specific	[01] 14 observation points 10 environment 4 instructional [02] 12 observation points 6 environment 6 instructional

Mentor supervisor. Samantha felt as though the feedback given by her mentor supervisor and the university facilitator were complimentary. She noted in particular consistent feedback from both on classroom environment issues.

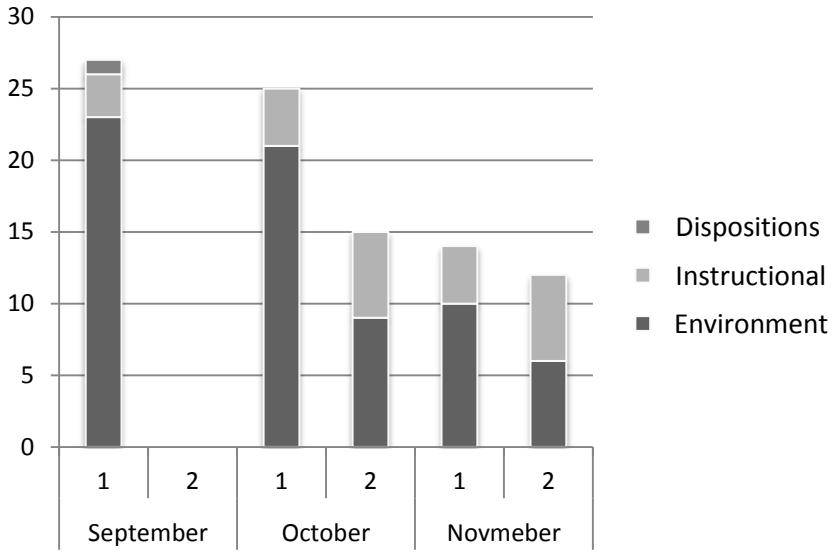
The mentor supervisor did not use the observation templates suggested by the researcher, but opted for the same form used by the university facilitator. The template includes a check list of observable behaviors or lesson components and includes lines for recording observations. Each observation submission included the CAL requested by the researcher. Three of the observations included a one or two page lesson plan.

Classroom environment was the focus of most observations. The ratio of classroom environment to instructional comments was 3:1. The number of comments decreased with each observation. The average number of comments was 18.6.

The majority of comments made regarding the classroom environment focused on student attentiveness, talking and following directions. Most comments were observational in nature and often cited evidence, such as “raise your hand- no blurt outs” (observation notes, September 12, 2012) or by drawing a seating chart of the classroom and marking the location of the off-task behavior, such as in the notes provided on September, 12, 2012. Over the course of the five observations, four suggestions for improvement were noted or implicated through questions. Three of the four were classroom management based. The fourth was content specific to literacy. Additional areas for improvement were noted on the CALs, however these may have been suggested by the student or the observer based on reflection and feedback. Figure 6 shows the frequency of types of observation points over time.

Figure 6

Mentor Supervisor Comments by Domain for Samantha



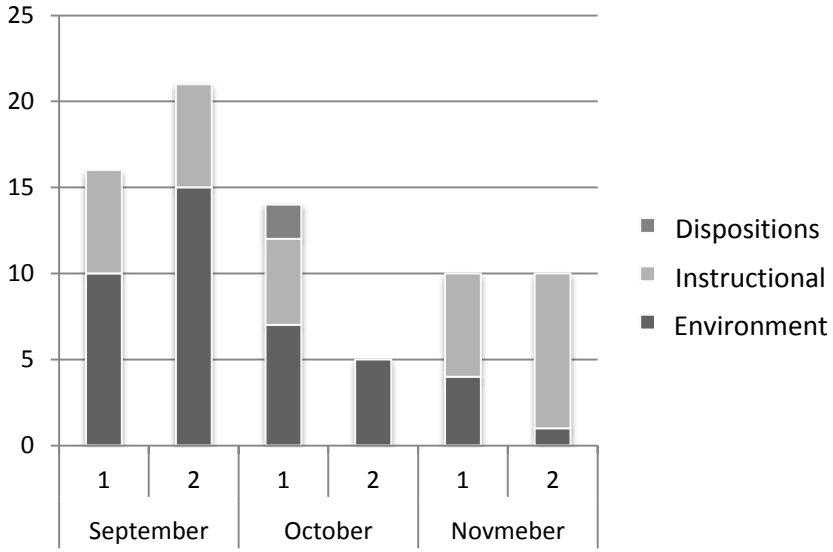
University facilitator. Samantha's facilitator supervised four teacher candidates at two sites. She also served as facilitator for Kim. Facilitator A chose to use her own observation template which included a check sheet of lesson components and "look fors" with lines for recording observations. The CAL was not submitted with the observation documentation. Lesson plans were not included with the observation notes. Facilitator A conducted six observations over the course of the semester, conducting two a month in September, October and November.

On average, 12.7 comments were made per observation. The number of comments decreased over time. The ratio of classroom environment comments to instructional comments was approximately 4:3. The final two observations were focused more on instruction than environment. Comments were primarily observation in nature, such as "students well behaved in circle" (observation notes, November 16, 2012), could be generalized across content areas and suggestions focused more on classroom

environment then instruction. When instructional, the comments lent themselves to those areas which could lead to behavioral issues, such as stating directions clearly, pacing and engagement or to a positive classroom environment, such as "when student answered incorrectly, you handled it well. Didn't make him feel bad, just led him to the right answer" (observation notes, September 13, 2012). Over the course of the observation, eleven suggestions for improvement or guiding questions were noted. Of those, seven were environment based and four were instructional. Instructional suggestions were about pacing, lesson flow and giving directions. Environment suggestions focused on procedures, such as "when excusing to go to the carpet, have all kids but books away" (observation notes, September 13, 2012) and student attentiveness. Figure 7 shows the distribution of comments over the course of the semester.

Figure 7

University Facilitator Comments by Domain for Samantha



Embedded support. Samantha noted she felt the feedback provided to her by her facilitator was congruent with that of the mentor supervisor. Both noted weaknesses and

strengths in classroom management and some suggestions for improvement were noted. As the semester continued on, the focus shifted from classroom management to more evenly balance between environment and instruction. Though both observers tended towards more general instructional observations or suggestions, the site-based mentor supervisor provided some content specific feedback. Thus, the feedback from the two observers supported one another, but did not create a more complete profile of the candidate's teaching.

Dawn

Dawn was observed a total of ten times during her internship. She was observed four times by her mentor supervisor and six times by her university facilitator. Four observations occurred in September, five in October and one in November. No observations took place in December. Table 14 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment or instruction. Those instructional points which were specific to content were also counted.

Table 14

Frequency and Substance of Observations for Dawn

	September	October	November
University Facilitator	[01] 17 observation points 10 environment 7 instructional [02] 10 observation points 9 environment 1 instructional	[01] 11 observation points 10 environment 1 instructional [02] 12 observation points 9 environment 3 instructional [03] 14 observation points 9 environment 5 instruction	[01] 15 observation points 4 environment 11 instructional
Mentor Supervisor	[01] 10 observation points 0 environment 10 instructional - 1 content specific [02] 15 observation points 2 environment 13 instructional - 5 content specific	[01] 13 observation points 2 environment 11 instructional - 1 content specific [02] 17 observation points 4 environment 13 instructional	

Mentor supervisor. Observation notes from Claire were supplied by the teacher candidate. No lesson plans were submitted with the observation forms and the CALs were not used to document post-conferences. The mentor supervisor opted to use her own observation template. The form was a one page sheet with the observed lesson broken out by components. The components included: lesson plans, objectives, delivery, activities, assessment, student interactions and reflections.

On average, the supervisor made between 13.75 comments per observation. She made six times as many instructional comments as classroom environment comments. The number of classroom environment comments increased over time. No written record of observations was provided for November or December. The structure of the observation form lent itself to ensuring instructional comments over environment based

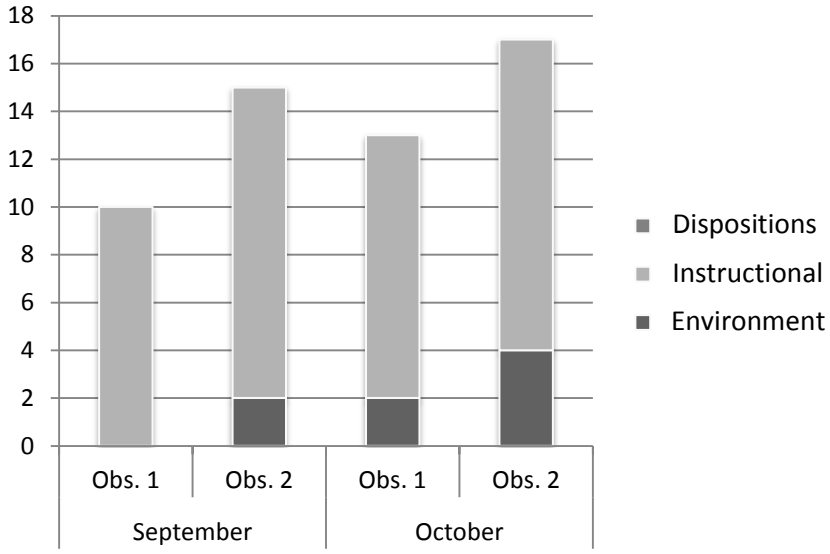
comments. Comments were both observable and subjective, with explanatory comments, questions or suggestions in addition to observation data. For example in the "Instructional Objectives" category, the supervisor noted the objective was stated on the lesson plan, but included commentary, "make sure you state and have it written somewhere" (observation notes, September 1, 2012). Suggestions were specific to behaviors or content specific. When observing a reading lesson, Claire complimented Dawn on checking for understanding but made specific suggestions for doing it better.

> Nice job stopping occasionally to check for understanding and to complete reading journals. This is a great story to really build on vocab and higher level questions. Try to integrate those into your checking questions (Observation notes, September 27, 2012).

Instead of just noting that checking for understanding was a positive, she gave her suggestions on how to make the interaction more meaningful for teaching and learning purposes. Figure 8 shows the distribution of observation points over the semester.

Figure 8

Mentor Supervisor Comments by Domain for Dawn

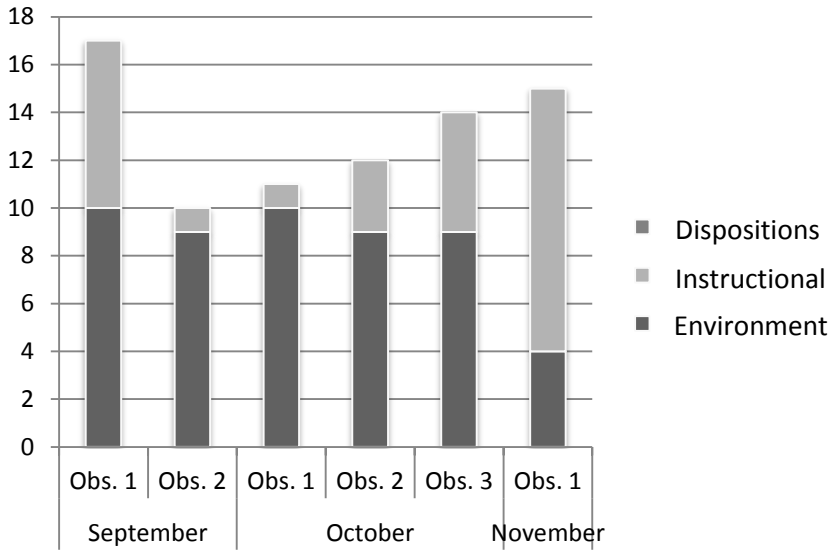


University facilitator. Facilitator A served as the university facilitator to Dawn. She observed Dawn seven times over the course of the semester. Facilitator A used her own observation template which included a checklist of observable behaviors or lesson components and lines for "student behaviors" and "other behaviors." Corresponding lesson plans were not submitted by the facilitator or student. Additional, the CALs were not submitted.

Supervisor A made an average of 11.3 observation points per observation. The ratio of classroom environment observations to instructional was approximately 7:4 and outnumbered the amount of instructional points on five out of the six observations. The environment observation points were primarily positive on all but one observation. Classroom environment comments focused on such management issues as student attentiveness and managing classroom routines and procedures. Instructional comments focused on student engagement, checking for understanding through questioning and pacing. Checking for understanding and questioning were noted as a positive in all six observations. Some comments were observational in nature, while others were followed up with questions or suggestions, "You ask many good questions buy you never quite get to the conclusion. Kids really have to think, but they do eventually need an answer to the question" (observation notes, November 14, 2012). Facilitator A notes questioning as a positive and also suggests ways to improve on her technique. Figure 9 shows the distribution of observation points over the semester.

Figure 9

University Facilitator Comments by Domain for Dawn



Embedded support. Dawn stated the feedback from her mentor supervisor and facilitator was complimentary. Additionally, she felt Claire, her mentor supervisor, had a better understanding of the dynamics in that specific classroom and therefore her suggestions were more applicable at the given moment and situation. She stated both observers gave her feedback on classroom management, however Facilitator A's suggestions were not congruent with those of her classroom teacher. Among other suggestions, she stated how Facilitator A was not as comfortable with the noise level or the manner in which students responded in the classroom. Evidence of this was found in two observations. In September, she stated, "Is shouting out okay? What is your comfort level? (Observation notes, September 20, 2012). In another observation she stated, "Let's discuss ways to question students. If you ask a question and don't mind them all just responding or you just want one at a time…" (observation notes, October 23, 2012).

Facilitator A suggested Dawn use a point system as an extrinsic motivator for following directions. This suggestion was not embraced be her mentor teacher.

Conversely, Claire was able to give her classroom management suggestions knowing the classroom management and teaching style of her colleague. Claire's classroom environment suggestions focused on instructional strategies to keep all students engaged, and less likely to "goof off" as well as structures to "keep them on task better" (Observation notes, October 29, 2012). Such suggestions included "assigning group jobs to make sure each student is on task" and assigning group members, "because your boy group goofed off" (Observation notes, October 29, 2012).

Even though the facilitator's suggestions were difficult to implement in the given context, Dawn felt the suggestions were applicable for teaching in general and would help her in her own classroom. Claire brought an inside knowledge to the context and was able to give Dawn suggestions she could readily implement. Additionally, the mentor supervisor provided general suggestion that transcended contexts and content and were universal strategies, whereas Claire provided more content specific or lesson specific feedback. The two observers provided well-rounded, complimentary support for the teacher candidate.

Hannah

Hannah was observed ten times between her university facilitator and mentor supervisor. She was observed four times in September, four times in October and twice in November. Table 15 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom

environment or instruction. Those instructional points which were specific to content were also counted.

Table 15

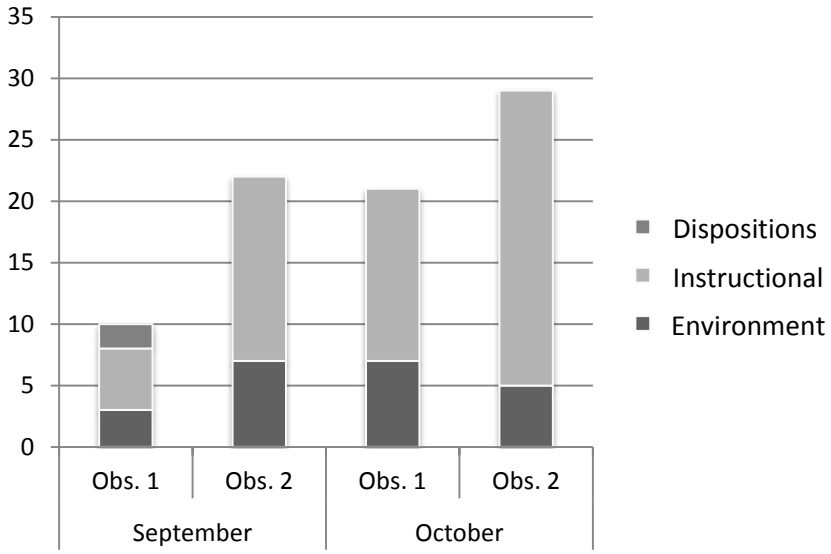
Frequency and Substance of Observations for Hannah

	September	October	November
University Facilitator	[01] 18 observation points 11 environment 5 instructional - 1 content specific 2 dispositions [02] 10 observation points 3 environment 5 instructional -2 content specific 2 dispositions	[01] 11 observation points 4 environment 6 instructional - 1 content specific 1 dispositions [02] 8 observation points 3 environment 5 instructional	[01] 9 observation points 8 instructional 1 dispositions [02] 18 observation points 7 environment 10 instructional 1 dispositions
Mentor Supervisor	[01] 15 observation points 4 environment 11 instructional -8 content specific [02] 24 observation points 7 environment 15 instruction - 10 content specific	[01] 24 observation points 7 environment 14 instructional -8 content specific [02] 29 observation points 5 environment 24 instructional -3 content specific	

Mentor supervisor. Evidence was supplied for four observations by her site-based mentor supervisor. Her supervisor did not use the suggested observation templates but opted to use the same one as his colleague, Claire. The observation template included key lesson components, such as objectives, learning activities, assessment, student interactions and reflections. Lesson plans were not submitted with the observation notes, nor were CALs submitted. Figure 10 shows the distribution of observation points for Hannah over the semester.

Figure 10

Mentor Supervisor Comments by Domain for Hannah

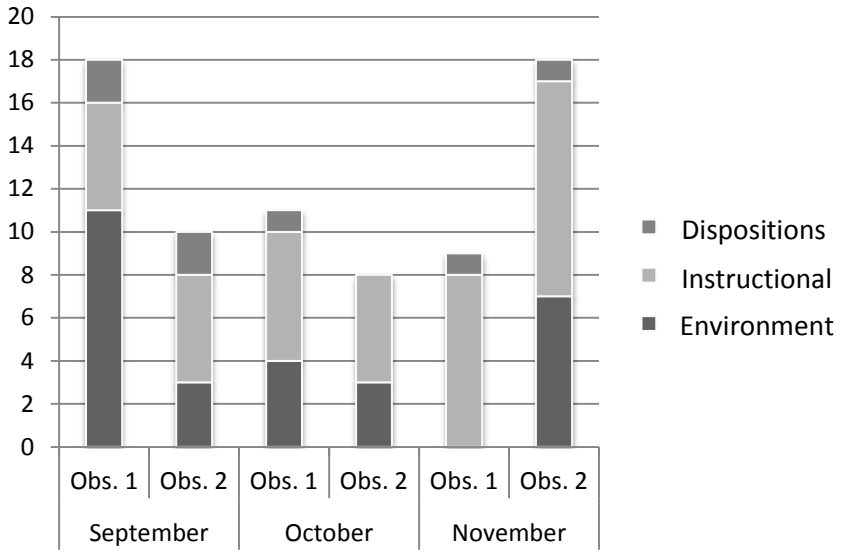


The mentor supervisor made, on average, just over 20 observation points per observation. Substantially more of the comments or suggestions were in the instructional domain. The ratio of classroom environment to instruction was approximately 1:5. Suggestions or guiding questions centered on instructional choices made by the teacher candidate and suggested ways to deepen the learning. Such suggestions included writing the number sentence to match the story problem, connecting work with base ten blocks to fact families and using academic language in the lessons, such as turn around, values and number sentence. Assessment was also addressed, “what do they do with the slip? Why cubbies?” In the same lesson he asked her when doing partner work, “how will you know who did the work?” Mark’s questions and comments moved beyond acknowledging what teaching looks like, to getting deeper into the small instructional decisions teachers make to enhance student learning.

University facilitator. Facilitator A served as the university facilitator for Hannah. Facilitator A used her own recording forms as described in the previous teacher candidate section above. Lesson plans and CALs were not submitted with the observation notes. Figure 11 shows the distribution of observation points throughout the entire semester.

Figure 11

University Facilitator Comments by Domain for Hannah



Facilitator A observed the teacher candidate twice a month in September, October and November. On average she made 12.3 comments per observation. The ratio of classroom environment comments to instructional was nearly 1:1. Classroom environment observation points focused on classroom management such as student attention and student behavior. Most comments were acknowledging and approving of observed actions on the part of the teacher candidate responding to inattentive students. "You are sitting so nicely, why don't you come up and get a marker," and "I'm waiting" indicate an importance placed on compliance to teacher requests (observation notes,

October 4, 2012). Instructional comments or suggestions were universal strategies which could work across contexts and contents. Of particular note was attention given to classroom discourse through questioning, active engagement strategies and checking for understanding.

Embedded support. Hannah expressed feedback from her observers were complimentary in nature. Each reinforced the other. Additionally, she noted each filled in the gaps of the other. Facilitator A, she said, focused on the larger picture, while Mark focused on the lesson at hand, providing feedback specific to that lesson. An analysis of the observation notes indicated this perception accurate. Facilitator A's feedback was evenly distributed between classroom environment and instruction. Her comments, though specifically addressing the observation at present, were more general in nature and could be applied in a variety of lessons regardless of context. Mark made more content specific references and provided suggestions directly related to the teaching of the lesson at hand. The combined feedback, along with the frequency of observations provided Hannah with nested support.

Cheryl

Documentation for eight observations was submitted for Cheryl. No observations occurred in September. She was observed three times in October and five times in November. Her facilitator observed her three times and the supervisor observed her teaching four. Table 16 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment or instruction. Those instructional points which were specific to content were also counted.

Table 16

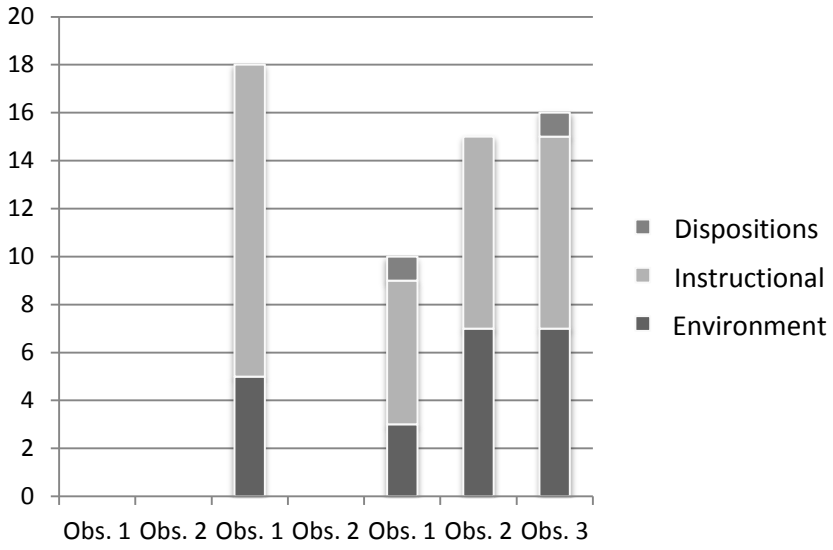
Frequency and Substance of Observations for Cheryl

	September	October	November
University Facilitator		01 14 observation points 2 environment 11 instructional - 1 content specific 1 dispositions 02 24 observation points 11 environment 12 instructional 1 dispositions	01 31 observation points 5 environment 24 instructional - 2 content specific 2 dispositions 02 9 observation points 5 environment 2 instructional 2 dispositions
Mentor Supervisor		01 18 observation points 5 environment 13 instructional -2 content specific	01 10 observation points 3 environment 6 instructional 1 dispositions 02 15 observation points 7 environment 8 instructional 03 16 observation points 7 environment 8 instructional - 1 content specific 1 dispositions

Mentor supervisor. Audrey used two different observations forms: the selected scripting template provide to her by the researcher and a Peer Observation form. The Peer Observation form is the form used by her school for professional development opportunities observing in the classrooms of colleagues. The template is a two column grid. The first column outlines expected instructional strategies and the second column provides space for recording. No lesson plans were submitted with the observation notes, however the supervisor did submit the requested CAL for two of the four observations. Figure 12 depicts the distribution of observation points made by Audrey over the semester.

Figure 12

Mentor Supervisor Comments by Domain for Cheryl



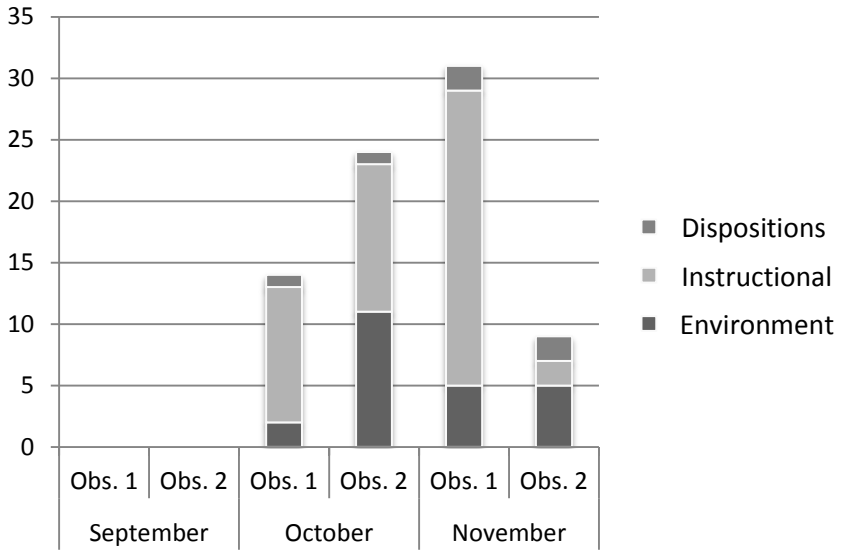
Audrey made an average of 14.75 comments per observation. The ratio of classroom environment comments to instructional was approximately 2:3. Due to the nature of the observation template, the instructional strategy or lesson component was identified based on the placement of the observation nugget within the template. For instance, on November 6, 2012 when observing Social Studies, Audrey noted "probing questions: why do you think people make maps?" This was placed within the corresponding instructional strategy. Due to the nature of the template, Audrey attached instructional strategies to evidence, whereas other observers working within the model simply stated what they saw and indicated it as positive or negative. When using the selective scripting template, Audrey placed stars next to positive strategies she recorded. Therefore, her observations spanned a variety of appropriate practices, instructional strategies and lesson components.

Classroom environment comments focused on attention to routine and classroom climate, noting how "kids come in, take care of backpacks, lunch choice and work on entry" and students "chatting during transitions" (observation notes from October and November of 2012). Though limited suggestions were made within the recording template, evidence supplied on the CAL showed areas of concern addressed aligned with observations.

University facilitator. According to documentation, the university facilitator observed three times over the course of the semester. The suggested observation templates were not used, rather a form was used which was similar to that used by the supervisors at School C. This form included recording spots for the lesson plan, objective, delivery, activities, student interactions, and reflection. The template used in the final observation included a one page check sheet of instructional components. Lesson plans were not submitted with the observation notes, nor was the CAL. Figure 13 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment or instruction. Those instructional points which were specific to content were also counted.

Figure 13

University Facilitator Comments by Domain for Cheryl



The average number of observation points was nearly 12 per observation with the number of observation points increasing with over the next two observations. The ratio of classroom environment observation points to instructional was approximately 1:2. Classroom environment focused on management and were generally supported by suggestions for improvement or were noted as improvements over past observations. These included off task behavior and classroom routines. Expectations for managing behaviors were stated in the second observation,

> I would like you to concentrate on some key classroom management expectations before my next observation: 1) attention, quiet and listen cues, 2) quiet listen time vs. share with neighbor, 3) eliminate blurting during questioning and 4) shorten transitions yet make them meaningful (observation notes, October 3, 2012).

Follow-up observations noted improvements in all four of the areas indicated.

Instructional comments tended to be general, taking the form of naming what occurred. For example, the observer stated what she saw, "word map review and class

completion" (observation notes, November 6, 2012) or "teacher reads sample text-students predict what the text is about" (observation notes, October 3, 2012) with little follow-up statements. Judgment was placed on some observations by placing a plus sign or smiley face next to the observed action. Some suggestions were provided and were general in nature, such as "sometimes it is helpful to do the first vocab word on the board as an example to follow" (observation notes, November 6, 2012).

Embedded support. No support, outside of her mentor, was provided to Cheryl during the first month of her internship. Her first observation did not occur until October 3, 2012. Cheryl stated feedback from her mentor supervisor and facilitator were aligned. She noted the usefulness of the mentor supervisor's feedback due to the fact the two were on the same grade level team and shared students through instructional subject switches. Cheryl indicated the feedback was specific to the individual learning needs of children because of Audrey's knowledge of the students, curriculum pacing and social/emotional needs of the students. Observation notes do not support or negate these perceptions. However, due to the fact the mentor supervisor used a building level peer observation form, observations and feedback on instructional strategies was aligned with building instructional expectations.

Additionally, a greater number of comments by the facilitator focused on instructional strategies, whereas the mentor supervisor had a balanced approach. None of the suggestions were contradictory, but rather supported the suggestions of the other observer.

Finally, the teacher candidate felt as though the support of two observers might have been enhanced if observations and feedback were often and consistent. The dates of

the observations conducted show no observations in September, but five in November, when the internship was winding down, providing less opportunity for implementation of suggestions. In this situation, the CMSM had potential for providing nested support to the teacher candidate, however, the timing of the observations created an imbalance in the support.

Tiffany

Documentation for five observations was provided for Tiffany; four by her university facilitator and one by her mentor supervisor. She had one observation in September, three in October and one in November. Table 17 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment or instruction. Those instructional points which were specific to content were also counted.

Table 17

Frequency and Substance of Observations for Tiffany

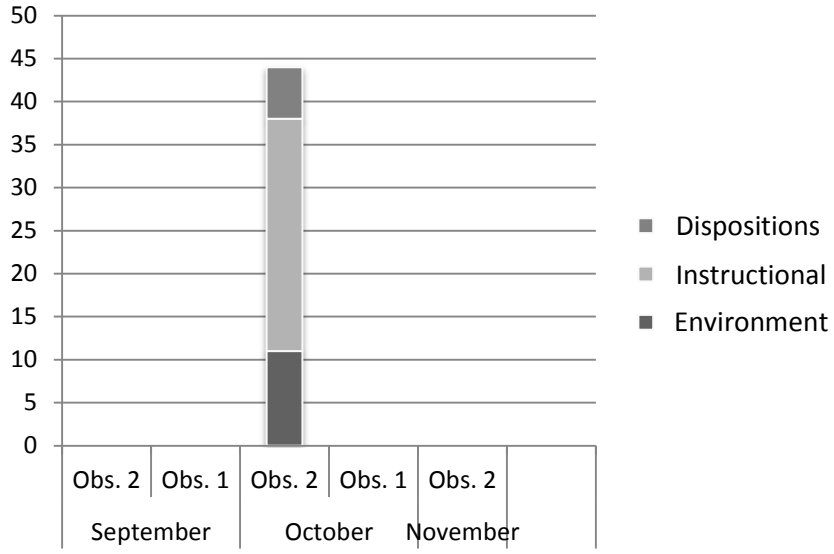
	September	October	November
University Facilitator	[01] 26 observation points 8 environment 15 instructional 3 dispositions	[01] 22 observation points 6 environment 12 instructional 4 dispositions [02] 13 observation points 4 environment 7 instructional 2 dispositions	[01] 20 observation points 2 environment 16 instruction 2 dispositions
Mentor Supervisor		[01] 44 observation points 11 environment 27 instructional -2 content specific 6 dispositions	

Mentor supervisor. According to Tiffany, the mentor supervisor observed three times but provided written feedback for one lesson. The provided templates were not

used, rather the supervisor used a building Peer Observation Form, as described in Cheryl's data. Lesson plans for the observation were not submitted, nor was the CAL. Figure 14 depicts the distribution of observation points made by her mentor supervisor.

Figure 14

Mentor Supervisor Comments by Domain for Tiffany

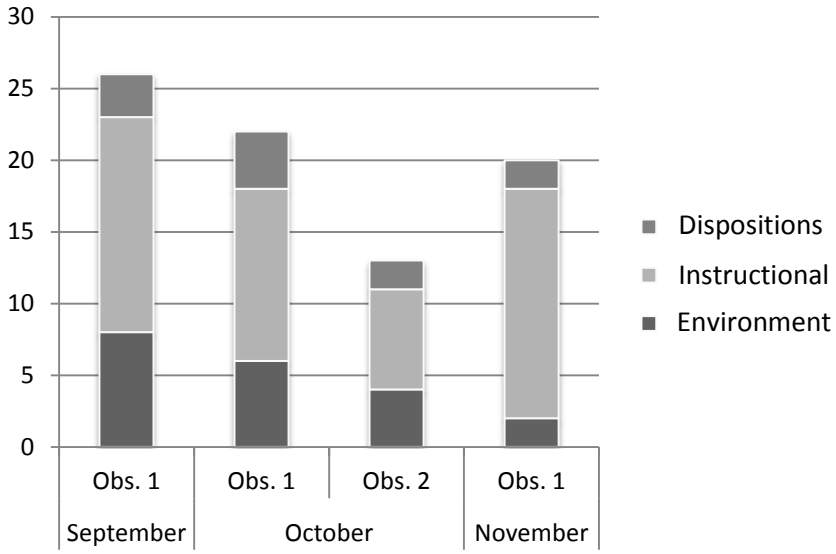


Though Irene only provided written feedback once, her notes were thorough and many observation points were made. The number of instructional comments provided was more than double the number of classroom environment comments. She noted multiple examples within each of the instructional strategies outlined on the Peer Observation Form. No suggestions were made and only one guiding question was asked regarding an activity, "exit slip?" (observation notes, October 17, 2012).

University facilitator. Tiffany shared a facilitator with Cheryl. The facilitator used the same two observation templates with Tiffany as she did with Cheryl. No lesson plans were submitted, nor were CALs submitted. Figure 15 depicts the distribution of observation points made by the university facilitator over the course of the semester.

Figure 15

University Facilitator Comments by Domain for Tiffany



The facilitator averaged about 20 observation points. The ratio of classroom environment to instructional comments was 2:5. The number of classroom environment observation points decreased with every observation. Classroom environment comments focused on effective classroom procedures and a positive learning environment. It was noted in each observation the strength of Tiffany's classroom management. No suggestions for improvement were made for classroom environment, and only one comment was made intimating correction. Instructional comments focused on noting observation facts, such as "entry-task timed worksheets" or "science experiment." Both observations had plus signs next to them, indicating such instructional choices were positive. No suggestions were given for better instructional decisions with regards to activities or delivery of instruction. Guiding questions for each observation asked the following question, "Are you meeting the needs of all your learners and are all the students progressing or learning? How do you know?" Facilitator C noted many

positives for Tiffany and pushed her to think about not just carrying out the lesson and managing the classroom, but to ensure learning for all.

Embedded support. Tiffany expressed alignment between the observation points of her two observers, though she felt she did not receive very much constructive feedback. She noted all of her lessons were very strong and very little went wrong in her lessons, thus suggestions for improvement were not necessary (personal interview, 2012). This perception is supported through the observation notes of both observers. Few suggestions or questions were posed to the teacher candidate. Those that were, were not specific to the content or the rationale for the chosen instructional strategies. Thus little opportunity was given to move the teacher candidate along the continuum of professional development. Observation notes indicate a strong teacher candidate with exceptional classroom management skills, however, opportunities were missed for increasing her pedagogical content knowledge.

Clark

Documentation was provided for six observations of Clark. Four were conducted by the university facilitator and two by the mentor supervisor. Clark reported two additional observations by the mentor supervisor, however documentation was not available. Documentation shows two observations in September, one in October, two in November and one in December. Table 18 notes the number of observation points made during each observation as well as whether the observation points were aligned to classroom environment or instruction. Those instructional points which were specific to content were also counted.

Table 18

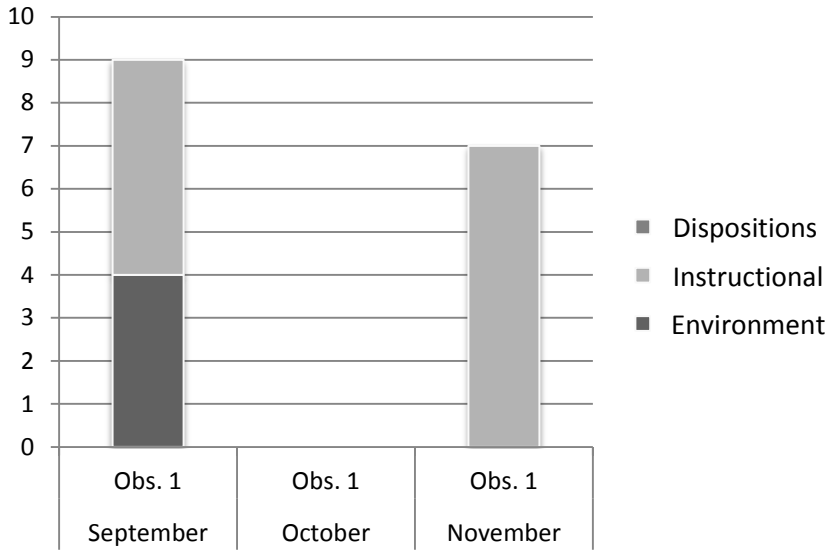
Frequency and Substance of Observations for Clark

	September	October	November	December
University Facilitator	[01] 21 observation points 4 environment 16 instructional -6 content specific 1 dispositions	[01] 40 observation points 4 environment 1 dispositions 35 instructional - 16 content specific	[01] 42 observation points 5 environment 37 instructional -30 content specific	[01] 29 observation points 6 environment 23 instruction -12 content specific
Mentor Supervisor	9 observation points 5 environment 4 instructional		7 observation points 7 instructional - 3 content specific	

Mentor supervisor. Documentation of observation by the mentor supervisor was provided for two observations. The mentor supervisor used a self-created observation template which included content observations, content suggestions, behavior observations and behavior suggestions. The second observation was typed in bulleted form. Lesson plans were not submitted with the observation notes and CALs were also not included. Figure 16 depicts the distribution of observation points made by the mentor supervisor over the course of the semester.

Figure 16

Mentor Supervisor Comments by Domain for Clark



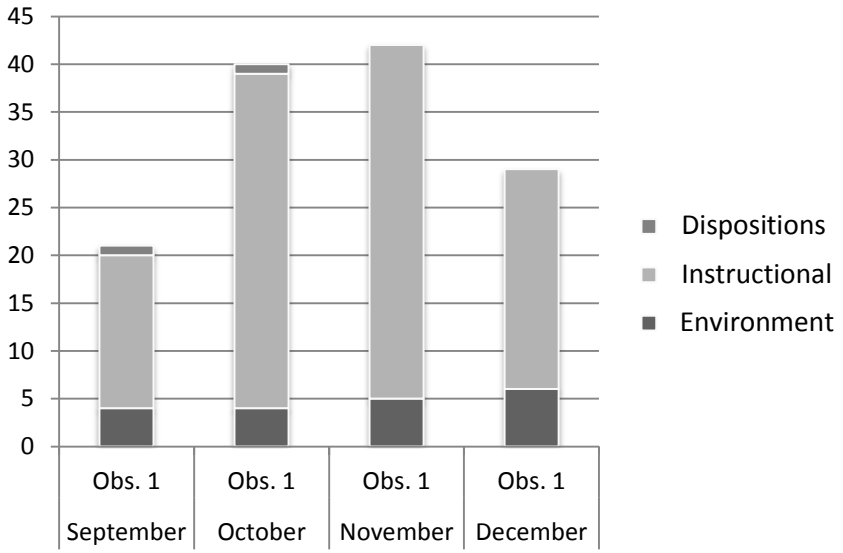
Beverly provided on average eight comments. Instructional comments were observation in nature, noting the actions of the teacher or students, such as "working in groups," or "you gave presenting groups pointers." No suggestions were made or guiding questions asked. Additionally comments generally did not indicate whether the action or activity was positive or an area for improvement. Likewise, classroom management comments were observational in nature, stating what was done or said, by the teacher, such as "give me five," (observation notes, September 19, 2012). One suggestion was given to help students follow directions. Observation notes did not paint a clear picture of the lesson and did not provide evidence of opportunities for growth for the teacher candidate.

University facilitator. The university facilitator supervised two teacher candidates at the same site. Rather than use the provided templates, the facilitator did a variation of selective scripting on notebook paper, noting observations, student and

teacher dialogue, questions, strengths and suggestions. Lesson plans were submitted for each observation. Though the CAL was not used, post observation notes were included for each observation. Additionally, the facilitator provided a typed narrative providing feedback, summarizing the post observation conversation and further emphasizing suggestions. Figure 17 depicts the distribution of observation points made by the university facilitator over the course of the semester.

Figure 17

University Facilitator Comments by Domain for Clark



Observation comments by the university facilitator averaged 33 per observation. Instructional comments were nearly six times that of classroom environment comments. A common theme across all four observations was that of gaining student attention for instruction. Suggestions included "1) getting all students settled in, then, 2) giving directions" (observation notes, September 28, 2012) and "try one word cues like, 'Audience' " rather than, "hold on class- eyes up here" (observation notes, December 5, 2012).

Unique to Facilitator B's observation data, was the depth of reported observation evidence supported by guiding questions and suggestions. Suggestions were framed in a non-threatening manner, "WDYTA" or what do you think about, followed by the suggestion. Facilitator B provided support for pedagogical content knowledge through providing very specific feedback which was content specific. Examples were provided in both science and mathematics. "Also, take the opportunity to guide students into "seeing" that multiplication can PUT THE division back together…repeated addition or division answer so many 'TIMES'." Through small suggestions for changes in content teaching strategies, Facilitator B provided both the opportunity for deepening content knowledge and opportunity for the teacher candidate to exam how small changes in pedagogy can effective the depth of knowledge for the students.

Embedded support. In his interview, Clark discussed the differences between the observations from his facilitator and his site-based mentor supervisor. He described differences this way, "she was looking at it as to how these techniques can be brought into the school as compared to Facilitator B was looking at how can I make those techniques better" (personal interview, December 2012). He went on to explain, with Beverly it "was more about quick little things about, let's say, maybe arrange the students this way a little bit differently. But there was not a whole lot of the constructive criticism throughout the semester from her" (personal interview, December 2012). Written documentation supported this viewpoint.

Observation notes from Facilitator B included observations, strengths and ponderings aimed at deepening the thinking and the practices of the teacher candidate. Observation notes submitted by the supervisor were surface level and encouraging of the

teacher candidate. While there was not enough data to make clear assertions about embedded support, based on the types of feedback provided to the teacher candidate, there may be indications that where one observer pushed the other reinforced all that was positive. If a teacher candidate were feeling threatened or overwhelmed by the constructive criticism, the mentor supervisor on site was providing encouragement for sustaining the types of strategies being used in the classroom by the teacher candidate, and reinforcing the usefulness and appropriateness of such strategies.

Data Collection Limitations

Participants

The model participants were made up of eight teams at four schools. Each team consisted of a mentor teacher, a site-based supervisor, a teacher candidate and university facilitator. However, the research participants consisted of only seven mentor supervisors. Because the teams were tightly intertwined, not all collected data could be used for data analysis.

Video

The design of the research included teacher candidate video with reflection. The intent this particular data set was to provide a glimpse into the teacher candidates' professional growth by noting what teacher candidates themselves noticed in their teaching. The intent of the video was to be review as a data set itself, and juxtaposed with observation notes provided by observers.

Providing video proved problematic. Several teacher candidates demonstrated poor technological skills which interfered with both video capture and uploading to the remote site. Additionally, only one teacher candidate provided video at the established

deadlines. The intent was to note changes overtime in teacher candidate observations. Because teacher candidates did not produce video by the set dates, and because five of the eight attempted to capture and analyze all the video at the end, the video and commentary were not of value for the research.

Summary

The CMSM showed promise for providing professional development support for both the teacher candidates and for site-based practitioners. Teacher candidates noted several strengths of the model. Most felt they received ample opportunity to teach starting at the beginning of the internship. Having a university facilitator, a mentor teacher with whom to co-teach and a site-based practitioner as a supervisor provided them with well-rounded, nested support and opportunities for feedback. Teacher candidates felt the feedback from all observers was mostly aligned, and combined, created a fuller picture of their teaching and professional development needs. Mentor supervisors found the responsibility of observing teacher candidates outside of their own classroom as a benefit for their own professional growth. Responsibility for the professional growth of preservice teachers necessitated reflective practice by mentor supervisors observing outside the intimate space of their own classroom, they were able to think objectively about their own practice. Additionally, they saw the structure of the model as one that could support school- wide professional development opportunities. The model was one that supported both teacher candidates and mentors.

Chapter five provides and analysis of the findings including implications for practice. Suggestions for further research are also identified.

Chapter Five: Conclusions

Introduction

In this chapter, an analysis of the findings is presented. It addresses the implications of the descriptive and interpretive findings of the research questions. The implications inform recommendations for further development and support of preservice internship models supported by university-school partnerships and how those models might maximize both preservice and practitioner professional development. The purpose of this chapter is to add to the body of knowledge on models of student teaching. This chapter makes connections to the literature discussed in chapter three, as it pertains to teacher preparation and embedded support to teachers across the professional development continuum, from preservice teachers to inservice teachers.

Chapter two, reviewed research and argued for viewing teacher professional development as a continuum. The CMSM provided a preservice teaching experience which emulated induction phase professional development providing mentoring and collegial support. Research suggests teachers who have received formalized mentoring during the first two years of teaching are more likely to remain in the profession (Ingersoll & Kralik, 2004; Odell & Ferraro, 1992; Strong, 2007). If induction support reduces turnover, the CMSM may offer an accelerated professional trajectory which may provide another mitigating influence on the impact of teacher turnover. A conceptual literature review was conducted to shed light on contributing factors to teacher induction, teacher turnover and the impacts of professional development on both.

Purpose

The purpose of the research was to explore the perceived benefits of the CMSM on teacher development in the context of the continuum of professional development during the semester long student teaching experience.

The following research questions guided this study:

1. What is the perceived impact of the CMSM on preservice teacher development?
2. What is the perceived impact of the CMSM on teacher professional development?
3. What are the affordances and constraints of the CMSM?

To answer these questions, I explored preservice and practitioner perceptions of the interplay of the two primary components of the model; co-teaching as a structure for the internship, and the supervision structure of combining teacher candidate support through a university facilitator and a site-based mentor supervisor.

Analysis and Key Ideas

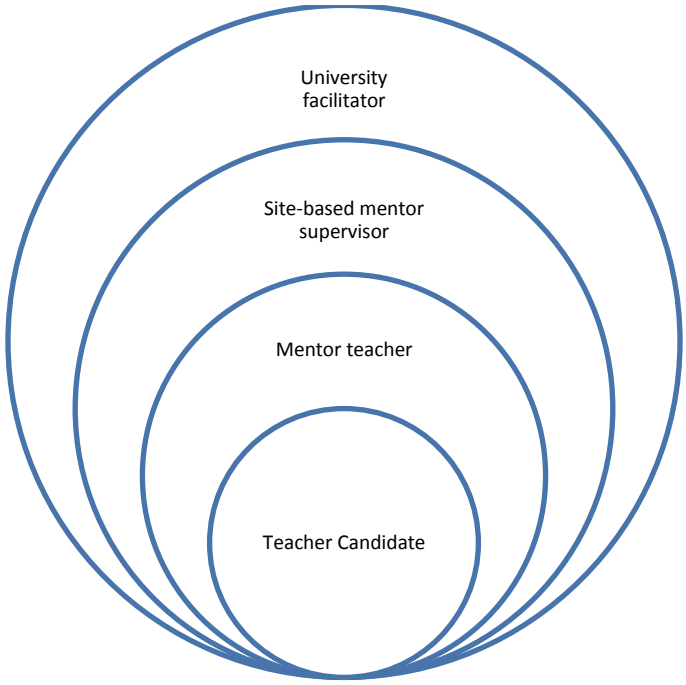
Research question #1: *What is the perceived impact of the CMSM on preservice teacher development?*

Nested support. When evaluating the combined data on co-teaching and supervision, the teacher candidates described an environment of nested support. The teacher candidates tended to view their experience with their development as an effective teacher at the heart of the model. The teacher candidates viewed the contributions of each participant in the model as 1) a snapshot of their teaching and when combined together, provided a photo album of the overall experience and 2) a complete system of support, with each participant adding value to the experience. As a result of the nested supported,

teacher candidates report feeling a confidence in entering the profession. Figure 18 depicts the layered nature of nested support within the model.

Figure 18

Nested Support



Professional development. The nested support provided multiple access points for professional development. The model provides opportunities for professional development in the form of observation, consistent feedback, and collegial support.

Observation. All teacher candidates felt comfortable with observation from multiple educators and viewed these observations as opportunities for professional growth. In the beginning, the teacher candidates expressed nervousness and a desire to impress, putting time into crafting flawless lessons and then anxiously awaiting the response of the observer. As time went on, the teacher candidates became more relaxed and willing to forgo the "dog and pony show" as one candidate called it, for regular,

everyday teaching. In the beginning, the teacher candidates spent energy on creating extensive lesson plans and fretting over their performance during observations. As more observations occurred, the teacher candidates' efforts went into quality teaching and learning, rather than ensuring a performance for their supervisor. The teacher candidates were able to wade through the superfluous to focus on the students, not on themselves. Observation became a norm; one in which teachers were no longer intimidated. As an accepted norm of teaching, the teacher candidates exchanged the notion of preparing special lessons in hopes of a positive evaluation, for typical lessons in hopes of constructive feedback for improvement.

The teacher candidates reporting the highest level of comfort were observed the most and by numerous individuals, including mentor supervisors, facilitators, principals, coaches and the researcher.

Feedback. Definite differences in what was observed and how it was observed surfaced. Of the three facilitators, two focused almost exclusively on the classroom environment; more specifically on managing behaviors and routines. Observations related to the domain of instruction tended to note teacher candidate actions, such as using a worksheet or modeling a problem rather than digging deeper into the content knowledge of the teacher candidate. Noted strengths and suggestions for improvement tended to be general in nature and could be applied to various content and contexts. The mentor supervisors tended to provide a balance of instructional and classroom environment observations and suggestions, however the instructional comments tended towards content specific. Overall, the combination of feedback between the two observers provided well-rounded constructive feedback to better support the teacher candidate. In

these instances, the role of the mentor supervisor was one of both supporting the facilitator through aligned feedback and through filling in the gaps. Additionally, the site-based mentor supervisors held the unique position of understanding the culture, climate and instructional initiatives within their specific building. Without the mentor supervisor, the teacher candidate would have had an incomplete picture of his or her teaching and areas of need.

In the case of the third university facilitator, the feedback was heavily geared towards content specific comments. Strengths and weaknesses in both instruction and classroom environment were addressed, yet the university facilitator pushed the thinking of the teacher candidate by exploring the instructional choices of the teacher candidate in the presence of content. Comments indicated intentionality in supporting the idea of pedagogical content knowledge: the instructional choice a teacher makes is directly linked to the content and the context. For each of this facilitator's two teacher candidates, the feedback provided by the mentor supervisors was balanced between instruction and classroom environment, but lacked the depth and evidence of the facilitator.

All three facilitators worked for the university on a part-time basis. Two are retired educators with local school district ties. The third is a former teacher and also serves as an adjunct methods instructor for the university. Because of this position, the university facilitator had pre-established relationships with each teacher candidate. This may have been a factor when pushing the teacher candidates deeper into pedagogy. Additionally, this facilitator also has more interaction with other faculty members and engages in regular professional discourse with other methods faculty members. In this way, the university facilitator is more deeply rooted in the department and more aware of

the instructional issues and emphasis within the program courses and can therefore reinforce the methods expectations. The two retired educators have no contact with the university methods faculty and professional dialogue is absent. Without knowing what has been taught and reinforced within the methods courses, it stands to reason feedback would be more general.

Co-teaching as embedded professional development. Of the teacher candidates in this research, 88% described a satisfaction with the co-teaching model for providing a safe environment to build confidence, make mistakes and learn from mentors with side-by-side coaching. The immediacy of engagement in the classroom provided them with a sense of belonging in the classroom, not just as a teacher candidate, but as an important member of the instructional team. The mentor teacher provided a safety net by supporting them through their internship by scaffolding the learning to teach. Teacher candidates were able to experience small portions of teaching responsibilities and focus on instantiations of teaching with modeling. Such was demonstrated by Claire and Samantha in mathematics when Claire first lead student questioning and then let Claire lead the next, while coaching her through.

The perceived levels of support by mentor teachers did vary, as described by three of the teacher candidates. Co-teaching was taken to mean different things to different participants. Those who attended university sponsored training tended to have a clearer and more flexible vision of co-teaching. Those teachers provided regular support, ongoing feedback and moved in and out of co-teaching strategies. The two not attending training tended towards a more traditional model of student teaching. The third mentor attended the training but did not fully grasp the flexibility of the co-teaching model or the

opportunity to use the structure for embedded professional development. As a result, both teacher candidate and mentor expressed some frustration over the implementation of co-teaching in the classroom and the outcomes.

The potential for embedded support of teacher candidates is evident in the co-teaching structure and was utilized by most. Personal communication from participants indicated a need for a more clearly articulated vision of the model. Attendance at trainings must be required of all participants in order to fully maximize the benefits of the model. Support must be provided by the university facilitator to assist those experiencing difficulty. This requires a clear understanding of the benefits, the vision and the flexibility of the model.

Collegial support. Learning to teach requires opportunities for risk, failure, and purposeful reflection on one's practice. The CMSM provided opportunities for teacher candidates to participate in reflective dialogue. The role of the mentor supervisor differed from that of the facilitator or the mentor teaching in that the mentor supervisor relationship existed outside of the teacher candidate's classroom space. When the teacher candidate is teaching, the hierarchy between the mentor and the teacher candidate exists. It is the teacher's classroom, the teacher's rules, routines and practices which are then emulated and carried out by the teacher candidate. Hargreaves (1998) acknowledges student teaching, and teaching itself as an emotional endeavor. Even when a teacher candidate is encouraged to experiment and take risks, they are doing so within the professional and emotional workspace of the mentor.

The facilitator is assumed to offer a neutral presence and perspective; however the facilitator represents the university and is tasked with upholding expectations through the

university. Furthermore, the facilitator serves as the primary evaluator of the teacher candidate, thus eliminating any neutrality. Additionally, though the teacher candidate's respected the support and feedback provided by the facilitator, it did not go unexpressed the fact that the facilitators were no longer active practitioners in the K-12 system. This left some questions in the minds of the teacher candidates and teachers as to the credibility of the feedback. This distrust and misunderstanding which often exists between the university and school system (Bullough, R.V., Draper, R. J., Smith, L., & Birrell, J.R, 2004) manifested itself within the CMSM.

Conversely, the mentor supervisor was neither an active participant in the physical and emotional teaching space, nor the primary evaluator of the teacher candidate. The mentor supervisor, did however, have an intimate knowledge of the context in which the teacher candidate was learning to teach, was attuned to the cultural norms and expectations of the building and could provide just-in-time specific support to the teacher candidate when needed. Much like a mentor in the induction phase of teaching, the mentor supervisor provided collegial support to the teacher candidate by making themselves accessible to the teacher candidate, being a sounding board for ideas, providing observation and feedback and by providing breathing space for the teacher candidate away from the emotional terrain of the mentor teacher. Though two teacher candidates, Clark and Cheryl referred to others in the building with which they had developed the collegial relationships naturally on their own, no mention was made of such relationships forming independently. The structure of the CMSM ensured a collegial other was made available to the teacher candidates for their professional and emotional support throughout the internship.

Research question #2: ***What is the perceived impact of the CMSM on teacher professional development?***

Embedded professional development. The CMSM provided professional development for the mentor supervisors by embedding learning throughout the lived daily experiences of the educators. Following the theory of andragogy, (Knowles, 1973) the adult learner builds upon previous skills by learning new approaches and methodologies from their peers over a period of time. Andragogy posits self-directed learners will surround themselves with other self-directed learners and will seek out opportunities for to learn new perspectives and skills from those in like circumstances.

Learning through supervision. The mentor supervisors used the position to improve their own instruction. Opportunities to observe and provide feedback to novices brought responsibilities to provide sound pedagogical advice. Mentor supervisors expressed a desire to provide high levels of support to their supervisees and in doing so, felt compelled to evaluate their own practices. The mentor supervisors weighed their judgments and suggestions against their own practices.

Audrey found value for her own teaching in supervising a teacher candidate. In Audrey's case, she and her same-grade level teammate, Irene, each hosted a teacher candidate, and in turn provided supervision for the other's candidate. In this building, the grade levels ability grouped students for reading and math, therefore, sharing instructional responsibilities for students. Audrey found value in observing the students in different settings and comparing the student behavioral and learning responses outside of her classroom. This helped her in two ways. First she was able to observe differences in the student from one setting to another. She was then able to analyze the causes of the

differences and address these with her teammates in order to better serve her students. Secondly, through observing her teacher candidate she was able to learn new strategies for addressing student needs in the classroom. Classroom management strategies and ways to interact with students were noted in particular.

***Learning from colleagues*.** Secondly, the mentor supervisors learned from their colleagues and supervisees. This was best described by Mark and his mentee, Dawn when discussing the implementation of centers. The CMSM allowed him the opportunity to both observe and evaluate the effectiveness of centers in the second grade classroom. He analyzed what worked, why it worked and in providing feedback to the teacher candidate, began to envision implementation in his own classroom. Claire, his colleague in whose room he observed, then in turn, was able to observe the implementation and effectiveness of Mark and Dawn's teaching in a center-based environment. The CMSM provided a complete feedback loop.

Participants in two of the four sites described their schools' efforts to support teachers observing one another; however participants at only one site described formalized structures to do so. The participants acknowledged the benefit of having a teacher candidate allowed them to visit the classroom of another. The specific requirement of observing a teacher candidate in a colleague's classroom ensured teachers not only had the opportunity to observe but did so.

The combined structure of the co-teaching with supervisory responsibilities promoted professional development in two ways, 1) when observing, it allowed for the observation of the teacher candidate co-teaching with their mentor, the mentor supervisor engaging in observation and feedback had the opportunity to not only observe the

practices of the teacher candidate but of their veteran colleague as well, and 2) the model provided the opportunity for practitioners to engage in immediate deliberation and improvements in their own teaching due to the fact the mentor supervisor, through co-teaching, was never fully removed from the classroom. The mentor supervisor could not only make immediate adjustments but also had a novice teacher with which to implement improvements and engage in in-the-moment reflections.

Each mentor supervisor indicated a willingness to engage in both the co-teaching model of student teaching and CMSM for teacher candidate supervision in the future with some modifications. Artifacts and personal communication suggest the supervision was easiest for the primary teachers to conduct during the second half of the semester. Designing the model with the flexibility to establish co-teaching first and then moving to supervisory responsibilities may alleviate stress for these teachers. Providing several suggested timeframes possibilities for teachers would help to reduce confusion and stress.

Furthermore, regular communication between the buildings and participants may have provided for more consistency. Only two mentor supervisors regularly used the requested forms and conducted the observations and feedback on a consistent basis. As the researcher, I was careful not to provide too much influence throughout the process, while acknowledging the need for intervention and support. As a result I kept communication to a minimum, providing only the training at the beginning of the experience, a mid-term focus group and training and an observation and check-in with each team during the second half of the semester. In an effort to minimize my impact on the project, I may have not fully provided the supports necessary for the mentor supervisors.

My lack of full connections with the teams also did not capitalize on the opportunity to build partnerships in meaningful way. Because of the part-time, adjunct status of the facilitators, they were not in a position to develop partnerships with the schools in way that would promote renewal within both organizations. If the model were to continue in the future, it is imperative a regular faculty member nurture the relationships by actively engaging in the professional development opportunities within each team. By doing so, the faculty member could better support the team and could also grow as a practitioner by working side-by side with each member to enhance practice.

Research question #3: ***What are the affordances and constraints of the CMSM as a vehicle for professional development and partnership?***

Strengths. The primary strengths of the model lie in the potential for teacher professional development and are discussed above. In summary, the strengths of the program include nested support to the teacher candidates through co-teaching, collegial support and university advocacy, each of which contributed to the professional growth of the teacher candidate. Professional development opportunities were embedded into the model for practitioners who were able to use the structures of co-teaching and supervision to reflect upon and improve their own practices.

Constraints. Several barriers to success presented itself when implementing the CMSM. Competing priorities, communication and interactions of key players each inhibited the seamless implementation of the model and may have interfered with creating meaningful experiences for the mentor supervisors.

Time. All of participants reported concerns of time and competing priorities as barriers to full participation in the model. Two participating mentor supervisors also

coached athletics afterschool. For one of the mentor supervisors, coaching duties interfered with participation in training with regards to co-teaching and mentoring and yet another was inadvertently missed the training for other reasons. Although contact with the mentor supervisors were made prior to the start of the school year, the training took the form of a "sit and get" type of professional development with limited time. The model could not be clearly articulated in the amount of time provided nor could mentoring training occur. Though the teacher candidates placed in these rooms reported feelings of success and overall satisfaction with their placement and mentors, one of the teacher candidates reported feeling as though co-teaching was not implemented the way each envisioned. One of the two mentor supervisors also described if they were to do it again, they would make changes to how they approached co-teaching.

Four of the teachers described additional leadership activities which took time away from their classrooms, time away from mentoring the teacher candidate placed in their room and added to the workload and stress levels of teaching. These teachers were worked on curriculum alignment as the district transitioned to the Common Core Standards. Hosting a teacher candidate using the co-teaching model was more work than expected and then adding supervision on top of the other responsibilities was overwhelming to two of those mentor supervisors in the first half of the semester. The teachers viewed the work as relevant, but thought it too much at the start of the year. The mentor supervisors seemed to view the supervision as an added responsibility where professional development was the bi-product.

Participants at all sites saw value in observing and two of the participating sites described efforts of peer observation in their building. One recommendation for easing

the feeling of "one more thing" for the teachers would be to formally incorporate the model into the professional development plans for the building. Seeking active support from the administration and working in a partnership to provide professional development opportunities for all participants, including university faculty may help to support a school need, while providing deep, rich collaborative experience for educators from preservice through administration and higher education.

Other mentor supervisors said finding time, particularly in the beginning, to observe the other teacher candidate, was difficult. The rationale for this was 1) teachers were concentrating on implementing co-teaching and 2) the teachers did not feel comfortable leaving their teacher candidate alone at the beginning of the school year. Mentor supervisors not observing in the first six weeks of school missed opportunities to develop deep relationships with their supervisee and to provide constructive feedback during a point in the trajectory of learning where the learning curve may be steep. Three teacher candidates reported no observations during the first month of school by their site-based mentor supervisor. For each, the level of support perceived by the teacher candidates was lower than that reported by the other teacher candidates. Each of the three appreciated the feedback of the site-based mentor supervisor, saw value in the feedback and suggestions provided, but did not view the mentor supervisors as instrumental in the support system as the other teacher candidates. Two of the teacher candidates expressed a desire for earlier and frequent observations by their mentor supervisor because they valued the feedback that was received and the intimate contextual knowledge each brought to the observations.

Communication. Shared responsibility for the education of preservice teachers requires communicated expectations, values and beliefs between responsible parties. As with any relationship, good communication can enhance potential outcomes. The implementation of the model and the collection of data were directly impacted by the communication efforts of all involved.

Expectations. Two forms of expectations surfaced as barriers. The first was the communication of expectations of mentor supervisors as to their responsibilities and timelines. Though each building principal was contacted and the model discussed, two principals did not discuss the model or expectations with the teachers prior to assigning them a teacher candidate. In both instances, the teachers were willing participants, but could not plan for the experience in advance. In the other two schools, the principals invited the participating teachers to the planning meeting and all were aware of the model, the purposes for exploring the model and the responsibilities tied to it.

A beginning term professional development opportunity was provided for each mentor supervisor and facilitator. This was a required meeting. At the first two buildings described above, the teachers were unaware of the expectation to attend. Two of the four teachers did not attend at all. For the two who did, they did not fully comprehend why they were there.

At this meeting, not only was the co-teaching structure discussed, but mentoring strategies were learned and practiced. Through the training, teachers developed an understanding of mentoring purposes, mentoring language and content of mentoring conversations. Those who were not in attendance did not enter the experience with the same understanding. Furthermore, the expectations for paperwork, timelines for

observations and critical conversations such as mid-terms and finals were discussed. Although these were reviewed and hardcopies of expectations were provided, not all mentor supervisors followed through with these expectations. Further reminders should have been given, whether in person or through email. Two mentor supervisors expressed a need for clarification along the way.

It was also during this meeting that the expectations for collaboration between the mentor supervisor and the facilitator were outlined. Though I did go into some detail on the collaboration, through interviews and field notes, it was revealed that collaboration was minimal in most teams. Conversations occurred between mentor and facilitator, but not between mentor supervisor and facilitator. This was a missed opportunity to provide collaborative support to the teacher candidate and a missed opportunity for mutual influential growth. Additionally, at least two of the mentor supervisors felt as though their role was minimized due to the lack of collaboration on evaluations.

A final expectation which proved to be a barrier to at least two mentor supervisors was the expectations of the purpose of student teaching and the skills teacher candidates already possessed. Feiman-Nemser (2003) contends it is a mistake to view teacher candidates as finished products with only a refinement of skill needed. This is because novices have unique learning needs which can only be met through the context of teaching (Feiman-Nemser, 2003). Without this understanding, the needs of the learner were not identified and met. This contributed to frustration on the part of the mentor and feelings of inadequacy for the teacher candidate.

In the first situation, the mentor supervisor had worked with the teacher candidate for a full year previously. She had high expectations of the teacher candidate based on

observations from her time as a practicum student and volunteer in the classroom. The mentor acknowledged this may have clouded her beliefs and thought she may have placed too high of expectations on her teacher candidate without taking into consideration the differences in the two types of field experiences. As a result, the teacher candidate didn't always meet the expectations for independence and innovation the mentor had hoped for.

In the second situation, through an analysis of the teacher candidate's perceptions coupled with statements made by the mentor, it appeared the mentor felt as though the teacher candidate should have entered the classroom with more skills rather than using the opportunity to develop skills. The teacher candidate mentioned a hope for more guidance in deciding how to teach a specific lesson, stating the teacher gave her the independence to make instructional choices and then seemed disappointed with the implementation (personal interview, December 2012).

Finally, three mentor supervisors indicated a need for the teacher candidates to observe the mentor conduct classroom management and develop routines and procedures. This indicates a belief that teacher candidates learn through observation and not through doing. Darling-Hammond (2003) reminds us that the through observing the teacher, the teacher candidate learns how to mimic the teacher but does not develop an understanding of the influences in the decision making process of the teacher. This is done through intimate knowledge of the decision making moment and discussions regarding the influential factors in making the particular decision. If the teacher candidate is on the sidelines and not an active player, the decision making process is reduced to mimicking

the teacher's actions. The teacher candidate will not gain the skill to make wise decisions in the moment as they advance on to solo teaching.

Although the stages of beginning teachers, as discussed by Moir (1999) were reviewed, probing for understanding and elaboration on its implications should have been a point of discussion within the training. This may have helped to frame expectations and reduce stress and frustration on the part of the participants. Furthermore, the importance of metacognitive strategies should have been incorporated into the co-teaching training. The importance of the immediate involvement in teaching and learning coupled with metacognition provides the essences of learning to teach. It isn't enough to engage in learning activities, one must reflect upon why one makes the instructional decisions and the influential factors on such decisions.

Constructivist and Social Constructivist Considerations

Constructivist learning theory and social constructivism provided the theoretical framework for this research. Constructivist theory posits people learn by constructing their own knowledge and understanding of the world. As the individual experiences new situations, new understandings may emerge. The individual must reconcile the experiences with current understandings, or discard them. The learner is constantly restructuring and reorganizing understanding.

Social constructivism, generally associated with Lev Vygotsky, applies the general theories of constructivism to social settings. Different than constructivism, this theory emphasizes the learning that occurs through interactions with others within a given context. The specific learning emerges out of the context and the social and cultural

interactions of the participants. Learning does not occur outside of the context but because of the environment and social interaction.

Research on teacher professional development in the last twenty years, has found teachers more likely to make changes in instructional practices when the professional development opportunities adopted the social constructivist view of learning (Little, 1993; Garet, et al., 2001). Andragogy is a learning theory that researches and reflects on the learning of adults. Life-long learning can occur intentionally or unintentionally. When unintentional, the activity is planned but learning is not the main purpose. The activity is woven into the lives of the participants and learning happens. When intentional, the learning opportunities can be self-directed or mandated.

Within the CMSM, learning opportunities were intentionally structured for the teacher candidates. Teacher candidates were provided in-class mentors for side-by-side teaching and coaching. Teacher candidates were also supervised by a university facilitator who observed, provided feedback, advocated for the teacher candidate and sought to resolve any conflicts. In addition, each teacher candidate had an on-site supervisor who also engaged in the observation cycle, but unlike the facilitator was immediately available to the teacher candidate. Each teacher candidate was also expected to video five lessons on which they were to reflect. Like all teacher candidates at the university, teacher candidates received additional support through a bi-monthly seminar.

Learning for supervisors was considered by the researcher as unintentional. The design of the model was constructed specifically with the support of the teacher candidate in mind. Learning by the supervisors was not the main focus; however, supervisors may have been affected. Supervisors were provided training to better support them in the

supervision of teacher candidates, and the true learning evolved from their opportunities to observe, provide feedback and reflect on their own practices.

Implications

The teacher candidates felt the full support of the model was beneficial to their growth. The recommendation of all participants was to grow the model to include all teacher candidates. At the very least, teacher candidates felt co-teaching should be required. The supervision by a current practitioner provided the teacher candidates with an ally at the school from whom they could receive emotional and instructional support and should be included where possible. A wider support system for vulnerable beginning teachers may help to accelerate the induction of new teachers, by introducing preservice teachers to the mentoring structures earlier in their careers. Earlier introduction to the culture of peer observation, the feedback loop and observation as a vehicle for professional growth versus evaluation may help establish the expectation of transparency in teaching as a part of the educational process of new teachers. If this cultural expectation is established in the preservice end of the spectrum, it may help to ease defenses new teachers often feel in the first few years of teaching.

Although the recommendations were mixed from supervisor to supervisor, each felt the inclusion of practitioners as supervisors had some positive effect on the teacher candidates and on themselves. Response to engage in the model again ranged from whole hearted affirmatives, to agreeing with some modifications.

Barriers existed in the implementation of the model which has implications beyond the research. First of all, mentor supervisors expressed concern with, and the researcher noted issues of time. Nearly half of the mentor supervisors noted competing

priorities for time. Claire, Beverly and Melissa each assumed leadership responsibilities outside of the model. As discussed during the mid-term focus group, had the teachers understood the depth of involvement required they would not have agreed to taking on other professional tasks, such as curriculum development and alignment. Additionally, 50% of the sites were implementing a form of peer observation at their building. Each noted limitation of resources to formalize the professional development. The CMSM when embraced by a building may contribute to the implementation of such a formalized professional development opportunity. If accepted by the school and formalized through integration of the model in the school improvement plan, the model could provide the structure and additional resources necessary for deliberate, consistent and meaningful peer observation.

Additionally, the CMSM provides a platform for meaningful university school partnerships. Several of the teams indicated an interest in more focused professional development from the university on mentoring for improved instructional practice along with more collaborative dialogue between the university facilitator and the supervisors. This model, if implemented as envisioned, could provide opportunities for increased collaboration on preservice teacher development, which could lead to professional dialogue for the purposes of improving instruction and increased levels of student achievement.

Such collaborations require trust and vulnerability on the part of both entities. Such trust takes time to build. I recommend pursuing this relationship with current partner schools, where trust and credibility has already been established.

Recommendations for Practice

The CMSM provided well-rounded support to teacher candidates by providing embedded professional development with side-by-side coaching for the teacher candidates through the co-teaching model. Collegial support was provided by the mentor supervisor who provided both constructive feedback and emotional support to the teacher candidate in a neutral space. Whether or not the site-based mentor supervisor serves in an official capacity for the university, their intimate knowledge of the site culture and teaching context coupled with the neutral third party was a benefit which could only be provided by the mentor supervisor. Incorporating structures for site-based coaching should be included in the internship experience.

The university facilitator provided the teacher candidate with a third party perspective removed from the emotional space. Though the facilitator lacked the intimate knowledge of culture, they provided a neutral perspective, acted as liaison between the university and the teacher candidate and between the teacher candidate and mentor, acted as an advocate for the teacher candidate and assumed evaluative responsibilities. Within the internship the teacher candidate must navigate the relationship with the mentor and the school culture. Having only a site-based practitioner as a supervisor would not provide the teacher candidate with a neutral party within that relationship. Therefore, the university facilitator served an important role. These three components, co-teaching, a site-based mentor and university support provides three legs of a tripod supporting the professional development of the teacher candidate.

To assist accelerated induction for new teachers, regular, consistent observation needs to be a part of the preservice program. The required minimum number of

observations should be increased from four to eight observations over the course of the semester. Whether observations are shared between a university facilitator and mentor supervisor, or a university observer only, the number of observations by a facilitator varied in frequency from candidate to candidate. Therefore, if observed by the facilitator alone, support was inconsistent from one teacher candidate to another depending on the facilitator.

The conclusions drawn from the analysis of observation and feedback is two-fold. First, each observer played an important role in the support and development of the teacher candidate; in most instances, one supplied what the other didn't, providing well-rounded skill development. Eliminating one would have left a hole in the development of the teacher candidate. Whether or not the university wishes to assign a university and a practitioner as official supervisors of the teacher candidates depends upon funding, however, it is evident a site -based practitioner should be formally recognized and made available to the teacher candidate.

Secondly, communication of performance expectations of teacher candidates needs to be shared more fully with all involved. The lack of depth in some observers' feedback indicates a need to more fully articulate expectations for teacher candidate professional growth. Though feedback was aligned with expectations across all parties, the opportunities to more fully develop teacher candidate skill were missed in some instances.

Observation protocols should be developed by the university with support provided through professional development. Whether observation occurs only by a university facilitator, or by both a facilitator and mentor supervisor, ongoing professional

development on pedagogical practices as well as on what to observe should be provided. At a minimum, adjunct university facilitators should have the opportunity to engage in professional discourse with methods instructors so theory can be reinforced during practice. Feedback should be tied to anchoring experiences from methods courses, thus bridging theory and practice. Such dialogue would also benefit instructors by keeping them abreast of trends in preservice teacher needs which could be integrated into traditional coursework. Feedback can be tied to anchoring experiences from methods courses.

Recommendation for future iterations of the model is to situate the model in current partner schools in which relationships have already been established. The model has the potential to support building professional growth initiatives as described in school improvement plans. Through intentional linkage of the plans to the observations of the teacher candidates, deliberate and intentional professional development could occur. The potential for just this was uncovered in two sites. At School D, the mentor supervisors used a peer observation form developed by their school. The included components on the form guided the teachers into looking for very specific elements of quality teaching, such as multiple representations and academic vocabulary. The structure of the observation form led the supervisors to focus primarily on instructional strategies. The supervisors did not ignore classroom environment but viewed environment through the lens of enhancing learning. The teachers themselves, whether intentionally or not, linked their professional growth initiatives in their building with their supervisor responsibilities. This was alluded to in the end of term interviews when the teachers described how they reflected on their own teaching when observing the teacher candidates.

The second site, School A, serves as a partner school with the university. There is a strong foundation built already at the school, along with developing relationships and trust. The facilitator serving the teacher candidates at this school has worked with the faculty in coaching capacity aligned with building goals in the past. There is a level of trust and collegiality already developed. Here the opportunity was missed to further support building goals for professional growth. The facilitator and mentor supervisors were so focused on the implementation of two new elements, 1) co-teaching and 2) supervision that deliberate efforts were not made to link to and support building initiatives. Future iterations of the model should seek to incorporate such deliberativeness into the model for growth and renewal of all participants.

In all of the instances, the building principal was only consulted at the beginning of the implementation of the model. In an effort to be non-intrusive, no expectations were placed upon the principals of the buildings, rather each assumed the level of leadership and influence in preservice teacher development as they saw fit. However, the role of the principal is crucial for both the professional development of both the teacher candidate and the practitioner. For the full benefits of the model to emerge, principal involvement and influence is needed. This serves as another reason for supporting implementation at this time in partner schools only.

The CMSM shows promise as a professional development opportunity for schools. To alleviate the feeling of additional work added to the responsibilities of teachers, the CMSM should only be implemented in schools where the model can directly support the school improvement goals outlined for teacher professional development.

Deliberate linkage of site goals can provide purpose for mentor supervisors beyond viewing the model as added responsibility.

Expectations of responsibilities should be clearly outlined. Providing expectations is not enough. Regular check in through email may provide sufficient reminders. Maintaining flexibility within the model was important, however, two mentor supervisors suggested more frequent reminders of what should be done and when.

Communicating expectations of teacher candidate performance to mentor teachers should be required regardless of the model provided. Mentor supervisors demonstrated differences in their expectations of entering skills of their teacher candidates. Such expectations shed light on the philosophical beliefs of those who prepare teachers. If the internship is to be viewed as a part of a continuum of professional development for teachers, as suggested in this document, the idea of the internship as a culminating experience must be replaced with the notion that this experience marks the beginning of a career in professional practice. Developing a shared vision with partner schools, which in turn, is articulated through practice, is essential for meaningful support of teacher candidate development.

Finally, to truly bridge preservice preparation and induction, components of the model should be used in the beginning years of a teacher's professional career. The site-based supervisor provided an intimate knowledge of the school culture and the students during observations which proved beneficial to teacher candidates. Continuing with a site-based mentor at the new teacher's site, who provides both emotional and pedagogical support may help new teachers navigate the complex terrain of teaching better than models which provide outside mentors. In addition, universities should maintain their

support of new teachers during the induction phase by providing observational support in the field. By doing so, new teachers may continue to receive research-based support, support from those immune to the day-to-day perspectives of the site and removed from district initiatives. Such a perspective may add clarity to issues which can bog down teaching and learning. Finally, providing new teachers with two different sources of support may keep new teachers from feelings of isolation and provide them with the support necessary to address the complexities of teaching.

Recommendations for Future Research

The review of interviews of teacher candidates and supervisors revealed variations in the experiences of those involved. The current research sought to explore the possibilities of the model for professional development, where the model itself was a single case. However, some participants reported more meaningful experiences than others. The variations seemed to hold true based on site, versus individual teacher. In this research, four sites were included, but the individual site itself was not studied as a separate case. Future studies directed at examining the individual contexts of the model are recommended for the purposes of uncovering how the contexts influenced the degree of meaningfulness for each participant.

Analysis of the observation notes revealed differences in focus between the site-based mentor supervisors and the university facilitator. During this research, differences in the documented feedback provided by observers in terms of quantity, quality and the level of depth were noted. Future studies focused on variances of feedback provided by university facilitators and site-based supervisors are suggested.

Throughout the research, participants were asked to submit documentation of observations. Additionally, teacher candidates were asked to submit videos of lessons. Due to the inconsistent submission of videos and lack of timeliness, the recordings collected were not useable for this research. Future opportunities to study teacher candidate video for actualization of feedback and for teacher candidate observation are suggested.

Finally, through interviews, the mentor supervisors in this research described the impacts of supervision and mentoring on their own professional development. However the level to which the new learning was enacted in the classroom were not discussed in detail. I recommend future research on the degree to which emerging understandings of mentor supervisors are enacted in the individual classrooms.

Summary

The structures embedded in the CMSM were perceived to have contributed to the professional development of preservice teachers by providing nested support. Through co-teaching, mentor teachers were able to provide side-by-side coaching and engage in professional dialogue relevant to their shared experiences in the classroom. The university facilitator acted as both an advocate for and evaluator of the teacher candidate. As a third party external of the teaching context, the facilitator provided a fresh lens for observation, providing feedback aligned with the mentor supervisor. The facilitator served as a neutral support and provided conflict resolution, when needed. The mentor supervisor provided collegial support both emotionally and instructionally for the teacher candidate. Located at the same site, the mentor supervisor was immediately available and could provide timely support. Because they were intimately tied to the context, an

advantage of the mentor supervisor over the facilitator was the ability to provide specific feedback relevant to the context, the curriculum and specific students.

The CMSM provided professional development opportunities for the mentor supervisors due to the structures of co-teaching and site-based supervision. Observing within the building allowed the mentor supervisors to observe their peers and teacher candidates enacting the expectations for teaching and learning as defined by their site. Tasked with providing feedback to teacher candidates, the mentor supervisors were compelled to evaluate their feedback against their own practices, revising as necessary. Additionally, observing others provided them with opportunities to seek new ideas and strategies. The co-teaching structure allowed the mentor to remain teaching in the classroom for the duration. The continued engagement in teaching provided the context for implementing improvements in their own teaching rather than relying on the teacher candidate or waiting until the teacher candidate had completed their internship.

The CMSM has potential to transform preservice frameworks for teaching and to expand existing partnerships. The use of practitioners as site-based supervisors can work to create the professional climate similar to that which has been identified as contributing to the retention of induction phase teachers; providing pedagogical support while creating safe emotional spaces and support, engagement in the observational cycle with constructive feedback and professional collaboration.

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APPENDIX A

GUIDING QUESTIONS FOR TEACHER CANDIDATE INTERVIEW

Guiding Questions for Teacher Candidate Interview

These questions are not exhaustive, but designed to instigate dialogue.

1. Describe how co-teaching looked in your classroom. When did you begin teaching? How often? How did you go about planning for instruction? What roles did you each take?

2. What co-teaching strategies did you use the most? The least? Why? What did you do while your mentor was teaching? What did your mentor do while you were teaching?

3. What were the strengths of co-teaching? What were some barriers or weaknesses to co-teaching?

4. How often were you observed by your university facilitator? Were you able to pre-conference? Post conference? Did your mentor and facilitator observe together?

5. Describe the type of feedback you received. Was it aligned with what you learned in your methods classes at the university?

6. How often were you observed by your mentor supervisor? Did you pre-conference and post conference?

7. How aligned was the feedback from your mentor supervisor with your university facilitator?

8. What were the benefits of having a supervisor on site? What were the barriers or weaknesses?

9. What are the benefits and drawbacks for having both a site-based supervisor and a university facilitator?

10. How many times overall were you observed? How comfortable did you feel being observed in the beginning? And now?

11. Did your mentor supervisor, mentor and university supervisor conduct the evaluations and mid-term together with you?

12. Would you recommend we continue with this model? What components? Why or why not? What changes would you make?

APPENDIX B

GUDING QUESTIONS FOR MENTOR TEACHER INTERVIEWS

Guiding Questions for Teachers

These questions are not exhaustive in nature, but are designed to instigate dialogue.

1. Describe how co-teaching looked in your classroom. When did your candidate begin teaching? How often? How did you go about planning for instruction? What roles did you each take?

2. What co-teaching strategies did you use the most? The least? Why? What did you do while your candidate was teaching? What did your candidate do while you were teaching?

3. What were the strengths of co-teaching? What were some barriers or weaknesses to co-teaching?

4. How often was your candidate observed by your university facilitator? Were you able to observe together?

5. Describe your candidate's growth over the semester. How do you think the model contributed to the growth?

6. What was helpful about the trainings offered to you? What would you like to see added? What should be removed? What would you need in order to make the job of mentor supervisor easier?

7. What were some strengths of the CMSM for the student? For you? What were some barriers?

8. In what ways were you able to maximize the model for you own professional growth?

9. Do you recommend the university continue with co-teaching? With the mentor supervisory piece? Would you be willing to participate again? In what ways could we improve?

10. How often and in what way were you able to communicate with the university facilitator?

APPENDIX C

MID-TERM GUIDING QUESTIONS FOR MENTOR SUPERVISOR GROUP INTERVIEW

Mid-Term Guiding Questions for Mentor Supervisor Group Interview

1. Describe any successes and barriers you are experiencing with co-teaching.

2. What additional supports do you need from the University to be successful?

3. Describe any successes and barriers you are experiencing with supervision.

4. What additional supports do you need from the University to be successful?

5. How are you able to find time to schedule and perform regular observations and feedback? Is there any scheduling advice you could provide for others?

6. Do you feel the task of mentoring and supervising is reasonable thus far? What are the contributing factors?

7. If you have taken the half day planning, was that of benefit? In what ways did this assist you?

8. What mentoring questions do you have that have not already been addressed?

9. What else can we do to support you?

APPENDIX D

CONSENT FORM

Consent Form

1. The University of Idaho Institutional Review Board has approved this project.

2. The purpose of this research study is to collect preliminary data on the integration of current k-12 practitioners in the development of preservice teachers through a more involved role in the mentoring and supervision of teacher candidate; the data will also be used to determine the impact on the University-School Partnership.

3. You will be asked to participate in the co-teaching model of student teaching, coaching of one student teacher if you are a mentor teacher, completion of two surveys and an end of semester interview for the purposes of providing constructive feedback. By participating in this exploratory study, you will be providing data that will inform future programs and studies. In addition, candidate teachers will be asked to video their teaching a minimum of 4 times and analyze their instructional practices. Comparison group participants will be asked to partake in a pre and post survey. Artifacts such as lesson plans, observation notes and collaborative assessment logs may also be collected.

4. There are no known risks, however should you experience any stress or embarrassment, you may notify the researcher and/building administrator who. You may choose to withdraw at any time.

5. This exploratory study serves to both benefit the local school and University by providing data for future program implementation and further research.

6. New information developed during the course of the research which may relate to your continued participation will be provided to you. If we find the interview is causing stress, we will stop the interview.

7. All responses will be kept on password-protected personal computers of the investigators and will be deleted upon completion of all reports. In addition, all video and field notes will also be deleted. Video will be kept in a locked office when not in use. All identification will be kept confidential and pseudonyms given to all participants and school districts.

9. If you have questions about the study or interview, you can ask the investigator during the interview, when the interview is complete or at a time you feel is appropriate.

10. You may contact the investigators at any time with questions, concerns or to withdraw.

Investigator	Faculty Sponsor
Kris Allen	Dr. Don Wattam
University of Idaho	University of Idaho
Department of Curriculum and Instruction	Department of CI
1031 N. Academic Way	1031 N. Academic Way
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11. You may refuse to participate at any time with no penalty.

12. If you do stop your participation in the study, there will be no penalties associated with your withdrawal. All you need to say is that I no longer wish to participate.

_____

Signature of Participant Date